

THE ROLE OF ASSESSMENTS IN ENHANCING MOTIVATION OF UNIVERSITY STUDENTS' OF KARACHI

Kavita Khemchand*
Muhammad Akhtar Kang**

Abstract

The education system of Pakistan has always remained a cause of concern mainly for the educators, stakeholders, ruling political parties, students and parents' community. A lot of effort has been put to upgrade the education system, increase the literacy rate and maintain the interest and motivation of the learner. One of the main reasons lies in the manner, in which the students are assessed, as assessments are considered to be the means of betterment and improvement. The main aim of the study was to identify the views of university students of Karachi, towards the enhancement of motivation, through assessments. It was a quantitative research, in-person survey was conducted to investigate the role assessment plays in enhancing motivation of students. A 5-point Likert scale questionnaire was constructed, to collect the data from two hundred and fifteen, randomly selected university students of Karachi. Data were analyzed using SPSS version 22. The Psychometric Scale exhibited a positive perception of the construct amongst the respondents. The reliability=.76, with the highest M=4.44, regarding teachers' attitudes and M=4.44 revealing teachers' remarks have a deep effect on students' motivation. Conflicts in the family play a vital role in university students' academic motivation with M=4.34.

Keywords: Education system, literacy rate, assessments, family conflicts, enhancing motivation, Karachi Pakistan

Introduction

Motivation is the natural instinct in human beings, may it be for the fulfilment of desires, achieving success, goal attainment or avoiding punishment, motivation plays a major role. The word "motivation" was first ever used in 20th century by A. Schopenhauer, in his article, "On the fourfold of the principle of sufficient reasons" (Efremova, Shvedova and Huseynova, 2020). It is defined as a driving power that stimulates an individual by creating a sense of likeness and interest. Various types and theories of motivation have been explained by a number of researchers, all leading to understanding the reasons behind human actions. As stated by Dornyei motivation, is the reason as to why people do something, how hard they pursue for it, and how long they sustain the activity. In teaching learning scenarios, every action is judged and evaluated on some assessment criteria, where teachers and students' play a dynamic role, it is of utmost importance that

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* Kavita Khemchand, Hamdard University, Karachi, Pakistan

** Muhammad Akhtar Kang, Ph.D., Hamdard University, Karachi, Pakistan

the assessment process measures the holistic development of the learners. Assessment being the process used to gather a measurable data of the students and teachers performance, is mainly for the improvement in the academic life of the learner, a scope of betterment in the professional lives of teachers and a matter of progress and transparency of administrative process, moreover, where a typical judgement is made on the basis of collected information. (Gbollie and Keamu, 2017)

Assessments should be depicting different learning styles, diverse patterns and mixed teaching methods, giving a considerable amount of learning opportunities and space of growth to every individual, rather than just a feedback, report or a grade. The main purpose of assessment in education is to acknowledge the competencies, evaluate and improve the weaknesses in learning institutions, across the state (Gbollie and Keamu, 2017).

The responsibility to diffuse goodness and progress throughout the state, begins mostly, from the classrooms, and mainly from the teacher. It is therefore considered an essential trait of an effective, competent teacher to understand one's own capabilities and weaknesses, along with the learning capacities of the heterogeneous group of students. A teacher should be skilled in content delivery, assessing through the required techniques and striving for the betterment of the learners.

At the university level, assessments take the key position in learners' future work placements, since at this stage they are almost ready to become a part of the work industry, therefore each factor involved in the process of assessments play a critical role in the learner's contribution to the society. Creating an enthusiasm towards learning, and eliminating the possible factors that minimize their motivation, should be the teachers' one of the priorities at university level.

Thus, to meet the criteria, many educational institutions strive in the form of workshops where, the specifically trained teachers facilitate their colleagues, or they may send them to other institutions to gain expertise in this skillful task. As proposed by Offerdahl & Tomanek (2011) and cited by Panesar-Aguilar, Sunddip and Aguilar, Eric (2017), there is close relationship between students' motivation and the type of assessment practices used in the classroom, as it affects student success, because the marks and remarks given by the teachers may make or break the enthusiasm of the learners. Therefore, the teachers must use a more diverse range of tools to assess the students. It may include homework, projects, tests, quizzes, portfolios etc. along with not much rigid rules where a students' personal choices should be looked upon with kindness such as freedom of choosing the group to work with ease, freedom of selecting the topic out of a list etc.

Not only the teachers are trained in this matter but recent studies involve various methods and measures taken into account for the betterment on students' part. Assessment for Learning (AFL) is said to be a proven method to engage and motivate, students of North America. Information and findings that is in line with other studies carried out in the university student population, where positive emotions showed relationship with intrinsic motivation, self-regulation of academic behavior, and academic performance, indicate that student emotions are related to their control, motivation, use of learning strategies,

and academic performance (Trigueros et al., 2020). Henceforth, to make the most of it, teachers and students need to learn and follow certain strategies.

Research Objectives

- 1) To analyze the role of assessments in enhancing students' motivation.
- 2) To explore the factors that influence students' motivation.
- 3) To explore students' perspectives of assessments and motivation.
- 4) To explore the role of the teacher in enhancing motivation through assessments.
- 5) To explore the quality of assessments.
- 6) To explore effective motivational strategies.

Based on these objectives, hypotheses were established:

Hypotheses

Hypothesis # 1

Ho= There is no significant relationship between the assessment effectiveness, assessment strategy and explicit motivation.

H1= There is a significant relationship between the assessment effectiveness, assessment strategy and explicit motivation.

Hypothesis # 2

Ho= There is no significant effect of motivational strategy on students' departments (Education, Psychology, English, Law, Other).

H1= There is a significant effect of motivational strategy on students' departments (Education, Psychology, English, Law, Other).

Hypothesis # 3

Ho= There is no significant effect of motivational strategy on students' professional competency (trained / untrained).

H1= There is a significant effect of motivational strategy on students' professional competency (trained / untrained).

Hypothesis # 4

Ho= The effect of students' professional competency on motivational strategy is same in all the departments.

H1= The effect of students' professional competency on motivational strategy differs in all the departments.

Ho= There is no significant relationship between the assessment clarity, assessment methods, feedback-driven assessments, and teachers' motivating attitudes.

H1= There is a significant relationship between the assessment clarity, assessment methods, feedback-driven assessments, and teachers' motivating attitudes.

Literature Review

Moving forth for the sake of betterment is a human desire. Education creates awareness among people and leads them on the path of knowledge, whether by will or forcefully. It is indeed good, if the learner is interested, enthusiastic and motivated towards learning by one's own will, and an enjoyable, effective learning environment, good grades, positive feedback, collectively known as "Assessment" majorly contributes to it.

Whereas, assessment is the basic measurement tool in education, students are throughout, assessed on tests, quizzes, assignments, interviews, projects and many other ways. The results of these assessments whether in numerical or word form, are the fortune teller of the learners' academics (Afzal, Ali, Khan, Hamid, 2010). When so important are the assessments, they should be planned carefully, fulfil the criteria of validity and reliability and should be monitored fairly.

Teacher should be well aware of in cooperating the motivational regulation strategies of which some are considered to be positively related with developing cognitive learning strategies, such as organization, elaboration, and rehearsal, as stated by Lohbeck & Moschner, 2021. More effort, less procrastination paves the path of a better academic achievement.

As Derek Rowntree states, quality of assessments identify the quality of learning, provided by the quality teachers. A quality teacher is the one who has high regard for the students' learning and betterment, is well aware of the various assessment techniques and is competent in its application. Therefore, it is said that teachers comply with the achievement and failures of their students (Jimaa, 2011). Teachers' behaviour inculcates the trust, confidence and a hope for betterment in students.

The way teachers interact with their students and give feedback, has deep effects on students. A teacher has the potential to build interest, enthusiasm and motivate students. A polite, yet firm tone and gentle words can bring positive changes in the learner. There are various ways of motivating students throughout the teaching-learning process. The motivation leads to self-efficacy, enabling teachers, students and administrators to aim for the high achievable goals (Javed and Asghar, 2017). Thomas states that motivation develops the problem solving attitude in students, thus meeting challenges and solving them gives inner satisfaction and directs the way for future. That's why Trigueros et al. (2020), considered teachers, to be playing a crucial role in fomenting students' motivation and emotions, as academic emotions and motivation determines students' learning and persistence in the classroom.

Therefore, the researcher selected this problem as to understand the process of assessments, and its effect on students' motivation levels, as how the assessment truly enhances motivation, what should be kept in mind by the teacher while assessing and giving productive feedback, yielding positive impact for students and not distressing them. The researcher selected the topic on the basis of concrete relevant facts.

Rather, it has been observed that students who secure good grades are mostly the same faces every time with minor changes in the learning attitudes of the majority of learners'

(Woytek, 2005). Why does this exist when learners' are assessed throughout the year? Does it show, the worth of assessment is not gained to its full strength, as assessment and evaluation is for the betterment of the whole process of teaching and learning, of which students are the prime components? The end goals are evident through these students' progress and results. This research will probably answer these questions.

Notably, the process of assessment does not begin with a paper/pen test, but it actually begins as the teachers start revealing the content of the lesson, which means it starts as the teacher begins teaching a specific subject. The ways and means that are used to grab the attention of students towards the lesson is the beginning point of motivation development which grows with time and becomes obvious through the scores of the learner. This shows that where a teacher plays an important part in students' evaluation process, the participation of students is not less counted.

Henceforth, there are various ways assessments can be used by a competent teacher to improve students' motivation.

Build Confidence

A teacher should build confidence and trust level with the students, enabling them to understand that students are protagonists, nothing is more important than students. The learning goals and objectives are achievable and for their own good.

Concepts Clarity

The understanding of the content should be clear, so any method they are assessed on, they can attempt it to their best understanding and realize the assessments are reasonable evaluation.

High Expectation

A high expectation should be created during lesson delivery by removing all the doubts of the students in the best possible way. The format of assessment should be known to the learners to minimize their anxiety.

Fixing through Oral Discussions

Oral discussions should cater with all loose loops of content and assessment, creating hopefulness, enthusiasm, interest and commitment for betterment.

Assessment Techniques

Various techniques of assessment should be used with respect to the diverse group of learners (Jimaa, 2011).

Teachers expertise in delivering results

Here the responsibility lies most on the teachers' shoulders, being very polite and compassionate towards not only low achievers but also high achievers while giving feedback in scores, sentences or any other means. The feedback should not work as too boosting for high achievers building a superior figures over low achievers or less scorers. Selection and tone of delivering words should depict expertise, as words harm more than sticks (Silva, 2020).

The above mentioned points show a close knitting between assessment and motivation, it creates a safeguard to deal effectively with fear of failure and reduces anxiety.

The belongingness and positivity displayed by the teacher inculcates among students a desire to succeed by elevating levels of perseverance, the ability to deal effectively with the existing cognitive and emotional situation.

As mentioned above teachers develop the sense of ownership, trust, value and togetherness in students. Research suggests that high expectations, trust and value predicts high motivation in a learner (Martin, 2001).

Research Methodology

A quantitative research design was adopted, and the data was collected through the survey method, through the questionnaire. The population of the current research comprised of all the public and private university students of Karachi. The sample of the study was selected through a purposive, random, stratified sampling design. The sample consisted of 215 public and private university students. The researcher designed the questionnaire after a thorough review of the literature. Section 1 of the questionnaire comprised of demographic questions, such as respondents' age, gender, the type of university in which they are studying, their department, academic qualification, employment status, whether trained or untrained, and their work experience. Section 2 consisted of a five-point Likert scale (strongly disagree = 1 to strongly agree = 5), it was the Instrumental Scale consisting of 17 questions pertaining to assessment and motivation. The researcher collected the data through personal visits to ensure the understanding and clarity of the questions and the authenticity of the responses. To ensure the validity and reliability of the tool, a pilot study was conducted on 20 students drawn from the actual sample. The obtained data were cleaned and analyzed using SPSS 19.

Validity was ensured by the opinion of experts. Cronbach's Alpha value was calculated at 0.76 to ascertain the reliability of the questionnaires.

Figure 1
Conceptual Presentation of the Research Process

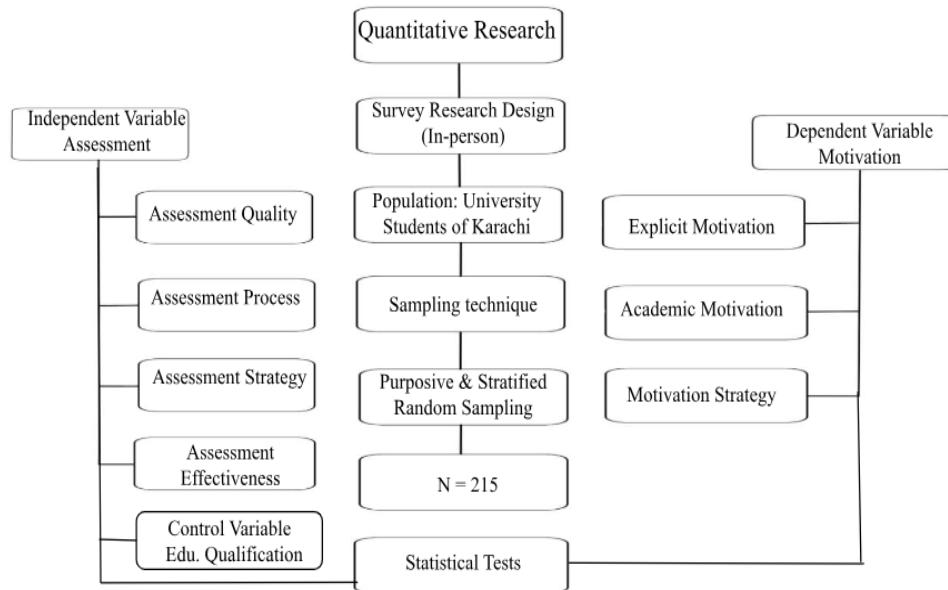


Figure 1 shows the conceptual presentation of the whole process of the research. N=215.

Data Analysis

Table - 1
Demographic Data

Variables	Demographic	Frequency	Percent
Age	18-25	68	31.6
	26-35	55	25.6
	36-45	42	19.5
	Above	50	23.5
	Total	215	100.0
Gender	Male	105	48.8
	Female	110	51.2
		215	100.0
University	Public	100	46.5
	Private	115	53.5
		215	100.0
Department	Education	63	29.3

	Psychology	53	24.7
	English	34	15.8
	Law	22	10.2
	Other	43	20.0
		215	100.0
Qualification	BS	37	17.2
	Bed	29	13.5
	MS	21	9.8
	MEd	37	17.2
	MPhil	21	9.8
	PhD	22	10.2
	Others	48	22.3
		215	100.0
Work Status	Working	127	59.1
	Not Working	88	40.9
		215	100.0
Professionally Competent	Trained	140	65.1
	Untrained	75	34.9
		215	100.0
Work Experience (Years)	0 Year	70	32.6
	1-5	62	28.8
	6-10	23	10.7
	11-15	19	8.8
	Above	41	19.1
		215	100

Table 1 shows the demographic information of the selected respondents. The sample of the study had different demographic characteristics (age, gender, university, departments, qualification, work status, professional competency and work experience). The respondents were well balanced on the basis of gender 48.8% male and 51.2%, whereas 65.1% of the students were trained and 34.9% were untrained.

Table - 2
Psychometric Properties for Scale

Scale	M	SD	Range	Cronbach's α
Quality of assessment	4.04	.62	2.50-5.00	.69
Process of assessment	3.78	.68	2.00-5.00	.61
Assessment strategy	4.14	.51	3.00-5.00	.51
Assessment effectiveness	4.19	.45	3.00-5.00	.52
Explicit motivation	4.33	.44	3.00-5.00	.62
Academic motivation	4.04	.50	2.67-5.00	.51
Motivation strategy	3.77	.66	2.00-5.00	.40

Table 2 shows psychometric properties for the scales used in the study. The Cronbach's α value for Quality of Assessment was .69 ($< .70$) which indicated a moderate internal consistency. The Cronbach's α value for Process of Assessment was .61 ($< .70$), indicating satisfactory internal consistency. The Cronbach's α value for Assessment Strategy was .51 ($< .60$), indicating low internal consistency. The Cronbach's α value for Assessment Effectiveness was .52 ($< .60$), indicating low internal consistency. The Cronbach's α value for Explicit Motivation was .62 ($< .70$), indicating moderate internal consistency. The Cronbach's α value for Academic Motivation was .51 ($< .60$), indicating low internal consistency. The Cronbach's α value for Motivation Strategy was .40 ($< .50$), indicating very low internal consistency.

Table - 3
Factor Analysis
Results from a Factor Analysis of the Questionnaire

Items	Factor Loadings						
	1	2	3	4	5	6	7
Factor 1: Academic Motivation							
20. Peer relationship influences the students' academic motivation level.	.712						
21. Too serious learning environment lowers students' academic motivation.	.694						
16. The course influences students' motivation.	.574						
Factor 2: Assessment Quality							
1. Assessments are motivating.		.847					
2. Assessments are helpful in improving learning.		.754					
Factor 3: Explicit Motivation							
14. Teachers' attitude and behavior play a vital role in students' motivation.			.750				
15. Teachers' remarks have deep effect on students' motivation.			.748				

17. Diverse teaching methods help maintain students' motivation. Factor 4: Assessment Process			.605				
8. Assessments are completed within allotted time.				.835			
7. Assessments are clear and doable. Factor 5: Assessment Effectiveness				.727			
11. Assessments help you identify your strengths and areas for improvement.					.716		
3. Assessments without feedback are worthless.					.703		
19. Conflict in family affects the students' academic motivation. Factor 6: Assessment Strategy					.467		
6. Assessments reflect students' understanding of the subject.						.753	
12. The assessment methods used by your university effectively measure your understanding and knowledge in the subject. Factor 7: Motivation Strategy						.615	
23. The timing and frequency of assessments impact your motivation.							.753
22. Too challenging assessments lower the students' academic motivation level.							.655
<i>Note.</i> Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 10 iterations. All communalities were over the required value of 0.50.							

Table - 4
Hierchichal Regression Results for Explicit Motivation

Variables	B	CI 95%		SE B	β	R^2	ΔR^2
		LL	UL				
Model 1						.017	.017
Constant	4.44***	4.31	4.56	0.64			
Education Qualification	.027*	-.054	.000	.014	-.131		
Model 2						.190	.173
Constant	2.38*	1.76	3.00	.313			
Education Qualification	-.016	-.041	.009	.013	-.079		
Assessment Effectiveness	.321	.194	.447	.064	.326***		
Assessment Strategy	.161	.050	.272	.056	.185**		

Note. *CI* = Confidence interval, *LL* = Lower level, *UL* = Upper level, $p^* < 0.1$, $p^{**} < 0.01$, $p^{***} < 0.001$

Table 4 shows the impact of assessment effectiveness and assessment strategy on explicit motivation in university students. In Model 1, the R^2 Value of .017 revealed that the control variable (education qualification) explained 1.7% variance in the outcome variable, with $F(1, 213) = 3.74$, $p = 0.05$, indicating that the model is not fit. In Model 2, variable education qualification (controlled variable) having only the independent variables: assessment effectiveness and assessment strategy with $F(3, 211) = 16.51$, $p < .001$, gives a perfect model, with assessment effectiveness ($\beta = .326$, $p < .001$) indicating a positive impact on outcome variable, and assessment strategy with ($\beta = .185$, $p < .05$) showing a positive effect on explicit motivation, whereas, the controlled variable Education Qualification revealed a non-significant, negative, impact on the explicit motivation ($\beta = -.079$, $p > .05$).

Table - 5
Means, Standard Deviations, and Two-Way ANOVA Statistics for
Motivation Strategy

Variable	Education		Psychology		English		Law		Other		Anova			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	Effect	<i>F</i> Ratio	<i>df</i>	η^2
Motivation														
Strategies														
Trained	3.89	.55	3.50	.76	3.65	.54	3.77	.57	3.75	.57	DPT	.772	4, 205	.015
Untrained	3.54	.82	3.97	.81	3.25	.35	4.12	4.78	3.85	.47	PC	.063	1, 205	.000
											DPT×PC	2.72*	4, 205	.050

Note. *N* = 215. Anova = analysis of variance; DPT = departments; PC = professional competency.

* $p < 0.05$.

Table 5 shows means, standard deviations and *F* ratio for motivation strategy. Results indicated no significant mean difference on department with $F(4, 205) = .772$, $MSE = .429$, $p = .545$, $\eta^2 = .015$, professional competency with $F(1, 205) = .063$, $MSE = .429$, $p = .802$, $\eta^2 = .000$, but significant interaction effect of departments and professional competency was observed with $F(4, 205) = 2.72$, $MSE = .429$, $p = .031$, having a small effect size ($< .59$). The findings revealed that the trained, Education department ($M = 3.89$, $SD = .553$) exhibited highest mean score on motivation strategy, followed by Law department ($M = 3.77$, $SD = .574$), other departments ($M = 3.75$, $SD = .566$), English department ($M = 3.65$, $SD = .545$), and Psychology department with lowest mean score ($M = 3.50$, $SD = .76$). In the untrained, Department of Law exhibited highest mean score ($M = 4.12$, $SD = .478$) on motivation strategy followed by Psychology department ($M = 3.97$, $SD = .81$), other departments ($M = 3.85$, $SD = .475$), Education department ($M = 3.54$, $SD = .829$), and English department with the lowest mean score ($M = 3.25$, $SD = .353$).

Table - 6
Logistic Regression

Variable	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							LL	UL
Feedback-driven Assessments	1.020	.565	3.254	1	.071	2.773	.915	8.400
Assessment Methods	.082	.546	.023	1	.880	1.086	.372	3.166
Assessment Clarity	1.215	.465	6.823	1	.009	3.372	1.354	8.394
Constant	-5.201	3.201	2.640	1	.104	.006		

Note. CI = Confidence interval, LL = Lower level, UL = Upper level.

Table 6 shows, $R^2 = (\text{Hosmer \& Lemmshow}) p = .204$, $(\text{Cox \& Snell}).05$, $(\text{Nagelkerke}).201$, $\text{Model } \chi^2 = 12.131$, $df = 3$, $p < 0.05$ indicates a model fitness for prediction. The significant effect of predictor assessment clarity $p = < .01$, the odds ratio or coefficient Exp (B) 3.372, greater than 1, depicting assessment clarity leads to 3.372 motivated attitude, whereas, feedback driven assessments Exp (B) 2.273, $p > 0.05$ does not show significant impact on the outcome variable. Similarly, assessment methods Exp (B) 1.086, $p > 0.05$, does not seem to influence the outcome variable. The classification table indicates 96.3% correct prediction for teachers motivating attitude is influenced by the predictors under study.

Interpretation of Results

The demographic data revealed that the highest 31.6% students were between the range of 18-25 years, ($N = 215$), whereas the lowest 19.5% were from the age range 36 to 45 years. The sample of students consisted of 105 (48.8%) male and 110 (51.2%) female respondents, with 100 (46.5%) public university students and 115 (53.5%) from private university. There were five departments among which Education department had highest percent of respondents 29.3%, Psychology 24.7%, English 15.8%, Law had lowest 10.2% and 20.0% from other departments. There were eight levels of academic qualification, BS. 17.2%, B.Ed. 13.5%, MS 9.8%, M.Ed. 17.2%, MPhil 9.8%, PhD 10.2%, and other academic qualifications 22.3% in highest percentage. The employment status showed working 59.1%, and not working 40.9%. Professional Competency i.e. 65.1% students are trained, whereas, untrained were 34.9%. There were 32.6% unexperienced, and 28.8% students having work experience between the range of 1-5 years, 10.7% of students were having experience between 6-10 years, 8.8 % of students had 11-15 years of experience, whereas, 19.1% of students had experience above 15 years.

The descriptive statistic for the psychometric scale revealed an overall mean score of 4.071 ($SD = .314$). The items framed to measure responses for the motivation and assessment, were labelled as Assessment Quality; Assessment Process; Assessment Strategy and Assessment Effectiveness. The items framed to measure responses for the motivation were labelled as Explicit Motivation; Academic Motivation; and Motivation Strategy. "The Cronbach's value for eight items measuring the construct "Motivation" was $\alpha = .64$, indicating moderate internal consistency, and $\alpha = .71$ for nine items measuring the construct "Assessment", indicating good internal consistency.

The psychometric scale exhibited a positive perception of the construct amongst the respondents. Item number 14 “Teachers’ attitude and behavior play a vital role in students’ motivation” shows the highest $M = 4.44$, followed by item number 15 “Teachers’ remarks have deep effect on students’ motivation.” $M = 4.34$. Students’ positive responses for the aforementioned items reveal the importance laid on the teachers’ role in enhancing the motivation in teaching-learning process. The item number 2 “The assessments are helpful in improving learning.” And item number 19 “Conflict in family affects the students’ academic motivation.” showed same values of $M = 4.23$.

An Exploratory Factor Analysis (EFA) was performed using a principal component analysis and varimax rotation. The minimum factor loading criteria was set to 0.40. The communality of the scale, which indicates the amount of variance in each dimension, was also assessed to ensure acceptable levels of explanation. The results show that all communalities were over .050.

An important step involved weighing the overall significance of the correlation matrix through Bartlett’s Test of Sphericity, which provides a measure of the statistical probability that the correlation matrix has significant correlations among some of its components. The results were significant, $\chi^2 (n= 215) = 1196.55, df 325 (p < 0.001)$, which indicates its suitability for factor analysis. The Kaiser-Meyer-Olkin measure of sampling adequacy (MSA), which indicates the appropriateness of the data for factor analysis, was .767. Finally, the factor solution derived from this analysis yielded nine factors for the scale, which accounted for 61.080 per cent of the variation in the data.

Nonetheless, in this initial EFA, six items (“4: Various techniques are used to assess students.”, “5: Assessments reflect teachers’ expertise.”, “9: Activity based assessments are enjoyable.”, “10: Assessments are monitored fairly.”, “13: Students have strong desire to achieve success.”, “18: Reflection on one’s own improvement contribute to academic motivation”) were removed as their communality values were lower than 0.05, whereas, 3 items (“24: Most motivating types of assessment.”, “25: Your motivation level in your university.”, “26: Your motivation level, if assessments are removed from university.”) were removed due to their anti-image correlation less than 0.06. Hence, the nine items were removed from further analysis.

The author repeated the EFA without including these items. The results of this new analysis exhibited, The Kaiser-Meyer-Olkin measure of sampling adequacy MSA .73, the $\chi^2 (n= 215) = 735.97, df 136 (p < 0.001)$. The factor solution derived from this analysis yielded seven factors for the scale, which accounted for 66.979 per cent of the variance among the items in the study. The Bartlett’s Test of Sphericity proved to be significant and all communalities were over the required value of 0.50. The seven factors identified as part of the EFA aligned with the study. Factor 1 includes items: 20 (“Peer relationship influences the students’ academic motivation level.”), 21 (“Too serious learning environment lowers students’ academic motivation”), 16 (“The course influences students’ motivation, referring to Academic Motivation”). Factor 2 gathers items 1 (“Assessments are motivating”), 2 (“Assessments are helpful in improving learning, referring Assessment Quality”). Factor 3 has items 14 (“Teachers’ attitude and behavior play a vital role in students’ motivation”), 15 (“Teachers’ remarks have deep effect on

students' motivation"), 17 ("Diverse teaching methods help maintain students' motivation, referring to Explicit Motivation.") Factor 4 has items 8 ("Assessments are completed within allotted time."), 7 ("Assessments are clear and doable, referring to Assessment process") Factor 5 has items 11 ("Assessments help you identify your strengths and areas for improvement."), 3 ("Assessments without feedback are worthless"), 19 ("Conflict in family affects the students' academic motivation, referring to Assessment Effectiveness"). Factor 6 has items 6 ("Assessments reflect students' understanding of the subject."), 12 ("The assessment methods used by your university effectively measure your understanding and knowledge in the subject, referring to Assessment Strategy"). Finally, Factor 7 includes items, 23 ("The timing and frequency of assessments impact your motivation."), 22 ("Too challenging assessments lower the students' academic motivation level, referring to Motivational Strategy."). Factor Loadings are presented in Table 3.

Hierarchical Regression or Sequential Regression, was used to predict outcome variable "Explicit Motivation", by controlling the confounding variable that may affect the relationship between independent and dependent variables. Two models were made, firstly with Education Qualification and secondly, controlling the variable Education Qualification were being assessed with the predictors such as Assessment Strategy, and Assessment Effectiveness.

To test the hypothesis predicting the impact of the assessment effectiveness and assessment strategy, controlling the confounding variable education qualification of university students, the hierarchical multiple regression was employed *at 95 % confidence intervals*. The analysis showed Model 1, the R^2 Value of .017 revealed that the control variable (education qualification) explained 1.7% variance in the outcome variable, with $F(1, 213) = 3.74, p = 0.05$.

Additionally, the coefficients were assessed to ascertain the influence of each of the factors whether significant and positive on the criterion variable (Explicit Motivation).

The analysis shows that the assessment effectiveness had a positive effect on explicit motivation ($\beta = .326, t=4.99, p < 0.001$). The assessment strategy also showed a positive did not predict significant linear relationship ($\beta=.185, t=2.86, p < 0.05$). The results of the Durban Watson value $1.84 < 2.5$ indicates acceptable range of autocorrelation, the value inflation factors $VIF = <1.5$ shows no evidence of multiple collinearity. The results are presented in Table 4.

A Two-Way Anova was performed to analyze the effect of departments and professional competency on motivational strategy of university students. Since the Levene's Statistics was not significant, the equal variance was assumed. The results showed no significant main effect of departments on motivational strategy, $F(4,205) = .772, MSE = .429, p = .545, \eta^2 = .015$, indicating respondents motivational strategy did not differ within departments significantly. The professional competency also did not have significant effect on motivational strategy, $F(1,205) = .063, MSE=.429, p = .802, \eta^2 = .000$, indicating respondents professional competency does not differ depending on their motivational strategy.

The results revealed a small interaction effect between students' professional competency and departments on motivational strategy $F(4, 205) = 2.72, MSE = .429, p = .031$, having a small effect size ($< .59$), indicating that the effect of students' professional competency on motivational strategy is different across departments. Table summarizes Two-Way Anova Results.

Binary logistic regression was used to assess whether independent variables, such as assessment clarity, assessment methods and feedback-driven assessments were associated with the Likelihood of the dichotomous dependent variable "teachers' motivating attitudes".

According to the Omnibus test for the dependent variable teachers' motivating attitude, the full model has a significant prediction performance, $\chi^2 = 12.131, df = 3, p < .05$.

The Pseudo-R square or Nagelkerke R Square measures the variability in the dependent variable as explained by the model (Field, 2013). According to the model summary table for the dependent variable teachers' motivated attitude, the model explained between .055 (Cox & Snell R Square) and .20 (Nagelkerke R Square), of the variance in the dependent variable. The Hosmer and Lemeshow test, $\chi^2 = 12.131, df = 3, p < .05$, shows model fitness statistically significant. The model as seen from the classification table classified 96.3 % correct prediction. All variables did not significantly contribute to the model as only the p-value for assessment clarity was significant 0.009.

The odd ratio suggests that for every one unit increase in the independent variable i.e. assessment clarity will increase teachers' motivating attitudes by 3.372 times. Whereas, other independent variables that are assessment methods and feedback-driven assessments, will be less likely to do it because Exp (B) or odds ratio are below one.

Conclusion and Discussion

This study was directed to explore university students' views on the role of assessment in enhancing motivation, based on their experiences, as not all kinds of assessments increases motivation (Gbollie and Keamu, 2017). The study confirms that the students' views are almost similar towards the importance of the assessment process in enhancing motivation of students. The study reveals that the students believe that their teachers' attitudes and remarks play a dynamic role in the motivation level of the students, supporting the study conducted by Panesar-Aguilar, Sunddip and Aguilar, Eric (2017) revealing feedback, student-teacher communication and discussions leading to students' progress strengthens their mutual interest and trust for each other.

Hence, the result of the study indicate that, the teachers' are looked upon for being the active source of motivation, whether by teaching, assessing, evaluating or exhibiting optimistic attitudes towards the students', adhering to the results of, Thoonen, Slegers, Peetsma, & Oort, (2010) regarding teachers' effectiveness.

Secondly, students accept that the assessments are helpful in improving learning, as ascertained by the students in a study carried out by Efremova, Shvedova, & Huseynova (2019). Simultaneously, the results proved that students accepted that the impact of family

conflict adversely affects their academic motivation, with ample reasons favouring Rwanda's research, where the parents clearly mentioned that inspite of many positivity in teaching learning processes, the family conflict creates weak results, lack of interest and decreased level of concentration in the study (Ndayambaje, Umwari, & Yulia, 2020).

The clarity in assessment is equally an important factor for the motivation development of students, as suggested by Dornyei, the lack of understanding of the content causes, negative motivation and leads to disinterest in the learning of an individual (Gbollie and Keamu, 2017). The researcher feels the underlying factors provide an in-depth connectivity between the assessment and motivation and suggests the interested researchers to extend this research by carrying out longitudinal observational researches in the physical classes and collecting face to face data from teachers as well as administrators. However, the researcher is much contended with the level of positivity of students showed towards education and educationists. It is indeed a beacon of light for the bright future of our nation.

Such an assessment which provides reliable information about the actual level of training and provides the opportunity to see the achievements, find mistakes and understand what needs to be done for further success may have a positive impact (Muho and Taraj, 2022).

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