ABSTRACT
This research article investigates the effects of formative assessment on students' learning abilities and academic performance. The study aims to examine the efficacy of different formative assessment approaches in enhancing student engagement, self-regulation, and metacognitive skills. Employing a mixed-methods approach, quantitative and qualitative data collected from a diverse group of college students. Various formative assessment strategies, including feedback, self-assessment, peer-assessment, and goal setting, were implemented in the classroom. The quantitative analysis focused on evaluating the impact of these practices on students' learning outcomes, such as academic achievement, motivation, and self-confidence. Complementary to this, qualitative data was gathered through interviews and classroom observations to gain deeper insights into students' perceptions and experiences related to formative assessment. The findings highlight the pivotal role of formative assessment in fostering students' learning abilities. Implementation of formative assessment practices resulted in heightened student engagement, improved self-regulation, and enhanced metacognitive skills. Notably, the provision of timely and constructive feedback, along with opportunities for self-assessment and peer-assessment, proved particularly effective in enabling students to identify their strengths and weaknesses, as well as to establish attainable learning goals. Furthermore, this research underscores the significance of teacher-student interactions in the formative assessment process. Teachers' supportive and facilitative roles, coupled with clear communication of learning expectations, contributed to
To analyze the students’ active participation and sense of ownership over their learning journey. The study emphasizes the ongoing need for professional development among teachers to effectively implement formative assessment strategies in the classroom. In summary, this research article offers valuable insights into the influence of formative assessment on students’ learning competencies. The findings suggest that formative assessment practices have the potential to positively impact students' academic growth and empower them to become self-directed learners. By harnessing the benefits of formative assessment, educators can create inclusive learning environments that foster students' overall development and prepare them for future educational challenges.

KEYWORDS
Impact, Formative assessment, Learning Competencies

INTRODUCTION
Education has witnessed the continuous evolution of various aspects of teaching and learning, with assessment playing a pivotal role in this process. Formative assessment, which involves ongoing feedback and evaluation, has emerged as a valuable tool for effective teaching practices. It focuses on understanding students' learning needs and guiding instructional decisions. Socrates can be considered an early adopter of formative assessment, using thoughtful questioning and student responses to evaluate knowledge and shape instruction (Jeri, 2018).

Formative assessment provides valuable insights into teaching methods and students' comprehension. It helps identify areas where students may struggle and allows adjustments to enhance their understanding. It is important to distinguish formative assessment from summative evaluation, as the former is an ongoing process that supports learning, while the latter measures outcomes. Choosing the right formative assessment tool and implementing it carefully contribute to improved student outcomes. In recent decades, formative assessment has gained increased attention. Michael Scriven explored ways to incorporate it into standardized tests, and researcher Bloom highlighted its crucial components: providing understanding to students and creating optimal conditions for essential learning elements. Engaging students in the learning process is essential for motivation and improved outcomes. As education rapidly evolves, effective practices have demonstrated significant accomplishments, with formative assessment playing a central role (Bloomberg, 2012).

Formative assessment involves observing the effectiveness of different techniques and considering feedback, self-evaluation, and peer evaluation. Research confirms its potential to enhance student performance. Implementing formative assessment techniques such as accumulated proof of learning competencies, self-regulated learning, and peer support fosters positive outcomes. It serves as a valuable tool for
lecturers to continually evaluate and adapt their instructional methods to optimize student learning. A well-designed assessment process identifies students' progress, strengths, and weaknesses. Assessment procedures are no longer solely the responsibility of teaching authorities; lecturers employ various methods such as grades, written feedback, and unique assessment approaches. This information is valuable not only for students but also for their parents and educational stakeholders. Grades can be utilized as opportunities for higher job positions, making it crucial for lecturers to carefully consider their assessment methods. Inappropriate evaluation can have a detrimental influence on student learning outcomes, emphasizing the importance of selecting suitable and effective assessment methods (Moss & Brookhart, 2019).

Incorporating formative assessment into classroom practice improves student performance. Strategies like clarifying learning goals, developing tasks for effective learning, providing constructive feedback, allowing student ownership of learning, and activating peer collaboration enhance the impact of assessments and promote meaningful learning experiences. Online assessment methods play a crucial role in effective learning. Aligning assessments with learning outcomes facilitates constructive learning practices. Peer-wise activities have shown positive correlations with improved academic performance, particularly for lower-ability students. Students benefit from generating high-quality questions and assessing their peers' work. The ongoing COVID-19 pandemic has presented unique challenges for education and assessment. Insufficient digital infrastructure, gaps in lecturers' technical and pedagogical competencies, academic fraud, lack of student participation, and increased lecturer workload are among the obstacles faced. Transitioning from traditional assessment methods to more adaptable and interactive approaches, such as formative assessment, becomes essential in remote learning settings. (QAA, 2020; QQI, 2020; Education, 2020; Koris et al., 2021; Ma et al., 2022; Marinoni et al., 2020; Symonds, 2020)

Competency-based assessment has also gained attention, with research demonstrating its positive impact on student outcomes. (Hodges et al., 2020) Authentic assessment practices have shown higher graduation rates, greater college acceptance rates, and advanced progress in higher education. These results emphasize the value of incorporating authentic assessment in educational settings. Formative assessment is not an isolated task but an integral part of curricular practice. It involves instructional planning, teaching strategies, and curriculum design to collect evidence of student progress and inform instructional decisions. Assessments are social activities that promote interaction and discussions among lecturers, students, and peers. The implementation of formative assessment approaches has faced challenges, including complexity, external factors like accountability and summative evaluation, and
To analyze the lecturers' understanding and value of formative assessment. Student-centered assessment needs to be further explored as a practical method beyond the pandemic. In conclusion, formative assessment is a continuously evolving procedure that supports effective teaching and learning practices. It provides ongoing feedback, identifies students' learning needs, and guides instructional decisions. The choice and implementation of appropriate assessment methods are crucial for improved student outcomes. Incorporating formative assessment into classroom practice promotes active student participation and enhances the learning experience. The ongoing pandemic has highlighted the importance of adaptable assessment approaches in remote learning settings. Future research should focus on student-centered assessment and its impact on student learning outcomes. (Black & Wiliam, 2009, 2018)

This research aims to analyze the impact of formative assessment on fostering students' learning competencies in college-level education. The study focuses on colleges in District South, Saddar Town, Karachi, with the intention of promoting the implementation of formative assessment practices at the college level to enhance students' learning outcomes and improve teaching methodologies. Traditionally, educational institutions in Pakistan rely on annual assessments that fail to provide a comprehensive understanding of students' performance and often encourage rote learning. In contrast, formative assessment, which involves regular feedback and continuous improvement, has the potential to promote students' learning motivation and understanding of the content. The researcher intends to investigate the influence of formative assessment practices on students' learning competencies in the selected colleges. The study aims to examine the understanding of formative assessment among lecturers, evaluate the effectiveness of formative assessment procedures, analyze the impact of student feedback on instructional strategies, explore the role of peer and self-assessment in enhancing learning outcomes, and assess the students' learning competencies. The research also aims to identify how formative assessment helps overcome students' challenges and learning difficulties by providing regular accountability and motivation for learning.

The study will collect data from college students and lecturers at the Intermediate level. The objectives include analyzing lecturers' understanding of formative assessment, assessing the implementation of formative assessment, examining changes in instructional strategies based on student feedback, exploring the effectiveness of peer and self-assessment, analyzing students' learning competencies, and understanding how formative assessment addresses learning challenges and difficulties. The research questions revolve around lecturers' understanding of formative assessment, the effectiveness of formative assessment in improving learning outcomes, the impact of student feedback on instructional strategies and learning, and the effectiveness of peer and self-assessment in enhancing learning competencies.
The study proposes three hypotheses to assess the significance of formative assessment in improving learning competencies, addressing learning difficulties, and enhancing learning motivation. However, the study has limitations, including potential biases in respondents' understanding and reflection of formative assessment procedures. To address this, further research could involve interviews and classroom observations to gain a more authentic understanding of respondents' perspectives and actual class performance.

In conclusion, this research aims to analyze the impact of formative assessment on fostering students' learning competencies in college-level education. By promoting the implementation of formative assessment practices, the study seeks to enhance students' learning outcomes, improve teaching methodologies, and encourage active student engagement in the learning process.

LITERATURE REVIEW
Formative assessment is an ongoing evaluation process conducted by educators to assess students' comprehension and adaptability skills. It encompasses various methods such as tests, competitions, lectures, presentations, and assignments. (Kyaruzi et al., 2019) The main objective of formative assessment is to improve teaching techniques and facilitate students' learning by identifying strengths and areas for improvement. Lecturers' perspectives on assessment factors are crucial for bridging the gap between theory and implementation, promoting the adoption of effective formative assessment practices. The use of information technology has expanded the range of assessment options, including computerized feedback systems and peer assessments. (Whitelock & Bektik, 2018) Social media platforms support students' collaborative learning experiences and the exchange of feedback among peers. Albert Bandura's social cognitive theory emphasizes the impact of social, environmental, and behavioral factors on teaching and learning. It highlights the role of self-efficacy, outcome expectations, and environmental influences in shaping motivation, learning, and self-regulation. The model of reciprocal interactions underscores the dynamic relationship between personal, behavioral, and environmental factors in self-regulated learning processes. (Schunk & Usher, 2019). Bandura's theory provides valuable insights into motivation, supporting its applicability in educational contexts. (Schunk & DiBenedetto, 2020). Formative assessment has shown to have a positive impact on student learning outcomes compared to traditional assessment methods. Peer assessment and feedback play a crucial role in this process, although students may initially doubt their peers' ability to evaluate their work. To optimize peer assessment, students need support and training from lecturers, preferably using criteria and well-structured rubrics. Implementing anonymous peer feedback and providing appropriate training for feedback provision can enhance the reliability and effectiveness of these assessment practices. Vygotsky's theory of social development emphasizes the
importance of social interaction in learning, and peer assessment and feedback align with this theory by creating a favorable educational environment for collaborative learning. (Topping, 2021). Peer feedback triggers cognitive processes, promotes understanding confirmation and adjustment, fills gaps in knowledge, and suggests alternative strategies. By engaging in peer collaboration, students can discover meaning and express themselves confidently in writing. (Zhang, 2018) It is essential to align assessment strategies with the instructional content to accurately measure learning progress and achievements. Integrating diverse formative assessment methods and utilizing them during the teaching process can lead to improved outcomes and enhanced utilization of formative assessment strategies by educators. Formative assessment has been found to positively impact student academic achievement, as indicated by numerous studies. Overall, formative assessment contributes to a deeper understanding of student learning and enables instructors to tailor instruction to meet student needs (Jin, 2019). The role of formative assessment in medical education has been emphasized, as it positively impacts students’ end-of-session scores and contributes to the long-term competency of physicians. Comparative studies evaluating different assessment approaches are necessary for the advancement of medical education. (Batool et al., 2018) A well-balanced approach that combines summative and formative assessment is recommended for a comprehensive evaluation process. The challenge of providing sufficient clarification and instructions for assigned tasks in remote or online learning environments is highlighted. Offline classroom instruction allows for immediate interaction and clarification, overcoming the limitations imposed by distance. Gradual changes and the development of practical knowledge are essential for effective implementation of formative assessment practices.

Well-designed assessments play a crucial role in providing feedback and facilitating learning in remote learning environments. Students’ responsibility for their own learning process is important, and feedback serves as a valuable starting point for instruction. Peer assessment and self-assessment can enhance learning capabilities and metacognitive observations. (Agung et al., 2020) Four types of feedback are identified: feedback on processes, tasks, individuals, and self-regulation. The act of giving feedback is a powerful influence on performance, and assessment aims to provide evidence of student performance and progress while informing teachers about the effectiveness of their teaching methods. To summarize, formative assessment should create a supportive learning environment that promotes a positive self-image and self-esteem. Feedback plays a crucial role in formative assessment, providing information about progress towards goals. Feedback should be goal-based, specific, concrete, and transparent. It is not just about lecturers giving advice but also involves open communication and feedback-seeking from students. Formative assessment helps lecturers design lessons and has a powerful influence on learning. However, it is
important to ensure that assessment tasks and procedures are fair and transparent to reduce student anxiety. (Hyland, 2019).

The implementation of formative assessment may encounter difficulties due to time constraints and existing policies. Motivational factors and student awareness should be addressed to enhance student engagement and motivation. (Kuhfield & Tarasawa, 2020). Teachers should enable students to take ownership of their learning, reduce discrepancies between actual and expected learning outcomes, and provide rewards for significant progress. The successful implementation of formative assessment depends on understanding the learning environment and adapting assessment strategies accordingly. It is essential for lecturers to actively and effectively implement formative assessment to maximize its benefits for student learning. However, the impact of formative assessment can vary among students, and lecturers' perceptions and communication with students are crucial in facilitating its effectiveness. Ultimately, formative assessment contributes to student engagement, intellectual development, better understanding of content, and narrowing achievement gaps among students. To summarize, the implementation and impact of formative assessment in educational reforms are influenced by various personal and contextual factors. (Jónsson et al., 2018; Van Der Kleij & Adie, 2020). Personal factors include lecturer beliefs, attitudes, knowledge, and skills. Lecturers' positive perceptions and self-efficacy are correlated with their intentions to conduct formative assessment. Knowledge and skills related to formative assessment are essential for effective implementation. Professional training and pedagogical skills can enhance formative assessment practices. Contextual factors, such as the complexity of the classroom environment and external policies, also influence formative assessment practices (Yan & Brown, 2021).

In conclusion, there is a gap in the literature regarding a comprehensive consideration of the factors influencing lecturers' intentions and implementation of formative assessment. Formative assessment employs various data sources, focuses on ongoing improvement, and sets clear goals. It plays a vital role in monitoring student progress, guiding pedagogical decision-making, and nurturing students' abilities. However, many universities still heavily rely on traditional summative assessments, and there is a lack of understanding of formative assessment in educational institutions. Existing research has explored the utilization and reasoning behind the selection of formative assessment strategies by lecturers. Factors such as expectations, characteristics, and educational background influence their choices. However, there is a discrepancy between the perceptions of experienced lecturers and the research evidence supporting the effectiveness of formative assessment strategies. Several studies have shown the positive impact of formative assessment on student performance and motivation. The use of specific feedback and metacognitive strategies has been found to improve
Motivation and lecturer feedback are closely related to student engagement and success in the classroom. However, rigorous and constructive feedback is often lacking in classrooms with struggling students, which can impact their motivation. Overall, there is a need for further research to bridge the gap between research findings on formative assessment and its implementation in the classroom. Effective professional development for educators is essential to support the integration of formative assessment practices and improve student outcomes (Ahmed, 2022). It is evident from the literature that there are several challenges and gaps in the implementation of formative assessment practices in educational institutions. Lecturers often prioritize cleanliness and tidiness when selecting students, which may overlook important aspects of their performance. Professional development programs have been found to be effective in enhancing lecturers' understanding and implementation of formative assessment strategies. Mentor-mentee relationships also play a crucial role in developing lecturers' skills in formative assessment. Assessment in education is essential for understanding students' needs, interests, abilities, and learning styles. However, there is a tendency to focus solely on the evaluation of the final product rather than the process of learning. Effective assessment should cover both process and product aspects to provide a comprehensive understanding of student performance. The use of formative assessment contributes to goal-oriented learning, student engagement, and lifelong learning.

Peer assessment and peer feedback have emerged as valuable approaches to improving students' writing skills. These practices enable students to evaluate and provide feedback on their peers' work, leading to collaborative learning and improvement. (Quynh, 2021) Peer feedback is beneficial as it is readily available and helps students take ownership of their learning. However, there are challenges associated with peer assessment, including bias and students' preference for feedback from lecturers. (Gencha, 2018; Kuyyogussy, 2019; Meletiadou, 2021; Uymaz, 2019; Wu & Schunn, 2021; Zhang, 2018). In the context of Pakistan, there is limited research on formative assessment practices. However, the available studies indicate that formative assessment is highly effective in improving student achievement and promoting a learning-centered approach. It emphasizes the importance of assessment for learning rather than learning for assessments.

Overall, there is a need for continued research and professional development to address the challenges and gaps in formative assessment practices. By enhancing lecturers' understanding and implementation of formative assessment strategies and promoting collaborative assessment practices, educational institutions can improve student
engagement, motivation, and learning outcomes.

**RESEARCH OBJECTIVES**
1. To analyze the understanding of the concept of formative assessment by lecturers.
2. To assess the influence of formative assessment procedures implemented by lecturers.
3. To examine the transformation in lecturers' instructional strategies through the analysis of student feedback.
4. To examine how Peer assessment and Self-assessment contribute to enhancing students' learning outcomes through reflective practices.
5. To analyze the student’s learning competencies.
6. Analyzing how formative assessment helps to overcome students’ challenges and learning difficulties.
7. The application of formative assessments helps students through regular accountability; it motivates the students for learning.

**RESEARCH HYPOTHESES**
1. There is a significant difference in the measure of the effectiveness of student’s learning competencies.
2. There is a significant difference in the measures taken for the improvements in student’s learning difficulties.
3. There is a significant difference in the student’s learning motivation by implementation of Formative Assessments.

**RESEARCH QUESTIONS**
1. Do the Lecturers understand the concept of Formative Assessment?
2. How successful is the implementation of formative assessment by the lecturers in improving learning outcomes?
3. How does student feedback contribute to enhancing both lecturer’s instructional strategies and students' learning?
4. Is Peer Assessment and Self-Assessment effective to enhance the students’ learning competencies?

**RESEARCH METHODOLOGY**
Formative assessment events should have a clear purpose, involve a cycle of formative practices, and produce a formative effect. However, immediate learning effects may not always be expected from a single round of formative practice. The complete round of formative procedures, including all four steps aligned with the learning target, is considered the minimum requirement for defining a formative assessment event. This approach allows teachers to identify and analyze formative assessment practices and provides concrete units of analysis for researchers. The population for this study
consists of intermediate-level lecturers and students in colleges. To obtain a representative sample, a combination of simple random sampling and stratified sampling techniques was used. A sample population of 200 lecturers and 500 students was selected. Data was collected through a structured questionnaire, interviews, and classroom observations to enhance reliability and validity. The research conducted on a smaller scale due to the extensive number of colleges and respondents in Karachi. A pilot test was conducted to assess the questionnaire's effectiveness and make necessary adjustments before proceeding with the main research study. The researcher selected 10 accessible colleges in District South Saddar Town, Karachi, comprising approximately 9,500 students and 500 lecturers. A 40% sample of lecturers and a 5% sample of students from these colleges were analyzed to evaluate students' learning competencies.

The researcher applied mixed research tools to ensure the reliability of the sample population's responses. The sampling technique used in this research is stratified sampling, which involves dividing the population into strata (groups) based on shared characteristics and then selecting a simple random sample from each stratum. The sample population consists of intermediate-level lecturers and students, with additional strata based on gender (Berndt, 2020). The research design employed is a mixed methods design, combining both qualitative and quantitative research techniques. Qualitative research designs are more flexible and inductive, allowing for adaptation based on insights throughout the research process. Quantitative research designs, on the other hand, are more rigid and a priori, with variables and hypotheses defined before data collection. The researcher applied qualitative and quantitative phenomenological research techniques in the research design (McCombes, 2023). The research instruments used in this study include closed-ended questionnaires and open-ended questionnaires for interviews and class observations. The closed-ended questionnaires utilized a Likert scale with 11 dimensions and 35 items to gather quantitative data. The open-ended questionnaires were designed to gather qualitative data through interviews and class observations (Box et al., 2019).

The procedure of the study involved selecting colleges in the Saddar town of District South Karachi, obtaining permission from college authorities, dividing the population into strata based on gender, administering questionnaires for quantitative analysis, conducting interviews with selected participants, and observing their class teachings. The collected data were then analyzed using quantitative and qualitative analysis techniques. Data collection methods faced challenges due to respondents' lack of interest, but the researcher personally approached them, obtained their consent, and explained the purpose and significance of the research. To enhance validity, a pilot test was conducted to evaluate the validity and reliability of the research instruments. The collected data were analyzed using software such as SPSS. Validity and reliability
were ensured through the pilot test and obtaining comparable positive responses from different data collection methods. The questionnaire was refined based on the feedback received, and similar positive responses from interviews and class observations confirmed the validity and reliability of the questionnaire.

RESULTS

**Figure 1: Theoretical Framework**

![Diagram of the Theoretical Framework]

Bandura's Social Cognitive Theory emphasizes the interaction between social, environmental, and behavioral factors in shaping human behavior. Social factors, such as observational learning and modeling, influence behavior through observation and imitation of competent and influential individuals. Environmental factors, including physical surroundings, social norms, and cultural influences, provide the context for behavior. Behavioral factors involve internal cognitive processes, such as self-regulation and self-efficacy, which impact motivation, effort, and persistence. In the context of education, the theory highlights the importance of social interactions, role modeling, and creating a supportive learning environment. Teachers play a crucial role as role models and must consider individual differences and external factors that influence students' motivation and learning abilities. Effective implementation and consistency are key factors in applying social learning theory in education.

**Figure 2: Conceptual Framework**

Formative Assessment Conceptual Framework
To analyze the...
To analyze the... and students in selected colleges in District South Karachi. (El Nagdi & Roehrig, 2022).

To ensure the validity and reliability of the questionnaire, a pilot test was conducted with a small sample group, and necessary modifications were made based on the feedback received. The revised questionnaire will be administered to the target population, and the collected data will be analyzed using quantitative data analysis techniques. (Toler, 2022). In addition to the questionnaire, qualitative data will be collected through interviews and classroom observations. The research questions for the qualitative component will be derived from the quantitative questionnaire. The qualitative data will be analyzed using an explanatory approach, allowing for a deeper understanding of the research topic. The study aims to gather neutral opinions from the sample population to verify the research question and hypotheses. By incorporating both quantitative and qualitative research methods, the researcher aims to obtain a comprehensive understanding of the impact of formative assessment on students' learning competencies. Overall, the research process involves multiple steps, including the development and administration of the questionnaire, focus group discussions, pilot testing, data collection, and data analysis. The researcher is committed to ensuring the validity and reliability of the research instruments and obtaining meaningful insights into the research topic.

A Principal Component Analysis (PCA) was conducted on the 35 items from the questionnaire using orthogonal varimax rotation. The adequacy of sampling for the analysis was assessed using the Kaiser-Meyer-Olkin (KMO) measure, which yielded values of 0.789 for lecturers and 0.635 for students. The Bartlett's test of sphericity was significant for both lecturers and students, with a value of 2268.390 and p < 0.001, indicating that the correlations between items were sufficiently large for PCA. The initial analysis involved calculating eigenvalues for each component in the data. For the lecturers, twelve components had eigenvalues greater than Kaiser's criterion and accounted for 67.363% of the total variance. Similarly, for students, thirteen factors met the criterion and explained 74.616% of the total variance. The scree plots exhibited some ambiguity, with inflections that supported retaining these components. Considering the convergence of the scree plots and Kaiser's criterion, it was decided to retain twelve components for lecturers and thirteen components for students in the final analysis.

The component tables provide the factor loadings after rotation. The items that cluster together on the same components suggest that Component 1 represents Students Feedback, while Component 2 represents Lecturer's Dedication. These components capture the underlying patterns and relationships among the questionnaire items, allowing for a better understanding of the constructs being measured in the study. A
Principal Component Analysis (PCA) was performed on the 35 items using orthogonal varimax rotation. The Kaiser-Meyer-Olkin (KMO) measure was used to assess the adequacy of sampling for the analysis, resulting in KMO values of 0.789 for lecturers and 0.635 for students. The test of sphericity Bartlett's was significant for both lecturers and students, with a value of 2268.390 and p < 0.001, indicating that the correlations between items were sufficiently large for PCA.

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**DISCUSSION**

The research study aimed to investigate the impact of formative assessment on the development of students' learning competencies in intermediate-level colleges located in District South, Saddar Town. By utilizing a mixed research method that combined qualitative and quantitative data sources, the researcher sought to gain a comprehensive understanding of the connection between lecturers' teaching methods and students' learning outcomes. To gather data for the study, the researcher employed various research instruments to assess both lecturers' teaching practices and students' learning achievements. Structural questionnaires were administered to collect quantitative data, which was then analyzed using statistical methods. These questionnaires likely contained items aimed at assessing the effectiveness of formative assessment on both lecturers and students. Additionally, interviews were conducted with lecturers and students to obtain qualitative data, providing more detailed insights into the impact of formative assessment. To monitor and record the teaching and learning impact in the classroom, a class observation chart was utilized. Once the data was collected, the quantitative data underwent statistical analysis to identify significant relationships or patterns. The qualitative data, including interview responses and observation records, were analyzed through group discussions and descriptive methods. The objective of this analysis was to refine the qualitative data and develop a thorough understanding of the influence of formative assessment on both lecturers and students. By refining the qualitative data, the researcher aimed to extract meaningful insights, identify patterns and themes, and gain a comprehensive understanding of the effects and implications of formative assessment in the teaching
and learning processes.

The study's findings indicated that the implementation of formative assessment had a significant impact on students' learning competencies. (McMillan, 2014) The data collected and analyzed during the research process revealed that formative assessment practices were already in place in the selected colleges, primarily in the form of continuous assessment. Lecturers demonstrated a good understanding of the process and the impact of formative assessment on student learning. They expressed a willingness to enhance their teaching strategies to promote students' learning competencies and address any learning difficulties encountered by students. The research provided valuable insights into the effectiveness of formative assessment in college settings. It highlighted the positive outcomes and satisfaction reported by lecturers and students. Lecturers were observed using formative assessment strategies to improve students' understanding and interest in the subject matter. Through feedback and observations, lecturers were able to make necessary adjustments to their teaching techniques, facilitating more effective and efficient learning experiences.

Furthermore, the research emphasized the importance of feedback in the formative assessment process. Lecturers' feedback and observations provided students with a clear picture of their learning progress and areas for improvement. This feedback was instrumental in fostering students' learning competencies. By actively considering and incorporating students' perspectives, lecturers were able to enhance their teaching strategies and promote a more student-centered learning environment (Heritage, 2021). The research findings also pointed to the need for continuous professional development for lecturers. Training workshops were recommended to enhance their knowledge and skills in designing comprehensive and meaningful learning objectives for each lesson. Clear and measurable objectives help facilitate effective instructional planning and focused student learning. Moreover, the study highlighted the benefits of incorporating self-assessment and peer assessment in the formative assessment process. Self-assessment encouraged students to reflect on their progress, identify strengths, and areas for improvement. Peer assessment provided opportunities for students to provide constructive feedback to their peers, enhancing their critical thinking and communication skills. By incorporating these assessment methods, lecturers can foster a collaborative and supportive learning environment (Brookhart & Moss, 2009).

RECOMMENDATIONS
The research findings have several implications for practice. First, regular assessment of both students' learning and lecturers' teaching is essential to ensure continuous improvement. Ongoing evaluation helps identify areas of improvement, make necessary adjustments to teaching methods, and provide targeted support to students,
resulting in an overall enhanced learning experience.

Second, there is a need for the systematic review of lesson plans based on student feedback. This serves as valuable input for assessing the effectiveness of lessons and identifying areas for improvement. By actively considering and incorporating students' perspectives, lecturers can enhance their teaching strategies and promote a more student-centered learning environment.

Third, lecturers should actively promote self-assessment among students. By fostering a culture of self-reflection and collaboration, lecturers empower students to take ownership of their learning journey. Self-assessments enable students to reflect on their progress, identify strengths, and areas for improvement.

Fourth, peer assessment should be encouraged to contribute to a comprehensive and holistic approach to learning assessment. Peer assessment provides opportunities for students to give and receive feedback, enhancing their critical thinking and communication skills.

Fifth, collaborative learning techniques should be implemented to evaluate assessments, enabling students to provide feedback based on the collective quality of their work. This approach encourages collaboration, assessment, and constructive sharing, fostering a culture of continuous improvement and enhancing the effectiveness of assessments. To ensure the successful implementation of formative assessment, it is crucial to involve educational authorities and policymakers. The research recommends advocating for the adoption of formative assessment practices across educational institutions and incorporating it into the education policy. This would provide the necessary support and resources for lecturers to implement formative assessment effectively and benefit students' learning outcomes. In conclusion, the research study provided valuable insights into the impact of formative assessment on students' learning competencies in intermediate-level colleges. The findings emphasized the positive influence of formative assessment on both lecturers and students. By implementing formative assessment practices, lecturers can enhance their teaching strategies, address students' learning needs, and create a more engaging and effective learning environment. The study's recommendations highlight the importance of ongoing professional development, feedback mechanisms, and the incorporation of self-assessment and peer assessment in the formative assessment process.

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To analyze the...
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