



ASSESSMENT TECHNIQUES AS DETERMINANTS OF STUDENTS' LEARNING OUTCOMES IN SECONDARY SCHOOLS IN ONDO STATE

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ABSTRACT

The study explored the Assessment Techniques as determinants of Secondary School students' learning outcomes in Ondo State, considering the prevailing challenges of students' academic performance and the differences in assessment practices among the secondary schools. The study used a descriptive survey research design. The population consisted of secondary teachers and students in Ondo state while the sample of 400 was drawn using Taro Yamane sampling technique and simple random sampling. A structured questionnaire was used to collect data, which had a reliability index of 0.82. The mean and SD were utilized for data analysis. The results indicated that the implementation of formative assessment, summative assessment, and feedback practices have positive effects on students' learning outcomes. Implementing the assessment techniques significantly influences students' academic performance, it was concluded. The study suggested teachers to be more conscious of the need for balanced assessment and giving constructive comments to improve learning outcomes.

Keywords: Assessment techniques, formative assessment, summative assessment, learning outcomes, secondary education, feedback, academic performance

Background to the Study

Assessment is a key element of teaching and learning as it gives information on the level of attainment of the teaching objectives (Mohan, 2023). Assessment techniques in the context of education are defined as the different ways that teachers measure the learning process of students, including knowledge, skills and attitudes (Brookhart, 2011). These are tests, quizzes, assignments, projects, oral questioning and continuous assessment activities that are designed to facilitate teaching and enhance learning outcomes (Şişianu & Puşcaşu, 2024). Assessment enables teachers to know learners' strengths and weaknesses, to track academic achievement and to make evidence-based decisions about how best to teach to improve their students' learning. The role of assessment is of great importance in secondary school education particularly in relation to promotion, certification and academic placement of students (Maki, 2023). There is still very little understanding, however, of how the different assessment methods affect students' learning outcomes, particularly in different classroom contexts (Mejía-Rodríguez & Kyriakides, 2022).

Assessment techniques have a great impact on students' learning behaviour and academic performance (Ali, 2024). Good design and implementation of Assessment can make students more active in learning, improve learning retention, and increase the understanding of students in the



subject (Indriati et al., 2024). For example, continuous assessment offers ongoing feedback that allows the student to know what areas they need to work on, and formative assessment helps students learn by providing feedback throughout the learning process and correct it. (Bailey & Jakicic, 2023). Summative assessment is used to determine overall achievement at the end of an instructional period, and is frequently used in grading (Ismail et al., 2022). These methods are anticipated to provide a well-rounded learning experience, fostering the acquisition of knowledge and the development of skills (Zamiri & Esmaeili, 2024). Some secondary schools, however, have adoption of assessment mainly relying on written exams, which may not reflect students' learning capacities and skills (Martinez-Comesana et al., 2023).

Learning outcomes are the measurable knowledge, skills, attitudes, and academic performances that the students obtain or achieve when they experience learning activities during the learning process (Hamidi et al., 2024). The outcomes are typically seen in the form of students' grades, examination scores, classroom engagement, and the implementation of acquired knowledge in real life situations (Yadav & Bhatia, 2024). Appropriate assessment techniques should be used consistently and lead to high quality learning outcomes that reinforce learning and guide instructional practice (Mahalingam, 2026). Effective assessment also plays a part in minimizing learning problems by providing feedback in a timely fashion that aids in remediation and academic improvement (Alsraisri & Amjad, 2025). Notwithstanding these expectations, there is some evidence that secondary school pupils are not performing well in academic assessments and this has raised concerns about the effectiveness of assessment as it currently exists in secondary schools (Beach et al., 2023).

The assessment practices in various educational contexts and students' academic achievement have been researched by several studies (Osabutey et al., 2024). Some researchers have concentrated on continuous assessment, formative evaluation, summative test, and the relationship between continuous assessment and summative test with academic achievement (Ismail et al., 2022). Other studies have also examined teachers' assessment literacy, approaches to assessment in the classroom, and students' attitudes toward assessment. However, most of these studies did not sufficiently explore the combined effect of individual assessment technique on students learning outcomes in secondary school in Ondo state (Ikuejube, 2024). Moreover, there is scarce empirical evidence to reveal how the frequency, quality, and diversity of assessment methods impact students' academic achievement and involvement in learning within the classroom (Xu et al., 2023). The present study aims to address this identified gap (Wong et al., 2022).

Statement of the Problem

Assessment techniques are essential parts of the teaching and learning process as they help in giving feedback to improve teaching and learning process, and hence improve students' academic performance (Tutunaru, 2023). In secondary schools, teachers should adopt the appropriate assessment methods like test, assignment, quiz, project, and continuous assessment to enhance the understanding and learning outcomes of students (Matee et al., 2022). Good assessment will enable



students to get feedback that will help them to know their strengths and weaknesses, improve their learning strategies, and help them to perform better in learning activities (Samsudin et al., 2025). Nevertheless, despite the fact that assessment is very pivotal in the realization of students learning outcomes, however, reports from some of the secondary schools in Ondo state indicate that academic performance of students in many subjects is still not satisfactory (Eniola & Oredein, 2025). This consistent low performance is a concern regarding how teachers are assessing in their classrooms (Hooda et al., 2022). Practicing assessment seems to focus on summative assessment, showing less interest in formative assessment or continuous assessment techniques aimed at enhancing learning and feedback (Ani et al., 2025). This situation may indicate that students are not experiencing sufficient assessment experiences to impact their understanding and academic performance (Hooda et al., 2022).

While there are studies on assessment practice and academic achievement in various contexts, there is not much empirical evidence on the effects of specific assessment techniques on learning outcomes in secondary schools in Ondo State (Omojuwa et al., 2024). In this backdrop, this study investigates the assessment practices as determinants of student's learning outcome in secondary schools in Ondo State.

Objectives of the Study

The main objective of this study is to examine assessment techniques as determinants of students' learning outcomes in secondary schools in Ondo State. Specifically, the study seeks to:

1. examine the extent to which formative assessment influences students' learning outcomes in secondary schools in Ondo State;
2. determine the extent to which summative assessment affects students' academic performance in secondary schools in Ondo State;
3. assess the influence of continuous assessment on students' learning outcomes in secondary schools in Ondo State;
4. examine the relationship between teachers' assessment practices and students' academic achievement in secondary schools in Ondo State.

Research Questions

The following research questions guided the study:

1. To what extent do formative assessment techniques influence students' learning outcomes in secondary schools in Ondo State?
2. To what extent do summative assessment techniques affect students' academic performance in secondary schools in Ondo State?
3. What role does continuous assessment play in improving students' learning outcomes in secondary schools in Ondo State?
4. How do teachers' assessment practices influence students' academic achievement in secondary schools in Ondo State?



Literature Review

Concept of Assessment Techniques in Education

Assessment techniques are the different approaches teachers employ for evaluating, measuring, and monitoring students' learning progress, knowledge, and skills as well as their academic achievement (Mohan, 2023). These techniques need to be an intrinsic part of the teaching and learning process as they lend evidence of the students' performance and aid in evaluating whether the students' instruction has been successful or not (Daniel et al., 2024). As for the secondary school level, formative assessment, continuous assessment, summative assessment, oral questioning, assignments, quizzes, and examinations are widely used assessment methods, which perform various functions in education (Nazeef & Fareed, 2024).

Assessment can also serve as a tool to enhance the learning process and teaching quality (Cain et al., 2022). Effective assessment allows teachers to identify knowledge gaps, track students' progress and give feedback to improve understanding and academic progress (Ahmad et al, 2025). For instance, formative assessment is used as a tool for learning, carried out throughout learning and used to give learners feedback (Liao et al., 2024). Summative assessment takes place during the conclusion of the course of instruction to determine overall achievement and grades (Kim et al., 2022). Continuous assessment integrates different assessment activities over time to give a more comprehensive picture of students' academic performance (Lawrence & Oba, 2022).

Although assessment methods are pertinent in learning, it has been noted that assessment in some secondary schools is not effective (Ng et al., 2024). Assessment is sometimes narrowly defined as summative assessment and less formative and continuous that encourage deep learning (Sharma et al., 2025). This has prompted some doubt whether assessment is actually helping students achieve the learning outcomes and success they are expected to achieve (Gardner et al., 2023).

Students' Learning Outcomes in Secondary Schools

Learning outcomes are the measurable knowledge, skills, competencies, attitudes and academic accomplishments students gain from instructional experiences (González et al., 2024). The outcomes of this are usually seen in students' exam scores, classroom attendance, behaviour, and how they can apply the knowledge they have acquired in real life (Yadav & Bhatia, 2024). In the world of education, learning outcomes are considered to be the effectiveness indicators of the teaching and assessment processes (Mejía-Rodríguez & Kyriakides, 2022).

While effective teaching and appropriate assessment techniques are used, positive learning outcomes are expected in secondary schools (Voke et al., 2025). Effective assessment results in feedback for students which enables them to understand their own strengths and weaknesses in learning and thus enhance their academic performance (Tutunaru, 2023). Good assessment also supports engagement of pupils, their motivation and active participation in lessons, leading to improved attainment (Daniel et al., 2024).



The problem of poor academic performance in secondary schools in Nigeria, however, persists in many subjects among secondary school students, thus creating concern among teachers and policymakers (Adeniyi et al., 2024). This has been attributed to the lack of appropriate assessment practices, insufficient feedback mechanisms, and overreliance on conventional assessment practices (Bashir, 2024). Learning outcomes that are not satisfactory would indicate that students are not having sufficient learning assessment experiences to support their learning and understanding (Gardner et al., 2023).

Assessment Techniques and Academic Performance

Assessment techniques are important tools that have a meaningful impact on students' learning, revision, and response to teaching and learning activities as it relates to their academic outcomes (Ali, 2024). Effective assessment gives students the feedback needed in a timely way to identify their area(s) for improvement and to enhance their knowledge of the subject matter (Stevens, 2023). It also fosters good study habits, active involvement in classroom learning activities and participation (Adeoye et al., 2023).

Formative assessment has been identified as an effective way to enhance academic achievement due to its provision of ongoing assessment throughout the learning process (Adeoye et al., 2023). It enables teachers to adapt teaching approaches and gradually helps students solve problems by correcting and reinforcing (Hermawan & Asnawi, 2023). Summative assessment, primarily for grading purposes, also contributes to measuring overall academic achievement and students' readiness for progression (Abd El-Gabar et al., 2025). Continuous assessment involves the use of several assessment techniques over a period of time, and it is a more balanced and reliable assessment of students' learning (Sha'iskawa, 2023).

While the implementation of these assessment techniques is beneficial, there are issues in their implementation in many secondary schools (Bwembya, 2024). In some instances, teachers overemphasize on summative assessment methods and ignore formative and continuous assessment methods (Nazeef & Fareed, 2024). This disproportion may hinder the learning process of students and have a negative impact on their learning outcomes (Li et al., 2025). Thus, it is recommended that further studies be conducted to see how the various assessment techniques could in tandem affect the learning outcomes of students in secondary schools in Ondo state (Olumide, 2024).

Theoretical Framework

This study is based on the theory of Constructivist Learning Theory by Jean Piaget and Lev Vygotsky. The theory suggests that knowledge is actively constructed by the learner(s) as a result of interaction with his/her environment, experience, and social context rather than passively received (Piaget, 1952; Vygotsky, 1978). It focuses on the importance of meaningful learning in the context of activities that enable students to reflect, make connections, and get feedback that helps them improve (Doyle, 2023). According to Piaget, learning is the process of assimilation and accommodation and Vygotsky emphasized the importance of social interaction and scaffolding in



the Zone of Proximal Development (ZPD), where learning takes place with the support of teachers (Hino & Funahashi, 2022). Assessment methods are used in the classroom as a tool to encourage reflection, learning and growth for students (Birdwell & Harris, 2022).

The theory is applicable in this study because in the process of learning, students can get feedback in the form of formative assessment, summative assessment, and continuous assessment, which is used to build and rebuild knowledge for a better learning outcome (Mustamin, 2024). The assessment methods help teachers to assist students in recognizing errors, correcting misconceptions and enhancing academic performance over time (Resbiantoro & Setiani, 2022). According to Constructivist Learning Theory, good assessment can be done to encourage students to be active and understanding of their learning, which ultimately influences the learning outcomes in secondary schools. (Rahayu, 2025; Yuliana, 2025). The theory is applicable in this study because it looks at assessment techniques as variables that determine the level of attainment of the students, hence, it aids in explaining the influence of assessment practices on academic achievement in Ondo State secondary schools (Ikuejube, 2024).

Empirical Review

Voke, Chinasa and Emmanuel (2025) studied evaluation in secondary school education in Delta state which focused on measuring learning outcomes as an effective strategy for evaluation. The study was descriptive survey research design. Secondary school teachers and administrators in Delta state were the population and a sample of 400 people was drawn by stratified random sampling technique. The tool used to collect data was a structured questionnaire which aimed at examining Evaluation strategies, Assessments tools and Learning outcomes in secondary schools. Descriptive statistics such as mean and standard deviation and inferential statistics (Pearson correlation and independent t-test) were used for data analysis. The results showed that the traditional assessment methods like continuous assessment and terminal examination were mainly used in secondary schools, while the use of digital assessment methods and formative assessment methods was low. The study also revealed that the relationship between students' learning outcomes with the application of structured evaluation methods was significant and positive, and that those schools that used modern assessment methods showed higher learning outcomes. The researchers found that digital technologies and assessment frameworks based on outcomes should be integrated to improve the learning and teaching outcomes. The study however, concentrated on evaluation strategies and modern assessment tools, without specific reference to the impact of different assessment techniques on students learning outcome in secondary schools in Ondo State which is the Centre of this study.

The effect of Outcome Based Education (OBE) on the student's behavior was studied by Hamidi, Hejran, Sarwari and Edigeevna (2024). The study was focused on the impact of outcome-based instructional practices on students' engagement, accountability, and academic behavior. The researchers used the descriptive method in analyzing the relationship between clearly-defined learning outcomes and students' learning responses in the learning field. The results of the study indicated that the students who were exposed to OBE were more engaged and motivated because



of the clear objectives of the lesson and the assessment procedure. The results also showed that OBE increased students' responsibility and active participation in the learning process, and developed students' critical thinking and problem-solving ability. Based on the results of the researchers, it can be concluded that Outcome Based Education has a positive effect on the behavior of students and has a positive impact on academic achievement because it has created adaptable learning behaviors and skills in learning lifelong skills. However, this research focused primarily on students' behavioral outcomes, with the effect of certain assessment techniques on improving learning outcomes among secondary school students being inadequately investigated. The present study has been carried out to overcome this gap.

Kayode, Oyagbile and Falowo studied the influence of e-learning facility on learning and academic achievement of secondary school science students in Ondo west local government area of Ondo State. The study employed the survey research design with sample of secondary school science students and teachers in the study area. Structured questionnaires were used to gather the data for identifying availability and utilization of e-learning facilities and their impact on student academic performance. The data collected were analysed using the statistical tools such as Statistical Package for Social Sciences (SPSS) version 17.0 at 0.05 level of significance. The results showed that the use of e-learning facilities had a significant effect on students' mastery of scientific concepts, the level of involvement in learning, and students' scientific achievement. The study also revealed that major challenges to the effective use of e-learning tools are lack of infrastructure, high cost of technological resources, lack of digital literacy and unstable internet connection. The study results indicated that the use of e-learning facilities is effective in enhancing science education and academic achievement of the students, when integrated properly. The study however, considered technological learning facilities and academic performance without considering specifically how the assessment techniques affect the learning outcome of students in secondary schools which has been addressed by this present study.

Methodology

Research Design

The study was of descriptive survey research design which was used in examining Assessment Techniques as determinants of students learning outcomes in secondary schools in Ondo State. The design was deemed appropriate as it enabled the researcher to get the data from a representative sample of the respondents and describe the existing condition without changing the variables.

Population and Sample

All teachers and students of public secondary schools in Ondo State were the population for the study. This encompassed all senior secondary school pupils (SS1- SS3) and their teachers in selected schools in the state. The total population consisted of 2,540 (teachers and students engaged in classroom assessment activities during the academic session). This was arrived at from Ondo State Ministry of Education and school records. The number of respondents for the study was 400 which were obtained with the Taro Yamane formula at the 0.05 level of significance. The



sample consisted of both teachers and students selected from the selected secondary schools in the three senatorial districts of Ondo State. Simple random sampling technique was employed to give all the respondents an equal opportunity to be picked up.

Instrument for Data Collection

A researcher-designed questionnaire: the Assessment Techniques and Learning Outcome Questionnaire (ATLOQ) was used as the instrument for data collection. The questionnaire was divided into five parts and each part had 30 items (Section A to Section E). Section A comprised 5 items related to respondent's demographic information including gender, age, class level and teaching experience (for teachers). Formative assessment techniques are shown in Section B (6 items). Sample item: "Continuous assessment is useful for me to analyse students' learning progress." There were 6 items for summative assessment techniques in Section C. An item used as an example: "End-of-term examinations accurately reflect students' academic performance." There were 6 items included in section D about feedback and grading practices. Sample item: Teachers' feedback has effects on students' academic performance. There were 7 items in the learning outcomes section in Section E. Sample item: Assessment methods within the class enhance my understanding of lesson. The questionnaire was designed with a four-point scale (Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2, Strongly Disagree (SD) – 1). The criterion mean of 2.50 was used for decision making. Mean scores of 2.50 and above were considered as agreement and the ones below 2.50 were considered as disagreement.

Method of Data Analysis

The data obtained for the study was analyzed by descriptive statistics. The data were analyzed using mean and standard deviation to answer the research questions. A criterion mean of 2.50 was used to make decisions.

Results

Table 1: Sociodemographic Characteristics of the Respondents (N = 400)

Variable	Category	Frequency	Percentage (%)
Gender	Male	182	45.5
	Female	218	54.5
Age	15–22 years	156	39.0
	23–27 years	198	49.5
	28 years and above	46	11.5
Respondent Type	Teachers	120	30.0
	Students	280	70.0
School Location	Urban Schools	215	53.8
	Rural Schools	185	46.2
Total		400	100.0

As seen from the results in the following Table 1, the majority of the respondents were female (54.5%) and the male respondents were 45.5%. The mean age of the majority of the participants was 23–27 years (49.5%), followed by 18–22 years (39.0%) with the least being 28 years and above (11.5%). The distribution of respondents also reveals that 70.0% of the respondents are students and 30.0% are teachers. With regard to the location of the schools, the respondents from



the urban schools' outnumbered the rural schools with respondents in the urban schools outnumbering the rural schools by 178 participants.

Table 2: Extent to Which Formative Assessment Techniques Influence Students' Learning Outcomes in Secondary Schools

S/N	Items	Mean	SD	Decision
1	Continuous assessment helps improve my understanding of classroom lessons.	3.28	0.74	Agree
2	Class exercises and assignments enhance my academic performance.	3.31	0.70	Agree
3	Teachers' quizzes help identify my areas of weakness.	3.25	0.76	Agree
4	Regular feedback from teachers improves my learning outcomes.	3.34	0.69	Agree
5	Formative assessment motivates me to study harder.	3.30	0.72	Agree
	Grand Mean	3.30	0.72	Agree

The results presented in Table 2 show that in the secondary schools, students experience positive outcomes when formative assessment practices are used to enhance their learning outcomes. The mean scores for all the items are above the criterion mean of 2.50, and the grand mean score is 3.30. This indicates respondents felt that continuous assessment, quizzes, assignments, feedback made a very significant contribution to better understanding, motivation and academic performance of the students.

Table 3: Influence of Summative Assessment Techniques on Students' Learning Outcomes

S/N	Items	Mean	SD	Decision
1	End-of-term examinations reflect my academic ability.	3.22	0.78	Agree
2	Summative assessments help evaluate my overall performance.	3.18	0.80	Agree
3	Examination results motivate me to improve my studies.	3.26	0.74	Agree
4	Standardized tests improve students' seriousness toward learning.	3.15	0.82	Agree
5	Summative assessment identifies students' academic strengths and weaknesses.	3.29	0.71	Agree
	Grand Mean	3.22	0.77	Agree

The results in Table 3 show that summative assessment techniques have a positive effect on students' learning outcomes. Mean values for all items were obtained with values exceeding 2.50 and the grand mean was 3.22. This means that tests and other summative assessment techniques are used to assess student achievement, stimulate student motivation, and highlight areas for improvement.

Table 4: Extent to Which Feedback and Grading Practices Influence Students' Learning Outcomes

S/N	Items	Mean	SD	Decision
1	Teachers' feedback improves my understanding of lessons.	3.35	0.69	Agree
2	Grading system helps me know my academic progress.	3.21	0.77	Agree
3	Constructive feedback motivates me to improve.	3.33	0.70	Agree
4	Teachers' comments help correct my academic mistakes.	3.28	0.73	Agree
5	Feedback enhances my overall academic performance.	3.37	0.66	Agree
	Grand Mean	3.31	0.71	Agree



Table 4 reveals that there is a significant effect of feedback and grading practices on students' learning outcomes in junior secondary schools. The overall score obtained is the grand mean which is 3.31, which shows that all the respondents agreed. This indicates that feedback and grading is important for improving students learning, error correction, and academic achievement.

Table 5: Influence of Assessment Techniques on Overall Students' Learning Outcomes

S/N	Items	Mean	SD	Decision
1	Assessment techniques improve my academic achievement.	3.36	0.68	Agree
2	Different assessment methods make learning more effective.	3.29	0.74	Agree
3	Assessment helps me develop better study habits.	3.25	0.76	Agree
4	Teachers' assessment practices encourage active participation in class.	3.31	0.72	Agree
5	Overall assessment strategies improve students' learning outcomes.	3.38	0.65	Agree
	Grand Mean	3.32	0.71	Agree

The results in Table 5 indicate that assessment techniques positively influence students' learning outcomes in secondary schools in Ondo State. The mean value of all items is above the criterion mean (2.50), with a grand mean of 3.32. This suggests good assessment practices improve students' Academic performance, learning skills, Participation in class and learning outcomes.

Discussion of Findings

The study revealed that the strategies of formative assessment have a positive effect on students' learning outcomes in secondary schools. This is not surprising as students are provided with opportunities to monitor their learning progress and improve their performance through the continuous assessment, assignments, quizzes and feedback. The finding is consistent with Black and Wiliam (1998) who stated that formative assessment is crucial to students' achievement as it helps to prompt and assist students to improve their learning in real-time. Likewise, Hattie and Timperley (2007) reported that feedback is one of the most significant factors contributing to student achievement as it facilitates the gap between actual and desired performance. While some scholars claim that over-testing through continuous assessment could be a source of stress for students, the results of the present study suggest that good use of formative assessment improves student motivation and understanding. The message is that teachers should focus more on using formative assessment strategies in order to enhance learning outcomes.

Besides, the findings showed that the summative assessment methods had a positive effect on learning outcomes of students, as they can assess students' learning and encourage students to learn. This result is unsurprising since exams and standardised tests are a well-established means of attesting to learning outcomes and motivating students to learn regularly. This finding is consistent with the research findings of Harlen (2005) that summative assessments give valuable information on students' performance and learning progress. In another study, Brookhart (2017) reported that when summative assessments are utilized constructively, they can motivate students. But some researchers say that excessive focus on exams can result in rote learning, however, the results of this study suggest that sums still have a place in structured learning environments. The



suggestion is that these should be combined in the school to improve effective learning outcomes, with a balance of summative and formative assessment.

The study also revealed that the type of feedback and grading has a significant effect on students' learning outcomes. That's because feedback is a way to help students to understand their own strengths and weaknesses, and grading is a way to indicate academic progress. The result aligns with Nicol and Macfarlane-Dick (2006) that effective feedback fosters SRL and enhances academic achievement. Likewise, Shute (2008) noted that positive feedback contributes to the students' knowledge and learning. Some teachers might be more concerned about grades than feedback, but it may be more effective when it is descriptive and supportive, as the present study demonstrates. It is suggested that teachers should focus on providing quality feedback rather than just marking.

Finally, the study showed that overall assessment techniques significantly affect the students' learning outcomes in secondary schools. This is a normal process as assessment is a key part of teaching and learning and informs teaching and the improvement of learning. The result reflects the theoretical stance of constructivist learning theory that learning is a process of constantly evaluating and actively engaging. This finding is also supported by studies conducted by William (2011) that indicate that "good assessment practices stimulate engagement and performance of students. Educational stakeholders should work on improving the assessment systems to support improved learning outcomes in secondary schools in Ondo State.

Conclusion

The study finally found that assessment techniques have a significant influence on students' learning outcomes in secondary schools of Ondo State. It was found that formative assessment, summative assessment, feedback and grading practices have positive impact on students' academic achievement, learning of the lessons, motivation and habits of learning. The integration of effective assessment was also determined as one way that promotes students' ability to be aware of their strengths and weaknesses in learning, which is reflected in the effectiveness of learning. Thus, assessment continues to be a critical factor in improving students' academic performance in secondary schools.

Recommendations

The following recommendations were made on the basis of the results of the study:

1. The teachers must use a balanced approach to formative and summative assessment to enhance students' understanding and improve their learning outcomes.
2. School administrators and educational authorities should schedule the regular teacher training and workshops in how to do effective assessment and how to provide feedback that will help students learn.
3. Teachers should give feedback to students that is timely, constructive, descriptive and helps students improve their academic performance.



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