

## Students' Perception of their Teachers' Classroom Teaching and Assessment Practices in Army Public Schools of Lahore



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**Abstract:** *Focusing on the growing demand for evidence-based teaching and transparent evaluation in secondary schools, the present study examined the perception of secondary-level students of Army Public Schools (APSs) towards their classroom teaching and assessment practices. It builds on the belief that students' voices are important as a gauge of the quality and equity of instruction. A quantitative survey design was used to collect the students' perceptions at one time. Using the proportionate stratified sampling technique, 340 students (182 from Grade 9 and 158 from Grade 10) were selected from five APS campuses. Data were collected through a self-constructed Students' Perception Scale (SPS) comprising 42 items across two domains: 23 on classroom teaching practices and 19 on assessment practices. The instrument was reviewed by experts for content validity, piloted with 40 students to refine clarity, and demonstrated strong internal consistency. The study aimed to determine the level of students' perception of their teachers' classroom teaching practices, to find out students' perception regarding assessment practices employed by their teachers, and to examine grade-level differences in students' perceptions. Findings revealed high ratings for teachers' professional skills, teaching methods, improvement in students' skills, summative assessment, and results and feedback, but lower scores for student-teacher relations, monitoring and evaluation, classroom discipline, placement, and formative and diagnostic assessments. Perceptions of Grade 9 students remained slightly higher than those of Grade 10 students. The study highlights how students' perceptions can help school leaders strengthen teaching practices, rebalance assessment systems, and foster an equitable and motivating learning environment.*

**Keywords:** Army Public Schools, Students' Perception, Classroom Teaching Practices, Assessment Practices, Formative Assessment, Quantitative Survey

### Introduction

Classroom teaching and assessment practices are important for understanding and improving the educational process. These are closely linked to teachers' strategies to cope with challenges in their daily professional activities, shape students' learning environment, and influence student motivation and achievement. The Organization for Economic Co-operation and Development (OECD, 2012) examines a variety of beliefs, practices, and attitudes that previous research has shown to be relevant to the improvement and effectiveness of classroom activities through the Teaching and Learning International Survey (TALIS). If educational institutions are offering quality teaching practices in the classroom and a fair system of assessment is followed, the stakeholders concerned with the educational system will be satisfied. Students, being an important part of the educational ecosystem, are concerned about the learning process and the assessment practices employed by teachers. Educational institutions have to introduce quality educational practices and improve their standard to attract students and compete with other educational institutions. The concept of quality has evolved in the educational sector and has received considerable attention. It has emerged as a leading topic of discussion among academicians and researchers over the last couple of decades, and this trend can be seen in the entire educational process. Quality teaching and assessment practices are sources of positive word of mouth among students and parents and help to attract new students (Arambewela & Hall, 2009).

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APSs are working across Pakistan under the umbrella of a well-known educational system, the Army Public Schools and Colleges System (APSACS). APSACS was established on the 3<sup>rd</sup> day of October, 2005. APSACS Secretariat is located in Rawalpindi and works as the controlling body of APSs for technical aspects. The unique dedication of the APSACS team working at the Secretariat is a source of inspiration to become educational leaders in developing and evolving new strategies for building education systems (APSACS Secretariat, 2021). A tremendous amount of hard work has been put into planning and establishing policies and procedures in the field of curriculum development, assessment, and training. Quantum jumps in students' strength and performance, as well as an increasing number of schools, are indicators of how Army Public Schools and Colleges (APSACs) are becoming the first choice for students and parents who are looking for quality education for their wards at an affordable cost. Public and private sector educational institutions of Pakistan have adopted modern educational trends in teaching and assessment. APSACS has developed into a leading educational system by adopting modern trends in education at large. So, exploring classroom teaching and assessment practices has become an important question. The current study aims to explore classroom teaching and assessment practices in Army Public Schools through the perceptions of students.

Classroom teaching practices were explored using their main aspects, including teachers' professional skills, student-teacher relations, teaching methods, students' discipline in the classroom, improvement in students' skills, and monitoring and evaluation systems. These factors focused on teachers' professional skills, preparation and delivery of lessons with due speed, classroom discipline, regularity and punctuality, student-teacher relation, provision of equal opportunities of learning to all students, use of modern teaching methods, IT and audio-visual aids, improvement of students' reading, comprehension, writing, and communication skills, application of classroom learning to real life issues and monitoring by the principals.

Assessment practices were explored using the main aspects, including placement assessment, formative assessment, diagnostic assessment, summative assessment, results, and feedback. These factors focused on the application of various assessment practices, including a fair and transparent examination system, monitoring of examinations by principals, relevant question paper items, fair paper marking, careful and timely preparation of results, intimation of results to students and parents, and showing them marked answer sheets.

### **Statement of the Problem**

The number of students studying in the Army Public Schools and Colleges System is increasing at a very high speed, making it a leading educational system throughout Pakistan. The administration of the Army Public Schools and Colleges System is struggling to capture the attention of potential students due to prevailing classroom teaching and assessment practices. The APSACS is putting greater emphasis on gaining students' attention because they are the customers of this educational system. Teaching and assessment activities are the main components of education and occupy the status of the backbone in any education system. Students' learning outcome and academic performance is based on teaching and assessment practices prevailing in educational institutions. Classroom teaching practices include teaching and learning methods, student-teacher relations, classroom discipline, students' reading, comprehension, and communication skills, and preparation of students for examinations. Classroom teaching and assessment problems generally highlighted by APS students and their parents are: reading of content in the classroom without proper understanding of students, more emphasis on written work as compared to reading and comprehension. The medium of the curriculum and instruction is based on the English language, which creates a hurdle for students to comprehend the content. Focusing on assessment practices, a fair and transparent examination system is always appreciated in every educational system and makes the entire educational system strong. The current study aims to explore classroom teaching and assessment practices at the secondary level in APSs.

## **Research Objectives**

The researchers framed the following research objectives

1. To determine the level of students' perceptions of their teachers' classroom teaching practices in Army Public Schools.
2. To find out APS students' perceptions regarding assessment practices
3. To examine grade-level differences in students' perceptions of classroom teaching and assessment practices

## **Research Design and Methodology**

This study adopted a quantitative, cross-sectional survey design to investigate secondary-level students' perceptions of their teachers' classroom teaching and assessment practices across Army Public Schools (APSs) in the Lahore Region. A cross-sectional survey allows researchers to capture data at a single point in time and to estimate population parameters as well as group differences efficiently (Cohen et al., 2018). This design is particularly suited for educational settings because it permits simultaneous comparisons by gender and grade levels without requiring long-term follow-up (McMillan & Schumacher, 2021). The settings of the study comprised APSs, which represent instructional contexts, employing a large stratified sample, enhanced statistical power, reduced sampling error, and increased external validity (Creswell & Creswell, 2023; Etikan & Bala, 2017; Fraenkel et al., 2023).

## **Population and Sample**

The accessible population consisted of students of Grades 9 and 10 from five of the six Army Public Schools. One school was deliberately excluded because the researcher's daughter was enrolled there; eliminating this site helped to minimize potential conflicts of interest and the researcher's bias (Creswell & Creswell, 2023; Roberts & Priest, 2022). Consequently, across these institutions, the accessible combined population was comprised of 2,241 students, of which 1200 students were enrolled in Grade 9 and 1041 students were enrolled in Grade 10. The sample of Grade 9 and Grade 10 students drawn from five APSs in the Lahore Region was 340 using proportionate stratified sampling (Cohen et al., 2018; Creswell & Creswell, 2023). The researchers selected 182 students from Grade 9 and 158 students from Grade 10, resulting in a total sample of 340 participants. This approach ensured that each school contributed a sample roughly equivalent to its share of the total population. For example, APS 2, which enrolled the largest number of students, provided the largest sample, whereas APS 3, with the smallest enrollment, contributed the smallest sample. Such proportional allocation enhances external validity and minimizes sampling bias (Etikan & Bala, 2017). Adopting stratified random sampling is recommended to improve the generalizability of findings across different school contexts (McMillan & Schumacher, 2021).

## **Instrument**

The instrument of the current research consisted of a 42-item self-administered questionnaire on a 5-point Likert scale. The researchers administered the scale to participants to gauge their perceptions of classroom teaching and assessment practices. The classroom teaching practices (23 items) were divided into six factors: teachers' professional skills (5 items), student-teacher relations (3 items), teaching methods (6 items), classroom discipline (2 items), improvement in students' skills (4 items), and monitoring & evaluation (3 items). These items covered lesson preparation and delivery, discipline, punctuality, equitable opportunities for learning, modern teaching approach, use of ICT, and learning in the context of real-life situations. Assessment practices (19 items) were divided into 5 factors: placement assessment (3 items), formative assessment (3 items), diagnostic assessment (3 items), summative assessment (4 items), and results & feedback (6 items) emphasizing the application of a range of assessment practices, fair and transparent examinations, monitoring of examinations by the principal, selection of relevant question paper items, fair and unbiased paper marking, timely declaration of results, constructive feedback to students & parents, and access to marked answer sheets.

**Table 1**  
*Psychometric Properties of the Students' Perceptions Scale (SPS)*

Domain	Factors/Sub-Factors	Items	Focus Areas	Cronbach's $\alpha$	Factor Loadings/ KMO
Classroom Teaching Practices (23 items)	Teachers' professional skills	5	Lesson preparation, delivery speed, and professional conduct	.88	.61 – .82 / KMO = .84
	Student-teacher relations	3	Respect for students, friendly dealing, and equitable treatment	.83	.58 – .79 / KMO = .81
	Teaching Methods	6	Modern teaching methods, ICT and AV aids, and active learning	.86	.63 – .80 / KMO = .83
	Classroom discipline	2	Punctuality, classroom management	.80	.55 – .77 / KMO = .80
	improvement in students' skills	4	Reading, writing, comprehension, and communication skills	.84	.60 – .81 / KMO = .82
	Monitoring and evaluation	3	Principal observations: Monitoring through students feedback	.82	.59 – .78 / KMO = .81
Assessment Practices (19 items)	Placement assessment	3	Initial level testing, Placement decisions based on Students' aptitude	.79	.57 – .75 / KMO = .80
	Formative assessment	3	Ongoing feedback, Learning checks	.81	.60 – .78 / KMO = .82
	Diagnostic assessment	3	Identifying learning gaps, Targeted support	.82	.62 – .79 / KMO = .82
	Summative assessment	4	Transparent exams, fair results, and grading	.85	.63 – .84 / KMO = .83
	Results and feedback	6	Timely declaration of fair results, Feedback to students, and parents' access	.90	.66 – .84 / KMO = .85

Table 1 shows that the internal consistency and construct validity of the SPS were found to be good when administered to 340 secondary students. The Cronbach's  $\alpha$  scores for all sub-factors were between .79 and .90, which were above the .70 score for good reliability in educational research (Nunnally & Bernstein, 1994). The values of KMO between .80 and .85, and factor loadings ranging from .55 to .84 were considered meritorious sampling adequacy (Kaiser, 1974) and robust item-factor alignment (Hair et al., 2022).

### Data Collection

The researcher was engaged in a systematic approach and proceeded to the five APSs included in the study, where students were to be sourced, and data were to be collected after seeking permission by visiting the school principals in the presence of the formal approval letter issued by the Lahore Garrison Education System (LGES) Secretariat. With administrative consent and subsequent personal school visits, the researcher was able to arrange classroom visits to coincide with the timings for administering the surveys with the appropriate school personnel. The students of all campuses were proportionately stratified sampled to ensure balanced participation, and a total of 340 students of Grades 9 and 10 were selected. The researcher sought the perception of students personally to ensure consistency and to resolve any procedural enquiries that arose. All participants filled out an anonymous survey, which had a section on demographics and 42 survey items about perceptions of classroom teaching and assessment practices. The instrument included a 5-point Likert scale ranging from "strongly disagree" to "strongly agree" for all domains. The survey was administered personally and in a structured environment, which helped to maximize the response rate, minimize non-response bias, and enhance the reliability of the data collected (Creswell & Creswell, 2023; McMillan & Schumacher, 2021).

### Data Analysis and Interpretation

Once the data collection was performed, the quantitative data were systematically coded and entered into SPSS for analysis. All data were entered by the researcher to ensure consistency and minimize transcription errors. Before analysis, a rigorous data cleaning process was performed, including screening for missing values, outliers, and logical inconsistencies (Tabachnick & Fidell, 2019). Inferential analyses were used to determine group differences. Specifically, an independent-samples t-test was used to compare perceptions of students about classroom teaching and assessment practices between the two levels of students (grades 9 and 10), as recommended for comparing two independent groups (Pallant, 2020). Before the application of the tests, the assumption of normality and homogeneity of variance was determined, and effect sizes (Cohen's *d*) were calculated to determine the size of the difference (Field, 2018).

**Figure 1**  
Students' Perception of Teachers' Classroom Practices in APSs

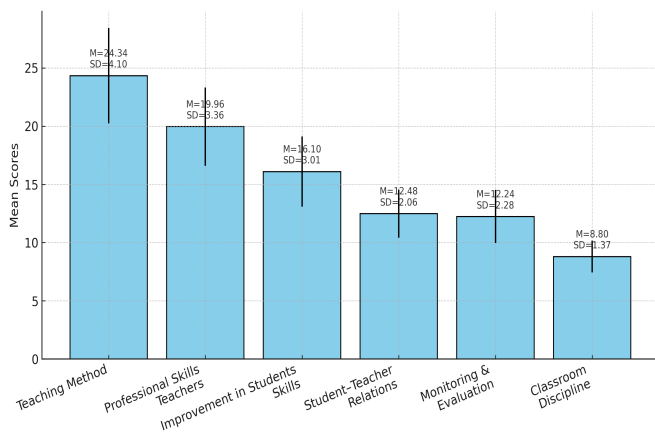


Figure 1 shows that descriptive statistics were applied to sort out the students' perception regarding use of teaching practices in APSs of Lahore Region. Results declared six dimensions of teaching practices. Teaching method had the highest mean scores ( $M=24.34$ ;  $SD=4.10$ ), followed by professional skills of teachers ( $M=19.96$ ;  $SD=3.36$ ) and Improvement in Students' Skills ( $M=16.10$ ;  $SD=3.01$ ). Student-teacher relations ( $M=12.48$ ,  $SD=2.06$ ) and monitoring and evaluation ( $M=12.24$ ,  $SD=2.28$ ) were in a middle range, while classroom discipline had the lowest mean ( $M= 8.80$ ,  $SD= 1.37$ ). Teacher effectiveness in teaching methods and professional skills is correlated with literature that has highlighted the importance of instructional quality as a key factor for student engagement (Hattie, 2023; McMillan & Schumacher, 2021). Lower ratings on monitoring and discipline, on the other hand, raise alarms about the fact that classroom management has been a problem area in secondary education (Marzano, 2017).

**Figure 2**  
Students' Perception of Assessment Practices in APSs

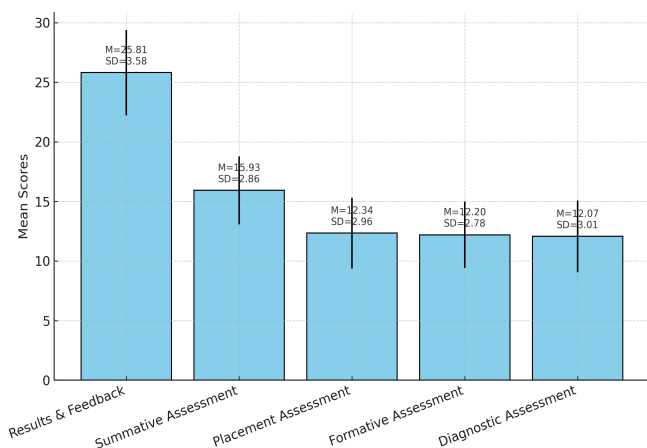


Figure 2 shows that descriptive statistics were applied to sort out the students' perception regarding use of assessment practices in APSs of Lahore Region. The results declared five dimensions of assessment practices. Results and feedback were rated the highest ( $M=25.81$ ,  $SD=3.58$ ) which meant that students were very satisfied with the results and the feedback received, and further with access to marked scripts. Summative assessment practices got upper middle position with ( $M=15.93$ ,  $SD=2.86$ ). Placement assessment ( $M=12.34$ ,  $SD=2.96$ ), formative Assessment ( $M=12.20$ ,  $SD=2.78$ ) and diagnostic assessment ( $M=12.07$ ,  $SD=3.01$ ) were grouped together at slightly lower than middle ranges. This trend matches international research, which has found that students tend to prefer explicit outcomes and feedback but are less aware of the formative and diagnostic processes, and may see it as less regular or visible (Black & Wiliam, 2018; Brookhart, 2017). The results highlight the importance of a balanced assessment approach that combines formative assessment (which is feedback-rich) with summative assessment (which is traditionally used) (Guskey, 2020).

**Table 2**

*Students' Perceptions on Overall Classroom Teaching Practices (Grade-wise)*

Factors	Grade	N	M	SD	SE	F	df	t	P
Overall Teaching Practices	Grade 9	182	80.08	9.556	.708	16.802	338	2.913	.056
	Grade 10	158	76.38	13.714	1.091				

Table 2 displays grade-wise students' perception of classroom teaching practices with respect to Grades 9 & 10. There was no significant difference between the two groups,  $t(338)=2.91$ ,  $p>.05$ , using the independent-samples t test. Grade 9 students reported a mean score of 80.08 ( $SD=9.56$ ), while grade 10 students reported a mean of 76.38 ( $SD=13.71$ ). The difference in grades was not statistically significant, but it suggested that, for the students who participated in this study, teaching practices in the classroom for both grades were perceived as similar. This result is consistent with studies that indicate when a school has uniform teaching policies, student perceptions of the school are more likely to be similar across grades (Black & Wiliam, 2018; Brookhart, 2017).

**Table 3**

*Students' Perception of Classroom Teaching Practices (Grade-wise)*

No.	Factors	Class	N	M	SD	SE	F	df	t	P
1	Teachers' Professional Skills	Grade 9	182	20.70	2.752	.204	18.417	338	4.492	.046
		Grade 10	158	19.10	3.778	.301				
2	Student-teacher relations	Grade 9	182	12.92	1.623	.120	12.944	338	4.395	.043
		Grade 10	158	11.96	2.381	.189				
3	Teaching method	Grade 9	182	25.26	3.198	.237	24.755	338	4.568	.042
		Grade 10	158	23.28	4.735	.377				
4	Classroom discipline	Grade 9	182	8.91	1.345	.100	1.255	338	1.498	.263
		Grade 10	158	8.68	1.396	.111				
5	Improvement in students' skills	Grade 9	182	16.83	2.431	.180	16.745	338	4.981	.045
		Grade 10	158	15.25	3.380	.269				
6	Monitoring and evaluation	Grade 9	182	12.59	2.044	.152	5.004	338	3.071	.026
		Grade 10	158	11.84	2.472	.197				

Table 3 presents the comparison between the students' perception of the six factors of classroom teaching practices in Grades 9 and 10. The grade-level differences for five of six factors were significant in independent-samples t-tests. Professional skills of teachers were rated higher by grade 9 students ( $M=20.70$ ,  $SD=2.75$ ) than grade 10 students ( $M=19.10$ ,  $SD=3.78$ ),  $t(338)=4.49$ ,  $p<.05$ . Student-teacher relations ( $M=12.92$  vs.  $11.96$ ), teaching method ( $M=25.26$  vs.  $23.28$ ), improvement in students' skills ( $M=16.83$  vs.

15.25), and monitoring & evaluation (M=12.59 vs. 11.84) also favored by grade 9 students, all at statistically significant levels ( $p < .05$ ). An analogous difference was not found for classroom discipline,  $t(338) = 1.50$ ,  $p = .263$ . The results show that, in general, younger students rate their teachers positively with regard to their teaching ability and student- teacher relationships. This pattern is consistent with research that indicates the grade-level differences in systems of evaluation and feedback employed by teachers (Black & Wiliam, 2018; Brookhart, 2017). These results highlight the need to maintain good teaching quality and positive classroom climates in all secondary level grades (Guskey, 2020).

**Table 4**  
*Students' Perception of Overall Assessment Practices (Grade-wise)*

Factors	Class	N	M	SD	SE	F	df	t	P
Overall Assessment Practices	Grade 9	182	97.20	10.304	.764	24.059	338	5.005	.044
	Grade 10	158	90.11	15.585	1.240				

Table 4 shows comparisons between APS students' perceptions of overall assessment practices among Grades 9 and 10. The difference between the two grade levels was statistically significant ( $t(338)=5.01$ ,  $p < .05$ ) and was determined by an independent-samples t-test. The mean score of the overall assessment practices was higher for grade 9 (M=97.20, SD=10.30) than for grade 10 (M=90.11, SD=15.59). The large F value (F=24.06) suggested that the variances were unequal, and a Welch's adjustment was used (Field, 2018). The results indicated that the 9<sup>th</sup> grade students had more positive perceptions about assessment practices than 10<sup>th</sup> grade students, possibly due to differences in the transparent system of assessment, fair evaluation results, and feedback between both grade levels. This is similar to the findings of previous studies regarding the perception of transparency and positive feedback (Black & Wiliam, 2018; Brookhart, 2017) in assessment processes, which are more likely to be received positively by lower-grade students. These findings validate the need to ensure fair, formative evaluation practices are implemented in all grade levels of secondary school (Guskey, 2020). To achieve equitable student experiences (Guskey, 2020), it may be important to have consistent assessment practices, and the results of assessments should be transparent across grade levels.

**Table 5**  
*Students' Perception of Assessment Practices (grade-wise)*

No.	Assessment Practices	Class	N	Mean	SD	SE	F	df	t	p
1	Placement assessment	Grade 9	182	13.02	2.452	.182	5.765	338	4.665	.017
		Grade 10	158	11.56	3.297	.262				
2	Formative assessment	Grade 9	182	12.54	2.412	.179	5.045	338	2.444	.025
		Grade 10	158	11.81	3.116	.248				
3	Diagnostic assessment	Grade 9	182	12.48	2.661	.197	4.225	338	2.701	.041
		Grade 10	158	11.60	3.319	.264				
4	Summative assessment	Grade 9	182	16.05	2.585	.192	6.562	338	.890	.011
		Grade 10	158	15.78	3.143	.250				
5	Results and feedback	Grade 9	182	25.98	3.032	.225	13.844	338	.904	.054
		Grade 10	158	25.63	4.115	.327				

Table 5 presents students' perceptions regarding factors of assessment practices across Grades 9 and 10. An independent-samples t-test revealed significant grade-level differences on four of the five factors. Placement assessment was rated higher by grade 9 students (M=13.02, SD=2.45) as compared to grade 10 students (M=11.56, SD=3.30),  $t(338)=4.67$ ,  $p=.017$ . Similarly, formative assessment (M=12.54 vs. 11.81), diagnostic assessment (M=12.48 vs. 11.60), and summative assessment (M=16.05 vs. 15.78) were also favored by grade 9 students, all at significant levels ( $p < .05$ ). By contrast, results and feedback showed high means in both grades (M=25.98 vs. 25.63),  $t(338)=.90$ ,  $p > .05$  with no meaningful difference. These

findings suggest that 9<sup>th</sup> grade students perceive placement, formative, diagnostic, and summative assessments more positively than 10<sup>th</sup> grade (comparatively older) students. This pattern reflects that perceptions of assessment fairness and support can decline in higher grades due to increased academic pressure and test stakes (Black & Wiliam, 2018; Brookhart, 2017; Guskey, 2020).

## Discussion

This study examined secondary school students' perceptions of their teachers' classroom (teaching) practices and assessment practices across APSs in Lahore Region. Taking students' perceptions of classroom teaching practices, the results showed that students perceived their teachers' teaching methods, professional skills, and improvement in students' skills more favorably than ratings for student-teacher relation, monitoring & evaluation, and classroom discipline. Likewise, among assessment practices, students reported favorable perceptions of results and feedback and summative assessment with comparatively lower scores for placement, formative, and diagnostic assessments as grade level increases.

Findings revealed consistently high ratings for teachers' teaching methods, professional skills, and improvement in students' skills, especially among Grade 9 students. These findings aligned with the research demonstrating that teachers' professional competence and positive change in students' skills are among the strongest predictors of student motivation and achievement (Hattie, 2023; Cornelius-White, 2007). However, monitoring and evaluation received comparatively lower scores, suggesting that formative observations and monitoring diminish in higher grades. It's a pattern that has been found in other countries too, where high-stakes test settings tend to make formative assessment a distant and elusive reality, and students feel unsupported (Brookhart, 2017). APSs benefit from reinforcement of the formative monitoring and feedback practices in all grades to keep students engaged.

The picture from students' perception of assessment practices is complex. There were high and consistent scores with results and feedback across both grades, suggesting effective systems for reporting results, access to parents, and transparency of reports. This is consistent with research that emphasizes the significance of feedback loops to improve students' learning (Hattie & Clarke, 2019). This was in contrast to perceptions of placement, formative, diagnostic, and summative assessments, which were lower among those in Grade 10, which may be a sign of increased academic pressures and/or less individual feedback as students' progress (Harlen, 2018). This finding is in line with international studies that suggest that assessments become more important and affect students' attitudes (Black & Wiliam, 2018).

The data, taken together, indicated that APSs are effective in delivering instruction and reporting on student outcomes at the end of the year but should increase use of formative and diagnostic assessments, especially in Grade 10. Strong teachers' professional skills and pedagogical practices, as seen in students' positive attitudes towards teaching and learning, imply good teaching foundations, but if they don't have equitable formative assessment practices, students may become disengaged and feel anxious (Sadler, 2010). Aligning high-quality teaching and balanced assessment systems can increase motivation, self-regulation, and achievement. Implementation of continuous feedback, peer assessment, and self-evaluation into everyday practice can help close the gap between teaching and assessment (Brookhart, 2017; Guskey, 2020). Teachers' professional development on formative assessment and differentiated instruction can help teachers establish high standards for students in grades. This holistic approach aligns with the call from the international community for a shift from a mainly summative to a more formative assessment system for supporting learning and not merely measuring it (OECD, 2020).

## Conclusions

This study gives a detailed picture of the perceptions of the APS students of teaching and assessment practices in the Lahore Region. The study shows that students generally give good ratings for teachers' teaching methods, and professional skills, students' skills improvement, and their teachers' efforts to enhance students' skills, with high ratings for results and feedback, and summative assessment, which generally demonstrated

good ratings. It is concluded that relatively poor scores in monitoring and evaluation, student-teacher relationships, classroom discipline, placement, formative, and diagnostic assessments indicate that there is a progressive decrease in perceived assistance. The results highlight the need to maintain formative and diagnostic assessment practices. APSs assist in helping students stay motivated, improve learning, and experience equity across grade levels by ensuring that high-quality teaching is matched with balanced and transparent assessment systems. The relationship between teaching and assessment practices continues to be supported in APSs and other educational settings in future initiatives involving teachers' professional development, a feedback-rich environment, and student-centered assessment policies.

### **Recommendations**

1. Normalize classroom monitoring and transparency in assessment system.
2. Make interactive and ICT approaches ongoing through all grade levels to enhance engagement.
3. Continue to have good supervision to enhance student-teacher relations and classroom discipline.

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