



Authentic Assessment as a Tool for Evaluating Teacher Satisfaction and its Impact on Student Learning

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Abstract

The study was aimed to explore the influence of authentic assessment on the satisfaction of teachers and student learning. Quantitative research approach and survey method were used in the study. The population of the study were the male and female teachers working in The University of Lahore. Multistage random sampling was used to select the research participant from The University of Lahore. For the collection of data, from the total faculty of The University of Lahore, 120 teachers were selected by using multistage sampling. A questionnaire was used as data collection tool. Data were analyzed by using SPSS software. Inferential statistic in which correlation was used to check the relationship between authentic assessment and teachers' satisfaction and ANOVA was used to measure the mean difference of students learning with respect to authentic assessment. It was concluded that there was strong relationship between authentic assessment and teachers' satisfaction and in ANOVA there is no statistically significant difference in the mean score of students learning with respect to authentic assessment. It was recommended that educational institutions were advised to arrange training and professional development workshops to support teachers in designing and implementing authentic assessments. It was further recommended that Universities were encouraged to formally integrate authentic assessment into curricula to ensure that teachers consistently applied real-world tasks, performance-based projects, and reflective practices.

Keywords: Authentic assessment, Teachers Satisfaction, Students Learning



Introduction

Assessment is crucial to shape the learning and teaching process, and it has an impact on teachers' satisfaction. Among numerous assessment strategies, authentic assessment gained more attention because it is geared towards real world application and critical thinking (Smith & Brown, 2024). Unlike others assessment with emphasis on rote memorization and traditional testing authentic assessment incorporates performance-based task portfolio and real-world problem-solving activities resulting in depth learning. As its pedagogical strengths, it is crucial to study the influence of authentic assessment on teachers' satisfaction as their motivation and engagement directly impact classroom efficacy and student performance.

Teacher satisfaction is a vital element of quality education as it influences teaching performance, job commitment, and overall job performance (Williams & Lee, 2024). Genuine assessment, through the capability of teachers to grade students more realistically and in-depth, gets rid of the stress of rigorous grading systems and standardized testing, hence improving job satisfaction. Furthermore, if teachers understand assessment as authentic and related to learning outcomes, they are professionally fulfilled and more motivated (Garcia & Thomas, 2024). However, the application of authentic assessment has its limitations, such as extra workload and planning. Therefore, its measurement of impact on teacher satisfaction is imperative to determine its practical implications and guide policies that ensure teacher well-being (Ahmed, 2024; Rimsha, 2024).

Maintaining this in perspective, authentic assessment requires more planning and work, which can be challenging for teachers. Hence, study of its effect on teacher satisfaction is crucial to take its practical applications into account and keep a balanced assessment practice in education. Similarly, reference literature indicates that job satisfaction is an agreeable or positive emotional condition brought about by the assessment of one's own achievements in the workplace. Job satisfaction is an indicator of the way teachers see their job, assessing it on the basis of effectiveness, the potential for the application of their means and capacities, and the feeling of satisfaction derived from the work done.

Authentic assessment has the potential to make teaching practice more significant and interesting, and hence increase teacher job satisfaction. However, its use would be contingent on the addressing of problems in areas like insufficient training and organizational support. The research would contribute to the current literature through the investigation of these dynamics in the context. Authentic assessment emphasizes application in real life and critical thinking and not just memorization. This approach would enhance teachers' job satisfaction by making the assessment meaningful and reducing pressure due to standardized testing. But potential drawbacks like increased workload and requiring extensive planning need to be addressed to make it effective and balanced (Messier, 2022).

Problem Statement

Assessment is a tool that evaluates the any institution or a person like teachers' satisfaction. Just like authentic assessment is a method of evaluating a teacher's ability to apply skills and knowledge in real-world situations. Authentic assessment is related to higher teacher satisfaction because it allows teachers to provide opportunities for deeper engagement and meaningful feedback, and aligns more closely with real-world



applications. The aim of authentic assessment is to provide teachers with authentic experiences to connect disciplinary understanding with real world contexts (Gamage, 2022). Keeping in view the study opted to how authentic assessment practice affect teachers' satisfaction and students learning at The University of Lahore, focusing on aspects such as workload, academic performance, fairness and teaching effectiveness.

Objective

To investigate the impact of authentic assessment on the satisfaction of teachers and students learning at The University of Lahore.

Method

To determine the relationship between authentic assessment as tool for evaluating teacher satisfaction and its impact on student learning was the purpose of the study. This chapter contains the information about the design and procedure followed while completing research. It's also contained the detailed population and samples for the study; instrument of the data collection, method of the data collection and data analysis techniques. Quantitative methods with descriptive as well as inferential research approaches were used in this study (Achmad et al., 2023).

Sample

For the data collection population of the study consist of all the faculty of the University of Lahore. The study involved all male and female teachers employed at the University of Lahore. Multi stage sampling technique were used in research. The procedure of sampling was carried out as;

- 1) First of all, The University of Lahore, Sargodha Campus were selected conveniently.
- 2) On the basis of selection criteria, 120 teachers from 6 faculties were selected randomly.
- 3) All male and female teachers were selected from The University of Lahore, Sargodha Campus.

Research Instruments

The research has used survey method to gather data from the respondents. Questionnaire was used as an instrument for data collection. The questionnaire was self-designed and each variable were based on three constructs according to the study.

(1) Questionnaire for teachers' authentic assessment (teachers' perspective)

There were three factors in teachers' authentic assessment i.e., performance-based task; 8 statements were included whereas in higher order thinking tasks, 4 statements were included. In real world relevance, 6 statements were included. Teachers' authentic assessment were categorized to the following criteria:

If, Mean score = less than 2.5 = poor

Mean score = 2.51-3.0 = Satisfactory

Mean score = 3.01-3.50 = Good

Mean score = 3.51-4.0 = Very good

Mean score = 4.01-5.0 = Excellent

(2) Questionnaire for teachers about teachers' satisfaction

There were four factors for teachers' satisfaction, in professional growth 5 statement were included whereas motivation and recognition factor, 4 statements were included. In administrative support factor, 3 statements were included whereas in workload balance 5 statements were included. Teachers about teachers' satisfaction were categorized to the following criteria:

If, Mean score = less than 2.5 = poor



Mean score	= 2.51-3.0	= Satisfactory
Mean score	= 3.01-3.50	= Good
Mean score	= 3.51-4.0	= Very good
Mean score	= 4.01-5.0	= Excellent

To checked the content and face validity and experts' opinions were sought out for the validation of instruments. The experts were five in numbers and have Ph.D. in Education degree. These exports were requested to checked the content as well as face validity. They were also asked to match the indicators and statement of instrument with the objectives of the study, difficulty level and sentence structure in English. After taking and considering the experts' opinions, the instruments were then tested to check the validity.

It was very challenging to gather the data from both male and female teachers of the University. According to them they had used authentic assessment for the students and fulfil these requirements with very busy and strict schedule. The respondent who had completed their MPhil and Ph.D. were highly cooperative. This cooperation showed their sense of responsibility and sincerity with their profession and importance of higher education.

Data Analysis

The data that were collected through the questionnaire was firstly were coded and then were tabulated for analyzing, interpreting and concluding it statistically. Both questionnaires contained only positive statement, so reverse coding was not required. For investigating the data SPSS was used. Correlation test was used to check the relationship between variables. In other words, Pearson correlation test used to measure the level of correlation between authentic assessment and teachers' satisfaction. ANOVA a test of difference, to measure the level of mean difference between two groups. Furthermore, One-Way ANOVA is used to measure the impact of teachers' authentic assessment on students' learning.

Results

This chapter contains the data about analysis, interpretation of the data collected using all the study's extent scales. Firstly, the data were entered in the SPSS software and MS Excel. Data were analyzed by using the SPSS software. In descriptive statistics, frequency, mean and standard deviation were measured. Data collected from teachers were categorized on their mean score basis. Each variable was assessed on the given evaluation criteria. The results of correlation between authentic assessment and teachers' satisfaction are as follows:

Table 1: *Results of correlation between authentic assessment and teachers' satisfaction at university levels*

Variables	Pearson Correlation	Asump sign
Authentic assessment relationship Teachers' satisfaction	0.769	.000

Based on the Pearson product-moment correlation analysis, the results indicated positive correlation between authentic assessment and teachers' satisfaction. Furthermore, the correlation was found to be statistically significant ($p < 0.05$). Consequently, H_{01} hypothesis, which stated that "there is no statistically significant relationship between authentic assessment and teachers' satisfaction," was not supported by the findings. This shows the trend that the authentic assessment and teachers' satisfaction at university level have significant relationship.



One-Way ANOVA of perceived impact of authentic assessment according to students' learning is as follows:

Table 2: *One-Way ANOVA of students' learning with respect to authentic assessment*

	Sum of Squares	Df	Means Square	F	Sig
Between Groups	595.37	4	148.842	1.332	.262
within Groups	14848.5	115	111.727		
Total	13443.867	119			

This table depicts that there is no statistically significant difference in the mean score of students learning with respect to authentic assessment by and p-value = 0.262. Hence null hypothesis H_{02} is accepted. This shows the trend that there is no significance impact of authentic assessment of teachers on students learning in university of Lahore.

Discussion

From the findings it was conclude that there is a significant and positive correlation between authentic assessment ant teachers' satisfaction. This discussion emphasized that authentic assessment was aligned with real world context. These fining were consistence with recent studies (Muñoz & Moreno, 2021; Jönsson & Panadero, 2022) that confirmed authentic assessment as tool for promoting reflective teaching, collaboration, and professional growth.

It was revealed that while authentic assessment positively affected teacher satisfaction, its direct impact on the student learning outcomes was not significant. This outcome suggested that student performance depended on additional factors such as learning styles, institutional support, teaching methods, and student engagement. These insights opened new avenues for further research on mediating variables between assessment and learning. These findings suggest that while authentic assessment benefits both teachers and students, its success in improving learning outcomes depends on how well other factors such as teaching approaches, student engagement, and institutional conditions support the process (Vlachopoulos, 2024; McArthur, 2022).

Conclusion

The primary direction of research was to determine the effects of authentic assessment on satisfaction of teachers and students studying at The University of Lahore. The data collection involved the quantitative research approach using survey techniques methods. The primary aim of the research involved the establishment of a relationship between teacher satisfaction and university level student learning. The data analysis and interpretation of the research findings including descriptive statistics, frequency, percentage, mean and standard deviation was done, Correlation test and T-test were applied to examine the effects of authentic assessment on teacher satisfaction in The University of Lahore.

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