

Teachers' Perception towards Formative Assessment Practices at the Secondary Level in Mayurbhanj District: An Empirical Study

Bikram Tikader¹, Nishivijita Nayak² & Prof. (Dr.) Amulya Kumar Acharya³

^{1&2}Ph.D. Research Scholar, P.G. Department of Education, Fakir Mohan University, Balasore, Odisha, India

³Professor of Education, P.G. Department of Education, Fakir Mohan University, Balasore, Odisha, India

¹Corresponding Author Email id- bikrameducation98@gmail.com

Abstract

Background: Formative assessment plays an important role in improving teaching–learning processes by providing continuous feedback and supporting students' learning progress. Understanding teachers' perceptions toward formative assessment practices is essential for effective implementation in classrooms.

Objective: The present study aimed to examine teachers' perceptions toward formative assessment practices at the secondary level in Mayurbhanj district and to identify challenges faced by teachers in implementing formative assessment.

Methodology: A descriptive survey method was adopted for the study. The sample consisted of 100 secondary school teachers selected from 10 secondary schools of Baripada block in Mayurbhanj district using a simple random sampling technique. Data were collected using a structured questionnaire consisting of 25 items based on a five-point Likert scale. The collected data were analyzed using percentage analysis.

Results: The findings revealed that most teachers hold positive perceptions toward formative assessment practices. Teachers reported regularly analyzing student performance, providing feedback, conducting pre-assessments, and adapting instructional strategies based on assessment results. Teachers also emphasized student participation in learning through questioning, reflection, and peer feedback. However, some teachers indicated challenges such as time constraints and the continued influence of traditional assessment practices.

Conclusion: The study concludes that formative assessment is widely recognized by teachers as an effective strategy for improving student learning and instructional practices. Strengthening teachers' professional development and providing institutional support can further enhance the implementation of formative assessment in secondary schools.

Keywords: Formative assessment, teachers' perception, secondary education, assessment practices, student learning.

1. Introduction

Assessment plays a crucial role in the teaching learning process because it helps determine whether educational objectives are being achieved and provides information about students' learning progress. Educational assessment refers to the systematic process of collecting, interpreting, and using information about students' knowledge, skills, and abilities in order to improve teaching and learning practices (Kabita, 2021). Through assessment, teachers can identify students' strengths and weaknesses, monitor their academic development, and

modify instructional strategies accordingly. Therefore, assessment is considered an essential component of effective teaching and learning in educational institutions.

In recent years, there has been a shift from traditional examination-oriented evaluation toward continuous and learner-centered assessment practices. Among various assessment approaches, formative assessment has gained considerable importance because it focuses on monitoring students' learning during the instructional process and providing feedback to improve learning outcomes. Formative assessment includes classroom activities such as questioning, quizzes, assignments, peer feedback, and classroom observations that help teachers understand students' learning progress and adjust their teaching methods accordingly (Samuel, 2020).

Educational reforms have also emphasized the importance of formative assessment in improving the quality of education. For instance, the National Education Policy (NEP 2020) advocates for competency-based learning and continuous assessment that focuses on conceptual understanding, critical thinking, and problem-solving abilities rather than rote memorization. Continuous assessment practices are therefore considered important for enhancing students' engagement and promoting meaningful learning experiences (Khatun & Tikader, 2025). In line with these reforms, the National Professional Standards for Teachers (NPST) have also been introduced to strengthen teacher quality and professional competencies in the Indian education system. NPST aims to foster passionate, skilled, and well-equipped educators at all levels of education. The standards are systematically reviewed every decade, with the next revision scheduled for 2030, to ensure continuous improvement in teaching quality and professional development of teachers (Khatun & Tikader, 2025).

In school education, the policy also aims to redesign the curriculum structure as a progressive step toward improving the quality of education. However, for the successful implementation of such curriculum reforms, it is essential to have teachers who are adequately trained and capable of understanding the changing demands of teaching and assessment (Tikader, 2025b). Many curriculum reforms require significant changes in the thinking and practices of teachers as well as the cooperation and awareness of parents (Tikader et al., 2025). Therefore, the role of teachers becomes crucial in effectively implementing new assessment strategies and curriculum reforms in schools (Tikader, 2025a).

Several studies have highlighted the significance of formative assessment in improving teaching effectiveness and student learning. Formative assessment, according to Black et al. (2004), allows teachers to collect data on students' learning and utilize that data to drive instructional strategies. In a similar vein, Moss and Brookhart (2009) noted that formative assessment enables students to comprehend learning objectives, get helpful criticism, and take an active role in their education. Students are encouraged to reflect on their education and enhance their academic achievement through these techniques.

In the Indian context, a number of studies have explored teachers' perceptions and practices related to formative assessment. Despite obstacles including inadequate infrastructure and a lack of training, Sardar and Rout (2024) discovered that secondary school instructors are increasingly using questioning tactics and feedback strategies to promote students' learning. In a similar vein, Chakraborty and Kaushik (2024) stressed that inclusive formative assessment procedures must be supported by professional development programs. Additionally, instructors with more teaching experience typically have more favorable opinions of formative assessment procedures, according to Letina et al., (2019).

International research also supports the importance of formative assessment in improving learning outcomes. According to Rahman and Annay's (2022) research, educators view formative assessment as a useful tactic for improving instruction. In a similar vein, Asare (2020) noted that educators had favorable opinions of formative evaluation and suggested ongoing training courses to enhance educators' assessment skills.

Despite its recognized importance, the effective implementation of formative assessment often depends on teachers' understanding, perceptions, and classroom practices. When using formative assessment techniques, teachers may encounter obstacles including time restraints, a lack of training, and a lack of resources. In order to comprehend how assessment tactics are used in classroom instruction, it is crucial to look at how teachers see formative assessment procedures.

In this regard, the current study seeks to understand how secondary school teachers in the Mayurbhanj area see formative assessment procedures. The study also aims to determine the difficulties teachers have when incorporating formative assessment into their lesson plans.

2. Objectives of the Study

The objectives of the study as follows-

- I. To study the teachers' perceptions towards formative assessment at the secondary level.
- II. To find out the challenges faced by teachers to conduct the formative assessment.

Research Questions:

The following are the research questions concerned with the study: -

- I. What are the teacher's perceptions on formative assessment in their classes?
- II. What are the problem face by the formative assessment?
- III. What are the challenges face by the formative assessment?

3. Methodology

3.1 Research Design:

The present study aimed to examine teachers' perceptions toward formative assessment practices at the secondary level in Mayurbhanj district. To achieve the objectives of the study, a descriptive survey method was adopted. This method is commonly used in educational research to collect information about individuals' opinions, attitudes, and practices.

3.2 Population and Sample

The population of the study consisted of secondary school teachers of Baripada block in Mayurbhanj district, Odisha. From this population, a sample of 100 secondary school teachers was selected from 10 secondary schools. From each school, 10 teachers were chosen as respondents.

Sl.No	Name of the Schools	No. of Teachers
1	Utkalamani gopabandhu practicing government high school, Baripada	10
2	Lady Hamilton Govt. High School, Baripada	10
3	Sripadganj Govt.High School, Baripada	10
4	Bhanjpur Govt High School, Baripada	10
5	Bhanjpur Govt Girls High School, Baripada	10
6	Police line High School, Baripada	10
7	Kamala Nehru Government Girls High School, Baripada	10
8	Rakhalgope New Govt. High School, Baripada	10
9	Govt (SSD) Girls High School, Ranibhol	10
10	Sankhabhanga High School, Laxmiposi	10
Total	10 Schools	100

3.3 Sampling Technique

A multistage sampling technique was used in the present study. In the first stage, ten secondary schools from the Baripada block of Mayurbhanj district were selected using purposive sampling based on accessibility and availability of teachers. In the second stage, ten teachers from each selected school were selected using simple random sampling, making the total sample size 100 secondary school teachers.

3.4 Tool for Data Collection]

A structured questionnaire was used as the tool for data collection. The 25 items on the questionnaire were intended to gauge how teachers felt about formative assessment procedures. Teacher accountability, student accountability, student learning, utilization of diverse methods, and teachers' formative assessment abilities were the five aspects into which the items were divided. A five-point Likert scale, ranging from Strongly Disagree to Strongly Agree, was used to record responses.

3.4.1 Validity of the Tool: The validity of the questionnaire was ensured through content validity. The items were developed after reviewing relevant literature on formative assessment and teachers' perceptions. The draft questionnaire was examined by experts in the field of education, and necessary modifications were made based on their suggestions to improve clarity and relevance. Thus, the tool was considered valid for the present study.

3.4.2 Reliability of the Tool: The reliability of the questionnaire was determined using the Cronbach's Alpha method. A pilot study was conducted with a small group of teachers, and the reliability coefficient obtained was $\alpha = 0.82$, indicating good internal consistency. Therefore, the tool was considered reliable for data collection.

3.5 Data Collection Procedure

The researcher physically visited the chosen schools and gave the instructors the surveys after outlining the study's objectives. Respondents were asked to be truthful in their answers, and the secrecy of their answers was guaranteed.

3.6 Technique of Data Analysis

The collected data were analysed using percentage analysis. The results were presented in the form of tables and graphs for better interpretation.

4. Data Analysis and Interpretation

Data analysis refers to the process of organizing and summarizing collected data to answer the research questions and objectives of the study. To generate meaningful interpretations, the collected data were tabulated and analyzed using appropriate statistical techniques.

The analysis was carried out based on the following objectives:

- To study teachers' perceptions towards formative assessment at the secondary level.
- To identify the challenges faced by teachers in conducting formative assessment.

Data were collected through a structured questionnaire consisting of 25 items related to teachers' perceptions of formative assessment practices. The responses were analyzed and presented in tabular form using percentage analysis for interpretation.

The items were categorized into five major dimensions:

- Accountability of teachers in the assessment process
- Accountability of students in the assessment process
- Student learning as the basis of formative assessment
- Use of varied practices in formative assessment
- Teachers' competencies regarding formative assessment

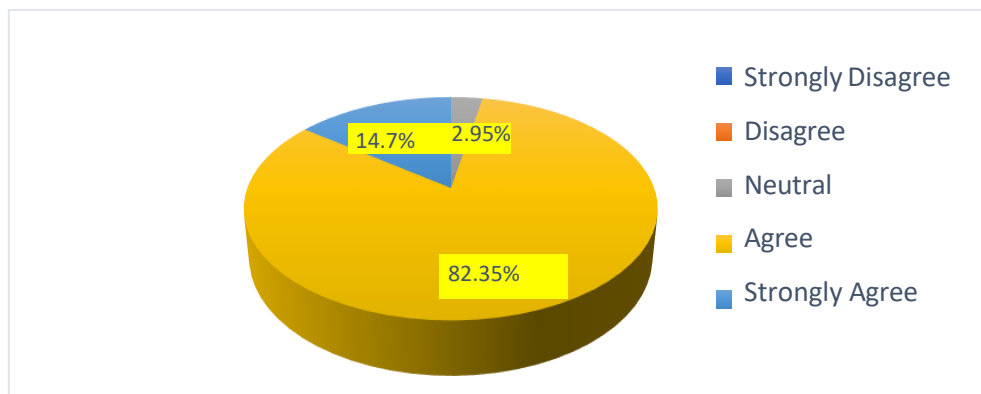
Responses were recorded on a five-point Likert scale: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.

The results of the analysis are presented under the following sections.

Table 4.1: Teachers’ Responses on Understanding Why Students Succeed or Fail in an Assessment

Statement	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
I try to understand why my students succeed or fail on an assessment or activity	0%	0%	2.95%	82.35%	14.70%

Figure 4.1: Teachers’ responses regarding understanding the reasons behind students’ success or failure in assessments.



The results presented in Table 4.1 indicate that the majority of teachers try to understand why their students succeed or fail in an assessment or activity. A large proportion of the respondents (82.35%) agreed with the statement, while 14.70% strongly agreed. Only 2.95% of the respondents remained neutral, and none of the teachers disagreed or strongly disagreed. This result suggests that teachers demonstrate a strong sense of responsibility toward analyzing students’ performance and identifying the factors affecting their learning outcomes. Such reflective practices help teachers improve their instructional strategies and support students’ academic progress.

Table 4.2: Teachers’ Responsibility to Re-teach When Students Perform Poorly in an Assessment

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
If students do poorly on an assessment, it is my responsibility to re-teach	0%	0%	7.10%	54.97%	37.91%

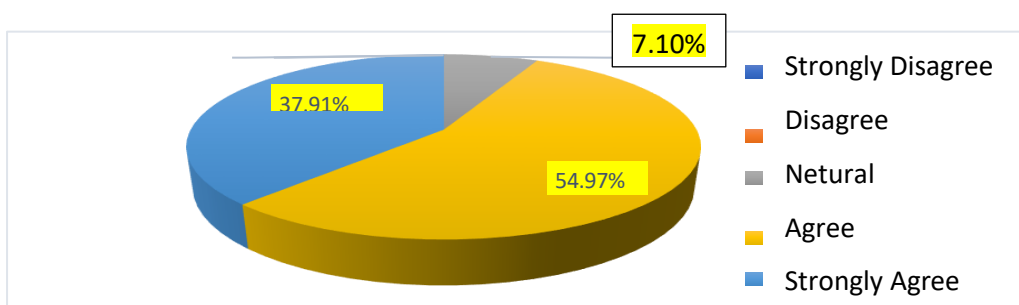


Figure 4.2: Teachers’ perceptions regarding their responsibility to re-teach when students perform poorly.

Similarly, Table 4.2 shows that most teachers believe that it is their responsibility to re-teach the content when students perform poorly in an assessment. About 54.97% agreed and 37.91% strongly agreed with the statement, while 7.10% remained neutral. No respondent disagreed with the statement. This result highlights teachers’ strong sense of accountability toward improving student learning and addressing learning gaps through remedial instruction.

Table: 4.3 Teachers’ Perception that Assessment is a Tool Used Only by the Teacher

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Assessment is a tool used only by the teacher	1.39%	23.77%	39.86%	27.97%	6.99%

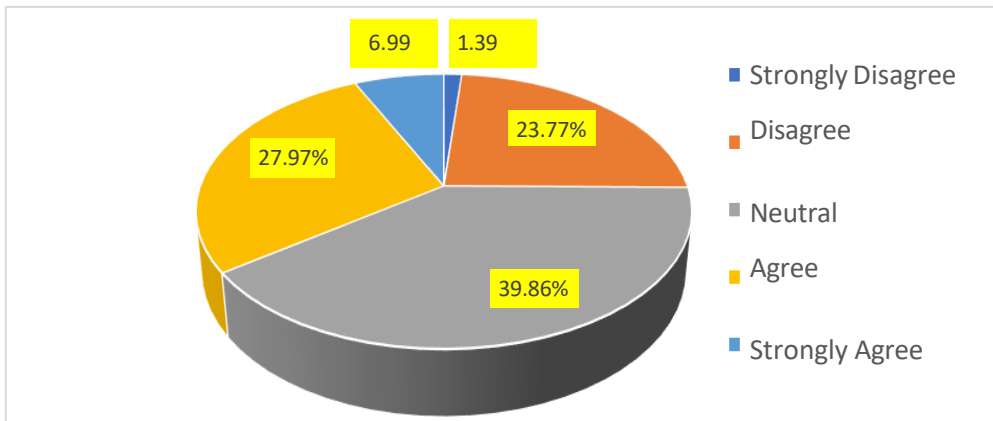


Figure 4.3: Teachers’ perceptions about assessment being used only as a teacher’s tool.

The responses in Table 4.3 present mixed opinions regarding the statement that assessment is a tool used only by the teacher. About 39.86% of the respondents remained neutral, indicating uncertainty regarding this view. Meanwhile, 23.77% disagreed and 6.99% strongly disagreed, suggesting that many teachers believe assessment should also benefit students rather than being limited to teacher evaluation. However, 27.97% agreed and 1.39% strongly agreed, implying that some teachers still perceive assessment mainly as a teacher-controlled process. Overall, the results suggest that teachers are gradually recognizing the broader role of assessment in supporting student learning.

Table: 4.4: Teachers’ Perception on Providing Ongoing Feedback to Students

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
The teacher should offer ongoing and appropriate feedback to the students	0%	2.05%	9.23%	75.89%	12.82%

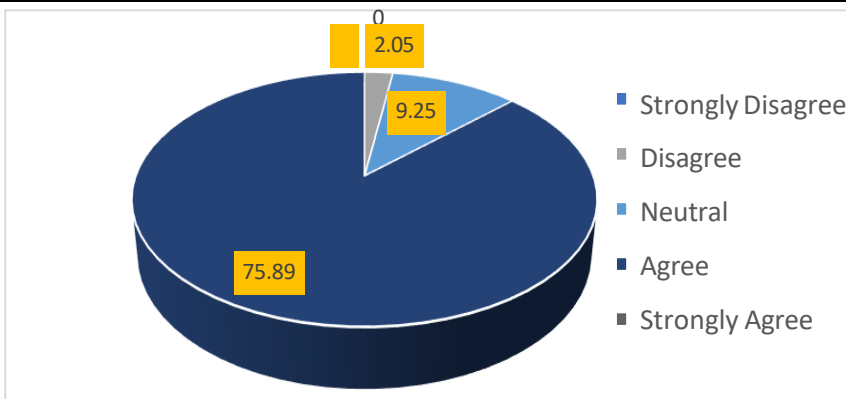


Figure 4.4: Teachers’ views on providing continuous and appropriate feedback to students.

The findings in Table 4.4 reveal that teachers strongly support the idea of providing continuous feedback to students. A significant 75.89% agreed and 12.82% strongly agreed that teachers should offer ongoing and appropriate feedback. Only 9.23% remained neutral, and 2.05% disagreed. These findings highlight the importance teachers place on feedback as an essential component of formative assessment that helps students improve their performance.

Table 4.5: Teachers’ Views on Reflecting on Multiple Sources of Student Data Before Drawing Conclusions

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
The teacher should reflect on multiple student data before drawing academic or social conclusions about a student’s progress	0%	1.05%	23.80%	59.25%	15.87%

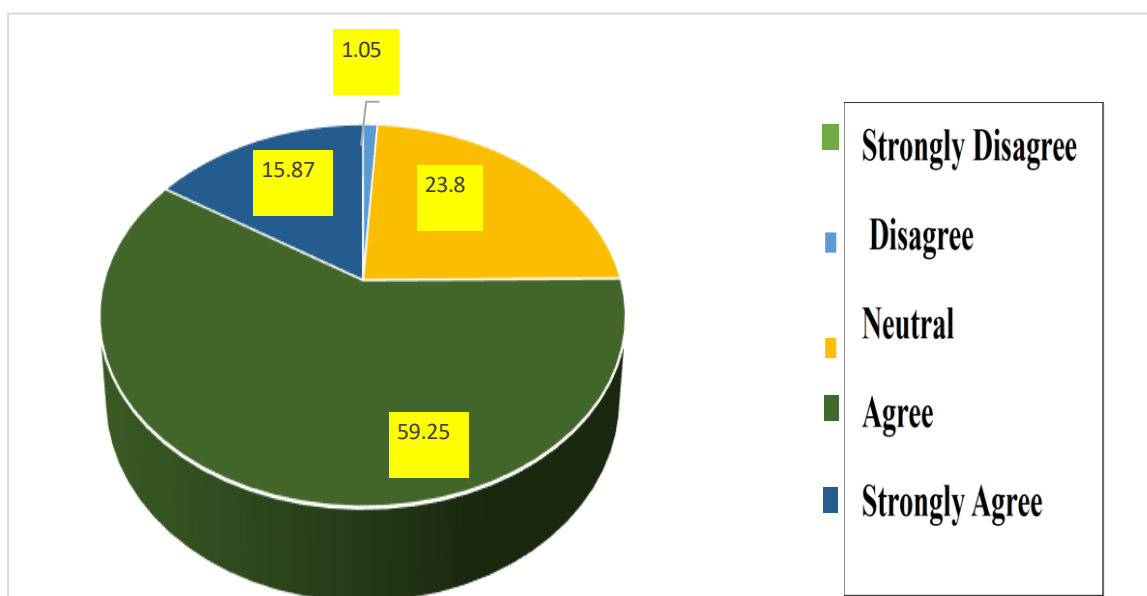


Figure 4.5: Teachers’ perceptions about reflecting on multiple sources of student data before making judgments.

Similarly, Table 4.5 indicates that most teachers believe in using multiple sources of student data before drawing conclusions about student progress. About 59.25% agreed and 15.87% strongly agreed, while 23.80% remained neutral and only 1.05% disagreed. This suggests that teachers recognize the importance of comprehensive evaluation through various forms of evidence such as assignments, observations, and assessments.

4.2 Accountability of Students in the Assessment Process

The second dimension of the questionnaire focused on the role of students in the formative assessment process.

Table 4.6: Students should be actively involved in setting learning criteria

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Students should be actively involved in setting learning criteria	0%	0%	9.23%	88.20%	2.56%

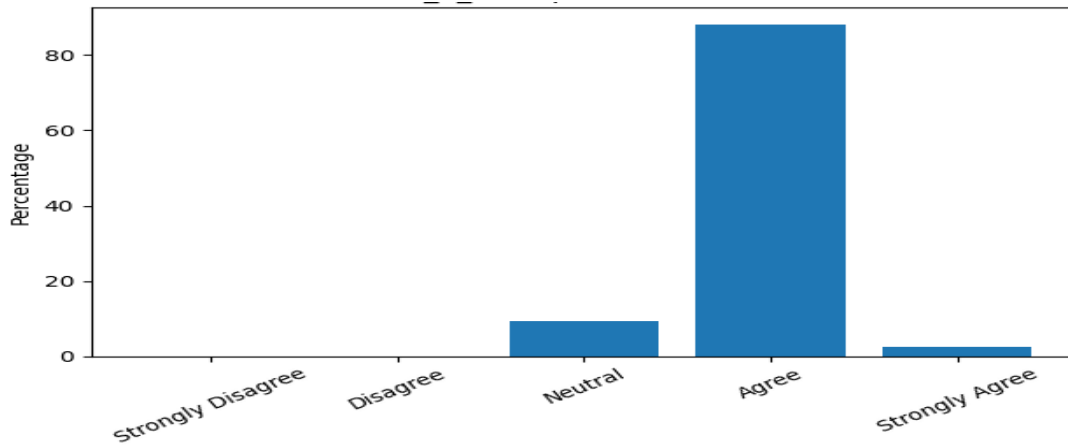


Figure 4.6: Teachers’ views on students’ involvement in setting learning criteria.

The findings presented in Table 4.6 show that teachers strongly support student involvement in setting learning criteria. A large majority, 88.20% of respondents, agreed with the statement and 2.56% strongly agreed, while 9.23% remained neutral. None of the respondents disagreed. These results indicate that teachers recognize the importance of student participation in the learning process and believe that involving students in setting goals increases motivation and responsibility.

Table 4.7: Teachers’ Perception on Students’ Opportunities to Re-evaluate Their Understanding

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Students need opportunities to re-evaluate their understanding of the content	0%	0%	10.55%	74.37%	15.07%

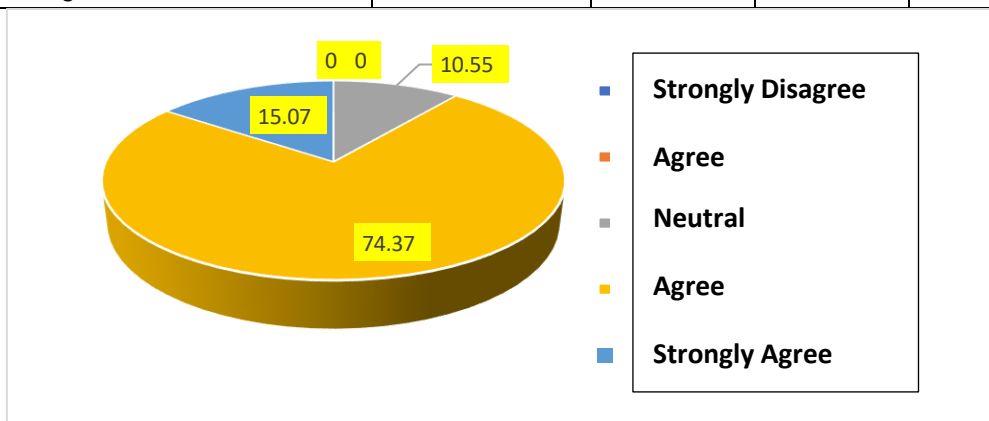


Figure 4.7: Teachers’ perceptions regarding providing students opportunities to reassess their understanding.

Similarly, Table 4.7 shows that teachers believe students should have opportunities to re-evaluate their understanding of the content. About 74.37% agreed and 15.07% strongly agreed with the statement, while 10.55% remained neutral. This indicates that teachers acknowledge the importance of reflective learning and continuous improvement in the learning process.

Table 4.8: Teachers’ Perception Regarding Assessment as a Tool Used by the Learner

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Assessment is a tool used by the learner	0%	1.16%	54.06%	30.23%	14.53%

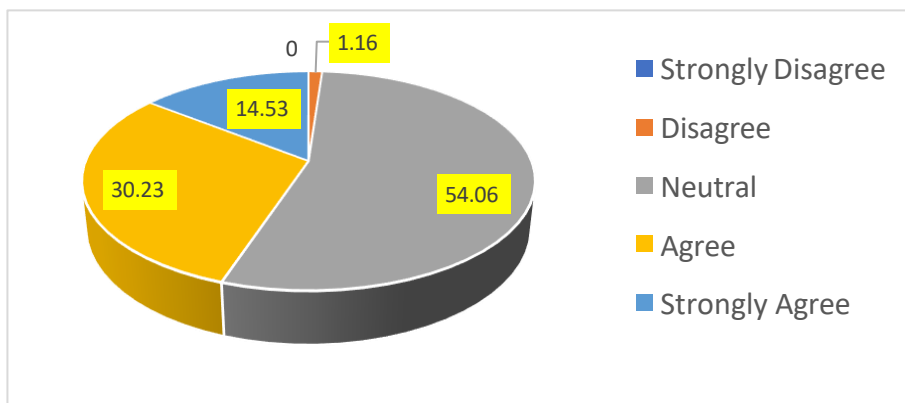


Figure 4.8: Teachers’ perceptions about assessment being used as a tool by learners.

The results in Table 4.8 indicate that teachers have moderately positive views about assessment as a tool for students. About 30.23% agreed and 14.53% strongly agreed, while a majority 54.06% remained neutral. Only 1.16% disagreed with the statement. These findings suggest that although teachers recognize the role of assessment in student learning, many still view assessment primarily from a teacher-centered perspective.

Table: 4.9: Students Should Modify or Adapt Their Learning Strategies

Statement	1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
Students should modify or adapt their learning strategies to meet the requirements of the course/classroom	0%	0%	10.55%	74.37%	15.07%

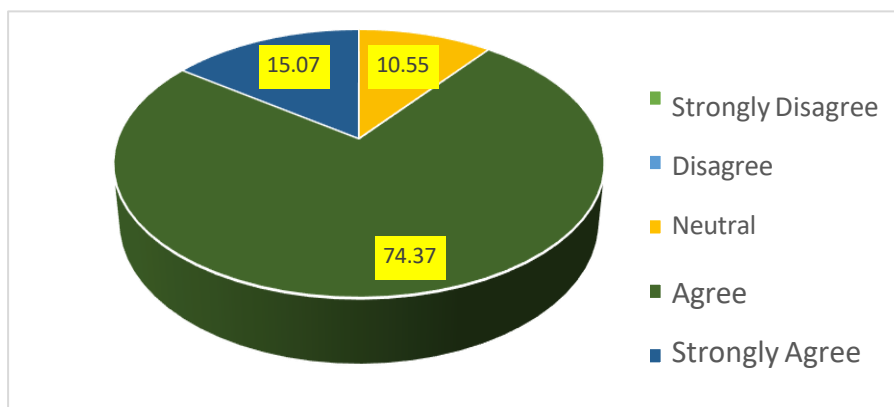


Figure 4.9: Teachers’ views on students adapting learning strategies according to classroom requirements.

In Table 4.9, the majority of respondents supported the idea that students should adapt their learning strategies according to classroom requirements. About 74.37% agreed and 15.07% strongly agreed, while 10.55% remained neutral. These findings emphasize the importance of student autonomy and adaptability in the learning process.

Table: 4.10: Students Should Ask Questions and Offer Peer Feedback During Instruction

Statement	1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
Students should ask questions and offer peer feedback during instruction	0%	0%	8.73%	62.13%	29.12%

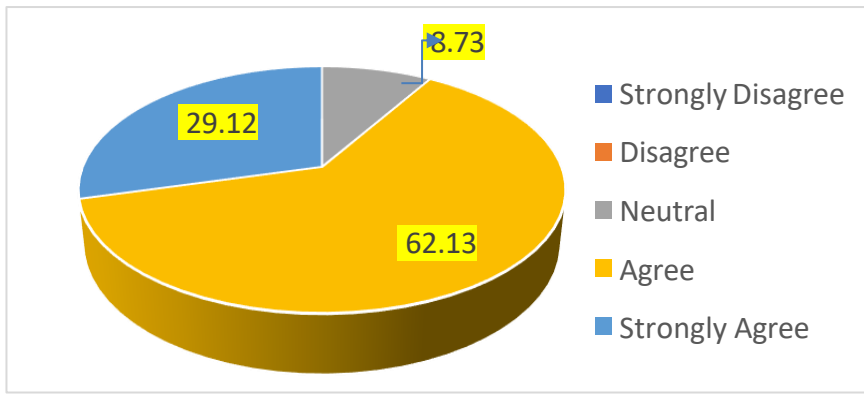


Figure 4.10: Teachers’ perceptions regarding students asking questions and providing peer feedback during instruction.

Similarly, Table 4.10 reveals that teachers strongly support student interaction and peer feedback. About 62.13% agreed and 29.12% strongly agreed that students should ask questions and provide peer feedback during instruction. These results highlight the importance of collaborative learning and active student engagement in formative assessment.

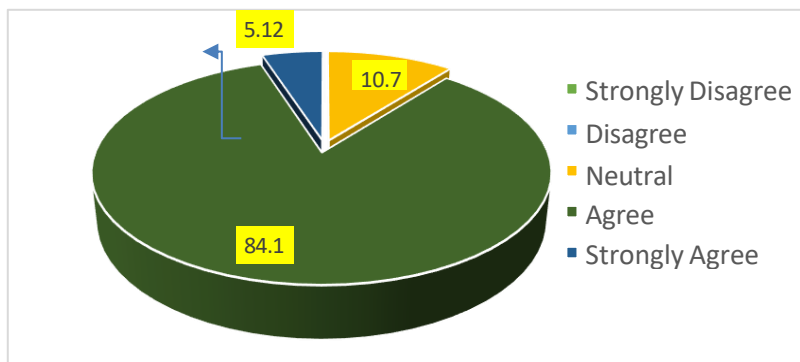
4.3 Student Learning as the Basis of Formative Assessment

The third dimension focused on how teachers use formative assessment to understand student learning.

Table: 4.11: Pre-assessment of Students’ Knowledge Before Instruction

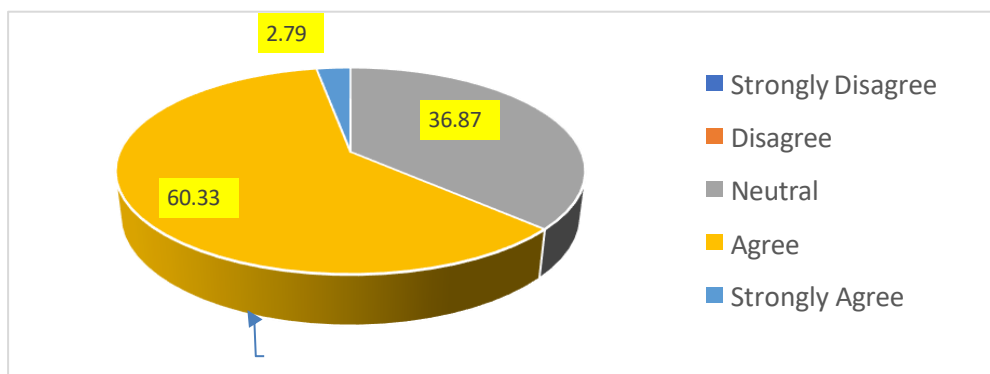
Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
I pre-assess skill level or knowledge before beginning a unit or chapter	0%	0%	10.76%	84.10%	5.12%

Figure 4.11: Teachers’ responses regarding pre-assessment of students’ prior knowledge before starting lessons.



The results in Table 4.11 indicate that most teachers conduct pre-assessment of students’ prior knowledge before beginning a unit or chapter. About 84.10% agreed and 5.12% strongly agreed, while 10.76% remained neutral. This suggests that teachers consider pre-assessment an important strategy for planning effective instruction.

Table 4.12: Teachers’ perception regarding the importance of homework grades in understanding student learning



Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
A homework grade is important to understanding student learning	0%	0%	36.87%	60.33%	2.79%

Figure 4.12: Teachers’ perceptions about the importance of homework grades in understanding student learning.

Similarly, Table 4.12 indicates that teachers believe homework grades provide useful information about student learning. About 60.33% agreed and 2.79% strongly agreed, while 36.87% remained neutral. These findings suggest that teachers consider homework as an important but not exclusive indicator of student learning.

Table 4.13: End of Chapter or Unit tests are the best methods for documenting learning

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
End of Chapter or Unit tests are the best methods for documenting learning	0%	1.06%	27.12%	53.19%	18.61%

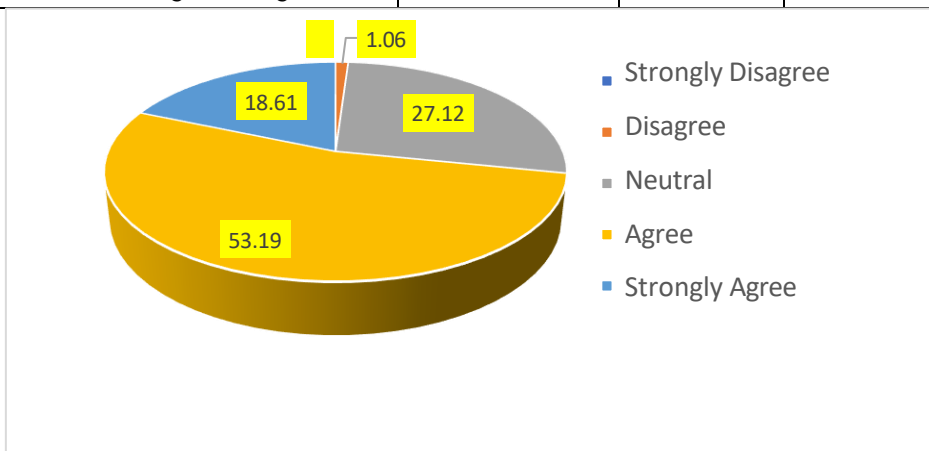


Figure 4.13: Teachers’ views regarding the effectiveness of end-of-unit or chapter tests in documenting learning.

The results of Table 4.13 reveal that 53.19% agreed and 18.61% strongly agreed that end-of-chapter or unit tests are effective methods for documenting learning. However, 27.12% remained neutral, suggesting that teachers also recognize the importance of alternative assessment methods.

Table 4.14: Whole group instruction works because I can teach to the middle and work up or down based on the daily student responses

Response Category	Percentage (%)
Strongly Disagree	0
Disagree	2.07
Neutral	13.98
Agree	68.39
Strongly Agree	15.54

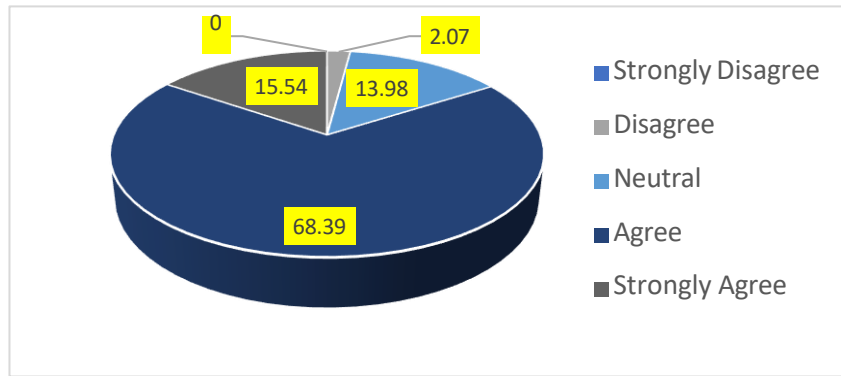


Figure 4.14: Teachers’ perceptions about the effectiveness of whole-group instruction.

The findings of Table 4.14 show that 68.39% of teachers agreed and 15.54% strongly agreed that whole group instruction is effective because it allows teachers to adjust teaching according to students’ responses. This suggests that teachers believe this approach allows them to address diverse learning needs within the classroom.

Table 4.15: My day is too busy to fully implement formative assessment in my classroom

Response Category	Percentage (%)
Strongly Disagree	1.60
Disagree	28.10
Neutral	54.70
Agree	15.60
Strongly Agree	0

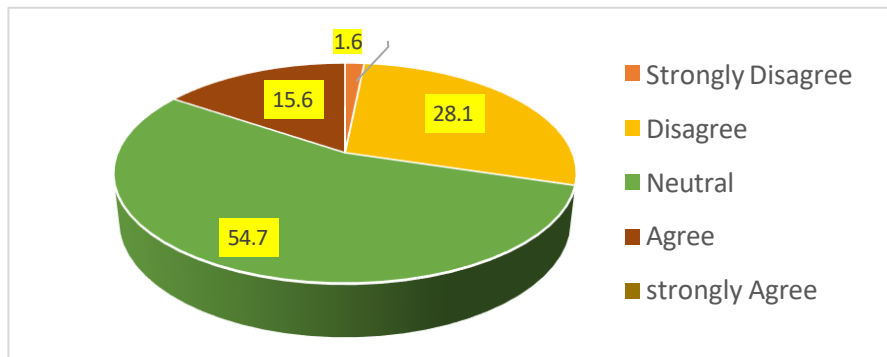


Figure 4.15: Teachers’ views regarding time constraints in implementing formative assessment.

Finally, Table 4.15 shows that 54.7% of respondents remained neutral regarding whether their busy schedule prevents them from fully implementing formative assessment. About 28.1% disagreed, indicating that they can manage formative assessment despite time constraints. These findings suggest that while time can be a challenge, many teachers still attempt to incorporate formative assessment practices in their teaching.

4.4 Use of Varied Practices in Formative Assessment

The fourth dimension examined the use of varied instructional and assessment practices in formative assessment.

Table 4.16: Using a varied approach to questioning is part of the formative assessment process

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Using a varied approach to questioning is part of the formative assessment process	0%	0%	7.53%	82.41%	10.05%

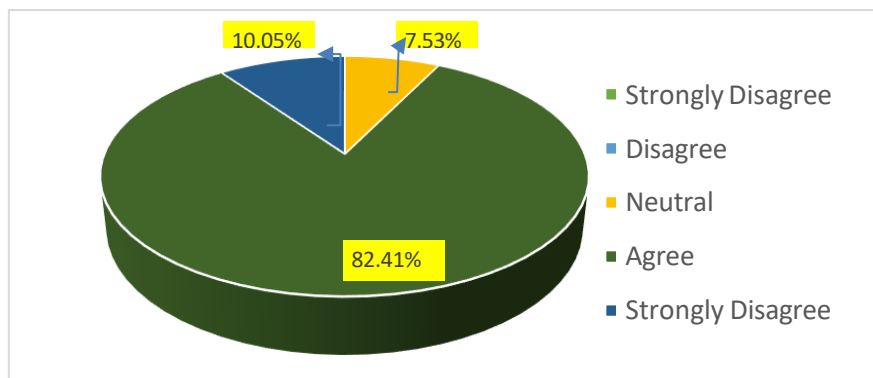


Figure 4.16: Teachers’ perceptions about the use of varied questioning strategies in formative assessment.

The results show that the majority of teachers believe that using varied questioning techniques is an important component of formative assessment. About 82.41% agreed and 10.05% strongly agreed, while 7.53% remained neutral. These findings indicate that teachers recognize the importance of questioning strategies in assessing student understanding and guiding instruction.

Table 4.17: Grades Define Student Learning

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Grades define student learning	0%	0%	36.66%	57.77%	5.55%

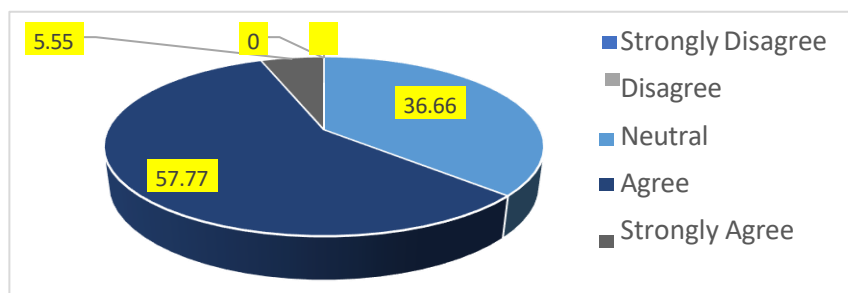


Figure 4.17: Teachers’ perceptions regarding grades as indicators of student learning.

Similarly, the results show that 57.77% of teachers agreed and 5.55% strongly agreed that grades define student learning, while 36.66% remained neutral. This suggests that although teachers consider grades an important indicator of learning, many recognize that learning extends beyond grades.

Table 4.18: Lecture is the most effective way to teach in institution

Response Category	Percentage (%)
Strongly Disagree (1)	0
Disagree (2)	6.17
Neutral (3)	51.85
Agree (4)	41.97
Strongly Agree (5)	0

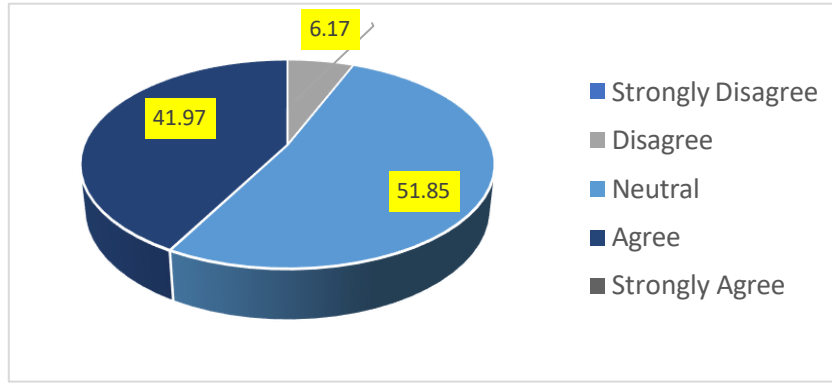


Figure 4.18: Teachers' views about the effectiveness of the lecture method in teaching.

The responses regarding lecture as the most effective teaching method show that 41.97% agreed, 51.85% remained neutral, and 6.17% disagreed. This indicates that while lecture methods are still valued, many teachers believe that other teaching approaches may also be effective.

Table 4.19: Documenting individual progress towards learning targets is a key factor in planning

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Documenting individual progress towards learning targets is a key factor in planning	0%	1.03%	9.27%	84.53%	5.15%

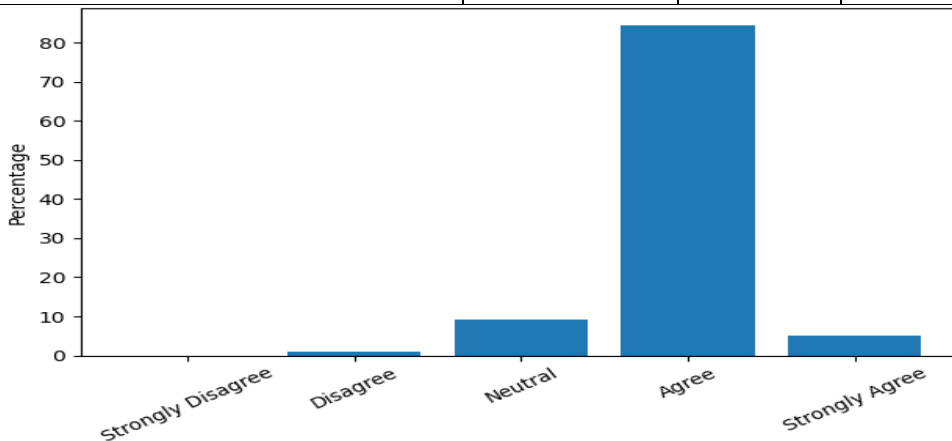


Figure 4.19: Teachers' perceptions regarding documenting individual student progress for lesson planning.

The majority of teachers believe that documenting individual progress toward learning targets is an important factor in instructional planning. About 84.53% agreed and 5.15% strongly agreed, while 9.27% remained neutral. This highlights the importance of monitoring students' progress in order to improve teaching practices.

Table 4.20: There is time for student reflection during the instructional day

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
There is time for student reflection during the instructional day	0%	0%	20.52%	71.57%	7.89%

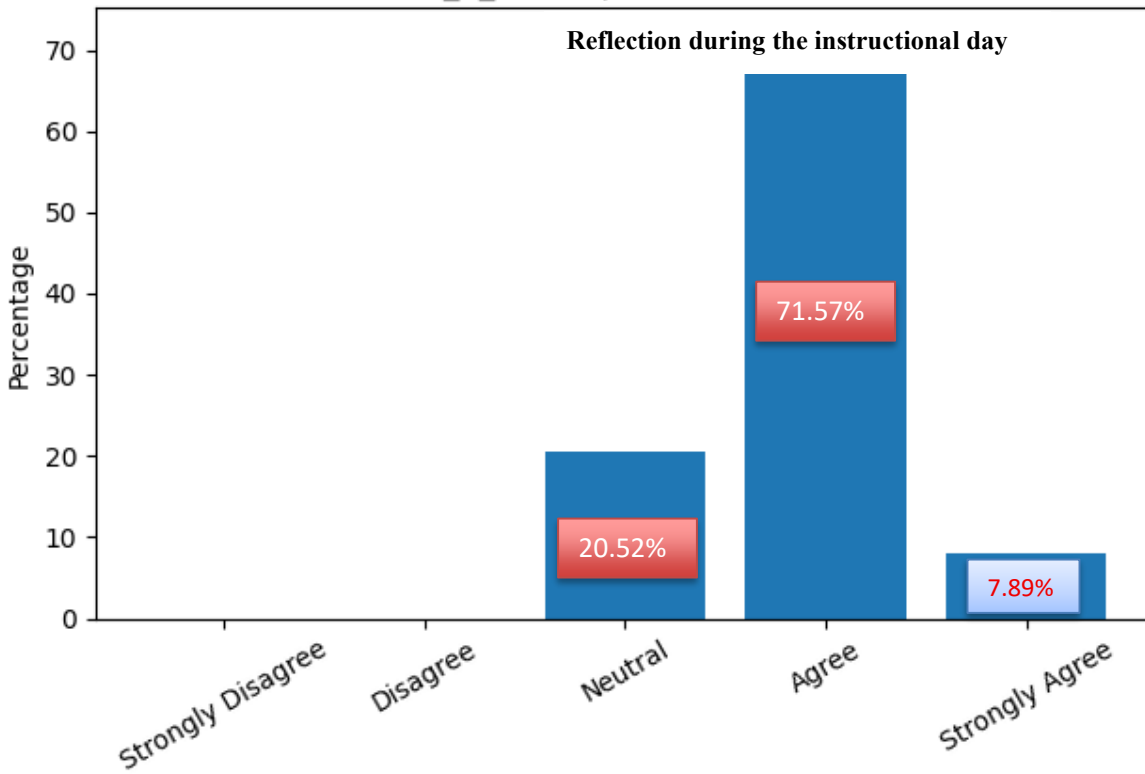


Figure 4.20: Teachers’ views regarding the availability of time for student reflection during lessons.

From the above pie chart indicates that the majority of respondents believe there is time for student reflection during the instructional day. About 71.57% agreed with the statement, and 7.89% strongly agreed, indicating that most teachers recognize the importance of allowing students to reflect on their learning experiences as part of the daily routine. However, 20.52% of the respondents remained neutral, which may suggest that while they see the value of student reflection, they might face challenges such as limited time or a packed schedule that makes it difficult to implement consistently.

4.5 Perception of Teachers’ Competencies on Formative Assessment

The fifth dimension examined the Perception on Teacher’s competencies on Formative Assessment

Table 4.21: It is important to give a study guide for tests

Response Category	Percentage (%)
Strongly Disagree	0
Disagree	0.99
Neutral	4.47
Agree	79.60
Strongly Agree	14.92

0.99%

4.47%

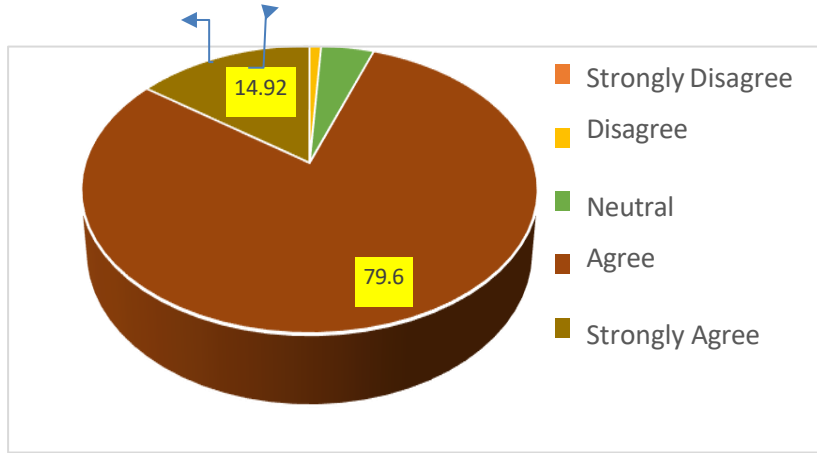


Figure 4.21: Teachers’ perceptions about the importance of providing study guides before tests.

The responses presented in Table 4.21 show that the majority of teachers believe that providing a study guide before tests is important for students. A large percentage of respondents (79.60%) agreed with the statement, while 14.92% strongly agreed. Only 4.47% of respondents remained neutral and a very small percentage (0.99%) disagreed with the statement. No respondents strongly disagreed.

Table 4.22: An assessment plan should be created before instruction begins

Response Category	Percentage (%)
Strongly Disagree	0
Disagree	1.05
Neutral	20.52
Agree	65.26
Strongly Agree	13.15

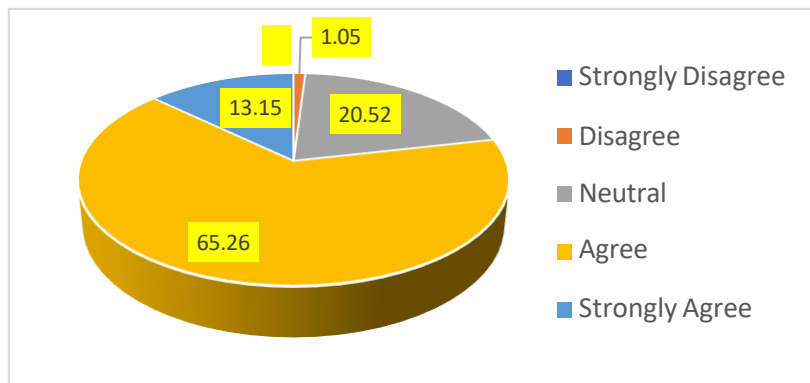


Figure 4.22: Teachers’ views regarding planning assessments before instruction begins.

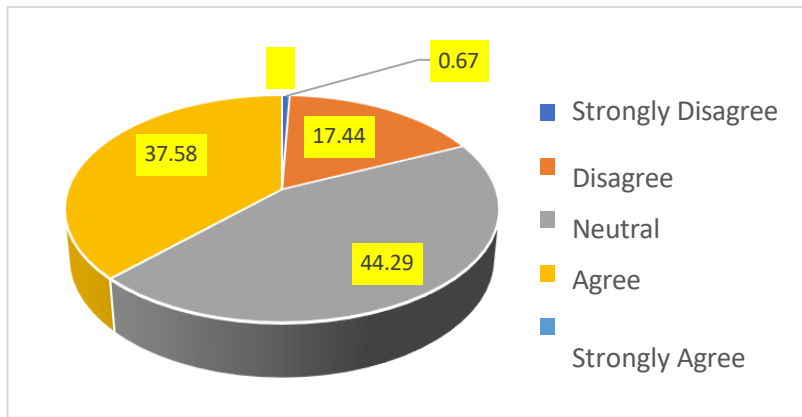
Table 4.22 indicates that a majority of teachers support the idea of planning assessments before the beginning of instruction. About 65.26% of the respondents agreed with the statement, while 13.15% strongly agreed. Meanwhile, 20.52% of the respondents remained neutral and only 1.05% disagreed with the statement. No respondents strongly disagreed.

Table 4.23: Assessment should only be used as an accountability piece for reporting grades

Response Category	Percentage (%)
Strongly Disagree	0.67
Disagree	17.44
Neutral	44.29
Agree	37.58
Strongly Agree	0

Figure 4.23: Teachers' perceptions regarding assessment being used only for reporting grades.

The responses in Table 4.23 reveal mixed perceptions among teachers regarding the role of assessment in reporting grades. A significant proportion of respondents (44.29%) remained neutral, indicating uncertainty or balanced



views about the statement. About 37.58% of teachers agreed that assessment is mainly used for reporting grades, while 17.44% disagreed and 0.67% strongly disagreed. No respondents strongly agreed.

Table 4.24: Differentiated instruction based on evidence of student learning is part of my daily planning

Response Category	Percentage (%)
Strongly Disagree	0
Disagree	4.16
Neutral	7.81
Agree	75
Strongly Agree	13.02

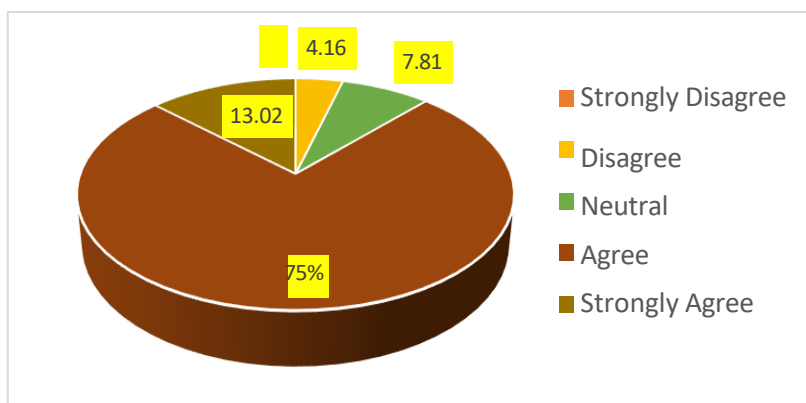


Figure 4.24: Teachers' views on differentiated instruction based on student learning evidence.

The results in Table 4.24 show that a large majority of teachers incorporate differentiated instruction into their daily planning based on students' learning evidence. About 75% of the respondents agreed with the statement, while 13.02% strongly agreed. Only 7.81% remained neutral and 4.16% disagreed. No respondents strongly disagreed.

Table 4.25: Formative assessment is used daily in my classroom

Response Category	Percentage (%)
Strongly Disagree	0
Disagree	1.96
Neutral	7.35
Agree	58.82
Strongly Agree	31.86

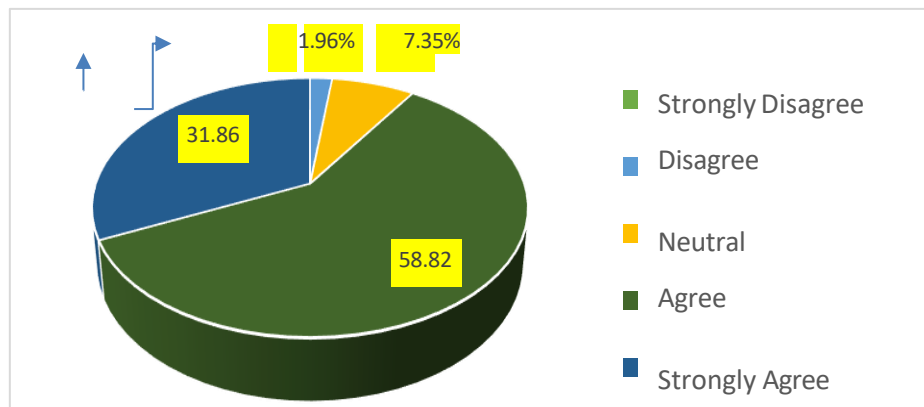


Figure 4.25: Teachers' responses regarding the daily use of formative assessment in classroom teaching.

The responses presented in Table 4.25 indicate that formative assessment is widely used in daily classroom practices. A majority of respondents (58.82%) agreed with the statement, while 31.86% strongly agreed. Only 7.35% of respondents remained neutral and 1.96% disagreed with the statement. No respondents strongly disagreed.

5. Result and Discussion

The findings of the study indicate that teachers generally have positive perceptions toward formative assessment practices. Most teachers reported that they carefully analyze students' performance to understand the reasons behind their success or failure. Teachers also believe that it is their responsibility to re-teach concepts when students perform poorly, reflecting their commitment to improving student learning. These findings support the view that formative assessment helps teachers identify learning gaps and modify instructional practices accordingly (Black et al., 2004).

One of the most significant findings is the positive effect of Continuous and Comprehensive Evaluation (CCE) on students' academic performance. The comparison between Formative Assessment 2 (FA2) and Formative Assessment 3 (FA3) revealed a measurable increase in average student scores, confirmed by a statistically significant t-value ($t = 4.62, p < 0.01$). This indicates that students performed better in the later assessment, suggesting improvement in their learning outcomes over time. Such results support the notion that regular formative assessments, when effectively implemented, enhance students' learning by providing timely feedback and opportunities for improvement. Continuous assessment also allows teachers to identify students' learning difficulties and provide appropriate remedial support (Ceyhan, 2018; Ferdinal, 2020). Furthermore, the very strong correlation coefficient ($r = 0.98$) between the two assessments confirms the reliability and consistency of the

evaluation methods used, indicating that the assessment procedures effectively captured students' academic progress (Tikader et al., 2025).

The results further show that teachers strongly value continuous feedback and believe that assessment should be used to guide student learning. Teachers also reported that they consider multiple sources of information before making judgments about students' academic progress. This reflects the importance of using varied assessment evidence to ensure accurate evaluation of student learning (Moss & Brookhart, 2009).

Another important finding is that teachers support student involvement in the assessment process. Most respondents believe that students should participate in setting learning goals, reassessing their understanding, and adapting their learning strategies. Teachers also encourage students to ask questions and provide peer feedback during instruction. Such practices promote student engagement and responsibility for learning (Heritage, 2007).

The study also shows that many teachers use pre-assessment strategies to identify students' prior knowledge before beginning new lessons. Teachers consider homework and unit tests as useful tools for understanding student learning, although some respondents remained neutral, indicating that these methods may not fully capture all aspects of learning.

In addition, teachers believe that varied questioning strategies are an important component of formative assessment. Most teachers also emphasize the importance of documenting individual student progress and providing opportunities for reflection during lessons. These practices help teachers adjust instruction according to students' learning needs.

However, the findings also reveal some challenges in implementing formative assessment. Some teachers indicated that time constraints may limit the full implementation of formative assessment practices, although many respondents remained neutral on this issue. Furthermore, teachers expressed mixed views about the role of grades and lecture-based teaching, suggesting that traditional assessment practices still influence classroom instruction.

Overall, the results suggest that teachers recognize the importance of formative assessment and regularly use it in their teaching practices. Teachers view assessment not only as a tool for grading but also as a strategy for supporting student learning and improving instructional effectiveness (William, 2011).

6. Educational Implications

The findings of the present study have several implications for improving teaching and assessment practices in secondary education. First, schools should promote the regular use of formative assessment techniques including questioning, feedback, peer evaluation, and reflection to improve student learning as instructors have favorable attitudes toward formative assessment.

Second, the findings emphasize how crucial ongoing feedback is to the learning process. In order to assist students discover their strengths and shortcomings and enhance their academic performance, teachers should give timely and constructive feedback.

Third, the study emphasizes the need for student participation in the assessment process. Encouraging students to set learning goals, review their understanding, and engage in peer feedback can promote active learning and greater responsibility for their own progress.

Fourth, the findings suggest that teachers benefit from using multiple sources of assessment data when evaluating student performance. Using diverse assessment methods such as assignments, classroom discussions, quizzes, and observations can provide a more comprehensive understanding of students' learning.

Lastly, the study shows that professional development programs are necessary to improve instructors' formative assessment abilities. Training workshops and capacity-building programs can help teachers effectively integrate formative assessment into their daily teaching and improve instructional planning.

7. Conclusion

The present study examined teachers' perceptions toward formative assessment practices at the secondary level in Mayurbhanj district. The findings reveal that teachers generally have positive attitudes toward formative assessment and recognize its importance in improving the teaching–learning process. Most teachers reported that they regularly analyze students' performance, provide feedback, and re-teach concepts when necessary to support students' learning.

The study also shows that teachers encourage student involvement in the learning process by allowing students to reflect on their understanding, ask questions, and participate in peer feedback. Teachers further acknowledge the importance of using different assessment strategies such as questioning, pre-assessment, and monitoring student progress to enhance learning outcomes.

However, the findings also indicate that some challenges still exist in implementing formative assessment practices, including time constraints and the continued influence of traditional assessment methods. Despite these challenges, teachers demonstrate a strong commitment to using assessment as a tool for supporting and guiding student learning rather than merely evaluating performance.

Overall, the study highlights that effective use of formative assessment can improve teaching practices and enhance students' learning experiences. Strengthening teachers' understanding of formative assessment through training and institutional support can further promote the successful implementation of these practices in secondary schools.

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