EFFECT OF TEACHERS' ASSESSMENT PRACTICES ON STUDENTS' ENGAGEMENT AT HIGHER EDUCATION LEVEL

BY

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Candidate of **Master of Philosophy** at National University of Modern Languages do hereby declare that the thesis **" Effect of Teachers Assessment Practices on Students' Engagement At Higher Education Level"** submitted by me in partial fulfillment of MPhil Degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it should not, in future, be submitted by me for obtaining any other degree from this or any other university or institution. I also understand that if evidence of plagiarism is found in my thesis/ dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

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ABSTRACT

Title: Effect of Teachers' Assessment Practices on Students' Engagement at Higher Education Level.

This study intended to explore the effect of teachers' assessment practices on students' engagement at higher education level. Major objectives of the study were to explore teachers' assessment practices at higher education level, to explore students' engagement at higher education level, to find the effect of teachers' assessment practices on students' engagement at higher education level. This study was descriptive survey type in nature. For the selection of sample convenient sampling technique was applied. From total 988 population 98 teachers' were selected as a sample and from 10130 students population 1013 students' respondents were selected as a sample from public sector universities in Islamabad. Data was collected from social science departments in public universities. Researcher used two questionnaires in this study first self-developed questionnaire which is teachers' assessment practices scale and second adapted questionnaire for students' sample which is students' engagement scale and to use that questionnaire proper permission was taken from the author. For the current study, researcher used both descriptive and inferential statistics. Mean and regression were calculated to analyze the data. The analysis of data and results of regression shows that there was no statistical significant effect of teachers' assessment practices discussions, quiz, assignment and projects on students' cognitive, behavioral and affective engagement. Only presentations had a significant effect on students' engagement. Moreover, it is recommended that teachers' may use verity of techniques during implementation of assessment practices to engage students' with their learning.

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It’s the grace of ALMIGHTY ALLAH that has led this work to its completion. The gracious and all compassionate. I can never dare to deny of his gifts that he has granted me, best of which is that he has provided me with the torch of eternal guidance in the form of his Holy Prophet (PBUH), who is the knowledge for humanity as a whole.

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NosheenSaleem

DEDICATION

To my praiseworthy parents and my family whom I love the most.

'Your prayers are what I need more than anything else in my life'

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Assessment is a systematic process to collect information about teachers' and students' performance. Assessment is important part of instruction and learning process as, it provides ways for improvement and development of teachers and students. Teachers' use different types of assessment practices during the process of teaching to assess students. Despite the significant role of assessment in education it is a difficult decision to find appropriate assessment method according to the lesson and level of the students. Teachers' adopt assessment practices to evaluate students' performance and learning outcomes so they utilize most of the time with assessment relate activities and try to engage students'. Assessment practices help teachers' to control classroom environment and make effective learning environment. All educational institutions either they are schools, colleges or universities at various levels like primary, secondary and higher secondary assess their student according to the set criteria and policies. It includes different activities and assessment practices which are performed in given time schedule for each. Different types of assessment practices are adopted such as assignments, presentations, class activities, home task, debates, discussions, test, quizzes and classroom participation (Parveen & Saeed, 2018).

Teachers' applied different types of assessments practices in institutions such as formative assessment, summative assessment and diagnostic assessment. Formative assessment is applied during the lesson and during the instructional process to find the students level of understanding and teachers method of teaching. It helps both teachers' and students' to improve their learning and teaching process. Formative assessment includes different techniques for example question answer, presentation, classroom discussions, activities and quizzes. Summative assessment is done at the end of instructional process like final papers and end of the semester papers. After these papers students' are promoted to next class. Summative assessment includes students' grades and marks to know about students' achievement in whole year. It also provides information about the final result and final out comes of whole year teachers' and students' efforts. Diagnostic assessment is used to diagnose the capabilities and knowledge of student in different areas (Andresson & Plam 2017).

Effective assessment includes different techniques, variety of strategies, feedback to student and teachers, source of data to take decisions and improvement of students, teachers and institutions. When assessment is effective then it becomes useful to enhance learning and teaching process. For effective assessment teachers' should have knowledge about assessment and belief about assessment for improvement. Teachers' must be aware of the whole process of assessment and implementation of assessment in effective way. For implementation of assessment there is need of professional teachers' who have knowledge about assessment practices and skills to implement these assessment practices in effective way for better learning of students and also for better instructional process (Schultz & Thunder, 2015).

Classroom assessment practices cover different type of problems related to students' and teachers' First it starts from teachers' knowledge and understanding about assessment practices used in the classroom for better learning of students. Furthermore then teachers' beliefs about trainings, activities which they utilize for assessment, teachers' preparations and planning to conduct test and construction of test to check students' learning and performance. After that it includes the grading system and efficiently use of results to further improvement (Setlhomo, 2012). Assessment of students is a difficult task because every individual is different and every student has different level of intelligence so teachers need to have wide knowledge about assessment practices and skills to apply different assessment practices during their instructional process. Assessment practices also help teachers to explore students' level of understanding and also explore the areas for improvement in student learning and their instructional process.

Students' engagement is related to the student's sense of usefulness, effectiveness and relatedness about their learning, teachers and school. When students are engage with their learning they feel comfortable with in their environment and develop sense of competence with their institution (Kraft & Dougherty, 2013). Students' engage with their learning when they feel the institution fulfils their needs and requirements for effective learning. So it is the responsibility of institution to fulfil the needs of student. Students' come from different backgrounds and they have different capabilities, skills and interest for providing effective learning environment where student feel safe, secure and comfortable so it helps students to engage with their learning (Kraft & Dougherty 2013).

Students' engagement mention two crucial features, the first one is the effort and time of students which they spend in their learning and the second component is

the effort of educational institutions which they do for purposeful learning (Quaye & Harper 2014). Students' engagement is divided in three dimensions: Behavioural engagement, cognitive engagement and affective engagement. Behavioural engagement means learning by doing how students engage in different activities and in different task. Cognitive engagement means how much students' takes interest in learning and desire to engage with their learning and trying to gain more and more knowledge. Affective engagement describes the feeling of students' about learning process, environment, teachers, students' and other people (Hart, Stewart & Jimerson, 2011).

Devito (2016) students who were engaged in extracurricular activities, use their learning in different tasks and utilize their knowledge in school activities and performance better in academic situation. Students' engagement with their learning is effective for students because when students' are properly engaged with their learning they have better understanding and knowledge about their lesson, curriculum and other activities so it is useful for their improvement and achievements.

Teachers' assessment practices play vital role in students' learning and teachers' instructional process. It helps teachers to know about the students' performance in different areas and with the help of this information teachers make different strategies to motivate and engage students' in learning. Students' engagement depends on students' involvement in their learning and students' involvement depends on teachers and students' interaction and cooperation in learning process and also it depends on institutional environment. Students' engagement is not easy and quick process it needs time and efforts of institution, teachers, parents and also students. For engaging students' with learning it is important that there is the strong trust between students and teachers so they can easily interact with each other.

Moreover, the environment of institution and classroom is relaxed where students collaborate and effective learning takes place (Hernandez, 2008).

Assessment method helps teachers and students to maintain a continuous association and students' improve their learning with the help of teachers' feedback. Teachers need to apply up to date teaching methods and variety of teaching strategies during their instruction process rather than only implementing the traditional strategies. Variety of teaching strategies can motivate and engage students toward learning (Velasco, Sanchez & Ferrero, 2012).

1.2 Rationale of the Study

Many studies have been conducted about assessment practices globally. These studies discuss different types of assessment practices in relation to different variables. Alkharusi (2008) discuss about teachers' assessment practices and students' achievements. Another Study is about the assessment practices and Proposed Curriculum Objectives in Revised Teacher Education Programs (Shiekh, Chohan, Jawad & Naseem, 2013).

Different research articles and books are related to students' engagement. Overall and Sangster (2006) have mentioned in their book about the contribution of questioning method for increased students' engagement. Good questioning by teachers' can lead to better understanding and learning. In this book it is mentioned that there is the effect of questioning method on students' engagement but other assessment practices were not included so in this study researcher is planning to find out different assessment practices which are presentation, discussion, quizzes, Assignments and projects on students' engagement. Hyde (2009) conducted study about the relationship of teachers' assessment practices, students' engagement and

students' goal orientation in elementary level. The research results concluded that there is no any significant relationship between teacher assessment types and student goal orientation and students' engagement.

Girard, Pinar and Trapp (2011) conducted a study about effect of presentation and peer evaluation on students' learning and students' engagement. The results indicated that the students agreed or strongly agreed about the presentations contributed to learning of class materials. The important benefit of class room presentation is it improves communication skills. These results proved that students have overall positive beliefs about the importance of class presentations on student engagement.

Barkley (2011) writes a book about students' engagement techniques a handbook for college faculty in which he mentioned that teachers use different type of assessment practices to engage students. Like Classroom discussion helps students' to participate in learning. When students actively participate in discussions it also helps in improving students' engagement.

Shukat and Iqbal (2012) conducted a study about teachers' self-efficacy as a function of students' engagement, instructional strategies and classroom management. Findings showed that there is no significant difference between male and female in students' engagement and instructional strategies but for classroom management male teachers were found better than female teachers.

But still no study was found related to specific assessment practices for example quizzes, projects, presentation, assignment and discussions and its effect on students' cognitive engagement, behavioural engagement and affective engagement at higher education level. Some studies were conducted in the area of assessment

practices but these studies are conducted at elementary level so in this study researcher explored the effect of teachers' assessment practices on students' engagement at higher education level. Assessment practices play significant role in educational process so it is necessary to get information about the effect of these assessment practices on students' engagement. For effective and better learning, students' engagement is important because when students are engage with their learning then the educational process is run in effective ways. For students' engagement different components contributes so in this study researcher investigate the contribution of assessment practices on students' engagement.

1.3 Statement of the problem.

Teachers' assessment practices play vital role in students' learning and teachers' instructional process. It helps teachers to know about the students' performance in different areas and with the help of this information teachers make different strategies to motivate and engage students' in learning. Students' engagement depends on students' involvement in their learning and students' involvement depends on teachers and students' interaction and cooperation in learning process and also it depends on institutional environment. Students' engagement is not easy and quick process it needs time and efforts of institution, teachers, parents and also students'. For engaging students with learning it is important that there is the strong trust between students and teachers so they can easily interact with each other. Moreover, the environment of institution and classroom is relaxed where students' collaborate and effective learning takes place.

The aim of this study was to explore the effect of teachers' assessment practices on students' engagement at higher education level. Also to explore

Teachers' assessment practices and students' engagement at higher education level. It is important for educational stakeholders to know about the effect of different assessment practices on students' engagement, which are applied in educational institutions for learning and assessment purpose. There are variety of researches about the assessment practices and different type of assessment practices but there are limited researches about the effectiveness and usefulness of these assessment practices on students' engagement at various levels of learning.

1.4 Objectives of the study

1. To explore teachers' assessment practices at higher education level.
2. To explore students' engagement at higher education level.
3. To investigate the effect of teachers' assessment practices on students' engagement at higher education level.

1.5 Research hypotheses

$H_0$1: There is no significant effect of teachers' assessment practices on students' engagement at higher education level.

$H_0$2 (a): There is no significant effect of quizzes on students' engagement at higher education level.

$H_0$3 (b): There is no significant effect of quizzes on cognitive engagement of students' at higher education level.

$H_0$4 (c): There is no significant effect of quizzes on affective engagement of students' at higher education level.

$H_0$5 (d): There is no significant effect of quizzes on behavioural engagement of students' at higher education level.

$H_0$6 (e): There is no significant effect of presentation on students' engagement at higher education level.

$H_0$7 (f): There is no significant effect of presentation on cognitive engagement of students' at higher education level.

$H_0$8 (g): There is no significant effect of presentation on affective engagement of students' at higher education level.

$H_0$9 (h): There is no significant effect of presentation on behavioural engagement of students' at higher education level.

$H_0$10 (i): There is no significant effect of projects on students' engagement at higher education level.

$H_0$11 (j): There is no significant effect of projects on cognitive engagement of students' at higher education level.

$H_0$12 (k): There is no significant effect of projects on affective engagement of students' at higher education level.

$H_0$13 (l): There is no significant effect of projects on behavioural engagement of students' at higher education level.

$H_0$14 (m): There is no significant effect of discussions on students' engagement at higher education level.

$H_0$15 (n): There is no significant effect of discussions on cognitive engagement of students' at higher education level.

$H_0$16 (o): There is no significant effect of discussions on affective engagement of students' at higher education level.

$H_0$17 (p): There is no significant effect of discussions on behavioural engagement of students' at higher education level.

$H_0$18 (q): There is no significant effect of assignments on students' engagement at higher education level.

$H_0$19 (r): There is no significant effect of assignments on cognitive engagement of students' at higher education level.

$H_0$20 (s): There is no significant effect of assignments on affective engagement of students' at higher education level.

$H_0$21 (t): There is no significant effect of assignments on behavioural engagement of students' at higher education level.

1.6 Significance of the Study

Assessment practices are commonly used by teachers in class to assess students learning. This study will be useful for teachers and students to get information about different assessment practices and effective use of these assessment practices in their teaching and learning. The findings of this study will help future researchers to know either these assessment practices effect students' engagement or not.

The study will be helpful for the teachers in following ways:

- This study will inform teachers to know about the effect of different assessment practices which they use in their instructional process like quizzes, assignments, projects, presentations and discussion on students' engagement at higher education level.
- This study will also help teachers to know about the effect of teachers' assessment practices on different dimensions of students' engagement like cognitive engagement, affective engagement and behavioural engagement.

- This study will help teachers to get information about the effectiveness of different assessment practices and contribution of these assessment practices on students' engagement.
- This study will help teachers to get idea about which assessment practice is most effective for student engagement from presentations, quizzes, projects, discussions and assignments.

This study will be helpful for the future researchers in following ways:

- This study will help future researchers to know about which assessment practices are need to be more study and the effectiveness about assessment practices quizzes, assignment, projects, presentation and discussion which are applied by teachers in the class.
- With the help of this study future researchers will get information about effectiveness of these assessment practices and conduct research on different other levels.
- With the help of this research future researchers get information to conduct research on different other assessment practices.

This study will be helpful for higher authorities in following ways:

- They will get information about which assessment practices they suggest for teachers to apply in the class are useful for students' learning or not.
- They will get information about which assessment practices effect student engagement.
- With the help of this study higher authority modifies their assessment practices.
- They will get idea about which assessment practices are more significant and which are less significant for students' engagement.

1.7 Operational Definitions

1.7.1 Teachers' Assessment Practices

Assessment practices are the strategies to assess students' performance and level of understanding it also motivate and engage students. Different types of assessment practices are use in educational institutions like presentations, quizzes, discussion, projects and assignments.

1.7.2 Presentation

Presentation is a common practice of many classes at college and university levels. There are different ways for presentation like oral, multimedia, group and individual presentations.

1.7.3 Projects

In classroom, different types of oral and written projects are given as assignment to enhance communication skills of the students, creative thinking and use their skills in learning activities.

1.7.4 Assignment

One of the ways to engage and motivate students' with their learning activities is the task which they do as an assignment. Teachers give variety of assignments like group assignments, individual assignments, online assignments and written assignments.

1.7.5 Discussion

Discussion is the most common use of assessment practices. Teachers use different types of discussion to assess students' understanding level about different

topics like panel discussion, peer discussion, individual discussion and whole class discussion.

1.7.6 Quizzes

Teachers use quizzes for the purpose of summative assessment and formative assessment. There are varieties of ways to use quizzes for assessment like online quizzes and within classroom quizzes, in which different types of questions are included by teachers.

1.7.7 Students' Engagement

It is relate with the students' readiness toward their learning and actively participate in different learning activities. It includes students' involvement during the learning process and takes interest to participate in different activities and also shows positive behaviour during the learning process.

1.7.8 Cognitive engagement

It refers to the mental ability of the students to gain new knowledge and use this knowledge in practical life. Besides, it includes comparison of current events with previous experiences. Cognitive engagement is based on students' engagement with their learning and put their efforts in learning process.

1.7.9 Behavioural engagement

Behavioural engagement includes active involvement and engagement of the students with their learning. Moreover, it is related to the different academic activities in which they show their interest and positive behaviour. It also includes different behaviours of students such as asking question, taking part in classroom discussions, give attention to their learning, attentiveness, concentration and focus on their studies.

1.7.10 Affective engagement

Affective engagement includes sense of affiliation and sense of belongingness towards their school, teachers and peers. It also includes affective reaction for participating in different activities and tasks at school. Affective engagement involves different emotions during learning process such as; being happy, sad, anxious and bored.

1.8 Conceptual Framework

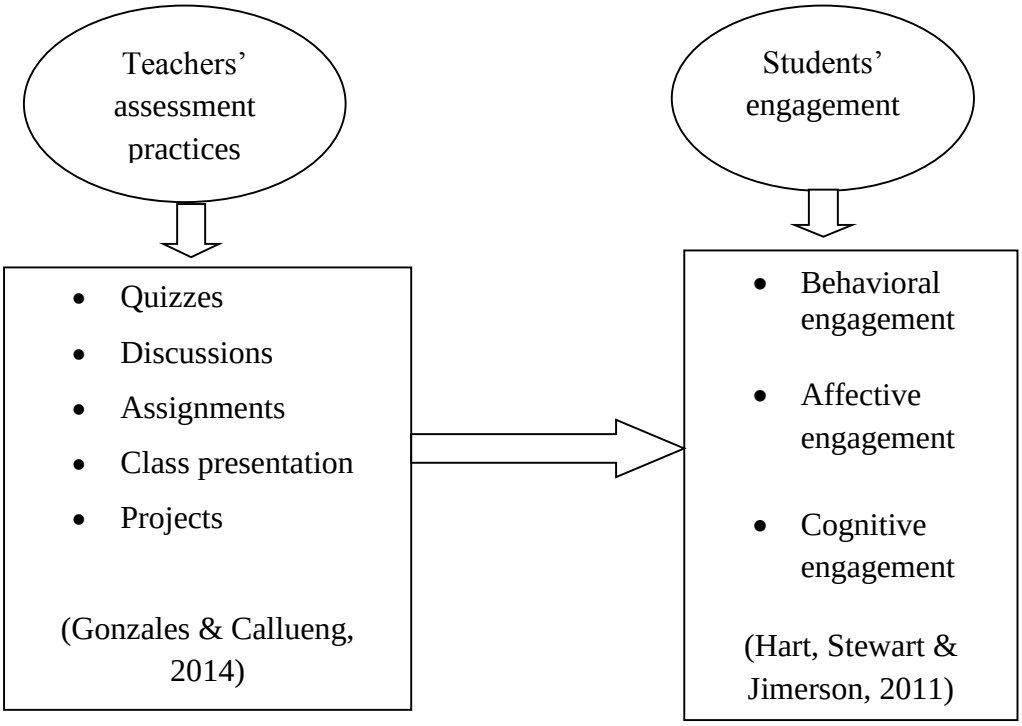

Figure No: 1.1 Conceptual frameworks

This model is about teachers' assessment practices and students' engagement. In the assessment practices of teachers, five practices were selected like; presentation, quiz, discussion, projects and assignments to find their affect on students' cognitive, behavioural and affective engagement. By applying this model it was intended to find the effect of these five assessment practices on students' three domains of engagement

with their learning. Gonzales and Callueng (2014) present different type of teacher assessment practices which include quizzes, questioning, assignment, presentation and discussions. Hart, Stewart and Jimerson (2011) presented the framework of students' engagement which includes behavioural engagement, cognitive engagement and affective engagement.

1.9 Delimitation

1. The study was delimited to public sector universities in Islamabad.
2. The study was delimited to those public universities which have social sciences department.
3. This study was delimited to teachers and students of social science department.
4. This study was delimited to BS and Ms students.
5. Teachers' assessment practices were delimited to five practices which are assignments, presentations, projects, quizzes and discussions which are used in higher education level.

CHAPTER 2

LITERATURE REVIEW

Literature review of the study is about to state the problem to examine “Effect of teachers’ assessment practices on students’ engagement at higher education level”. This review is about teachers’ assessment practices which includes quizzes, discussions, presentations, assignments and projects, also students’ engagement and its dimensions which includes affective engagement, behavioural engagement and cognitive engagement. This chapter is about the work of different scholars and authors in the regard of the both variable teachers’ assessment practices and students’ engagement. Researcher basically gets the opinion of maters of field to support current study.

2.1 Assessment

Davidheiser (2013) assessment techniques are the key element and essential indicators for the effective learning and teaching process when assessment practices are done with effective way and use for the improvement of the learning and teaching process then it also develop educational institutions. For that improvement it is important that teachers, other staff of institutions, administrators and stakeholder should know the desire target which need to be achieved and the proper planning which also need to be done fir better achievements.

Assessment includes the broad varieties of activities and methods which are use in the process of teaching and learning for the better performance. One of the important applications of assessment is to collect the appropriate information for decision making. To make the appropriate decision it is the responsibility of teachers to collect the information with the help of using different assessment techniques. As similar Gonzales and Callueng (2014) stated that assessment method and techniques help teachers to get information to make decisions about instruction, areas of improvement for teachers and students, their achievements, performance, responsibility and accountability.

Policy and planning wing ministry of education government of Pakistan (2009) present the ten professional standards for teachers and one of them is assessment practices. Knowledge about assessment practices is important for teachers and teachers have skills to implement these multiple assessment practices during their instruction process and interpret outcomes for better learning process. Is also describe by Hussain, Kayani and Akhtar (2018) knowledge and skills about assessment practices is the important requirement for the professional teachers it also have been include in the national professional standards for teachers in Pakistan. Knowledge and skills about assessment practices help teachers in proper planning and implementation of their instruction. Without knowledge and skills about assessment practices teacher unable to implement their instruction effectively.

In Pakistan National evaluation and assessment system (NEAS) was established for the systematic evaluation of institutions performance and student performance in all over the Pakistan and present that result to stakeholders and policy makers to inform them the present level of institutions which use to enhance the quality of education. With the help of that data NEAS identify the areas of

improvement in different elements of learning and instruction like curriculum, instructional methods, assessment practices, examination system and classroom environment (Khattak, 2012).

Derek Rowntree (2015) state in his book about five dimensions of assessing student. These five dimensions include five different mental activities for assessing students.

Why assess: First teacher should know that why assessment is carried out there is effect of assessment or not so for assessing student teachers have clear knowledge about assessment.

What to assess: Decide, realize and plan that what to assess and what is the main thing to assess so for that purpose have come with awareness about what to assess in the certain time.

How to assess: For that purpose teacher have all the resources to assess the student and have the knowledge about how to utilize these resources.

How to interpret: after assessing student teacher should know about how to interpret the collected data which is assessed and how to do fair judgment.

How to response: At last provide the feedback and response about the student assessment result and communicate them their performance and also aware them which areas need to improve.

2.2 Assessment practices

Hussain et al. (2018) introduce the three dimensional assessment approaches for the better assessment of learning. It involves all the stakeholders of teaching and

learning process they are student, teachers and peers/colleagues. Three dimensional assessment approaches are self assessment, peer assessment and teachers' assessment. Hussain et al. (2018) explain self assessment which done by individual them self about their own performance. Peer assessment is done with any colleague, class fallow, friend or peer. In peer assessment both peers assess each other and discuss about their performance like which things are good and which areas are need to improve. Teacher assessment include test, quizzes, presentations and other practices which done by teachers to assess their student performance.

Gonzales and Callueng (2014) classroom assessment practices include multiple strategies like paper pencil test to measure the performance of student grading them, interpret their results and give feedback to student about their performance and use this information in making decision for further improvement. It also helps teachers to know about their strengths and weaknesses about their instructional process and about their assessment methods and find the effective and appropriate methods for different targets.

Khattak (2012) argue that the assessment practices which are applied in the educational institutions are only assessing the student memory skills and focus on their grade. They do not give attention to the affective psychomotor domains. Teacher do not assess student in proper way because of lack of professional development and lack of trainings about how to assess the student and what to assess. Teachers only test the information which write in the paper and ignore to assess their personality or character building. As similar Hussain et al. (2018) conclude that the institution do not provide the in service teachers' training so the lack teachers trainings assessment literacy level is low. Shah and Salim (2010) also conclude that Pakistan education system only focus on textbook and depend on rote learning so student also focuses on

textbook learning. This method of teaching and learning makes student passive learners and only limited to the content and textbook knowledge.

According to Kolio-Keaikitse (2012) classroom assessment practices play important role in teaching and learning process. For evaluating student learning outcomes teachers spend their much of time with different assessment practices and different assessment relate strategies. Assessment practices engage student with their learning and teacher control the classroom environment effectively. Benzehaf (2017) explain that for student assessment teachers use different techniques like written test, oral test, quizzes, homework and assignment. In test and quizzes teachers use verity of questions like fill in the blanks, multiple choice, short questions long questions, true and false, match the columns. Assessment is done to find out the progress of student their strength and weaknesses and their performance in exams.

Cinches, Russell and Wylie (2017) describe that it is compulsory for teachers to have knowledge and skills about assessment practices because teacher play a main role in conducting assessment practices in the classroom and evaluate student performance and their instruction plans. Teacher conducts assessment in classroom and gives feedback to student for better preparation. Assessment practices measure student cognitive ability and different personality development of student. Every teacher assigned duty according to his/her content knowledge and experience. Every teacher expert in applying assessment practices which are run in their school.

2.3 Type of assessment

William (2011) present different type of assessment like monitoring assessment, diagnostic assessment, formative assessment and summative assessment. Monitoring assessment includes different type of learning activities, strategies and

actions are monitored for effective learning. Teachers assess student skills, knowledge, abilities and activities which are plan and design by teacher for better learning of student. Monitoring assessment provides guideline for effectiveness of teaching and learning process also identifies the gapes and mistakes during the session. Diagnostic assessment gives the information about learners' difficulties during their learning process and also provides the solutions to solve and overcome these difficulties. Formative assessment is done during the class and collect student data step by step from starting of the session to end if session therefore students are actively engages with their learning and trying to improve their performance day by day. Saeed, Tahir and Latif (2018) conclude that for all the types of assessment the most frequently used techniques are formative assessment and summative assessment.

2.3.1 Formative assessment

According to Black and William (2010) Formative assessment practices known as assessment for learning it use to improve teaching and learning process and effective modification with the help of student feedback which use for the better instruction process. Formative assessment practices include different techniques like classroom discussions, question answers during the learning process, test, quizzes, activities and observation these assessment techniques are use by teachers to get information about student performance and also give feedback to student about their performance and the areas which need to improve.

According Hussain et al. (2018) formative assessment is assessment for learning which provide feedback to student and teachers about learning and this feedback is use to identify the strength and weakness of student and teacher during the lesson. So in next lesson these weaknesses are overcome and learning occurs more

effectively. Andersson and Plam (2017) conduct a study about formative assessment on teachers' professional development program. For that study randomly selected participant for a group and train them about formative assessment like introduction of formative assessment, its application in classroom and philosophy of it. After that the pre test source are compare with post test and it reflect that there is a significant improvement after the training. Further that they also conclude that there is the significant effect of formative assessment practices on student achievement.

William, Lee, Harrison and Black, (2004) describe in their study about the importance of formative assessment practices which is done at the beginning of instructional process and show the strong correlation between student learning, achievements and formative assessment practices. This study shows that formative assessment practices improve learning and achievement of student.

Ruiz-Primo and Furtak, (2006) present two Modes of Formative Assessment. Which are Formative assessment process. Planned or Formal mode of assessment and interactive or informal mode of formative assessment.

2.3.1.1 Planned or Formal Formative Assessment

In this mode of assessment instructor make a active design or planning before the teaching to access the student in the form of direct questioning, brainstorming and quizzes. Teacher assess student according to her/his plan and actively engage the class. Teacher collect information through planned formative assessment and use that information to inform his/her self about their teaching methodology. In such an activity teacher select the teaching style which is appropriate and make different other decisions about their instruction.

2.3.1.2 Interactive or Informal Formative Assessment:

Interactive or formal mode of formative assessment is not a planned method of assessing student Teachers use different day to day activities and interact with student in the classroom which are unplanned for example during the class teacher ask random questions from students, arrange any peer activity. In interactive or informal assessment method teacher cannot make any expectation from student before the assessment so that ay it is flexible in nature (Cowie, and Bell, 1999).

2.3.2 Summative assessment

Another dimension is assessment as learning known as summative assessment. Summative assessment practices are more student center where learning activities of students are design through which learning of student are identify through different techniques (Boud, Cohen, & Sampson, 2014). Summative assessment is not about only student grade and positions it also deals with the overall performance of institution or whole education system. It provides information about overall performance of student, teachers, institution and other activities which are arrange in institution for effective learning. Base on summative assessment different changes are occurring and make decisions for improvement and development (Saied et al., 2018).

Tummons, (2005) explain summative assessment is the assessment of the whole program or session of leaning it gives information about what student achieve during the whole session or year. It is the formal and planned process of assessment to get information about the skills, understanding and knowledge of student through their performance. Similarly Lethaby, (2002) Define summative assessment which reports the overall data about what has been learn and teach. Examination system is the example of summative assessment.

Diagnostic and formative feedback give by teachers to student for collecting information about student learning and reporting their performance and understanding level about different topics. Teachers gather information through assessment for reporting purpose and identify the suitable placement of new student and identify whether or not student have ability to meet the level where they are place. Also it helps learners to motivate them toward their learning and make a better performance in their level. student should know what is expected from them and find different ways to improve their abilities and skills to extend their performance.

Rayment (2005) present some reasons to assess students.

There are some of the following assessment reasons.

Assessment is done to evaluate the progress of student in their level or class.

Assessment is applied to guide student according to their need and give them feedback to improve their learning and encourage them for better performance.

To check student performance and grade them according to their level and ability.

To identify the areas of improvement and help student to cure their errors.

To give feedback about teachers instruction method and effectiveness of teaching.

To motivate student toward their learning.

To accomplished the learning objectives.

To check the understanding level of student about the lesson which they learn.

To also help learners to assess their own learning and performance.

Rawlusyk(2018) conduct the research about assessment practices and student learning at higher education level. Researcher stated that assessment is depend on examination which give negative effect on learning student overall learning is not

measure through examination or only summative assessment is not useful to assess student overall performance. These outcomes of research show that there is a less involvement of student in assessment strategies which give adversely effect on student learning. so the researcher suggested that teacher should need to know how to actively participation of student in different assessment strategies to get feedback from them about how to improve assessment methods. Researcher also stated that effective assessment of student learning promote the active engagement of student.

Different researchers about assessment practices show that learning of student knowledge is mostly assess through pen and pencil examination(Carless et al., 2010; Duncan & Buskirk Cohen, 2011; Gilles et al.,2011; Postareff et al., 2012). Ertmer and Newby (2013) stated that testing is not the active process of learning that negatively affect learning. These effects are cause by lack of knowledge about assessment practices which are use in different institutions. so when teachers are well aware about assessment practices and value of assessment in learning process then they able to make changes and improvement in instruction process (Postareff et al., 2012).

According to Rawlusyk (2018) three important and frequented use assessment practices are paper pencil papers, presentations and groups projects to assess student learning and generate the course grades. Lepp (2010) also repoted a common use of group and individual projects and presentation as assessment practices at higher education level.

2.4 Classroom assessment practices

Different assessment practices are use in instruction process assessment which is take place before the instructional process help teachers to get information about the requirements of student and the level or status of student and accordingly this

information teachers make the planning for instruction. During the instruction process assessment help teachers to improve learning quality through involvement of student in learning process and use different assessment practices at class level. assessment at the end of instruction process which the help of different assessment practices like written or oral examination help teachers to mastery student performance in learning content and this information is used make different instructional decisions. Student learning is enhancing through different Assessment practice like presentation, projects classroom quizzes. These assessment practices allow student to think critically and creatively about learning content and improve their skills and knowledge and enable student to participate in different activities and enhance their confidence. Hussain, Shaheen, Ahmad, & Islam (2019)

According to Lethaby (2002) Assessment is the process by which teachers assess what student learn and are able to do at the end of lesson or session. Likewise Tanner and Jones (2003) stated that assessment is not only means to testing and examination it means much more than assessing student through standards. Authenticated meaning of assessment is the process by which teachers and student find their weaknesses and strengths in learning process and also measure student performance and progress.

Rayment (2006) present different definitions of assessment in educational context

It is the method of measuring the extent of learning.

A process to collect learning feedback.

It is the process to assess student within the given content.

The process to collect information about student knowledge, interest and skills.

An important instructional strategy and technique.

An continuous process of teaching and learning.

Rayment (2006) also explain the relationship of teaching and assessment according to researcher there is a close relationship between teaching, learning and assessment if teacher want to improve their teaching they need to change their traditional teaching practices and motivate student to actively participate and become self-responsible for their learning so teachers encourage student to reflect on their own leaning and trying to improve their leaning.

2.5 Teacher Assessment practices

2.5.1 Projects

Each and every project is unique and different it is difficult and complex to assess. For teachers assessing projects is a huge challenge that requires knowledge and resources because the content of projects is different so different assessment criteria involve. For summative and formative both have a number of assessment methods which are use to assess projects to find the outcomes. It is important for teachers to have the tool to assess projects and have knowledge about different tools. Projects enhance problem solving skill, communication, group work and individual learning. It also improves critical thinking and technical knowledge (Kofoed, & Stachowicz, 2012).In classroom different type of oral and written projects are given as assignment to enhance student communication skills, creative thinking and to engage student with learning and use their skills in learning activities. (Wunsch & Tomkovick, 1995).

Ana maria, (2011) stated the advantages of project work:

1. It focuses on the content not only to the last outcomes or specific targets.
2. Interest of student is the main part of project ant it is student centered. Teacher role in a project is to guide student and support whenever they need in whole project.
3. Project work is not a competitive process it help student to cooperate each other and share their resources, knowledge and thoughts. Student work in small groups and individual or as a class whole in a single project.
4. Project work conclude and share through presentations, report and display boards.
5. Allow learners to generate questions and find answers by them self.
6. It provide opportunities to learners to use their multiple intelligences.
7. It helps instructors to identify individual differences and abilities.
8. It gives a platform for students to share their ideas and positive interaction with peers.

Drawbacks of project work are:

1. In group project work some students are not participate in project and doing nothing.

According to Rehmani, (2012) encourage student to use their abilities and skills in different practices such as problem solving, decision making, creative thinking, critical thinking and inquiry. Assignments like project work enhance student active learning and at different schools teachers use to promote project work. The tasks are planned to enhance personal qualities and competencies of students to promote interdisciplinary learning and understanding. These competences include social and

problem solving skills, critical and innovative skills, ethical awareness as well as self-confidence and independent learning amongst others, aimed at providing evidence of personal growth.

2.5.2 Assignment

Copper (2006) one of the way to engage and motivate student with their learning activities is the work which they do as assignment. Assignment is any task which teacher assigned to student to carry out during non school hours. There is a positive relationship between assignment and school results. Research found that there is a positive effect between homework of student and student performance in school results in term of grades and test score. This relationship is found in different subjects but mostly in secondary school students because students spend more time with their homework.

Assignments play an important role for student and teachers. Assignments are not only use to make instructional decisions by teachers it is also a main part of curriculum that is made by school or state level. Assignments also give information about the teaching quality and views of community abo[ut teaching methodology. Assignments are the link between policies and practices(Cohen & Hill, 2000). (Wenzel,et al., 2002) two type of assignments are given to student first one is typical assignment which is a daily work which teacher give to student second type of assignment is challenging assignment which is like any project work any other assessment in which student need time and critical thinking to attempt it. According to teachers as compare to typical assignment student show more interest in challenging assignment it give best sense of how student learning any subject at their best level. According to Joyce, Gitomer, & Iaconangelo, (2018) there is also a significant effect

of season during which assignment is given to student. Research find that assignments given in spring are less demanding as compare to fall.

2.5.3 Presentation

Girard, Pinar, and Trapp (2011) Conduct a study about effect of presentation and peer evaluation on student learning and student engagement. Results show that most of the students agree about the contribution of presentation on their learning. Findings show that the most important contribution of presentation for students is that it improve communication skills and also improve public speaking skills. Results also show that presentations have different benefits for students so overall they have positive belief about the contribution of presentation on their learning. Students agree that their engagement through presentation have more as compare to peer evaluation. Students are more involve in their learning and participate in different learning activities which develop their communication skills. Results suggest that class presentation improve student engagement and involvement in their learning.

Girard, et al. (2011). Conduct a study about the effect of gender potential on student presentations. Results indicate that there were no significant difference between the point of view of male and female students about the presentation and peer evaluation both gender agreed with the benefit from the class presentation on their learning process.

Student presentation is the most common practice of the many courses at colleges and universities level and it the one of the practice to improve learning. the most important benefit student perceive from the presentation is include class participation and interaction with in the class with teachers and peers, it increase interest toward their learning and improve communication and presentation skills. With the help of

observing class fallows or presenters students find strengths and weaknesses to develop better presentation skills. (Girard, et al., 2011).

Flager and Hamlin (2004) give some tips for develop effective presentation.

1) Know your material : first of all it is important that presenter know about the content what to present so it need to be a well prepared for the presentation.
2) Show interest in your topic: make a presentation interesting for the listeners find something unique about the topic and most important show your own interest about the topic.
3) Know your audience: presenters have idea about the audience, their level, their interest and what type of questions are you expect.
4) Outline your talk in advance: make a outline about the presentation about introduction, body and conclusion so it help to remember every part of the presentation step by step.
5) Use of visual aids: Visual aids are good way to maintain interest during the presentation and as wall as it highlights the main points of the presentation. It is important that visual aids are appropriate and support the presentation.
6) Practice your presentation: before the presentation it need to be practice talk to yourself loudly with all gesture you expect to use during the presentation.

   For a good presentation all of the above steps are important to do it make and effective and attractive presentation also audience take interest.

2.5.4 Discussion

According to the bridget 2006 discussion was the most common use of assessment practices. Results show that discussions, written assignments and papers

improve students critical thinking strategies. During the discussion process students involve in the practice and participate. Students are critically think about the discussion topic and share their ideas and knowledge.

Online discussion in the study was to provide a learning opportunity to students to explore different concepts and critically think about it and apply in the real life. Discussion is describe as a free speech in which everyone have the opportunity to speak and share their point of view. According to the student perspective about the discussion it is the platform in which no need to fear about the results and grades we are free to share our idea (MacKnight, 2000)..

According to cotton (2001) in class face to face discussion there is a enough time for response the questions and discuss with each other so it improve student engagement and student better performance. Online discussion platforms provide opportunities to teachers to work together on projects in groups, participate in on-going discussions focused on course material and to present group project products to the rest of the class which may be expert independently of student location and time of actual participation in a discussion forum.

Question answer sessions, group discussion and group activities bring develop students cooperation and coordination. It plays important role in instructional process. Students' strengths and weakness also their learning styles are identified through discussion which results in changing the teaching and instructional process, Moreover, it prove information about the teachers to understand their own instructional strengths and weakness and ways to improve them for better learning. The assessment of students understanding about the subject matters with poor

assessment practices may influence teachers decions.(Hussain, Shaheen, Ahmad & Islam 2019).

2.5.5 Quizzes

Teachers from all subject areas using formative daily or weekly quizzes to increase self-reflection and learning. That frequent quizzes led to higher scores on summative assessments. Hirschman, (2017). Shirvani (2009) a math professor, found the use of daily quizzes increased achievement. Palmen, et al. (2015), examined the differences between giving daily or weekly quizzes. Students were given the option of taking daily or weekly quizzes. Classroom tests and presentations provide hands-on opportunities to students to practice and reproduce the learned concepts and skills. Furthermore, it also enhances students' critical thinking as these tests ask for the implementation of learned concepts in a variety of situations.

2.6 Students' engagement

Conner (2011) describe that the Word engagement is mostly use in different meanings like commitment with something, some type of activities so engagement mean the involvement of people in any activity and participation in any interested activity. Some time the word engagement is use as active involvement, proper attention, taking interest in any activity, motivation toward something and give effort to done any action. Conner (2011) also pointed out that word engagement and motivation is different in meaning because motivation is use to show the direction to done any action and the reason for certain behavior. Engagement means the involvement and connection of activity and the person. Engagement is the energy to done any action.

According to Sheppard (2011) student engagement is hard to define it includes different things and it is the most important for educators and it is the complicated task for the instructor to motivate and engage student with their learning. Engage student show high interest, efforts and energy toward their learning and spend more of their time with different learning activities. Student engagement make student goal oriented (Lee & Shute 2010).

Kearney and Perkins (2014) stated that the national survey of student engagement use instruments to measure the student engagement at different levels instruments includes five dimensions to measure student engagement.

1. Student active participation in their learning and collaborative learning of student.
2. Interaction between student and teachers during the instructional process.
3. Level of Instructional difficulties and academic challenges which student face during their learning.
4. Enhancement and improvement in educational experiences in institutions.
5. Environment of institution is supportive and effective foe learners to engage with their learning.

Quaye and Harper (2014) write a book about student engagement at higher level in which they mention that in universities there are different types of students are enroll they have different background, different color, different interest so it is the responsibility of teachers to engage student with their learning without focus on their differences. In is also a responsibility of students to focus on their studies not on their backgrounds.

According to Hart et al. (2011) students' engagement is an important and complex element of student learning to enhance positive outcomes and better performance of student. For student engagement academic engagement is also an important indicator. Academic engagement is define as student engage with their academic learning and spent more time with learning activities and get better outcomes. Student engagement with their learning is a good practice for better academic performance. As similar Lekwa, Reddy and Shernoff (2018) define academic engagement in two ways active and passive engagement. Active engagement of student is focus on student active participation in learning process and involve in different task during instructional process. Passive engagement is focus on student cognitive attention toward their learning and instructionally focuses thinking. Either active or passive without academic achievement student are unable to take interest in their learning and unlike to take benefit from instructions.

According to Soung and Kari (2016) student collaboration has been great effects on student engagement. Student collaboration concept is about student effective interaction, communication and sharing of ideas, information and ask question from each other in small group or in a peer. This concept is also having a link with the cognitive theory of Piaget's in which he define that interaction is the important for effective learning. Therefore with the help of student collaboration and interaction student are being engage with their learning.

Barkley (2011) write a book about student engagement techniques a handbook for college faculty in which he mention that teachers use different type of techniques to engage student with their learning. First teacher have clear knowledge about their goal that what is the main goal to achieve and how to achieve also need to know what are the techniques to use and how it help to engage student. Teacher also help students to

develop learning strategies according to student skills and abilities also according to student interest because when student take interest in any activity they engage with learning and trying to follow these learning strategies. Another important technique for student engagement is involving student in classroom discussion. Classroom discussion help student to participate in different discussion which are held during the lesson. When students are actively participate in discussion it also help in student engagement. Group working during the class is also important technique to engage student in learning process and it also help students to share their ideas and it also promote peer learning. With the help of these student engagement techniques teachers able to engage student with learning and also it become useful for teachers to enhance their instructional process.

Siddiqi (2018) role of teacher is always given the highest ranged in education system and the learning and development of student. The whole educational system is revolving around the teacher competences, efforts and performance. Teacher make a platform for student to engage in classroom activities through different strategies when teacher is capable to make a such learning environment where student engage and motivate toward classroom activities then student also take interest in their learning.

Richard, Robert and Krista (2011) conduct a study about the effect of high impact learning experiences on student engagement. This study includes different components like skill engagement, emotional engagement, performance engagement and participant engagement. Sample of this study were selected from undergraduate research students, learning communities and internship students and total one hundred and twenty seven students were selected. The result indicate that there is a great effect

of high impact learning experiences on students' engagement on undergraduate research student and internship students.

Cinches, Russell, Chavez and Ortiz, (2017) develop a study about students' engagement defining teacher effectiveness and teacher engagement this study expose that teacher competence and quality are significant predictor to identify student engagement and student quality teacher effectiveness is very important for student engagement. As similar study Caldwell (2011) stated that another important concept to consider for understanding student engagement is to first give attention to teacher engagement. High level of teacher engagement put a significant positive impact on student engagement and student engagement is influence by teacher. Teacher effectiveness and teacher engagement toward institution and toward learning is highly increase the quality of education and also increase student engagement. Teachers and student strong relationship also promote positive outcomes and better learning. Mark (2000) found that when student engage with their learning they were involve in effective learning and meaningful academic performance in their classes.

According to Kashif, M., & Basharat, S. (2014) when student enroll in high education institution in Pakistan they have lack of spirit of being as a university student not because they have lack of capabilities but the fact is they are never oriented to professional aspects of being as a university student. Orientation sessions and trainings about academic and non-academic matters will help student to being a professional and will make them feel comfortable and safe in classroom or institution and also it help student to engage with different learning activities. so it is important that the student orientation sessions, training, recruitment and other aspects must be arrange to motivate and engage student.

According to Pakistani context Kashif, and Basharat, (2014) suggest some recommendation to enhance students' engagement at higher education classroom the lecture content is very important which teacher deliver in classroom because through this content or lecture student seek to learn. Lecture content is must be update and bringing references of different books, journals, articles and magazines. For delivery of lesson teachers should use power point presentation to make learning more innovative. Enrichment of content may not lead to engage student in classroom however the method of instruction and the way of planning before instruction may lead to make student engage with learning and develop interest to learning.

Sazant (2014) suggest some strategies about how critical thinking effect student engagement. Critical thing has positive effect on student and teachers engagement during the studies in classroom. critical thinking effect student achievements and high order thinking skills of student and meet the needs of student. Teachers and administrators need to integrate critical thinking skill through effective strategies in teaching process to engage student.

According to Reyes, Brackett, River, White and Salovey (2012) for student engagement classroom climate is must be warm, respectful and emotionally helpful and supportive relationship. Student performs better academically and engaged with learning process. Finding suggest that for better student engagement emotional engagement with learning is important. Teachers training and development is also important to make an emotionally helpful environment to make a strong relationship between teachers and student which enhance student engagement and academic performance.

2.7 Factor affecting students' engagement

Devito (2016) presents the factors which influence in the student engagement.

1. Communication and cooperation of student with the other people in organization influence student engagement. When student properly communicate and cooperate with each other and other staff then they actively involved in the learning and in the learning activities which help to enhance the educational experiences.
2. Student teacher relationship and interaction also influence the student engagement. In educational institution teachers and student play a vital role for effective learning and instructional process. So their effective interaction is important for student engagement.
3. For student engagement academic challenges are also important it depend on the level of challenges according to student capabilities.
4. Classroom environment is a main element for student engagement when classroom environment is supporting and effective learning environment then student also effectively engages with their learning.
5. Family environment is also influence in student engagement when family support and motivate their children toward their learning and give a good environment then it also help in student engagement.

Student engagement toward their learning and toward their school is influenced by various factors it includes Individuals and groups of people like family, peers, teachers, institution, community, friends and environment. To engage student with their learning it need to have positive and good influence of these factors and student

become comfortable in their learning process. Students' engagement with their learning and institution is influence by various factors like gender, student background, race, grade level, language and socio-economical status. Lee (2014)

2.7.1 Family factors

Collins (2012) stated that to engage student with their learning parents play a very important role. It is the responsibility of teachers to get information about student background and show interest in child needs and interest so it help teachers to make a good bounding with parents and aware parents about how to make different strategies to engage child with their learning. In Similar study Kraft and Dougherty (2013) suggested that for student engagement it is necessary that there is a good relationship between schools and families. Engagement between schools and families lead to a better academic outcomes for student because parents play a main role in building their children behaviors and engagement with school and learning.

Mutch and Collins (2012) mention in their study about interaction between teachers and parents to enhance student engagement. For effective learning of student it is important that teacher make different strategies to make their relation with parents more effectively and to involve parents in learning activities.

2.7.2 Gender

(Marks, 2000) conduct a study about student engagement in instructional activities the results shows that girls are more active in learning activities as compare to boys and consistently more engage with their learning than boys.

2.7.3 Socio-economical status

According to Mutch and Collins, (2012) socio-economical status effect student engagement and involvement in school activities. Parents from low status and

economically disadvantaged were likely to have more involved in school activities as compare to high status parents and their children are also more involve in school activities. Likewise young parents, working parents or large family settings have low educational involvement and attainment and lack of time and resources have found a low engagement with learning.

Socio-economic status greatly influence student engagement which include lifestyle of families, considerable gaps between those belonging to high income families, those living in low income families and middle class families or households. It is important to recognize the child background to know about student behavior and the way student act at school. Commonly the children who are come from low income families or grow up in poverty have face difficulties in adjustment and interaction in school (Lee & Bierman, 2015).

2.7.4 Teacher student interaction

According to Mutch and Collins (2012) communication is the key to under control the learning activities. Author mean communication as different educational strategies and planning which done by teachers during their instructional process to interact and communicate with student for effective learning. Teacher communication and interaction with student make an effective learning platform to engage student with learning and enhance student performance. In some cases student show more interest and completely engage in attending one class but shows no interest and no engagement in some other class the different between both classes and level of engagement is occurs because of teacher behavior or teacher teaching methodology which effect student interest and behavior. As similar Jang and colleagues (2010) stated that there is an important role of teacher behavior and communication in student engagement.

Reyes, Brackett, Rivers, White, and Salovey (2012) presented in their research that student engagement and student academic achievements are based on how teachers promote classroom interaction during their interaction process. Teachers who create effective learning environment, safe and valuable place and positive emotional climate for learning as a result student effectively engage with their learning and have more successful academic achievements.

According to Kashif and Basharat (2014) it is important that instructor must be energetic, positive thinker, forward looking, creative thinker and also must be look motivator to engage student in classroom activities which enhance student engagement with learning. Institution should arrange teacher trainings for newly hired or teachers having some years' experience to give information about new strategies and techniques because it is the duty of instructor to engage in classroom activities through different methods and strategies.

2.8 Dimensions of students' engagement

Hart et al. (2011) give the dimensions of student engagement. Affective engagement which include affectively involve in learning and liking for learning activities, Affective engagement also include liking for school means feel comfortable in school environment and engage with school activities, behavioural engagement include the feeling toward learning and toward teachers, student and school, behavioural engagement also include engagement with extracurricular activities, and last cognitive engagement which mean student interest and concentration toward their learning. Devito (2016) also discusses dimensions of student engagement. Student engagement consisting three domains: cognitive engagement, behavioral engagement and emotional engagement. As similar Kahu (2013) present the framework of student

engagement it includes cognitive engagement, affective engagement and behavior engagement. Cognitive engagement refers to the deep learning and self regulation, Affect engagement refer to interest and belonging of student toward their learning. Behavior engagement refers to interaction and participation of student during the interaction and learning process.

2.8.1 Cognitive engagement

Cognitive engagement of student is focus on student investment toward learning and willingness to master in learning, able to complete difficult task, use different learning strategies to increase their knowledge (Alrashidi, Phan & Ngu, 2016). Cognitive engagement of student with their learning is the capability of students to face difficult situations and solve the problems and also showing positive attitude toward learning (Abubakar, Yunusa & Itse, 2017).

According to Christenson, Reschly, and Wylie (2012) cognitive engagement is based on student engage with their learning and put their efforts in learning process. Cognitive engage student is take interest in their learning and trying to involve in different activities also mastery in different skills to solve different problems. Most researchers find that student is cognitive engage when they done more efforts and extra work to achieve better performance.

2.8.2 Behavioural engagement

Behavioral engagement includes student active involvement and engagement with their learning, different academic activities and also showing interest and positive behavior. It also include different behaviors of student like asking question,

take part in classroom discussions, give attention in their learning, attentiveness, concentration and focus on their studies (Bakker, Vergel & Kuntze, 2015).

According to Hattie and Anderman (2013) behavior engagement is the student behaviors which the show during their learning process. It include different behaviors like concentration toward their learning, give extra efforts, taking different projects or creative working, accountability, responsible to follow rules and regulations and better interaction with teachers, peers and others. Behavior engagement is increase by changing the learning environment according to the student interest and involve student in different activities. More involvement of student in different activities produces more student engagement.

According to Lee (2014) behavioral engagement is used as a broad range of different behavioral in school and actively participates in different activities. There are three forms of behavioral engagement at institution: positive behavior, participate in school activities and involve in learning process. Positive conduct refer to attending classes properly and punctual, avoid disturbing behaviors in class, maintain discipline in classroom and following classroom rules and regulations. Involving in learning include make efforts for learning, participate in class decisions, response to the questions, finishing class assignments regularly and on time, give extra efforts and time for learning. Participation in academic and non-academic activities refer to take part in curricular and non-curricular activities such as student organizations, sports teams and discipline maintain team.

2.8.3 Affective Engagement

Affective engagement means students' feeling about their learning, peers, teachers, environment and other staff of their school. When student is affectively

engaged with their learning they have positive feelings about his institution and teachers which help them to have enhance learning and find different ways to engage student with their learning (Hart et al., 2011).

According to Lee (2014) Affective engagement is also known as emotional engagement or psychological engagement. Affective engagement includes sense of affiliation and sense of belongingness toward their school, teachers and peers. It also includes affective reaction for participating in different activities and tasks at school. Affective engagement involves different emotions during learning process and in institution like being happy, being sad, being anxious and being bored. Positive emotions toward learning lead to student have a sense of belonging at institution. Senses of belonging include feeling of accepted and valued people at school.

2.9 Research studies

Lee (2014) conducts a study to examine the relationship between student engagement and academic performance. The study indicates that behavior engagement and emotional engagement significantly affect the student performance. Author suggest that educators, policy makers, curriculum developer and research communities need to give attention to find different strategies and techniques for student engagement and find different ways to increase student engagement.

Devito (2016) conduct a study to find the factor influencing student engagement in the middle school. The purpose of this study is to assess and outline the factors which effect student engagement. Through survey and focus group interviews researcher enlist five factors communication, interaction between teachers and student, academic challenges, classroom environment and family environment.

This study finds that these factors significantly affect student engagement and succeed academically.

Kashif and Basharat (2014) present a study about factors impacting university students' engagement with classroom activities. This study aim to find out different factors which contribute university students to engage in classroom activities in the context of developing country. Student engagement is the topic of interest for policy makers at higher education because lack of interest of student toward their learning. Findings show that Student like to engaged in their learning with the all classroom activities and enhance their knowledge because they think that it is important to get better marks in higher level studies. Researcher also highlight that in Pakistan student perceive that they like to engaged in classroom activities to get a higher grades so there is a positive link between higher grades and student engagement.

Buijs & Admiraal, (2013) conduct a study about Homework assignments to enhance student engagement in secondary education. Teachers often complain that student not take interest in classroom activities disengage with their learning and show passive attitude toward their assignments. Researcher found that through different type of assignments student take interest in learning as compare to same format and method.

2.10 Assessment practices and students' engagement

Overall and Sangster (2006) mention in their book about the questioning method during the lesson. According to them questioning method contribute in student engagement and proper questioning by teachers and student it enhance learning and teaching process. Effective learning is occurs with the help of effective participation and interaction between teachers and students. Question answer is the

learning and teaching method which use in class for better understanding. It use by teachers to check student understanding level and student use to clear their ideas and understanding about different lessons. It also help to engage student with their learning when student involve in classroom participation and trying to ask questions it mean that students are active and engage with their learning. Audio, visual aids are the most effective learning and teaching tools for student engagement. These tools help teachers to present the lesson and make the connection with the real word (Bond, Czernkowski & Wells, 2012). Bond et al. (2012): Hernandez (2008) stated that teacher student feedback is also a significant method for engage and motivate student with their learning. Teachers provide feedback to students about their learning and student trying to improve with the help of teachers' feedback. Student feedback is also important for teachers it also provide the ways for teachers to improve their learning strategies and enhance teaching and learning process.

2.11 Conclusion

This chapter present a compressive summary of previous research studies on the various aspects of the present topic "Effect of teachers' assessment practices on students' engagement at higher education level". This review cover the aspects like assessment practices which focus on five practices quizzes, presentation, assignments, discussions and projects. Also discuss the second variable which is students' engagement which includes different domains like affective engagement, cognitive engagement and behavioural engagement. For this purpose researcher surveyed scholar articles, handbooks, e-books, journals and other such sources related to the topic and its areas. This review objectively evaluates and clarifies previous researches in the topic.

CHAPTER 3

RESEARCH METHODOLOGY AND PROCEDURE

This chapter was meant to explain the methodology and procedure of research study and design. Research approach, Population, sample and sampling techniques were explained in this chapter. Furthermore data collection, procedure and instruments for data collection also explained briefly. Validity and reliability of instruments which was checked through pilot testing were focused in this chapter.

3.1 Research Design and approach

Research design depends on the purpose it serves. The purpose of this research was to examine the effect of teachers' assessment practices which were (presentation, projects, assignments, discussions and quizzes) on students' engagement (affective engagement, cognitive engagement and behavioral engagement) at higher education level. This study was descriptive survey in nature and quantitative research approach was used to collect and analyze the data. Faculty of social sciences and students of public universities in Islamabad were the population of this study. Data was collected through questionnaires. Two questionnaires were used in this study, one for teachers to check teachers' assessment practices which was self-developed questionnaire and another was adapted questionnaire which was used for students to check students' engagement at higher education level. Data was analysed through descriptive and inferential statistical tools of Mean, correlation and regression.

3.2 Population of the study

Teaching faculty and students of public sector universities in Islamabad were taken as population. Total population of the faculties and the students in public sector universities was 988 and 10130 respectively.

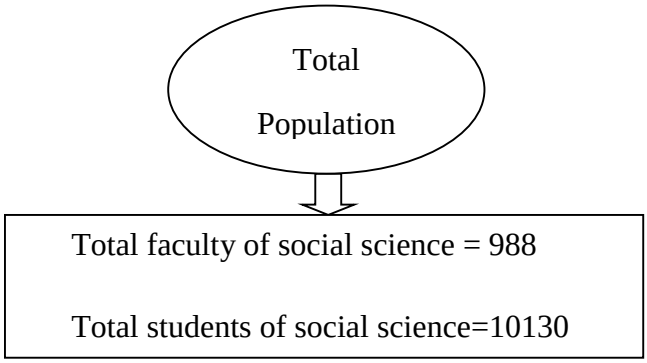

Figure No: 3.1 Total population

3.3 Sample Technique

Sampling is the method of selecting respondents for the study. Data was collected from the sample in order to generalize the responses and findings to the whole population. For this purpose many research books have enlisted many techniques through which the researcher could select the real respondents. This process is called sampling technique. For this study, convenient sampling technique was used. For the sample size more than 10% of the population must respond as many researchers believe that it is an appropriate amount of respondents for a descriptive research. (Cohan, 2005, Gay et al, 2001)

3.4 Sample of the study

The sample of this study included 10% of the total population. Total number of teachers that were teaching in social science departments in public sector universities were 988. From the whole population 98 teachers were included in

sample which makes 10% of the total population. Similarly, 10% students were selected as a sample from the total population (1013).

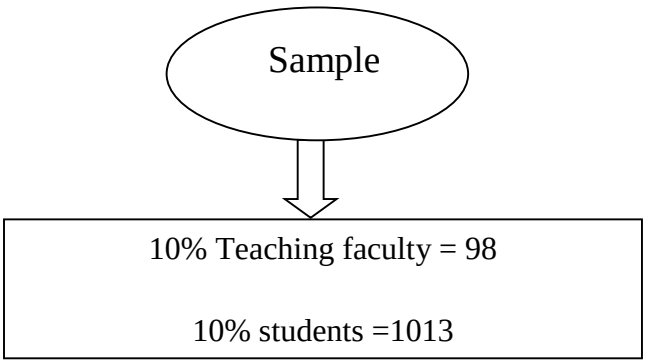

Figure No: 3.2 Sample size

3.5 Research Instrument

Research instruments are the fact finding tools which are used for collecting data for research purpose. Research instruments include questionnaires, interviews, observation and documents review. Valid and reliable tools were used for data collection because validity and reliability of research study ensures appropriateness of instrument.

In this study, five point Likert scale tool was used for collection of data. Two questionnaires were used in this study, one for teachers to explore teachers' assessment practices which were teachers' assessment practices scale and another for students to check students' engagement which was students' engagement scale. Participants were thoroughly briefed about the purpose and mode of data collection before responding.

3.5.1 Development of teachers' assessment scale

Researcher followed some steps to develop the questionnaire for teachers' assessment practices. Researcher kept the objectives and hypotheses in mind for the

development of demographic variables. Information was collected which supported the study for example if the study was about the teachers' experience then asked about their experience likewise if study was about gender asked about gender, whatever the demand of the study as that information was added. Researcher kept conceptual framework in mind and started making items related to the framework. Then selected the appropriate scale according to the statement as yes or no, then use five point likert scales, strongly agree, agree, neutral, disagree and strongly disagree and many more options but researcher select according to the statement. After that the validity was confirmed from the experts of field, then pilot testing was done and then reliability was checked. Questionnaire provided to five education experts for validation and content validity was ensured. Tool was finalized having 30 items. Questionnaire was attached in annexure B.

3.6.2 Procedure of adapted tool

Adapted questionnaire was used for students' response which was taken from Hart, Stewart and Jimerson, (2011), which includes 34 items. Questionnaire was attached in annexure C. For using of adapted questionnaire proper permission was taken from the source and the permission letter is attached in annexure G.

Table 3.1

Items number according to variable and sub variables

Variables'	**Sub Variables'**	**Items**
Assessment practices		30
	Presentation	3, 4, 13, 14,24,30
	Projects	5,6,15,16,25,29
	Assignment	7,8,17,18,26,28
	Quizzes	1, 2,11,12,22,23
	Discussion	9,10,19,20,21,27
Students' engagement		36
	Affective Engagement	12
	Behavior Engagement	12
	Cognitive Engagement	12

3.6 Data collection

Data collection is an essential characteristic of any type of research study. It is the process of gathering and measuring data on targeted variables in systematic way and then enables one to answer relevant questions and evaluate outcomes. The goal of data collection is to get the evidence that can be translated to rich data analysis. For

the purpose of research study, the data was collected through personal visits to the selected public sector universities and data also collected through google forms due to covid 19 pandemics.

3.7 Data analysis

Data Analysis is a systematic application of statistical techniques to describe, illustrate, recap and present data. For analysis of data statistical techniques of mean, correlation and regression were used. To explore the teachers' assessment practices and students' engagement descriptive statistical technique of mean were applied and to investigate the effect of teachers' assessment practices on students' engagement at higher education level regression and correlation were applied. Formula of linear regression and correlation were suitable to test the hypotheses so for this purpose correlation was used to check the relationship between two variables and linear regression was used to check the effect of independent variable on the dependent variable.

3.8 Alignment table of objectives, hypotheses and test

Table 3.2

Objectives	Hypotheses	Data Analysis
To explore the students' engagement at higher education level.		Mean

To explore the teachers' assessment practices at higher education level.		Mean
To investigate the effect of teachers' assessment practices on students' engagement at higher education level.	$H_0$1There is no significant effect of teachers' assessment practices on students' engagement at higher education level.	Regression
	$H_0$2(a) There is no significant effect of quizzes on students' cognitive engagement at higher education institutes in Islamabad.	Regression
	$H_0$3(b) There is no significant effect of quizzes on students' affective engagement at higher education institutes in Islamabad.	Regression
	$H_0$4(c) There is no significant effect of quizzes on students' behavioural engagement at higher education institutes in Islamabad.	Regression
	$H_0$5(d) There is no significant effect of quizzes on students' engagement at higher education institutes in Islamabad.	Regression
	$H_0$6(e) There is no significant effect of presentation on students' cognitive engagement at higher education institutes in	Regression

	Islamabad.	
	$H_0$7(f) There is no significant effect of presentation on students' affective engagement at higher education institutes in Islamabad.	Regression
	$H_0$8(g) There is no significant effect of presentation on students' behavioural engagement at higher education institutes in Islamabad.	Regression
	$H_0$9(h) There is no significant effect of presentation on students' engagement at higher education institutes in Islamabad.	Regression
	$H_0$10(i) There is no significant effect of discussion on students' cognitive engagement at higher education institutes in Islamabad.	Regression
	$H_0$11(j) There is no significant effect of discussion on students' affective engagement at higher education institutes in Islamabad.	Regression
	$H_0$12(k) There is no significant effect of discussion on students' behavioural engagement at higher education institutions in Islamabad.	Regression

	$H_0$13(l) There is no significant effect of discussion on students' engagement at higher education institutions in Islamabad.	Regression
	$H_0$14(m) There is no significant effect of projects on students' cognitive engagement at higher education institutions in Islamabad.	Regression
	$H_0$15(n) There is no significant effect of projects on students' affective engagement at higher education institutions in Islamabad.	Regression
	$H_0$16(o) There is no significant effect of projects on students' behavioural engagement at higher education institutions in Islamabad.	Regression
	$H_0$17(p) There is no significant effect of projects on students' engagement at higher education institutions in Islamabad.	Regression
	$H_0$18(q) There is no significant effect of assignments on students' cognitive engagement at higher education institutions in Islamabad.	Regression

	$H_0$19(r) There is no significant effect of assignments on students' affective engagement at higher education institutions in Islamabad.	Regression
	$H_0$20(s) There is no significant effect of assignments on students' behavioural engagement at higher education institutions in Islamabad.	Regression
	$H_0$21(t) There is no significant effect of assignments on students' engagement at higher education institutions in Islamabad.	Regression

3.9 Validity of instrument

Two questionnaires were use one for teachers which was self-developed questionnaire and another for students' which was adapted. These questionnaires consisted of 30 items in teachers' questionnaire and 36 items in students' questionnaire. Respectively to check the content and construct validity of these questionnaires four experts of the field were consulted and after one week these experts provide suggestions relate to questionnaires and according to their feedback both questionnaires were modify and finalized. Experts declared them valid and suitable for data collection and research study. Validity certificates were attached in annexure E-M.

3.10 Pilot testing

After validation of tool pilot testing was conducted for further improvement and modification. Questionnaires were distributed among 100 students and 20 faculty

members of social sciences. Reliability analysis carried out on SPSS version 21. No item was deleted from the questionnaires but experts brought minor chances in the statements according to the constructs.

3.11 Reliability of the Instrument

Reliability of the test measure for the consistency in results. For the determination of the reliability following statistical procedure were carried out on respondent of 100 students and 20 teachers from public universities in Islamabad.

3.12 Teachers' Questionnaire reliability

3.12.1 Reliability (Cronbach's Alpha)

Table 3.3

Alpha reliability coefficient of Questionnaire (N=30)

Sub scales	**Items**	**Alpha coefficient**
Assignments	06	.76
Presentations	06	.56
Projects	06	.82
Quizzes	06	.71
Discussion	06	.75
Overall Reliability of Cornbach's Alpha		.95

It determines the internal consistency of an instrument. So this analysis was applied for the determination of the research items reliability. Following results were yield from the teacher's questionnaire and its subscales.

3.12.2 Inter Scales Correlation of teachers' assessment scale

Table 3.4

Results of Inter scales correlation

	Quiz	Project	discussion	Assignment	Presentation
Quiz	1	.837	.846	.717	.845
Project		1	.812	.808	.846
Discussion			1	.911	.747
Assignment				1	.717
Presentation					1

Inter scales correlation showed the correlation coefficient among constructs and it was computed through with the help of SPSS. This table present the inter scale correlation of the five construct or subscale of the questionnaire were computed to find out its construct validity and correlation among these five variables. The result of this table show that these five sub scales Quizzes, presentation, project, assignment and discussion have strong positive correlation with each other but the highest

correlation was between assignment and discussion which is .911. So researcher concluded that assignment and discussion had strong positive correlation with each other.

3.12.3 Total items Correlation of teachers' assessment practices scale

Table 3.5

Total Item Correlation (N=30)

Items	**Correlation**	**Items**	**Correlation**
1	.635	16	.800
2	.722	17	.779
3	.737	18	.764
4	.676	19	.816
5	.757	20	.603
6	.843	21	.558
7	.661	22	.602
8	.593	23	.549
9	.696	24	.628
10	.659	25	.633
11	.571	26	.506
12	.570	27	.560
13	.503	28	.558
14	.574	29	.558
15	.532	30	.535

Total Item correlation was showed the correlation among each and every item individually. To find the total item correlation, items were computed by using SPSS through analysis on a sample of 20 faculty members of public sector universities in Islamabad. Item correlation indicated that all 30 items were correlate with the total score of the questionnaire and reliable for measuring the research variables. The correlation ranged from .503 to .843.

3.13 Students' Engagement Questionnaire Reliability

3.13.1 Reliability (Cronbach's Alpha)

Table 3.6

Alpha reliability coefficient of Questionnaire (N=30)

Subscale	**Items**	**Alpha Coefficient**
Affective Engagement	12	.705
Behavioral Engagement	12	.783
Cognitive Engagement	12	.841
Overall Reliability (Cronbach's Alpha)		.741

Reliability measure the internal consistency of an instrument. This analysis was used to check the students' engagement questionnaire reliability so the given table showed the result about questionnaire and its subscales.

3.13.2 Inter scale correlation of students' engagement scale

Table 3.7

Inter Scales Correlation results

	Affective Engagement	**Behavioural Engagement**	**Cognitive Engagement**
Affective Engagement	1	.602	.607
Behavioral Engagement		1	.646
Cognitive Engagement			1

Inter scales correlation of the 03 subscales cognitive, behavioral and affective engagement of the students' engagement questionnaire was computed in order to determine its construct validity and to find out correlation coefficient among the three subscales.

This table indicated that all sub scales cognitive, behavioural and affective engagement had a strong positive correlation with each other. Highest correlation is found between behavioural engagement and cognitive engagement.

3.13.3 Items Total Correlation of students' engagement scale

Table 3.8 *Item Total Correlation (N=36)*

Item	Correlation	Item	Correlation	Item	Correlation
1	.534	13	.666	25	.662
2	.536	14	.526	26	.520
3	.516	15	.569	27	.690
4	.502	16	.631	28	.611
5	.697	17	.510	29	.547
6	.673	18	.509	30	.571
7	.632	19	.694	31	.601
8	.545	20	.512	32	.532
9	.510	21	.509	33	.678
10	.553	22	.606	34	.524
11	.534	23	.559	35	.566
12	.533	24	.604	36	.540

Total items of correlation were computed by using the SPSS version 21 through analysis on a sample of 100 students in Public sector universities in Islamabad. Table elaborates the item total correlation of the questionnaire. Test revealed that all the 36 items were highly correlated with the total score of the questionnaire. It was also indicated that these 36 items were reliable for measuring the required research variables. The correlation ranged from the .502 to .697.

CHAPTER 4

DATA COLLECTION AND ANALYSIS

Interpretation and analysis of data through different tables were explained and discussed in this chapter. Teachers' and students' of public sector universities in Islamabad were included in the research sample, so the data was collected from teachers and students. For the sake of data collection two questionnaires were used. Teachers' questionnaire was self-developed which was used to check teachers' assessment practices and students' engagement questionnaire was adapted which was used to check students' engagement. Before administration validity was checked through experts and reliability of tools were checked through pilot testing.

4.1 Descriptive statistic

Table 4.1

Distribution of teachers according to their departments

Department	**Frequency**	**Percent %**
Education	20	20.6
Economics	33	33.6
Psychology	28	28.5
English	11	11.2
International relation	6	6.1
Total	98	100

Table 4.1 showed the distribution of faculties of social science in various departments. 20 responses from education department, 33 responses from economics, 28 responses from psychology, 11 responses from English and 6 responses from international relation which was total 98 faculties of social science in public universities were the total sample include in this research.

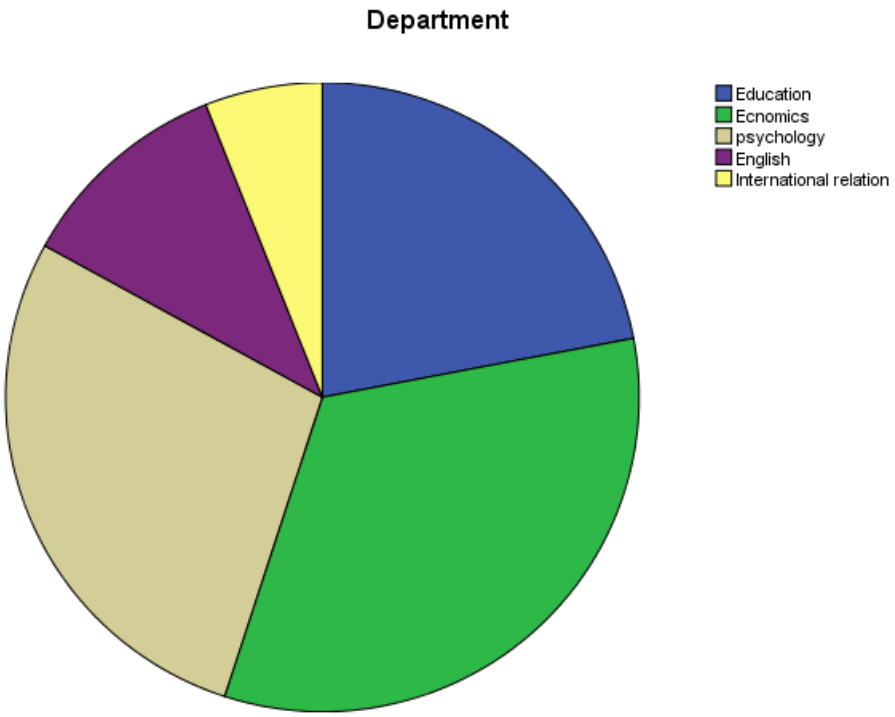

Figure No: 4.1 Department wise distribution of the sample of teachers (N=98)

Table 4.2

Distribution of teachers according to their gender

Gender	**Frequency**	**Percent %**
Male	31	31.6
Female	67	68.4
Total	98	100

Table 4.2 showed the gender distribution of faculties of social science in various departments. 31 male and 67 female participants were participate in this survey. As compare to male faculty members, female faculty members were more participated so total 98 faculty members of social science in public universities were included in this research.

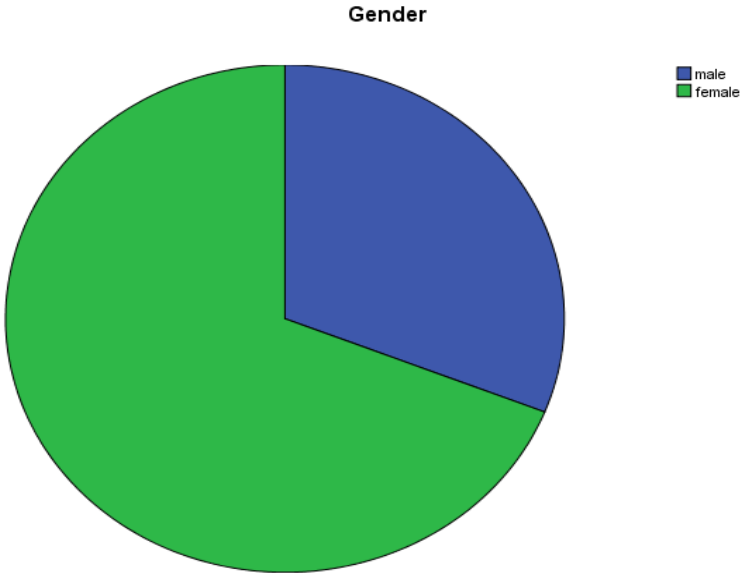

Figure No: 4.2 Gender wise distribution of the sample (N:98)

Table 4.3

Distribution of teachers according to their qualification

Qualification	**Frequency**	**Percent%**
MPhill	41	41.8
Doctorate	47	47.9
Post Doctorate	10	10.3
Total	98	100

Table 4.3 expressed the qualification of respondents that the most faculty of public sector universities had doctorate degree, this was 47 and 41 have MPhill degree and 10 faculties had post doctorate degree this was the lowest percentage.

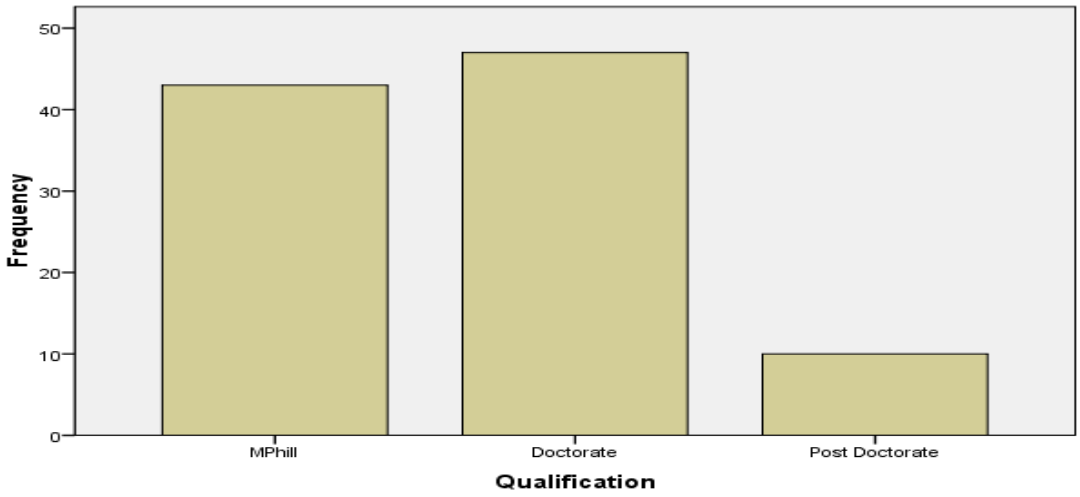

Figure No: 4.3 distribution of sample according to their qualification (N:98)

Table 4.4

Distribution of teachers' according to their experience

Experience	**Frequency**	**Percent %**
1-3	5	5 .1
6-9	27	27.5
10-12	32	32.6
13-15	21	21.4
Above 15	13	13.2
Total	98	100

Table 4.4 expressed the teaching experience of faculties in public sector universities the most respondents had experiences10-12 years this was 32. While 5 respondents have 1-3 years teaching experience, this was the lowest percentage.

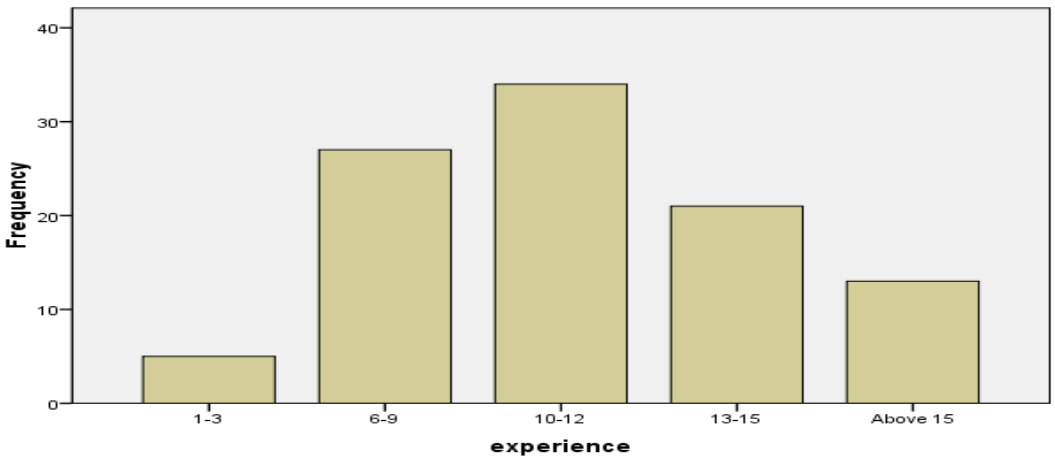

Figure No: 4.4 Experience wise distribution of teachers' sample (N: 98)

4.2 Descriptive statistics about Students' engagement questionnaire

Table 4.5

Distribution of students' according to their age

Age	**Frequency**	**Percent%**
18-20	111	10.9
21-23	612	60.4
24-26	290	28.6
Total	1013	100

Table 4.5 indicated the age groups of students' participants in public sector universities. Total 3 age groups were included in this survey the most responses from the age group of 21-23 years which was 60.4%, other participants were from 24-26 which was 28.6% and the lowest percentage was 10.9% and the age group was 18-20 years.

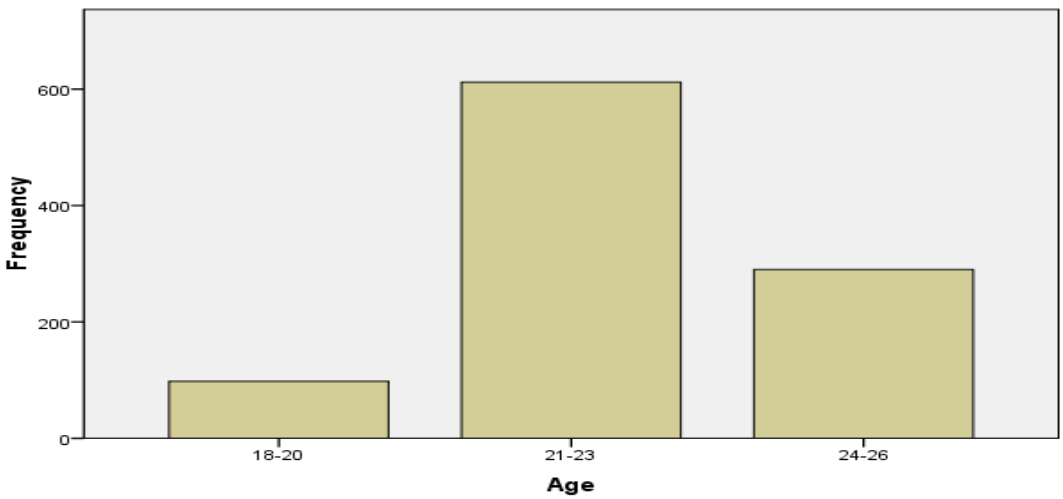

Figure No: 4.5 Distribution of students according to their age (N=1013)

Table 4.6

Distribution of students according to their gender

Gender	**Frequency**	**Percent%**
Female	540	53.3
Male	473	46.6
Total	1013	100

Table 4.6 represented the gender of students' responses from public sector universities. Female students' responses were 540 and the male participant responses were 473 in the survey so the total sample was 1013.

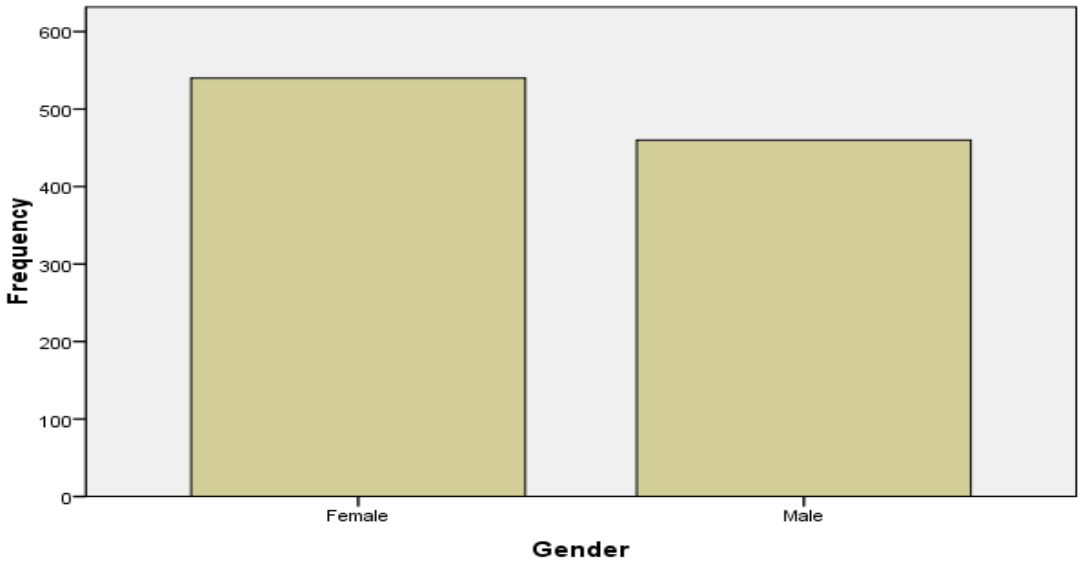

Figure No: 4.6 Gender wise distribution of students' sample (N:1013)

Table 4.7

Distribution of students' according to their class level

Class	**Frequency**	**Percent**
BS	621	61.3
Masters	392	38.6
Total	1013	100.0

Table 4.7 showed the respondents' class level in public universities total 1000 sample collected from social science students. More responses were 621 from BS students' which were 61.3% and 392 responses from master student which was 38.6%.

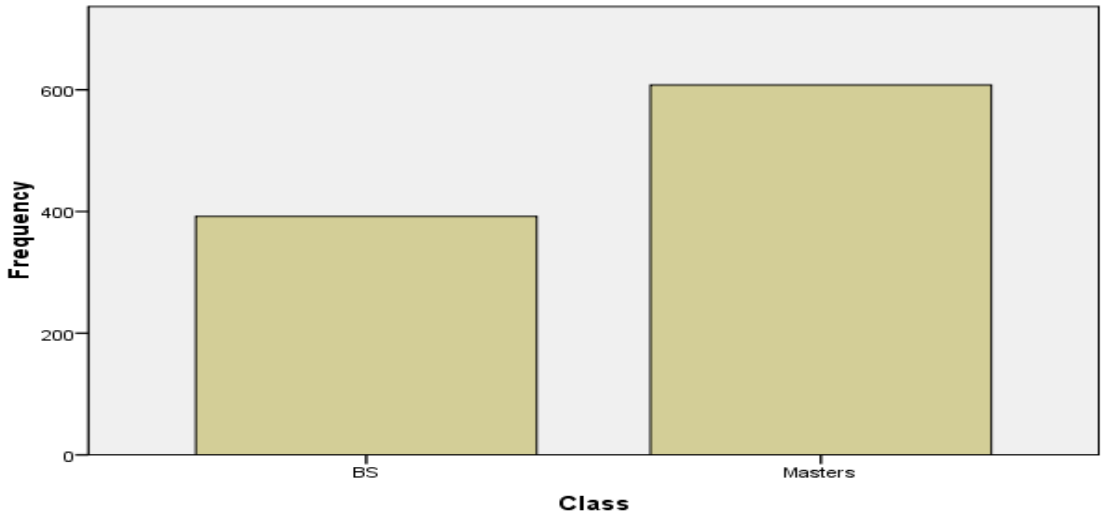

Figure No: 4.7 Class wise distribution of students' sample (N:1013)

Table 4.8

Analysis of teachers' opinion according to statements of assessment practices questionnaire.

S. N	Items		SDA	DA	N	A	SA	Mean
1	I prefer online quiz.	Fre	1	36	2	44	15	3.37
		Per	1.0	36.7	2.0	44.9	15.3	
2	I use quizzes for summative assessment	Fre	1	9	2	62	24	4.01
		Per	1.0	9.2	2.0	63.3	24.5	
3	I prefer individual presentation.	Fre	0	4	3	60	31	4.20
		Per	0.0	4.1	3.1	61.2	31.6	
4	I prefer visual presentations.	Fre	0	7	1	61	29	4.15
		Per	0.0	7.1	1.0	62.2	29.6	
5	I prefer project work to engage student with their learning.	Fre	0	2	1	66	29	4.25
		Per	0.0	2.0	1.0	67.3	29.6	
6	I prefer group projects.	Fre	2	30	2	32	32	3.32
		Per	2.0	30.6	2.0	32.7	32.7	
7	I prefer online assignment.	Fre	20	33	5	30	10	2.77
		Per	20.4	33.7	5.1	20.6	10.2	
8	I prefer written	Fre	10	12	1	56	19	3.58

	assignments.	Per	10.2	12.2	1.0	57.1	19.4	
9	I prefer panel discussion.	Fre	1	9	0	61	27	4.07
		Per	1.0	9.2	0.0	62.2	27.6	
10	I use discussion to check student understanding level about any topic.	Fre	1	8	2	63	24	
		Per	1.0	8.2	2.0	64.3	24.5	4.04
11	I prefer quiz at the end of class.	Fre	1	5	2	67	23	4.10
		Per	1.0	5.1	2.0	68.4	23.5	
12	I prefer one question quiz.	Fre	2	5	2	68	21	4.04
		Per	2.0	5.1	2.0	69.4	21.4	
13	I prefer group presentation.	Fre	1	22	4	47	24	3.75
		Per	1.0	22.4	4.1	48.0	24.5	
14	I prefer oral presentation	Fre	2	6	5	60	25	4.03
		Per	2.0	6.1	5.1	61.2	25.5	
15	Project work motivate student toward their learning.	Fre	2	10	1	64	21	3.96
		Per	2.0	10.2	1.0	65.3	21.4	
16	I prefer individual project work.	Fre	5	7	3	57	26	3.96
		Per	5.1	7.1	3.1	58.2	26.5	
17	I prefer descriptive type questions in assignment.	Fre	4	7	4	54	29	3.99
		Per	4.1	7.1	4.1	55.1	29.6	

18	I prefer group assignment.	Fre	4	9	6	48	31	3.96
		Per	4.1	9.2	6.1	49.0	31.6	
19	I prefer peer discussion.	Fre	4	23	1	44	26	3.69
		Per	4.1	23.5	1.0	44.9	26.5	
20	I prefer whole class discussion.	Fre	6	8	5	40	39	4.01
		Per	6.1	8.2	5.1	40.8	39.8	
21	I prefer debate discussion.	Fre	4	8	3	53	30	3.97
		Per	4.1	8.2	3.1	54.1	30.6	
22	I prefer objective type questions in quiz.	Fre	5	11	2	57	23	3.85
		Per	5.1	11.2	2.0	58.2	23.5	
23	I use quiz for formative assessment.	Fre	3	17	2	55	21	3.74
		Per	3.1	17.3	2.0	56.1	21.4	
24	I use presentation to gather sample of student work.	Fre	3	13	1	59	22	3.86
		Per	3.1	13.3	1.0	60.2	22.4	
25	I give same project work to whole class.	Fre	22	37	4	28	7	2.77
		Per	22.4	37.2	4.0	28.6	7.1	
26	I prefer individual assignments.	Fre	5	8	4	46	35	3.99
		Per	5.1	8.2	4.1	46.9	35.7	
27	I prefer group discussion.	Fre	4	13	2	58	21	3.81
		Per	4.1	13.3	2.0	59.2	21.4	

28	I use assignments to check student writing fluency.	Fre	4	10	1	48	35	4.03
		Per	4.1	10.2	1.0	49.0	35.7	
29	I assess student creativity through projects.	Fre	7	8	0	39	44	4.07
		Per	7.1	8.2	0	39.8	44.9	
30	I prefer presentations at the end of class.	Fre	6	11	4	46	31	3.83
		Per	6.1	11.2	4.1	44.9	31.6	

Analysis of statement 1 expressed that 15.3% teachers responses were strongly agreed and 44.9% agreed with the statement I prefer online quizzes. Although 36.7% disagreed with the statement and 1% strongly disagreed while 2% responses were neutral. The result indicated that major respondents were agreed with this statement.

Analysis of statement 2 expressed that 24.5% responses were strongly agreed and 63.3% responses were agreed with the statement I use quizzes for summative assessment. 2% responses were neutral while 9.2% responses were disagreed and 1% responses are strongly disagreed. The results concluded that majority of respondents were agreed with this statement.

Analysis of statement 3 presented that 31.6% respondents strongly agreed and 61.2% respondents agreed with the statement I prefer individual presentation. Although 4% responses were disagreed and 3% responses were neutral. The results showed that majority of respondents were agreed with this statement.

Analysis of statement 4 showed that 29% responses were strongly agreed and 61% responses were agreed. While 1% responses were neutral and 7% disagreed with this

statement I prefer visual presentation. Results indicated that more respondents were agreed with this statement.

Analysis of statement 5 indicated that 29.6% responses were strongly agreed and 67.3% responses were agreed. While 1% response was neutral and 2% responses were disagreed to the statement I prefer project work to engage students with their learning. Results showed that majority of respondents were agreed with this statement.

Analysis of statement 6 presented that 31.7% responses were strongly agreed and 32.7% responses were agreed about the statement I prefer group projects. 2% responses were neutral, 30.6% disagreed and 2% responses were strongly disagreed. The results indicated that more respondents were agreed with this statement.

Analysis of statement 7 expressed that 10.2% teachers strongly agreed and 30.6% responses were agreed with this statement I prefer online assignments. Although 5% responses were neutral, 33.7% were disagreed and 20.4% strongly disagreed. The results showed that majority of responses were disagreed about this statement.

Analysis of statement 8 presented that 19.4% responses were strongly agreed about the statement I prefer written assignments. While 57.1% teachers were agreed, 1% responses were neutral about this statement. 12% responses were disagreed and 10% strongly disagreed. Results indicated that most of the respondents agreed about this statement.

Analysis of statement 9 expressed the responses about the statement I prefer panel discussion. 27.6% responses were strongly agreed, 62.2% responses were agreed, 9% disagreed and 1% strongly disagreed about the statement. Results showed that majority of responses were agreed about this statement.

Analysis of statement 10 showed the teachers responses about the statement I use discussion to check the student understanding level about any topic. 24.5% teachers strongly agreed the statement while 64.3% respondents were agreed, 8% disagreed and 1% strongly disagreed. The results indicated that majority of teachers agreed this statement.

Analysis of statement 11 expressed that 23.5% teachers responses were strongly agreed and 68.4% agreed with the statement I prefer quizzes at the end of class. Although 5% respondents were disagreed with the statement and 2% strongly disagreed while 2% responses were neutral. The result indicated that major respondents were agreed with this statement.

Analysis of statement 12 expressed that 21.4% responses were strongly agreed and 69.4% responses were agreed with the statement I prefer one question quiz. 2% responses were neutral while 5% responses were disagreed and 2% responses were strongly disagreed. The results concluded that majority of respondents were agreed with this statement.

Analysis of statement 13 present that 24.4% respondents were strongly agreed and 48% respondents were agreed with the statement I prefer group presentation. Although 22.4% responses were disagreed and 4% are neutral. The results showed that majority of respondents were agreed with this statement.

Analysis of statement 14 shows that 25.5% responses were strongly agreed and 61.2% responses were agreed. While 5% responses were neutral, 6% disagreed and 2% strongly disagreed with this statement I prefer oral presentation. Results indicated that more respondents were agreed with this statement.

Analysis of statement 15 indicated that 21.4% responses were strongly agreed and 65.3% responses were agreed. While 1% response were neutral, 10% disagreed and 2% responses were strongly disagreed to the statement project work motivate sudents' toward their learning. Results showed that majority of respondents agreed with this statement.

Analysis of statement 16 presented that 26.5% responses were strongly agreed and 58.2% responses were agreed about the statement I prefer individual project work. 3% responses were neutral, 7% disagreed and 5% responses were strongly disagreed. The results indicated that more respondents were agreed with this statement.

Analysis of statement 17 expressed that 29.6% teachers were responded strongly agreed and 55.1% responses were agreed with this statement I prefer descriptive type questions in quiz. Although 4% responses were neutral, 7% were disagreed and 4% strongly disagreed. The results showed that majority of responses were agreed about this statement.

Analysis of statement 18 presented that 31.6% responses were strongly agreed about the statement I prefer group assignments. While 49% teachers were agreed, 6% responses were neutral about this statement. 9% responses were disagreed and 4% strongly disagreed. Results indicated that most of the respondents agreed about this statement.

Analysis of statement 19 expressed the responses about the statement I prefer peer discussion. 26.5% responses were strongly agreed, 44.9% responses were agreed, 23.5% disagreed and 4% strongly disagreed about the statement. Results showed that majority of responses were agreed about this statement.

Analysis of statement 20 showed the teachers' responses about the statement I prefer whole class discussion. 39.8% teachers strongly agreed the statement while 40% respondents were agreed, 5% responses were neutral, 8% disagreed and 6% strongly disagreed. The results indicated that majority of teachers agreed this statement.

Analysis of statement 21 indicated that 30.6% responses were strongly agreed and 54.1% responses were agreed. While 3% response were neutral, 8.2% responses were disagreed and 4% responses were strongly disagreed to the statement I prefer debate discussion. Results showed that majority of respondents were agreed with this statement.

Analysis of statement 22 presented that 23.5% responses were strongly agreed and 58.2% responses were agreed about the statement I prefer objective type questions in quiz. 2% responses were neutral, 11.2% disagreed and 5% responses were strongly disagreed. The results indicated that more respondents were agreed with this statement.

Analysis of statement 23 expressed that 21.4% teachers strongly agreed and 56.1% responses were agreed with this statement I use quiz for formative assessment. Although 2% responses were neutral, 17.3% were disagreed and 3% strongly disagreed. The results showed that majority of responses were disagreed about this statement.

Analysis of statement 24 presented that 22.4% responses were strongly agreed about the statement I use presentation to gather sample of student work. While 60% teachers were agreed, 1% responses were neutral about this statement. 13% responses were disagreed and 3% strongly disagreed. Results indicated that most of the respondents agreed about this statement.

Analysis of statement 25 expressed the responses about the statement I give same project work to whole class. 7.1% responses were strongly agreed, 37.2% responses were agreed, 4% were neutral, 27.2% responses were disagreed and 22.4% strongly disagreed about the statement. Results showed that majority of responses were disagreed about this statement.

Analysis of statement 26 showed the teachers responses about the statement I prefer individual assignments. 35.7% teachers strongly agreed the statement while 46.9% respondents were agreed, 5% neutral, 8% disagreed and 5% strongly disagreed. The results indicated that majority of teachers agreed this statement.

Analysis of statement 27 expressed that 21.4% teachers responses were strongly agreed and 69.2% agreed with the statement I prefer group discussion. Although 13.3% respondents were disagreed with the statement and 4% strongly disagreed while 2% responses were neutral. The result indicated that major respondents were agreed with this statement.

Analysis of statement 28 expressed that 35.7% responses were strongly agreed and 49% responses were agreed with the statement I use assignments to check student writing fluency. 1% responses were neutral while 10.2% responses were disagreed and 4.1% responses were strongly disagreed. The results concluded that majority of respondents were agreed with this statement.

Analysis of statement 29 indicated that 44.9% respondents were strongly agreed and 39.8% respondents were agreed with the statement I assess students creativity through projects. Although 8.2% responses were disagreed and 7.1% were strongly disagreed. The results showed that majority of respondents were agreed with this statement.

Analysis of statement 30 showed that 31.6% responses were strongly agreed and 46.9% responses were agreed. While 4% responses were neutral, 11.2% disagreed and 6.1% strongly disagreed with this statement I prefer presentations at the end of class. Results indicated that more respondents were agreed with this statement.

Table 4.9

Analysis of students' opinion according to statement of questionnaire

S. N	**Items**		**SDA**	**DA**	**N**	**A**	**SA**	**Mean**
1	I am very interested in learning.	Fre	28	44	69	423	449	4.21
		Per	2.8	4.3	6.8	41.8	44.3	
2	I think what we are learning in institution is interesting.	Fre	53	57	84	438	381	4.02
		Per	5.2	5.6	8.3	43.2	37.6	
3	I like what I am learning in class.	Fre	47	62	84	406	414	4.06
		Per	4.6	6.1	8.3	40.1	40.9	
4	I enjoy learning new things in class.	Fre	29	78	68	397	441	4.13
		Per	2.9	7.7	6.7	39.2	43.5	
5	I think learning is boring.	Fre	158	122	101	305	327	3.51
		Per	15.6	12.0	10.0	30.1	32.3	
6	I like my teachers teaching style.	Fre	18	59	110	434	392	4.11
		Per	1.8	5.8	10.9	42.8	38.7	
7	I am proud to be at this	Fre	54	70	114	417	358	4.06

	institution.	Per	5.3	6.9	11.3	41.2	35.3	
8	Most mornings, I look forward to going to attain classes.	Fre	72	62	111	400	368	
		Per	7.1	6.1	11.0	39.5	36.3	4.08
9	I am happy to be at this institution.	Fre	38	59	97	402	417	4.91
		Per	3.8	5.8	9.6	39.7	41.2	
10	I feel comfortable with my peers.	Fre	19	77	104	434	379	4.94
		Per	1.9	7.6	10.3	42.8	37.4	
11	I like the environment of my institution.	Fre	31	66	95	486	335	4.09
		Per	3.1	6.5	9.4	48.0	33.1	
12	I feel fresh in class.	Fre	27	62	89	452	383	4.09
		Per	2.7	6.1	8.8	44.6	37.8	
13	I try hard to do well in my studies.	Fre	35	65	66	463	384	4.08
		Per	3.5	6.4	6.5	45.7	37.9	
14	In class, I work as hard as I can.	Fre	21	83	67	487	355	4.06
		Per	2.1	8.3	6.6	48.1	35.0	
15	When I'm in class, I participate in class activities.	Fre	33	87	54	435	404	4.08
		Per	3.3	8.6	5.3	42.9	39.9	
16	I pay attention in class.	Fre	40	73	48	489	363	4.05
		Per	3.9	7.2	4.7	48.3	35.8	

17	When I'm in class, I just act like I'm working.	Fre	413	483	38	51	28	2.19
		Per	40.8	47.7	3.8	5.0	2.8	
18	In class, I do just enough to get by.	Fre	37	482	43	393	58	3.88
		Per	3.7	47.6	4.2	48.8	5.7	
19	When I'm in class, my mind wanders.	Fre	66	79	49	455	364	3.96
		Per	6.5	7.8	4.8	44.9	35.9	
20	If I have trouble understanding a problem, I go over it again until I understand it.	Fre	21	50	62	497	383	
		Per	2.1	4.9	6.1	49.1	37.8	4.16
21	When I run into a difficult assignment problem, I keep working at it until I think I've solved it.	Fre	25	57	39	488	404	4.17
		Per	2.5	5.6	3.8	48.2	39.9	
22	I am an active participant of school activities such as sport day and picnic.	Fre	35	62	49	493	374	4.09
		Per	3.5	6.1	4.8	48.7	36.9	
23	I volunteer to help with school activities such as sport day and parent day.	Fre	36	51	68	494	364	4.08
		Per	3.6	5.0	6.7	48.8	35.9	
24	I take an active role in extra-curricular activities.	Fre	32	63	67	469	382	4.09
		Per	3.2	6.2	6.6	46.3	37.7	

25	When I study, I try to understand the material better by relating it to things I already know.	Fre Per	34 3.4	47 4.6	56 5.5	506 50.0	370 36.5	4.12
26	When I study, I figure out how the information might be useful in the real world.	Fre Per	33 3.3	53 5.2	128 12.6	451 44.5	348 34.4	4.01
27	When learning new information, I try to put the ideas in my own words.	Fre Per	49 4.8	46 4.5	135 13.3	431 42.5	352 34.7	3.98
28	When I study, I try to connect what I am learning with my own experiences.	Fre Per	21 2.1	34 3.4	125 12.3	424 41.9	409 40.4	4.15
29	I make up my own examples to help me understand the important concepts I learn from my institute.	Fre Per	33 3.3	59 5.8	118 11.6	417 41.2	386 38.1	4.05
30	When learning things for institution, I try to see how they fit together with other things I already know.	Fre Per	42 4.2	64 6.3	149 14.7	418 41.8	340 33.6	3.94

31	When learning things for institution, I often try to associate them with what I learnt in other classes about the same or similar things.	Fre Per	50 4.9	64 6.3	157 15.5	419 41.4	323 31.9	3.89
32	I try to see the similarities and differences between things I am learning form institute and things I know already.	Fre Per	41 4.0	62 6.1	143 14.3	413 40.8	354 34.9	3.96
33	I try to understand how the things I learn in university fit together with each other.	Fre Per	42 4.1	38 3.8	144 14.2	423 41.8	366 36.1	4.02
34	I try to match what I already know with things I am trying to learn for institution.	Fre Per	25 2.5	42 4.1	128 12.6	428 42.3	390 38.5	4.10
35	I try to think through topics and decide what I’m supposed to learn from them, rather than studying topics by just reading them over.	Fre Per	25 2.5	48 4.7	129 12.7	419 41.4	392 38.7	4.09

36	When studying, I try to combine different pieces of information from course material in new ways.	Fre Per	21 2.1	55 5.4	113 11.2	436 43.0	388 38.3	4.10

Analysis of statement 1 expressed that 44.3% students responses were strongly agreed and 41.8% agreed with the statement I am interested in learning. Although 4.3% disagreed with the statement and 2.8% strongly disagreed while 6.8% responses are neutral. The result indicated that major respondents were strongly agreed with this statement.

Analysis of statement 2 expressed that 37.6% responses were strongly agreed and 41.8% responses were agreed with the statement I think what we learn in institution is interesting. 6.8% responses were neutral while 4.3% responses were disagreed and 2.8% responses were strongly disagreed. The results concluded that majority of respondents were agreed with this statement.

Analysis of statement 3 indicated that 40.9% respondents strongly agreed and 40.1% respondents agreed with the statement I like what I am learning in class. Although 6.1% responses were disagreed, 4.6% responses were strongly disagreed and 8.3% responses were neutral. The results showed that majority of respondents were strongly agreed with this statement.

Analysis of statement 4 shows that 43.5% responses were strongly agreed and 39.2% responses were agreed. While 6.7% responses were neutral, 7.8% responses were disagreed and 2.9% responses were strongly disagreed with this statement I enjoy

learning new things in class. Results indicated that more respondents were strongly agreed with this statement.

Analysis of statement 5 indicated that 32.3% responses were strongly agreed and 30.1% responses were agreed. While 10.0% responses were neutral, 12.0% respondents were disagreed and 15.6% responses were strongly disagreed to the statement I think learning is boring. Results showed that majority of respondents were strongly agreed with this statement.

Analysis of statement 6 presented that 38.7% responses were strongly agreed and 42.8% responses were agreed about the statement I like my teachers teaching style. 10.9% responses were neutral, 5.8% disagreed and 1.8% responses were strongly disagreed. The results indicated that more respondents were agreed with this statement.

Analysis of statement 7 expressed that 35.3% students' responses were strongly agreed and 41.2% responses were agreed with this statement I am proud to be at this institution. Although 11.3% responses were neutral, 6.9% were disagreed and 5.3% strongly disagreed. The results showed that majority of responses were agreed about this statement.

Analysis of statement 8 presented that 36.3% responses were strongly agreed about the statement Most mornings, I look forward to going to attain classes. While 39.5% teachers were agreed, 11% responses were neutral about this statement. 6.1% responses were disagreed and 7.1% responses were strongly disagreed. Results indicated that most of the respondents agreed about this statement.

Analysis of statement 9 expressed the responses about the statement I am happy to be at this institution. 41.2% responses were strongly agreed, 39.7% responses were agreed, 3.9% responses were neutral, 5.8% disagreed and 3.8% strongly disagreed about the statement. Results showed that majority of responses were strongly agreed about this statement.

Analysis of statement 10 indicated the students' responses about the statement I feel comfortable with my peers. 37.4% teachers strongly agreed the statement while 42.8% respondents were agreed, 10.3% responses were neutral, 7.6% disagreed and 1.9% strongly disagreed. The results indicated that majority of students agreed this statement.

Analysis of statement 11 expressed that 33.1% students' responses were strongly agreed and 48.1% agreed with the statement I like the environment of my institution. Although 6.5% respondents were disagreed with the statement and 3.1% strongly disagreed while 9.4% responses were neutral. The result indicated that major respondents were agreed with this statement.

Analysis of statement 12 expressed that 37.8% responses were strongly agreed and 44.6% responses were agreed with the statement I feel fresh in class. 8.8% responses were neutral while 6.1% responses were disagreed and 2.7% responses were strongly disagreed. The results concluded that majority of respondents were agreed with this statement.

Analysis of statement 13 indicated that 37.9% respondents were strongly agreed and 45.7% respondents were agreed with the statement I try hard to do well in my studies. Although 3.5% responses were strongly disagreed, 6.4% responses were disagreed

and 6.5% are neutral. The results showed that majority of respondents were agreed with this statement.

Analysis of statement 14 indicated that 35.0% responses were strongly agreed and 48.1% responses were agreed. While 6.6% responses were neutral, 8.2% disagreed and 2.1% strongly disagreed with this statement in class, I work as hard as I can. Results indicated that more respondents were agreed with this statement.

Analysis of statement 15 indicated that 39.9% responses are strongly agreed and 42.9% responses are agreed. While 5.3% responses were neutral, 8.6% disagreed and 3.3% responses were strongly disagreed to the statement when I'm in class, I participate in class activities. Results showed that majority of respondents agreed with this statement.

Analysis of statement 16 presented that 35.8% responses were strongly agreed and 48.3% responses were agreed about the statement I pay attention in class. 4.7% responses were neutral, 7.2% disagreed and 3.9% responses were strongly disagreed. The results indicated that more respondents were agreed with this statement.

Analysis of statement 17 expressed that 2.8% students were responded strongly agreed and 5.0% responses were agreed with this statement when I'm in class, I just act like I'm working. Although 3.8% responses were neutral, 47.7% were disagreed and 40.8% strongly disagreed. The results showed that majority of responses were disagreed about this statement.

Analysis of statement 18 presented that 5.8% responses were strongly agreed about the statement in class, I do just enough to get by. While 39.3% teachers were agreed, 4.3% responses were neutral about this statement. 47.8% responses were disagreed

and 3.7% strongly disagreed. Results indicated that most of the respondents disagreed about this statement.

Analysis of statement 19 expressed the responses about the statement when I'm in class, my mind wanders. 35.9% responses were strongly agreed, 44.9% responses were agreed, 7.8% disagreed and 6.5% strongly disagreed about the statement. Results showed that majority of responses were agreed about this statement.

Analysis of statement 20 showed the students' responses about the statement if I have trouble understanding a problem, I go over it again until I understand it. 37.8% students' strongly agreed the statement while 49.1% respondents were agreed, 6.1% responses were neutral, 4.9% disagreed and 2.1% strongly disagreed. The results indicated that majority of teachers agreed this statement.

Analysis of statement 21 indicated that 39.9% responses were strongly agreed and 48.2% responses were agreed. While 3.8% responses were neutral, 5.6% responses were disagreed and 2.5% responses were strongly disagreed to the statement when I run into a difficult assignment problem, I keep working at it until I think I've solved it. Results showed that majority of respondents were agreed with this statement.

Analysis of statement 22 presented that 36.9% responses were strongly agreed and 48.7% responses were agreed about the statement I am an active participant of university activities such as sport day and picnic. 4.8% responses were neutral, 6.1% disagreed and 3.5% responses were strongly disagreed. The results indicated that more respondents were agreed with this statement.

Analysis of statement 23 expressed that 35.9% students' strongly agreed and 48.8% responses were agreed with this statement I volunteer to help with school activities

such as sport day and parent day. Although 6.7% responses were neutral, 5.0% were disagreed and 3.6% strongly disagreed. The results showed that majority of responses were agreed about this statement.

Analysis of statement 24 presented that 37.7% responses were strongly agreed about the statement I take an active role in extra-curricular activities. While 46.3% teachers were agreed, 6.6% responses were neutral about this statement. 6.2% responses were disagreed and 3.2% strongly disagreed. Results indicated that most of the respondents agreed about this statement.

Analysis of statement 25 expressed the responses about the statement when I study, I try to understand the material better by relating it to things I already know. 36.5% responses were strongly agreed, 50% responses were agreed, 5.5% were neutral, 4.6% responses were disagreed and 3.4% strongly disagreed about the statement. Results showed that majority of responses were agreed about this statement.

Analysis of statement 26 indicated the students responses about the statement when I study, I figure out how the information might be useful in the real world. 34.4% teachers strongly agreed the statement while 44.5% respondents were agreed, 12.6% neutral, 5.2% disagreed and 3.3% strongly disagreed. The results indicated that majority of students agreed this statement.

Analysis of statement 27 expressed that 34.7% students responses were strongly agreed and 42.5% agreed with the statement when learning new information, I try to put the ideas in my own words. Although 4.5% respondents were disagreed with the statement and 4.8% strongly disagreed while 13.3% responses were neutral. The result indicated that major respondents were agreed with this statement.

Analysis of statement 28 expressed that 40.4% responses were strongly agreed and 41.9% responses were agreed with the statement when I study, I try to connect what I am learning with my own experiences. 12.3% responses were neutral while 3.4% responses were disagreed and 2.1% responses were strongly disagreed. The results concluded that majority of respondents were agreed with this statement.

Analysis of statement 29 present that 38.1% respondents were strongly agreed and 41.2% respondents were agreed with the statement I make up my own examples to help me understand the important concepts I learn from school. Although 11.6% responses were neutral 5.8% responses were disagreed and 3.3% were strongly disagreed. The results showed that majority of respondents were agreed with this statement.

Analysis of statement 30 shows that 33.6% responses were strongly agreed and 41.3% responses were agreed. While 14.7% responses were neutral, 6.3% disagreed and 4.1% strongly disagreed with this statement When learning things for institution, I try to see how they fit together with other things I already know. Results indicated that more respondents were agreed with this statement.

Analysis of statement 31 indicated that 31.9% responses were strongly agreed and 41.4% responses were agreed. While 15.5% response were neutral, 41.4% responses were disagreed and 31.9% responses were strongly disagreed to the statement When learning things for institution, I often try to associate them with what I learnt in other classes about the same or similar things. Results showed that majority of respondents were agreed with this statement.

Analysis of statement 32 presented that 34.9% responses were strongly agreed and 40.8% responses were agreed about the statement I try to see the similarities and

differences between things I am learning for school and things I know already. 14.1% responses were neutral, 6.1% disagreed and 4.0% responses were strongly disagreed. The results indicated that more respondents were agreed with this statement.

Analysis of statement 33 expressed that 36.1% students responses were strongly agreed and 40.8% responses were agreed with this statement I try to understand how the things I learn in institution fit together with each other. Although 14.1% responses were neutral, 6.1% were disagreed and 4.0% strongly disagreed. The results showed that majority of responses were agreed about this statement.

Analysis of statement 34 presented that 36.1% responses were strongly agreed about the statement I try to match what I already know with things I am trying to learn for institution. While 41.8% students were agreed, 14.2% responses were neutral about this statement. 3.8% responses were disagreed and 4.1% strongly disagreed. Results indicated that most of the respondents agreed about this statement.

Analysis of statement 35 expressed the responses about the statement I try to think through topics and decide what I'm supposed to learn from them, rather than studying topics by just reading them over. 38.7% responses were strongly agreed, 41.4% responses were agreed, 12.7% were neutral, 4.7% responses were disagreed and 2.5% strongly disagreed about the statement. Results showed that majority of responses were strongly agreed about this statement.

Analysis of statement 36 shows the students' responses about the statement when studying, I try to combine different pieces of information from course material in new ways. 38.3% teachers strongly agreed the statement while 43.0% respondents were agreed, 11.2% neutral, 5.4% disagreed and 2.1% strongly disagreed. The results indicated that majority of students agreed with this statement.

4.3 Research objectives

Objective No 1: To explore the teachers' assessment practices at higher education level.

Table No: 4.10

Overall mean value of assessment practices (public sector universities)

S.No	Main variable	Sub variables	Mean value
1	Teachers' Assessment practices		
2		Quizzes	4.85
3		Assignments	4.05
4		Presentations	4.97
5		Projects	4.03
6		Discussions	4.99

Table 4.10 showed the mean value of quizzes, assignments, presentations, projects and discussions. Mean value (4.99) about discussion indicated that most of the teachers prefer discussions as assessment tool in classroom and they were strongly agreed with the statements according to the discussions that they were used different type of discussions like panel discussion, peer discussion, group discussion, whole class discussion and debate discussion to check the students understanding level. Mean value of quizzes was (4.05) which indicated that teachers were agreed about the statements that they prefer quizzes for assessing their students engagement with

learning. Mean value of assignments (4.05) also indicated that teachers were agreed that they prefer assignments. Mean value of presentation (4.97) indicated that most of the teachers were strongly agreed that they prefer to use presentations as an assessment practice. Mean value of projects (4.03) showed that teachers were also agreed for the statement that they prefer projects for assessment practice.

Objective No 2: To explore the students' engagement at higher education level.

Table No: 4.11

Overall mean value of students' engagement (public sector universities)

S.No	Main variable	Sub variable	Mean Value
1	Students' Engagement		
2		Cognitive Engagement	4.03
3		Behavioral Engagement	4.09
4		Affective Engagement	3.17

Table 4.11 showed the mean value of affective engagement, behavioural engagement and cognitive engagement. Mean value of cognitive engagement (4.03) and behavioural engagement (4.09) indicated that most of the respondents were agreed that they feel behaviourally and cognitively engaged with their learning. While the mean score of affective engagement 3.17 showed that the respondents responded as neutral for the effectively engaged with their learning.

4.4 Research Hypotheses

$H_0$1 There is no significant effect of teachers' assessment practices on students' engagement at higher Islamabad institute.

Table 4.12

Correlation between Assessment Practices and Students' Engagement at Higher Education Level

		Students' Engagement	**Assessment Practices**
Students' Engagement	Pearson Correlation	1	.151
Assessment Practices	Pearson Correlation	.151	1

Table 4.12 showed the correlation between teachers' assessment practices and students' engagement at higher education. The Pearson correlation value was .151 it indicated that there was a weak relationship between teachers' assessment practices and students' engagement at higher education level.

Table 4.13

Linear Regression of effect of teachers' assessment practices and students' engagement.

Predictor	B	t value	R square	Sig
Teachers' Assessment practices	.055	.508	.003	.061

a. Predictors: Teachers' assessment practices

b. Dependent variable: students' engagement

In table 4.13 regression analyses indicated that teachers' assessment practices independent variable indicated no significant effect on the students' engagement which was dependent variable (Sig = 0.06) and R^2 value (.003) indicated that 0.3 percent variation in dependent variable (students' engagement) described by independent variable (teachers' assessment practices).

Thus $H_0$1 "There is no significant effect of teachers' assessment practices on students' engagement at higher education level" fail to reject.

$H_0$2 : There is no significant effect of quizzes on students' engagement at higher education level.

Table 4.14

Pearson correlation between quizzes and students' engagement

		Students' Engagement	**Quizzes**
Students' Engagement	Pearson Correlation	1	.106
Quizzes	Pearson Correlation	.106	1

Table 4.14 show the correlation between quizzes which was independent variable and students' engagement dependent variable The Pearson correlation value was .106 which indicated that quizzes and students' engagement had a weak correlation with each other.

Table 4.15

Linear Regression of effect of quizzes on students' engagement.

Predictor	**B**	**t value**	**R square**	**Sig**
Quizzes	.004	.055	.003	.095

a. Predictor : Quizzes

b. Dependent variable: Student's engagement

In Table 4.15 regression analysis indicated that quizzes which was independent variable had no significant effect on students' engagement which was dependent

variable (Sig = .095). R^2 value is .003 which indicated that 0.3 percent variation in dependent variable students' engagement described by independent variable quizzes. Thus $H_0$2 "There is no significant effect of quizzes on students' engagement at higher education level" fail to reject.

$H_0$3 : There is no significant effect of quizzes on students' cognitive engagement at higher education level.

Table 4.16

Pearson correlation between quizzes and students' cognitive engagement.

		Quizzes	**Cognitive Engagement**
Quizzes	Pearson Correlation	1	.890
Cognitive Engagement	Pearson Correlation	.890	1

Table 4.16 indicated that there was a strong relationship between quizzes and students' cognitive engagement. The Pearson correlation value was .890 which shows that there was a positive strong correlation between both dependent variable cognitive engagement and independent variable quizzes.

Table 4.17

Linear regression of effect of quizzes on students' cognitive engagement.

Predictor	**B**	**t value**	**R square**	**Sig**
Quizzes	.189	.488	.089	.037

a. Predictor : Quizzes

b. Dependent variable: cognitive engagement of Students'

In table 4.17 linear regression results concluded that there was a significant effect of quizzes on cognitive engagement of students' at higher education level. Sig = .037 and R^2 value was .089 which indicate 8.9 percent effect of independent variable quizzes on dependent variable student' cognitive engagement.

Thus $H_0$3 "There is no significant effect of quizzes on students' cognitive engagement at higher education level" rejected.

$H_0$4: There is no significant effect of quizzes on students' behavioural engagement at higher education level.

Table 4.18

Pearson correlation between quizzes and students' behavioural engagement.

		Quizzes	**Behavioural Engagement**
Quizzes	Pearson Correlation	1	.011
Behavioral Engagement	Pearson Correlation	.011	1

Table 4.18 indicated the linear correlation between Quizzes and behavioral engagement of students'. The Pearson correlation value was .011 so it concluded that there was a weak relationship between quizzes and behavioral engagement.

Table 4.19

Linear regression of effect of quizzes on students' behavioral engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Quizzes	.010	.108	.011	.091

a. Predictor : Quizzes

b. Dependent variable: behavioral engagement of Students

In table 4.19 linear regression analyses indicated that there was no significant effect of quizzes on students' behavioral engagement. The Sig = .091 concluded that there was no effect of independent variable quizzes on dependent variable students' behavioral engagement. The R^2 value was .011 it shows that 1.1 percent effect is found.

Thus $H_0$4 "There is no significant effect of quizzes on students' behavioral engagement at higher education level" fail to reject.

$H_0$5 : There is no significant effect of quizzes on students' affective engagement at higher education level.

Table 4.20

Pearson correlation between quizzes and students' affective engagement

		Quizzes	**Affective Engagement**
Quizzes	Pearson Correlation	1	.099
Affective Engagement	Pearson Correlation	.099	1

Table 4.20 indicated the correlation between quizzes and affective engagement. Pearson correlation value was .099 which concluded that there was a weak correlation between Quizzes and affective engagement of students'.

Table 4.21

Linear regression of effect of Quizzes on students' affective engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Quizzes	.099	.986	.010	.327

a. Predictor : Quizzes

b. Dependent variable: Affective engagement of Students

In table 4.21 linear regression analyses indicated that there was no significant effect of quizzes on students' affective engagement at higher education level. The sig value was .32 which shows that there was no effect of independent variable quizzes on dependent variable students' affective engagement.

Thus $H_0$5 "There is no significant effect of quizzes on students' affective engagement" fail to reject.

$H_0$6 : There is no significant effect of presentations on students' engagement at higher education level.

Table 4.22

Pearson correlation between presentations and students' engagement.

		Presentations	**Students' Engagement**
Presentations	Pearson Correlation	1	.621
Students' Engagement	Pearson Correlation	.621	1

Table 4.22 indicated the correlation between presentation and students' engagement. The pearson correlation value was .621 It indicated that there was a strong correlation between presentation and students' engagement at higher education level.

Table 4.23

Linear regression of effect of presentations on students' engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Presentation	.042	.416	.042	.001

a. Predictor :Presentations

b. Dependent variable: students' engagement

In table 4.23 it indicated that there was effect of presentation on students' engagement at higher education level. The sig value .001 shows that there was a effect of independent variable presentation on dependent variable students' engagement. R^2 value 0.42 indicated that 4.2 percent effect was found.

Thus $H_0$6 "There is no significant effect of presentation on students' engagement" Rejected.

$H_0$7: There is no significant effect of presentations on students' cognitive engagement at higher education level.

Table 4.24

Pearson correlation between presentations and students' cognitive engagement

		Presentations	**Cognitive Engagement**
Presentations	Pearson Correlation	1	.391
Cognitive Engagement	Pearson Correlation	.391	1

Table 4.24 presented a relationship between presentation and cognitive engagement of students'. Pearson correlation value .391 indicated that there was a moderate relationship between presentation and students' cognitive engagement.

Table 4.25

Linear regression of effect of presentations on students' cognitive engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Presentations	.039	.387	.190	.016

a. Predictor :Presentations

b. Dependent variable: students' cognitive engagement

In table 4.25 it expressed that there was a significant effect of independent variable presentation on dependent variable students' engagement. The sig value (.016) which mean there was a effect of presentation on students' engagement. The R^2 value was .190 expressed that 1.9% variation in students' cognitive engagement due to presentation.

Thus $H_0$7 "There is no significant effect of presentation on students' cognitive engagement at higher education level" rejected.

$H_0$8 : There is no significant effect of presentations on students' behavioural engagement at higher education level.

Table 4.26

Pearson correlation between presentations and students' behavioural engagement.

		Presentations	**Behavioural Engagement**
Presentations	Pearson Correlation	1	.590
Behavioural Engagement	Pearson Correlation	.590	1

Table 4.26 indicated the correlation between presentation and students' behavioural engagement. The Pearson correlation value was .590 It indicated that there was a strong correlation between presentation and students' behavioural engagement at higher education level.

Table 4.27

Linear regression of effect of presentations on students' behavioural engagement.

Predictor	**B**	**t value**	**R square**	**Sig**
Presentation	.044	.383	.390	.036

a. Predictor :Presentations

b. Dependent variable: students' behavioural engagement

In table 4.27 linear regression analyses indicated that there was a significant effect of presentation on students' behavioural engagement. The Sig = .036 concluded that there was a no effect of independent variable quizzes on dependent variable students' behavioural engagement. The R^2 value was .011 it shows that 1.1 percent variation was found in presentation and students' behavioural engagement.

Thus $H_0$8 "There is no significant effect of presentations on students' behavioural engagement at higher education level" rejected.

$H_0$9 : There is no significant effect of presentations on students' affective engagement at higher education level.

Table 4.28

Pearson correlation between presentations and students' affective engagement at higher education level.

		Presentations	**Affective Engagement**
Presentations	Pearson Correlation	1	.007
Affective Engagement	Pearson Correlation	.007	1

Table 4.28 indicates the correlation between presentation and affective engagement of students'. Pearson correlation value was .007 which concluded that there was no correlation between presentation and affective engagement of students.

Table 4.29

Linear regression of effect of presentations on students' affective engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Presentations	.010	.069	.010	.094

a. Predictor :Presentations

b. Dependent variable: students' affective engagement

In table 4.29 linear regression analyses indicated that there was no significant effect of quizzes on students' affective engagement at higher education level. The sig value was .32 which shows that there was no effect of independent variable quizzes on dependent variable students' affective engagement.

Thus $H_0$9 "There is no significant effect of presentations on students' affective engagement" fail to reject.

$H_0$10: There is no significant effect of projects on students' engagement at higher Islamabad institute.

Table 4.30

Pearson correlation between projects and students' engagement

		Projects	**Students' Engagement**
Projects	Pearson Correlation	1	.151
Students' Engagement	Pearson Correlation	.151	1

Table 4.30 showed the correlation between teachers' assessment practices and students' engagement at higher education. The Pearson correlation value was .151 it indicated that there was a weak relationship between teachers' assessment practices and students' engagement at higher education institution.

Table 4.31

Linear regression of effect of projects on students' engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Projects	.010	.069	.007	.945

a. Predictor :Projects

b. Dependent variable: students' engagement

In table 4.31 regression analyses indicated that projects which was independent variable had a significant effect on students' engagement which was dependent variable (Sig = .945). R^2 value was .007 which indicated that 0.7 percent variation in dependent variable students' engagement described by independent variable quizzes. Thus $H_0$10 "There is no significant effect of projects on students' engagement at higher education level" fail to reject.

$H_0$11: There is no significant effect of projects on cognitive engagement of students' at higher Islamabad institute.

Table 4.32

Pearson correlation between projects and students' cognitive engagement

		Projects	**Cognitive Engagement**
Projects	Pearson Correlation	1	.730
Cognitive Engagement	Pearson Correlation	.730	1

Table 4.32 indicated the correlation between Projects and cognitive engagement. Pearson correlation value was .730 which concluded that there was a strong correlation between projects and cognitive engagement of students'.

Table 4.33

Linear regression of effect of projects on students' cognitive engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Projects	.073	.720	.051	.047

a. Predictor :Projects

b. Dependent variable: students' cognitive engagement

In table 4.33 regression analyses indicated that a project which was independent variable had a significant effect on the students' engagement which was dependent variable. (Sig = 0.04) and R^2 value (.051) indicate that 5.1 percent variation in dependent variable (students' engagement) describe by independent variable (teachers' assessment practices).

Thus $H_0$11 "There is no significant effect of projects on students' cognitive engagement at higher education level" rejected.

$H_0$12: There is no significant effect of projects on affective engagement of students' at higher Islamabad institute.

Table 4.34

Pearson correlation between projects and students' affective engagement

		Projects	**Affective Engagement**
Projects	Pearson Correlation	1	.020
Affective Engagement	Pearson Correlation	.020	1

Table 4.34 indicated that there was a weak relationship between projects and students' affective engagement. The Pearson correlation value was .020 which shows that there was a positive weak correlation between both dependent variable cognitive engagement and independent variable quizzes.

Table 4.35

Linear regression of effect of projects on students' affective engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Projects	.002	4.487	.002	.098

a. Predictor :Projects

b. Dependent variable: students' affective engagement

In table 4.35 regression analysis indicated that a project which was independent variable have no significant effect on the students' engagement which was dependent variable. (Sig = 0.09) and R^2 value (.002) indicate that 0.2 percent variation in dependent variable (students' engagement) describe by independent variable (teachers' assessment practices).

Thus $H_0$12 "There is no significant effect of projects on students' affective engagement at higher education level" fail to reject.

$H_0$13: There is no significant effect of projects on behavioural engagement of students' at higher Islamabad institute.

Table 4.36

Pearson correlation between projects and students' behavioral engagement

		Projects	**Behavioral Engagement**
Projects	Pearson Correlation	1	.109
Behavioral Engagement	Pearson Correlation	.109	1

Table 4.36 showed the correlation between projects and students' behavioral engagement at higher education. The pearson correlation value was .109 it indicated that there was a weak relationship between teachers' assessment practices and student engagement at higher education institution.

Table 4.37

Linear regression of effect of projects on students' behavioral engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Projects	.012	1.085	.012	.281

a. Predictor :Projects

b. Dependent variable: students' behavioral engagement

In table 4.37 linear regression analyses indicated that there was no significant effect of projects on students' behavioral engagement at higher education level. The sig value was .28 which shows that there was no effect of independent variable projects on dependent variable students' behavioral engagement.

Thus $H_0$13 "There is no significant effect of projects on students' behavioral engagement" fail to reject.

$H_0$14: There is no significant effect of discussions on students' engagement at higher Islamabad institute.

Table 4.38

Pearson correlation between Discussions and students' engagement

		Discussions	**Students' Engagement**
Discussions	Pearson Correlation	1	.083
Students' Engagement	Pearson Correlation	.083	1

Table 4.38 indicated the correlation between discussion and students' engagement. Pearson correlation value was .083 which concluded that there was a weak correlation between discussion and students'.

Table 4.39

Linear regression of effect of discussion on students' engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Discussion	.056	.826	.083	.411

a. Predictor :Discussions

b. Dependent variable: students' engagement

In Table 4.39 regression analysis indicate that discussion which was independent variable had no significant effect on students' engagement which was dependent

variable (Sig = .411). R^2 value was .08 which indicated that 0.8 percent variation in dependent variable students' engagement described by independent variable discussion.

Thus $H_0$14 "There is no significant effect of discussion on students' engagement at higher education level" fail to reject.

$H_0$15: There is no significant effect of discussions on cognitive engagement of students' at higher Islamabad institute.

Table 4.40

Pearson correlation between Discussions and students' cognitive engagement

		Discussions	**Cognitive Engagement**
Discussions	Pearson Correlation	1	.091
Cognitive Engagement	Pearson Correlation	.091	1

Table 4.40 indicated that there was a weak relationship between discussions and students' cognitive engagement. The Pearson correlation value was .091 which shows that there was a weak correlation between both dependent variable cognitive engagement and independent variable discussion.

Table 4.41

Linear regression of effect of discussions on students' cognitive engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Discussions	.091	.903	.091	.369

a. Predictor :Discussions

b. Dependent variable: students' cognitive engagement

In table 4.41 regression analyses indicated that discussion which was independent variable had no significant effect on the students' cognitive engagement which was dependent variable. (Sig = .369) and R^2 value (.091) indicated that 0.9 percent variation in dependent variable (students' cognitive engagement) describe by independent variable (discussion).

Thus $H_0$15 "There is no significant effect of discussion on students' cognitive engagement at higher education level" fail to reject.

$H_0$16: There is no significant effect of discussions on affective engagement of students' at higher Islamabad institute.

Table 4.42

Pearson correlation between Discussions and students' affective engagement

		Discussions	**Affective Engagement**
Discussions	Pearson Correlation	1	.021
Affective Engagement	Pearson Correlation	.021	1

Table 4.42 showed the correlation between teachers' assessment practices and students' affective engagement at higher education. The Pearson correlation value was .021 it indicated that there was a weak relationship between teachers' assessment practices and student's affective engagement at higher education institution.

Table 4.43

Linear regression of effect of discussions on students' affective engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Discussions	.021	.203	.021	.839

a. Predictor :Discussions

b. Dependent variable: students' affective engagement

In Table 4.43 regression analyses indicated that discussion which was independent variable had no significant effect on students' affective engagement which was dependent variable (Sig = .0839). R^2 value is .021 which indicated that 0.2 percent variation in dependent variable students' affective engagement described by independent variable discussions.

Thus $H_0$16 "There is no significant effect of discussions on students' affective engagement at higher education level" fail to reject.

$H_0$17: There is no significant effect of discussions on behavioural engagement of students' at higher Islamabad institute.

Table 4.44

Pearson correlation between Discussion and students' behavioural engagement

		Discussion	**Behavioural Engagement**
Discussions	Pearson Correlation	1	.512
Behavioral Engagement	Pearson Correlation	.512	1

Table 4.44 showed the correlation between teachers' assessment practices and students' engagement at higher education. The Pearson correlation value was .512 it indicated that there was a relationship between teachers' assessment practices and students' behavioral engagement at higher education institution.

Table 4.45

Linear regression of effect of discussions on students' behavioural engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Discussions	.125	1.248	.215	.015

a. Predictor :Discussions

b. Dependent variable: students' behavioural engagement

In table 4.45 linear regression analyses indicated that there was a significant effect of discussion on students' behavioural engagement at higher education level. The sig value was .01 which shows that there was a effect of independent variable discussions on dependent variable students' behavioural engagement.

Thus $H_0$17 "There is no significant effect of discussions on students' behavioural engagement" rejected.

$H_0$18: There is no significant effect of assignments on students' engagement at higher Islamabad institute.

Table 4.46

Pearson correlation between assignments and students' engagement

		Assignments	**Students' Engagement**
Assignments	Pearson Correlation	1	.069
Students' Engagement	Pearson Correlation	.069	1

Table 4.46 showed the correlation between teachers' assessment practices and students' engagement at higher education. The Pearson correlation value was .069 it indicated that there was a weak relationship between assignments and students' engagement at higher education institution.

Table 4.47

Linear regression of effect of assignments on students' engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Assignments	.050	.689	.051	.498

a. Predictor :Assignments

b. Dependent variable: students' engagement

In Table 4.47 regression analyses indicated that assignments which was independent variable had no significant effect on students' engagement which is dependent variable (Sig = .498). R^2 value is .050 which indicated that 0.5 percent variation in dependent variable students' engagement described by independent variable assignments.

Thus $H_0$18 "There is no significant effect of assignments on students' engagement at higher education level" fail to reject.

$H_0$19: There is no significant effect of assignments on cognitive engagement of students' at higher Islamabad institute.

Table 4.48

Pearson correlation between assignments and students' cognitive engagement

		Assignments	**Cognitive Engagement**
Assignments	Pearson Correlation	1	.016
Cognitive Engagement	Pearson Correlation	.016	1

Table 4.48 showed the correlation between assignments and students' engagement at higher education. The Pearson correlation value was .016 it indicated that there was a weak relationship between assignments and students' cognitive engagement at higher education institution.

Table 4.49

Linear regression of effect of assignments on students' cognitive engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Assignments	.015	.154	.016	.087

a. Predictor : Assignments

b. Dependent variable: students' cognitive engagement

In table 4.49 linear regression analyses indicated that there was no significant effect of assignments on students' cognitive engagement at higher education level. The sig value was .08 which shows that there was no effect of independent variable assignments on dependent variable students' cognitive engagement.

Thus $H_0$19 "There is no significant effect of assignments on students' cognitive engagement" fail to reject.

$H_0$20: There is no significant effect of assignments on affective engagement of students' at higher Islamabad institute.

Table 4.50

Pearson correlation between assignments and students' affective engagement

		Assignments	**Affective Engagement**
Assignments	Pearson Correlation	1	.020
Affective Engagement	Pearson Correlation	.020	1

Table 4.50 showed the correlation between assignments and students' affective engagement at higher education. The Pearson correlation value was .020 it indicated that there was a weak relationship between assignments and students' affective engagement at higher education institution.

Table 4.51

Linear regression of effect of assignments on students' affective engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Assignments	.002	.019	.002	.085

a. Predictor :Assignments

b. Dependent variable: students' affective engagement

In Table 4.51 regression analyses indicated that assignments which was independent variable had no significant effect on students' engagement which was dependent variable (Sig = .085). R^2 value is .002 which indicated that 0.2 percent variation in dependent variable students' affective engagement described by independent variable assignments.

Thus $H_0$20 "There is no significant effect of assignments on students' affective engagement at higher education level" fail to reject.

$H_0$21: There is no significant effect of assignments on behavioural engagement of students' at higher Islamabad institute.

Table 4.52

Pearson correlation between assignments and students' behavioural engagement

		Assignments	**Behavioural Engagement**
Assignments	Pearson Correlation	1	.501
Behavioural Engagement	Pearson Correlation	.501	1

Table 4.52 showed the correlation between assignments and students' behavioural engagement at higher education. The Pearson correlation value was .501 it indicated that there was a relationship between assignments and students' behavioural engagement at higher education institution.

Table 4.53

Linear regression of effect of assignments on students' behavioural engagement at higher education level.

Predictor	**B**	**t value**	**R square**	**Sig**
Assignments	.235	1.498	.150	.037

a. Predictor :Assignments

b. Dependent variable: students' behavioural engagement

In table 4.53 linear regression analyses indicated that there was a significant effect of assignments on students' behavioural engagement at higher education level. The sig value is .03 which shows that there was a effect of independent variable assignments on dependent variable students' behavioural engagement.

Thus $H_0$21 "There is no significant effect of assignments on students' behavioural engagement" rejected.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This research study was carried out to explore the effect of different teachers' assessment practices on students' engagement at higher education level. In this research study it was explored that what were the effects of different teachers' assessment practices on students' engagement. Survey design was used for this research, it was descriptive and quantitative research. Two variables were focused in this research, first was teachers' assessment practices, which was independent variable and other variable was students' engagement, which was dependent variable. Effects of independent variable on the dependent were identified by this research study.

Three main objectives of the research were developed first was "to explore teachers' assessment practices at higher education level". Second was "to explore the students' engagement at higher education level" and the third was "to find the effect of teachers' assessment practices on students' engagement at higher education level".

For data collection, survey method was applied and two questionnaires were used for this purpose; one for teachers' about assessment practices and another for students to explore students' engagement. Teachers' assessment practices questionnaire was divided among public sector university teachers in Islamabad to measure presentations, assignments, quizzes, discussions and projects. Students'

engagement questionnaire is divided among public sector universities students in Islamabad to measure cognitive engagement, behavioral engagement and affective engagement of students.

Teachers' assessment practices questionnaire was self-developed by researcher. It consisted of 30 items about 5 construct; assignments, quizzes, discussions, presentations and projects. Every construct included 6 items. In assignments the items number 7, 8, 17, 18, 26, 28 were included, in presentation item number 3, 4, 13, 14, 24, 30 were included, in quizzes item number 1, 2, 11, 12, 22, 23 were included, in discussion item number 9, 10, 19, 20, 21, 27 were included. Students' engagement questionnaire was adapted from Hart, Stewart and Jimerson (2011) with their permission questionnaire was used. It consisted of 36 items about 3 constructs: cognitive engagement, behavioural engagement and affective engagement of students and every construct consisted of 12 items. In construct cognitive engagement item number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 were included, in behavioural engagement item number 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 were included and in cognitive engagement item number 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36 were included.

Teachers and students of social sciences of public sector universities in Islamabad were the respondents of this research study. 11public sector universities were selected. 988 teachers and 1030 students were selected as a sample of this study. First to check the validity of instrument experts opinions were taken and to check reliability of instrument pilot testing was conducted. Collected data was analysed by using SPSS. Final research was started after completing pilot testing. The findings of research are given below.

5.2 Findings

In this section findings of the current study were discussed in detail. Findings were discussed below step by step.

In this research 21 null hypotheses were tested through statistical test regression. These hypotheses were about effect of teachers' assessment practices on students' engagement at higher education level. Teachers' assessment practices and its constructs assignments, presentations, projects, quizzes and discussions were considered as independent variables. Students' engagement and its constructs cognitive engagement, behavioural engagement and affective engagement were considered as dependent variables.

1. Null hypothesis 1 was, to find the effect of teachers' assessment practices on students' engagement at higher education level. Interpretation of data explained that there was a weak correlation found between assessment practices and students' engagement. ($p = .061 > 0.05$) so it indicated that "There is no significant effect of teachers' assessment practices on students' engagement at higher education level" Failed to reject (table No: 4.12, 4.13).
2. Result of Null hypothesis 2 was indicated that there was no significant effect of quizzes on students' engagement. Results indicated that there was weak correlation found between quizzes and students' engagement. ($P = .095 > 0.05$) it means that there was no significant effect of quizzes on students' engagement. So the null hypothesis was failed to reject (table No: 4.14, 4.15).
3. Null hypothesis was to find the effect of quizzes on students' cognitive engagement. Interpretation of data explained that there was a strong correlation

between quizzes and cognitive engagement.(P = .03 < .05) this mean that the p value is less them .05 so the null hypothesis that there was no significant effect of quizzes on students' engagement was rejected(table No: 4.16, 4.17).

4. Null hypothesis 4 was to find the significant effect of quizzes on students' behavioral engagement. Results showed that there was a weak correlation between both variables quizzes and behavioral engagement. (p = .09 > .05) the significant value showed that there was no significant effect of quizzes on students' behavioral engagement so the null hypothesis was failed to reject (table No: 4.18, 4.19).
5. Null hypothesis 5 was to checked the effect of quizzes on students' affective engagement. Correlation results showed there was a weak relationship between quizzes and affective engagement of students'. (p = .32 > .05) it means that there was no significant of quizzes on students' affective engagement so the null hypothesis was failed to reject (table No: 4.20, 4.21).
6. Null hypothesis 6 was to find the effect of presentations on students' engagement. Correlation result indicated that there was a strong correlation between presentation and students' engagement. (p = .01 < .05) the significant result shows that there was a significant effect of presentation on students' engagement. So the null hypothesis was rejected (table No: 4.22, 4.23).
7. Null hypothesis 7 was to find the effect of presentation on students' cognitive engagement. Results indicated that there was a strong correlation between presentation and student' cognitive engagement. The significant value (p = .01 < .05) it indicated that there was a significant effect of presentation on students' cognitive engagement. So the null hypothesis was rejected (table No: 4.24, 4.25).

8. Null hypothesis 8 was to checked the effect of presentation on students' behavioral engagement. Correlation result indicated that there was a strong relationship between presentation and behavioral engagement. The significant value ($p = .03 < .05$) it showed that there was effect of presentation on students' behavioral engagement so the null hypothesis was rejected (table No: 4.26, 4.27).
9. Null hypothesis 9 was to find the effect of presentations on students' affective engagement. Result showed that there was a weak correlation between presentation and students' affective engagement. ($p = .09 > .05$) significant value indicated that there was no significant effect of presentation on affective engagement. So the null hypothesis was failed to reject (table No: 4.28, 4.29).
10. Null hypothesis 10 was to find the effect of projects on students' engagement. Interpretation of data indicated that there was a weak correlation between projects and students' engagement. The significant value ($p = .94 > .05$) showed that there was no significant effect of projects on students' engagement. So the null hypothesis was failed to reject (table No: 4.30, 4.31).
11. Null hypothesis 11 was to find the effect of projects on students' cognitive engagement at higher education level. Interpretation of data explained that there was a strong correlation found between projects and students' cognitive engagement. ($p = .04 < .05$) so it indicated that there was no significant effect of projects on students' cognitive engagement at higher education level" null hypothesis was rejected (table No: 4.32, 4.33).
12. Result of Null hypothesis 12 was indicated that there was no significant effect of projects on students' affective engagement. Results indicated that there was weak correlation found between projects and students' affective engagement.

(P = .09 > .05) it means that was no significant effect of projects on students' affective engagement. So the null hypothesis was failed to reject (table No: 4.34, 4.35).

13. Null hypothesis 13 was to find the effect of projects on students' behavioral engagement. Interpretation of data explained that there was a weak correlation between projects and behavioral engagement.(P = .28 > .05) this means that the p value is greater than .05 so the null hypothesis there is no significant effect of projects on students' engagement was failed to reject (table No: 4.36, 4.37).
14. Null hypothesis 14 was to find the effect of discussions on students' engagement. Results showed that there was a weak correlation between both variables discussions and students' engagement. (p = .41 > .05) the significant value showed that there was no significant effect of discussions on students' engagement so the null hypothesis was failed to reject (table No: 4.38, 4.39).
15. Null hypothesis 15 was to checked the effect of discussions on students' cognitive engagement. Correlation results showed there was a weak relationship between discussions and cognitive engagement of students'. (p = .36 > .05) it means that there was no significant of discussions on students' cognitive engagement so the null hypothesis was failed to reject (table No: 4.40, 4.41).
16. Null hypothesis 6 was to find the effect of discussions on students' affective engagement. Correlation result indicated that there was a strong correlation between discussions and students' affective engagement. (p = .83 > .05) the significant result showed that there was no significant effect of discussions on students' affective engagement. So the null hypothesis was failed to reject (table No: 4.42, 4.43).

17. Null hypothesis 17 was to find the effect of discussions on students' behavioral engagement. Results indicated that there was a strong correlation between discussions and student' behavioral engagement. The significant value ($p = .01 < .05$) it indicated that there was a significant effect of discussions on students' behavioral engagement. So the null hypothesis was rejected (table No: 4.44, 4.45).
18. Null hypothesis 18 was to check the effect of assignments on students' engagement. Correlation result indicated that there was a weak relationship between assignments and students' engagement. The significant value ($p = .49 > .05$) it showed that there was no significant effect of assignments on students' engagement so the null hypothesis was failed to reject (table No: 4.46, 4.47).
19. Null hypothesis 19 was to find the effect of assignments on students' cognitive engagement. Result showed that there was a weak correlation between assignments and students' cognitive engagement. ($p = .08 > .05$) significant value indicated that there was no significant effect of assignments on cognitive engagement. So the null hypothesis was failed to reject (table No: 4.48, 4.49).
20. Null hypothesis 20 was to find the effect of assignments on students' affective engagement. Interpretation of data indicated that there was a weak correlation between assignments and students' affective engagement. The significant value ($p = .08 > .05$) showed that there was no significant effect of assignments on students' engagement. So the null hypothesis was failed to reject (table No: 4.50, 4.51).
21. Null hypothesis 21 was to find the effect of assignments on students' behavioural engagement. Results indicated that there was strong correlation between assignment and students' behavioural engagement. Significant value (p

= .03 < .05) showed that there was a effect of assignments on students' behavioural engagement (table No: 4.52, 4.53).

5.3 Discussions

Parveen and Saeed (2018) discussed that all educational institutions either they are school, colleges or universities at various levels like primary, secondary and higher secondary assess their students' according to the set criteria and policies. It includes different activities and assessment practices which are performed in given time schedule for each. Different type of assessment practices are adopted like assignments, presentations, class activities, home task, debates, discussions, test, quizzes and classroom participation.

The main purpose and aim of this study was to explore the effect of teachers' assessment practices on students' engagement at higher education level. The first major finding of this research was that teachers' assessment practices had no significant effect on students' engagement. Hyde (2009) conducted a study about the relationship between teachers' assessment practices, students' goal orientation, and students' engagement at elementary level the research analysis showed that there was no any significant relationship between teachers' assessment types and students' goal orientation and students' engagement. Hyde conducted a study at elementary level and this study is at higher education level but both studies agreed that there was no significant relationship and effect of assessment practices on students' engagement.

Different factors may effect students' engagement, one of the factors is family factor which is the hindrance that the assessment practices do not effect on the students' affective engagement. Collins (2012), Kraft and Dougherty (2013) suggested that for students' engagement it is necessary that there is a good relationship between schools and families. Gender is one of another factor. During the research, data was collected

from male and female both as collectively and the results were not specify regarding male and female gender. If the results were specified they may reveal the same as marks concluded. Marks (2000) conduct a study about students' engagement in instructional activities the results showed that girls are more active in learning activities as compare to boys and consistently more engage with their learning than boys. According to Mutch and Collins, (2012) socio-economic status effect students' engagement and involvement in school activities. Parents from low status and economically disadvantaged were likely to have more involved in school activities as compare to high status parents and their children are also more involve in school activities. Likewise young parents, working parents or large family settings have low educational involvement and attainment and lack of time and resources have found a low engagement with learning.

This study explained that there was no significant effect of quizzes on students' behavioral and affective engagement but quizzes effect students' cognitive engagement as relate to these findings (Sangster & Overall 2006) mention in their book about the questioning method for increased students' engagement. Another study relate to these findings Hillman (2012) conduct a study about the impact of online quizzes on students' engagement. Results showed that online quizzes provide variety of positive learning outcomes. Online quizzes motivate students to participate in classroom discussions and improve performance on exams which help to engage students' with their learning.

Present research work highlights that there was a significant effect of presentation on students' engagement at higher education level. This finding was supported by (Girard, Pinar & Trapp, 2011) Conduct a study about effect of presentation and peer evaluation on students' learning and students' engagement. The

results indicate that the majority of students agreed or strongly agreed that presentations contributed to their learning. These results show that students have overall positive beliefs about the contributions of class presentations on student engagement.

This study explained that there was no significant effect of Assignment on students' affective and cognitive engagement but assignments effect students' behavioral engagement. These findings were supported by (Buijs & Admiraal, 2013) conducted a study about Homework assignments to enhance students' engagement in secondary education. Researcher found that through different type of assignments students' take interest in learning as compare to same format and same method. Another study discussed about assignments and students' engagement Copper (2006) one of the way to engage and motivate students' with their learning activities is the work which they do as assignment. Assignment is any task which teachers assigned to students to carry out during after school. The results indicated that there is a positive relationship between assignment and students' engagement.

5.4 Conclusions

This research work was designed to study the effect of teachers' assessment practices assignments, quizzes, presentation, projects and discussions on students' engagement which included cognitive engagement, affective engagement and behavioural engagement at higher education level.

1. This study explores teachers' assessment practices at higher education level it included different assessment practices like presentations, projects, quizzes, discussions and assignments. Mean value concluded that discussion showed that most of the teachers' strongly agreed to prefer discussions as assessment tool in classroom. Mean value of quizzes was indicated that teacher agreed about the

statements that they prefer quizzes for assessing their students. Mean value of assignments also showed that teachers' agreed that they prefer assignments. Mean value of presentation indicated that most of the teachers strongly agreed that they prefer to use presentations as an assessment practice. Mean value of projects showed that teachers also agreed for the statement that they prefer projects for assessment practice.

2. This study explores students' engagement at higher education level. Three domains were included in students' engagement; cognitive engagement, behavioural engagement and affective engagement. The mean value of cognitive engagement and behavioural engagement showed that most of the respondents agreed that they feel behaviourally and cognitively engaged with their learning. While the mean score of affective engagement showed that the respondents responses as neutral for the effectively engaged with their learning.
3. The study revealed that different assessment practices effected on different domains of students' engagement. It was observed that quizzes and projects effected cognitive engagement, discussion and assignments effected behavioural engagement whereas presentation effected both cognitive and behavioural engagement as compared to affective domain of engagement.

5.5 Recommendations

1. It is recommended that teachers may focus on other assessment practices presentations, quizzes, projects and assignments to engaged students as like they use discussions.
2. It is recommended that to improve students' affective engagement teacher may provide healthy competitive environment like different type of quizzes competitions, discussions and project work.

3. It is recommended that teachers or policy makers refine the assessment procedures to make effective results for students' engagement.
4. Teachers may give assignments in more critical and analytical ways which enhance students' interest and engage them toward their learning.
5. For students' engagement with learning it is recommended that teachers may change their instructional process to make an effective learning environment.
6. Principals may arrange trainings to teachers about different strategies to engage students with the help of assessment practices.
7. For students' engagement teachers may give verities of assignments in different ways which enhance students' interest and engage toward their learning.
8. Teachers may use different techniques and strategies to implement assessment practices which enhance students' engagement.

5.6 Recommendations for future researchers

1. In this research researcher focused on five aspects of assessment practices future researcher may test different other assessment practices to find effect of assessment practices on students' engagement.
2. Future researcher may check these assessment practices in private sector universities to find either these assessment practices effect students' engagement.
3. Future researcher may try to find out what are the reasons behind that there is no significant effect of assessment practices on students' engagement.

5.7 Limitations

1. In present scenario, due to pandemic all institutes were closed so it was difficult to collect data by self. Questionnaires were distributed through Google form.
2. Only public sector universities of Islamabad were taken as sample private universities were not included.

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ANNEXURE A

Cover Letter for Questionnaires

Effect of teachers' assessment practices on students' engagement at higher education level

Dear respondent

I am an M.Phil scholar (education) working on my research project on the above mention topic. The questionnaire in your hand has been developing for exploring "**Effect of Teachers' Assessment Practices on Students' Engagement at Higher Education Level".**

You are requested to fill the questionnaire attached along with the covering letter. You are requested to give you response against the options ranging from **SA, A, N, D, SD** indicating your preference of responses. **Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.**

It is assured that your response will be kept confidential and will not be disclosed to any person or authority. The questionnaire is developed to collect data for my M.Phill research work only.

Nosheen Salim

M.Phil Scholar

Department Education

National University of Modern Languages Islamabad

ANNEXURE B

Questionnaire for teachers

Demographical information

Department:

Gender: Male ☐ Female ☐

Qualification: M Phill ☐ Doctorate ☐ Post Doctorate ☐

Experience: 1- 3 years ☐ 6-9 years ☐

10-12 years ☐ 13-15 years ☐

Above 15 years ☐

Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)

S.No	Statements	S.DA	D	N	A	SA
1	I prefer online quiz.	1	2	3	4	5
2	I use quizzes for summative assessment	1	2	3	4	5
3	I prefer individual presentation.	1	2	3	4	5
4	I prefer visual presentations.	1	2	3	4	5
5	I prefer project work to engage student with their learning.	1	2	3	4	5
6	I prefer group projects.	1	2	3	4	5
7	I prefer online assignment.	1	2	3	4	5
8	I prefer written assignments.	1	2	3	4	5

9	I prefer panel discussion.	1	2	3	4	5
10	I use discussion to check student understanding level about any topic.	1	2	3	4	5
11	I prefer quiz at the end of class.	1	2	3	4	5
12	I prefer one question quiz.	1	2	3	4	5
13	I prefer group presentation.	1	2	3	4	5
14	I prefer oral presentation.	1	2	3	4	5
15	Project work motivate student toward their learning.	1	2	3	4	5
16	I prefer individual project work.	1	2	3	4	5
17	I prefer descriptive type questions in assignment.	1	2	3	4	5
18	I prefer group assignment.	1	2	3	4	5
19	I prefer peer discussion.	1	2	3	4	5
20	I prefer whole class discussion.	1	2	3	4	5
21	I prefer debate discussion.	1	2	3	4	5
22	I prefer objective type questions in quiz.	1	2	3	4	5
23	I use quiz for formative assessment.	1	2	3	4	5
24	I use presentation to gather sample of student work.	1	2	3	4	5
25	I give same project work to whole class.	1	2	3	4	5
26	I prefer individual assignments.	1	2	3	4	5
27	I prefer group discussion.	1	2	3	4	5
28	I use assignments to check student writing fluency.	1	2	3	4	5

29	I assess student creativity through projects.	1	2	3	4	5
30	I prefer presentations at the end of class.	1	2	3	4	5

ANNEXURE C

Student Engagement Questionnaire

Student age _____

Student gender _____

Class _____

Teacher _____

Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)

Affective Engagement

S.No	Statements	SDA	DA	N	A	SA
1.	I am very interested in learning.	1	2	3	4	5
2.	I think what we are learning in institution is interesting.	1	2	3	4	5
3.	I like what I am learning in class.	1	2	3	4	5
4.	I enjoy learning new things in class.	1	2	3	4	5
5.	I think learning is boring.	1	2	3	4	5
6.	I like my teachers teaching style.	1	2	3	4	5
7.	I am proud to be at this institution.	1	2	3	4	5
8.	Most mornings, I look forward to going to attain classes.	1	2	3	4	5
9.	I am happy to be at this institution.	1	2	3	4	5
10	I feel comfortable with my peers.	1	2	3	4	5
11	I like the environment of my institution.	1	2	3	4	5
12	I feel fresh in class.	1	2	3	4	5

Behavioural Engagement

S.No	Statements	SA	A	N	DA	SDA
13	I try hard to do well in my studies.	1	2	3	4	5
14	In class, I work as hard as I can.	1	2	3	4	5
15	When I'm in class, I participate in class activities.	1	2	3	4	5
16	I pay attention in class.	1	2	3	4	5
17	When I'm in class, I just act like I'm working.	1	2	3	4	5
18	In class, I do just enough to get by.	1	2	3	4	5

19	When I'm in class, my mind wanders.	1	2	3	4	5
20	If I have trouble understanding a problem, I go over it again until I understand it.	1	2	3	4	5
21	When I run into a difficult assignment problem, I keep working at it until I think I've solved it.	1	2	3	4	5
22	I am an active participant of school activities such as sport day and picnic.	1	2	3	4	5
23	I volunteer to help with school activities such as sport day and parent day.	1	2	3	4	5
24	I take an active role in extra-curricular activities.	1	2	3	4	5

Cognitive Engagement

S.No	Statements	SA	A	N	DA	SDA
25	When I study, I try to understand the material better by relating it to things I already know.	1	2	3	4	5
26	When I study, I figure out how the information might be useful in the real world.	1	2	3	4	5
27	When learning new information, I try to put the ideas in my own words.	1	2	3	4	5
28	When I study, I try to connect what I am learning with my own experiences.	1	2	3	4	5
29	I make up my own examples to help me understand the important concepts I learn from school.	1	2	3	4	5
30	When learning things for institution, I try to see how they fit together with other things I already know.	1	2	3	4	5
31	When learning things for institution, I often try to associate them with what I learnt in other classes about the same or similar things.	1	2	3	4	5
32	I try to see the similarities and differences between things I am learning for school and things I know already.	1	2	3	4	5
33	I try to understand how the things I learn in school fit together with each other.	1	2	3	4	5
34	I try to match what I already know with things I am trying to learn for institution.	1	2	3	4	5
35	I try to think through topics and decide what I'm supposed to learn from them, rather than studying topics by just reading them over.	1	2	3	4	5
36	When studying, I try to combine different pieces of information from course material in new ways.	1	2	3	4	5

ANNEXURE D

Certificate of Validity

Effect Of Teachers' Assessment Practices On Students' Engagement At Higher Education Level

By Ms Nosheen Saleem

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to clarify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore the effect of teachers' assessment practices on students' engagement at higher education level. The questionnaire has been organized in two major parts exploring respondent's demographic data and 5 teacher assessment practices. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence.

Name _____

Designation _____

Institute _____

Signature _____

Certificate of Validity

EFFECT OF TEACHERS' ASSESSMENT PRACTICES ON STUDENTS' ENGAGEMENT AT HIGHER EDUCATION LEVEL

By Ms Nosheen Saleem

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan

This is to clarify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore the effect of teachers' assessment practices on students' engagement at higher education level. The questionnaire has been organized in two major parts exploring respondent's demographic data and 5 teacher assessment practices. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence

Name Dr Wajeeha Shahid

Designation Assistant Professor

Institute NUML, H 9, Islamabad.

Signature 5/3/2020

Certificate of Validity

EFFECT OF TEACHERS' ASSESSMENT PRACTICES ON STUDENTS' ENGAGEMENT AT HIGHER EDUCATION LEVEL

By Ms Nosheen Saleem

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan

This is to clarify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore the effect of teachers' assessment practices on students' engagement at higher education level. The questionnaire has been organized in two major parts exploring respondent's demographic data and 5 teacher assessment practices. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence.

Name _____

Designation Dr. Munazza Ambreen Assistant Professor STED, AIOU

Institute _____

Signature _____

Certificate of Validity

EFFECT OF TEACHERS' ASSESSMENT PRACTICES ON STUDENTS' ENGAGEMENT AT HIGHER EDUCATION LEVEL

By Ms Nosheen Saleem

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages H-9, Islamabad, Pakistan

This is to clarify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore the effect of teachers' assessment practices on students' engagement at higher education level. The questionnaire has been organized in two major parts exploring respondent's demographic data and 5 teacher assessment practices. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence

Name _____

Designation _____

Institute _____

Signature _____

Dr. Muhammad Tanveer Afzal
Assistant Professor,
Science Education Department
AIOU, Islamabad

Certificate of Validity

EFFECT OF TEACHERS' ASSESSMENT PRACTICES ON STUDENTS' ENGAGEMENT AT HIGHER EDUCATION LEVEL

By Ms Nosheen Saleem

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

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Name _____

Designation _____

Institute _____

Signature _____

CHAIRMAN
Department of Education
PMAS-Arid Agriculture University
Rawalpindi

ANNEXURE E

Certificate of Validity

Effect Of Teachers' Assessment Practices On Students' Engagement At Higher Education Level

By Ms Nosheen Saleem

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore the effect of teachers' assessment practices on students' engagement at higher education level. The questionnaire has been organized in two major parts exploring respondent's demographic data and 3 dimensions of student engagement. Responses thus collected will aid treatment of the subject in a scientific matter.

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Name _____

Designation _____

Institute _____

Signature _____

Certificate of Validity

EFFECT OF TEACHERS' ASSESSMENT PRACTICES ON STUDENTS' ENGAGEMENT AT HIGHER EDUCATION LEVEL

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M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

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Name: Dr Wajeeha Shahid

Designation: Assistant Professor

Institute: NUML, H-9, Islamabad

Signature: 5/3/2024

Certificate of Validity

EFFECT OF TEACHERS' ASSESSMENT PRACTICES ON STUDENTS' ENGAGEMENT AT HIGHER EDUCATION LEVEL

By Ms Nosheen Saleem

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan

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Name _____

Designation _____

Institute Dr. Muhammad Tanveer Afzal
Assistant Professor,
Science Education Department
AIOU, Islamabad

Signature _____

Certificate of Validity

EFFECT OF TEACHERS' ASSESSMENT PRACTICES ON STUDENTS' ENGAGEMENT AT HIGHER EDUCATION LEVEL

By Ms Nosheen Saleem

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore the effect of teachers' assessment practices on students' engagement at higher education level. The questionnaire has been organized in two major parts exploring respondent's demographic data and 3 dimensions of student engagement. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence.

Name _____

Designation Dr. Munazza Ambreen
Assistant Professor

Institute STED, AIOU

Signature _____

Objectives

Certificate of Validity

EFFECT OF TEACHERS' ASSESSMENT PRACTICES ON STUDENTS' ENGAGEMENT AT HIGHER EDUCATION LEVEL

By Ms Nosheen Saleem

M.Phil Scholar, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to clarify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately to explore the effect of teachers' assessment practices on students' engagement at higher education level. The questionnaire has been organized in two major parts exploring respondent's demographic data and 3 dimensions of student engagement. Responses thus collected will aid treatment of the subject in a scientific matter.

It is considered that the research instrument, developed for the research above titled is according to the objectives and hypothesis of the research and can be used for data collection by the researcher with fair amount of confidence.

Name _____

Designation _____

Institute _____

Signature _____

CHAIRMAN
Department of Education
PMAS-Arid Agriculture University
Rawalpindi

ANNEXURE F

List of social science Public Universities in Islamabad

Public Universities
International Islamic University, Islamabad
Federal Urdu University, Islamabad
National University of Modern Languages, Islamabad
National Defense University, Islamabad
National University of Science and technology, Islamabad
Pakistan Institute of Development economics PIDE
Allama Iqbal Open University
Quaid-i- Azam University, Islamabad

www.hec.gov.pk/english/university/page/recognised.com

ANNEXURE G

Shane Jimerson 4/18/2019

to me, shart

Yes, you have my permission to use the student engagement questionnaire.

Attached are several files, including the measure and the related publications.

We hope you will share the final manuscript of your project in Pakistan.

Sincerely,
Shane Jimerson

Show quoted text

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Shane R. Jimerson, Ph.D., NCSP
Professor
Gevirtz Graduate School of Education
2119 ED, Santa Barbara, CA 93106-9490
Office: (805) 893-3366
Email: Jimerson@ucsb.edu

ANNEXURE H

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 20-01-2020

To: **Nosheen,**
1487-MPhil/Edu/S18

Subject: **APPROVAL OF MPHIL THESIS TOPIC AND SUPERVISOR**

1. Reference to Minute Sheet No. ML.1-2/2020-Edu dated 02-1 -2020, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 15th Oct 2019.

a. **Supervisor's Name & Designation**
Dr. Hukam Dad Malik,
Head / Associate Professor, Department of Education
NUML, Islamabad.

b. **Co-Supervisor's Name & Designation**
Ms. Uzma Mazhar
Lecturer, Department of Education
NUML, Islamabad.

c. **Topic of Thesis**

Effect of Teachers' Assessment Practices on Students' Engagement at Higher Education Level

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by **31st Jan 2021** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
E-mail: mdin@numl.edu.pk

Dr. Hukam Dad Malik
Head,
Department of Education

Cc to:
Dr. Hukam Dad Malik
Ms. Uzma Mazhar