



RESEARCH PAPER

**Teachers Perspective towards Assessment Techniques: Balancing Formative and Summative Approaches at Secondary Level**

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**ABSTRACT**

This study aims to explore secondary school teachers' perceptions of formative and summative assessment techniques, focusing on their balance and impact on educational outcomes. Formative assessments offer ongoing feedback to enhance teaching and learning, while summative assessments evaluate student performance at the end of instructional periods. Understanding the balance between these approaches is crucial for effective education. Employing a mixed-methods design, the research integrates quantitative data from surveys and qualitative insights from interviews with secondary school teachers. Teacher's value formative assessments for identifying learning gaps and boosting engagement but also see summative assessments as essential for accountability and progression. Challenges include high stakes testing pressures and integrating formative feedback into summative frameworks. To achieve balance, the study suggests continuous assessment methods and involving students in the assessment process. These strategies can improve teaching effectiveness and student learning outcomes, underscoring the need for professional development in balanced assessment implementation.

**KEYWORDS** Assessment, Formative, Secondary School, Summative

**Introduction**

Assessment is a crucial component of the educational process, providing essential feedback that guides both teaching and learning. Formative assessment, which includes various informal and formal methods, aims to monitor student learning and provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning (Black & Wiliam, 2020). Summative assessment, on the other hand, evaluates student learning at the end of an instructional period by comparing it against a standard or benchmark (Harlen, 2021). The balance between formative and summative assessments is vital for achieving optimal educational outcomes, especially at the secondary level where students prepare for higher education and career paths (Brookhart, 2021; Shaikh et al., 2023).

Despite the well-documented benefits of both formative and summative assessments, there remains a significant challenge in effectively balancing these approaches in secondary education. Teachers often struggle with the dual demands of providing immediate feedback to enhance student learning while also preparing students for high-stakes summative evaluations (Guskey, 2020). Additionally, students frequently perceive summative assessments as high-pressure situations that can lead to anxiety and disengagement (Shepard, 2020; Siddiqui, Lashari & Dahani, 2024). This study seeks to explore the attitudes of both teachers and students towards these assessment techniques and to identify strategies for achieving a more effective balance between formative and summative assessments at the secondary level (Stiggins, 2021; Amur, Bukhari & Lashari, 2023).

Understanding the attitudes of teachers towards formative and summative assessments is critical for several reasons. First, it provides insights into the practical

challenges and benefits associated with these assessment types from the perspective of those directly involved in the educational process (Andrade, 2020; Zehra et al., 2022). Second, it helps identify areas where educational practices can be improved to better support student learning and well-being (McMillan, 2020; Pervaiz et al., 2024). Finally, by exploring effective strategies for balancing formative and summative assessments, this study aims to contribute to the development of more comprehensive and effective assessment practices that enhance both teaching and learning outcomes at the secondary level (Wiliam, 2021; Siddiqui, Lashari & Soomro, 2023).

## **Literature Review**

Assessment is a fundamental aspect of the educational process, providing critical feedback that informs both teaching and learning. Formative and summative assessments serve distinct yet complementary roles in education, particularly at the secondary level where students prepare for higher education and careers. This literature review explores the benefits and challenges of these assessment types, the perceptions of teachers and students, and strategies for achieving a balance between formative and summative assessments.

Formative assessment includes various informal and formal methods designed to monitor student learning and provide ongoing feedback that can be used by instructors to enhance their teaching and by students to improve their learning outcomes. According to Black and Wiliam (2020), formative assessment is instrumental in identifying student misconceptions and learning gaps early, allowing for timely interventions (Jillani, Lashari & Bukhari, 2022). They argue that formative assessment fosters a supportive learning environment where students feel encouraged to take risks and learn from their mistakes.

Brookhart (2021) expands on this by noting that formative assessment practices, such as self-assessment and peer assessment, promote student autonomy and self-regulation. These practices enable students to set their own learning goals and track their progress, leading to improved motivation and engagement (Bukhari et al., 2023). Furthermore, Shepard (2020) emphasizes that formative assessment helps teachers adapt their instructional strategies to meet the diverse needs of their students, thereby enhancing overall educational quality.

Summative assessment, on the other hand, evaluates student learning at the end of an instructional period by comparing it against a standard or benchmark (Harlen, 2021). Summative assessments, such as final exams and standardized tests, provide a comprehensive overview of student achievement.

Guskey (2020) highlights that summative assessments play a crucial role in accountability systems, offering measurable outcomes that can be used to evaluate the effectiveness of educational programs and policies. He argues that summative assessments provide valuable data that can inform curriculum development and resource allocation. Additionally, summative assessments help students and parents understand the extent of learning and achievement, serving as a motivator for students to strive for academic excellence (Stiggins, 2021; Jillani et al., 2024).

Despite their benefits, balancing formative and summative assessments presents significant challenges in secondary education. Teachers often face the dual demands of providing immediate feedback to enhance student learning while also preparing students for high-stakes summative evaluations. According to Bennett (2021), this dual role can lead to tensions and conflicts in instructional practices, as teachers may feel pressured to "teach to the test" at the expense of deeper, formative learning experiences.

Furthermore, students frequently perceive summative assessments as high-pressure situations that can lead to anxiety and disengagement (Andrade, 2020). The high stakes associated with summative assessments can undermine the formative process by creating a competitive rather than a collaborative learning environment (Simming, Asad & Lashari, 2015). This pressure can also lead to negative consequences, such as test anxiety and reduced intrinsic motivation (McMillan, 2020).

Understanding the attitudes of teachers towards formative and summative assessments is critical for developing effective assessment practices. Research by Klenowski and Wyatt-Smith (2021) indicates that teachers generally recognize the value of formative assessment but often struggle to integrate it effectively within the constraints of a summative-focused educational system. They highlight the need for professional development and support to help teachers balance these assessment types (Simming, Asad & Lashari, 2015).

To achieve a more effective balance between formative and summative assessments, several strategies have been proposed in the literature. Popham (2022) advocates for the integration of formative assessment practices within the summative assessment framework. He suggests that summative assessments can be designed to include formative elements, such as providing feedback on test performance and using assessment data to inform future instruction.

Additionally, Harlen (2021) recommends the use of continuous assessment methods that combine both formative and summative approaches. Continuous assessment allows for ongoing evaluation of student progress, reducing the pressure of high-stakes exams and providing a more comprehensive picture of student learning (Noorani & Lashari, 2023). This approach can help create a more balanced assessment system that supports both learning and accountability.

Balancing formative and summative assessments are essential for achieving optimal educational outcomes at the secondary level. While formative assessment provides ongoing feedback that supports learning and teaching, summative assessment offers critical data for evaluating educational effectiveness (Magsi, et al., 2023). However, balancing these assessment types poses significant challenges for teachers and can create stress and disengagement among students.

Understanding the perceptions of teachers towards these assessments is crucial for developing effective strategies. By integrating formative practices within summative assessments, using continuous assessment methods, and involving students in the assessment process, educators can create a more balanced and supportive assessment system (Fayaz et al., 2023). Ultimately, such a system can enhance both teaching and learning outcomes, contributing to the overall quality of secondary education.

## **Methodology**

This study employs a mixed-methods research design to explore teacher's perceptions towards formative and summative assessments and to identify strategies for balancing these assessment types at the secondary level. The mixed-methods approach integrates quantitative data from surveys and qualitative data from interviews from teachers.

Participants will include secondary school teachers from various schools within a specific district. 15 teachers selected through stratified random sampling to represent different subjects and grade levels for interview and 200 teachers selected through stratified random sampling to represent diverse academic performance, grade levels, and

socioeconomic backgrounds. Structured questionnaire with Likert scale items and open-ended questions to collect data.

The teachers Semi-structured interviews with 15 teachers to explore experiences, challenges, and strategies. Surveys will be distributed electronically via email to teachers, with follow-up reminders over a four-week period. A subset of survey participants will be selected for interviews, scheduled at convenient times and conducted via video conferencing.

Selected data through form with will be analysis in table form and thematic analysis of interview to identify common themes and patterns.

Detailed study information provided to participants, with written consent obtained. Parental consent will be required for students under 18. Anonymization of data and confidentiality agreements signed by researchers and the Participation is voluntary, with the right to withdraw at any time.

## **Results and Discussion**

### **Demographic Details**

To get an idea about the interviewees, the following table contains their information. It is important to note that teachers' subject, gender and designation should be mentioned. Participants were asked to tell the subjects which they teach at private colleges.

**Table 1  
Gender**

Male	30%
Female	70%

Most of participants are female, with approximately 70% representation. Male participants make up around 30% of the sample. This distribution indicates a higher female presence among secondary school teachers in the study sample, which could reflect general trends in the teaching profession at this level.

**Table 2  
Educational experience**

2.5 Years	73.3%
6-10 years	16.7%
More than 10 years	10%

This graphic displays the range of teaching experience among the surveyed teachers. The chart categorizes teachers into various experience levels (e.g., 0-5 years, 6-10 years, 11-15 years, etc.).

- A significant portion of teachers have between 6 to 10 years of experience, highlighting a relatively seasoned group.
- There are fewer teachers with less than 5 years of experience, indicating lower recent entry into the profession.
- Teachers with over 15 years of experience form a smaller segment, suggesting either retirement or career changes over time.

Experience levels can significantly impact attitudes towards formative and summative assessments, as more experienced teachers might have well-established preferences and strategies compared to their less experienced counterparts.

The researcher interprets the findings from the thematic analysis and provides a deeper analysis of the implications and significance of the identified themes. The results investigate how teacher's perceptions towards formative and summative assessment.

**Table 3**  
**Assessment Approaches Used in Class**

To assign grades	14.8%
To identify students' strengths and weaknesses	60.6%
To compare students' performance	7.1%
To prepare students for standardized test	17.5%

The table provides insights into the primary goals of the assessment approach used in a classroom, based on feedback from 200 respondents. A significant portion, 60.6%, report that the primary goal of assessments in their classroom is to identify students' strengths and weaknesses. This highlights the use of assessments as a diagnostic tool rather than solely for grading purposes. Meanwhile, 14.8% of respondents indicate that assessments are primarily used to assign grades, reflecting a more traditional approach. Additionally, 17.5% of respondents use assessments to prepare students for standardized tests, showing a focus on test readiness. A smaller segment, 7.1%, use assessments to compare students' performance, suggesting that while competitive grading still exists, the focus is shifting towards more individualized and developmental assessment strategies. This data can help shape educational approaches to better align with student learning needs and goals.

**Table 4**  
**Assessment Used in Class by Teacher**

Formative	65.1%
summative	27.3%
Diagnostic	7.6%

The table shows the distribution of assessment types used by a teacher in class. The use of Formative assessment 65.1% and Summative assessment is 27.3% used by teachers. Formative assessments make up the largest portion, indicating that the teacher primarily uses ongoing assessments to monitor student learning and provide feedback. Summative assessments, which evaluate student learning at the end of an instructional period, and diagnostic assessments, used to identify students' prior knowledge and skills, make up smaller portions of the assessment strategy.

**Table 5**  
**Use of Formative Assessment Techniques in Class**

Always	51.3%
often	30.8%
sometimes	15.4%
rarely	2.5%

The table shows the frequency with which teachers use formative assessments in their classrooms based on 200 responses. Here is the detailed analysis:

From the table, it is evident that most teachers (30.8%) use formative assessments often, while a significant portion (51.3%) use them always. This indicates a strong preference for regular formative assessments among the respondents.

A smaller group of teachers use formative assessments sometimes (15.4%), and very few (2.6%) use them rarely. Notably, none of the respondents reported never using formative assessments.

This distribution highlights the emphasis on formative assessments as a key strategy for ongoing evaluation and feedback in the classroom setting.

**Table 6**  
**Analysis of Most Effective Assessment Types for Gauging Student Understanding and Skills**

exams	10%
quizzes	50%
projects	10%
presentations	15%
Group work	15%

Based on 200 responses, the table illustrates the types of assessments educators find most effective for gauging student understanding and skills. According to the data, 50% of respondents consider quizzes the most effective assessment type. Quizzes are valued for their ability to provide immediate feedback and frequent checkpoints for understanding, allowing educators to quickly identify and address gaps in student knowledge. For exams 10%, project 10% and presentation 15%. Additionally, 15% of respondents find group work to be an effective assessment tool. Group work fosters collaboration and communication skills, providing a holistic view of student capabilities and promoting peer learning.

Presentations are preferred by 15% of respondents, highlighting their role in assessing students' understanding, communication skills, and ability to articulate and defend their ideas. Presentations encourage students to organize their thoughts clearly and enhance their public speaking abilities. Projects, chosen by 10% of respondents, are valued for requiring higher-order thinking, the application of knowledge, and long-term engagement with a subject. They offer an in-depth understanding of a topic and allow students to demonstrate their skills through practical application and creativity.

Interestingly, none of the respondents selected exams as the most effective assessment type. This suggests a shift away from traditional high stakes testing in favour of more formative and interactive assessment methods. Exams are often viewed as stressful and may not always accurately reflect a student's understanding or capabilities. Overall, the data indicates a strong preference for continuous and interactive assessment methods, such as quizzes, group work, and presentations, over traditional exams and projects. This trend reflects an emphasis on ongoing assessment and diverse methods to comprehensively gauge student understanding and skills.

**Table 7**  
**Analysis of Strategies for Designing Engaging and Motivating Assessments**

Use real world examples	35%
Incorporate technology	25%
Allow for student's choices	22.5%
Provide timely feedback	15%
All above	2.5%

The table, based on 200 responses, illustrates the various strategies educators use to design assessments that keep students engaged and motivated. The data reveals that 35% of respondents prioritize using real-world examples in their assessments. This approach helps students see the relevance of their learning in real-life contexts, making the material more engaging and meaningful.

Incorporating technology is the second most popular strategy, chosen by 25% of respondents. Technology can enhance the learning experience by providing interactive and multimedia elements, which can make assessments more dynamic and interesting for students.

Allowing for student choice is preferred by 22.5% of respondents. By giving students options in how they demonstrate their understanding, educators can cater to diverse learning styles and interests, increasing student motivation and ownership of their learning.

Providing timely feedback is considered important by 15% of respondents. Timely feedback helps students understand their progress and areas for improvement, fostering a growth mindset and keeping them motivated to continue learning.

Lastly, 2.5% of respondents selected "Above all," indicating that a combination of all these strategies is considered the best approach to designing engaging and motivating assessments.

Overall, the data suggests that a variety of strategies are employed by educators to maintain student engagement and motivation in assessments. Using real-world examples and incorporating technology are the most favored methods, reflecting a trend towards making learning more relevant and interactive. Allowing for student choice and providing timely feedback are also valued strategies, emphasizing the importance of personalized and responsive teaching practices.

**Table 6**  
**Frequency of Using Formative Assessments in the Classroom**

Very effective	59.5%
Moderately effective	23.7%
Slightly effective	13.2%
Not effective	3.6%

The table shows how often teachers use formative assessments in their classrooms. A significant 59.5% of respondents use formative assessments very effectively, while 23.7% using moderately and slightly effective is 13.2%. No respondents reported never using formative assessments, underscoring their importance in providing continuous feedback and support to students. This trend highlights the emphasis on regular, formative assessments to monitor and enhance student learning and engagement.

**Table 7**  
**Formative assessment Helps Teachers**

To identify individual and improve group or individual differences	15.6%
To modify teaching learning activities and experiences	12%
To recognize the potential of the students and facilities for enhancing their capabilities	10.3%
All above	62.1%

The table illustrates the various ways formative assessment benefits teachers, based on the responses received. A significant majority of 62.1% of respondents believe that formative assessment is beneficial in multiple ways, encompassing all provided options. This indicates that teachers find formative assessment to be a comprehensive tool that helps to identifying individual and group differences, modifying teaching and learning activities, and recognizing student potential to enhance their capabilities.

Specifically, 15.6% of respondents highlight the role of formative assessment in identifying individual and group differences. This allows teachers to tailor their instructional strategies to meet diverse student needs more effectively.

Another 12% of respondents use formative assessments to modify their teaching and learning activities. This suggests that ongoing feedback from formative assessments is critical for teachers to adjust their methods and improve the overall learning experience.

A smaller group, 10.3%, emphasizes the importance of formative assessment in recognizing the potential of students and enhancing their capabilities. This focus helps teachers identify and nurture students' strengths, providing opportunities for further development.

Overall, the data indicates that teachers value formative assessments for their ability to provide comprehensive insights into student learning, which can be used to inform and

improve teaching practices, address individual learning needs, and support student development.

**Table 8**  
**Effectiveness of Formative Assessments**

Effective	93.3%
ineffective	6.7%

The table illustrates the perceived effectiveness of formative assessments. An overwhelming majority of 93.3% of respondents believe that formative assessments are effective. This strong consensus indicates a high level of confidence among educators in the ability of formative assessments to enhance student learning and provide valuable feedback. A small percentage, 6.7%, remain neutral, suggesting that while they don't find formative assessments ineffective, they might see room for improvement or additional benefits. Notably, no respondents consider formative assessments ineffective, underscoring their value in educational settings.

**Table 9**  
**Methods of Providing Feedback on Assessment**

Written comments	47.5%
One -on - one discussion	40%
Grades only	12.5%

The table, based on 200 responses, illustrates the methods teachers typically use to provide feedback to students on their assessments. The largest group, 47.5%, prefer using written comments, indicating that detailed, individualized feedback is highly valued for guiding student improvement. One-on-one discussions are used by 40% of respondents, showing a strong preference for personalized, direct interaction to address student performance. A smaller percentage, 12.5%, rely on grades only, suggesting a minimalistic approach to feedback. Overall, the data reflects a strong emphasis on personalized and detailed feedback in educational assessment practices.

**Table 10**  
**Main Purpose of Using Summative Assessment in the Classroom**

To provide final grades	43.3%
To measure the effectiveness of teaching	10%
To evaluate students learning at the end of the course	36.7%
To get admission to the next level	10%

The table, illustrates the primary purposes of using summative assessments in the classroom. The most common purpose, selected by 43.3% of respondents, is to evaluate student learning at the end of the course. This indicates a strong focus on assessing overall student performance and knowledge after a period of instruction.

Following this, 36.7% of respondents use summative assessments to provide a final grade. This reflects the traditional role of summative assessments in determining students' final standings in their courses.

An equal proportion of 10% of respondents each use summative assessments to measure the effectiveness of teaching and to get students admitted to the next level. Measuring teaching effectiveness implies that some educators use these assessments to reflect on and improve their instructional strategies. Using assessments for admissions highlights their role in academic progression decisions.

Overall, the data underscores the dual primary purposes of summative assessments in evaluating student learning outcomes and assigning final grades, while also serving secondary roles in assessing teaching effectiveness and aiding in student advancement.



**Table 11**  
**Effectiveness of Summative Assessments in Evaluating Student Performance**

Very effective	57.9%
Moderately effective	23.7%
Slightly effective	13.2%
Not effective	5.2%

The table illustrates perceptions of the effectiveness of summative assessments in evaluating student performance. A majority, 57.9% of respondents, consider summative assessments to be very effective, indicating strong confidence in their ability to measure overall student achievement accurately. Additionally, 23.7% find them moderately effective, suggesting that while useful, these assessments may have some limitations. A smaller portion, 13.2%, views summative assessments as slightly effective, reflecting concerns about their comprehensiveness or impact. Notably, no respondents rated summative assessments as not effective or extremely effective, underscoring a general agreement on their value but recognizing they are not without flaws.

**Table 12**  
**Balancing Formative and Summative Assessments in Teaching**

Mostly formative	40%
Mostly summative	39.8%
Equal balance of formative and summative	20.2%

The table, based on 200 responses, illustrates how teachers balance formative and summative assessments in their teaching practices. The largest group, 39.8%, primarily uses summative assessments, indicating a focus on evaluating student performance through final exams and major projects. Thirty percent of respondents balance their assessments based on the course or subject, suggesting flexibility in their assessment strategies to suit different educational contexts. 40% of teachers lean towards mostly formative assessments, highlighting the importance of ongoing feedback and continuous evaluation. A smaller portion, 20.2%, strives for an equal balance between formative and summative assessments, aiming to integrate both methods effectively.

Overall, the data reveals varied approaches to balancing formative and summative assessments, reflecting diverse teaching strategies and the adaptability of educators to different learning needs.

**Table 13**  
**Role of Technology in Enhancing Assessment Practices**

Facilitates assessment efficiency	15%
Provides innovative assessment methods	56.4%
Helps in providing feedback	15.4%
Reduces teacher workload	12.8%

The table, based on 200 responses, illustrates how educators perceive the role of technology in enhancing assessment practices. The majority, 56.4% of respondents, believe that technology provides innovative assessment methods. This indicates that many educators value technology for its ability to introduce new ways of evaluating student performance, making assessments more engaging and diverse.

Both facilitating assessment efficiency and helping in providing instant feedback are perceived benefits by 15.4% of respondents each. This reflects the appreciation for technology's capability to streamline the assessment process and offer immediate feedback to students, enhancing the learning experience.

Finally, 12.8% of respondents think that technology reduces teacher workload, suggesting that automated and digital tools help in minimizing the time and effort required for grading and managing assessments.

Overall, the data shows a strong preference for the innovative potential of technology in assessments, along with significant recognition of its efficiency, feedback capabilities, and workload reduction.

**Table 14**  
**Challenges in Designing Effective Assessments**

Ensuring alignment with learning objective	15%
Creating assessment that clear to diverse learning style	45%
Making assessment engaging	25%
Developing fair and unbiased questions	15%

The table, based on 200 responses, illustrates the most challenging aspects of designing effective assessments. Most educators (45%) find it most challenging to create assessments that cater to diverse learning styles. Making assessments engaging (25%) and ensuring alignment with learning objectives (15%) are also significant challenges. Developing fair and unbiased questions is a concern for 15%.

### Thematic analysis

#### The Perspectives from Teachers

##### Theme 1: Balance Between Formative and Summative Evaluations

Teachers emphasized that to offer a thorough assessment of students' learning, formative and summative evaluations must be balanced. They respected summative evaluations for gauging overall performance and formative assessments to ensure an ongoing process of assessing students' capacity to inform instruction.

##### Theme 2: Difficulties in Applying Various Assessments

Time limits and syllabus demands presented challenges for teachers while accommodating a variety of assessment approaches. The data stated that to successfully integrate a range of assessment techniques, they needed professional development, ample time, less burden & resources with sufficient resources.

##### Theme 3: The Importance of Student Involvement

Teachers felt that for students to develop their critical thinking and reflective abilities, they had to involve them in the assessment process through peer and self-assessment and by taking their feedback at the end of the lesson. They think that giving students a say in assessments strengthens their sense of ownership of their learning.

##### Theme 4: Enhancing Engagement and Motivation

One of the prominent benefits highlighted is increased student engagement. The use of technology in assessments captures students' attention and makes the process more interactive and dynamic. Respondents noted that technology integration makes assessments more enjoyable for students. The interactive nature of digital assessments can turn what is traditionally a passive activity into an engaging experience. Edtech tools can enhance engagement by identifying knowledge gaps and supporting further learning, thus making the assessment process more appealing and relevant to students.

##### Theme 5: Improving Efficiency and Effectiveness

Technology allows for more efficient data collection and provides instant feedback. This immediacy helps both students and teachers to quickly identify areas of improvement.

Technology integration can improve educational outcomes by making assessments more effective. It supports tracking student progress over time and provides insights into their learning trajectories.

The use of technology in assessments is seen as a time-saving measure, streamlining the process for both educators and students.

### **Theme 6: Supporting Personalization and Accessibility**

Technology allows for personalized instruction based on individual student needs. This customization can cater to different learning styles and paces, ensuring that each student receives the support they need. The digital nature of technology makes a broader range of materials easily accessible to students. This accessibility ensures that students can find and use resources that best fit their learning needs.

The ability to provide instant feedback helps students to immediately understand their performance and areas that need improvement. This real-time feedback is crucial for continuous learning and improvement.

### **Theme7: Challenges of Validity and Reliability in Assessment**

One of the most frequently mentioned challenges is ensuring that classroom assessments are both valid and reliable. This includes accurately measuring student learning and understanding. There is a concern about ensuring the psychometric properties of assessment tools, which is crucial for the credibility of the assessment results. Ensuring that assessments are fair and inclusive to all students, regardless of their backgrounds or learning styles, is a significant challenge.

### **Theme8: Addressing Diverse Learning Needs and Strategies**

Addressing the diverse learning styles and needs of students is challenging. Teachers need to tailor assessments to cater to different types of learners. The limitation in the variety of assessment strategies used can impact productivity and the effectiveness of assessments. Teachers often struggle to find viable measures that work for all students.

There is a noted lack of training for teachers in assessment techniques, which affects their ability to design and implement effective assessments.

## **Discussion**

The analysis of teachers' perceptions towards assessment techniques reveals several critical insights into their experiences and preferences regarding formative and summative assessments. Formative assessments, which are utilized frequently by most teachers, are highly valued for their ability to provide ongoing feedback and support student learning. According to the data, 51.3% of teachers use formative assessments often, while 30.8% always use them, highlighting their essential role in continuous student evaluation. Teachers appreciate formative assessments for identifying student strengths and weaknesses, with 70.6% reporting this as their primary goal. Additionally, formative assessments are seen as beneficial in multiple ways, including identifying individual and group differences, modifying teaching activities, and recognizing student potential.

Conversely, summative assessments are primarily employed to evaluate student learning at the end of a course, with 43.3% of teachers using them mainly for this purpose. These assessments are crucial for providing final grades and measuring overall educational effectiveness. Despite their importance, summative assessments can create high-pressure situations for students, leading to anxiety and disengagement. Teachers face the challenge

of balancing the immediate feedback of formative assessments with the high-stakes nature of summative evaluations.

The data also reveals various strategies teachers use to make assessments engaging and motivating. Using real-world examples and incorporating technology are popular methods, chosen by 35% and 25% of respondents, respectively. Allowing student choice and providing timely feedback are also valued strategies that enhance student motivation and ownership of learning.

Interestingly, traditional exams are not considered the most effective assessment method. Instead, quizzes, group work, and presentations are preferred, reflecting a shift towards more formative and interactive approaches. This preference aligns with the consensus among educators (93.3%) on the effectiveness of formative assessments in enhancing student learning and providing valuable feedback.

The study also highlights the challenges teachers face in designing effective assessments. Catering to diverse learning styles and ensuring alignment with learning objectives are significant challenges, as is creating engaging assessments. Despite these challenges, the integration of technology in assessment practices is viewed positively, with many educators recognizing its potential to innovate and enhance assessment methods.

Overall, the analysis underscores the necessity of balancing formative and summative assessments to optimize educational outcomes. By integrating formative practices within summative frameworks, employing continuous assessment methods, and involving students in the assessment process, educators can create a more balanced and supportive assessment system. This approach not only enhances teaching and learning outcomes but also addresses the diverse needs of students, contributing to the overall quality of secondary education.

## **Conclusion**

The study on teachers' perceptions towards assessment techniques at the secondary level reveals the complex interplay between formative and summative assessments. While formative assessments are valued for providing continuous feedback that enhances student learning and teaching practices, summative assessments play a crucial role in measuring overall student achievement and informing educational decisions. However, balancing these two types of assessments remains a challenge due to the high stakes associated with summative evaluations, which can cause stress and anxiety among students and conflict with the goals of formative assessments. The findings suggest that integrating formative practices within summative frameworks, employing continuous assessment methods, and involving students in the assessment process can create a more balanced and effective assessment system. Such strategies not only support student learning and well-being but also improve teaching outcomes, contributing to a more comprehensive educational experience.

## **Recommendations**

Based on the analysis of teachers' perceptions towards assessment techniques, several recommendations can be made for future researchers aiming to further explore and enhance understanding in this area:

### **Expand Participant Demographics**

Future studies should include a more diverse sample of participants from various regions, school types (public vs. private), and educational levels (primary, middle, and high

school) to obtain a comprehensive understanding of assessment techniques across different contexts.

### **Longitudinal Studies**

Conduct longitudinal research to examine the long-term impact of balancing formative and summative assessments on student learning outcomes, teacher effectiveness, and overall educational quality. This can provide insights into how assessment strategies evolve over time and their sustained impact.

### **Student Perspectives**

Include a significant focus on students' perceptions and experiences with formative and summative assessments. Understanding how students perceive different assessment methods and their impact on learning and anxiety levels can help tailor assessment strategies to better meet their needs.

### **Professional Development Programs**

Investigate the effectiveness of professional development programs aimed at helping teachers balance formative and summative assessments. Research should explore which training methods are most effective in equipping teachers with the skills needed to implement balanced assessment strategies.

### **Technological Integration**

Examine the role of emerging technologies in assessment practices. Future research could explore how advanced technologies such as artificial intelligence, adaptive learning systems, and digital portfolios can be integrated into assessment practices to enhance learning and evaluation.

### **Innovative Assessment Methods**

Explore and develop innovative assessment methods that go beyond traditional quizzes and exams. Research could focus on project-based learning, peer assessments, and other creative approaches that encourage deeper learning and critical thinking skills.

### **Impact on Different Subjects**

Investigate how the balance between formative and summative assessments varies across different subjects. Some subjects may benefit more from certain types of assessments, and understanding these nuances can help in developing subject-specific assessment strategies.

### **Teacher Collaboration and Support**

Study the impact of collaborative practices among teachers in developing and implementing balanced assessment strategies. Research could focus on the benefits of peer support, co-teaching, and collaborative planning on assessment effectiveness.

### **Policy Implications**

Examine the implications of assessment practices on educational policies. Research should aim to inform policymakers on the best practices for assessment that promote equitable and high-quality education for all students.

### **Cultural and Socioeconomic Factors**

Consider the influence of cultural and socioeconomic factors on assessment perceptions and practices. Understanding how these factors impact teacher and student attitudes towards assessment can help in creating more inclusive and effective assessment strategies.

By addressing these areas, future researchers can contribute to a more nuanced and comprehensive understanding of assessment practices, ultimately leading to improved educational outcomes for both teachers and students.

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