

## INFLUENCE OF TEACHERS' FORMATIVE ASSESSMENT PRACTICE ON SECONDARY SCHOOL STUDENTS' SELF-REGULATED LEARNING CAPABILITY AND MOTIVATION TO LEARN IN OWERRI

**OKOYE, Emmanuel Ojaga**

Department of Educational Psychology/G&C  
Alvan Ikoku Federal University of Education  
Owerri, Imo State  
[okoie1967emmanuel@gmail.com](mailto:okoie1967emmanuel@gmail.com)  
08036075402

&

**OLEFOLU, Ngozi Yvonne**

Department of Educational Psychology/G&C  
Alvan Ikoku Federal University of Education  
Owerri, Imo State  
[Yvonnebaby4real@yahoo.com](mailto:Yvonnebaby4real@yahoo.com)  
08036649913

### ABSTRACT

*This study investigated influence of teachers' formative assessment practice on secondary school students' Self-regulated learning capability and motivation to learn in Owerri. Using a descriptive survey design of quantitative nature, 300 secondary school teachers were randomly selected from fifteen secondary schools in Owerri Municipal in Imo State for the study. The influence of teachers' formative assessment practice on secondary school students' self-regulated learning capability and motivation to learn scale ( $\alpha = 0.83$ ) was used for data collection. Three research questions were answered and two hypotheses tested. Data collected were analysed using Mean Deviation, Pearson Product Moment Correlation (PPMC) and Multiple regression at 0.05 level of significance. The result revealed that teachers' formative assessment practice has significant positive influence on secondary school students' Self-regulated learning capability and motivation to learn. Also, self-regulated learning capability made the highest contribution on students ability to learn due to the use of formative assessment practice by teachers during classroom teaching and learning interactive process ( $\beta=0.296$ ) followed by motivation ( $\beta=0.127$ ) which made the least contribution. Likewise, formative assessment practice significantly correlates with secondary school students' self-regulated learning capability to learn,  $r(298) = 0.332, p<.05$ . Furthermore, teachers' formative assessment practice correlates significantly with secondary school students' motivation to learn,  $r(298) = 0.274, p<.05$ . Therefore, it was recommended that teachers should endeavour to constantly use formative assessment practice during classroom teaching exercise as a measure to monitor student progress and adjust instruction to ensure continuous improvement on students' learning standard.*

**Keywords:** Formative assessment practice, Motivation, Self-regulated learning, School and Students'

### INTRODUCTION

Appropriate evaluation of learners learning outcome in contemporary world of educational practice requires the use of dynamic mechanisms that would help learners and significant stakeholders comprehend if set learning instructional goals and objectives are achieved at the end of learning instructions. Globally, the measures or mechanism use to evaluate the extent to which learners have acquired knowledge, skills, assimilate concepts, or progress in attaining their educational needs is termed assessment (Oluchi, 2018). Interestingly, the report of National Policy on Education 6<sup>th</sup> Edition affirmed that assessment in Nigeria educational school system shall encompass the broad areas of assessment for learning (formative assessment) and assessment of learning (summative assessment) in other to improve learning, accurately measure the ability of learners, enhance global competitiveness of learners etc (National Policy on Education 6<sup>th</sup> Edition, 2013). This implies that assessment policy within Nigeria educational system is practically unique as it is fundamentally geared towards improving the outcome of teaching and learning interactive experiences. This indicates that the use of assessment in Nigeria has assumed a pragmatic nature with the primary focus of determining how well students' learning outcome meets normative expectations and consequently gives necessary feedback that

would help improve students' capacity to learn better. This is deemed essential because assessment policy is a significant aspect of educational learning process which helps to determine the level of accomplishments during teaching and learning exercise (Oxford Brookes University Report, 2018). For example, formative assessment is usually carried out throughout daily classroom interactive teaching and learning process or during engagement in project task in an educational setting (Andrade, 2019) as a measure of providing vital feedback(s) on students' work and the conduct of formative assessments can take the form of quizzes, asking oral questions, diagnostic, or standardized test.

Formative assessments are often carried out simultaneously during teaching and learning instructions and the results may count (Andrade, 2019). The formative assessments aim is to see if students understand the instruction before conducting a summative assessment (Andrade, 2019). According to Ogbemor (2017) formative assessment is an essential aspect of school based assessment which involves the utilization of formal and informal assessment measures during teaching and learning interactive experience by teachers in order to improve learning outcome of students' by giving them adequate feedback concerning their strength and weaknesses. Ria et al (2018) posit that a creatively well-structured focused formative assessment that addresses the need and capability of students' often impact positively on students' motivation to learn, develop capacity to think critically, solve problems independently, listen attentively in class, and persevere in the face of challenges. In view of this context, Rahman (2018) assert that teachers are very significant in the appropriate application of assessment mechanisms in educational system to enhance resourceful learning experience and so their perceptions about classroom assessment practices are quite fundamental. This makes the focus of this study: Influence of teachers' formative assessment practice on secondary school students' Self-regulated learning capability and motivation to learn in Owerri germane.

Formative assessment also known as assessment for learning (AFL) is termed as assessment activity that is used to guide learning by evaluating small content areas during teaching and learning process applying a cyclical approach to help learners fulfill their potential (Hawthorne, 2022). Through formative assessment practice, students are actively engaged in their learning and they also learn the strategies required to maximize their own progress (Hawthorne, 2022). Furthermore, Saeed et al. (2018) examined Pakistani teachers use of formative assessment and reported that Pakistani teachers expressed the fact that formative assessment plays a significant role in positively enhancing overall success and progress in learning process. They affirmed that formative assessment essentially offers a more qualitative and holistic developmental path for students at both elementary and secondary school levels of education in Pakistan. Likewise, Asare (2020) assert that Ghanaian has positive perception towards the resourcefulness and importance of formative assessment in supporting the intellectual growth and development of students in school. Their responses further established positive correlation between their perception and their willingness to regularly apply formative assessment practices during teaching and learning exercise (Asare, 2020).

Likewise, Xiao and Yang (2019) study determined how the use of formative assessment can support secondary students' self-regulated learning in English language learning considering the fact that self-regulated learning is vital for lifelong learning because it enable students to hypothesize knowledge by self-managing their learning process, identifying their learning goals, and self-evaluating their performance against set goals. Their findings based on classroom observations and interviews with two teachers and 16 students in a foreign language secondary school in China revealed that teachers, use of formative assessment enabled students to behave in proactive manner and developed self-regulated learning skills (Xiao & Yang, 2019). Also, Greene (2020) assert that a significant strategy that can be used to improve self-regulation among students is formative assessment because it is designed to support teaching and learning process through emphasizing skills such as monitoring, reflecting and planning while guiding further

learning and improving performance outcomes. Thus, formative assessment encapsulates self-regulated learning and students' self-regulation skills increased under the influence of formative assessments (McMillan et al., 2017; Greene, 2020).

This implies that self-regulation is a creative process that denotes the ability to receive and use feedback from previous learning task performances to appraise and adjust one's learning process, with the focus of optimizing academic performance (Allal, 2020; Greene, 2020). Students who can self-regulate motivational, cognitive, and behavioural aspects of learning are more effective learners (Greene, 2020). The more students are able to self-regulate their learning, the less dependent they become on external sources (McMillan et al., 2017) and this fact applies to learners across all levels of education. Thus, the substantial role that the self-regulating learning ability of students' play in enhancing high academic achievement across all levels of education has been reported by researchers (McMillan et al., 2017; Allal, 2020; Greene, 2020). They affirmed that students' who can self-regulate learning do attain higher levels of motivation and achievement, mainly because self-regulated learners acquire the adaptive and learning characteristics required for engagement with the learning process and subsequent successful performance.

Furthermore, Wafubwa (2020) reviewed thirty-eight empirical studies to find out how the key strategies of formative assessment have been conceptualized by teachers and their effect on students' motivation, engagement, and achievement and found that the use of formative assessment strategies during teaching and learning process has positive influence on students' motivation, engagement, and achievement. Researchers report revealed that formative assessment positively affects students' need satisfaction of autonomy, competence and relatedness, and consequently their autonomous motivation (Leenknecht et al. 2020).

Similarly, Ghaffar et al. (2020) ascertained the effects of teacher-centered formative assessment practices on autonomous motivation, and students' behavioural engagement through an intervention study where teachers engaged their students in co-construction of writing rubrics together with both teachers' feedback and peers feedback. The results indicated significant positive outcome for students' autonomous motivation and engagement in learning activities in comparison with control class during the two-month intervention using a writing assignment. Likewise, Muho and Taraj (2022) investigated impact of using formative assessment during classroom teaching and learning experience on student motivation for learning English language among secondary school students in Durrës, Albania using a non-experimental, correlational survey design and found out that factors like strategic questions used by the teacher during formative assessment, peer assessment, self-assessment, and student's portfolio significantly motivated students to learn English language. In view of this development, this study is anchored on the theoretical postulations of Self-determination theory being a dynamic theory that deals with two huge factors: people's inherent growth tendencies and their desire to satisfy innate psychological needs. Thus, people can become self-determined when their needs for competence, relatedness, and autonomy are fulfilled (Ryan & Deci, 2017). Therefore, people tend to become happier when pursuing things that are intrinsically motivated and aligned with their own goals because it not only makes them feel more responsible about the outcomes, it also helps them to really focus their time on what they love doing best (Ryan & Deci, 2017). This makes the use of this theory imperative for this study.

### **Statement of the Problem**

Secondary school students' Self-regulated learning capability and motivation to learn could be negatively impaired if formative assessment practice is not appropriately utilized by teachers during teaching and learning process. The inability of some teachers to understand the implication formative assessment practice on the developmental and intellectual wellbeing of students' could mar their ability to effectively practice its application in classroom teaching and learning situations.

Thus, the inability of some teachers to comprehend the significance of formative assessment practice on the learning progress of secondary school students' could have compounding negative effect on their disposition towards teaching and the ability of students' to effectively comprehend what is been taught.

### **Objective of the Study**

The objective of this study is to empirically investigate influence of teachers' formative assessment practice on secondary school students' Self-regulated learning capability and motivation to learn in Owerri and to specifically:

1. Determine if teachers' formative assessment practice has statistically significant influence on secondary school students self-regulated learning capability and motivation to learn in Owerri?
2. Determine the relative influence of formative assessment practice on secondary school students' self-regulated learning capability and motivation to learn based on teachers perception in Owerri?

### **Research Questions**

The following research questions and hypothesis are stated to guide the study:

1. What level of influence does teachers' formative assessment practice have on secondary school students' Self-regulated learning capability to learn in Owerri?
2. Does teachers' formative assessment practice influence secondary school students' motivation to learn in Owerri?
3. What relative influence does formative assessment practice have on secondary school students' their self-regulated learning capability and motivation to learn in Owerri?

### **Hypotheses**

1. There is no statistically significant relationship between teachers' formative assessment practice and secondary school students' Self-regulated learning capability to learn
2. There is no statistically significant relationship between teachers' formative assessment practice and secondary school students' motivation to learn

### **METHODOLOGY**

The study adopted a descriptive survey design of quantitative nature. The population for this study consists of 300 secondary school teachers randomly selected from fifteen secondary schools in Owerri Municipal in Imo State.

### **Instrument**

The study used influence of teachers' formative assessment practice on secondary school students' self-regulated learning capability and motivation to learn scale for data collection. It is a likert scale of strongly agree (4) to strongly disagree (1). This instrument is divided into three sections comprising of section(s) 1 (Bio-data), 2 and 3 are in clusters of 6 questions each as described below. The instrument is self-constructed by the researchers and it was validated using test-retest method. It has an internal consistency of 0.83.

### **Procedure**

The authors obtained the consent of the participants and having sought and obtained the consent of the participants, the researchers personally administered copies of the instruments with some explanation on how to complete them and the purpose of the research to the participants.

### **Data Analysis**

The data of the study was analyzed using mean deviation, Pearson Product Moment Correlation (PPMC) and multiple regression analysis statistical tools to answer the research question and test the hypotheses at 0.05 alpha level of significance.

## RESULTS

### Research Question One

What level of influence does teachers' formative assessment practice have on secondary school students' Self-regulated learning capability to learn in Owerri?

Table 1 shows highlight of responses to influence of formative assessment practice on secondary

**Table 1: Results of Descriptive Statistics showing influence of teachers' formative assessment practice on secondary school students' Self-regulated learning capability to learn in Owerri: This is expressed using Mean and Rank Order**

| N                                                     | Response Items                                                                                                      | Mean | SD   | Rank            |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------|------|-----------------|
|                                                       | Through the use of formative assessment practice during classroom teaching and learning activities I observed that: |      |      |                 |
| 1                                                     | Students' put in effort to find solution to their academic challenges by asking questions                           | 3.66 | 0.72 | 1 <sup>st</sup> |
| 2                                                     | Students' develop good study plan to overcome their academic weakness                                               | 3.19 | 0.43 | 6 <sup>th</sup> |
| 3                                                     | Students' develop good capacity to reflect on their learning problem and adjust positively                          | 3.53 | 0.67 | 2 <sup>nd</sup> |
| 4                                                     | Students' do not give up in asking and answering questions to seek solution to their academic challenges            | 3.31 | 0.51 | 4 <sup>th</sup> |
| 5                                                     | Students' are creative in solving their class task and homework assignment                                          | 3.42 | 0.59 | 3 <sup>rd</sup> |
| 6                                                     | Students' belief they can overcome their learning problem if they participate actively in classroom activities      | 3.28 | 0.53 | 5 <sup>th</sup> |
| Composite Mean $\sum(\bar{x}) / \sum (N) = 20.39/6 =$ |                                                                                                                     | 3.40 |      |                 |

school

students' Self-regulated learning capability to learn in Owerri. This is expressed in Mean Rank Order. Their responses to the 6 items revealed that teachers' formative assessment practice has significant positive influence on secondary school students' Self-regulated learning capability to learn. This development is based on the fact that the attained Mean scores of the responses to the 6 items are above the average mean (benchmark) of 2.50 for determining high or low level of influence and also having a composite or grand mean value of 3.40 which is far above the benchmark mean score of 2.50. For example, response to item 1 on the table 'Students' put in effort to find solution to their academic challenges by asking questions' has the highest (M=3.66, SD=0.72), followed by item 3 'Students' develop good capacity to reflect on their learning problem and adjust positively' (M=3.53, SD=0.67), shows that formative assessment practice enable secondary school students' to develop Self-regulated learning capability to learn.

### Research Question Two

Does teachers' formative assessment practice influence secondary school students' motivation to learn in Owerri?



**Table 2: Results of Descriptive Statistics showing influence of teachers' formative assessment practice on secondary school students' motivation to learn in Owerri: This is expressed using Mean and Rank Order**

| N                                                    | Response Items                                                                                                      | Mean | SD   | Rank            |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------|------|-----------------|
|                                                      | Through the use of formative assessment practice during classroom teaching and learning activities I observed that: |      |      |                 |
| 1                                                    | Students' engage actively in group discussion to express their potentials                                           | 3.24 | 0.47 | 5 <sup>th</sup> |
| 2                                                    | Students' participate actively in classroom teaching and learning activities                                        | 3.57 | 0.69 | 1 <sup>st</sup> |
| 3                                                    | Students' pay attention in class and contribute positively to learning activities                                   | 3.33 | 0.55 | 4 <sup>th</sup> |
| 4                                                    | Students' often ask questions to get adequate feedback on their strength and weakness                               | 3.44 | 0.61 | 3 <sup>rd</sup> |
| 5                                                    | Students' are always willing to answer questions                                                                    | 3.49 | 0.65 | 2 <sup>nd</sup> |
| 6                                                    | Students see learning as an important aspect of their life                                                          | 3.15 | 0.41 | 6 <sup>th</sup> |
| Composite Mean $\sum(\bar{x}) / \sum(N) = 20.22/6 =$ |                                                                                                                     | 3.37 |      |                 |

Likewise, table 2 show that teachers' formative assessment practice has significant influence on secondary school students' motivation to learn in Owerri. This is expressed in Mean Rank Order. Their responses to the 6 items revealed that teachers' formative assessment practice have significant positive influence on secondary school students' motivation to learn. This occurrence is based on the fact that the attained Mean scores of the responses to the 6 items are above the average mean (benchmark) of 2.50 for determining high or low level of influence and also having a composite or grand mean value of 3.37 which is far above the benchmark mean score of 2.50. For example, response to item 2 on the table 'Students' participate actively in classroom teaching and learning activities' has the highest (M=3.57, SD=0.69), followed by item 5 'Students' are always willing to answer questions' (M=3.49, SD=0.65), shows that formative assessment practice motivate secondary school students' to learn.

### Research Question Three

What relative influence does formative assessment practice have on secondary school students' self-regulated learning capability and motivation to learn in Owerri?

**Table 3: Showing Relative influence of teachers' formative assessment practice on secondary school students' self-regulated learning capability and motivation to learn**

| Variable | Unstandardised Coefficient | Standardised Coefficient | Rank | t      | p    | Remark |
|----------|----------------------------|--------------------------|------|--------|------|--------|
|          | $\beta$                    | Std. Error               | Beta |        |      |        |
| Constant | 28.251                     | 1.179                    | -    | 19.713 | .000 | Sig    |

|                                    |           |      |      |                 |       |      |     |
|------------------------------------|-----------|------|------|-----------------|-------|------|-----|
| Self-regulated learning capability | .249      | .026 | .296 | 1 <sup>st</sup> | 7.616 | .000 | Sig |
| Motivation to learn                | 7.657E-02 | .017 | .127 | 2 <sup>nd</sup> | 5.192 | 0.00 | Sig |

Table 3 result reveals that self-regulated learning capability made the highest contribution on students' ability to learn due to the use of formative assessment practice by teachers during classroom teaching and learning interactive process ( $\beta=0.296$ ) followed by motivation ( $\beta=0.127$ ) which made the least contribution.

**Ho1:** There is no statistically significant relationship between teachers' formative assessment practice and secondary school students' Self-regulated learning capability to learn

**Table 4: PPMC summary table showing significant relationship between teachers' formative assessment practice and secondary school students' Self-regulated learning capability to learn**

| Variables                                                              | N   | Mean  | SD    | R     | df  | P   |
|------------------------------------------------------------------------|-----|-------|-------|-------|-----|-----|
| Teachers' formative assessment practice                                | 300 | 35.16 | 8.011 | 0.332 | 298 | Sig |
| Secondary school students' self-regulated learning capability to learn | 300 | 31.83 | 6.218 |       |     |     |

Table 4 shows that the teachers' formative assessment practice significantly correlates with secondary school students' self-regulated learning capability to learn,  $r(298) = 0.332$ ,  $p < .05$ , the mean and standard deviation for secondary school students' self-regulated learning capability to learn was 31.83 and 6.218 respectively. With this result, the  $H_0$  is thus, rejected.

**Ho2:** There is no statistically significant relationship between teachers' formative assessment practice and secondary school students' motivation to learn

**Table 5: PPMC summary table showing significant relationship between teachers' formative assessment practice and secondary school students' motivation to learn**

| Variables                                      | N   | Mean  | SD    | R     | df  | p   |
|------------------------------------------------|-----|-------|-------|-------|-----|-----|
| Teachers' formative assessment practice        | 300 | 33.72 | 7.111 | 0.274 | 298 | sig |
| Secondary school students' motivation to learn | 300 | 29.37 | 5.103 |       |     |     |

Table 5 result revealed that teachers' formative assessment practice correlates significantly with secondary school students' motivation to learn,  $r(298) = 0.274$ ,  $p < .05$ . The mean and standard deviation for secondary school students' motivation to learn was 29.37 and 5.103 respectively. With this result, the  $H_0$  is thus, rejected.

## DISCUSSION OF FINDINGS

The answer to research question one indicates that teachers' formative assessment practice has positive significant influence on secondary school students' Self-regulated learning capability to learn. This finding is consistent with that of previous researchers. For example, Asare (2020) reported that Ghanaian has positive perception towards the resourcefulness and importance of formative assessment in supporting the intellectual growth and development of students' in school. Also, Greene (2020) assert that a significant strategy that can be used to improve self-regulated learning ability among students is formative assessment practice because it is designed to support teaching and learning process through emphasizing skills such as monitoring, reflecting and planning while guiding further learning and improving performance outcomes.

Likewise, the answer to the second research question revealed that based on teachers' perception, the use of formative assessment practice has positive significant influence on secondary school students' motivation to learn. This development corroborates the report of Ria et al (2018) that a creatively well-structured focused formative assessment that addresses the need and capability of students' often impact positively on students' motivation to learn, develop capacity to think critically, solve problems independently, listen attentively in class, and preserve in the face of challenges. Also, Wafubwa (2020) found that the use of formative assessment strategies during teaching and learning process has positive influence on students' motivation, engagement, and achievement.

Furthermore, the answer to the third research question shows that self-regulated learning capability made the highest contribution on students ability to learn due to the use of formative assessment practice by teachers during classroom teaching and learning interactive process ( $\beta=0.296$ ) followed by motivation ( $\beta=0.127$ ) which made the least contribution. This could be aligned to the fact that through formative assessment practice, students are actively engaged in their learning, and they also learn the strategies required to maximize their own progress (Hawthorne, 2022). This finding also projects the fact that self-regulation is a creative process that denotes the ability to receive and use feedback from previous learning task performances to appraise and adjust one's learning process, with the focus of optimizing academic performance (Allal, 2020; Greene, 2020). Students who can self-regulate motivational, cognitive, and behavioural aspects of learning are more effective learners (Greene, 2020). The more students are able to self-regulate their learning, the less dependent they become on external sources (McMillan et al., 2017) and this fact applies to learners across all levels of education. Thus, the substantial role that the self-regulating learning ability of students' play in enhancing high academic achievement across all levels of education has been reported by researchers (McMillan et al., 2017; Allal, 2020; Greene, 2020). They affirmed that students' who can self-regulate learning do attain higher levels of motivation and achievement, mainly because self-regulated learners acquire the adaptive and learning characteristics required for engagement with the learning process and subsequent successful performance.

Also, the result of the first hypotheses revealed that teachers' formative assessment practice significantly correlates with secondary school students' self-regulated learning capability to learn,  $r(298) = 0.332$ ,  $p < .05$ . With this result, the  $H_0$  is thus, rejected. The reason for this could be that in the course of students' exposure to their class teacher pragmatic use of formative assessment practice to positively stimulate their consciousness to excel, they develop the capability to put in effort to find solution to their academic challenges by asking questions, reflect on their learning problem and adjust positively. This is consistent with the report of earlier researchers who affirmed that formative assessment encapsulates self-regulated learning and students' self-regulation skills increased under the influence of formative assessments (McMillan et al., 2017; Greene, 2020). Also, this result corroborates the findings of Saeed et al. (2018) which affirmed that formative assessment essentially offers a more qualitative and holistic developmental path for students at both elementary and secondary school levels of education in Pakistan.

Furthermore, the result of the second hypotheses revealed that teachers' formative assessment practice correlates significantly with secondary school students' motivation to learn,  $r(298) = 0.274$ ,  $p < .05$ . With this result, the  $H_0$  is thus, rejected. This development might be due to the fact that when teachers effectively use formative assessment strategies during classroom teaching, it can positively reinforce students' desire to participate actively in classroom teaching and learning activities and also ask questions to get adequate feedback on their strength and weakness. In support of this finding is researchers report which assert that formative assessment positively affects students' need satisfaction of autonomy, competence and relatedness, and consequently their autonomous motivation (Leenknecht et al. 2020).



**Recommendations**

Teachers should endeavour to constantly use formative assessment practice during classroom teaching exercise as a measure to monitor student progress and adjust instruction to ensure continuous improvement on students' learning standard

Teachers should use formative assessment practice during classroom teaching exercise as a means to understand exactly what their students know before and during instruction, in order to improve student mastery of the subject matter.

Teachers should ensure they effectively use the feedback they get through the application of formative assessment practice in classroom to adjust instruction so that every student has a chance to learn and re-learn.

Teachers should ensure they provide students with regular feedback on progress through the effective use of formative assessment that will aid in increasing academic achievement.

**Conclusion**

This study revealed that practicing formative assessment helps teachers collect information that indicates student needs. Once teachers understand what students need to be successful, they can create a rigorous, purposeful and resourceful learning environment that will challenge every student and support their progress

**REFERENCES**

- Allal, L. (2020). Assessment and the Co-regulation of Learning in the Classroom. *Assess. Educ. Princ. Pol. Pract.* 27 (4), 332–349.
- Andrade, H. L. (2019). A critical review of research on student self-assessment. *Frontiers in Education*, 4, Article 87.
- Asare, E. (2020). Basic teachers' perception and practices of formative assessment in the Cape Coast metropolis of Ghana: basic teachers' perception and practices of formative assessment in the Cape Coast Metropolis of Ghana. *Journal of Applied Educational and Policy Research*, 5(1), 177-187.
- Ghaffar, M. A., Khairallah, M., and Salloum, S. (2020). Co-constructed Rubrics and Assessment for Learning: The Impact on Middle School Students' Attitudes and Writing Skills. *Assessing Writing* 45, 100468.
- Greene, J. A. (2020). Building upon Synergies Among Self-Regulated Learning and Formative Assessment Research and Practice. *Assess. Educ. Princ. Pol. Pract.* 27 (4), 463–476.
- Hawthorne, H. (2022). *How to use assessment for learning in schools: High Speed Training*: <https://www.highspeedtraining.co.uk/hub/how-to-use-assessment-for-learning-in-schools/>: Accessed on 6/4/2024
- Leenknecht, M., Wijnia, L., Köhlen, M., Fryer, L., Rikers, R., & Loyens, S (2020): Formative assessment as practice: the role of students' motivation, *Assessment & Evaluation in Higher Education*, (20) 1-20
- McMillan, J. H., Andrade, H. L., & Heritage, M. (2017). Using Formative Assessment to Enhance Learning. New York, NY: *Routledge*.
- Muho, A., & Taraj, G. (2022). Impact of Formative Assessment Practices on Student Motivation for Learning the English Language: *International Journal of Education and Practice* 10 (1) 25-41
- National Policy on Education 6th Edition (2013). *Federal Republic of Nigeria National Policy on Education* 6th Edition
- Ogbebor, U. C. (2017). Construction and validation of mock Economics test using classical test and item response theories for senior secondary school students in Delta State, Nigeria. *Unpublished Doctoral Thesis*, University of Ibadan, Nigeria.
- Oluchi, A. H. (2018). 21st Century assessment in Nigerian secondary schools through digital media: *Journal of Educational Assessment in Africa*, 13, 51-59.
- Oxford Brookes University Report (2018). *Purposes and principles of assessment*. [www.brookes.ac.uk](http://www.brookes.ac.uk). Archived from the original on 2018-10-09. Retrieved 2018-10-09.
- Rahman, M. (2018). Exploring science teachers' perception of classroom assessment in secondary schools of Bangladesh. *European Journal of Education Studies*, 4(9), 139-160.
- Ria, Y. G, Sudarmin, S., W. & Indriyanti, D. R. (2018). The effectiveness of formative assessment with understanding by design (UBD) stages in forming habits of mind in prospective teachers. *Journal of Physics: Conference Series*. Retrieved from <http://www.researchgate.net>.

- Ryan, R. M. & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York: Guilford Publishing.
- Saeed, M., Tahir, H., & Latif, I. (2018). Teachers' perceptions about the use of classroom assessment techniques in elementary and secondary schools. *Bulletin of Education and Research*, 40(1), 115-130.
- Wafubwa, R. (2020). Role of Formative Assessment in Improving Students' Motivation, Engagement, and Achievement: A Systematic Review of Literature: *International Journal of Assessment and Evaluation* 28(1):17-31
- Xiao, Y, & Yang, M. (2019): Formative assessment and self-regulated learning: How formative assessment supports students' self-regulation in English language learning: *System* 81(1).