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## **Effects of School Based Assessment on Students' Motivation at Elementary Level**

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### **Abstract**

Main theme of the study was to investigate the effects of school-based assessment on students' motivation at elementary level. 200 students and 100 teachers were randomly selected as sample of the study. Two instruments on 5 points Likert scale regarding implementation of School based assessment for teachers and motivation of the students for students. It was concluded that the majority of both male and female teachers implemented SBA frequently and effectively in their schools, the majority of male and female students have high motivation level at elementary level school and different levels of implementation of SBA have significant effects on students' motivation. There was also significant difference among SBA levels on students' motivation level at elementary level. On the basis

of conclusions, it is recommended that the higher authority may train the teachers to implement the school base assessment properly in their institutions to improve students' motivation and learning, all the stakeholders should accept the validity and utility of high quality testing depending upon school based assessment, teachers should switch from administering termly exams and regular tests to performance assessments, which meet the requirements of the school-based assessment system (SBA).

Keywords: School based, Assessment, Students' motivation

## **Introduction**

School-based assessment plays a pivotal role in shaping students' motivation within educational settings. It represents a dynamic approach to evaluating students' learning progress, not just as a means of grading but as a tool for fostering motivation and enhancing their overall educational experience. This introduction will delve into the significant role that school-based assessment plays in influencing and nurturing students' motivation.

In contemporary educational landscapes, the role of school-based assessment extends far beyond mere evaluation. It stands as a cornerstone in the educational framework, influencing students' motivation in profound ways. Unlike traditional summative assessments that merely gauge the end result of learning, school-based assessment encompasses a range of formative evaluation methods, engaging students throughout their learning journey. At its core, school-based assessment is designed to not only measure academic performance but also to ignite and sustain students' motivation. By providing regular opportunities for students to demonstrate their understanding, skills, and progress, this approach instills a sense of ownership and responsibility in their learning process.

Instructors must raise the bar for learning since they bear a higher responsibility for creating excellent assessments that align with students' learning objectives. School-based assessment is a productive method of evaluating students in the classroom that requires abilities and practices as they respond to meet their current goals (Mkpae & Obowu, 2017). Instructors have the chance to

watch their pupils closely and provide helpful criticism to help them become better learners. The instructor can decide whether to continue on the subject or go on to something else, provide the required assistance, or assign more academically challenged pupils to remedial classes based on the assessment results (Brown, 2001).

It follows that all educators, from primary to secondary, ought to be knowledgeable about and experienced in school-based assessment. Nigeria is not the only African nation emphasizing school-based assessment; Kenya, Zambia, Ghana, and Liberia have also noted that it is no longer acceptable for most educational institutions to base student work evaluations solely on final exams and one-short exam. The policy also specifies that rather than relying solely on the results of a final exam, the primary school leaving certificate will be granted by the headmaster of each school and will be based on ongoing guidance-oriented assessments of students. The first school leaving certificate will eventually be removed. Assessing the academic progress and achievements of pupils is an essential duty of teachers in the classroom.

It is a tool that is periodically given to students rather of waiting until the conclusion of the term or academic year to assess how each student's behavior has changed over time and to ascertain their level of accomplishment in a certain topic (Ehiamentor, 1990). Assessments conducted in schools have been given several names. It can also be referred to as internal, course work, or ongoing evaluation.

According to Vitello and Williamson (2017), an assessment is considered internal if at least one component of the test-setting, test-administering, and test-scoring processes is within the authority of the student's educational institution. The first kind of internal evaluation utilized in a school setting is course work. The purpose of the course work is to support the assessment of positive achievement and to test talents that cannot be evaluated through exams (Barrance, 2019). Bullock, Bishop, Martin, and Reid (2002) assert that school-based evaluations will enhance students' communication skills and inspire them to take responsibility for their own education, which will further enhance the benefits of learning.

### **Statement of the Problem**

A recent policy initiative in Pakistan's highly centralized educational system is school-based assessment. The third millennium's educational and societal demands are no longer met by the

conventional evaluation system. Many nations have significantly changed their evaluation systems in the last few decades. Only a small number of research have examined the application of SBA in Pakistan since that time. The purpose of this study is to ascertain how elementary school instructors' behaviors and knowledge affect their pupils' motivation.

### **Objective of the Study**

To explore the effects of School based assessment on students' motivation at elementary level

### **Research Question**

Following research questions were developed to investigate the research objective of the study:

- To what extent do teachers apply school-based assessment techniques in teaching subjects?
- What are the effects of School based assessment on students' motivation at elementary level?

### **Review of Literature**

Through school-based assessment, teachers may learn about their students' behavioral changes, knowledge advancements, and other areas of growth. It includes both the intentional efforts of the teaching process and the general educational efforts made on the behavior of the pupils in the classroom. Every facet of education, both inside and outside the classroom, is assessed. It addresses the emotional, psychomotor, and cognitive facets of learning. All kids must have their natural understanding, aptitude, and preparation evaluated through school-based evaluation. In order to assess students' learning outcomes, teachers are advised to employ a variety of techniques, including quizzes, Q&A sessions, short writing, theater, and role plays (Fulcher & Davidson, 2007).

The aim of school-based assessment is to shift instruction from teaching for examination to teaching for the acquisition of information and comprehension. The form, style, and scope of assessments in schools are expected to change in order to enhance and promote learning. The implementation calls for the use of group projects, assignments, projects, practical work, and

traditional evaluation techniques, also referred to as authentic techniques. Unfortunately, due to the poor quality of its execution in Nigeria, it has been called a caricature (Afemikhe, 2000).

School-based assessments are distinguished from other types of assessments by a multitude of features. For example, instructors must design an assessment program, choose exams that are appropriate for students, and participate in the decision-making process when it comes to school-based assessment. Samples of students' performance across time can be gathered through school-based evaluation. It may also be adapted and changed to fit the way a class is taught and learned as well as how the students are evaluated (Mkpae, &Obowu, 2017).

The comprehensive nature of school-based assessment is one of its other features. Assessments conducted in schools follow a methodical, cumulative, and guidance-oriented approach. Assessment is utilized for summative, accountability, and evaluation reasons in a large number of educational institutions worldwide. It is essential to meeting the varied and frequently conflicting needs of the numerous stakeholders and users of assessment data. For instance, choosing the top students to go to the next educational level, keeping an eye on student performance, or assigning students to the allotted resources (Pongi, 2004).

According to Adediwura (2012), testing is only meant to push teachers and students toward performance goals as opposed to learning goals. Since exams are the main way to report on students' yearly progress, they have been accorded more weight since the start of formal schooling. It was customary in our educational system for students to be examined by a single exam delivered at the end of the year prior to the establishment of school-based assessment (Mkpae,& Obowu, 2017).

Yusufu (1994) claims that school-based evaluation gives instructors a cumulative opinion about how well each student performed on their task based on the accumulation of grades. Because student performance has been declining recently, school-based evaluation has been implemented. Instructors increasingly recognize the value of school-based assessments since they enable them to design the following phase of instruction and gauge students' understanding of the material.

It has been shown that teachers' perspectives of teaching and their job have changed significantly as a result of school-based evaluation. Instead of only following the curriculum, teachers are beginning to view their role as a facilitator of their students' learning (Black & Wiliam, 2009). In

other developments, teachers' perceptions of their students' fixed ability have also begun to shift as they see their students take ownership of their work, assume greater responsibility for their education, grow as independent learners, and enjoy the latitude in the assessment process (Adediwura, 2015). Students get abilities in exceptional recognition and dependable trust in learning outcomes as they grow more autonomous learners.

### Methodology

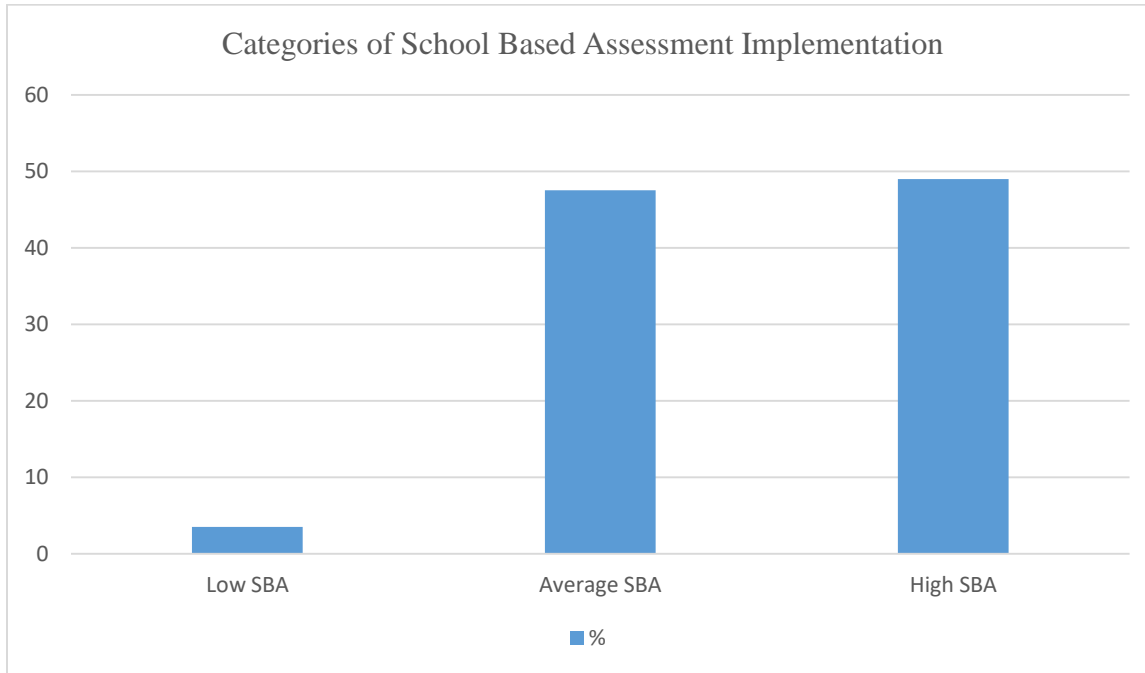
The research was quantitative in nature and survey method was used to investigate the research objective of the study. All the students of 8<sup>th</sup> class and teachers of elementary schools in District Gujrat were the population of the study. 200 students and 100 students were randomly selected as sample of the study. Two instrument on 5 points Likert scale regarding implementation of School based assessment for teachers and motivation of the students for students were developed under the kind supervision of supervisor. The collected data were analyzed using descriptive (Frequency, Mean, Standard Deviation, percentage) as well as inferential statistics (One-Way ANOVA) for the investigation of research objective.

### Data Analysis and Results

**Table 1: Overall SBA Categories among Teachers at Elementary Level Schools**

SBA Categories	Frequency	Percent	Mean	S.D
Low SBA	7	3.5	2.4550	.56531
Average SBA	95	47.5		
High SBA	98	49.0		
Total	200	100.0		

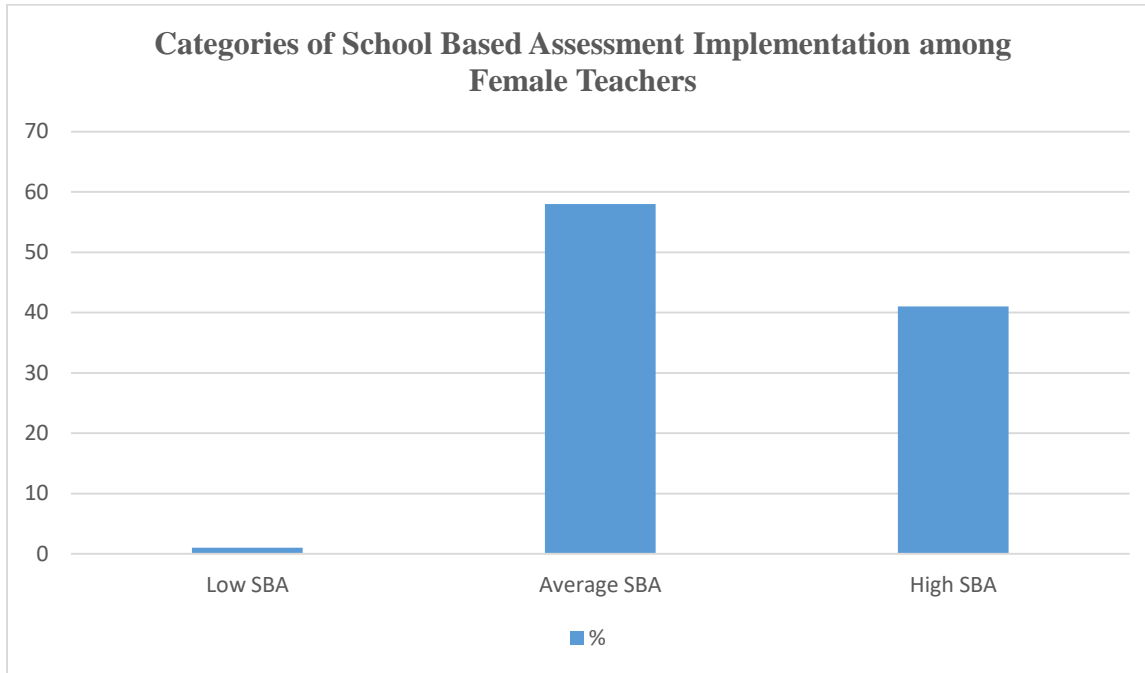
The table 1 showed percentage frequency of three categories of overall SBA implementation and overall mean value for the SBA among teachers. Table values showed that 3.5 % teachers are at low SBA level in implementation, 47.5% teachers are at moderate SBA level and 49% teachers have high SBA. It displays that majority of teachers implement SBA frequently in their schools.



**Table 2: SBA Categories among Female Teachers at Elementary Level Schools**

SBA Categories	Frequency	Percent	Mean	S.D
Low SBA	1	1.0	2.4000	.51247
Average SBA	58	58.0		
High SBA	41	41.0		
Total	100	100.0		

The table 2 showed percentage frequency of three categories of overall SBA implementation and overall mean value for the SBA among female teachers. Table values showed that 1 % female teachers are at low SBA level in implementation, 58% female teachers are at moderate SBA level and 41% female teachers have high SBA. It displays that majority of female teachers implement SBA moderately in their schools.

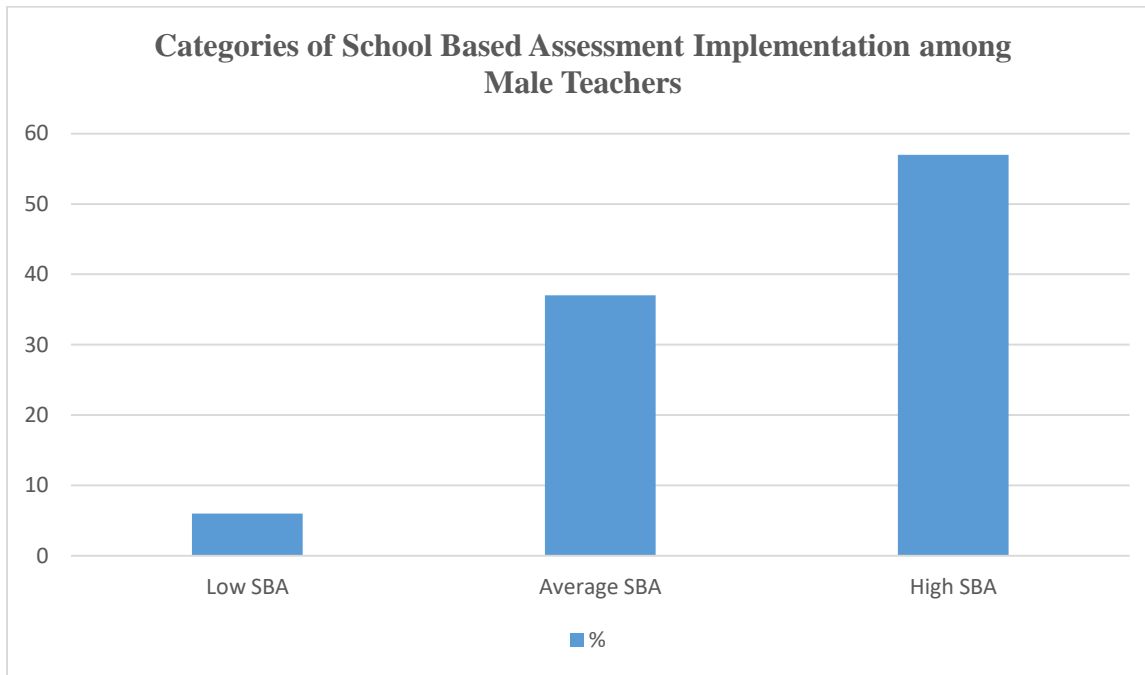


**Table 3: SBA Categories among Male Teachers at Elementary Level Schools**

SBA Categories	Frequency	Percent	Mean	S.D
Low SBA	6	6.0	2.5100	.61126
Average SBA	37	37.0		
High SBA	57	57.0		
Total	100	100.0		

The table 3 showed percentage frequency of three categories of overall SBA implementation and overall mean value for the SBA among male teachers. Table values showed that 6 % male teachers are at low SBA level in implementation, 37% male teachers are at moderate SBA level and 57% male teachers have high SBA. It displays that majority of male teachers implement SBA frequently in their schools.

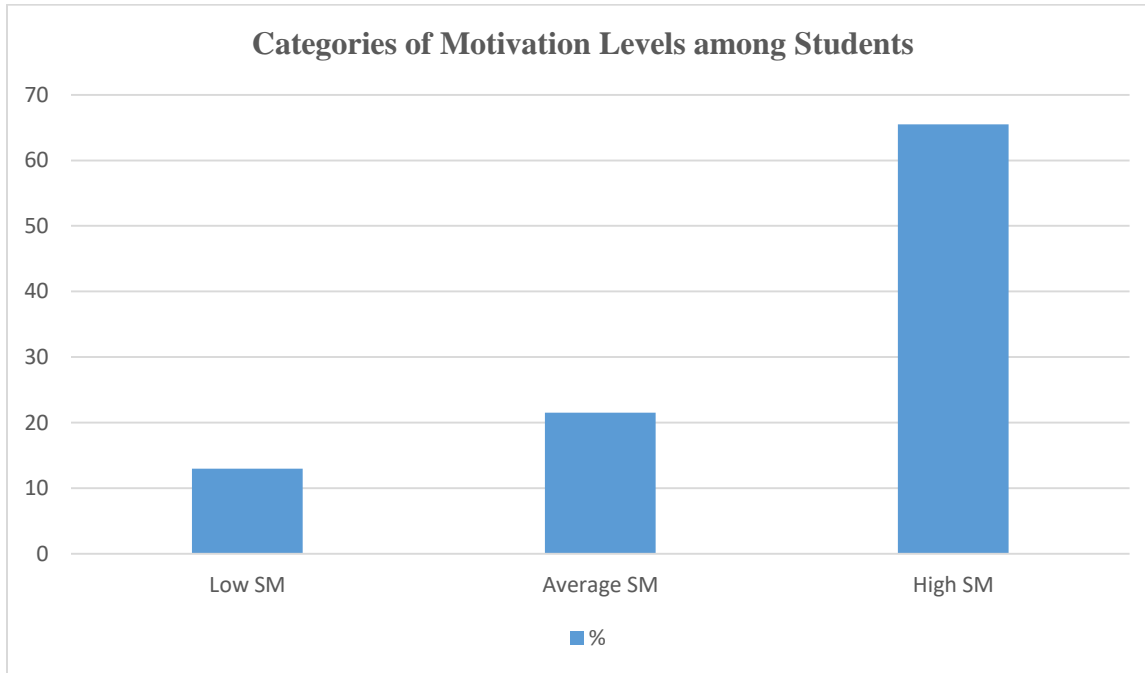




**Table 4: Overall Motivation Level Categories among Students at Elementary Level Schools**

SM Categories	Frequency	Percent	Mean	S.D
Low SM	26	13.0	2.5250	.71550
Average SM	43	21.5		
High SM	131	65.5		
Total	200	100.0		

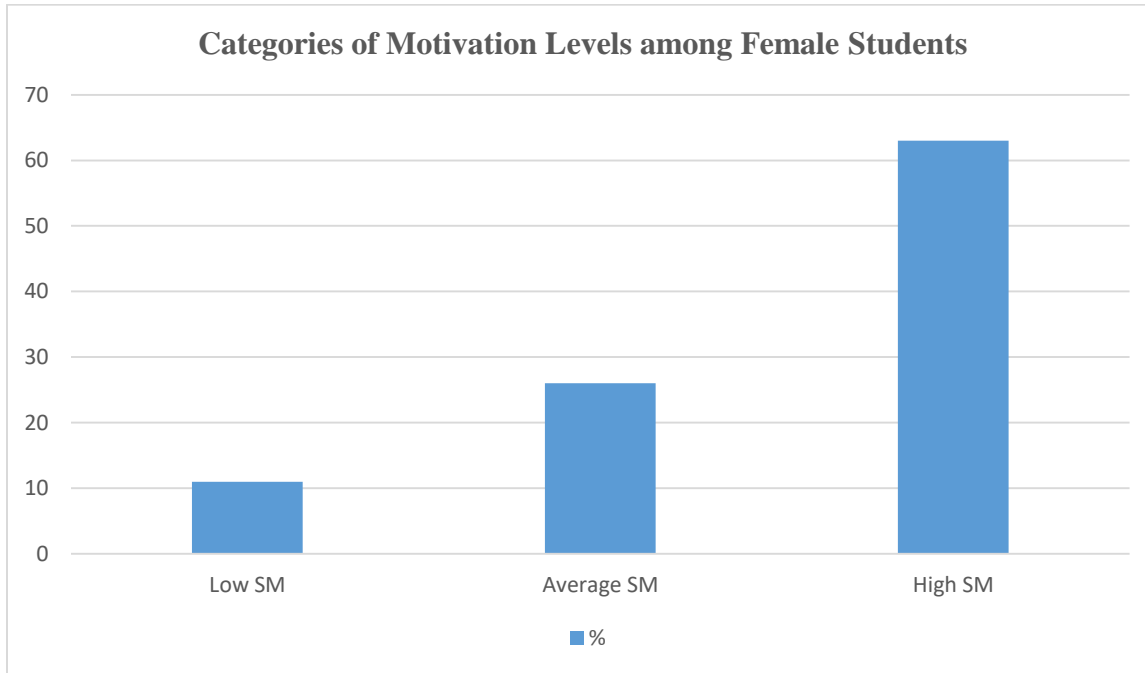
The table 4 showed percentage frequency of three categories of overall students’ motivation at elementary level and overall mean value for the students’ motivation. Table values showed that 13% students have low motivation level, 21.5% students have moderate motivation level and 65.5% students have high motivation level. It displays that majority of students have high motivation level at elementary level schools.



**Table 5: Motivation Level Categories among Female Students at Elementary Level Schools**

SM Categories	Frequency	Percent	Mean	S.D
Low SM	11	11.0	2.5200	.68873
Average SM	26	26.0		
High SM	63	63.0		
Total	100	100.0		

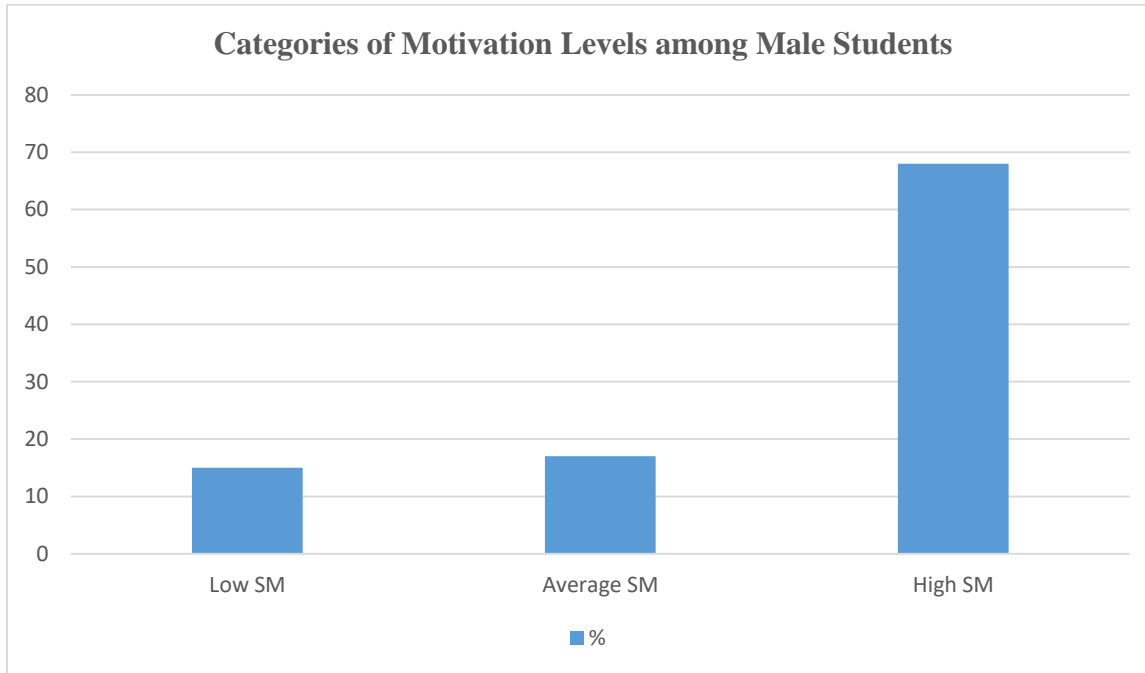
The table 5 showed percentage frequency of three categories of overall female students' motivation at elementary level and overall mean value for the students' motivation. Table values showed that 11% female students have low motivation level, 26% female students have moderate motivation level and 63% female students have high motivation level. It displays that majority of female students have high motivation level at elementary level schools.



**Table 6: Motivation Level Categories among Male Students at Elementary Level Schools**

SM Categories	Frequency	Percent	Mean	S.D
Low SM	15	15.0	2.5300	.74475
Average SM	17	17.0		
High SM	68	68.0		
Total	100	100.0		

The table 6 showed percentage frequency of three categories of overall male students' motivation at elementary level and overall mean value for the students' motivation. Table values showed that 15% male students have low motivation level, 17% male students have moderate motivation level and 68% male students have high motivation level. It displays that majority of male students have high motivation level at elementary level schools.



**Table 7: Overall ANOVA Analysis for Effect of Different Levels of SBA on Students’ Motivation at Elementary Level**

	Sum of Squares	df	Mean Square	<i>F</i>	<i>Sig.</i>
Between Groups	15.823	2	7.911	62.28	.000
Within Groups	25.024	197	.127		
Total	40.846	199			

A One-way amongst groups’ analysis of difference was implemented to find out the effect of school based assessment levels on students’ motivation at elementary level. School based assessment was divided into three groups; Low SBA (1-2.66), Moderate SBA (2.67-3.33) and High SBA (3.34-5).

The table 7 displays results of ANOVA among dissimilar SBA levels of teachers on motivation of students at elementary level. Above table indicates that a significant difference ( $f=62.28$ ,  $Sig. =0.000$ ) among the dissimilar SBA levels of teachers on students' motivation at elementary level was found.

**Table 8: Post Hoc Analysis for Effect of Different Levels of SBA on Students' Motivation at Elementary Level**

(I) SBA categories	(J) SBA categories	Mean Difference (I-J)	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Low SBA	Average SBA	-.58283*	.000	-.9125	-.2532
	High SBA	-1.06463*	.000	-1.3939	-.7353
Average SBA	Low SBA	.58283*	.000	.2532	.9125
	High SBA	-.48179*	.000	-.6030	-.3606
High SBA	Low SBA	1.06463*	.000	.7353	1.3939
	Average SBA	.48179*	.000	.3606	.6030

Tukey HSD Post hoc test was implemented to identify more understanding of dissimilarity and the comparative location of dissimilar SBA levels and their effects on motivation of students, which showed that a significant variance amongst groups was found.

The table 8 presented mutual contrast of dissimilar SBA levels and their effect on students' motivation showed that low and average SBA levels were significantly different from high SBA level having  $p$  value .000.

**Table 9: Overall ANOVA Analysis for Effect of Different Levels of SBA on Female Students' Motivation at Elementary Level**

	Sum of Squares	df	Mean Square	<i>f</i>	<i>Sig.</i>
Between Groups	9.222	2	4.611	25.00	.000
Within Groups	17.886	97	.184		
Total	27.108	99			

A One-way amongst groups' analysis of difference was implemented to find out the effect of school based assessment levels on female students' motivation at elementary level. School based assessment was divided into three groups; Low SBA (1-2.66), Moderate SBA (2.67-3.33) and High SBA (3.34-5).

The table 9 displays results of ANOVA among dissimilar SBA levels of teachers on motivation of female students at elementary level. Above table indicates that a significant difference ( $f=25.00$ ,  $Sig. =0.000$ ) among the dissimilar SBA levels of teachers on female students' motivation at elementary level was found.

**Table10: Post Hoc Analysis for Effect of Different Levels of SBA on Female Students' Motivation at Elementary Level**

(I) SBA categories	(J) SBA categories	Mean Difference (I-J)	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Low SBA	Average SBA	-.64565*	.000	-.9165	-.3748
	High SBA	-1.00439*	.000	-1.2685	-.7403
Average SBA	Low SBA	.64565*	.000	.3748	.9165
	High SBA	-.35874*	.000	-.4887	-.2288
High SBA	Low SBA	1.00439*	.000	.7403	1.2685
	Average SBA	.35874*	.000	.2288	.4887

Tukey HSD Post hoc test was implemented to identify more understanding of dissimilarity and the comparative location of dissimilar SBA levels and their effects on motivation of female students, which showed that a significant variance amongst groups was found.

The table 10 presented mutual contrast of dissimilar SBA levels and their effect on female students' motivation showed that low and average SBA levels were significantly different from high SBA level having  $p$  value .000.

**Table 11: Overall ANOVA Analysis for Effect of Different Levels of SBA on Male Students' Motivation at Elementary Level**

	Sum of Squares	Df	Mean Square	$f$	$Sig.$
Between Groups	7.090	2	3.545	53.03	.000
Within Groups	6.483	97	.067		
Total	13.573	99			

A One-way amongst groups' analysis of difference was implemented to find out the effect of school based assessment levels on male students' motivation at elementary level. School based assessment was divided into three groups; Low SBA (1-2.66), Moderate SBA (2.67-3.33) and High SBA (3.34-5).

The table 11 displays results of ANOVA among dissimilar SBA levels of teachers on motivation of male students at elementary level. Above table indicates that a significant difference ( $f=53.03$ ,  $Sig. =0.000$ ) among the dissimilar SBA levels of teachers on male students' motivation at elementary level was found.

**Table 12: Post Hoc Analysis for Effect of Different Levels of SBA on Male Students' Motivation at Elementary Level**

(I) SBA categories	(J) SBA categories	Mean Difference (I-J)	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Low SBA	Average SBA	-.64565*	.000	-.9165	-.3748
	High SBA	-1.00439*	.000	-1.2685	-.7403
Average SBA	Low SBA	.64565*	.000	.3748	.9165
	High SBA	-.35874*	.000	-.4887	-.2288
High SBA	Low SBA	1.00439*	.000	.7403	1.2685
	Average SBA	.35874*	.000	.2288	.4887

Tukey HSD Post hoc test was implemented to identify more understanding of dissimilarity and the comparative location of dissimilar SBA levels and their effects on motivation of male students, which showed that a significant variance amongst groups was found.

The table 12 presented mutual contrast of dissimilar SBA levels and their effect on male students' motivation showed that low and average SBA levels were significantly different from high digital SBA level having  $p$  value .000.

### Conclusions

- The majority of both male and female teachers implemented SBA frequently and effectively in their schools.
- The majority of male and female students have high motivation level at elementary level schools.



- Different levels of implementation of SBA have significant effects on students' motivation. There was also significant difference among SBA levels on students' motivation level at elementary level.

### **Discussion**

Black & Wiliam (2009), who found that school-based assessments significantly altered instructors' perceptions of their roles and the nature of teaching, corroborate the findings of the current study. Instructors no longer consider teaching as only finishing the curriculum; rather, they now see teaching as a tool for students' learning. In other developments, teachers' perceptions of their students' fixed ability have also begun to shift as they see their students take ownership of their work, assume greater responsibility for their education, grow as independent learners, and enjoy the latitude in the assessment process (Adediwura, 2015).

### **Recommendations**

On the basis of conclusions, it is recommended that

- The higher authority may train the teachers to implement the school base assessment properly in their institutions to improve students' motivation and learning.
- All the stakeholders should accept the validity and utility of high quality testing depending upon school based assessment.
- In order to comply with the standards of the school-based assessment system, teachers should transition from termly exams and routine testing to performance evaluations.
- School administrators around the country ought to monitor how SBA is being used in each and every school.

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