

Formative assessment practices, student motivation, and metacognition in Tanzanian primary education

Summary

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Mr Rajabu's PhD project examines how teachers' formative assessment (FA) practices in Tanzanian primary schools relate to students' academic motivation and metacognition. His research conceptualises FA as a core instructional mechanism through which teacher assessment practices shape students' motivational beliefs and metacognitive engagement. Using a multi-study design, the thesis includes (1) a scoping review of 41 studies (2005–2024) documenting how FA is understood and practiced in Tanzania; (2) a large cross-sectional survey of 2,163 teachers analysed using latent class analysis to identify assessment approach profiles; and (3) multilevel modelling of survey data from 1,500 primary school pupils to examine how perceived FA at student and classroom levels predicts motivation and metacognition. The research project is funded by the Swiss Government Scholarship.