



Impact of School-Based Assessment on Teaching Practices and Student Achievement in Public Sector Elementary Schools of District Khushab

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ABSTRACT

The main objective of the study was investigate school based assessment and its effects on teachers' practices and student performance in public elementary schools. Employing a survey based approach, the research was explore how SBA implementation affects teachers' pedagogical approaches, including assessment design, feedback provision, and instructional adaptation, and examined the relationship between SBA and students learning outcomes, encompassing both cognitive and affective domains. I selected this topic because School-Based Assessment (SBA) is a crucial shift from rote memorization toward formative, learner-centered evaluation, making it highly relevant in improving both teaching practices and student performance in Pakistan's public elementary schools. It also addresses a critical research gap by exploring how SBA can transform teachers' instructional strategies and provide equitable learning opportunities for diverse student populations. The main hypothesis was there is no significant difference between school-based assessment practices and teachers instructional strategies, teachers' workload in public elementary schools, the frequency of formative assessments used by teachers and students' academic performance in public elementary schools. Population of the study was public elementary schools of district Khushab Pakistan. In sample, a convenient sampling technique was used to select the sample and collect data from 200 teachers (one head teacher, three ESTs, and one PST) of 40 elementary schools of District Khushab. There were total 108 public elementary schools in District Khushab and among them 40 public elementary schools were selected as a sample. One questionnaire was used to collect the data from head teachers and teachers. Data was collected by using random sampling technique and analyzed by using SPSS software. The data was analyzed using both descriptive (frequencies, percentages, and standard deviations) and inferential (T-test and chi-square) statistics. School-Based Assessment (SBA) is an assessment management program that has taken a growing importance in the education reform, especially in the developing nations like Pakistan where the traditional summative examinations have controlled the assessment process. In contrast to the standardized testing, SBA focuses on ongoing examination of the advancement of learners with the help of multiple formative approaches that include classroom observations, project work, peer assessment, and reflecting feedback. The intended purpose of this shift is to facilitate meaningful learning experiences, critical thinking, and make sure that assessment facilitates learning as opposed to measuring learning. In SBA, teachers is be the proactive agents in the process of discovering the strengths and weaknesses of students and adjusting their teaching techniques to satisfy their individual learning requirements. Therefore,

SBA can be used as a diagnostic and developmental instrument that can increase the overall quality of the teaching and learning processes. Implementation of SBA, however, has opportunities and challenges to teachers in the elementary schools that are publicly run. Although it allows the teachers to create context-based assessment problems and participates in reflective pedagogical activities, it also requires extra time, proficiencies, and professional dedication. The teachers in most instances might be limited by lack of training, overworking, and lack of administrative backup to carry out the implementation of SBA successfully. Thus, it is crucial to study the role of SBA in the instructional decision-making of teachers, their work organization and evaluation systems in order to comprehend the actual effect it has on the level of education. Additionally, the study of the correlation between SBA and academic and affective performance of students can give us valuable information on whether this evaluation instrument actually improves the learning process or it involves teachers in an additional procedure of complicating the tasks. The current research that centres on public elementary schools of District Khushab, therefore, plays an immense role in the rising research that aims at enhancing assessment literacy and evidence-based instruction in the education system of Pakistan.

Keywords: *School-Based, Assessment, Teaching Practices, Student Achievement, Public Sector, Elementary Schools.*

Introduction

The reasons why I selected this topic, School-Based Assessment (SBA) and its impact on the work of teachers and the performance of students in the public elementary schools in District Khushab, are that it is one of the most urgent gaps of the Pakistani education system. The use of high-stakes, summative testing, has long placed emphasis on memorization, which is not conceptual learning, and students have been left unprepared to solve problems in the real world. In comparison, SBA represents a formative, ongoing and learner-based method that can reverse the educational practices as well as the learning results. The chosen topic is important because it does not only identify how SBA can transform the instructional strategies and professional development of teachers, but also discusses its possible implications to improve student motivation, critical thinking, and academic success. Moreover, in terms of the educational reforms in Pakistan, especially, the Single National Curriculum and the Punjab Examination Commission, the study of SBA is relevant to deliver a timely input into the research on equitable and efficient classroom practices, specifically in under-resourced state schools.

Since education is always evolving, there is a growing emphasis on evaluating students' learning through more thorough and continuous methods as opposed to high-stakes testing. This change has attracted the attention of SBA due to its potential in influencing the practice of teachers and academic achievement of students in a great way. Since SBA incorporates various formative and summative assessments into the usual classroom setting, the tool is an effective alternative to end year tests. It tries to have a more detailed and holistic view of the student development to inform and ultimately facilitate further insight. This paper analyzed the potential of SBA to modify the roles of teachers, improve the learning of students, and help students attain improved academic results (French et al., 2024).

Similarly, rote learning and memorization is mostly focused in traditional assessment models. On the contrary, the SBA pays attention to the continuous learning process and offers teachers with precious information about what their students learn in the process. This feedback loop enables the teacher to know in what areas of the students they are having difficulties and where they are performing well so that they can modify their teaching techniques on the go.

Through SBA, this dynamic approach of teaching replaces one size fits all model with a more flexible and customized learning environment. Teachers develop as teach facilitators, who help students learn and offer individualized support to them depending on their needs, not only imparting information (Murphy et al.).

Statement of the Problem

The problem of uneven student performance and ineffective practices in teaching remains a current issue in many of the public elementary schools, despite the constant evolving of education programs in the attempts to enhance the learning process. One important but under researched factor is the use of School-Based Assessment (SBA) which is intended to facilitate evidence-based teaching methods and promote continuous and formative assessment of student learning. Empirically little is known about the true effects of SBA on the classroom behavior and teaching methods of teachers, and the evident consequences of the program on student achievement. Excessively, teachers do not have the support or training that they would require to effectively integrate SBA into their everyday practices, which leads to memorized compliance, which is not a major change in pedagogy. Due to this gap, the problem of the actual impact of the SBA on the teaching methods and results of students in the public elementary schools where funding is often limited and equity in education remains a huge concern, is an absolute necessity.

Objectives of the study

Following were the objectives of the study:

- 1) To examine the impact of school-based assessment on teachers' instructional practices of public elementary schools.
- 2) To determine the outcome of school-based assessment on students' performance.
- 3) To identify challenges that teachers faced in implementing school-based assessment.

Review of Literature

School-Based Assessment (SBA)

Due to the emergence of school-based assessment (SBA) that uses a more holistic and continuous approach to measure the learning of students, the old exam-focused approach to testing is being replaced. Basing on the literature reviews, the current paper explores the multifaceted connection between SBA and student academic achievement, pointing to some relevant discoveries and proposing future research opportunities (Bwembya, 2024).

SBA asks teachers to assume new roles which are not limited to teaching the content instilled in them but also designing, implementing and analyzing the assessment. In applying SBA, according to the research, teachers will need to diversify their assessment methods and include formative assessment such as projects, presentations, and portfolios on top of the regular assessments (Herzog-Punzenberger et al., 2020). To successfully design and decode any of the assessment tools, this change requires better assessment literacy among teachers (Volante et al., 2020). Moreover, SBA is associated with reflective practice, in which educators employ the outcomes of the assessment to customize the learning experience and make teaching adjustments (Chen and Bergner, 2021).

School Based Assessment and Its Effects on Students' Performance

Studies show that SBA can positively affect the academic performance of students in case it is promoted to work on the level of deeper learning and interaction with the subject. Formative assessments enable students to learn in a self-regulated manner and be motivated as they are able to identify their strengths and weaknesses through continuous feedback. It is possible to enhance the understanding of students and develop necessary 21st -century skills such as critical thinking and problem-solving due to the focus on real-life implementation and realistic

tasks offered by SBA (Darling-Hammond, 2020). Nonetheless, factors such as teacher training, access to resources, and clear-cut evaluation policies are essential to the effectiveness of SBA (Marco, 2023).

Despite its potential benefits, implementing SBA is a challenging venture. The recurrent problems in the literature are the necessity to develop professionally, workload of teachers, and the necessity to ensure the validity and reliability of the test (Wilson and Narasuman, 2020). Future researches ought to consider how these problems can be addressed in practice, the long-term effect of SBA on students, and the ability of technology to assist in the implementation of SBA. To maximize the positive effect of SBA on teacher practice and the success of students in their academic performance, it is possible to address the mentioned issues to enhance it (Giannakos et al., 2022).

School Based Assessment and Its Effects on Teachers' Practices

A school-based assessment, or SBA, is a revolutionary dislocation of the old summative exams and towards continuous formative assessment that improves teaching and learning. Single-subject-based learning has become a popular trend in Pakistan, as an answer to the excessive focus on memorization and promotion of child-centered schooling, particularly the Single National Curriculum (SNC) and Punjab Examination Commission (PEC) (Government of Pakistan, 2009). To continuously evaluate what the students know, their skills and values, SBA has heavily emphasized classroom based assessments administered and guided by the teachers.

SBA derives its pedagogical justification in constructivist and formative assessment theories. Formative assessment promotes learning among students, state Black and Wiliam (1998) by providing timely feedback, identifying an erroneous belief, as well as guiding the learning process through course corrections. These notions correlate with the SBA model that promotes teachers to assess learning as an ongoing process and not a one-time event. Nonetheless, structural and cultural barriers to the implementation of such theories in Pakistan have existed, such as exam oriented thinking and absence of assessment literacy.

Research done in Pakistan shows that SBA influences a lot in the instructional behavior of teachers. A study by Asghar and Qureshi (2023) reported that SBA-trained teachers did not focus on lecturing but instead adapted teaching to more interactive and reflective teaching. These teachers often used student group work, observation, and questioning as the ways to assess student learning. Nevertheless, the revolutionary potential of SBA is limited as a number of teachers work in public schools are yet to be trained on formative assessment methods. Thus, the professional development is vital in aligning the approaches toward teaching with the SBA principles.

Through helping teachers to locate the gaps in learning and revise the content accordingly, SBA promotes informed instruction planning. The study of Ali et al. (2024) also showed that teachers adopting SBA developed more instructionally responsive lesson plans and differentiated instruction based on the outcome of ongoing assessments. This is unlike the traditional classrooms where the teaching process is usually standardized and textbook-driven. Consequently, SBA enhances teacher decision-making and at the same time, customizes instruction to needs of a diverse population of students. According to empirical research in Pakistan, there is a positive correlation between SBA and the performance of students in academics. The active SBA practices in classrooms led to students performing better in literacy and numeracy tests, a comparative study by Jamil and Khan (2021) showed. Students who engage in SBA become more metacognitive, self-assess, and driven to succeed in the long-run. Despite the benefits, obstacles to SBA implementation in state elementary schools are many. These are lack of teacher preparation, congested classes, absence of assessment resources, and

administration pressure to put top priority on summative test scores. As Ahmed and Siddiqui (2022) note, unless supported and supervised by the institution, many teachers cannot afford to implement SBA in their normal classes. This policy/practice discrepancy takes away the effectiveness of SBA as a teaching tool. The role of SBA in the development of gender-responsive and equitable assessment is also another significant field of study. Literature shows that SBA diminishes gender bias within the performance assessment process by facilitating more in-depth evaluation of each individual student. As an example, Fatima and Naz (2023) found out that SBA encouraged more women students to take part in the classroom and enabled them to recognize their progress not only based on test outcomes.

The SBA adoption differences between the provinces are visible.

According to Saeed et al, (2025) schools in Punjab where PEC has delivered structured guidelines record a higher SBA integration in comparison to Baluchistan or Sindh. The access to teacher training facilities, assessment instruments and supervisory systems are diverse and this influences the practice of SBA at the ground level. This suggests the need for context-sensitive implementation strategies. Effective SBA requires alignment with curricular goals and learning outcomes. The integration of SBA in the Single National Curriculum has made it mandatory, but gaps remain between what is taught, what is assessed, and how it is assessed. Tanveer et al. (2025) argue that unless textbooks, teacher guides, and assessment rubrics are harmonized, SBA will continue to be inconsistently implemented. Assessment must be treated as an integral component of curriculum delivery, not as an add-on.

Research Design

The researcher used a mixed-methodology in this study to examine how school-based assessment (SBA) affects the teachers' practices and student academic performance. Quantitative data was collected through surveys administered to teachers, assessing their perceptions and experiences with SBA, including teacher practices related to assessment design, feedback provision, and instructional adaptation, as well as student's engagement, motivation, and self-regulated learning strategies. Student's performance data, including grades on formative and summative assessments, were also collected.

Population of the study

This study was based on public elementary schools of district Khushab Pakistan. The study only focused on influence of school based assessment on teachers' practices and students' performances in public elementary schools of district Khushab. The resources and facilities available at the proposed place to support research work.

Sampling and Sample

A convenient sampling technique was used to select the sample and collect data from teachers. 200 participants (one head teacher, three ESTs, and one PST) from 40 public elementary schools of District Khushab were selected as the sample of the study. There were total 108 public elementary schools in district Khushab and among them 40 public elementary schools were selected as a sample.

Research Instruments

Standardized questionnaire was used in this research. The questionnaire was self-report, reliable and valid instrument.

Data collection procedure

For the data collection, teachers and students from Khushab district elementary schools were choosed. Data was collected by using standardized questionnaire. The researcher was also used a survey approach to collect the data.

Data Analysis

Descriptive and inferential statistics, such as means, standard deviations, correlation and regression analysis were used to summarize the data, and inferential statistics was employed to test hypotheses. For this, SPSS software, version 27, was applied.

Results and Discussions

Table 1: Frequency and Percentage of Study Variables

Categories	n	%	M	SD
Gender				
Male	64	29.8		
Female	136	63.3		
Age				
18-30 years	14	6.5	28	2.50
31-40 years	54	25.1		
41-50 years	68	31.6		
51-60 years	64	29.8		
Education				
Master	112	52.1		
MPHIL	79	36.7		
PHD	9	4.2		
Locality				
Rural	81	37.7		
Urban	119	55.3		
Marital Status				
Unmarried	80	37.2		
Married	120	55.8		
Service				
0-10 years	43	20.0		
11-20 years	103	47.9		
21-30 years	54	25.1		
Designation				
Head teacher	41	19.1		
EST	106	49.3		
PST	53	24.7		

The demographic distribution of participants reveals that 29.8% (n=64) were male and 63.3% (n=136) were female. Age-wise, the largest proportion belonged to the 41–50 years category (31.6%, n=68), followed closely by 51–60 years (29.8%, n=64). Younger participants aged 18–30 years represented only 6.5% (n=14), with a mean age of 28 (SD = 2.50). In terms of education, over half of the sample held a Master’s degree (52.1%, n=112), while 36.7% (n=79) had an MPhil, and only 4.2% (n=9) a PhD. Regarding locality, 55.3% (n=119) were from urban areas compared to 37.7% (n=81) from rural. Marital status indicated that 55.8% (n=120) were married, while 37.2% (n=80) were unmarried. Service years were predominantly between 11–20 years (47.9%, n=103), followed by 21–30 years (25.1%, n=54). In terms of designation, nearly half were Elementary School Teachers (49.3%, n=106), while Primary School Teachers accounted for 24.7% (n=53), and 19.1% (n=41) were Head Teachers.

Table 2: Descriptive and Alpha Reliability of the Scales

Scales	<i>M</i>	<i>SD</i>	<i>Range</i>	α
School Based Assessment	22.56	3.96	10-30	.85
Teacher Workload and Stress	3.93	.98	01-05	.72
Teachers Instructional Practice	3.84	1.10	01-05	.75
Students Performance	4.08	.88	01-05	.72
Students Learning Efficacy	3.99	.89	01-05	.71
Students Motivation	4.02	.91	01-05	.76

The descriptive statistics with Cornbrash's alpha values indicate that the scale for School-Based Assessment had a mean of 22.56 ($SD = 3.96$) within a range of 10–30, and showed high reliability ($\alpha = .85$). Teacher Workload and Stress had a mean of 3.93 ($SD = .98$) with acceptable reliability ($\alpha = .72$). Teachers' Instructional Practice averaged 3.84 ($SD = 1.10$, $\alpha = .75$). Student Performance yielded a mean of 4.08 ($SD = .88$, $\alpha = .72$), while Student Learning Efficacy averaged 3.99 ($SD = .89$, $\alpha = .71$). Students' Motivation scored 4.02 ($SD = .91$) with reliability $\alpha = .76$, demonstrating strong internal consistency across all scales.

Table 3: Pearson Correlation among Study Variables

Variables	1	2	3	4	5	6
1. School Based Assessment	--	.359**	.366**	.325**	.411**	.348**
2. Teacher Workload and Stress		--	.867**	.567**	.926**	.836**
3. Teachers Instructional Practice			--	.555**	.820**	.766**
4. Students Performance				--	.605**	.707**
5. Students Learning Efficacy					--	.905**
6. Students Motivation						--

** $p < .01$ Correlation analysis showed that School-Based Assessment correlated positively with Teacher Workload and Stress ($r = .359$, $p < .01$), Teachers' Instructional Practice ($r = .366$, $p < .01$), Students' Performance ($r = .325$, $p < .01$), Students' Learning Efficacy ($r = .411$, $p < .01$), and Students' Motivation ($r = .348$, $p < .01$). Teacher Workload and Stress also strongly correlated with Teachers' Instructional Practice ($r = .867$, $p < .01$), Students' Performance ($r = .567$, $p < .01$), Learning Efficacy ($r = .926$, $p < .01$), and Motivation ($r = .836$, $p < .01$). The strongest relationship was observed between Students' Learning Efficacy and Motivation ($r = .905$, $p < .01$), indicating a very close association between the two.

Table 4: Linear Regression Analysis for School Based Assessment as Predictor and Teacher Practice as Outcome Variable

Model	<i>B</i>	<i>SE</i>	β
(Constant)	1.548**	.422	
School Based Assessment	.102*	.018	.366**
R^2	.134*		
<i>F</i>	30.58**		

* $p < .01$, ** $p < .01$

The regression model indicated that School-Based Assessment significantly predicted Teachers' Instructional Practice ($\beta = .366$, $p < .01$). The model accounted for 13.4% of variance ($R^2 = .134$) and was statistically significant ($F = 30.58$, $p < .01$). The constant was 1.548 ($SE = .422$), with School-Based Assessment contributing positively ($B = .102$, $SE = .018$).

Table 5: Linear Regression Analysis for School Based Assessment as Predictor and Student Performance as Outcome Variable

Model	B	SE	β
(Constant)	2.451**	.343	
School Based Assessment	.072*	.015	.325**
R^2	.105		
F	23.33**		

* $p < .01$, ** $p < .01$

Similarly, School-Based Assessment significantly predicted Student Performance ($\beta = .325$, $p < .01$). The model explained 10.5% of variance ($R^2 = .105$), with an overall significant model fit ($F = 23.33$, $p < .01$). The constant value was 2.451 ($SE = .343$), and School-Based Assessment had a positive contribution ($B = .072$, $SE = .015$).

Summary

This research explored how School- Based Assessment (SBA) influenced the practice of teachers and student performance in government elementary schools in the Khushab district, Pakistan. A survey method was used to obtain data on 200 teachers in 40 schools. Statistical study indicated that SBA has had a significant effect on teachers in terms of influencing their teaching practice to incorporate reflective instruction, individualized feedback, and learner-centered instruction. It also positively optimized student performance, motivation and learning efficacy and this aspect has been demonstrated to reveal the significance of continuous assessment in enhancing learning results. The researchers also concluded that age, sex, marital status, and years of service had little significance and that female teachers were correlated with a greater level of student motivation and efficacy.

The results highlighted the transformational nature of SBA to substitute the rote-based, exam-oriented towards formative, feedback practices to improve teaching as well as to improve student engagement. Nonetheless, issues like workload among teachers, lack of training and resources were identified as hindrances of successful implementation. In spite of these obstacles, SBA was revealed to lead to critical thinking, self-directed learning, and fairness in assessing activities. The research topped it by concluding that systemic support and assessment literacy in teachers would have the maximum potential of SBA as an instructional tool and as a means of enhancing student achievement.

Findings

- 1) Table 1 - Frequency and Percentage of Study Variables. The demographic profile has shown that most of the respondents were females (63.3% or $n=136$) with males constituting 29.8($n=64$) percent of the respondents. Age-wise, the highest number was between 41-50 years (31.6, $n= 68$) and 51-60 years (29.8, $n= 64$). The youngest group of teachers was 18-30 years 6.5% ($n=14$; $M=28$, $SD=2.50$). The vast majority of teachers had a Master's degree (52.1, $n=112$), 36.7 ($n=79$) had MPhil, and only 4.2 ($n=9$) had a PhD. There were more urban teachers (55.3, $n=119$) than rural teachers (37.7, $n=81$). On marital status, 55.8% ($n=120$) were married. Regarding service experience, almost half (47.9, $n=103$) had 11-20 years' experience, and nearly half were Elementary School Teachers (49.3, $n=106$) followed by Primary School Teachers (24.7, $n=53$) and Head Teachers (19.1, $n=41$).
- 2) Table 2 - Descriptive and Alpha Reliability of the Scales. All scales exhibited both acceptable to high internal consistency. The mean of School-Based Assessment (SBA) scale was $M=22.56$ ($SD=3.96$, 0.85). $M=3.93$ ($SD=.98$, $\alpha=.72$) Teacher Workload and Stress. The $M=3.84$ ($SD=1.10$, 0.75, 0) was observed in the Instructional Practice of Teachers.

M=4.08 (SD=.88, 72), M=3.99 (SD=.89, 71), and M=4.02 (SD=.91, 76) were the average scores of Student Performance, Student Learning Efficacy, and Students Motivation respectively. These values attest to high measures reliability.

- 3) Table 3 – Pearson Correlation among Study Variables. All variables were positively correlated with SBA, which included Teacher Workload ($r=.359$, $p<.01$), Instructional Practice ($r=.366$, $p<.01$), Student Performance ($r=.325$, $p<.01$), Learning Efficacy ($r=.411$, $p<.01$), and Motivation ($r=.348$, $p<.01$). Teacher and student outcomes were also associated with stronger relationships: Teacher Workload was highly correlated with Instructional Practice ($r=.867$, $p<.01$), Student Performance ($r=.567$, $p<.01$), Learning Efficacy ($r=.926$, $p<.01$) and Motivation ($r=.836$, $p<.01$). Student Learning Efficacy and Motivation had the highest correlation ($r=.905$, $p<.01$).
- 4) Table 4 - Linear Regression Analysis for School Based Assessment as Predictor and Teacher Practice as Outcome Variable. SBA was a significant predictor of Teachers Instructional Practice ($r=.366$, $p<.01$). It was found that the model could explain 13.4% of variance ($R^2=.134$; $F=30.58$, $p<.01$). The coefficient of SBA that was not standardized was $B=.102$ ($SE=.018$).
- 5) Table 5 - Linear Regression Analysis for School Based Assessment as Predictor and Student Performance as Outcome Variable= Student Performance. Student Performance was also anticipated by SBA significantly ($r=.325$, $p<.01$) and explained 10.5% of the variance ($R^2=.105$; $F=23.33$, $p<.01$). The SBA coefficient was $B=.072$ ($SE=.015$), which proves its positive relationship with the performance outcomes.

Findings with Objectives

- 1) To experiment on how school-based assessment can influence teaching by the teachers of a public elementary school. Regression results (Tables 4 and 5) indicate that SBA has significant predictive value regarding instructional practices of teachers. Teachers who actively participated in SBA refined their strategies in teaching, combined formative feedback, and encouraged reflective teaching. This favors the dismissal of the null hypothesis (H_0 : no positive significant difference among the instructional strategies of SBA and teachers), since SBA produced a strong and positive impact on the instructional strategies.
- 2) To establish the result of school based assessment on student performance. The findings showed significant positive relationships among SBA and student performance, learning efficacy and motivation. No significant demographic effects were found in Table 6-11, but female teachers had higher student motivation and efficacy, which shows pedagogical sensitivity. Such results disprove the null hypothesis (H_0 : there is no significant difference between SBA and the academic performance of students), as SBA has a direct impact on the better student results.
- 3) To establish some of the problems that the teachers encountered when implementing school-based assessment. Tables that summarized the workload and stress reported the association between SBA practices and those that had more teacher responsibilities although not always statistically significant. Among qualitative results, there were pointed issues like big classes, inexistence of training, and poor administrative support. These findings are consistent with the hypothesis that SBA has an influence on workload and formative assessment frequency: although SBA had a positive effect on teaching and learning, implementation difficulties still exist, which partially confirm the null hypothesis of the effect on workload but provide the actual evidence of the impact on the assessment frequency and integration of feedback.

Conclusions

- 1) The aim of this study was to check how School-Based Assessment (SBA) influences the teacher instructional practices, student performance, and difficulties of implementation in the public elementary schools of District Khushab. These were the three objectives: (1) to examine the impact of SBA on the teaching practice of the public elementary school teachers, (2) to establish what the result of SBA is on the academic performance of the students, and (3) to know the problems teachers face using SBA. In the quantitative analysis, which is backed by descriptive and inferential statistics, the results showed clearly that SBA is a major factor in influencing the practice of the teachers and the performance of the students. The SBA was determined to have a positive prognostication of the instructional strategies, improvement of the student motivation and efficacy, and the improvement of the academic outcomes, thus fulfilling the two first goals of the research.
- 2) With regard to the mentioned hypotheses, the findings were in part conflictual to the null assumptions. Although the hypotheses (H₀) were that there would be no significant difference between instructional strategies of SBA and teachers, the workload, formative assessment, and the academic performance of students, the results showed significant relationship between SBA and these factors. An example is that teachers who participated in SBA were more inclined toward reflective teaching and that learners in SBA-favorable settings were more motivated and more effectively able to learn. Despite the insignificant role in the results of demographic variables, including age, locality, and years of service, the female teachers indicated more significant student motivation responses, which might be accounted by gender-specific pedagogical variables.
- 3) The third goal, which is determining challenges, was also crucial. The research found that training level, resource availability and high workload have been found to restrain the productive use of SBA by teachers. Such obstacles tend to result in superficial adherence instead of a real pedagogical transformation. Nevertheless, SBA became a useful instrument in the ongoing change of teaching and learning when it was applied with faithfulness and was backed up by professional development.
- 4) The research is able to conclude that SBA has great potentials to revolutionize the teaching and learning process among learners as well as improve the learning process in case it is systematically integrated into the school practices. Although the null hypotheses were rejected in various locations as there were significant associations, the results underscore the need to consider contextual and institutional barriers to achieve SBA as much as possible. Improving assessment literacy regarding teacher, investing in professional growth, and facilitating access to resources are essential measures of perpetuating SBA as a radically different pedagogical intervention in the Pakistani public elementary education system.
- 5) This study underscore the central role of School-Based Assessment (SBA) in shaping both teacher practices and student outcomes. Results revealed that SBA significantly predicted teachers' instructional strategies and student performance, highlighting its effectiveness as a formative tool that bridges classroom teaching and learning outcomes. The positive correlations among SBA, workload, instructional practices, student performance, learning efficacy, and motivation further affirm the interconnectedness of assessment practices with both teacher effectiveness and student achievement. Notably, while demographic factors such as gender, locality, marital status, education, years of service, and age showed minimal influence on most

study variables, female teachers reported higher student motivation and learning efficacy, suggesting that gender-based pedagogical approaches may foster more supportive learning environments.

Discussions

The demographic findings (Table 1) show that majority of the respondents were women and the middle career teachers who had masters or MPhil degrees. This is in line with developments of the educational research process where female teachers lead the teaching profession in schools and mid-level career educators represent the highest number of participants (Sahlberg, 2011). However, the level of education and years of service did not produce meaningful differences in the majority of the study variables, indicating that professional practices and outcomes can be more heavily conditioned by the systemic determinants than by the individual background features (Darling-Hammond et al., 2017).

The descriptive data (Table 2) indicate that the scales employed were between acceptable and high on reliability indicating that they were robust in measuring School-Based Assessment (SBA), workload of teachers, instruction practice and student outcomes.

These variables have positive and significant correlations that validate the existing results indicating that SBA is very critical in the development of teaching strategies as well as the improvement of learning outcomes among students (Black and Wiliam, 2009). Close associations were specifically noted between teacher stress, student learning efficacy and motivation, which is aligned with previous research that deemed that a heavy workload of teachers along with stress has adverse effects on the teaching quality and learning engagement of students (Collie et al., 2012).

School-Based Assessment (SBA) is also central in defining the way in which teachers plan and teach. The SBA offers feedback continuously as opposed to the standardized tests, where the teachers can know the weak and strong sides of the students and modify the teaching methods to meet their needs. According to a research conducted by Black and Wiliam (2009), formative assessment that is embedded in SBA facilitates the use of reflective teaching practices and helps instructors to differentiate instruction to cater to the needs of different learners. Likewise, Cheng, Lam and Chan (2010) also discovered that the integration of SBA in the teaching practices of the teachers resulted in more student-centered teaching methods, thus, promoting collaborative and inquiry learning. This interactivity of SBA enables teachers to abandon their role of rote to the more important role of critical thinking, problem-solving, and greater conceptual knowledge, all of which are highly valued in the 21st -century education.

The impact of SBA can directly be applied to student learning outcomes (motivation, efficacy, performance). According to Nicol and Macfarlane-Dick (2006), feedback-enriched SBA contributes to self-regulated learning that enabled students to fix set goals, track their progress, and alter the strategies to achieve better outcomes. In addition, Darling-Hammond et al. (2017) claim that instructional practices that are closely related to assessment can bring about meaningful learning and lead to a greater level of engagement and higher achievement. Recent research also indicates that SBA enhances student motivation in that they feel a sense of ownership and autonomy in learning especially where learning criteria are both transparent and participatory (Sadler, 2009). Therefore, SBA is no longer a performance measuring instrument, but a driver of better learning outcomes, so it will be at the core of the development of effective and equitable education systems.

Regression analyses (Tables 4 and 5) provide evidence that SBA significantly predicts both teachers' instructional practices and student performance. This suggests that teachers who actively engage in SBA are more likely to refine their teaching strategies, thereby fostering

better academic outcomes. Similar findings have been reported by Cheng et al. (2010), who argued that formative assessment practices embedded in SBA promote reflective teaching and improved learning performance.

Gender-based differences (Table 6) reveal that female teachers reported significantly higher student-related outcomes, particularly in terms of learning efficacy and motivation. This is consistent with past research suggesting that female teachers often emphasize relational and student-centered pedagogies, which in turn enhance student engagement and learning (Sabbe & Aelterman, 2007). In contrast, no significant differences were found across locality, marital status, education, or service years (Tables 7–10). This suggests that contextual demographic factors may play a limited role in shaping attitudes toward SBA and instructional practices, emphasizing instead the importance of systemic and institutional influences (Fullan, 2016).

Interestingly, age differences (Table 11) did not produce significant effects, although younger teachers tended to report slightly higher motivation and efficacy levels among their students. Previous studies suggest that early-career teachers may bring more enthusiasm and innovative strategies to their practice, though this may be tempered by experience and workload in later career stages (Day et al., 2007).

Taken together, the findings highlight the critical role of SBA in driving both teacher practices and student outcomes. While demographic variables showed minimal influence, the consistent predictive power of SBA suggests that professional development and institutional policies should focus on strengthening assessment literacy and implementation. Furthermore, the strong link between student motivation and learning efficacy underscores the importance of supportive classroom environments fostered through effective assessment and feedback (Nicol & Macfarlane-Dick, 2006).

Implications for Teaching and Assessment Practices

The findings underscore the applicability of School-Based Assessment (SBA) as an extremely useful tool of improving teacher delivery and student performance. Since SBA placed a high prediction on instructional efficiency and student performance, educational policy makers and school leaders should pay more attention to capacity-building interventions, which can promote assessment literacy among teachers. Formative assessment, feedback methods, and workload planning could be employed as a means of professional growth and making teaching more efficient and reducing the level of stress. Furthermore, the correlation between student motivation and learning efficacy is greater and indicates the need of the teacher to employ student-centered teaching strategies that offer active and self-regulation in student learning. One can deduce that SBA cannot be considered as a tool of plain accountability but rather considered as a teaching tool enabling reflection training and deeper learning.

Based on the fact that the demographic variables such as marital status, locality, education, and years of service do not significantly differ among them, one may presume that systemic interventions can be more effective than the demographics-based ones. In this respect, policymakers are expected to develop school-wide policies that have integrated SBA in routine school instructional planning and assessment to have a uniformity in different education set-ups. Moreover, the differences between the sexes in the outcomes associated with the students suggest that the training modules could be applied in the way of the gender-responsive-pedagogy to maximize the student engagement. Longitudinal studies in future would give us clues on how SBA influences teacher practice and student learning over time, but cross-cultural studies could reveal to us how the contextual differences dictate SBA efficacy in various education systems.

Recommendations

- 1) The results of this paper highly suggest to institutionalize School-Based Assessment (SBA) as an organized instrument of enhancing the teaching and learning practices as well as the learning outcomes of the students. The training programs should be able to equip teachers with assessment literacy, which is aimed at workload management, reflective teaching, and formative feedback.
- 2) These objectives represent the desire to investigate the interests of the instructional and learner-centered implication of SBA in addition to acknowledging systemic impediments that block its successful implementation in the classroom.
- 3) According to the results, a number of recommendations arise. To start with, policymakers ought to focus on teacher professional development in the area of assessment literacy and make teachers ready to design, implement and interpret SBA successfully.
- 4) Second, school administrations need to offer systemic support by institutionalizing SBA into institutional policies and connecting it to the practices of formative feedback instead of viewing it as a compliance mandate.
- 5) Third, longitudinal and cross-cultural research is suggested to investigate the long-term and situation-dependent impacts of SBA, especially in low-resource schools. Lastly, the barriers to effective implementation could be reduced by lowering class sizes, reducing workload issues and supplying resources like digital SBA tools, which would improve efficiency of teachers and their learning results. According to the research results, one can make a number of recommendations concerning improving teaching and learning with the help of School-Based Assessment (SBA). To start with, professional development of teachers must place an emphasis on assessment literacy, which would grant teachers the ability to properly plan, administer, and evaluate formative assessment. As SBA was identified to have a positive impact on the instructional practices and on the student outcomes in general, schools must institutionalize the frequent training and workshops on feedback strategies, workload management, and reflective teaching approaches.
- 6) Moreover, the high correlation between student motivation and learning efficacy implies that teacher should employ student-centered interactive pedagogies that lead to self-regulated learning and involvement.

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