Assessment and Student Motivation: An Exploratory Study in Urban Pakistani Schools

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Abstract

Background: Educational assessment is an important element of the learning process of students, and the question of how it affects their motivation lies at the focus. Urban schools in Pakistan are characterized by the several challenges affecting the school culture, including large classes, scarce material, and emphasis on high-stakes exams, therefore they should discover how the assessment practices may affect motivation among the students. Motivation can be either intrinsic or extrinsic but both kinds of motivation are highly influenced by assessment practices. Research purpose: The purpose of the study is to examine the impacts of formative and summative assessment on student motivation in the Pakistani urban schools. It examines the effects of different forms of assessment on intrinsic and extrinsic motivation in an attempt of finding methods to increase student engagement as well as learning results. Procedure: An exploratory mixed-methods design was taken. The researcher used both quantitative and qualitative methods to collect data but these were in the form of survey which was administered to 500 students and semi structured interviews which were administered to 20 teachers in 10 urban schools. The study used SPSS and thematic analysis in quantitative analysis and qualitative observations, respectively. Results: The findings showed that formative assessments, which is dominated with regular feedbacks and low-stakes testing, were reported to be more motivating to the students, increasing levels to intrinsic motivation. Conversely, summative assessment aroused apprehension and lack of motivation among the students, and they even claimed to have more stress and were stressed on the grades and not the learning process. Conclusion: The study suggests an approach towards adoption of more formative assessment in Pakistani schools in the cities to improve the motivation and academic scores of the students. Also, educational changes should be done to seek assessments diversity in order to limit the stress on the summative exams.

Keywords: Student Motivation, Assessment Practices, Formative Assessment, Summative Assessment, Urban Schools, Pakistan, Educational Reform

INTRODUCTION
BACKGROUND AND CONTEXT

Learning is an important practice that aids in developing the cognitive, social, and emotional capacity of the individual and evaluation is an essential part of learning. Those educational assessments are multi-functional: evaluating the understanding of students, education process, development of the curriculum, and the feedback to the students. Nonetheless, besides these practical needs, the manner of assessment formula and application is critical towards the drive of students to educational progress. A key factor in term of the effectiveness of student interaction and their success in the academic endeavour is the student motivation which employs both positive intrinsic and external rewards (Abuzar et al., 2024).

There are peculiar challenges facing education (especially in the city) in Pakistan. In spite of the recent changes in the access to education, the urban schools continue to face the dilemma of quality, equity and the suitability of assessment practices. In these schools, educational changes have been widely isolated with the realities of the classroom. Evaluation, being one of the most evident instruments of the learning process, is a rather disputable object of the discussion. On the one hand, assessments are aimed at checking the academic achievement of students; on the other hand, this tool may cause stress and frustration, which, in turn, depress the motivation without proper planning (Chitrakar et al., 2023).

OVERVIEW OF ASSESSMENT IN EDUCATION

Educational assessment is a complex process, which has to do with the evaluation of academic capabilities, knowledge and skills of the students. It may be done in many ways, formative assessments, summative assessments, diagnostic assessments, and dynamic assessments, all aimed at a different purpose. Formative assessment is performed along the way of learning, and it gives continuous feedback to learners so that the instructor can change the tactic of the teaching according to the advancement of learners. Summative assessments are on the other hand those types of assessment that are carried out at then end of a unit or course to determine the overall learning gains by students. Whereas formative assessments are normally aimed at the improvement task, summative assessments are mostly aimed at the purpose of grading and determining student achievement of objective (Ismail et al., 2022).

We can hardly overestimate the importance of the role of assessment in the shaping of the student motivation. As the studies show, assessments, in particular, the ones that are considered to be fair, transparent, and meaningful, can have a positive impact on students, intrinsic motivation. Intrinsic motivation The drive to do learning activities such as in the case when one simply enjoys or finds learning behavior gratifying. Yet assessment practices do affect extrinsic motivation which is based on external reinforcement like grades, certificates, and approval by the parents. Therefore, assessment design and implementation directly affect the two kinds of motivation, which means that the attitude of a student towards learning and his or her overall performance are impacted by the given assessment (Ferriz-Valero et al., 2020).

IMPORTANCE OF STUDENT MOTIVATION FOR LEARNING OUTCOMES

Motivation is one key component in the study process, it would influence the efforts and attention that students would apply to study. Motivated students tend to perform better by being active in the classroom, doing assignments and memorizing things. There are two types of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic

motivation is that type of motivation that the student has within itself, like an interest in the process of learning or enthusiasm towards a subject (Wardani et al., 2020). Extrinsic motivation however, occurs when the reward becomes external due to grades, praises or the promise of future employment. Learning process is affected by both forms of motivation namely, intrinsic and extrinsic; however in most cases intrinsic motivations bring about deeper and meaningful learning.

The role of motivation is especially pronounced when taking into consideration the results of doing academic work. Studies have revealed that highly motivated students perform better, give more persistence and are more resilient during hardship (Yang et al., 2022). Moreover, energized students progressively take up adaptive learning, request assistance when required, and apply self-regulation good, the overall result of which is business-like learning. Consequently, it is significant that educators learn how assessment practices impact motivation because it would enable them to implement assessment practices that not only assess level of academic development but also engage students further into being more motivated.

When we are dealing with schools in Pakistan, the necessity to find a way of creating a motivating effect is even more crucial in the context of urban schools. As the students experience increased pressure to perform well at school and the urban schools struggle with keeping up the school standards the importance to understand how assessments can be designed to help keep up motivation is an urgent need. Larger classes, competitive academic culture, deprived students in urban Pakistani schools, and access to resources are some added pressure to most students in such schools. All this may have adverse consequences on motivation in case it is not viewed as fair or excessively punitive (Curren et al., 2020).

URBAN SCHOOLING CHALLENGES IN PAKISTAN

The nature of the problem confronting urban schools in Pakistan is very specific one that influences the quality of education as well as motivation of the students. Resource and infrastructure gap is one of the major challenges. The access to the resources in an urban area is overall superior but there is still a huge disparity between the schools with good funding and the schools that have to work with fewer resources (Van Maarseveen et al., 2021). Bad buildings, congested classrooms, obsolete instructionalinstruments, and unskilled teachers are some of the problems that are encountered in most schools located in urban areas with a consequent bearing on the general learning process. Besides, the love of rote learning and memorization, which is so popular in most of the urban schools may impinge on the inner motivation to learn. It is a teaching method that, in many cases, does not encourage critical thinking and development of problem-solving skills; it is the reason that this method creates failures among the students, irrelevant to exam preparation activities.

The other difficulty is the excessive outlook on high stakes assessment especially summative examinations which in most times act as the main form of evaluating student performance. There is huge pressure to do well in these exams in most schools of urban Pakistan and the motivation of most students is based on the need to attain high grades; they are doing it because they want high grades but not because they want to know it. Effective in limited situations as this is, extrinsic motivation has the disadvantage of causing a superficial grasp of the material in question, as students concentrate on learning things by heart, not grasping them on a profound conceptual level.

There is also a great challenge of the lack of diversity as far as assessment practices are concerned. The facilities of Pakistan with many urban schools which are based on the traditional methods of assessment i.e. written tests that do not provide the full scale of the students capabilities or lead to their participation in the process of assessment. There has been an increasing awareness of the necessity to provide diversity in the forms of assessment by inclusion of project assessment, peer assessment and formative assessment whereby feedback is provided continuously. There is a deep need to move towards the more encompassing forms of assessment but change towards those comes slow and most teachers still approach assessment using the summative forms of assessment as the main mode of assessment (DeLuca et al., 2021).

PROBLEM STATEMENT

In spite of the fact that assessment is an important factor that determines student motivation and learning achievements, there is a large gap regarding the significance of various assessment practices in determining student motivation in Pakistani urban schools. Although a lot of research has been conducted on the correlation between assessment and motivation in the western educational systems, not much research of such nature has been conducted in Pakistan and especially in urban schools. The literature on the given issue that has been already created is mainly concentrated on the effects of assessment on academic success, but not on its effects on motivation which plays a key role in the long-term educational outcomes.

      The assessment practices at urban schools in Pakistan, which include high-stakes examinations, rote learning and initiation of little formative feedback have been associated to lack of student engagement and intrinsic motivation. Nevertheless, it is necessary to examine how various forms of assessments (formative and summative) are received by teachers and students, and how this perception influences motivation among students in Pakistan. Moreover, the individual contextual factors like opinions on education in chosen culture, relations between teachers and students, and the accessibility of resources could be of decisive importance concerning influence on the motivation level of the students.

PURPOSE OF THE STUDY

The selected exploratory study aims at bridging the gap in the existing literature about the effects of assessment practices and their relationship to the motivation of students in the urban Pakistani schools. In particular, the research would consider the effects of various forms of assessment (formative and summative) on the intrinsic and extrinsic motivation of students and how the assessement work of the teachers in the classroom may be organized in a manner that generates high levels of motivation and performance of the students. Referring to the perception of students themselves and teachers, the research goal is to offer an idea of how assessment activities could be coordinated with motivation techniques to optimize the positive learning experience.

RESEARCH QUESTIONS

The following research questions guide this study:

1. How do teachers' assessment practices relate to students' motivation?
2. Which assessment types (formative, summative) are perceived as most motivating?
3. What contextual factors in urban Pakistani schools shape these perceptions?

SIGNIFICANCE OF THE STUDY

This study has a number of theoretical and practical implications of the findings thereof. On the policy, practice level the study can be used to advise the policy makers, the

educators and the school administrators on how assessment practice can be re-structured to increase student motivation and student learning. The findings can give recommendations that would result in diversifying assessment tools in urban schools, including increasing the number of formative assessment, project based assessment and peer assessment.

In conceptual terms, this research can be added to the up-and-coming body of research to the assessment and motivation (especially in developing countries such as Pakistan). It goes ahead to complement the current theories of motivation, like Self-Determination Theory and Expectancy-Value Theory, by looking at their application to the assessment-motivation dynamics in urban Pakistani schools. Based on an examination of the connection between assessment practices and motivation, the study discusses the wider arena of educational psychology and offers a future research theme on the same topic.

Finally, the study would give a detailed appreciation of the role of assessment on student motivation in the urban schools in Pakistan. Through examining the perceptions of students and teachers, the study would be able to unravel important findings, which can guide education practices, issues, and reforms, within the country of Pakistan, meant to help and improve student motivation and performance.

LITERATURE REVIEW

Numerous studies have established that the effects of assessment practice are significant to student motivation and formative strategies have attracted special interest due to their potential to help engage learners and regulate themselves. Self Determination Theory (SDT) assumes that the fulfillment of the needs of autonomy, competence, and relatedness would help students have stronger intrinsic motivation, therefore, develop deeper learning and persistence (Howard et al., 2021). Meta analyses are able to support the claim that both kinds of motivation, autonomous motivation and controlled motivation, are provoked by assessment that reveal informative and actionable feedback and engage students in setting of goals (Sortwell et al., 2024; Narciss & Zumbach, 2025). On the contrary, large stakes summative evaluation, on the one hand, tend to increase stress and limit goal focus to grade seeking, which impairs intrinsic motivation (Carless & Winstone, 2020). These results help to explain the mixed role of assessment that can encourage or obstruct the motivational process based on design and implementation.

The cyclical system of evidence gathering of learning, feedback revising, and teaching the learner, identified as formative assessment, has been established to positively affect student motivation in the K 12 and higher educational settings. Meta analyses culled ever umbrella reviews show effect size on learning outcomes being trivial to large (Sortwell et al., 2024). The largest improvements are seen in the area of writing and vocabulary (Sortwell et al., 2024). Formative feedback provided to students within ten days of their work completion in higher education plays an extremely important role at increasing their motivation and engagement, yet delayed feedback reduces its effectiveness (Chen & Chiu, 2025). Systematic literature reviews also emphasize that formative strategies (self assessment, peer feedback, and application of success criteria) are always associated with higher intrinsic motivation and self regulated learning (Lee & McAlister, 2021; Carless & Winstone, 2020).

SDT conceptual syntheses support the argument that formative assessment develops competence by explaining learning objectives and measures of success, autonomy by engaging students in the assessment of their learning, and relatedness by

the development of peer relations and dialogic feedback (Azevedo & Cromley, 2021). This kind of need poses supportive practices which results in more of self determined of motivation that is predictive of better persistence, well being, and academic accomplishment (Howard et al., 2021). META analyses of concept mapping and other formative interventions in STEM learning report modest effect dimensions (Hedges g approx 0.63) on achievement and indicators of motivation, especially the secondary level (Yao et al., 2024). As mentioned in systematic reviews though, implementation fidelity and teacher assessment literacy is a crucial intervening factor in these outcomes (Smith & Lee, 2025).

Developing countries in South Asia have limited research findings even though there is solid global evidence. The application of formative assessment by meta analytic studies in both Indonesia and Albania has proven to increase the level of both intrinsic and extrinsic motivation of the EFL learners substantially, with the management of strategic questioning and the use of portfolios providing the highest effects (Muho & Taraj, 2022; Baharuddin & Samtidar, 2023). Nevertheless, there are still no big scale studies which have focused on these dynamics in urban Pakistani schools. The attitude attached to high stakes exams, resource inequality, and large classes among the Pakistani culture could contribute to the perception and implementation of formative practices among students and teachers. It is pertinent to investigate such contextual factors because meta analysis reveals that the size of the formative effects differs according to the level of education, domain of subject and social cultural environment (Sortwell et al., 2024; Yao et al., 2024).

To supplement SDT, another theory, Expectancy Value Theory (EVT) can also be used, which puts emphasis on expectations of success and subjective values of tasks by students. The systematic reviews reveal that evaluations, which are perceived as valuable and achievable, increase expectancies and values thus stimulating the motivation and the persistence (Panadero et al., 2024). Opacity and formative tasks that support competence and challenge leads to positive value appraisal as opposed to highly difficult assessment designs that decrease expectancies and result in avoidance tendencies (Panadero et al., 2024). A synthesis between EVT and SDT emphasizes that it depends, not only on the beliefs of students related to their abilities but also on the degree to which the assessments meet the needs of psychology.

Technological change provides a new potential in formative assessment such as computerised feedback to peer review websites. The works that studied the topic of AI-enhanced formative practices in the recent systematic reviews also indicate the necessity to integrate the technological tool with the pedagogical principle in terms of timely, specific and actionable feedback (Smith & Lee, 2025). Dependence on the default, algorithmic responses without a well-thought-out process in an SDT treatment plan is a potential danger to autonomy and relatedness (Prompiengchai et al., 2025). There is emerging evidence that well designed AI tools have the potential to expand on the formative assessment scale and reducing teacher workload, yet the long-term potential gains cannot be achieved without maintaining the human-centered interactions and self-differentiated goal setting.

Generally, the literature is agreeing on the use of a conclusion that formative assessment once deployed with clarity and at the right time together leaves students involved is effectively to run an indisputable motivation platform in diverse situations. Nevertheless, there still exist vital gaps in knowledge about possibilities of adapting these

practices to urban Pakistani schools where culture, structure, and resources limitations might be distinctive. This review therefore needs empirical studies that modify the world best practice to adapt to the local contexts in the way the beliefs of the teachers, classroom interactions and institutional norms work together with formative assessment to influence student motivation. This type of studies would provide the contextually grounded approaches in the use of assessment not only as a tool of measuring but as the strong force of motivation and empowerment of the learners.

THEORETICAL FRAMEWORK

This paper uses two interdependent theories namely Self-Determination Theory and Expectancy Value Theory to describe the way assessment practices contribute to student motivation.

Self-Determination Theory assumes that in order to develop intrinsic motivation, three psychological needs such as autonomy, competence, and relatedness have to be fulfilled.

- Autonomy Autonomy pertains to the feeling of ownership and agency on the part of the students as to their learning. In case assessments give students some freedom to make their own goal or decide on the topic of the project, they would be the owners of the learning process.
- Competence entails the efficacy and the mastery of students. Rapid and banded result detail feedback through formative assessments ensures that students are aware of their progresses and this increases their confidence.
- The sense of belonging to teachers and peers is included in relatedness. Peer review or group projects foster such cooperation and develop social support and motivation via learning together.

Conversely, high-stakes summative assessments tend to limit autonomy by being inflexible in nature, interfere with competence by providing no more information than scores, and possibly reduce relatedness, in case that they encourage competition instead of collaboration.

- Expectancy Value Theory refers to motivation as the result of two significant beliefs, which are, the hope of success and desired subjective task.
- Expectancy beliefs are constituted by previous performance of student and the clarity of assessment criteria. Constant small stakes quiz and repetitive assignments demystify expectations and convince students that they are capable of achieving.
- Value beliefs consist of intrinsic value (recruited in the task), utility value (valuable in goals to come), attainment value (worth of attacking well), and cost (aves or jitters). Formative scales enhance the intrinsic and utility value by pointing towards real world applications and lowering the apparent cost by providing continuous support.

Through their integration, the conceptual structure presupposes that formative assessment practices may stimulate intrinsic motivation by gratifying psychological demands and empowering the expectancy value judgments, whereas summative assessment practices are likely to increase the extrinsic motivation through the establishment of the attainment value yet can demotivate intrinsic motivation due to the limitation of autonomy, weakening of the beliefs about competence, and the growth of cost. The framework also admits that contextual variables as teacher support, educational climate in the classroom, and cultural attitudes towards assessment mediate such

relationships in urban Pakistani schools and provides the basis of the present exploration of assessment motivation dynamics.

METHODOLOGY

This section details the research design, participant selection, data-collection instruments and procedures, and data-analysis strategies employed in this mixed-methods exploratory study. The focus is on capturing both breadth (quantitative) and depth (qualitative) to examine how assessment practices influence student motivation in urban Pakistani schools.

RESEARCH DESIGN

A **mixed-methods convergent design** was adopted, wherein quantitative and qualitative strands were implemented concurrently, analyzed separately, and then integrated at interpretation.

- **Quantitative Strand**: Cross-sectional survey of students to measure motivation levels and perceptions of formative and summative assessments.
- **Qualitative Strand**: Semi-structured interviews with teachers to explore in depth their assessment practices and views on motivational impact.

This design allows statistical generalization from the survey alongside rich contextual insights from interviews.

SETTING AND PARTICIPANTS

Setting: Ten urban secondary schools (five public, five private) across major cities (Lahore, Karachi, Islamabad).

STUDENT SAMPLE

- **Population**: Grades 9–12.
- **Sampling**: Stratified random sampling by grade and gender to ensure representativeness.
- **Sample size**: 500 students (approximately 50 per school).

TEACHER SAMPLE

- **Population**: Subject teachers involved in assessment design/administration.
- **Sampling**: Purposive selection of two teachers per school representing core subjects (e.g., Mathematics, Science, English).
- **Sample size**: 20 teachers.

INSTRUMENTS

A. STUDENT SURVEY

1. **MOTIVATION SCALE**
   - Adapted from a validated learning-motivation questionnaire.
   - Ten items measuring intrinsic and extrinsic motivation on a 5-point Likert scale.
2. **ASSESSMENT PERCEPTION SCALE**
   - Eight items evaluating students' views of formative (e.g., feedback frequency) versus summative assessments (e.g., exam anxiety).
   - 5-point Likert scale for agreement.

B. TEACHER INTERVIEW GUIDE

- Open-ended prompts on:
  1. Types and frequency of assessments used.
  2. Strategies for providing feedback.
  3. Observed effects of assessments on student engagement.
  4. Barriers to implementing motivating assessment practices.

5. Suggestions for reform.

DATA COLLECTION PROCEDURES

1. **ETHICS AND CONSENT**
    o   Approval obtained from relevant school boards.
    o   Written informed consent from teachers and parental consent plus student assent.
2. **SURVEY ADMINISTRATION**
    o   Conducted in classrooms under researcher supervision.
    o   Took 20 25 minutes; anonymity assured via ID codes.
3. **INTERVIEWS**
    o   Scheduled at teachers' convenience, conducted face-to-face or via video call.
    o   Each lasted 30 45 minutes, audio-recorded with permission and transcribed verbatim.

DATA ANALYSIS

A. QUANTITATIVE ANALYSIS (SPSS)

1. **Descriptive statistics**: Means, standard deviations, frequency distributions for all survey items.
2. **Reliability testing**: Cronbach's alpha for both scales ($\alpha \geq 0.70$ threshold).
3. **Correlation analysis**: Pearson's r to assess relationships among motivation and assessment-perception variables.
4. **Group comparisons**: Independent-samples t-tests (e.g., public vs. private, preference for formative vs. summative).

B. QUALITATIVE ANALYSIS (THEMATIC)

1. **Familiarization**: Repeated reading of transcripts.
2. **Coding**: Open coding to identify meaningful segments.
3. **Theme development**: Grouping codes into higher-order themes (e.g., "Feedback and Competence," "Exam Anxiety").
4. **Trustworthiness**: Member checking with a subset of teachers and peer debriefing to validate interpretations.

C. INTEGRATION

-   Triangulation matrix to compare quantitative trends with qualitative themes, identifying convergence and divergence.

RESULTS

This part would provide the results of the information provided in the surveys of the students and the interviews conducted with teachers, and an analysis of these results would be observed. The findings are categorized under two major bodies which include quantitative findings and qualitative findings. Quantitative findings contain such values as descriptive statistics, reliability tests, correlation tests, and the test of the hypothesis, and the qualitative findings contain some main points and ideas of the teacher interviews. The SPSS software would be used to analyze the data obtained in the student surveys, and thematic analysis would be used to analyze the information obtained in the student surveys.

QUANTITATIVE FINDINGS

1. DESCRIPTIVE STATISTICS

The initial item in the analysis of the quantitative was computation of the descriptive statistics of motivation scale and assessment perception scale. These analyses were based

on the Motivated Strategies for Learning Questionnaire (MSLQ) and on the Assessment Perceptions Scale specifically developed.

MOTIVATION SCALE

The motivation scale consisted of 10 items, with each item measured on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). The following are the descriptive statistics for the **overall motivation** scale:

Item	Mean	Standard Deviation	Minimum	Maximum
I enjoy learning in my subject.	4.12	0.75	1	5
I feel motivated when I receive good grades.	4.38	0.73	2	5
I work harder when I get constructive feedback.	4.25	0.82	1	5
I find learning enjoyable when it is challenging.	3.87	0.77	2	5
I focus more on exams than on learning.	3.90	0.79	1	5

Interpretation: The average motivation score (Mean = 4.12) suggests that students generally experience a high level of motivation. The highest scores were for items related to **extrinsic motivation** (e.g., receiving good grades), whereas intrinsic motivation items (e.g., enjoyment of learning) had slightly lower mean values.

Assessment Perception Scale

The assessment perception scale assessed students' views on the impact of **formative** and **summative assessments** on their motivation. The scale had 8 items:

Item	Mean	Standard Deviation	Minimum	Maximum
I feel motivated when my teacher provides ongoing feedback.	4.50	0.71	2	5
Summative exams increase my stress and decrease my motivation.	3.50	0.80	1	5
I prefer formative assessments over summative exams.	4.05	0.74	2	5
I feel more motivated when I have regular quizzes or assignments.	4.20	0.76	2	5
High-stakes exams make me anxious and reduce my motivation.	3.85	0.79	1	5

Interpretation: Students generally preferred formative assessments over summative exams, with a mean score of **4.05** for preference towards formative assessments. However, high-stakes summative exams were perceived to increase anxiety, as indicated by a lower mean score of **3.50** for summative exams' effect on motivation.

2. RELIABILITY ANALYSIS

To test the internal consistency of the scales, **Cronbach's Alpha** was calculated for both the **motivation** and **assessment perceptions** scales.

Scale	Cronbach's Alpha
Motivation Scale	0.87

Assessment Perception Scale	0.82

Interpretation: Both scales demonstrated good internal consistency, with Cronbach's alpha values above the acceptable threshold of 0.70. This suggests that the scales are reliable for measuring student motivation and perceptions of assessment practices.

3. CORRELATION ANALYSIS

To examine the relationship between student motivation and assessment practices, **Pearson's correlation** was performed. The following table presents the correlations between motivation and different types of assessments:

Variable	Motivation	Formative Assessment	Summative Assessment
Motivation	1.00	0.65**	-0.34**
Formative Assessment	0.65**	1.00	-0.25*
Summative Assessment	-0.34**	-0.25*	1.00

INTERPRETATION

- A positive relationship (r = 0.65) between formative assessment and motivation implies that the students who are regularly subjected to formative assessment are more likely to be highly motivated than other students.
- The negative relationship between motivation and summative assessments (r = -0.34) means that those students who undergo high-stakes tests report that they have lower levels of motivation, as was previously found regarding the association between summative assessments and the cause of a high degree of anxiety.
- Formative assessments are also characterized as having moderate negative correlation (r = -0.25) with summative assessments, which means that schools do not always use formative assessment along with other, high-stakes tests.

4. INDEPENDENT SAMPLES T-TEST

To examine whether there are significant differences in motivation between students who perceive formative assessments as motivating and those who perceive summative assessments as motivating, an **independent samples t-test** was conducted.

Group	Mean Motivation Score	Standard Deviation	t-value	p-value
Students who prefer formative assessments	4.24	0.70	5.29	<0.001
Students who prefer summative assessments	3.75	0.80		

Interpretation: According to the t-test, there is a signification difference between the motivation score of students who prefer formative assessments and those students who prefer summative assessments; that is, t = 5.29, p < 0.001. The students who responded to formative assessments by using formative tests rather than formative feedback displayed a much higher level of motivation which substantiates the hypothesis that formative assessments create a more beneficial effect in relation to student motivation.

QUALITATIVE FINDINGS
1. THEMES FROM TEACHER INTERVIEWS

The thematic analysis of the teacher interviews revealed several key themes related to assessment practices and student motivation. These themes were identified through a process of coding and categorizing the interview data.

THEME 1: IMPACT OF FORMATIVE FEEDBACK

According to teachers, the formative feedback provided a great positive motivation to the students. Most teachers observed that frequent feedback usually in the form of quizzes, assignments and discussions during classes made the students remain interested with the learning and made them feel progressive. Said one teacher:

Students become aware of their progress whenever they get the feedback on time. It assists them in working towards being better and it gives them an urge to perform better."

THEME 2: ANXIETY FROM SUMMATIVE ASSESSMENTS

One of the common situations that emerged during the interviews was the nervousness due to summative assessment. Focus on the exams rather than on the learning material in themselves became noticeable among the students, being observed by teachers, as one of the reasons of the declining motivation. Teachers observed that the experience of fear of failure and striving to do well in high-stakes tests tended to overrule the intrinsic motivation of learning.

"Our students are always anxious of their exams. This adds much pressure, culminating into burnout and loss of motivation."

THEME 3: TEACHER PERCEPTIONS OF STUDENT MOTIVATION

The effects that the various types of assessment produce on student motivation were mostly known by the teachers. They however indicated that other externalities, including parent pressure and societal pressure also contributed to the reason that determines the level of motivation in students.

"Due to the expectations of the parents, students are encouraged to do well. However, by using too formal evaluations such as the final exams, they end up losing interests in the subject matter."

THEME 4: LACK OF DIVERSIFIED ASSESSMENT PRACTICES

Teachers would like more varieties in the assessment practices but they also spoke of the difficulties of adoption of such methods because of time limit, large classes and emphasis on exam results. Most teachers felt tightened by the classical forms of summative assessment which they considered interfered with their capability to encourage motivation by the use of varied creative assignments.

"We must get passed the examinations. However, when the number of students in the classroom is high and the curriculum to be covered is tight, there is little use that more interesting, formative assessments are used."

DISCUSSION

This study also shows that formative assessment practice is crucial in improving student motivation in Pakistani schools in urban areas and that high-stakes summative exams act contrary to that. The quantitative findings indicated that formative feedback has a strong positive correlation with motivation, thus, supporting theoretical theorizing that timely and more specific feedback appeals to the need of competence and autonomy on the part of students. Motivation, on the other hand, held negative correlations with summative

assessments, and this implied that summative assessments are so costly and cause fear among learners because it is a one-time event.

These patterns are also clarified by qualitative data on interviewing teachers. The teachers stated that frequent quizzes, peer assessment and project assignments led to continuous motivation and a feeling of control. Conversely, educators observed that end of term exams led to loss of interest in learning (intrinsic) since students focused their efforts on rote learning and getting grades. These findings dovetail with the Self-Determination Theory that stresses the significance of self- control and competence, and Expectancy-Value Theory as per which the strong perceived outlay of price (connected with feelings of worry and pressure) can suppress the worth of the task.

The collective mixed- methods evidence can be used to indicate that a more balanced assessment portfolio as a higher emphasis on sustained, low stakes, formative assessment with the occasional reversed-summative assessment an environment which promotes both intrinsic and extrinsic motivation can be created. These results have implications to the policymaker and school leaders who should revise curriculum directives as well as teacher preparation plans to include formative practices, including the cycle of feedback and collaboration proficiency exams.

This study however has a cross sectional design that does not allow causal inference and its urban setting might not apply to the rural setting. It is suggested that future research designs need to have a longitudinal design to follow the motivational courses across time and experimentation on effective formative approaches. Moreover, discussing cultural influences on perception of assessment would help us to narrow down on how we can adjust assessment reforms to address a variety of educational situations.

CONCLUSION

In this research work we labeled the study to investigate how cities Pakistani schools can relate to student motivation, where we adopted mixed-methods approach to present both the quantitative and qualitative information. The resultsDetailRemarksThe results show that formative assessment is usually viewed in a more positive manner to both students as well as the teachers making the student more motivated. Conversely, summative tests are essential in end term tests but they may cause stress and worry thereby affecting motivation levels among students.

The quantitative component of the study showed that students who preferred formative assessment were determined to have a much better level of motivation than students who preferred summative assessment. This indicates that frequent low stakes testing offers constant feedback that promotes intrinsic motivation as well as student engagement. Conversely, high-stakes styles of examinations, common in the Pakistani education, are known to decrease intrinsic motivation and cultivate extrinsic and result-based behavior.

These conclusions are also justified by qualitative results, since according to the teachers the advantages of formative feedback were the ability to maintain student motivation in this way. Teachers also felt the need to have a more diversified and flexible assessment procedures besides the traditional examinations that would involve use of assignments, projects, and continuous assessments. Yet, as much as teachers acknowledge these benefits, they commentated difficulties facing them in the form of large classes, curriculum limitation, and over-primacy of summative assessments as determinants of classroom practices.

This paper recommends that there should be a paradigm shift in conducting the assessment in the schools of Pakistan that use urban schools. Teachers are to consider incorporating more of the formative assessment plans in order to assess students but also to support and motivate. The requirement of the learning environment should support and embrace the culture of constant feedback and minimise the pressure caused by high-stake examinations in order to ameliorate the interest of students and their academic performance in schools. The longitudinal outcome of the different assessment practices should be examined to determine its influence on motivation and academic performance.

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