

## Effect of Formative Evaluation with Feedback on Students Economics Achievement in Secondary Education

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**Abstract :** Students' performance in Economics in schools and on standardized exams in Nigeria has been worrying throughout the years, owing to some teachers' use of conventional and lecture teaching methods. Other obstacles include a lack of training, standardized testing pressure, and aversion to change, all of which can have an impact on students' cognitive ability in Economics and future careers. The researchers employed formative evaluation with feedback (FEFB) to support the teaching and learning process by providing constant feedback to both teachers and students. The researchers employed a quasi-experimental research design to examine two teaching methods (FEFB and traditional). The pre-test and post-test interaction effects were evaluated between students in the experimental group (FEFB) and those in the conventional group. The interaction effects of pre-test and post-test on male and female in the two groups were also examined, with 90 participants. The findings show that students exposed to a FEFB-based teaching approach outperform pupils taught in a traditional classroom setting, and there is no gender interaction effect between the two groups. In light of these findings, the researchers urge that Economics teachers employ FEFB during teaching and learning to ensure timely feedback, and that policymakers ensure that Economics teachers receive training and re-training on FEFB approaches.

**Keywords :** formative evaluation with feedback (FEFB), students, economics achievement, secondary education

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