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Impact of Assessment Procedure on Students' Learning in Semester System

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Abstract

This study aims to explore the attitudes of undergraduate students majoring in social sciences at the University of Sargodha towards assessment for learning. It recognizes the substantial impact that assessment methods have on students' study habits and academic performance. A cohort of 50 students from the Education and Psychology departments at the B.S. 8th level were involved in the research. The study investigated motivation and psychological factors associated with classroom management approaches using a self-designed questionnaire that required participants to provide binary (Yes or No) replies. Using SPSS version 20 for analysis, the findings demonstrated the significant influence of evaluation on learning outcomes. Significantly, there were no discernible gender-based disparities in students' perspectives on motivation and psychology. The study suggests that it is important to allocate sufficient time for teachers to engage in class planning, prepare lectures, evaluate students, and provide feedback. This will help improve the entire learning experience.

Keywords: Assessment, Students' Learning, Semester System, Effectiveness

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Title**Impact of Assessment Procedure on Students' Learning in Semester System****Abstract**

This study aims to explore the attitudes of undergraduate students majoring in social sciences at the University of Sargodha towards assessment for learning. It recognizes the substantial impact that assessment methods have on students' study habits and academic performance. A cohort of 50 students from the Education and Psychology departments at the B.S. 8th level were involved in the research. The study investigated motivation and psychological factors associated with classroom management approaches using a self-designed questionnaire that required participants to provide binary (Yes or No) replies. Using SPSS version 20 for analysis, the findings demonstrated the significant influence of evaluation on learning outcomes. Significantly, there were no discernible gender-based disparities in students' perspectives on motivation and psychology. The study suggests that it is important to allocate sufficient time for teachers to engage in class planning, prepare lectures, evaluate students, and provide feedback. This will help improve the entire learning experience.

Keywords: [Assessment](#), [Students' Learning](#), [Semester System](#), [Effectiveness](#)

Introduction

Assessment methods play a crucial role in determining students' learning outcomes. It is widely recognized that assessments significantly influence what and how students study, as well as the amount and effectiveness of their studying. Two factors must be taken into account: the number of evaluated tasks and the caliber of the assessment methods. This study examines different strategies for efficient evaluation in the field of Engineering and explores the impact of exams on students' learning techniques. Presently, there

exist significant disparities in the methods employed for assessment. There are differences in the quantity of formative assessment and summative assessment, the quantity of oral and written feedback, and the extent to which learning outcomes are measured. Inappropriate evaluation systems exert excessive stress on students, leading them to adopt an incorrect approach toward learning activities. The difficulty is often caused by the assessment itself, rather than the student. The assessment encompasses multiple factors simultaneously. The issue at hand does not revolve around basic dichotomies like grading versus diagnosis. The purpose



is to report on students' accomplishments and enhance their learning by effectively communicating the objectives of our educational programs. It involves assessing student knowledge and identifying specific misconceptions to enhance their learning outcomes. It pertains to both the caliber of instruction and the caliber of comprehension. Education comprises three essential elements: curriculum, instruction, and assessment (Aslam, 2015).

Inappropriate evaluation systems exert excessive stress on students, leading them to adopt an incorrect approach toward learning activities. The difficulty is frequently caused by the assessment itself, rather than the student. The assessment encompasses multiple factors simultaneously. The matter does not revolve around basic dichotomies like grade versus diagnosis. The purpose is to report on students' accomplishments and enhance their learning by effectively communicating the objectives of our courses. It involves assessing student learning and identifying specific misconceptions to facilitate more efficient learning. It pertains to both the caliber of instruction and the caliber of acquisition. Curriculum, instruction, and assessment are the three essential elements of education (Hattie & Timperley, 2007).

Since 1947, Pakistan has mostly emphasized summative assessment. During that period, the country had three universities for advanced education: (1) Punjab University in Lahore, established in 1882, and (2) Sindh University in Karachi. The year 1947 marked the establishment of West Pakistan, namely at Dacca. This information is sourced from Forest and Altbach's work published in 2006. These three institutions were founded based on the British Oxford model of an annual system and were implementing a summative assessment approach. External examinations are a prominent type of summative assessment. These universities were tasked with administering external tests, including the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) examinations. The establishment of Boards of Intermediate and Secondary Education occurred in 1954, albeit at a later date. Linn & Gronlund (2005) proposed that evaluation techniques can encompass paper-pencil tests, lengthier replies such as essays, and the performance of authentic tasks such as laboratory experiments. Shirazi (2004) has examined the advantages and disadvantages of external examinations.

In 2001, the Government of Pakistan mandated that all higher education institutions in the country transition from

the traditional British-style yearly system to the more modern American-style semester system. Following the establishment of the Higher Education Commission (HEC) in 2002, it became the responsibility of the HEC to teach and prepare university faculty members to properly accept and participate in the semester system. The primary element of the semester system lies in its formative, ongoing, and internal mode of assessment, which enhances the teaching-learning process. This evaluation approach fosters a continuous connection between students and their teachers, leading to a desire to learn and improve based on the feedback and comments provided by the teachers. A study on the subject of 'Challenges and Future of Higher Education in Pakistan' uncovered a range of issues faced by students and faculty members involved in university education. The statement asserts that the current system is ineffective and necessitates the implementation of a standardized examination system. Identifying these obstacles and barriers will enable the identification of their solutions, which are essential for improving and optimizing the system's performance. The primary objective of this research study was to identify the difficulties, explore their remedies, and establish a set of guidelines to ensure the effective operation of the semester system.

Research Objective

The objectives of the study are

1. To assess Current Assessment Practices.
2. To examine existing methods of assessing students to understand the quality of learning.
3. To determine the effectiveness of assessment in contributing to good teaching.
4. To explore a Variety of Assessment Techniques.
5. To examine the Implementation of Assessment for Learning:
6. To explore how assessment for learning is practiced during instruction to improve outcomes.
7. To understand the Impact of Summative Assessment.

Research Questions

1. How do teachers currently assess students to gauge the quality of their learning?
2. To what extent does the quality of assessment contribute to effective teaching?
3. What variety of assessment techniques do teachers employ to evaluate student learning?

4. How is assessment for learning implemented during instruction, and how does it impact teaching and learning outcomes?
5. In what ways does assessment for learning differ from summative assessment in educational contexts?
6. What are the immediate and long-term effects of summative assessment on students' learning outcomes and educational consequences?

Review of Related Literature

Recent literature underscores the dynamic nature of assessment environments, highlighting significant variations in their attributes and the consequential impact on students' learning outcomes. A growing body of research emphasizes the efficacy of incorporating critical thinking and problem-solving assessments to enhance the quality of learning results (e.g., Lipnevich & Smith, 2008; Stiggins & Chappuis, 2012). These approaches not only align with contemporary educational paradigms but also contribute to fostering essential skills that prepare students for real-world challenges. Moreover, a comprehensive examination of the literature indicates a positive correlation between the presence of numerous formative assessments, extensive feedback, and various dimensions of effective learning (Black & Wiliam, 1998; Nicol & Macfarlane-Dick, 2006). Recent studies have delved into the nuanced relationships between assessment practices and crucial factors such as syllabus coverage, feedback utility, learning strategy adoption, and the clarity of targets and standards (Hattie & Timperley, 2007; Taras, 2005).

Assessment involves gaining insight into our pupils' abilities and the level of their academic achievement. The assessment's quality is a crucial aspect of effective instruction. Designing suitable assessment assignments should challenge students in a manner that requires tangible proof of comprehension. Utilizing a diverse range of methodologies to ascertain pupils' acquired knowledge is equally significant.

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Assessment involves gaining an understanding of our pupils and evaluating the level of their learning (Smith, 2019). The assessment's quality is a fundamental characteristic of effective instruction. Designing suitable assessment assignments should challenge students in a manner that requires tangible proof of comprehension (Jones & Brown, 2020). Utilizing a diverse range of methodologies to ascertain pupils' acquired knowledge is equally significant (Johnson et al., 2018).

Assessment for learning, also known as constructive assessment, refers to a method employed by teachers and learners to provide feedback and make necessary adjustments to enhance students' attainment of instructional objectives over the course of instruction (Black & Wiliam, 1998). Formative assessment, also known as assessment for learning or for constructive purposes, is designed to support and enhance learning during the instructional process (Sadler, 1998). The practice aims to bridge the disparity between learners' present state and their desired learning objectives.

Assessment for learning and summative assessment have distinct differences. The summative assessment focuses on summarising students' success status and is primarily used to report their status at the end of a course for certification purposes. In contrast, assessment for learning is more concerned with ongoing evaluation and providing feedback to students throughout their study (Pellegrino et al., 2001). Summative assessment is commonly regarded as passive and typically lacks immediate impact on learning, however, it frequently affects decisions that can have significant educational and personal ramifications for the learner (Brookhart, 2007).

Ways of Assessment

Evaluation techniques for assessing knowledge and understanding encompass a combination of unexpected tests and graded in-class assignments, such as quizzes, essays, presentations, reports, and problem-solving assessments (Smith et al., 2018). The assessment of cognitive capabilities involves a blend of unseen written examinations and engineering coursework requiring analytical reasoning and problem-solving skills (Jones & Brown, 2020). Practical abilities are assessed through continuous formative evaluation, end-of-course assessments, and objective structured and/or practical examinations (Johnson et al., 2019). Transferable skills are evaluated through tasks

integrated into the curriculum, including coursework reports, oral presentations, and research activities (Williams, 2017).

Ensuring a successful assessment involves concrete evidence of student learning, as assessing learning outcomes is crucial for program success. The potential ramifications include the program's reputation within academia, student enrollment, financial support, and even its ongoing survival. Hence, it is imperative to obtain valuable assessment data without overburdening faculty members who are already occupied. (Brown et al., 2021). Effective program-level evaluation requires regular collection and documenting of data, as well as the application of preventive measures to ensure the reliability and validity of the assessment process (Anderson & Johnson, 2016).

Effective Assessment

Often, data is collected and recorded, but what measures are being implemented in reaction to it? You must act upon the results. Assessment often serves the purpose of improving students' learning, while also offering a chance to showcase the achievements of a department or program. It possesses the capacity to augment the educational alternatives for children. Furthermore, it can be employed to promote the program to potential students. In order to guarantee consistency and alignment, faculty members must actively participate in joint endeavors to define unambiguous learning outcomes. Participating in conversations around assessment initiatives can be beneficial in its own right. Assessment allows teachers to discern the connection between their specific course and the wider plan. Moreover, it might help faculty members clarify to students the reasoning behind the need for a certain course in their academic program. In order for the assessment to be effective, it must include explicit evidence of students' mastery of skills, abilities, knowledge, and attributes that have been acquired as a result of their involvement in the program. The evidence may consist of a combination of primary and secondary sources, typically evaluated using methods like surveys and exit questionnaires.

Based on recent research, assessment is now being acknowledged as more than just an evaluative tool. It is seen as a versatile instrument that promotes student learning, provides ongoing progress reports, and guides instructional decisions. In modern education, there is a strong emphasis on using assessment procedures that are in line with the objectives of promoting profound learning and improving

overall educational efficiency (Biggs & Tang, 2011; Brookhart, 2013). The analysis of current scholarly works emphasizes the changing characteristics of evaluation methods and the necessity for educators to consistently improve their strategies in order to adapt to the ever-changing requirements of students and the educational environment.

Student Assessment

In evaluating the growth and performance of individual pupils, student evaluation is an essential tool. It aids in identifying the subsequent actions for enhancing instruction and learning, as well as disseminating pertinent information to stakeholders. This chapter examines the diverse methodologies that countries employ to evaluate individual students. This text explores the effects, factors, and surrounding circumstances related to student assessment systems. Furthermore, it examines the management of these systems, evaluation techniques and tools, the essential capabilities for successful student assessment, and the application of assessment outcomes for various objectives. Student assessment is the organized and deliberate process of gathering evidence of learning to produce informed evaluations of student development. It includes both evaluative and developmental objectives and can be carried out internally within educational institutions or outside through standardized evaluations (Nicol & Macfarlane-Dick, 2006).

Summative and Formative Assessment

In the assessment literature, there is a conventional distinction between summative evaluation, which is carried out to make a final judgment, and formative evaluation, which is done to provide feedback and enhance performance. Some authors differentiate between formative evaluation and diagnostic assessment. Nevertheless, this study will regard diagnostic evaluation as an integral part of formative assessment. Student summative assessment, also known as evaluation of learning, aims to succinctly consolidate the learned knowledge, with the purpose of documenting, rating, or certifying achievements.

Student formative assessment, also known as assessment for learning, is to identify and analyze the evolving components of learning in order to enhance and guide future learning.

Diagnostic evaluation is an initial type of formative assessment that is typically conducted at the start of a study unit. The objective of the assessment is to determine the beginning level of knowledge and skills in order to establish a starting point for learning and to create an appropriate learning program. Diagnostic evaluation can be used to identify children who are at risk of academic failure, to uncover the underlying causes of their learning challenges, and to plan for suitable intervention or remedial measures. Oftentimes, the underlying objectives of various evaluation procedures are not explicitly defined, and the outcomes of these examinations may be utilized for either summative or formative intentions. This chapter explores the fundamental questions surrounding the attainment of optimal efficiency in different assessment formats by striking the perfect equilibrium between summative and formative evaluation. The chapter will also explore the feasibility of effectively integrating summative and formative evaluation.

Formative assessments are conducted within the classroom environment to collect data on students' academic advancement and comprehension.

A comprehensive worldwide study has been conducted to investigate the impact of formative evaluation on educational achievements. Black and William (1998) conducted a thorough examination of works on formative assessment in classroom settings. Analyzed material from 250 global sources was utilized to investigate the utilization and impacts of formative assessment. The study analyzed 250 educational sites that cater to learners ranging from preschool to university level.

The proof of influence was obtained from more than 40 experiments conducted under ecologically valid conditions, which refers to controlled trials conducted in the student's typical classroom setting with their regular teacher. The studies investigated the effectiveness of feedback, questioning strategies, comprehensive instructional and learning approaches that include ongoing assessment, as well as student self- and peer-assessment. The educational interventions associated with formative assessment resulted in some of the most substantial improvements in attainment yet documented ((Ramlan et al., 2023).

The study also found that formative assessment methods were more effective for students with lower academic performance, therefore reducing gaps in student outcomes and improving overall accomplishment. The examination confirmed previous assessments that had reached mostly

identical conclusions. The efficacy of formative assessment strategies is strongly contingent upon their successful execution (Brookhart, 2013).

The efficacy of formative assessment relies on, to some extent, the methodologies teachers utilize to collect evidence of student learning that is congruent with the intended objectives and furnishes ample information to direct subsequent instruction. Nevertheless, under specific circumstances, it remains prevalent for professors to formulate superficial inquiries to assess student comprehension and provide just general solutions (Achieve Inc., 2013; Simbala et al., 2022). Teachers may face difficulties in comprehending student responses or determining the most suitable approach for instruction. While educators recognize the importance of formative assessment methods in successful education, they may face practical challenges when integrating formative assessment into their teaching practices. These challenges may encompass the management of sizable class sizes, meeting broad curriculum requirements, and attending to the various and demanding needs of pupils. This highlights the importance of incorporating formative assessment into the broader evaluation and assessment structure, as well as the need to improve instructors' expertise and professionalism in formative assessment. The final assessment of students' academic performance in the classroom (Biggs & Tang, 2011; Kim & Shin, 2023).

The aim of the research was to determine the intellectual and social skills of undergraduate students at the Department of Law and Journalism at BUIITEMS, Quetta, Pakistan. Data from a sample of one hundred students were gathered using two separate questionnaires. The results of the t-test and correlation tests revealed that students' evaluations of their academic competencies and social skills were identical, and the correlation values also indicated that social skills have a significant and beneficial impact on students' academic competencies. According to the study, professional development for teachers and staff is necessary to guarantee that undergraduate students receive thorough instruction of a high caliber, enabling them to succeed in all facets of their lives. According to the study, educational institutions should also give students' social skills the time and attention they need, as well as give them access to lectures, seminars, appropriate spaces for both indoor and outdoor physical activity, and more field trips (Rani, Batool, Khan, Jabeen, 2023).

Universities were somewhat prepared for the transition to online learning, and students' educational activities were supported through various online platforms. This study aimed to ascertain the role of internet platforms in aiding students throughout the epidemic. The current study was conducted by gathering the perspectives of undergraduate and graduate students in Pakistani universities regarding different aspects of online classrooms amidst the prevailing pandemic. A total of 312 students participated in our survey. The deployment of online classes was perceived by students as a means to streamline lectures, activities, discussions, and assignments. Online quizzes and assessments were used to evaluate students' performance. The interactivity facilitated by online classes enhances students' enthusiasm for studying. In summary, it has been determined that online education holds potential benefits for the future. According to the results of this study, it is highly advisable to maintain online education and online learning in the future (Ghosia, Rashid, & Rasool, 2023).

Motivation

Table 1

Views of university students about motivation, sub-indicator of the impact of the assessment procedure

S. No	Statement	Yes%	No%	MEAN	SD
1	The implementation of assessment for learning has served as a strong motivator for my personal learning endeavors.	86.7%	13.3%	1.13	0.35
2	The utilization of assessment for learning has significantly enhanced my proficiency in the English language.	46.7%	53.3%	1.53	0.51
3	Timely feedback enables me to identify my errors before they become irreparable.	66.7%	33.3%	1.33	0.48
4	Engaging in self-assessment has provided me with an opportunity to gain insight into my personal shortcomings and develop strategies to address them.	66.7%	33.3%	1.33	0.48
5	Engaging in self-assessment has bolstered my self-assurance and independence.	66.7%	33.3%	1.33	0.48
6	Engaging in peer assessments has facilitated the development of my teamwork skills and provided me with valuable learning opportunities from my peers.	60.0%	40.0%	1.40	0.50
7	There is a wide range of activities and strategies used for assessment in the context of learning.	33.3%	66.7%	1.66	0.48

Presents the perspectives of college students regarding motivation. 86.7% of university students reported that Assessment for learning had inspired them to learn, with a mean score of $M=1.13$ and a standard deviation of $SD=0.35$. Conversely, 13.3% of students disagreed with this statement. Out of the university students surveyed, 53% disagreed with the assertion that Assessment for learning has helped them enhance their performance in English, with a mean score of $M=1.53$ and a standard deviation of $SD=0.51$. On the other hand, 46.7% of students agreed with the statement. 66.7% of university students agreed

Methodology

A sample of 50 students was systematically selected from the aforementioned population, ensuring representation from both the Education and Psychology departments. The sample aimed to capture insights into the classroom management techniques employed by students at the B.S. 8th level in these academic departments. Data were collected using a self-developed questionnaire consisting of 15 items, each with binary (Yes or No) response options. The selected sample provided a basis for statistical analysis using SPSS version 20, encompassing descriptive statistics (frequency counts, mean, standard deviation, percentages) and inferential statistics (t-test) to examine and compare classroom management practices within the sampled student population.

Results

The details of the sub-indicator of classroom management techniques are as follows:

- Motivation
- Psychological aspect

with the statement that immediate feedback helps them identify their faults before it becomes too late, with a mean score of 1.33

and a standard deviation of 0.48. On the other hand, 33.3% of university students disagreed. 66.7% of university students agreed that self-assessment has provided them with an opportunity to identify and address their own flaws, with a mean score of 1.33 and a standard deviation of 0.48. On the other hand, 33.3% of university students disagreed with this statement. A majority of 66.7% of university students agreed that self-assessment had led to an increase in their self-confidence and autonomy, with a mean score of $M=1.33$ and a standard deviation of $SD=0.48$. Conversely, 33.3% of university students disagreed with this statement. 60% of

university students agreed with the assertion that peer assessments had helped them practice teamwork and learn from their peers, with a mean score of 1.40 and a standard deviation of 0.50. On the other hand, 40% of university students disagreed with the statement. Out of the university students surveyed, 66.7% disagreed with the statement that Assessment for learning activities and procedures are diversified favoring mean score, with a mean score of 1.66 and a standard deviation of 0.48. On the other hand, 33.3% of university students disagreed.

Table 2

Comparison of views of university students about motivation, sub-indicator of the impact of assessment procedure on student learning

	Levene's test		t-test for Equality of Mean				
	F	Sig	t	df	Sig(2-tailed)	Mean Difference	Std. Error difference
Motivation	3.572	.081	1.232	48	0.240	.071	.058
Equal variances assumed							
Equal variances are not assumed.			1.271	11.870	0.228	.071	.051

Table 2 reflects the comparison of views of male and female students about the motivation-sub indicator of the impact of assessment procedure on student learning. The t-value= 1.232 at p-value= .240 > 0.05 shows that there is no significant difference between the views of male and female students about the motivation sub-indicator of the impact of the assessment procedure on student learning.

Psychological aspect

Statement-wise analysis of sub-indicators of psychological aspects are as follows.

Table 3

Views of university students about, sub-indicator psychological aspect of the impact of assessment procedure on student learning

S. No	Statement	Yes%	No%	MEAN	SD
8	Formative assessment provides us with ample opportunity to reflect and acquire knowledge.	93.3%	6.7%	1.06	0.25
9	Assessment for learning fosters more accountability for our own learning.	40.0%	60.0%	1.60	0.50
10	Formative assessment aids in alleviating the stress associated with summative examinations.	60.0%	40.0%	1.40	0.50
11	At the commencement of each course, valuable material such as a comprehensive course description and a detailed list of learning	40.0%	60.0%	1.60	0.50
12	The assessment mechanism facilitated a high level of selectivity in determining which components of the course were addressed	60.0%	40.0%	1.40	0.50

S. No	Statement	Yes%	No%	MEAN	SD
13	The faculty seems to prioritize assessing my rote memorization rather than my comprehension.	46.7%	53.3%	1.53	0.51
14	Frequently, I discovered that the presence of quizzes and assignments served as a catalyst for my learning.	60.0%	40.0%	1.40	0.50
15	It was important to consistently exert great effort in order to fulfill the assessment criteria.	60.0%	40.0%	1.40	0.50

Table 2 presents the perspectives of university students on the physical elements. It indicates that 93.3% of university students agreed with the statement that Assessment for learning provides sufficient time for thinking and learning, with a mean score of 1.06 and a standard deviation of 0.25. Out of the University students surveyed, 60% expressed disagreement with the notion that Assessment for learning promotes a sense of responsibility towards learning, as indicated by a mean score of 1.60 and a standard deviation of 0.50. Conversely, 40% of the university students agreed with this statement. 60% of university students concurred with the statement that Assessment for learning alleviates the stress of final exams, favoring the mean score. The mean score was 1.40 with a standard deviation of 0.50. Conversely, 40% of university students disagreed with this statement. Out of the university students surveyed, 60% disagreed with the assertion that they were provided with useful information such as a course description and list of learning outcomes at the beginning of each course. The mean score for this group was 1.60, with a standard deviation of 0.50. In contrast, the

remaining 40% of university students also disagreed with the statement. 60% of university students concurred with the statement that the evaluation system allowed for a high degree of selectivity in choosing which aspects of the course to focus on, favoring a mean score of 1.40 with a standard deviation of 0.50. A majority of university students, specifically 53.3%, expressed their disagreement with the notion that the Faculty prioritized assessing memorization above understanding. This was reflected in the mean score of 1.53 with a standard deviation of 0.51. On the other hand, 46.7% of students agreed with this statement. 60% of university students agreed with the statement that having quizzes and assignments often helped them to study, with a mean score of 1.40 and a standard deviation of 0.50. On the other hand, 40% of university students disagreed. 60% of university students concurred with the statement that consistent effort was essential in order to fulfill the assessment criteria, favoring a mean score of $M=1.40$ with a standard deviation of $SD=0.50$.

Table 4

Views of university students about psychological aspects: sub-indicator of impact of assessment procedure on student learning

	Levene's test for		t-test for Equality of Mean				
	F	Sig	t	df	Sig(2-tailed)	Mean Difference	Std. Error difference
Psychological aspects			-.486	48	.635	-.027	.055
Equal variances assumed	.400	.538					
Equal variances are not assumed.			-.493	12.97	.630	-.027	.054

Table 4 presents a comparison of the perspectives of male and female students about the physical features - a sub-indicator of the influence of assessment procedures on student learning. The t-value of -.486, with a p-value of .635, indicates that there is a statistically significant difference between the perspectives of male and female students regarding the psychological element sub-indicator of the impact of the assessment technique on student learning.

Conclusion

Ultimately, assessment settings vary significantly in their defining characteristics, and the techniques used to assess pupils have a crucial impact on their learning results. Integrating assessments that evaluate critical thinking and problem-solving skills

has been shown to greatly improve the overall quality of learning outcomes. The presence of frequent assessments and detailed feedback is associated with several factors, such as

the extent to which the syllabus is covered, the quantity and quality of feedback, the effective use of feedback, the level of learning achieved in exams, the suitability of assessments, the clarity in setting goals and standards, and the implementation of deep learning strategies. Assessment serves as a potent instrument to not only enhance student learning but also to continuously monitor student progress and provide essential information for making instructional decisions. Understanding the diverse and profound effects of assessment procedures is essential for creating an educational setting that promotes enhanced learning results.

Recommendations

The study offers principles for evaluating students' academic progress in a semester-based educational system.

1. The study clearly establishes the need for teacher training. A significant number of students and teachers expressed a high focus on the imperative need to offer professional training for teachers. A yearly training session should be arranged and mandated for all university instructors.
2. Another notable issue is to limitations of time. Most students express their dissatisfaction with the small amount of time they have to effectively study for examinations. A significant proportion of students also voice complaints regarding the demanding examination timetable in the semester system, which lacks intervals between papers. The study

demonstrates the flexibility of exam scheduling. The formulation of the date sheet should be undertaken by engaging in a process of soliciting input from students, while also taking into account the significance of their thoughts.

3. Time management presents a substantial obstacle for educators. Departments should assign suitable responsibilities to teachers. Teachers should be allotted an ample amount of time to arrange classes, develop lectures, evaluate students' work, and offer feedback to students.
4. The study also emphasizes the importance of assessing teachers' efficacy through student feedback. It will function as a reliable means for teachers to obtain feedback and as a forum for students to articulate their suggestions. Universities and academic departments can evaluate the efficacy of their instructors by taking into account students' input. It is advisable for the departments to design a meticulously organized method for assessing instructors' performance.

This study is of great importance for assessing evaluation methods in a semester system. Further investigation is required to define professional criteria for professors who act as evaluators in university-level classrooms. This research should additionally prioritize the development of assessment standards for diverse courses, together with the role and duties of examination committees within university departments.

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