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PRACTICES OF FORMATIVE ASSESSMENT APPLIED AT PUBLIC SECONDARY SCHOOLS IN DISTRICT BADIN

Abstract

The present study examined the current formative assessment practices applied at public secondary schools in District Badin. The purpose of this research study was to know the short fallsof the formative assessment practices. The important role of formative assessment is strengthening the ongoing process of sharing and receiving the knowledge in perspective of facilitating student learning which has been well time-honored in the literature. Though, describing the formative assessment in a particular way in a classroom is rather a convoluted task. The main reason to conduct this research activity is to facilitate the policy makers to reschedule the outdated and shuffled system of assessment in public secondary schools. . It was to describe that on what extent the formative assessment practices are made and the level of its implemented in public secondary schools' in district Badin, The research study was quantitative in nature. Descriptive type of research was used in this study. The population of the study was consisted of all the Head Teachers of Boys Public Secondary Schools in District Badin, in this study Simple random Sampling method was used with the help of Rule of Thumb by John Curry Professor of educational research (1984). Data was collected through Likert scale 5.0 and analysed through SPSS. Future implications and recommendations for further research are given respectively.

Keywords: *Formative Assessment, Secondary Schools, Head teachers*

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Introduction

Assessment as an activity based in classrooms, is a fundamental process of measuring the students' level of understanding, skills and achievements. A process of assessment during the course of study throughout the academic year is known as formative assessment. As per the opinion of (Cumming, 2009) the role of formative assessment practices and its accountability in education has risen over the past decade. It is explained that the 21st century has a great initiative with high expectations in the beginning with the educational opportunities for each and every student, in different areas of study.

Earl, 2013, writes about formative assessment that the process of formative assessment is only carried out when the teachers and students are engaged in teaching and learning rather than in the beginning of the course or in the end of the study. A statement recorded in the favor of formative assessment by (William, 2014) that a study based on Formative assessment practices particularly indicates to observe students' inspiration and achievements in the teaching space respectively. Paul Black, 1998 Stated that most assessments in the classrooms are commonly found inadequate measures of learning and it encourages rote and superficial learning, which mostly results in surface learning.

(Jones, 2005) Elaborated that the assessment is a key point to evaluate the students' level of understanding and skills, it is an easy way to grasp over the gaps which exist during the teaching and learning process. (Paul Black, 1998) defined assessment exclusively in connection with different things which concrete the material of thought in a distinct form that can be conveyed to different learners to nourish knowledge and skills of the learner.

(Greenstein, 2010) Summarized the explanation on the role of formative assessment that it emphasizes learning, makes goals and objectives, provides a clear assessment criteria detects out gaps of learning and proves to be an effective tool for the final judgment. (Khattak, September 2012) stated that formative

assessment in Pakistan has been incredibly influenced by the year of British colonization and has been intended to gauge students' level of understanding, interests and capacity to respond, which improves the learning outcomes. According to (Noor Muhammad, 2017), Role of formative assessment in the improvement of the process of teaching and learning, has a fundamental positioning at higher education in Sindh, Pakistan. This investigation trotted to find the association between formative assessment and teaching and learning process at cutting edge training in Sindh.

Statement of the problem

Assessment is a fundamental process required to promote learning and ultimate achievement. Assessment becomes formative when information is used to adopt teaching and learning to meet students needs. When teachers know how their students are learning or where they are having gaps. They use different instructional instruments to meet the needs of the individuals such as re-teaching trying alternative instructional approaches or offering more opportunities of practice to remove the gaps of learning.

The Problem which is the reason for the research study is to investigate the current and existing policies and practices of formative assessment in public secondary schools in District Badin Sindh. There are more many gaps which are investigated through different prior researches, one of these gaps is low practices of formative assessment specially in district Badin (Literacy Rate 30%)(Ailan, 2017), which is the area of my study. Despite of the fact, that the estimation of students` learning results is logically unsurprising which is a vital to improve the instructing and learning process.

Objective of the study

1. To examine the current formative assessment practices applying at Public Secondary Schools.

Rational of the study

The main and essential contribution of the study aims to examine the current formative assessment practices which is also the main aim of Ministry of Education in Sindh Education Sector Plan (Prouty & Nabi, 2014). The emphasis kept on the head teachers actions and plans for practices of formative assessment internally and externally. The Ministry of Education also directs all the teachers to make a frequent use of formative assessment including all kinds i.e. diagnostic, formative and summative. The Ministry and the Directorate of School Education Hyderabad particularly concedes the important role that formative assessment can have on learning. In this regard the educators are required to utilize an assortment of systems, for example, composed tests, perception, correspondence and students' self-assessment in terms of weekly, monthly, midterm, surprise and inspection. Whereas the common concept is found that the practices of formative assessment are not as effective as these should be, that's why the students' achievement in their final examination is not satisfactory and tends towards copy culture. This is the reason to motivate the researcher to examine the formative assessment practices at public secondary schools in district Badin.

Review of Related Literature

According to the (Tahir Mehmood, 2012), his research took an explanatory perspective on formative assessments' job in secondary level variable based on English at study hall. The educator's utilization of decisivemeasurement convicts the instructor and the learners' assessment put into the consideration to find out the gaps in their studies . The point of which this investigation was to utilize different types of information, gathered by means of perceptions, overviews, and meetings, to

pick up a more clear comprehension of formative assessment and its numerous complexity in study hall with its use and implementation. The examination offered approach to three noteworthy discoveries. In the first place, the educator exhibited quality in their capacity to accumulate progressive data. Second, there exists a solid association among assessment and individual importance. What's more, third, absence of time was a noteworthy barricade for real significant formative assessment for all students. These discoveries were explained in detail, drawing form and entwining three unique information sources: perceptions, studies, and interviews.

(Rehmani, 2012) Certainly the assessment is connected with different aspects of instructing and learning. The formative assessment is also to be considered as the assessment for learning because it is conducted during the course of study.

The main cause of conducting the formative assessment is to detect out the gaps of teaching and learning to smoothen the ways towards better achievement. The role of formative assessment has crucial status in the field of education especially in school education and literacy department is focusing on the assessment criteria (SINDH, 2019)

(Allal & Lopez, 2005) Advocate that for strengthening the instructional activities, it is necessary to have a creative, effective, motivating, trained and experienced staff that should have enough classroom management skills to utilize the practices of formative assessment in the respective institutions. These practices of formative assessment can better encompass over the gaps of teaching and learning process.

This addition of the measurement requires a classification of the means of assessment. The measurement of the instructional and learning etiquettes during the teaching and learning process can only be measured in the paradigm of formative assessment. This type of assessment can well measure the students as well as instructors during the ongoing process of their teaching and

learning and it can better represent the teachers` efficacy in terms of instructional activities.

(Andersson & Palm, 2017)The results of this study describe that the professional skills in the teachers to conduct the assessment of ongoing instructional process is lacking behind. The professional trainings for the teachers to conduct the formative assessment practices are rarely found in the professionals which represents a great failure of the state. Lacking off the professional skills generate many obstacles during the practices in the real ground. This leads the organizations towards failure. It is found that the recurring process of an organization mainly focuses on the professional skills of an individual but on other hand the lacks of professional skills in the population makes them exigent to onboard the unskilled individuals. In this case it becomes so necessary to develop the skills of those individuals who are brought on those positions where they deal the matters which they are unaware of. The organizations should train them as per their criteria, which will be fruitful to grasp over the gaps. Simultaneously the educational institutions are facing such type of hurdles; there is also a dire need of teachers` training for conducting formative assessment in actual manners.

(Paulo et al., 2009)Describes that quite a few ordinary policy challenges occur regarding learner assessment advocating educational standards and learner assessment matching with exterior assessments and instructor centered assessments in the measurement of learning and teaching students about formative assessment for the evaluation of their coursework. There are different challenges in teachers` evaluation that intervene the improvement and accountability functions of teachers` evaluation and accounting of the students` results in assessment. It reflects on the teachers` evaluation results in respect to shape incentives for teachers. The teachers` incentives which are interlinked can boost up the formative assessment practices. It will catch the concentration of the instructors to better perform to avail the

opportunity in a better way. The gap of teaching and learning can easily be measured in conducting the formative assessment that definitely reflects on the summative tests.

(Ahmad & Mussawy, 2009) the current assessment practices are made to increase the interaction between the instructors and learners for getting the better results, in this regard it is assessed that what are the needs of the learners to understand the ongoing process and on what extent they have learnt. It is intended to get the better results from them as they had spent whole of the year engaged in learning process.

(Dumit, 2012)Formative assessment practices are made within the institutions, for instance, when students had completed their learning process on a detailederuditionbustle, consecutively to consent to instructors for measuring learning outcomes and remove the gapsof learning if any respectively.Formative assessment is a process of interaction between teacher and student in respect of measurement of learning during the course of study. It enhances the interactive method of learning used in developed countries.

(OECD, 2008)The rules and regulations applied for conducting formative assessment in institutions are delimited to the ongoing teaching and learning process, as this kind of assessment is only conducted during the formal teaching and learning process that promotes the trend of assessment for removing the gaps of learning during the course of study rather than applying in the end of the course. Often convenient use of this assessment in the educational institutions may lead the stakeholders toconcentrate on the main obstacles to be redressed duringcarrying out in the classrooms.

This summary indicated that on what extent theformative assessment encourages the objectivesof lifetime learning,

counting upper level of learners' accomplishment, higher quality of learners' productivity in respect of achievements. This area then addresses the obstacles for enhancing the broader practice of formative assessment.

According to Janny Nun. It is mandatory for an instructor to find out the barriers and redress them on priority basis so that, the teaching and learning process may run smoothly. In this regard the teacher should be well equipped of assessment skills. Whatever it is taught in the institution the teacher should have capability to judge the same using formative assessment as a tool. The teacher can well assess the learners, when they know well about how their students are learning and where they are finding difficulties. They can address the obstacles using their expertise using different tactics such as re-teaching or trying different methods to encompass over the students' gaps of learning. If the teacher possesses good classroom management skills can easily measure and address the barriers of learning during the interaction with students in the classroom, The development of successful usage of formative assessment is not restricted to only the instructor but also the learner can be a good assessor in fact, presently here is a lot insight to get more aware of the gaps of own learning and further it can also be cultivated of learning besides the instructors' influence that can be assumed about formative assessment by the learner. (Nunn, janny.)

Research Methodology

Survey method and quantitative approach was carried out in this research study to examine the current formative assessment practices.

Research Design

Descriptive type of research and quantitative approach was used in the study due to the nature of data to conduct this research study. Descriptive type of research is conceded out through

precised objectives which provides conclusion in definite instincts. This research explains the etiquettes of the respondents in relation to a particular product or practice of importance. (Panneerselvam, 2014).

Population of the study

The Population of the study was comprised of all the schools and all of the Head teachers of Boys Public Secondary Schools in District Badin.

TALUKA	NO. OF SCHOOLS	NO. OF HEAD TEACHERS
Badin	11	11
Tando Bago	08	08
Tallhar	09	09
Matli	18	18
S.F Raho	04	04
Total	50	50

Sample size and sampling

Simple Random Sampling method was used with the help of Rule Of Thumb by John Curry Professor of Educational Research (1984), In this study.(Carry, 2005)

POPULATION (N)	SAMPLE SIZE RULE OF THUMB (n)
10-100	100%
101-1000	10%
1001-5000	5%
5001-10000	3%
10000+	1%

(Carry, 2005)

Determined sample size

According to “Rule Of Thumb” by John Curry Professor of Educational Research (1984), If the population of the study is 10-100 than 100% population will be selected as sample. As the number of schools is 50 therefore applying the Rule Of Thumb, all the schools and all of the head teachers were selected as sample.

Taluka	Sample size of Schools	Sample size of Head Teachers
Badin	11	11
Tando Bago	08	08
Tallhar	09	08
Matli	18	18
S.F Raho	04	04
Total	n= 50	n= 50

Tools of the research

Questionnaire (Close ended) Likert scale 5.0 was used as a research tool to collect the data from the respondents in respect to a particular product of importance. Here in this research study, the questionnaire is brought into the practice to know the opinion of the head of the schools about the formative assessment practices.

Validity of the Data collection Tools

Validity explains how well the collected data covers the actual of investigation (Ghouri and Gronhaug, 2005) validity basically means to measure what is intended to be measured. Validity involves the experts looking at the items in the questionnaire and agreeing that the questionnaire is valid measure of concept. The face and content validity of this study data collection instrument checked through the educational experts.

Reliability of the Data collection Tools

Reliability is an indicator for estimating the consistency of scores. Cronbach's Alpha estimates the interior consistency of test or scale. Inner consistency describes the degree to every one of the things in a test measures the same idea. The instruments reliability was tested through Cronbach's alpha test in SPSS to make sure result or a reliable. Cronbach's test produce result as number between 0 to 1. Cronbach's alpha value of 0.70 is acceptable in general while in some cases 0.60 is also acceptable (Choudhry, 2014). The higher the value the better the internal consistency between items Cronbach's is denoted by a symbol.

Research instrument	Cronbach alpha	N of items	N Respondents
Questionnaire for Head teachers	.739	05	25

Data Analysis / Result and findings.

Descriptive analysis statistics are attended to designate the basic characteristics of the data in a study. Descriptive statistics supports to simply large amount of the data in a clear and understandable summary. The collected data were first analyzed for basic descriptive analysis in SPSS software.

Response		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Disagree	22	22.0	44.0	44.0
	Disagree	6	6.0	12.0	56.0
	Undecided	2	2.0	4.0	60.0
	Agree	2	2.0	4.0	64.0
	Strongly Agree	18	18.0	36.0	100.0
Total		50	50.0	100.0	
Missing	System	50	50.0		
Total		100	100.0		

Figure 1:

Table 1: Formative assessment practices are made in every week of the month. (Weekly)

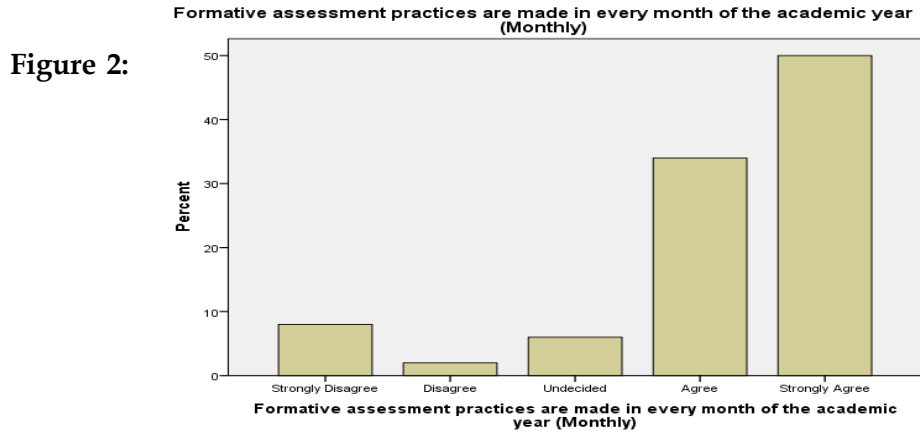


Formative assessment practices are made in every week of the month (Weekly)

FINDING 1 It is found by the description of the table and graph that 22 respondents were strongly disagreed on the given statement whereas 6 respondents were disagreed, 2 were undecided and 2 respondents were agreed, whereas 18 respondents were strongly agreed on the given statement.

Table 2: Formative assessment practices are made in every month of the academic year (Monthly)

Response		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Disagree	4	4.0	8.0	8.0
	Disagree	1	1.0	2.0	10.0
	Undecided	3	3.0	6.0	16.0
	Agree	17	17.0	34.0	50.0
	Strongly Agree	25	25.0	50.0	100.0
	Total	50	50.0	100.0	
Missing	System	50	50.0		
Total		100	100.0		



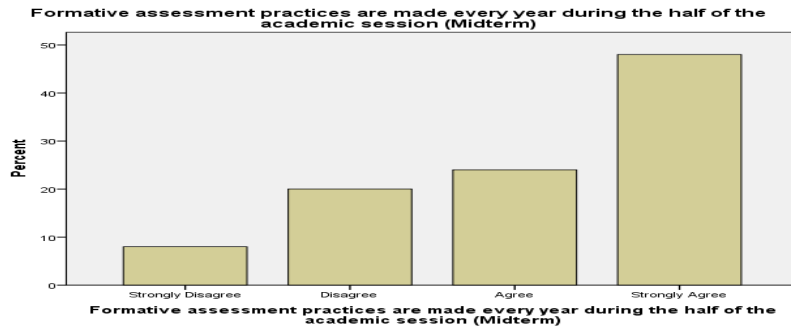
Formative assessment practices are made in every month of the academic year (Monthly)

FINDING 2 It is found by the description of the table and graph that 4 respondents were strongly disagreed on the given statement whereas 10 respondents were disagreed, 12 respondents were undecided, 17 respondents were agreed, whereas 25 respondents were strongly agreed on the given statement.

Table 3: Formative assessment practices are made every year during the half of the academic session (Midterm)

	Response	Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Disagree	4	4.0	8.0	8.0
	Disagree	10	10.0	20.0	28.0
	Agree	12	12.0	24.0	52.0
	Strongly Agree	24	24.0	48.0	100.0
	Total	50	50.0	100.0	
Missing	System	50	50.0		
Total		100	100.0		

Figure 3: Formative assessment practices are made in every year during the half of the academic session (midterm)



FINDING 3 Simultaneously in this table and graph 4 respondents were strongly disagreed on the given statement whereas 10 respondents were disagreed, 12 were agreed, whereas 24 respondents were strongly agreed on the given statement

Table 4 : Formative assessments are conducted surprisingly (Surprise)

Response		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Disagree	4	4.0	8.0	8.0
	Disagree	8	8.0	16.0	24.0
	Agree	24	24.0	48.0	72.0
	Strongly Agree	14	14.0	28.0	100.0
	Total	50	50.0	100.0	
Missing	System	50	50.0		
Total		100	100.0		

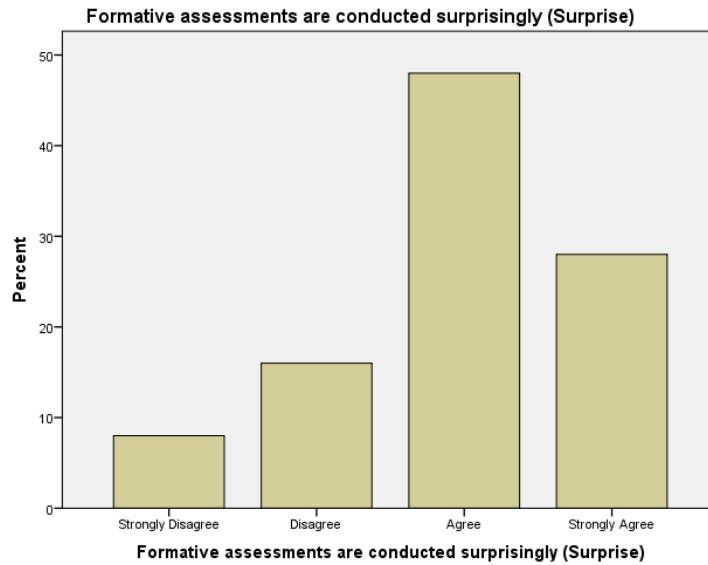


Figure 4: Formative assessment conducted surprisingly (Surprise)

FINDING 4It is found by the description of the table and graph that 4 respondents were strongly disagreed on the given statement whereas 8 respondents were disagreed, 24 were agreed, whereas 14 respondents were strongly agreed on the given statement.

Table 5: Lack of teaching faculty is a problem in applying formative assessment practices properly

Response		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Disagree	6	6.0	12.0	12.0
	Disagree	1	1.0	2.0	14.0
	Agree	11	11.0	22.0	36.0
	Strongly Agree	32	32.0	64.0	100.0
	Total	50	50.0	100.0	
Missing	System	50	50.0		
Total		100	100.0		

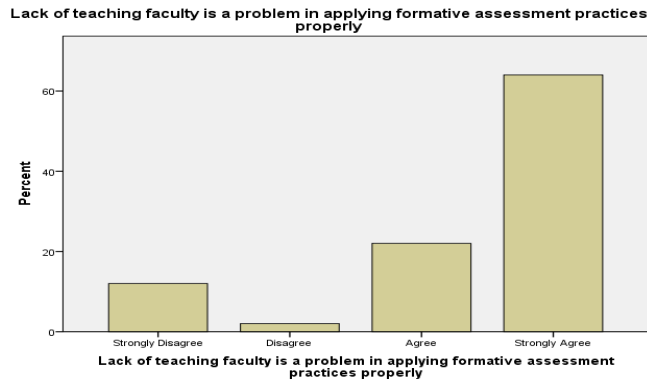


Figure 5: Lack of teaching faculty is a problem in applying formative assessment practices properly

FINDING 5 It is found by the description of the table and graph that 6 respondents were strongly disagreed on the given statement whereas 1 respondent was disagreed, 11 respondents were agreed, whereas 32 respondents were strongly agreed on the given statement

Discussion

A great influence on the research on assessment has been put over the last two decades, particularly focusing in formative assessment its implementation and adequacy. There has been found many gaps in the implementation and practices of formative assessment at school education and literacy department. A main short fall which is found in this research study, is no any prescribes schedule is given for the practices of formative assessment. This area of improvement in teaching and learning is highly neglected. This research study reveals that the policy makers has ignored these superficial practices, which deserve a high attention in the field of education. Formative assessment is carried out to encompass over the gaps of teaching as well as learning. when teachers know about their students are improving and where they are facing trouble, they can use this assessment to bring about the new instructional adjustments such as re-teaching trying different techniques or alternative instructional approaches or offering more opportunities to learn and grasp over the gaps.

Teacher's trainings are also the factors effecting formative assessment. Those teachers who are using formative assessment in their teaching process have many hurdles to practice the formative assessment due to the ongoing amendments in the curriculum. The teachers teaching/implementing the curriculum are not well aware of the amendments made in the curriculum and it gets difficult to convey the same to the learners properly, simultaneously formative assessments can not be practiced on such circumstances.

Assessment is a typical piece of each study hall and instructing practice. Educators survey their students to perceive what it is, their students have effectively learned or are right now learning because of being in their group, and having gotten their guidance in their homeroom exercises and assignments. What assessment is utilized for, and when it is led, changes extraordinarily among various educators and in various instructive settings.

This study looked at the formative assessment only that was being applied and its implantation in terms of weekly, monthly, midterm and inspection. Though, the central tendency of this study was to build on the current formative assessment practices and its efficacy at bring about learning outcomes.

This research study revealed that the formative assessment practices at public secondary schools in district Badin have gaps in implementation such as, the weekly tests conducting ratio is so poor whereas the monthly assessment was also conducted rarely which had a negative impact on learning process, simultaneously the midterm and inspection are conducted on time and the positive results are found, as recorded from the data analyzed.

It was found that formative assessment practices were made during the teaching and learning i.e. weekly, monthly, midterm, surprise and inspection respectively, which resulted in better teaching and learning process. It was found that the formative assessment practices like weekly were not conducted properly and regularly which had unsatisfactory results. If the practices would have been made properly the results might be different as recorded from the analysis. Whereas the monthly assessments were recorded satisfactory, while midterm were conducted properly and timely as the schedule was given by the Director of Education Hyderabad Region in Scheme of studies. Similarly, the inspection was also scheduled by the Director of Education Hyderabad Region, in this regard the district wise inspection teams were made to visit and inspect all the schools throughout their respective districts. The related subjects were assigned to

respective members of the inspection team who has expertise in the assigned subject. These inspection teams assessed the students and the teachers as well. The teachers` performance report was made. The respective subject teachers were found responsible of their report either positive or negative. The one who has better performance recorded during inspection is appreciated and awarded. Simultaneously one whose performance is not satisfactory is reported.

This study revealed that the formative assessment practices improve the students` learning and their performance is marked highly with the proper implementation of formative assessment practices.

On some extent it was also found that the formative assessment practices are useful for weak students to grasp over the gaps of learning and it smoothers the ways of learning by using regular implementation of formative assessment practices. Those students who are mostly found slow learners or weak in their studies, these formative assessment practices are found more useful to improve their leaning by their regular feedback

Conclusion

These tables show the results of the likert scale 5.0, according to tables and graphs most of the head of the schools were in favor of formative assessment and they responded positively and emphasised on the formative assessment practices, and argued that the formative assessment are very much related to the students` learning. On the other hand this research study reveals that the formative assessment practices on weekly basis are not often conducted which causes lack of benefits availed from this source. This research study also reveals that Lack of teaching faculty is a problem in applying formative assessment practices properly which causes most of the blunders in the teaching and learning process, one of them is, one teacher dealing with more than hundred students at a time. Just because of this gap not only

the formative assessment practices are affected badly but also whole of the teaching and learning process is pushed back which is harshly affecting the whole of the education system.

This research study described that there is a lack of planning for implementation of formative assessment practices to avail the advantages of better teaching and learning environment. The research study also revealed that the formative assessment improved the interaction between teacher and student, in this way the learning moved towards betterment. This research study further revealed that there are many gaps in applying formative assessment properly at Public Secondary Schools in District Badin.

Recommendations/ Suggestions

The results of this research enable to present the following recommendations regarding formative assessment practices to the policy makers of School Education and Literacy Department respectively.

- The first and foremost, the school education and literacy department should plan a rapid process of teacher recruitment, so that the STR (student teacher ratio) may be maintained which is a main gap and blunder in the teaching and learning process.
- The policy makers at Secondary School level should provide the proper schedule for conducting formative assessment practices i.e. weekly and monthly as the schedule is mentioned for midterm in scheme of study and Inspection during the half of the academic session, at Hyderabad Region.
- The policy makers at secondary school level should facilitate the teachers to conduct the formative assessment practices timely and effectively.
- The policy makers at secondary school level should approach the teachers` training institutions for time to time

conducting teachers` trainings to improve the formative assessment practices in the classroom.

- The policy makers at secondary school level should make sure of teachers assessment trainings regarding the implication of new technology to get the better results.
- The policy makers at secondary school level should frame a policy to appreciate the students with awards who assure their better results during the teaching and learning process.
- The policy makers at secondary school level should include the results of formative assessment in summative tests.

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