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SYSTEM OF PUBLIC AND PRIVATE SECONDARY SCHOOLS
IN DISTRICT SWABI**

Muhammad Junaid, Dr. Wjiha Kanwal, Dr Fouzia Tabassum, Ayesha Kanwal

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A COMPARATIVE STUDY OF FORMATIVE ASSESSMENT SYSTEM OF PUBLIC AND PRIVATE SECONDARY SCHOOLS IN DISTRICT SWABI

Muhammad Junaid¹, Dr. Wjiha Kanwal², Dr. Fouzia Tabassum³, Ayesha Kanwal⁴

^{1, 4} Ph.D. Scholar UOW

² Chairperson UOW

³ Assistant Professor UOW

(PAKISTAN)

netcomdagi@gmail.com¹, dr.wajihakanwal@uow.edu.pk², dawoodmalik@gmail.com³, ayeshakanwal2013@hotmail.com⁴

ABSTRACT

The present study aimed at investigating the formative assessment system in secondary schools and to compare the formative assessment systems of both public and private sectors. The main objectives of this study were to investigate the prevailing formative assessment system of public and private sector's schools. To compare the formative assessment system of both public and private sector schools. The hypothesis of this study was, there is no significant difference between formative assessment system of public and private sector's Schools in district Swabi. The population of this study was comprised of public and private sector's boy's high schools in district Swabi. The sample of study was forty schools (twenty public and twenty private) in district Swabi. Five teachers and ten students from each school were selected randomly. Two hundred teachers and four hundred students have been taken as sample. Two questionnaires one each for teachers and students were used as research instrument. Data was collected personally. Chi-Square was used for the analysis of data. The findings showed that private sector schools' formative assessment system was found better than public sectors' schools. Therefore, it was recommended for the public sector to develop a proper formative assessment system.

Key Words: Comparative Study, Formative Assessment, Public and Private Schools, District Swabi.

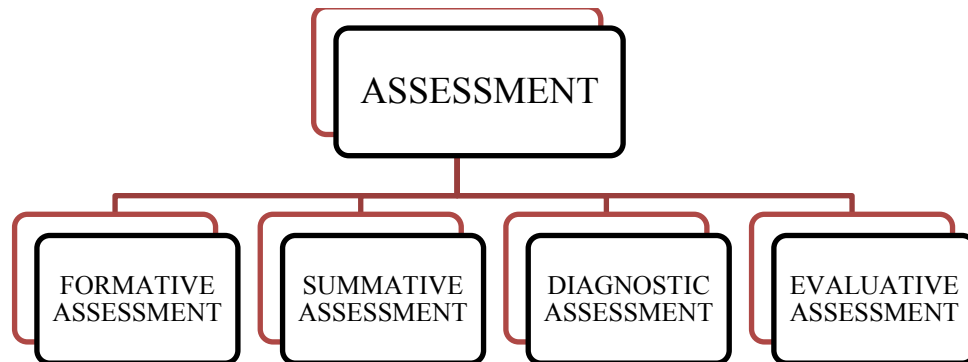
1. INTRODUCTION

Education is one of the powerful tools for the socio-economic development of a nation. In this era of scientific and technological advancement education has changed our views about the world we live in. Education is the single most important activity. If there is a good education, then everything else takes care of itself, on every level: personal, family, business, community, and state, regional and national levels. Most of our problems economic, disasters, international and intercultural strife and even climate problems can ultimately be solved by a well-educated populace (Jones, 2011). Quality education is based on a proper assessment. Assessment is the tool used by institutes to judge the performance of their student. Developmental or formative assessment is the assessment processes and activities that support program, project, product, personnel and organizational development. The evaluator is part of a team whose members collaborate to conceptualize, design and test new approaches in a long-term, on-going process of continuous improvement, adaptation and intentional change. The evaluator's primary function in the team is to elucidate team discussions with evaluative data and logic and to facilitate data-based decision-making in the developmental process (Patton, 2009).

2. TYPES OF ASSESSMENT

A range of assessment approaches can be used for different reasons at various stages in the learning sequence. Formative assessment is a range of formal and informal assessment procedures used by teachers during the learning process so they can modify teaching and learning activities to improve pupil attainment. Summative assessment comes at the end of a learning sequence and is used to acknowledge record and report on pupils' achievement at a given point. Diagnostic assessment is used to identify individual strengths, areas for improvement and to inform about next steps. Evaluative assessment is concerned with the central performance of arrangements in a department, school or system (Mansell & Jame 2009).

Fig.1



"To decide where students are in their studies, where to go and how to achieve the target" has sometimes been interpreted as an exhortation to teachers to test their students frequently to assess the levels they attain on prescribed national/state scales in order to fix their failings and target the next level. In this scenario, scores, which are intended to be indicators of or proxies for, learning become the goals themselves. Real and sustained learning is sacrificed to performance on a test (Klenowski, 2009).

Assessment for Learning is the process of identifying aspects of learning as it is developing, using whatever informal and formal processes best help that identification, primarily so that learning itself can be enhanced. This focuses directly on the learner's developing capabilities, while these are in the process of being developed. Assessment for learning seeks out, analyses and reflects on information from students themselves, teachers and the learner's peers as it is expressed in dialogue, learner responses to tasks and questions and observation. Assessment for learning is part of everyday teaching, in everyday classrooms. A great deal of it occurs in real time, but some of it is derived through more formal assessment events or episodes. What is distinctive about assessment for learning is not the form of the information or the circumstances in which it is generated, but the positive effect it has for the learners. Properly embedded into teaching-learning contexts, assessment for learning sets learners up for wide, lifelong learning (Klenowski, 2009).

3. SOME PRACTICES OF FORMATIVE ASSESSMENT

That may be used in the classroom during the formative assessment process to collect evidence of student learning. Observations, Questioning, Discussion, Exit/Admit Slips, Learning/Response Logs, Graphic Organizers, Peer/Self Assessments, Practice Presentations, Visual Representations, Kinesthetic Assessments, Individual Whiteboards, Laundry Day, Four Corners, Constructive Quizzes, Think Pair Share, Appointment Clock. Some are discussed here.

3.1 Observations

The more we know about students, the more we can help them. Observations, sometimes called kid watching, can help teachers determine what students do and do not know. There are several instruments and techniques that teachers can use to record useful data about student learning. Here are a few:

3.2 Anecdotal Notes

These are short notes written during a lesson as students work in groups or individually, or after the lesson is complete. The teacher should reflect on a specific aspect of the learning (sorts geometric shapes correctly) and make notes on the student's progress toward mastery of that learning target. The teacher can create a form to organize these notes so that they can easily be used for adjusting instruction based on student needs.

3.3 Anecdotal Notebook

The teacher may wish to keep a notebook of the individual observation forms or a notebook divided into sections for the individual students. With this method, all of the observations on an individual student are together and can furnish a picture of student learning over time.

3.4 Anecdotal Note Cards

The teacher can create a file folder with 5" x 7" note cards for each student. This folder is handy for middle and high school teachers because it provides a convenient way to record observations on students in a variety of classes.

3.5 Labels or Sticky Notes

Teachers can carry a clipboard with a sheet of labels or a pad of sticky notes and make observations as they circulate throughout the classroom. After the class, the labels or sticky notes can be placed in the observation notebook in the appropriate student's section. Whatever the method used to record observations on students' learning, the important thing is to use the data collected to adjust instruction to meet student needs.

3.6 Questioning

Asking better questions affords students an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of student understanding. Questions of this nature engage students in classroom dialogue that expands student learning. Questions should go beyond the typical factual questions requiring recall of facts or numbers. Paul Black, a noted authority on formative assessment, suggests that "more effort has to be spent in framing questions that are worth asking; that is, questions which explore issues that are critical to the development of students' understanding." (Black *et al.*, 2003)

3.7 Discussion

Classroom discussions can tell the teacher much about student learning and understanding of basic concepts. The teacher can initiate the discussion by presenting students with an open-ended question. The goal is to build knowledge and develop critical and creative thinking skills. Discussions allow students to increase the breadth and depth of their understanding while discarding erroneous information and expanding and explicating background knowledge (Black and William 1998; Doherty 2003). By activating students as learning resources for one another there is the possibility of some of the largest gains seen in any educational intervention (Slavin, Hurley and Chamberlain 2003). The teacher can assess student understanding by listening to the student responses and by taking anecdotal notes. To prepare students for the discussion, the teacher could have students complete the Decision Making Chart.

3.8 Exit/Admit Slips

Exit Slips are written responses to questions the teacher poses at the end of a lesson or a class to assess student understanding of key concepts. They should take no more than 5 minutes to complete and are taken up as students leave the classroom. The teacher can quickly determine which students have it, which ones need a little help, and which ones are going to require much more instruction on the concept. By assessing the responses on the Exit Slips the teacher can better adjust the instruction in order to accommodate students' needs for the next class. Admit slips are exactly like Exit Slips, but they are done prior to or at the beginning of the class. Students may be asked to reflect on their understanding of their previous night's homework, or they may reflect on the previous day's lesson if the question required a longer response time. Exit and Admit Slips can be used in all classes to integrate written communication into the content area.

3.9 Learning/Response Logs

Learning Logs are used for students' reflections on the material they are learning. This type of journal is in common use among scientists and engineers. In the log, students record the process they go through in learning something new, and any questions they may need to have clarified. This allows students to make connections to what they have learned, set goals, and reflect upon their learning process. The act of writing about thinking helps students become deeper thinkers and better writers. Teachers and students can use Learning Logs during the formative assessment process, as students record what they are learning and the questions they still have, and teachers monitor student progress toward mastery of the learning targets in their log entries and adjust instruction to meet student needs. By reading student logs and delivering descriptive feedback on what the student is doing well and suggestions for improvement, the teacher can make the Learning Log a powerful tool for learning.

3.10 Response Logs

These are a good way to examine student thinking. They are most often connected with response to literature, but they may be used in any content area. They offer students a place to respond personally, to ask questions, to predict, to reflect, to collect vocabulary and to compose their thoughts about text. Teachers may use Response Logs as formative assessment during the learning process.

3.11 Graphic Organizers

Graphic organizers are visual models that can assist students in organizing information and communicating clearly and effectively. Students can use graphic organizers to structure their writing, brainstorm ideas, assist in decision making, clarify story structure, help with problem solving, and plan research. These are a few of the more common graphic organizers and there are links to sites for more at the bottom of the page. Venn Diagram, KWL Chart, KWLS Chart, KWHL Chart, KNWS Chart, Brainstorming Web, Alpha Boxes, Mind Map, T Chart, Double Entry Journal, Sense-O-Gram, Chain of Events, Problem - Solution Chart, Somebody-Wanted-But-So, Summary Star, Frayer Model, Knowledge Rating Scale, Concept Map, Word Detective, Decision Making Chart, Show My Thinking Chart, Event Analysis Chart for Social Studies, Map the Character, Make a Math Connection.

3.12 Peer/Self Assessments

Peer and self-assessment help to create a learning community within the classroom. When students are involved in criteria and goal setting, self-assessment becomes a logical step in the learning process. Students become metacognitive and are more aware of their personal strengths and weaknesses. With peer assessment students begin to see each other as resources for understanding and checking for quality work against previously determined criteria. The teacher can examine the self-assessments and the peer assessments and identify students' strengths and weaknesses. Black and Wiliam (1998) say, "When students are required to think about their own learning, articulate what they understand, and what they still need to learn, achievement improves" (Taras, 2003).

3.13 Practice Presentations

Just as in sports, practice before a classroom presentation is vital. Through practice and peer review, students can improve their presentation skills and the content of the presentation itself. The practice presentation should take place a few days before the final presentation due date. Students run through their presentations with the audience, their peers, evaluating the performance based on the previously established rubric criteria. An easy way for students to furnish feedback is through a T Chart. Students use the left column of the chart to comment on the positive aspects of the presentation, and they use the right columns to suggest changes that the presenter might make to improve the quality of the presentation. By listening to both the practice and final presentations the teacher can easily gauge the level of student understanding of critical concepts and adjust instruction to address any misconceptions.

3.14 Visual Representations

There are several forms of visual representation, or nonlinguistic representation, but one that offers assessment data for the teacher is the use of drawing. Graphic organizers can be used as visual representations of concepts in the content areas. Many of the graphic organizers contain a section where the student is expected to illustrate his/her idea of the concept. The Mind Map requires that students use drawings, photos or pictures from a magazine to represent a specific concept. The Verbal and Visual Word Association (VVWA) asks students to illustrate a vocabulary term. Both of these offer the teacher a quick way of assessing student depth of understanding regarding a specific concept and the ability to adjust instruction immediately to address student needs.

3.15 Kinesthetic Assessments

These examples of the formative assessment process require students to incorporate movement to demonstrate their understanding of a topic or concept. Although usually connected with the Arts (dance, playing a musical piece) or physical education (dribbling a basketball, serving a volleyball), kinesthetic assessments can be used in the core content classrooms to furnish teachers with insight into their students' understandings and misconceptions concerning a concept. Kinesthetic assessments are a good way to add movement in the classroom and allow teachers to determine the depth of student learning to inform their instructional decisions. Math Graphing Example ELA Grammar Example Instrumental Music Example Debate CirclesInside-Outside Circle.

3.16 Individual Whiteboards

Individual slates or whiteboards are a great way to hold all students in the class accountable for the work. They actively involve students in the learning and are a terrific tool in the formative assessment process because they give the teacher immediate information about student learning. When students complete their work and hold their whiteboard up, the teacher can quickly determine who is understanding and who needs help and adjust his/her instruction accordingly. Individual whiteboards are easy to make from melamine or tile board which are usually carried at a local home supply store.

3.17 Laundry Day

Laundry Day is a strategy in the formative assessment process mentioned by Cassandra Erkens in her article entitled "Scenarios on the Use of Formative Classroom Assessment" (2007). This is a strategy where students evaluate their own learning in preparation for a chapter or unit test. They group themselves in the classroom around four different kinds of laundry detergent: Tide, Gain, Bold and Cheer. In their chosen corner they will work on activities to enrich or improve their understanding of the required content. The teacher can readily assess the students' level of understanding of the basic concepts covered in the unit or chapter. The teacher provides support as needed, as well as help being provided by students who are sure they have mastered the content. None of the work generated during this time counts as a grade, but students are scaffolded to increase their chances of success on the upcoming test (Cassandra Erkens 2007).

3.18 Four Corners

Four Corners is a quick strategy that can be used effectively in the formative assessment process for gauging student understanding. It can engage students in conversations about controversial topics. The four corners of the classroom can be labeled as Strongly Agree, Agree, Disagree, and Strongly Disagree. Present students with a statement, like "All students should wear uniforms to school," and have them move to the corner that expresses their opinion. Students could then discuss why they feel the way they do. The teacher can listen to student discussions and determine who has information to support their opinion and who does not. Another way to use Four Corners is associated with multiple choice quizzes. Label the corners of the classroom as A, B, C and D. Students respond to a teacher-created question by choosing the answer they feel is correct. They must be able to give a reason for their answer.

3.19 Constructive Quizzes

Periodic quizzes can be used during the formative assessment process to monitor student learning and adjust instruction during a lesson or unit. Constructive quizzes will not only furnish teachers with feedback on their students, but they serve to help students evaluate their own learning. The process is outlined in the document below. By using quizzes to furnish students with immediate feedback, the teacher can quickly determine the status of each student in relation to the learning targets, and students can learn more during the discussions that immediately follow the quizzes, instead of having to wait until the next day to see the results of the assessment in the form of a meaningless grade on the top of a paper. The teacher should use the results of these quizzes to adjust instruction immediately based on student outcomes.

3.20 Appointment Clock

The Appointment Clock is a simple strategy in the formative assessment process that can be embedded within a lesson. The teacher directs students to find three people with whom to schedule appointments at the quarter hour, the half hour, and the 45-minute mark. The teacher begins the lesson and provides information to move students to higher-order thinking. The teacher determines the stopping point and asks students to meet with their quarter hour appointment to discuss their thinking about a couple of questions the teacher has posed. The teacher walks around and listens to the conversations taking place between partners, noting any misconceptions or misunderstandings. The teacher uses this information to adjust instruction by redirecting the next segment of the lesson. Students meet with their half hour appointment and the teacher conducts the same informal observation and adjusts the third section of the lesson. Students continue this process until the lesson is complete. By structuring a lesson in the manner, the teacher is able to determine the current level of understanding for the class and for individual students, and make immediate adjustments to instruction to assist students in their learning.

3.21 Some Researchers in this regard

Divya Varier (2015) in a study “A Case Study Examining Formative Assessment in a Postsecondary English Language Program” explained that the formative assessment practices of three teachers in English as a Second Language (ESL) classrooms using a sociocultural theoretical framework. The study was conducted in a postsecondary ESL setting at a large public university in the southeastern United States. Using an embedded mixed methods design, this study employed teacher interviews and classroom observations to address the overarching question: What individual and contextual factors are present in the formative assessment practices of participant ESL teachers? The study also explored the relationship between student metacognitive judgments of learning (JOL) and performance with the purpose of informing formative assessment practice (Usher, 2019).

Brenda Hudson Jones (2015) conducted a research on “Examining the Relationship between the Use of Formative Assessments in the Middle School Classroom and Select Causal Factors”. The researchers examined the relationship between the use of formative assessment in the middle school classroom and select causal factors. For the purpose of this study, the definition of formative assessments is that proposed by Heritage, Kim, Vendilski, and Herman as, “A systematic process to continuously gather evidence and provide feedback about learning while instruction is under way”. Factors affecting the use of formative assessments explored in this study include leadership behaviors, professional development, the influence of instructional coaches, and aspects of teacher demographics. Through a mixed-method design, utilizing both a quantitative and qualitative approach, data were collected and analyzed. The quantitative data showed no any significant relationship between formative assessment and the independent variables of leadership behavior, professional development, and the influence of instructional coaches. The data showed that in the area of teacher demographics, there did exist a significant relationship between the grade level taught and the use of formative assessments, suggesting that teachers in the highest grade level (grade 8) had the highest frequency of use (Meskerem, 2018).

Catarina Andersson (2015) in her study “Professional development in formative assessment: Effects on teacher classroom practice and student achievement” illustrated that the potential of formative assessment, evident in several research reviews, has raised the interest in many countries to invest in reform initiatives to develop the use of formative assessment. However, implementation of formative assessment is not straightforward and there is a lack of knowledge about how to design appropriate professional development. The intervention study presented in this thesis aimed to see if a random selection of teachers, participating in a professional development program with many contact hours and substantial support of an expert, implemented formative assessment in a way that increased their students’ learning in mathematics. It also aimed to examine the reasons for the teachers’ changes in their classroom practice.

Formative assessment is not a “silver bullet” that can solve all educational challenges. It offers a powerful mean for meeting goals for high-performance, high-equity of student outcomes and for providing students with knowledge and skills for lifelong learning. Systems that address tensions that prevent the wider practice of formative assessment and that foster cultures of assessment are likely to make much more progress toward these goals (Wasil & Thawani, 2014).

Secondary level education is a crucial stage and terminal point of the education process. On one hand, it is the last step of completion of one tier of the three tiers of education; on the other hand, it provides a base for future studies and education. It plays an important role in the career of a student. Both public and private sectors’ schools provide secondary education to the students. The secondary level examination is conducted by Board of Intermediate and Secondary Education. Board results show a significant difference in the achievement /score of the private and public sectors’ schools. As formative assessment is crucial in enhancing students’ overall achievement, so this study investigated comparison of a formative assessment system of public and private secondary schools in district Swabi.

4. STATEMENT OF THE PROBLEM

A good formative assessment system is key to enhance students’ learning and performance. According to the Board of Intermediate and Secondary Education results, the performance of the private sector’s schools is comparatively better than the public sector schools. This study aimed to compare the Formative Assessment System of Public and Private Secondary Schools in District Swabi.

5. OBJECTIVES OF THE STUDY

The main objective of the study was to compare the formative assessment system of both public and private sectors’ secondary schools.

6. HYPOTHESES

To achieve the objectives of the study the following null hypothesis was tested.
Ho: There is no significant difference between formative assessment system of public and private sectors' secondary schools in district Swabi.

7. SIGNIFICANCE OF THE STUDY

The beneficiary of the study will be the schools' administration, students and teachers. It will provide opportunities for the school administration of both public and private sectors' schools to improve and strengthen the formative assessment system which will directly improve the performance of the students. It will also help teachers in utilizing various formative assessment practices in assessing their students.

8. METHOD AND PROCEDURE

8.1 Population

The population of the study comprised all 11647 students and 1490 teachers of all 217 public and private sectors' boys' secondary schools of district Swabi. The number of public sector schools' students was 7654 and that of teachers was 638. There were 93 public sector schools. The number of students of private sector schools was 3993 and that of teachers was 852. There existed 124 schools in the private sector (EMIS, 2017).

8.2 Sample

The sample of the study consisted of forty schools of which twenty were selected from the public sector while twenty from private sector schools of district Swabi. Five teachers and ten students from each school were selected. The number of sampled teachers was two hundred and that of the sampled students was four hundred. The random sampling technique was chosen as the appropriate method of data collection.

8.3 Research Design

The study was descriptive in nature. Based on the subjective nature of the study which refers to the opinions of the respondents, a questionnaire survey was designed and used to conduct the study.

8.4 Research Instrument

The study was descriptive in nature. Two separate self-developed structured questionnaires were used for the collection of data. Both the questionnaires were developed on the three-point Likert scale. The Points ran from negative to positive as never, seldom and often. The teachers' questionnaire comprised of 34 items, divided into six different sections which included items related to Questioning, Test, Homework/Assignment, Presentation, Checklist and Training. The survey questionnaire for students had 30 items. It was translated into the Urdu language for the better comprehension of the students of public sector schools and was divided into four sections that were Questioning, Test, Homework/Assignment and presentation.

8.4.1 Questionnaire Designed for Students

INSTRUMENT/ VARIABLE	NO. OF ITEMS
Questioning	08
Test	12
Homework	09
Presentaion	01
<u>Total</u>	<u>30</u>

8.5 Pilot Testing

After the conduction of pilot testing, final version of the questionnaire was developed in the light of suggestions given by the experts.

8.6 Validity and Reliability

Validity of the questionnaires was checked by experts' committee. Cronbach's alpha was used to estimate the reliability of questionnaire. The reliability coefficient was found to be 0.87. The Cronbach's alpha formula is given as under:

$$\alpha = \frac{N \cdot \bar{C}}{\bar{V} + (N - 1) \cdot \bar{C}}$$

Where

N = Total number of respondents

\bar{C} = Average inter-item covariance

\bar{V} = Average variance

Following are the α value of the variables used in the study. The table shows Cronbach Alpha Values of the Instrument used.

Instrument/ Variable	No. of items	Cronbach Alpha
QUESTIONING	08	0.78
TEST	12	0.76
HOME WORK	09	0.79
PRESENTAION	02	0.82
CHECKLIST	01	0.79
TRAINING	02	0.80

8.6 Data Collection

In order to collect data, the researcher personally visited the sample schools and distributed the questionnaires among participants. They were told to give an appropriate response. In this way, data was collected. The respondents' response ratio was 100%.

9. STATISTICAL ANALYSIS OF THE DATA

After the collection of data, the data was organized, tabulated and analyzed. Chi-square was used for the statistical treatment of the data. The following formula for chi-square was used for the analysis of data.

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where

\sum = sum of

f_o = Observed Frequency

f_e = Expected Frequency

9.1 Delimitation of the Study

1. The researcher selected 40 secondary schools for boys, 20 each from public and private sector schools of district Swabi through simple random sampling.
2. The researcher selected 200 teachers and 400 students from these schools.

10. ANALYSIS AND INTERPRETATION OF DATA

10.1 Quantitative Data Obtained

This chapter deals with the analysis and interpretation of the data collected through questionnaires. Chi-square test was used for the analysis.

Table 1: Teachers encourage students to ask questions.

Respondents	Never	Seldom	Often	Total	Df	χ^2
Teachers (Public)	13	42	45	100	2	18.135
Teachers (Private)	2	13	85	100	2	117.742

Table value at 0.05 level = 5.99

Table 1 exhibits that the calculated χ^2 value was found to be 18.135 (Public school teachers) and 117.742 (Private school teachers). The private school calculated χ^2 value was greater than the table value and significance goes in favor of positive response in the case of private schools.

Table 2: Teachers take a regular test to check students' performance.

Respondents	Never	Seldom	Often	Total	Df	χ^2
Teachers (Public)	34	28	38	100	2	1.258
Teachers (Private)	2	14	84	100	2	113.591

Table value at 0.05 level = 5.99

Table 2 shows that the calculated χ^2 value was found to be 1.258 (Public schools' teachers) which was less than the table value and 113.591 (Private schools' teachers) that was greater than the table value. Hence, the statement "Teachers take a regular test to check students' performance" was rejected in case of public school teachers and was accepted significantly in the case of private school teachers.

Table 3: Teachers check the assigned homework and assignment daily.

Respondents	Never	Seldom	Often	Total	df	χ^2
Teachers (Public)	33	32	35	100	2	0.060
Teachers (Private)	2	26	72	100	2	73.077

Table value at 0.05 level = 5.99

Table 3 indicates that the calculated χ^2 value was found to be 0.060 (Public Schools' Teachers) which was less than the table value and significance goes in favor of negative response. While in the case of private schools calculated χ^2 value 73.077 (Private Schools' Teachers) that was greater than the table value and in this case, significance goes in favor of positive response. Hence, the statement "Teachers check the assigned homework and assignment daily" is rejected in case of public schools and is accepted in case of private schools.

Table 4: Teachers give chances of presentation to the students.

Respondents	Never	Seldom	Often	Total	df	χ^2
Teachers (Public)	26	33	41	100	2	2.926
Teachers (Private)	30	28	42	100	2	2.913

Table value at 0.05 level = 5.99

Table 4 indicates that the calculated χ^2 value was found to be 2.926 (Public Schools' teachers) and 2.913 (Private Schools' students) which was less than the table value and significance goes in the opposite of positive response. Hence, both public and private school teachers and students are not in favour of the statement "Teachers give chances of presentation to the students".

Table 5: Teachers use a checklist to observe and note students' behavior.

Respondents	Never	Seldom	Often	Total	df	χ^2
Teachers (Govt)	26	34	40	100	2	2.574
Teachers (Pvt)	30	28	42	100	2	2.913

Table value at 0.05 level = 5.99

Table 5 indicates that the calculated χ^2 value of the public sector's teachers was found to be 2.574 which was less than the table value and calculated χ^2 value (2.913) of private schools' teachers was also found to be negatively significant. In both cases, significance goes in favor of negative response. Hence both are not in favour of statement "Teachers use a checklist to observe and note students' behavior".

Table 6: Teachers have got training in effectively assessing students' performance during teaching-learning process.

Respondents	Never	Seldom	Often	Total	df	χ^2
Teachers (Govt)	28	33	39	100	2	1.493
Teachers (Pvt)	32	30	38	100	2	0.774

Table value at 0.05 level = 5.99

Table 6 indicates that that the calculated χ^2 value of the public sector's teachers was found to be 1.493 which was less than the table value and calculated χ^2 value (0.774) of private schools' teachers was also found to be negatively significant. In both cases, significance goes in favor of negative response. Hence both are not in favor of the statement "Teachers have got training in effectively assessing students' performance during teaching-learning process."

10.2 Students' Responses

Table 7: Teachers encourage students to ask questions.

Respondents	Never	Seldom	Often	Total	df	χ^2
Students(Public)	84	75	41	200	2	15.469
Students (Private)	5	60	135	200	2	127.618

Table value at 0.05 level =5.99

Table 7 depicts that the calculated χ^2 value was found to be 15.469 (public school students) and 127.618 (private school students). The private school calculated χ^2 value is greater than the table value and significance goes in favor of a positive response in the case of private schools.

Table 8: Teachers take a regular test to check students' performance.

Respondents	Never	Seldom	Often	Total	df	χ^2
Students(Public)	75	69	56	200	2	2.850
Students (Private)	2	23	175	200	2	267.185

Table value at 0.05 level = 5.99

Table 8 shows that the calculated χ^2 value was found to be 2.850 (public schools' students) which was less than the table value and in case of private schools' respondents i.e. students it is clear that the calculated χ^2 value was 267.185 which was greater than the table value. Hence, the statement "Teachers take a regular test to check students' performance" was rejected in case of public school students and was accepted significantly in the case of private school students.

Table 9: Teachers reward the students on doing the assigned homework.

Respondents	Never	Seldom	Often	Total	Df	χ^2
Students(Public)	80	55	65	200	2	4.790
Students (Private)	2	100	98	200	2	93.987

Table value at 0.05 level = 5.99

Table 9 indicates that the calculated χ^2 value was found to be 4.790 (Public Schools' Students) which was less than the table value and significance goes in favor of negative response. While in the case of private schools calculated χ^2 value was 93.987 (Private Schools' Students) which was greater than the table value and in this case significance goes in favor of positive response. Hence, the statement "Teachers reward the students on doing the assigned homework" is not practiced in public schools and is in practice in private schools.

Table 10: Teachers give chances of presentation to the students.

Respondents	Never	Seldom	Often	Total	Df	χ^2
Students(Public)	60	70	70	200	2	0.982
Students (Private)	65	63	72	200	2	0.667

Table value at 0.05 level = 5.99

Table 10 indicates that the calculated χ^2 value was found to be 0.982 (Public Schools' students) and 0.667 (Private Schools' students) which was less than the table value and significance goes in the opposite of positive response. Hence, both public and private school teachers and students are not in favour of the statement "Teachers give chances of presentation to the students".

11. CONCLUSION AND DISCUSSION

This study was conducted to investigate and compare the Formative Assessment Systems in Public and Private Secondary Schools in District Swabi. The study was descriptive in nature. Brainstorming/Questioning was found to be effective practice of formative assessment and the results were in coincidence with Aydemir & Çiftçi, 2008; Filiz, 2009 (Dos *et al.*, 2016) who say that Questions are stimulants which activate students' cognitive skills and they have functioned as a primary educational tool for centuries". Teaching with questions began with Socrates and has maintained its importance and validity until today. Using this method, Socrates had asked questions from his students and responded to each question with other questions instead of giving direct information or responses. Similarly, the study results showed that proper questioning was not practiced in classroom specifically in the public sector. The results are significant and are in contrast to the standpoints of Black *et al.*, who are of the view, "Asking good questions gives students the opportunity to deepen their reflections and provides teachers with a significant insight into their depth and depth of students' understanding. Questions of this nature engage students in a classroom dialogue that expands student learning. Questions must go beyond typical factual questions that require the recall of facts or figures. Paul Black, a recognized authority on assessment for learning, suggests that "more effort should be put into formulating questions that are worth asking, that is, questions that explore issues critical to the development of students' understanding" (Black *et al.*, 2003). In questioning process teachers of private sectors' school give corrective feedback. Feedback is a big booster in teaching-learning process.

The finding is in coincidence with that of Ferguson (2011) "Feedback is considered as a vital approach to facilitate students' development as independent learners in order to monitor, evaluate and regulate their own learning. The study further depicted that there is no giving of reward by public sector teacher to inspire students on answering the questions so it is observed that the achievement and motivation level of public sector students is low and this is in opposition with the Reeves (2003) who described giving a child a reward for showing good behaviour or work ethic as a "visible sign" that the children are succeeding. These reward systems help to develop good "habits of mind" that he says has led to "success in school and life". Furthermore, the recent study showed that teachers give homework and Assignment to the students in both types of schools but the private sector schools were found strongly in favor of this activity as compared to the public sector, therefore, low performance of public school students is observed. This is in contrast to the findings of Cooper (2006) who argues, "In addition to the correlation between completing homework and improved achievement, homework plays a fundamental role in both home-school involvement and students' relationships with their parents. A key purpose of homework outside of 'enhancing instruction' is to 'establish communication between parent and child' (Cooper *et al.*, 2002).

Moreover, the researcher found that teachers punish the students on failure to do the assigned homework in both private and public sector schools and this is against the standpoints of Albaiz & Ernest (2015) who say, "Several problems can arise from the use of rewards and punishment. For instance, rewards have been found to negatively influence children's intrinsic motivation, while punishment may lead to anger, loss of effectiveness of a teacher, destruction of relationships with children and self-centeredness". Next, students' presentation of assignments is a common part of formative assessment as they are one of the ways to improve learning of course material. The potential benefits of student presentations include greater class interaction and participation, increased interest in learning, new perspectives not covered otherwise and improvement in communication and presentation skills. The results of this study indicated that teachers in both sectors do not give chances of presentation to the students while considering that presentation is useful to make students bold and confident. This is in contrast to the notion that classroom presentations can stimulate, engross students and improve oral production and fluency, which Rossiter *et al.*, (2010) have identified as missing from many classrooms.

In the same way checklists are tools to capture and catalogue information about student performance and to inform instruction or provide evidence on which to base evaluation. Employed in these ways, checklists provide broad assessment tools for teachers. The present research reveals that teachers did not use a checklist to observe and

note students' behavior in both types of schools. This shows less interest of teacher in assessing their students formatively and this is opposite to the recommendation given by Anne *et al.*, (2005) who recommended using checklists "to keep students on task" during peer response sessions. Checklists serve as memory aids when students work through unfamiliar processes or complete complex tasks. As intuitively acceptable as such suggestions are, however, no theoretical work examining the value of checklists for teachers and students appears to have been done to date. Certainly, this might provide a productive area of inquiry for the interested teacher (Kinloch, 2015). In addition, the results of the current study indicated that both sectors' teachers have not got the required and proper training to assess students' performance effectively during teaching learning process while both sectors' teachers were found to feel the need to acquire proper training. The trained teacher is considered to be an effective teacher and the results of the current study are in opposite of Wiliam (2009) who expresses that "When students are taught by the most effective teachers, the rate of learning almost doubles.

12. RECOMMENDATIONS

On the basis of conclusions, the following recommendations were made:

1. As it was found that teachers in both sectors encourage students to ask questions but the practice is frequently observed in private sector schools as compared to public sector schools so it is recommended that teachers of public sector schools should encourage their students to question.
2. As it was found that teachers take regular test to check students' performance in private schools while this activity was not common in public schools so it is recommended that proper testing system should be developed in public sector schools.
3. As it was found that teachers in both sectors assign homework to the students but the practice is frequently observed in private sector schools as compared to public sector schools so it is recommended that teachers of public sector schools should assign homework to their students.
4. As it was found that teachers in both sectors do not give chances to the students for presentation so it is recommended that students should be assigned topics for presentation in both public and private sector schools.
5. As it was found that teachers don't use a checklist to observe and note students' behavior in both the sectors so it is recommended that teachers of both sectors should use checklist to measure students' performance and behavior.
6. As it was found that teachers of both the sectors have not got the required proper trainings to assess students' performance effectively so it is recommended that proper and related training should be arranged for both public and private sectors' teachers.

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