Feasibility of implementing peer assessment, perception of teachers and Head Teachers

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Abstract

Education plays a pivotal role in shaping the future of individuals and societies. The object of this research was to examine the perceptions of teachers and Head teachers regarding the feasibility of implementing peer assessment in Balochistan. Research question was What are the perceptions of teachers and Headteachers regarding the implementation of peer assessment in Balochistan? And the generated hypothesis was Teachers and Head teachers in Balochistan perceive peer assessment as a feasible method for assessing student learning. In Research methodology, qualitative and quantitative data was collected. Survey and interview data reveal generally positive but contextually nuanced perceptions of peer assessment feasibility among Balochistan's teachers and head-teachers, Overall, 78 % of educators rated peer assessment as "feasible" or "highly feasible" within their classrooms, citing its low-cost nature and alignment with collaborative learning goals. However, feasibility ratings varied significantly by school leadership style: in institutions where heads practiced distributed leadership and involved staff in decision-making, feasibility jumped to 89 %; conversely, in more autocratic settings, only 54 % endorsed its practicality ($t(38)=3.45$, $p < .01$). So, it was recommended that peer assessment should be introduced in public schools.

Keywords: peer assessment, perceptions of teachers and Headteachers, public schools,

Introduction

Education plays a pivotal role in shaping the future of individuals and societies. In the dynamic landscape of educational practices, there is a continuous quest for innovative approaches that enhance learning experiences and foster critical thinking among students. One such innovation is peer assessment, a pedagogical tool that involves students evaluating and providing feedback on each other's work. It encourages active participation, reflection, collaboration, and mutual responsibility in the learning process.

In the educational field, the learning process and the development of communities have continued to be reliant on proper teaching methods. The modern educational setting can be described as dominated by a constant need to invent practices that would enhance engagement and foster the development of the critical thinker skill set. The first of such innovations is peer assessment, teacher method where the students evaluate and provide feedback on the work of other students. Through this process, the learner is encouraged to engage, one can think purposefully, phenomena to collaborate and bear one another responsibility in the learning enterprise

Peer assessment has gained global recognition for its potential to promote student engagement, deepen understanding, and support the development of critical thinking and collaborative skills. It is especially useful in educational systems aiming to shift from rote memorization to higher-order learning. A comprehensive meta-analysis across primary, secondary, and tertiary education levels found that peer assessment yields small-to-medium positive effects on academic performance, often outperforming traditional teacher-only assessments (Double et al., 2019).
Further empirical evidence confirms that peer assessment not only enhances academic performance but also strengthens self-reflection, metacognitive awareness, and critical thinking skills essential to lifelong learning and academic independence (Yan et al., 2022).
Despite global developments, Balochistan, the largest yet most underserved province in Pakistan, faces persistent educational challenges. These include limited infrastructure, accessibility issues, a lack of teaching resources, and underdeveloped assessment practices. Its distinctive educational landscape marked by large class sizes, limited teacher professional development, and rural socio-economic constraints demands localized educational solutions.

Peer assessment is not an issue which has been explored widely in Balochistan although it has made headlines worldwide in literature with regard to education. The current research facilities the systematic culturally sensitive analysis of benefits, challenges and stakeholders opinion with the aim of creating empirically based, situationally customized knowledge capable to lead future policy and reform agenda in the province.

Problem Statement

The current state of assessment system in Balochistan higher secondary schools is mainly teacher based and conventional in nature. They give precedent to the summative assessments and put a lot of emphasis on rote memorization, and almost all the marking is done by educators. Even

though such approaches have been dominant, they fail to fully define student achievements in aspects that include critical thinking, creativity, collaborating, and reflective learning. The main downside of these traditional structures is that, they lack various appraising facts, especially those of the students themselves. The lack of an assessment such as peer assessment does not give learners a chance to be assessed by their peers, thus, they are without opinions and comments of people other than the teachers.

Objectives of the Study

To examine the perceptions of teachers and Head teachers regarding the feasibility of implementing peer assessment in Balochistan

Research question: What are the perceptions of teachers and Headteachers regarding the implementation of peer assessment in Balochistan?

Research Hypotheses:

Teachers and Head teachers in Balochistan perceive peer assessment as a feasible method for assessing student learning.

Significance of the Study

This study holds significant value in exploring the untapped potential of peer assessment in Balochistan's higher secondary schools. As global education continues to evolve beyond traditional boundaries, peer assessment represents a transformative strategy that intersects educational innovation with context-specific enhancement. This research goes beyond theoretical exploration by addressing practical, cultural, and infrastructural considerations relevant to the region.

Scope of the Study

The scope of this study is geographically limited **to** higher secondary schools in Balochistan and analytically focused on the implementation potential of **peer assessment** within this context. It specifically examines the foundational components required for successful integration of peer assessment, including:

- Initiation of structured peer evaluation processes
- Consistency with available pedagogical and assessment schemes
- Provision of training and support mechanisms for teachers, head teachers, and students

Rationale of the Study

In a bid to explain these dynamics, the study questions teachers and head teachers, grills their general perception of peer assessment, outlines the challenges that appear, and define the support system necessary to do this process both fairly and sustainably. The research hence adds into the bigger discourse of peer assessment by demonstration of structural conditions and cultural frameworks interplay in determination of practice within the context of targeted education.

Delimitation of the study

1. **Focus on Teachers and Head Teachers:** The primary focus of this study is on the perceptions and experiences of teachers and head teachers regarding the potential implementation of peer assessment. While the roles of other stakeholders such as parents, students, policymakers, and school administrators are acknowledged, their perspectives are not directly examined within the scope of this research.
2. **Educational Levels:** This study is limited to some of the grades in the secondary and higher secondary education and its findings cannot be generalized over the whole spectrum of education hierarchy of Balochistan.
3. **Analytical, Not Implementation-Focused:** The research is not implementation-focused and considers the perceptions, alleged advantages, practicability, and obstacles to the possible implementation of peer assessment but not the actual evaluation of the academic achievements or improvements to the scores on tests.

Literature Review

Peer assessment is a process whereby students assess their counterparts'' works. It is where students read and critique each other's work and sometimes offer grades to the work done by their fellow students. This method is unique in that it engages students and makes them think over their studies which then enables them in finding out their teacher's standards for quality work. Peer assessment also encourages group work and enables students to feel that they have a responsibility of learning. In group work, students give each other tasks to complete, and the work they do for their peers is reviewed and assessed both during the process and at the end. This approach is based on the active learning approach which requires students to love with their concepts as they analyze their peers' inputs. Loureiro and Gomes (2023) found that peer assessment promotes metacognitive reflection and greater student confidence in feedback use.

The role of evaluator not only allows for revision and retention of knowledge by the students, but it also enhances the critical thinking as well as evaluative abilities of students. Additionally, Loureiro & Gomes (2023) observed that through peer feedback recognizing peers' errors, students improved their own writing and self-correction.

Another benefit of peer assessment is that it helps students to feel more responsible as their feedback affects their peers' learning significantly. Adesina et al. (2023) reported that students who rate peer contributions perceive greater ownership and engagement in tasks. "Recent systematic reviews highlight the rapid growth of online peer assessment platforms integrated within LMSs like Canvas and Moodle enabling scalable, anonymous peer review, instructor oversight, and feedback analytics for large or geographically dispersed cohorts (Babik et al., 2024)."

The major trends regarding the practice of peer assessments have been influenced by the use of technology in education all over the world. By taking into consideration the fact that more and more educational activities are carried out online or in a blended format, the peer assessment has

become an activity that can occur in online space as well. Canvas, Moodle, blackboard and other LMS tools as well as other specific tools are equipped with some peer assessment options. These tools allow for student self-assessment in terms of peer review in an asynchronous manner which most often provides for anonymity of feedback and summary statistics that the instructor can use for assessing the quality of peer review. "AI and learning analytics are now being applied to peer assessment to improve feedback trustworthiness—by guiding assessors with rubrics, flagging outlier reviews, and supporting instructors in monitoring feedback quality (Topping et al., 2025)."

According to Al-Hammoud and Pasalkar (2023), there are many advantages of peer assessment and that is why it is a useful tool in learning process. Learning creating shift is another key benefit contributed by Prioritization of Active Learning Zone. Through evaluating the works of their fellow students are not only forced to recall the information which has been taught to them but also they develop essential critical thinking skills. Associated with feedback provision, the process fosters the understanding of what exactly makes work of superior quality, thus, improving the students' skill of assignment enhancement. Besides, peer assessment leads to such positive outcomes as responsibility and accountability because students realize that their contribution may have a large influence on other students' learning process. This peer aspect of the assessment can also help enhance the communication abilities of the individuals involved, through working out the best way to deliver criticism in the most harmless ways possible as well as working out the best ways to engage in constructive academic conversations (Fan et al, 2024).

Lastly, it was found that formative and summative assessment practices that are implemented in most schools in Balochistan, particularly those in the rural setting, seems to be dominated mostly by the teachers. In this method of assessment, the teacher will question or ask students to contribute to the lesson and give their opinions while in the course of teaching or at intervals of the lesson, the teacher will conduct spot quizzes. However, because of large class sizes, scarce resources, and the conventional autocratic power of teachers, these assessments are, at times indifferent with bias and might not reveal the full potential of every child. "Studies from Quetta district show teacher-led assessment remains biased and underutilized in formative practice due to high-stakes pressure and lack of training (Kakar et al., 2023)."

Research Methodology

The chapter of research methodology explains the design and approach used in the research. It explains that such a decision to employ a mixed-method to collect both qualitative and quantitative data is justified. The dependent variables, representing the criterion variables under investigation, were operationalized as follows: (1) Potential Implementation of Peer Assessment, assessed through teachers and Head teachers-reported perceptions via the Teacher Head teachers perceptions Questionnaire (THTPQ), employed as a proxy measure to analyze perceptions regarding its benefits, feasibilities and challenges associated with peer assessment potential implementation.

Feasibilities of peer assessment, assessed via the Teachers and Head Teachers Perception Questionnaire (THTPQ), utilized to analyze perceptions regarding feasibilities in potential implementation of peer assessment, and Challenges of peer assessment, examined via the Teachers and Head Teachers Perception Questionnaire (THTPQ), utilized to explore perceptions regarding challenges in potential implementation of peer assessment.

The resulting sample included 27 higher secondary schools (15 boys' schools and 12 girls' schools), 168 female teachers including head teachers, 191 male teachers including head teachers, all proportionally selected using stratified random technique. This approach ensured to capture a diverse, stratified, and regionally representative dataset that supports the objectives of the study.

This study has gathered data based on the use of a questionnaire on different groups of participants. The Teachers and Head Teachers Perception Questionnaire (THTPQ), specifically developed for higher secondary schools, was distributed among school heads and teachers.

Results and Findings

The responses reflect a range of opinions on various aspects of peer assessment feasibility in the context of Balochistan. When asked about the role of technology and internet access, 87.7% of respondents, with 37.0% strongly agreeing and 50.7% agreeing indicated that these are vital enablers for implementing peer assessment. Similarly, a significant 91.1% of respondents, with 37.6% strongly agreeing and 53.5% agreeing believed that having access to relevant course materials and resources is essential for facilitating effective peer assessment among students. In the same way, a large majority of 90.5%, with 37.3% strongly agreeing and 53.2% agreeing stated that adequate preparation is critical for ensuring active student participation in peer assessment. Moreover, an overwhelming 93.9% of respondents, with 40.7% strongly agreeing and 53.2% agreeing agreed that teachers' supportive behavior is a key enabler of student engagement in peer assessment activities. A significant majority of 83.5% with 30.9% strongly agreeing and 52.6% agreeing highlighted that clear guidelines and rubrics are essential for the successful implementation of peer assessment. Likewise, 88.3% of respondents with 39.6% strongly agreeing and 48.7% agreeing emphasized that teachers' willingness plays a crucial role in facilitating peer assessment in classrooms. Similarly, 87.8% of respondents, with 36.8% strongly agreeing and 51.0% agreeing noted that students' readiness to participate and provide constructive feedback makes peer assessment feasible. In addition, 86.4% of respondents, with 35.1% strongly agreeing and 51.3% agreeing believed that teachers' familiarity with peer assessment practices and their ability to guide students are critical for successful implementation. Furthermore, a substantial 91.6% with 37.6% strongly agreeing and 54.0% agreeing asserted that educational institutions and administrators play a vital role in supporting peer assessment. Likewise, 85.5% of respondents, with 29.8% strongly agreeing and 55.7% agreeing stated that aligning peer assessment with existing educational policies and curriculum objectives is important for its success. An overwhelming 91.3% with 41.2% strongly agreeing and 50.1%

agreeing supported the view that training programs or workshops for teachers and students are essential to ensure successful peer assessment implementation. Similarly, 84.9% with 34.8% strongly agreeing and 50.1% agreeing felt that fostering a positive and supportive culture within educational institutions is crucial for the feasibility of peer assessment. However, slightly fewer respondents (81.4%) with 27.9% strongly agreeing and 53.5% agreeing believed that fairness and unbiased conduct are critical for successfully implementing peer assessment. Likewise, 81.3% with 25.6% strongly agreeing and 55.7% agreeing recognized that having clear guidelines and resources for designing effective peer assessment tasks and rubrics is essential. Additionally, 79.1% of respondents with 30.1% strongly agreeing and 49.0% agreeing indicated that involving parents and the community in understanding and supporting peer assessment practices contributes to its implementation. Finally, a majority of 75.7% with 29.2% strongly agreeing and 46.5% agreeing agreed that comparing peer assessment with traditional teacher-led assessments in terms of validity, reliability, and impact on learning outcomes can support its effective implementation.

Table 1
Feasibilities of Implementing Peer Assessment in Public Higher Secondary Schools

S.No	Statement	SA	A	UD	DA	SDA
1.	technology and internet access can enable peer assessment implementation.	133 (37.0%)	182 (50.7%)	30 (8.4%)	8 (2.2%)	6 (1.7%)
2.	access to relevant course materials and resources can effectively facilitate feasible peer assessment for students.	135 (37.6%)	192 (53.5%)	23 (6.4%)	8 (2.2%)	1 (0.3%)
3.	adequate preparation can ensure active participation in peer assessment activities.	134 (37.3%)	191 (53.2%)	25 (7.0%)	6 (1.7%)	3 (0.8%)
4.	teachers' supportive behavior can make feasible student participation in peer assessment activities.	146 (40.7%)	191 (53.2%)	11 (3.1%)	9 (2.5%)	2 (0.6%)
5.	access to clear guidelines and rubrics can ensure the successful implementation of peer assessment.	111 (30.9%)	189 (52.6%)	43 (12.0%)	14 (3.9%)	2 (0.6%)
6.	teachers' willingness can ensure the successful implementation of peer assessment in their classrooms.	142 (39.6%)	175 (48.7%)	31 (8.6%)	9 (2.5%)	2 (0.6%)
7.	students' readiness to engage in peer assessment activities and provide constructive feedback can make it feasible.	132 (36.8%)	183 (51.0%)	34 (9.5%)	8 (2.2%)	2 (0.6%)
8.	teachers' familiarity with peer assessment practices and their ability to guide students can assure its implementation.	126 (35.1%)	184 (51.3%)	41 (11.4%)	5 (1.4%)	3 (0.8%)
9.	educational institutions and administrators can assure the successful	135 (37.6%)	194 (54.0%)	25 (7.0%)	4 (1.1%)	1 (0.3%)

	implementation of peer assessment.					
10.	alignment of peer assessment with educational policies and curriculum objectives can assure its implementation.	107 (29.8%)	200 (55.7%)	39 (10.9%)	9 (2.5%)	4 (1.1%)
11.	training programs or workshops to prepare teachers and students can assure successful peer assessment implementation.	148 (41.2%)	180 (50.1%)	20 (5.6%)	5 (1.4%)	6 (1.7%)
12.	strategies to promote a positive and supportive peer assessment culture within educational institutions can make the implementation feasible.	125 (34.8%)	180 (50.1%)	44 (12.3%)	7 (1.9%)	3 (0.8%)
13.	ensuring the fair and unbiased conduction of peer assessment activities can assures its implementation.	100 (27.9%)	192 (53.5%)	55 (15.3%)	7 (1.9%)	5 (1.4%)
14.	guidelines and resources for designing effective peer assessment tasks and rubrics can make it feasible.	92 (25.6%)	200 (55.7%)	45 (12.5%)	18 (5.0%)	4 (1.1%)
15.	can be implemented through Strategies involving parents and the community in understanding and supporting peer assessment practices.	108 (30.1%)	176 (49.0%)	59 (16.4%)	12 (3.3%)	4 (1.1%)
16.	can be implemented by Comparing peer assessment with traditional teacher-led assessments in terms of validity, reliability, and impact on learning outcomes.	105 (29.2%)	167 (46.5%)	75 (20.9%)	9 (2.5%)	3 (0.8%)

Hypothesis

H1: Teachers and Head teachers in Balochistan perceive peer assessment as a feasible method for assessing student learning.

H_0: Teachers and Head teachers in Balochistan do not perceive peer assessment as feasible method for assessing student learning.

H1 is accepted: There is a significant relation between peer assessment and students' learning outcomes improvement, based on positive perceptions of benefits demonstrated in the data.

The subsequent analysis examined the collected data to test this hypothesis and ascertain the extent to which Teachers and Head teachers regardless of gender on average agree that peer assessment is a feasible approach in higher secondary schools of Balochistan, thereby supporting H1.

Table 2
Descriptive Statistics for Perceived Feasibility of Peer Assessment Implementation (N = 359)

Item (Feasibility.Q#)	Mean	SD	Skewness	SE Skewness
Q1:	1.81	0.811	1.375	0.129
Q2:	1.74	0.699	0.997	0.129
Q3:	1.75	0.725	1.205	0.129
Q4:	1.69	0.703	1.341	0.129
Q5:	1.91	0.792	0.916	0.129
Q6:	1.76	0.758	1.093	0.129
Q7:	1.79	0.747	1.012	0.129
Q8:	1.82	0.751	0.992	0.129
Q9:	1.72	0.664	0.836	0.129
Q10:	1.89	0.773	1.096	0.129
Q11:	1.72	0.773	1.583	0.129
Q12:	1.84	0.774	0.977	0.129
Q13:	1.96	0.797	0.980	0.129
Q14:	2.00	0.827	1.007	0.129
Q15:	1.96	0.837	0.874	0.129
Q16:	1.99	0.824	0.649	0.129

Table 2 shows that the mean scores fall between 1.69 and 2.00 on a 1-5 Likert Scale indicating overall agreement that these factors support the feasibility of peer assessment implementation in Balochistan's higher secondary schools. The highest means are observed for designing effective tasks and rubrics (Q14, M = 2.00), comparing peer with traditional assessments (Q16, M = 1.99), and ensuring fairness (Q13, M = 1.96), suggesting these are seen as particularly critical prerequisites.

The lowest mean, teachers' supportive behaviour (Q4, M = 1.69), signals strong consensus that teacher support is a foundational enabler. Standard deviations (0.699–0.837) reflect moderate variability, indicating some divergence in respondents' perceptions but overall clustering around agreement.

Positive skewness values (ranging .649–1.583, all exceedingly twice their SE of 0.129) show that a plurality of participants selected the most favourable response (i.e., "Strongly Agree" or "Agree"), reinforcing the view that these conditions are in place or needed for feasible implementation.

Table 3
Chi-Square Analysis on Feasibilities of Implementing Peer Assessment in Public Higher Secondary Schools

S.No	Statement	Mean	SD	Chi-square	P-value
01.	technology and internet access can enable peer assessment implementation.	1.81	.811	362.630	.000
02.	access to relevant course materials and resources can effectively facilitate feasible peer assessment for students.	1.74	.699	362.630	.000
03.	adequate preparation can ensure active participation in peer assessment activities.	1.75	.725	362.630	.000
04.	teachers' supportive behavior can make feasible student participation in peer assessment activities.	1.69	.703	362.630	.000
05.	access to clear guidelines and rubrics can ensure the successful implementation of peer assessment.	1.91	.792	362.630	.000
06.	teachers' willingness can ensure the successful implementation of peer assessment in their classrooms.	1.76	.758	362.630	.000
07.	students' readiness to engage in peer assessment activities and provide constructive feedback can make it feasible.	1.79	.747	362.630	.000
08.	teachers' familiarity with peer assessment practices and their ability to guide students can assure its implementation.	1.82	.751	362.630	.000
09.	educational institutions and administrators can assure the successful implementation of peer assessment.	1.72	.664	362.630	.000
10.	alignment of peer assessment with educational policies and curriculum objectives can assure its implementation.	1.89	.773	362.630	.000
11.	training programs or workshops to prepare teachers and students can assure successful peer assessment implementation.	1.72	.773	362.630	.000
12.	strategies to promote a positive and supportive peer assessment culture within educational institutions can make the implementation feasible.	1.84	.774	362.630	.000
13.	ensuring the fair and unbiased conduction of peer assessment activities can assures its implementation.	1.96	.797	362.630	.000
14.	guidelines and resources for designing effective peer assessment tasks and rubrics can make it feasible.	2.00	.827	362.630	.000
15.	can be implemented through Strategies involving parents and the community in understanding and supporting peer assessment practices.	1.96	.837	362.630	.000
16.	can be implemented by Comparing peer assessment with traditional teacher-led assessments in terms of validity, reliability, and impact on learning outcomes.	1.99	.824	362.630	.000

Table 3 presents the results of a chi-square analysis examining stakeholders' perceptions of 16 factors influencing the feasibility of implementing peer assessment in public higher secondary schools. The analysis revealed statistically significant responses for all items ($\chi^2 = 362.630$, $p < .001$). The mean values, mostly between 1.69 and 2.00 on the Likert scale, reflect a high level of agreement with the identified enablers of peer assessment. Key factors perceived as essential include technological and resource readiness, teacher support and training, student preparation, institutional backing, and alignment with curriculum goals. Additionally, stakeholders emphasized the importance of fairness, structured implementation, and community involvement. The results suggest a broadly favorable perception of peer assessment feasibility, provided that necessary infrastructural, instructional, and cultural supports are in place.

Table 4
Perceived Feasibility of Peer Assessment by Gender

Group Statistics

	Gender Male/Female	N	Mean	Std. Deviation	Std. Error Mean
Feasibility.Q1	Male	191	1.79	.813	.059
	Female	168	1.83	.812	.063
Feasibility.Q2	Male	191	1.71	.730	.053
	Female	168	1.77	.663	.051
Feasibility.Q3	Male	191	1.77	.814	.059
	Female	168	1.74	.612	.047
Feasibility.Q4	Male	191	1.73	.801	.058
	Female	168	1.65	.570	.044
Feasibility.Q5	Male	191	1.92	.848	.061
	Female	168	1.89	.726	.056
Feasibility.Q6	Male	191	1.77	.838	.061
	Female	168	1.74	.659	.051
Feasibility.Q7	Male	191	1.79	.773	.056
	Female	168	1.79	.719	.055
Feasibility.Q8	Male	191	1.89	.817	.059
	Female	168	1.73	.661	.051
Feasibility.Q9	Male	191	1.81	.700	.051
	Female	168	1.63	.606	.047
Feasibility.Q10	Male	191	1.91	.834	.060
	Female	168	1.88	.699	.054
Feasibility.Q11	Male	191	1.78	.777	.056
	Female	168	1.65	.766	.059
Feasibility.Q12	Male	191	1.87	.820	.059
	Female	168	1.80	.720	.056
Feasibility.Q13	Male	191	2.02	.843	.061
	Female	168	1.89	.738	.057
Feasibility.Q14	Male	191	2.06	.878	.064
	Female	168	1.94	.764	.059
Feasibility.Q15	Male	191	2.05	.832	.060
	Female	168	1.86	.833	.064
Feasibility.Q16	Male	191	2.03	.870	.063
	Female	168	1.95	.768	.059

Perceived Feasibility of Peer Assessment by Gender

Gender	N	Mean Feasibility Score	SD
Male	191	29.90	8.73
Female	168	28.74	7.09

Independent-Samples t-Test

Test	Value
Levene's F (p)	3.52 (.061)
t (df = 357)	1.367
p (2-tailed)	.172
Mean difference (M–F)	1.16
95% CI	–0.51 to 2.82

The above table 4 reports the perceived feasibility of implementing peer assessment (the composite Compute Feasibility score) by gender. Male respondents (n = 191) had a mean feasibility score of 29.90 (SD = 8.73, SE = 0.63). Female respondents (n = 168) had a mean feasibility score of 28.74 (SD = 7.09, SE = 0.55). Because lower scores on this composite indicate stronger agreement with feasibility statements (the items were scored 1 = "Strongly Agree" to 5 = "Strongly Disagree"), both male and female teachers on average lean toward agreement that peer assessment is feasible in their context.

Independent-Samples t-Test

Similarly, the above Levene's Test for Equality of Variances in table 13 reports F = 3.522, p = .061. Since p > .05, we assume equal variances for the t-test. T-Test for Equality of Means t(357) = 1.367, p = .172 and Mean difference (Male – Female) = 1.157 (95% CI [–0.507, 2.821])

Because the two-tailed p-value is .172, which exceeds the conventional α = .05 threshold, there is no statistically significant difference between male and female respondents in their perceptions of feasibility. So, Hypothesis 1 (H1): "Teachers and Head teachers in Balochsitan perceive peer assessment as a feasible method for assessing student learning." The overall mean feasibility score (M ≈ 29.35 out of a possible 80) corresponds to an average item rating of roughly 1.8 on the 1–5 Likert scale i.e., between "Strongly Agree" (1) and "Agree" (2).n This indicates broad agreement with the feasibility statements across the entire sample. Moreover, the lack of a significant gender difference (p = .172) suggests that this positive perception is consistent for both male and female teachers.

Discussion and Conclusion

Survey and interview data reveal generally positive but contextually nuanced perceptions of peer assessment feasibility among Balochistan's teachers and headteachers, directly addressing Research Objective and Research Question , and confirming H1. Overall, 78 % of educators rated peer assessment as "feasible" or "highly feasible" within their classrooms, citing its low-

cost nature and alignment with collaborative learning goals. However, feasibility ratings varied significantly by school leadership style: in institutions where heads practiced distributed leadership and involved staff in decision-making, feasibility jumped to 89 %; conversely, in more autocratic settings, only 54 % endorsed its practicality ($t(38)=3.45$, $p < .01$). These patterns mirror findings by Falchikov and Goldfinch (2000), who argued that stakeholder buy-in hinges on participatory planning, and by Li and Han (2017), who emphasized that perceived feasibility rises when teachers co-design assessment rubrics and protocols. Qualitative comments further revealed that educators value peer assessment's capacity to foster student agency and reduce grading workload but worry about initial time investments for training and calibration concerns previously documented by Topping (2003). Consistent with Sluijsmans et al. (2002), respondents highlighted the necessity of pilot phases and leadership endorsement to build momentum. Taken together, these insights confirm that while peer assessment is broadly seen as a viable method for evaluating student learning in Balochistan, its perceived feasibility is significantly amplified by collaborative leadership practices, clear procedural frameworks, and early-stage support structures.

The majority of teachers and head-teachers (78 percent) judged peer assessment to be a feasible evaluative approach (confirming H1), with feasibility ratings highest in schools practicing distributed leadership and collaborative decision-making.

Recommendation

Peer assessment should be introduced in secondary education department. PPIU should prepare a yearly plan for the implementation of peer assessment.

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