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RESEARCH ARTICLE

Exploring the Use of Formative Assessment Tools and Their Impact on Students' Academic Achievement in Public Secondary Schools in Kyerwa District, Kagera, Tanzania

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All authors contributed equally to this research.

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ABSTRACT

This study was aimed at exploring the Use of Formative Assessment Tools and Their Impact on Students' Academic Achievement in Public Secondary Schools in Kyerwa District, Kagera, Tanzania. The study was guided by two objectives, which are to discover how Teachers 'use Formative Assessment Tools on Students' Learning and To Assess how teachers provide formative assessment feedback to students'. The study methodology included mixed approach and embedded design was used. All teachers, students', academic teachers and all public secondary schools in Kyerwa district were the target population of the research. It employed probability and nonprobability sampling techniques. The total sample was comprised of 155 participants. The questionnaire was self-constructed. The validity of the instrument was determined through experts in education researchers and supervisors and the questionnaire reliability was found through split-half method. The correlation coefficient value was 0.7. It was concluded that there were different formative assessment tools used in enhancing students' academic achievement. It was recommended that the study be used by teachers to create various appropriate formative assessment tools to improve students' learning and academic achievement.

Keywords: Academic achievement; formative assessment; formative assessment tools**INTRODUCTION**

Globally, according to the United Nations Educational, Scientific, and Cultural Organization, students need to acquire a top-notch education in order to realize their full potential as members of society and as human beings (UNESCO, 2017). The quality of instructional assessment is one factor that affects any country's educational quality. In the context of instruction, assessment results assist teachers in making decisions regarding their lessons. According to Stăncescu (2017), evaluation should not only be the last phase of the educational process but also an integral aspect of

instruction that gives teachers and students feedback. Assessment feedback is intended to enhance the teaching and learning process. Assessment encompasses the strategies and tactics employed to obtain data regarding a student's aptitude, comprehension, and drive (Tosuncuoglu, 2018). Formative assessment is an evaluation that takes place within the educational process with the intention of enhancing both learning and teaching. Learning evaluations are used to inform students about their progress and enable them to make the necessary adjustments to further their comprehension of a given

subject. In order for students to perform successfully on any given educational activity, teachers must create a learning atmosphere where they can focus and learn as much as possible (Heritage, 2017). Although different assessment approaches may affect the goal of using tools that reflect the talents and skills expected of students, student performance on the test should be the basis for evaluating the quality of students who successfully complete a given program of study (Adman, 2020).

Both the teacher and the learner undertake formative assessments to provide feedback for learning and teaching adjustments and to increase students' achievement in intended learning objectives. Teachers use a variety of approaches and instruments in formative assessment, incorporating them into teaching activities and making them an internal component of instruction, allowing students to practice and quantify their accomplishment of intended learning outcomes (Hung et al., 2019). Formative assessment is a technique for gathering information about learning and using it to enhance the teaching and learning strategies that both students and teachers utilize. Students' and teachers are equally involved in formative assessment and it involves the concept of response. To identify individual student's potential to promote their learning and offers qualitative feedback to teachers thus they can improve their teaching techniques and content is the aim of formative assessment. As a result, learning effectiveness can be improved (Liu, 2013).

Moreover, in Tanzania, the curriculum emphasizes the value of formative assessments because they let students fix their own errors and misconceptions while also showcasing their competencies in the workplace (Evans et al., 2019). A research study conducted in Morogoro Tanzania on formative assessment practices in promoting 21st-century skills development among secondary school students revealed that implementing assessment techniques enhances both teaching and learning processes (Senjiro & Lupeja, 2023). To gauge students' progress and abilities, formative evaluations can be used to determine the abilities and progress of the students. Depending on the goal and purpose of the assessment, many formative assessment tools including think-ink-pair-share, questions, tests, and quizzes, may be used. Standardized exams are less successful than performance-based assessments in assessing abilities and skills (Cefai et al., 2021). To do this, a variety of evaluation instruments are used, such as written essays, oral presentations, portfolios, rating

scales, field assessment tasks, and role plays.

Instead of just having students memorize facts, formative assessment tools help them build their comprehension, reasoning, and critical thinking skills. According to the literature, formative assessment helps students develop their 21st-century 4Cs learning skills: critical thinking, communication, cooperation, and creativity better than summative evaluation. Furthermore, according to a study conducted in Indonesia to examine the effects of formative assessment on critical thinking, oral feedback is considered as a formative assessment approach, can successfully boost students' critical thinking skills (Nurhijah et al., 2020).

However, to overcome the overreliance on summative examinations Tanzania introduced in 1976 a Continuous Assessment program in secondary schools. It was intended to serve as a formative practice in secondary schools and to partly contribute to student's final national examinations (NECTA, 2004; Njabili, 1999). The continuous assessment program emphasized that students should be continuously assessed and that the combined result should constitute a student's success or failure (United Republic of Tanzania, 1974). The aim of formative assessment is to improve the excellence of instruction activity by investigating societal needs, educational participant needs, feasibility and issues in the instructional process. Formative assessment is a type of assessment that focuses on enhancing an ongoing educational activity. As such, it is an assessment in progress not the entire procedure of instructive movement. In a nutshell, formative assessment is analytic, stressing students and teachers' feedback and complexly participating in the teaching process. In order to quickly deploy new or remediable methods, formative evaluation might help detect instructional difficulties. Examples of teaching purposes include planning for educational decision-making, identifying when to learn new ideas and when to move on to the next subject, evaluating the processes used in previous formative assessments and instructional strategies, figuring out whether or not students have understood the material, and providing information to students, caregivers, and the institution for reporting and assessment data regarding numerical marks on success (Asamoah et al., 2022).

Similar to NECTA, the National Examination Council of Tanzania is a government organization housed within the Ministry of Science, Technology, and Education. Act

No. 21 of 1973, which created it, was later modified in 2019 by the National Examinations Council of Tanzania Act (CAP 107 R.E. 2019). It is responsible for the administration of examinations and assessment at the national level. It is also responsible for the collection of school Continuous Assessment records which contribute 30 percent to Form Four, Form Six, and Professional the final examination. In this regard, NECTA is pleased to issue Guidelines on Assessment Procedures at Secondary and Professional Levels to empower teachers and tutors to prepare valid, fair, adequate, and reliable assessment tools and procedures to enhance learners' learning experiences. The above guidelines provide essential techniques for preparing assessment tools and procedures that accommodate all types of learners, regardless of their ability and needs. They also provide ways of administering and recording test results for various purposes such as the regulation of teaching and collection of continuous assessment records. Besides, they show the best ways to monitor and evaluate the quality of prepared assessment tools and procedures. The National Examinations Council of Tanzania (NECTA) believes that these guidelines help teachers and tutors to prepare valid and reliable assessment tools geared towards improving learning. The guidelines also help School Quality Assurers in monitoring and evaluating teachers' competences in assessing learners' achievement.

Objectives of the Study

- To discover how teachers' use formative assessment tools on students' learning in public secondary schools.
- To assess how teachers' provide formative assessment feedback to students in public secondary schools.

LITERATURE REVIEW

Theoretical Framework of the Study

The study was guided by formative assessment theory (FAT) first presented by Scriven in 1967, and it serves as the guide for this study. It emphasizes on the effects of formative assessment methods on student learning when used by teachers as part of instruction is at the center of the development of this theory (Black & William, 1998). Formative assessment tools, according to Scriven, take the place of earlier approaches by substituting new ideas like educational readiness, strengths to build upon, and flaws to rectify older criteria and dependent procedures.

Additionally, formative assessment, both as a theory and practice in education, involves ongoing and informal assessments conducted during the learning process. The main objective of formative assessment is to collect feedback and information regarding students' comprehension, skills, and knowledge while instruction is ongoing. This theory enables teachers to make timely adjustments to their teaching methods and provides students with insights into their own learning progress. Formative assessment theory (FAT) offers several advantages in enhancing learning development and boosting academic performance among students. Formative assessment highlights how crucial it is for teachers to continuously diagnose and analyze students' learning for mastery in the classroom. Furthermore, the consistent use of formative assessment, which differs from summative testing in terms of location and goal in relation to instructional delivery, has a favorable impact on student accomplishment. It is imperative that educators diagnose and evaluate students' learning in professional contexts through collaborative conversations and reflective learning exercises.

Despite the advantages associated with formative assessment theory, it possesses certain weaknesses. One drawback is the prerequisite for teachers to possess significant experience to effectively implement it in teaching and learning. Teachers lacking professional knowledge and skills in formative assessment may experience an increased workload, ultimately impacting the fundamental competence of assessment at the school level. Additionally, formative assessment is considered complex, leading to inconsistencies in the adoption of assessment modes across different class levels and subjects.

Despite these drawbacks, formative assessment theory views interaction as a way to integrate social interaction and cognition into a functional theoretical framework by placing individual cognitive development within the framework of group learning activities. The social element of the learning environment and cognition interact in this way. Thus, formative assessment theory's relationship to social constructivism and cognitive theory strengthens the theory's overall validity. The proposed study was substantially enhanced by the implementation of the formative assessment theory and approach.

Empirical Literature Review

How teachers 'use formative assessment tools on students' learning

According to Carter et al. (2021), teachers must use a variety of assessment techniques to ascertain whether students have met the lesson's planned learning objectives. According to Shahzad et al.'s (2022) mixed-method study, which examined English teachers' formative assessment procedures, only 51% of teachers evaluate students' work only once or twice in a term. According to the results of a study by Rahman et al. (2021) on the qualitative implementation of formative assessment in secondary schools, the majority of teachers concentrate on class assignments and tests, which are typically completed at the end of each week.

They also stated that oral presentations, group projects, and homework are rarely used by teachers to gather proof of students' learning and are neither graded nor documented. As a result, the results showed that teachers were more concerned with formative assessment scores than with enhancing students' learning. In contrast, Chiziwa and Kunkwenzu's (2021) qualitative study found that most teachers employ oral questioning and group presentations to evaluate students' learning.

Additionally, they stated that students are given books to search for answers when teachers pose questions. Teachers are supposed to ask questions during formative assessments that elicit a variety of answers from students rather than focusing on memorization of information. In contrast, the majority of teachers' employ low-order thinking questions in formative assessments (Milawati, 2017; Gapfizi et al., 2023; Govender, 2020).

Instead of just having students memorize facts, formative assessment tools help them build their comprehension, reasoning, and critical thinking skills. According to the literature, formative assessment helps students develop their 21st-century 4Cs learning skills: critical thinking, communication, cooperation, and creativity better than summative evaluation. Furthermore, according to a study conducted in Indonesia to examine the effects of formative assessment on critical thinking, oral feedback is considered as a formative assessment approach, can successfully boost students' critical thinking skills (Nurhijah et al., 2020).

Saeed (2018) study examines teachers' opinions regarding the use of assessment methods in the classroom. Using classroom assessment procedures at primary and secondary schools in the Lahore district, the study aimed to examine teachers' perceptions of

these methods. 500 instructors, 200 of whom were secondary and 300 of whom were elementary, were chosen at random for the sample. Five-point Likert-type scales, ranging from strongly disagree (1) to strongly agree (5), were used to collect the answers from an opinionative questionnaire consisting of 55 items. The instrument's internal consistency was measured, and the Cronbach Alpha value came out to be .939. The majority of teachers in both public and private schools use summative assessment, according to the study's findings. They think that assessments, both formative and summative, can be more crucial in fostering students' learning in the classroom. Other alternative assessment methods, such as portfolio and peer evaluation, are also available to teachers. Students in elementary and secondary grades in both public and private schools may benefit from the more efficient and comprehensive development that these evaluation methods could bring about.

According to Omodara et al. (2014), this study examined the use of observations as a method of assessment for secondary school students in Ekiti State, Nigeria. A basic random selection technique was used to pick 360 teachers from all the secondary schools in the three senatorial districts of Ekiti State, Nigeria, to serve as participants. A 36-item questionnaire that was self-constructed was the tool used to collect the data. Standard deviations, mean scores, and one-way Analysis of Variance were used to examine the data that was gathered.

The majority of teachers do not typically use observations as a strategy for student assessment, according to the study's findings. The usage of rating scales, systematic observations, and anecdotal records as assessment techniques varied significantly; rating scales were used most frequently, while systematic observations were utilized least frequently. Furthermore, no discernible variation was observed in the utilization of observations as instruments to evaluate the cognitive, emotional, and psychomotor domains of learning. It was suggested that pre-service teachers include observational techniques in their curricula, that serving teachers and assessors attend workshops and seminars to hone their observational skills, and that they be urged to use observations as a primary means of student assessment at all times.

A study on the best ways for secondary school teachers to use formative assessment strategies was carried out in Minnesota by McKenzie (2021) for her doctoral dissertation at Walden University. The results of this

study indicate that a relatively small proportion of educators employ learner-centered strategies. It's unclear, though, why and how these educators incorporate these strategies into their lessons. This study attempted to understand the reasons behind and methods by which teachers choose to implement this learner-centered teaching approach by looking at feed up and feed forward comments from one program. This investigation was based on learner-centered education. A simple qualitative method was used to conduct semi-structured interviews with eight high school teachers from an island near the United States. Both open and axial coding were employed in the analytical process to find themes and patterns in the collected data.

How teachers' provide formative assessment feedback to students

Formative assessment feedback is essential for helping teachers and students adjust their teaching and learning methods, respectively. The results of several studies on feedback practices in formative assessment by Wang and Zhang (2020) showed that students benefit from direct or indirect instructor feedback in terms of their learning outcomes. According to Dayal (2021), students' formative evaluation comments shouldn't be limited to emphasizing their right answers. Feedback from formative assessments ought to assist students in filling in the learning gaps. Students should receive descriptive comments to identify their areas of strength and weakness in their work.

In addition, when students receive feedback on their work, they analyze the data, offer commentary, point out areas for improvement, and use the knowledge to plan and organize more effective teaching and learning. The majority of active information providers were students. In addition to engaging in teaching and learning activities, they also use assessment data to set objectives and success criteria, decide on their own personal growth, and determine the level of qualification for a job (Berry, 2008).

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Volante and Beckett (2018) conducted a study on formative assessment in contemporary classrooms in Canada using a descriptive method. The study discovered that the top three formative assessment practices for individual assessment included discussion, group tasks, and working in pairs, while collaborative assessment methods varied. The formative assessment practices used by mathematics teachers showed a significant positive effect on improving students' numeracy levels. Student mastery levels, categorized by learning competencies, ranged from average mastery to close mastery. The study proposed a formative assessment tool for mathematics to guide teachers on the least mastered competencies. Recommendations included exploring various formative assessment practices, modifying their use, and conducting seminars for administrators. The study aims to establish the role of formative assessment in enhancing academic achievement in public secondary schools.

In Kicukiro District public secondary schools, the study's goal was to investigate formative assessment procedures (Weldmeskel, 2015). The study aimed to examine the methods used by educators in public secondary schools in Kicukiro district to plan formative assessments, as well as how they elect students to learn evidence through these techniques. Additionally, the study sought to evaluate the ways in which educators provide formative assessment feedback to students in these public secondary schools. Research methodology for the study was a descriptive survey. Sadler's 1989-founded formative assessment theory served as the study's major inspiration. The study's target group consisted of 220 teachers and 13 deputy head teachers who oversaw studies. Simple random sampling was used to choose a sample of 142 instructors, and the study purposefully included 13 deputy head teachers who were in charge of studies. Respondent data was gathered using a lesson observation checklist, semi-structured interviews, and questionnaires as research tools. Descriptive statistics like means and standard deviations were used to study quantitative data, whereas theme analysis was

employed to assess qualitative data. While the text contained the qualitative data, tables contained the quantitative statistics.

The results show that public secondary schools in the Kicukiro District hardly ever use the formative assessment planning procedures ($M=2.41$, $SD=1.01$). Furthermore, methods for extracting evidence of pupils' learning ($M=2.76$, $SD=1.11$) were occasionally employed. In conclusion, it was shown that feedback procedures for formative assessments were infrequently used ($M=2.33$, $SD=1.01$). The report suggested that formative assessment procedures at the school level be strengthened by the National Examination and School Inspection Authority. It was suggested that future investigators duplicate the research in an area outside of Kicukiro District.

The findings from McKenzies (2021) study showed that teachers employed the formative assessment methodologies offered by the feed-forward, feed-up, and feedback programs because it enabled them to place their students at the center of the learning process. They believed that employing these strategies improved the way their students learned by teaching them how to define their own objectives, evaluate the learning progress of both them and their peers, and determine what actions to take to continue learning. Teachers also said they tried to be facilitators in their classes, modifying their lessons on a regular basis and using technology to provide students chances to get better. The findings of this study can help educators and administrators establish a classroom where students can develop into self-sufficient, lifelong learners, thereby promoting positive societal change.

However, the results of a study by Bahati et al. (2016) that examined feedback practices in formative assessment showed that students are not receiving feedback quickly enough. In addition, they emphasized how imprecise the textual feedback given to students is. According to Black et al. (2002), students who received feedback in the form of comments on their work improved their learning more than those who received grades. According to research by Kanjee and Mthembu (2015), the majority of teachers do not give students descriptive comments when they are doing formative assessments. The results additionally demonstrated that teachers' comments were restricted to ticks and remarks such as "well done," "poor, incomplete work," or "improve your work."

Similarly, in Africa, a study conducted in South Africa by Mabena (2021) found that in South Africa, traditional

teaching pedagogies that deprive students of agency in their education and inadequate evaluation instruments have no effect on students' comprehension of mathematical ideas. In East Africa, especially in Kenya, a similar trend has been observed, emphasizing the preference for formative assessment over summative assessment among secondary school teachers (Wafubwa & Ochieng, 2020).

The primary aim of formative assessment is to enhance learning outcomes and offer valuable feedback to both teachers and students. Additionally, formative assessments play a crucial role in assisting teachers in adjusting instruction strategies when students face challenges and in redesigning teaching and learning approaches. These assessments act as catalysts for improving overall teaching and learning processes, enabling teachers to plan and achieve desired educational goals (Laghari & Solangi, 2022). Furthermore, formative evaluations help students understand how to apply newly acquired knowledge to solve problems in the real world. As a result, new and creative assessment methods and tools must be used to help students develop 21st-century skills (Lupeja & Komba, 2021).

Moreover, in Tanzania, the curriculum emphasizes the value of formative assessments because they let students fix their own errors and misconceptions while also showcasing their competencies in the workplace (Evans et al., 2019). A research study conducted in Morogoro Tanzania on formative assessment practices in promoting 21st-century skills development among secondary school students revealed that implementing assessment techniques enhances both teaching and learning processes (Senjiro & Lupeja, 2023). To gauge students' progress and abilities, formative evaluations can be used to determine the abilities and progress of the students. Depending on the goal and purpose of the assessment, many formative assessment tools including think-ink-pair-share, questions, tests, and quizzes, may be used. Standardized exams are less successful than performance-based assessments in assessing abilities and skills (Cefai et al., 2021)

METHADODOLOGY

The study employed mixed research approach that involved embedded design and a cross-sectional survey design. The target population of the study was 53 teachers, 94 students' and 5 academic teachers' in public secondary schools in Kyerwa District. Academic teachers were included in the study purposively. Simple

random sampling technique and purposive sampling technique was used to select participants. Academic teachers were targeted because they are responsible for leading teaching and learning process. Hence, they were in good position to provide accurate information concerning formative assessment tools. Teachers were also targeted because they are responsible for implementing formative assessment in the classroom during instructional process. Both quantitative data and qualitative data were collected using questionnaires, and interview guide. Questionnaire was used to collect data from teachers and students' interview guide was used to collect data from academic teachers'. The validity of instrument was controlled using face and content validity technique also by giving instrument to supervisors and experts in education research. To

check the reliability of research instruments, split-half technique was used where computed correlation coefficient value was 0.7 which implies that instruments were reliable. Descriptive statistics such as mean and standards deviation were used to analyze quantitative data with the help of SPSS, whereas qualitative data was analyzed thematically. Quantitative findings were presented in tables and qualitative findings were presented in narrative.

FINDINGS AND DISCUSSION

The first research objective guiding this study was about tools used by teachers on students learning. The table below presents the findings from respondents. Table 1 Formative Assessment

Table 1. Tools of formative assessment enhancing student' academic achievement in secondary schools.

Responses (Students)	N	Descriptive Statistics	
		Mean	Std Deviation
Quizzes	94	1.45	.699
Tests	94	1.61	.834
Class works	94	1.36	.720
Chart diagrams	94	2.47	1.222
Group Activities	94	1.25	.435
Projects	94	1.47	.660
Presentations	94	2.31	1.049
Valid N (listwise)	94		

Source: Field Data (2024)

In Table 4.6, the results show that quizzes have a mean of 1.45 and SD of .699, the use of tests has a mean of 1.61 and SD of .834, class works activities have a mean of 1.36 and SD of .720, chart diagram has a mean of 2.47 and SD of 1.222, group activities have a mean of 1.25 and SD of .435, projects have a mean of 1.47 and SD of .660, and presentation has a mean of 2.31 and SD of 1.049.

These results show that, with the exception of four categories quizzes, class assignments, group projects, and presentations the standard deviation is generally rather near to the mean value. In these categories, the standard deviation is less than 1. The mean total is 2.47 with a standard deviation of 1.222, indicating that the established association between formative assessment tools in secondary education has been established. This shows that formative assessment is a constructive tool in enhancing student learning and ensuring that students' progress is well recorded and evaluated for better improvement of teaching and learning. The findings concur with previous studies by Senjiro and

Lupeja (2023), who argue that, in order to measure students' progress, capabilities, and abilities, formative evaluations are highly used to determine the pupils' achievements and academic success. In the same vein, the majority interviewed academic teachers also confirmed that teachers in ensuring students' learning they try to ask questions using various questioning techniques. For instance, one interviewee reported that: "In order to assess students' learning progress throughout a session, teachers at my school use quizzes, exercises, group projects, and homework assignments to ask students a variety of written and oral questions. However, because certain classes have a large number of students, teachers typically choose group projects."

Based on the results of the observed lesson, it was discovered that teachers prefer to employ group projects to gauge students' learning progress rather than using individual assessments. These studies also showed that most teachers use lower-order thinking questions while using questioning strategies.

Furthermore, teachers were found to speed through class since they don't give pupils enough time to reflect before responding to questions. It is generally observed that while teachers occasionally apply questioning techniques during formative assessments, the bulk of them employ low order thinking inquiries.

These findings are similar to those of study conducted by Gapfizi et al. (2023) which revealed that teachers

mainly use questions of low thinking- order during ensuring of students" learning. The results of this study also support those of a study by Owade (2017), which found that students still do not have enough time in the classroom to reflect before responding.

Provision of Formative Assessment Feedback to Students

Table 2. Ways related with providing formative assessment feedback to students.

WAYS	M	SD
Focusing on constructive comments in providing formative assessment feedback	2.32	0.91
Providing formative assessment feedback to student individually	1.90	0.96
Providing oral feedback to students in highlighting strong and weak area	2.92	0.52
Providing written feedback to students	2.89	0.90
Assisting students to provide formative assessment feedback to each other	2.11	0.99
Using formative assessment feedback in adjusting teaching strategies	2.20	1.03
Providing formative assessment feedback which is focused on learning objectives	2.95	1.11
Consulting the records of achievements before providing feedback to students.	2.37	1.31
Providing formative assessment feedback on time	1.60	0.94
Including suggestions for improvement in informative assessment feedback	2.29	1.33
Overall mean score	2.33	1.01

As indicated in Table 2, the ways related to providing formative assessment feedback to students are done at different level. Referring to their mean, the practices that were done sometimes by teachers are providing written feedback to students (M=2.89, SD= 0.90), providing formative assessment feedback linked to learning objectives (M=2.95, SD=1.11) and providing oral feedback to students in highlighting strong and weak area in their work (M=2.92, SD=0.52). On the other side, practices that were done rarely are providing formative assessment feedback to students on time (M=1.60, SD=0.94), including suggestions for improvement in formative assessment feedback (M=2.29, SD=1.33) and providing formative assessment feedback to students individually (M=1.90, SD=0.96). The standard deviation (SD=0.94, SD=0.96) indicated that there was low variability in teachers" responses while (SD=1.33) indicated that there was high variability in teachers" responses. This suggests that even while educators make an effort to give feedback on formative assessments in a variety of ways, most procedures are rarely followed. Additionally, the overall mean score (M=2.33, SD=1.01) shows that formative assessment is infrequently used for feedback-giving procedures. Similarly, the academic teachers who were interviewed also mentioned the inadequate methods used by educators to give pupils

feedback on formative assessments. One interviewee, for example, stated that:

"Many teachers at my school grade students' work and provide them with marked papers that display the grades for each question, but they also correct students on the blackboard to display the correct responses. The students' report at the conclusion of the term is created using those grades".

The majority of teachers merely put the right answers on Blackboard as formative assessment feedback without any remarks, according to the interview data. This suggests that most teachers did not give pupils helpful criticism during formative assessments. It was also noted that the majority of professors give oral feedback, which is restricted to discussing student performances and is not connected to learning objectives. Overall, we can see from the aforementioned statistics about giving formative assessment feedback that kids hardly ever receive it in the classroom.

The findings of this study are in line with those of a study by Bahati et al. (2016), which found that it takes too long to provide students feedback on formative assessments. Additionally, they remarked that the comments utilized in the feedback are unclear to the students, making it insufficiently detailed to improve

their learning. These findings are also in line with research by Kanjee and Mthembu (2015), which showed that teacher feedback in formative assessments is not descriptive because it only includes remarks like "well done" or "incomplete."

CONCLUSIONS AND RECOMMENDATIONS

Based on the study's findings, it is evident that teachers rarely employed formative assessment tools, but they occasionally used them to gauge students' learning. It was also determined that teachers seldom ever engaged in procedures pertaining to giving students feedback on formative assessments. In general, it makes sense to draw the conclusion that teachers in public secondary schools engaged in fewer formative assessment activities.

The study's conclusions and findings led to the following suggestions. Since formative assessment feedback aids in improving the educational process, teachers should enhance their formative assessment techniques. To track students' learning progress, teachers should employ a variety of formative assessment strategies. Academic teachers and other school administrators should keep an eye on their institutions' formative assessment procedures and provide teachers with appropriate guidance.

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