

**The Impact of Assessment on the Motivation Level of the Student:
A Study on Middle School Students.**

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ABSTRACT

The present study investigated the impact of assessment on student motivation at the middle level. It aims to explore the motivation level of students by assessing their progress. Combining qualitative and quantitative methods provided a comprehensive analysis of the gathered information in the research design. The mixed-method approach enabled the researchers to provide both qualitative and quantitative explanations of the collected data. The study involved administering student questionnaires and conducting teacher interviews. The questionnaire was administered to grade six, seven, and eight students to evaluate their learning and motivation levels. The study was conducted in the Katlang schools district of Mardan province in KPK, Pakistan. A total of 20 middle schools in Katlang were assessed, and 12 middle schools, including 384 students, were selected for the study. The results indicated a positive correlation between the student's assessment scores and their level of motivation. Additionally, the analysis revealed that teachers' assessment practices significantly impact the student's motivation levels. The study's findings have shown that assessment practices play a crucial role in middle school students' teaching and learning process. Based on the outcomes, it can be concluded that effective assessment practices can highly motivate students and enhance their desire to learn.

Keywords: Assessment, Motivation, Impact, Learning

INTRODUCTION

Assessment refers to any action in which learning evidence is gathered planned and systematically used to form a judgment about learning (Vogt et al., 2020). The judgment is formative if it considers advanced learning before judging learning and how to take it. The assessment will work as a summative if the objective is too summative for the learning to grade a certificate or document progress. Motivation, which needs force to act, is a difficult idea. In addition to being a single organism, it includes characteristics like effort, goal orientation, motivation, self-regulation, and learning character. Even the term "learning" is challenging. Instead of being viewed as the only thing, learning is best unstated as a field or environmental network. Identifying intrinsic and extrinsic motivation is crucial because there are many different ways to encourage learning (Brookhart and Durkin, 2003). In education, assessment is the process of gathering, examining, documenting, and using data on pupils' answers to a task. Discovering the student's hidden capacities depends heavily on assessment. Kizlik (2011) defines assessment as the process of obtaining information regarding a predetermined objective. Testing falls under the broad topic of evaluation. The assessment seeks to enhance learning by filling up the gaps between students' current learning environment and their intended learning objectives (Bennett, 2011).

Assessments are given after each year, program, term, and semester. Assessments are taken into two types formative and summative assessment. Summative assessment is evaluation-provided information to be checked inclusive of an education program, formative assessment is the context of program evaluation (Ismail et al., 2022). The formative assessment is picked out to facilitate program improvement when summative the learning to grade certificate or record progress, (Brookhart et al., 2006). Formative assessment is primarily used to assess a student's level of mastery of a particular learning task and to identify the area that needs improvement (Ashdale, 2020). The impacts of assessments and motivation are strongly connected with the outcomes of accomplishment. In other areas of the investigation, the motivation of several previously mentioned students was also evaluated. Every time, it was discovered that success led to greater motivation. Found that teachers' views of students' motivation and involvement in the classroom directly impacted students' academic development. Assessments are typically structured and designed to be accessible to students during a specified educational session to encourage learning (Evans, 2018).

Once we comprehend how classroom grading and assessment procedures affect students' drive for success, our interactions will become more constructive. As a result, there have been several requests for official research on how classroom evaluation affects students' motivation (Yusafzai et al., 2014). Most teachers lack formal training in classroom assessment, leading to negative impacts on student learning. Traditional assessments are overused, while alternatives like portfolios and rubrics are rarely used. Teachers face challenges in statistical analysis, exam anxiety, and overcrowded classrooms (Alamadi et al., 2019). An improved thoughtful of the results of motivation assessments and related research is the aim of this study. It might be argued that understanding how these activities may affect students' motivation levels is essential to understanding and making sense of the disparity between the suggested and actual assessment processes.

Khyber Pakhtunkhwa (KP) has recently taken steps to address the implementation of ongoing assessment through teacher development. The Khyber Pakhtunkhwa (KP) government launched a new provincial Education Assessment Centers (PEAC) project, the Multilevel Combined Teacher Management and In-Service Training System in 2009. To implement Continuous Classroom Assessment (CCA) in the elementary grades, the project created materials for teachers and students. It was tested in four subjects Urdu, English, math, and science in grades K–2 in six districts (Swabi, Nowshera, Haripur, Mansehra, Abbottabad, and Mardan). Over 5,700 mentor teachers participated in the project's three-day monthly training sessions on classroom evaluation techniques. Two issues frequently plagued Khyber Pakhtunkhwa (KP) assessment procedures: a lack of proficiency in the design and administration of tests and disapproving attitudes towards approaches to ongoing evaluation and record-keeping. The suggested course of action is to enhance the school, district, and KP learning assessment system (Gouleta, 2015).

Statement of the Problem

This study proposes to determine the impact of assessments on students' motivation level. The study seeks to identify which assessment method inspires the learner to be more motivated. Moreover, it is significant to contemplate the teacher's approach when administering assessments since this plays an important role in students' motivation levels. The study reveals that when teachers assess students and deliver the results after two months, the student's motivation level takes a hit. Therefore, it is recommended that teachers employ the use of oval assessments to increase the motivation level of their pupils.

Objective

- To explore how to motivate the students through assessments
- To observe the effect of assessments on students' learning outcomes.

- To examine the special effects of formative assessments on students' motivation levels and learning.
- To investigate the influence of summative assessments on students' motivation levels and learning.

Research Questions

- How can the students be motivated through assessments?
- Do assessments affect students' learning?
- Does formative assessment affect students' motivation levels and learning?
- Does summative assessment affect students' motivation levels and learning?

Research Hypothesis

H1: assessment has a significant positive impact on students' motivation.

H2: assessment has a significant positive impact on students' learning.

H3: Formative assessments have affected students' motivation levels and learning.

H4: Summative assessments have affected students' motivation levels and learning.

LITERATURE REVIEW

Assessment Definition

Assessment is the procedure of gathering information about learners' capacities to take on learning tasks (Xu and Brown, 2016). In other words, educators use assessment to gather information about their practices and the development of their students. Assessment is essential to allow students to self-regulate their learning progress and assess whether the desired learning objectives have been achieved Low et al., (2022). Conflicting with assessment of learning, which assesses the effectiveness of students' learning, assessment for learning, which is carried out throughout the learning process, struggles to deliver students with responses so they can progress their performance on current or future assignments (Jiao, 2015). Additionally, the assessment process and teaching complement each other because it is unbearable to imagine education without assessments. The assessment was described in connection with testing by (Xu and Brown, 2016). The distinction between both is that the former is an ongoing process that happens frequently, whereas the latter occurs at a specific time (Xu and Brown, 2016). Formative and summative assessments are two different kinds. Assessments that are summative and formative are commonly contrasted. This viewpoint contends that summative assessment concentrates on high-stakes testing while formative assessment is all about low-stakes testing (Kelly et al., 2019). However, conclusions regarding students' learning are reached using both summative and formative tests Black and Wiliam (2018). As a result, the practice perspective on evaluation (Leenknecht et al., 2021). Summative assessments frequently provide students with a score but little or no feedback. Summative assessment is so widely used to assess learning but rarely utilized to promote learning Yusron and Sudiyatno (2021). Teaching professionals can make summative assessments more formative by allowing students to learn through testing. This would necessitate providing students with feedback on their tests and making use of assessments' educational potential Chamberlin et al., (2023).

Two types of assessment

According to lees and anderson (2015), the utilization of data determines whether a test is summative or formative. In other words, the summative-formative assessment expression grows from a typology to a purposeful expression as a result of the assessment itself. As a result, some criteria are linked to summative assessments. According to 2010, cizek summative assessments have two characteristics: (1) they are conducted at the end of particular units, and (2) their primary objective is to describe the performance of students or systems. Its primary objective is to evaluate performance and make decisions.

Formative assessment

For many years, academics have suggested and defined the phrase "formative assessment." to assist students' ongoing progress, formative assessment, according to brown (2003), refers to the assessment of students as they are "forming" their skills and abilities. It is also described as covering all teacher- or student-led actions that produce information that may be used as a response to change the teaching and education activities in which they are involved (earl-rinehart et al., 2020). To quickly identify a student's strengths and limitations in their learning, informal assessments are created to give pupils feedback on their progress (xu and brown, 2016). The extent to which teachers, pupils, or their peers elicit, understand, and use information about students' accomplishments to make decisions about the following steps in their education that are probable to be better or improved supported than those they would have made in the absence of the information that was produced qualifies as formative classroom practices dmitrenko et al., (2021).

Summative assessment

A summative assessment evaluates students' performance across the board. As a result, this style of assessment does not focus on delivering diagnostic information. The goal of summative assessment is to grade, certify, assess, and research the effectiveness of the curriculum. As a result, the conclusions formed regarding the students, teachers, or curricula must aim to attain that specific purpose (Sahibzada and Himat, 2019).

According to 2018, Black and Williams summative examinations are administered to students regularly to determine what they know and do not know. This type of evaluation provides feedback and information on how the teaching and learning procedures worked after the learning has been finished. As of now, only inadvertent learning that occurs as a result of completing tasks and projects is considered formal learning (Sahibzada and Himat, 2019). Summative evaluation evaluates students' knowledge, which often occurs at the end of a unit of instruction (Ismail et al., 2022).

Motivation

Motivation is the heavy strength that helps individuals achieve their goals and objectives. It is the internal desire to accomplish something and the willingness to take action towards it. Without motivation, individuals may lack the energy and focus to work toward achieving their objectives. Therefore, it is important to stay motivated and consistently remind oneself of the end goal. By doing so, individuals can overcome obstacles and stay on track toward their desired outcome. In the field of educational psychology, various factors have been discovered that can impact an individual's willingness to exert effort toward a particular task. The concept of motivation refers to a person's overall attitude and drive when it comes to pursuing a goal. In the context of classroom assessment, past research has identified certain motivational factors that are particularly relevant to this area of study.

Types of Motivation

The distinction between intrinsic and extrinsic motivation has been crucial in the field of education and development. In this paper, we will explore the classic concepts of intrinsic and extrinsic motivation, and how they relate to current theories and research. Intrinsic motivation is still relevant as it explains how humans naturally learn and absorb knowledge. However, extrinsic motivation can vary in terms of autonomy and may represent either external control or true self-regulation. This highlights the importance of autonomy, competence, and relatedness for both types of motivation.

In the Self-Determination Theory (SDT), 2000, Ryan and Deci explain that there are different kinds of motivations that drive action. The main distinction is between extrinsic and intrinsic motivation. Extrinsic motivation involves doing something to achieve a certain goal, while intrinsic motivation involves acting in a way that is fulfilling in itself. Research over the past three decades has shown that the quality of experience and performance can differ greatly conditional on whether one is motivated extrinsically or intrinsically. This research aims to reinforce the traditional differentiation between intrinsic and extrinsic motivation and to describe the functional variations of these two fundamental kinds of motivation. Motivation is a vital psychological component of language learning, divided into two types: extrinsic motivation and intrinsic motivation (SAOUD, 2017).

Intrinsic Motivation

Walker and Lloyd-Walker (2016) define intrinsic motivation as an internal desire that leads to enjoyment from improving one's skills in specific academic endeavors. Internal implementation drives intrinsically motivated pupils to study, perform, and succeed. Ryan and Deci (2017) intrinsic motivation refer to a student's actions that are motivated by (1) a natural sense of interest, which is a desire to learn about or discover something, (2) a desire to participate in and complete a task, (3) fulfilment of an internal drive, and (4) attention in a subject. This urges to acquire or avoid something external to the individual (SAOUD, 2017).

Extrinsic Motivation

Extrinsic motivation discusses to when an action is taken to achieve a specific goal 2017, Deci and Ryan define extrinsic motivation as outside stimuli or incentives that increase or maintain a student's willingness to participate in academic activities. Examples include approval, free time, money, and activity points. Extrinsic motivation is the urge to complete a task or take an action to achieve a goal. SAOUD (2017) defines extrinsic motivation as rewards acquired as a result of an effort rather than from the action itself.

Student Motivation

A student's success in learning is highly influenced by their motivation to learn. According to Dunn (2008), student motivation refers to their willingness, need, and desire to participate and succeed in the learning process. One of the most significant models to examine when discussing motivation is Deci and Ryan's Self-Determination Theory (SDT), which identifies two types of motivation: intrinsic motivation, which arises from within, and extrinsic motivation, which comes from external factors. Children who are naturally motivated prefer to act autonomously and as their regulators rather than being forced to do something. Extrinsic motivation focuses on circumstances outside the learner's control and imposed by an external influence. When a student is driven by internal motivation, the task typically piques their interest or enjoyment and seems worthwhile to them. According to Simon (2019), extrinsic motivation results from external circumstances that may make the student feel guilty or even sorry for their actions. Teachers should aim for their students to be intrinsically motivated to complete work because this could suggest that the student feels the activity to be vital to his or her growth. According to Simon (2019), students who are just extrinsically driven may display characteristics like inactivity or refusal. Activities for pupils should not only make them happy but also give them a feeling

of growth or advancement. Students who believe they can just follow orders may be less ready to research later on or take the necessary phases to build their independence. Self-regulated learners are driven by an intrinsic desire to accomplish activities and progress as learners.

METHODOLOGY

The methodology of research pertains to the systematic procedure that directs the researcher, the adopted methodology (whether quantitative or qualitative), and the methods employed to compile and scrutinize data to address research inquiries. Research methodology is a methodical approach to resolving issues by explaining, characterizing, or predicting a phenomenon.

The research was conducted in the Katlang schools district Mardan province of the KPK. Total 20 middle schools in Katlang. The researcher selected 12 middle schools for her study from Katlang schools including 384 students. Each school filled out a questionnaire from 32 students. Data was collected in one month. A questionnaire was used to obtain the data. Data were collected from the middle school where the researcher attended as a student. The sample was chosen using a random sampling technique. Qualitative data was collected from 12 teachers using the convenience sampling technique, with one teacher interviewed in each school for 15-20 minutes. The population was sufficient to allow for random sampling in this study. Data was collected during the 2023 school year, and the sample included 32 students from each school in grades six, seven, and eight. The entire questionnaire, consisting of 29 items, was administered, with responses collected via Google Forms and analyzed using SPSS software.

A mixed-method study design was utilized to investigate the impact of assessment on students' motivation level in the sixth, seventh, and eighth grades in katlang district Mardan. The study utilized both qualitative and quantitative research methodologies. For the quantitative component, a structured questionnaire was employed as a survey-type research approach to collect primary data from participants. Meanwhile, interviews based on the research methodology were done to address the qualitative aspect. The content analysis was well-designed to allow participants to convey their experiences and perspectives on aspects that can improve dealing with assessment and motivation levels. The study's goal is to look into how assessments affect students' motivation. It included a sample size of 384 students and 12 teachers from 12 different middle schools. The researcher employed probability simple random selection to select respondents for the quantitative attitudinal questionnaire, and convenience sample for the teacher interview.

DISCUSSION

The goal of this study is to look into how assessment impacts student motivation levels. The inquiry is based on the participants' perspectives and opinions about how assessment methods can positively influence their learning and motivation. The findings of this study are expected to highlight the importance of assessment in the educational process and its ability to increase student motivation.

The study's goal was to test a hypothesis that required finding a correlation between two variables: assessment practice and motivation level. The investigation included the use of a linear regression model, which validated the hypothesis and proved a positive and statistically significant relationship between the two variables. Furthermore, the regression equation showed that the independent variable (assessment practice) had a substantial effect on the dependent variable (motivation level). This means that regular and effective assessment processes can boost individual motivation levels. The study's findings offer important insights into the role of assessment practice in increasing motivation levels.

Q1. How can the students be motivated through assessments?

H1. Assessment has a significant positive impact on students' motivation.

Regarding the first hypothesis, the results have indicated that the assessment has a positive impact on the student's performance and learning levels. The assessment approach has been found useful in instilling motivation among students to learn and achieve better outcomes. The report indicates that most participants have recognized this statement, suggesting a high level of agreement and acceptance of the assessment approach. Feedback from the assessment process helps students understand their progress and areas for improvement, thereby increasing their motivation. Leenknecht et al. (2021) discovered that assessments were positively connected with controlled motivation, with students who had more teacher-led classroom discussions having more autonomous and controlled motivation. The study's findings show that assessment plays an important role in increasing student motivation and pushing them to strive for higher performance. Ismail et al. (2022) have endorsed our research findings, which show that both formative and summative assessments improve student motivation.

The incorporation of the teachers' questionnaire enhances the findings. Teachers who participated in the study agree that assessment is critical to students' learning and motivation, as well as the adjustment of teaching tactics. They all agreed that the ultimate goal of assessment is to improve teaching and learning. Teachers see assessment as a vital tool for raising students' self-esteem and inspiring them to learn. The evidence also suggests that assessment provides useful information to both teachers and students on areas where the teaching and learning process can be improved to increase student performance and understanding.

Q2. Do assessments affect students' learning?

H2: Assessment has a significant positive impact on students' learning.

The second hypothesis, suggests that response plays a crucial role in evaluating students' needs. Most of the participants in the study agreed that receiving feedback and assessment is essential to express and indicate their learning requirements. They also emphasized that assessment helps them to identify the areas they need to focus on and understand their strengths and weaknesses. The results align with a study by Ismail et al. (2022) on the influence of summative and formative assessments on learning enhancement. Sarfa and Danushka (2021) also proposed that formative assessments can improve classroom learning and positively relate to summative assessments, leading to better performance among post-secondary students. It highlights the importance of prioritizing formative assessments to increase student performance in summative assessments. Assessment is a valuable tool that promotes continuous learning, helps students reach their full potential, and shows them the steps they need to take to improve and become better learners. Students believe that assessment is crucial to assess their progress and identify areas that require improvement.

Multiple studies have demonstrated that classroom assessment has a significant impact on student learning. Most people noticed an improvement in student motivation. Assessment can be an effective approach for encouraging pupils to conduct self-evaluations. Self-assessment entails reflecting on the quality of one's work and determining how well it meets specified goals or criteria. Engaging students in deliberate self-assessment improves their learning and achievement by providing positive feedback on their comprehension and performance. Additionally, pupils who participate in assessments show significant gains in their work. Assessment also builds students' confidence, encouraging them to seek help from their teacher and participate completely in the learning process. Students are encouraged to implement assessments to facilitate open communication with their teachers and gain insight into any academic challenges they may face. By empowering students to evaluate their work, they can form an opinion of their development. Whenever teachers help students discover their strengths and shortcomings, they are more effective at developing their learning capacities, which leads to increased motivation and self-awareness. Self and peer assessment are effective techniques for improving student learning, motivating students to take an active role in their education, and tracking progress. Mahshanian et al. (2019) discovered that studies and assessments improve learners' overall performance. It has also been discovered that formative and summative assessments are equally

beneficial in facilitating the learning process. This shows that the sort of evaluation utilized may not be as important as the act of testing itself in promoting student achievement.

A qualitative study discovered that assessments have a major impact on students' learning experiences. The study emphasized the use of evaluations as a tool for evaluating students' comprehension, identifying their strengths and shortcomings, and motivating them to perform better. The panelists stressed the importance of using assessments strategically to help students accomplish their learning goals and design them following the learning objectives. They also proposed that assessments provide positive feedback to students. The participants agreed that assessments are crucial in promoting student learning and should be an integral element of the instructional process.

Assessment boosts students' confidence, enabling them to seek aid from their teacher and actively participate in the learning process. Teachers are encouraged to use assessments to foster open communication with students and obtain insight into any academic issues they may be facing. When students analyze their work, they form an opinion about their progress and recognize their strengths and faults. Teachers who guide students through this process improve their efficacy in strengthening their learning capacities, resulting in increased motivation and self-awareness. Self and peer assessment are effective techniques for improving student learning, motivating students to take an active role in their education, and tracking progress.

Q3. Does formative assessment affect students' motivation levels and learning?

H3: Formative assessments have affected students' motivation levels and learning.

In the third hypothesis, the report highlights the significance of formative assessment in enhancing students' motivation and learning. It sheds light on how this assessment helps students to identify the breaks between their present knowledge and the wanted learning outcomes. The report reveals that most students acknowledge the effectiveness of formative assessments. Furthermore, formative assessment aims to influence students' thinking and behaviour as well as improve their learning. It can also be used to identify areas where pupils need extra help to close learning gaps. The most recent research findings are compatible with the opinions of Ismail et al. (2022), who proposed that assessment for learning played an important role in boosting and reinforcing students' learning by providing them with timely feedback and assistance. Sunra and Samtidar (2023) also suggested that formative evaluation had a major effect on student motivation. The quantitative and qualitative research findings demonstrate a strong relationship between assessment for learning and motivation, as well as formative assessment and academic accomplishment. These data indicate that evaluation for learning has an approving impact on student's motivation and academic performance overall.

Assessment for learning is an effective way to guide students in identifying and bridging potential learning gaps and improving their weaknesses. The results we have obtained align with those of other empirical studies, as they are consistent and in agreement. The latest research findings are in agreement with Andersson et al. (2017), SAOUD (2017), Teachers perceive formative assessment as a valuable tool that can boost students' self-esteem and motivation toward learning. Implementing assessment for learning may increase students' motivation to study. Wafubwa (2020) also claimed that assessment for learning strategies improves student motivation, engagement, and achievement. According to 2021, Kereković formative activities and assessments enhance student motivation and engagement in class. As a result, formative evaluation enables both teachers and students to identify their areas of strength and weakness. Most students favor the tool because of its capacity to identify errors and good arguments in student motivation and learning. When a teacher highlights an area in which a student needs to improve, it's crucial to underline that the criticism is tied to a specific task or performance, rather than an assessment. In the practice of assessment for learning, the instructor must decide on methods for gathering information on the knowledge and abilities of their pupils during teaching and learning units. Also, our investigation provides evidence that supports the findings of Vlachou (2015), indicating that teaching can be enhanced and student learning promoted through the assessment of learning processes.

These processes offer learners the essential opportunities and skills to take accountability for their learning. Additionally, the findings suggest that assessment for learning is crucial in enhancing student performance and learning as a whole. The majority of respondents expressed that assessment for learning has a positive effect on student motivation levels.

According to a qualitative study, the findings show that numerous teachers have a thorough knowledge of formative assessment as a continuous process that involves students' active participation in teaching and learning. Formative assessment entails acquiring and assessing evidence of students' learning progress while also providing comments on teaching tactics. The study also found that formative evaluation has an approving effect on students' motivation. This agrees with the findings of other researchers. For example, SAOUD (2017), concluded that educators believe formative assessment has a major impact on student learning and teachers' teaching practices. Näsström et al. (2021) found that a progress assessment method improved students' self-driven motivation and participation in learning tasks. Sunra and Samtidar (2023) also suggested that formative assessment positively affects EFL students' motivation in Indonesia by providing ongoing feedback and self-reflection opportunities. The continuous feedback loop offered by formative assessment helps students stay on track and remain motivated. Many respondents agreed that it serves as a strong motivation for learning. Evans et al. (2014) suggested using various types of assessment to avoid students getting used to one type and help students learn to find useful formative assessments. When a teacher points out a student's shortcomings, they should clarify that their comments pertain to a specific task or performance, rather than the student's character. The findings also suggest that formative assessment is vital in enhancing students' overall learning and performance. Asllani and Kosuta (2023) suggested that incorporating formative assessment into classes delivers students with increased opportunities to practice their skills, enhance their confidence, and boost their motivation to learn and attain their learning objectives. The majority of respondents expressed their positive agreement.

Q4. Does summative assessment affect students' motivation levels and learning?

H4: Summative assessments have affected students' motivation levels and learning.

In the four hypotheses, Summative assessments are involved in offering insightful feedback to students that are crucial in determining their motivation and inspiring their learning. Effective feedback works as a powerful motivator for students, helping them develop a keen interest in their studies and take greater responsibility for their progress. Summative evaluations allow students to receive feedback on their performance, which helps them discover areas for development and understand what they need to do to attain their learning objectives. This practice of self-reflection allows pupils to look inward and develop a better awareness of their strengths and flaws. Furthermore, the use of summative exams promotes peer discussions among students, which can create positive motivating attitudes and increase self-esteem. Positive exchanges with their peers can help students acquire useful insights into their learning tactics and approaches. Sarfa and Danushka (2021) discovered that formative assessments can improve classroom learning, have a satisfactory relationship with summative assessments, and influence postsecondary students' performance. This emphasizes the necessity of prioritizing formative tests to improve student performance on summative assessments. Summative assessments play a critical role in giving high-quality information regarding students' learning. Mahshanian et al. (2019) proposed that assessments had an approving effect on learner achievement. Formative and summative assessments are equally helpful in promoting learning. The type of evaluation utilized may not be as important as the act of testing itself in promoting student achievement. These assessments can help students reach their targeted learning outcomes by offering appropriate feedback, equipping them with the required skills and information to succeed academically, and motivating them to learn.

The qualitative results indicate that the motivation level of students can be significantly improved through summative assessments. This is because students feel a sense of accomplishment and pride when they receive grades and feedback after completing a final assessment. Many teachers believe that formative assessments are also critical in enhancing students' motivation levels. However, some

teachers perceive formative assessments as being no different from summative assessments, leading to the conclusion that they both serve the same purpose. In the study by Sarfa and Danushka (2021) found three major findings. To begin, certain sorts of examinations can help students learn better in the classroom. Second, there is an approving relationship between formative and summative assessments. Finally, formative evaluations have an impact on postsecondary students' summative examinations. As a result, to increase students' performance on summative tests, formative evaluations must be prioritized and appropriately recognized.

CONCLUSION

The conducted research thoroughly examined the impact of assessment the motivation of middle school students. The primary objective was to utilize various assessments to gauge students' motivation and to assess an exploration of strategies to motivate students through assessments and an observation of the impact of assessments on students' learning outcomes. Additionally, there is an intention to analyze the specific effects of formative assessments on students' motivation levels and learning, as well as to investigate the influence of summative assessments on these aspects. Additionally, the study aimed to investigate into the perspectives of teachers regarding assessment techniques. The empirical findings revealed that assessments play a crucial role in enhancing students' motivation and learning. The research highlighted that assessments are vital in improving student performance and their willingness to engage in learning. Through the assessment process, students receive valuable feedback that enables them to comprehend their progress and areas that require further development. Teachers who participated in the study acknowledged the significance of assessments in the learning process, as it boosts students' self-esteem and fosters a desire to learn. The results underscore the importance of assessments in evaluating students' progress and identifying areas for improvement, ultimately enhancing students' enthusiasm and self-confidence, thereby motivating them to seek guidance from their teachers and actively participate in the learning process. Both formative and summative assessments were found to be equally beneficial in promoting learning. It was emphasized that assessments should align with learning objectives and provide constructive feedback to students. Peer and self-assessment were identified as effective tools for encouraging students to take an active role in their education and monitor their progress. Formative assessment, characterized by students' active participation in the teaching and learning process and providing feedback on instructional tactics, was deemed essential for enhancing student learning and performance, with a positive impact on student motivation. The importance of explaining to students that feedback is related to a task or performance and does not reflect their character was highlighted. Implementing formative assessment procedures was found to significantly boost students' enthusiasm for learning. The study also emphasized the significance of summative exams in providing feedback to students, as they play a crucial role in determining students' motivation and encouraging their learning. Effective feedback emerged as a powerful motivator for students, inspiring them to take an interest in their studies and take responsibility for their progress. Summative evaluations were identified as crucial in providing students with feedback on their performance, enabling them to identify knowledge gaps and understand what they need to do to achieve their learning objectives. The study concluded by providing practical recommendations tailored to the specific requirements and preferences of students in the Katlang School District of Mardan, which can assist educators and policymakers in developing effective assessment procedures that motivate students and support their learning journeys.

RECOMMENDATION

A recent research project was carried out to examine the potential benefits of classroom assessment in enhancing student learning and teacher instruction. The study discovered that classroom assessment practices can improve student engagement, motivation, and accountability for their learning. This research initiative is especially significant because it is the first of its kind to investigate the impact of teacher and student assessment on motivation in middle school in the Katlang district Mardan. The researcher's review of prior studies found that many others surveyed the attitudes of either teachers or students in higher education, highlighting the novelty and importance of this study. Overall, the research

aims to raise awareness among school-level teachers about the usefulness and necessity of implementing assessment. This research provides recommendations to assist educators in implementing assessments effectively.

- By following these approvals, teachers can produce a learning atmosphere that is interesting, challenging, and fulfilling for students, and that motivates them to learn and grow to their full potential. Moreover, these recommendations can be tailored to suit the specific needs and objectives of the school, ensuring that the assessment practices are customized to the unique needs of the students and that they encourage a culture of learning and excellence within the school community. The recommendations are as follows:
- One suggestion is to include teachers in the formulation of assessments. By incorporating instructors in the design process, tests can be tailored to their requirements and preferences, and they may feel more at ease implementing these exams. Furthermore, legislators who want to promote more meaningful assessment processes should understand the distinctions between classroom and large-scale assessment.
- Our recommendations for future research include looking into the effects of specific types of assessment contexts on motivation, effort, and achievement. It is critical to evaluate differences in grade level and topic area across assessment contexts.
- The study could not accommodate a huge number of participants. Future researchers should increase the sample size to improve the generalizability of their findings. Our study focused solely on female middle school students, so future researchers should look at both genders.
- This study used both qualitative and quantitative data to strengthen its findings. We recommend that future researchers acquire qualitative or quantitative data to improve the validity of their findings.
- We recommend future studies to investigate the effects of formative and summative examinations on external and internal motivation types. While our study's findings may have some recommendations for the use of self-report questionnaires, as well as the specific sample of students and teachers who participated, future research may need to employ multiple data collection methods, such as teachers' lesson and assessment plans, classroom observations, and student and teacher interviews.
- Our study included both formative and summative assessments at the middle level. Future studies should include formative or summative assessments at the middle level.

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