UNIVERSITY OF CAPE COAST

JUNIOR HIGH SCHOOL TEACHERS'KNOWLEDGE, ATTITUDE, AND PRACTICE OF THE SCHOOL-BASED ASSESSMENT IN ASIKUMA ODOBEN BRAKWA DISTRICT

EZEKIEL OSAFO AMOAKOH

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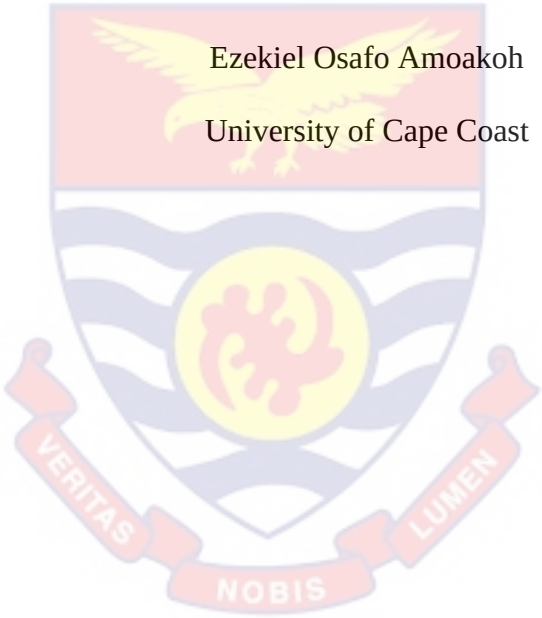

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BY

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Thesis submitted to the Department of Education and Psychology of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfillment of the requirement for the award of Master of Philosophy Deg ree in Measurement and Evaluation

SEPTEMBER 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the results of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's signature…… Date ……

Name: …….

Supervisors' Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature …… Date ……

Name: ……

ABSTRACT

The study examined the school-based assessment (SBA) knowledge, attitudes, and practices of junior high school (JHS) teachers in the Asikuma-Odoben-Brakwa (AOB) district of Ghana's Central Region. The study used a descriptive survey design. For the study, 230 junior high school teachers from across the district were chosen using purposive and simple random sampling techniques. The sampled teachers' responses to a 40-item questionnaire were used to compile the data. The overall instrument's reliability coefficient was .91 and the instrument's 'knowledge' section had a Cronbach alpha reliability coefficient of .54, 'attitude' section of .76, 'practice' section of .76, and the 'challenges' section of .64. The statistical tools used for the analysis included frequency distributions, percentages, means, standard deviations, one sample t-test, Kruskal Wallis H test, and one-way ANOVA. According to study findings, junior high school teachers were highly knowledgeable about SBA. The study also showed that junior high school teachers in the district had a favourable attitude regarding the SBA's implementation. Teachers at junior high schools also acknowledged the practice of SBA. Once more, the study revealed that junior high school teachers in the district had difficulties when trying to carry out the SBA. According to the results, a teacher's years of teaching experience had no bearing on their knowledge, attitude, or practices of SBA. Consequently, it was recommended that the AOB district Education Service should organise ongoing professional development programmes to sustain teachers' expertise and keep them up to date on assessment-related issues.

KEYWORDS

Attitude

Class assessment task

Knowledge

Practice

School-based assessment

Theory of planned behaviour

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DEDICATION

To my sister: Vivian Osafo Amoakoh

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

AOB	Asikuma Odoben Brakwa
CA	Continuous Assessment
CAT	Class Assessment Task
CRDD	Curriculum Research and Development Division
ESL	English as Second Language
GES	Ghana Education Service
JHS	Junior High School
NaCCA	National Council for Curriculum and Assessment
PTA	Parent-Teacher Association
SBA	School Based Assessment
TPB	Theory of planned behaviour
TRA	Theory of Reasoned Action

CHAPTER ONE

INTRODUCTION

Assessment and its related issues are given significant weight in educational systems all over the world. This is true because using an appropriate assessment is necessary for academic success. Successful implementation of assessment, and more specifically School-Based Assessment (SBA), is necessary to improve educational standards. Teachers are essential to the success of SBA implementation since their knowledge, attitude, and practice have a direct impact on how it is implemented. However, divergent opinions exist about teachers' knowledge, attitude, and practice of the SBA. While some studies contend that teachers have adequate knowledge, a positive attitude, and practice the SBA effectively, others hold that teachers have low knowledge, a negative attitude, and poorly practice the SBA.

Background to the Study

Assessment has attracted much attention in educational system throughout the world. According to Koloi-Keaikitse (as cited in Iddrisu, 2020), around the world, assessment is being recognised as a key element and the primary force behind improvements in educational practices. In other words, information about students' academic progress and how they are doing in relation to the goals that have been set can be gathered through the assessment process. Assessment process gathers the information required to decide on issues pertaining to educational policy, initiatives, curriculum, and students (Nitko, 2001) and serves as a crucial component of teachers'

instruction and decision-making (McMillan, 2018). This demonstrates how significant assessment is in the educational system and the potency with which it can affect educational choices. In an educational system, the primary factor influencing the calibre of instruction and learning is assessment (Linn, 2008). In other words, through assessment, teachers who gather information on students are required to make wise decisions that can enhance student learning. Student assessment is of utmost importance because it helps teachers make decisions about their lessons based on their understanding of their pupils and ability to align their behaviour with precise assessments (McMillan, 2008).

In an educational context, assessment is typically described as the procedure for learning more about students in order to make decisions concerning their level of academic achievement (Nwahunanya, 2007). Khan (2012), contends that assessment must be closely related to what students are learning in the classroom. This can help students to appreciate the essence of assessment in their learning. According to Heady (2000), measurement techniques should be reliable, advance learner comprehension, and give pupils chances to discover more and evaluate their individual learning results, while assessment instruments must be able to show continuous improvement and should support student learning.

Globally, the nature of assessment has evolved from purely traditional methods of evaluating students to ones that actually aid education in fully achieving the purpose for which it was established. The new approach to assessment has led many nations to bring in school based assessment (SBA) to their educational systems. The SBA system is made to give schools access to a tool for internal evaluation that help to standardise internal school-based

evaluation practices across all schools and reduce assessment workloads for all academic subjects (Issaka, Hammond, Yeyie & Agroh, 2020). CRDD (2011) specified that SBA offers a mechanism for gathering periodic data on students' learning standing in order to plan improvement programmes in students' performance. By helping students and teachers meet the objectives of the curricula, the SBA reduces the amount of assignments given and, as a result, improves learning standards (CRDD, 2011). Awoniyi (2016) asserts that classroom teachers administer school-based assessments, and those same teachers also mark the results.

The knowledge, attitude, practice, and teaching experience of teachers have a significant impact on the effectiveness of SBA. Gaining an understanding of these elements can help with enhancing SBA for improved learning outcomes. As highlighted by Black and Wiliam (1998), teachers who are well-versed in assessment techniques can better adapt assessments to students' learning needs and enhance overall educational outcomes. In other words, educators who have adequate knowledge on SBA have a higher chance of successfully implementing it by utilising a variety of assessment techniques and coordinating them with learning goals. Regarding teachers' attitude, Brown and Harris (2013) pointed out that a positive outlook on assessment can result in the more efficient and regular application of assessment techniques in the classroom. In support of this, McMillan (2007) indicated that teachers who strongly believe in the importance of assessment are more likely to use techniques that support and improve student learning. The aforementioned claims aim to imply that instructors' attitudes do affect how they administer assessments. Teachers' assessment practices involve matching assessments to

learning goals. With respect to the practice of SBA, it implies the teacher's practical application of school-based assessment techniques in actual classroom environments. According to Hargreaves (2005), educators can enhance student learning and accomplishment by implementing evidence-based practices. In other words, educators who are knowledgeable about assessment procedures can apply strategies for assessment in an efficient manner. For SBA to be implemented successfully, teachers' experience is essential. Refined pedagogical skills and a deeper comprehension of students' needs are common traits of experienced teachers, which facilitate the implementation of successful SBA practices. In order to improve teaching and learning outcomes, Darling-Hammond (2000) points out that experienced teachers are usually better at modifying assessment techniques to fit the unique needs of their students. This indicates that the assessment process is teacher-directed and involves teachers from the planning stages through to the actual administration of the test.

Many educational systems worldwide, such as those found in New Zealand, Australia, Canada, the United Kingdom, Finland, Africa, Bangladesh, Northern Ireland, Hong Kong, and others, have policies that support SBA as a practice (Darling-Hammond & McCloskey, 2008). Williamson (2017) claims that SBA has received active promotion in the USA and is becoming more widely embraced as national educational policies in Asia and a number of developing nations, like Zambia and Ghana.

In Asia, SBA has been adopted by a number of countries, including Bangladesh, Malaysia, Singapore, Hong Kong (China), and others. In Malaysia, as a component of Malaysia's educational reform, the standards-

based primary school curriculum, also referred to as KSSR, was put into effect in 2011 and it was aligned with SBA. Given that teachers are the best individuals to assess their pupils because they are more familiar with the wider context of the subject matter, this system, places more responsibility on teachers to develop assessments of high-quality that correspond to the learning goals (Talib, Naim, Ali, & Hassan, 2014). Also, the incorporation of Higher Order Thinking Skills (HOTS) into the new school-based assessment is another step toward the government's goal of having a high-quality system of education (Wilson & Narasuman, 2020).

Teachers are encouraged to instruct and prepare learners for high-stakes examinations in Singapore, as they are in many other nations with high stakes public examinations. With these, SBA is utilised to support instruction and learning as well as increase the reliability of Singapore's public examinations (Ho, 2012). Additionally, Gan, Oon, and Davison (2017) noted that SBA programme in Hong Kong began in 2006 as an element of the English Language portion of the Hong Kong Certificate of Education Examination (HKCEE). The advantages of utilising SBA when teaching a language subject, for instance English, include giving reliable and ongoing pressure-free assessment, decreasing learner dependence on standardized examinations, enhancing test item dependability, capturing learners' abilities, encouraging leisure reading, promoting instruction, implementing self-determining learning, supporting learning autonomy, and permitting teachers in the procedure of evaluation (Hong Kong SBA Consultancy Team, 2005). With the aim of not only reporting on the full range of educational success but also motivating learning in Hong Kong secondary schools, SBA has been integrated into the

newly introduced English Language Examination for the Hong Kong Diploma of Secondary Education (HKDSE) based on an "assessment for learning" regulations and a standards-based assessment structure (Gan et al., 2017). In Bangladesh, the SBA gives teachers in Bangladesh the freedom to select an area from the curriculum and create a class test, project, practical task, assignments, or oral presentation, and assigning students final grades (Purvin, 2011), cited in Williamson (2017).

In Africa, the Zambian education ministry implemented school-based continuous assessment to enhance instruction and learning and to collect grades from the classroom that would be summed on to the results of the final examination for selection and authentication purposes (Kapambwe, 2010). In Malawi the introduction of SBA has brought about the rise in the percentage of learners passing tests in basic literacy and numeracy. According to reports from Zimbabwe, Mhishi, Mandoga, Tunjera, and Bhukuvhani (2012), Forms One and Five students are promoted based on SBA outcomes. In South Africa, the SBA is used in conjunction with the annual traditional examination for promotion.

In Ghana, from 1987 to 2008, the approach of assessing students in pre-tertiary education was continuous assessment and end-of-term examinations. Continuous assessment (CA), is the process of testing students on a regular basis to gauge their level of comprehension so that, as needed, proper corrective action can be taken (Onuka & Durowoju, 2011) and is used to track and enhance students' overall performance in addition to the teaching and learning environment at predetermined intervals (Adeoye, 2010). According to Alemu (2013), continuous assessment involves using a various assessment

methods to assess different aspects of learning, including behaviours, personality traits, and manual dexterity in addition to thinking processes.

According to Nitko (2004), continuous assessment offers the following advantages: 1. encourages frequent communication between students and teachers so that the latter can determine which learners require review and correction to understand their strengths and weaknesses; and 2. Teachers provide performance-based feedback to students, which enables them to focus on subjects they have not yet mastered. Although continuous assessment has numerous benefits, problems it poses for teachers as well as learners have been mentioned in relevant literature. Workload was noted by Etsey (1992) as a drawback of the continuous assessment system in Ghana. He added that adding more exercises makes teachers' workloads heavier, which reduces their productivity because it makes it more challenging for them to grade all of the assignments given to students at once. According to Amedahe (1991), one of the complaints teachers made was that different schools had different approaches to continuous assessment. (Quansah, 2005) identified some inherent difficulties with continuous assessment's operation, such as a reduction in the amount of time teachers spend with their students, increased anxiety related to examinations and scoring, not giving projects enough attention, the use of items that are simple to mark, inconsistent continuous assessment procedures across schools, and a deprivation of fairness.

Because of the problems identified with continuous assessment, it became necessary for policy makers to adopt SBA, a modified version of continuous assessment into the Ghanaian educational system to help address

these problems. This led to the introduction of SBA in 2008. CRDD (2011) noted that the purpose of SBA was to:

1. make sure that students' performance on both the internal tests given in class and the external examination given by the West Africa Examination Council (WAEC) determines the grades they receive on the Basic Education Certificate Examination (BECE),
2. provide schools the opportunity to guarantee that all facets of the student's learning and training are taken into account when assessing their performance in class, and
3. the grades students receive on their SBA assignments reflect the calibre of their classroom-based and extracurricular learning. In practice, the SBA offers students the opportunity to pursue a broad education.

Teachers' workload in Ghanaian schools has decreased since the introduction of the SBA system. The SBA reduces teachers' amount of work by 64% compared to continuous assessment because it only includes 12 assessments per year as opposed to continuous assessment's 33 assessments (CRDD, 2011). If properly implemented by teachers, SBA is a pedagogical framework for instruction that is very effective (Etsey, 2012), as it enables teachers to collect data for the purpose of reflection and instruction enhancement (Wilson & Narasuman, 2020). In other words, the holistic nature of the school-based assessment mechanism is carried out in schools by subject teachers in order to evaluate learning from a cognitive, emotional, and motor perspective traits of their student (Opara, Onyekuru, & Njoku, 2015). Williamson (2017) asserts that with SBA, assessment and instruction are

combined for the betterment of the students, and the teacher is given a special chance to take part in the assessment process that determines the learners' final grade. Nugba, (2012), Veloo, Ramli, and Khalid (2016) affirm that the introduction of SBA has brought about a beneficial effect on students' growth and has enhanced teachers' instruction.

Conversely, regardless of the importance SBA provides in education, there are significant literature which suggest that SBA is not implemented as expected. According to a study by Cheah (2010), teachers' attitudes, knowledge, and skills are the biggest hitches to conducting SBA. Additionally, a study by Awoniyi (2016) discovered that teachers do not comprehend the guidelines of SBA and fail to take the necessary precautions when putting them into practice. Similar to this, Nugba (2012), discovered that schools and teachers refrain from carrying out school-based assessment in accordance with the prescribed procedures. In addition, Appiah (2020), discovered that some teachers in some of the schools were not giving project work to their students.

In view of these, there is a need to conduct more research on SBA to gain more insight into its implementation in Ghana to suggest actions that will aid in its successful implementation. Therefore, this study sought to investigate JHS teachers' knowledge, attitude and practice of SBA in Asikuma Odoben Brakwa (AOB) district.

Statement of the Problem

Assessment, and more specifically school-based assessment (SBA), is crucial to understanding students' overall performance in educational endeavours. SBA is designed to give teachers instructions on how to create assessment items, as well as help them mark and grade test items and other

assessment tasks (Issaka, Hammond, Yeyie &, Agroh, 2020). As indicated by CRDD (2012), the SBA system is intended to standardise assessment procedures, shorten the length of assessments, give teachers assessment guidelines, assist them in marking and grading assessments, and implement a structure of moderation that will guarantee the reliability and accuracy of teachers' grades. Ismail, Syarifuddin, Salleh, and Abdullah (2015) claim that SBA is used to gauge students' overall performance in all subject areas. Teachers are crucial to successful implementation of SBA, suggesting that for SBA to be implemented successfully, teachers need to be knowledgeable and have a favourable attitude toward its practice. According to John (2002), teachers must be knowledgeable of and fully comprehend the SBA's components in order to improve student comprehension.

Studies have found SBA to be connected to greater levels of proficiency and more positive teacher attitudes (Teo, 2008). Additionally, the learning environments and outcomes for students in schools are directly impacted by teachers' knowledge in SBA implementation (Md-Ali, Veloo & Krishnasamy, 2015).

Despite these benefits, many teachers around the world have misconceptions about the usage of SBA in instruction and learning, both theoretically and practically (Adediwura, 2012). Evidence suggests that teachers lack the necessary knowledge and exhibit poor attitudes toward the application of the SBA. According to a study in USA by Stiggins (2005), teachers are reluctant in implementing the new assessment approaches for learning in the classroom since they lack access to the prospective of acquiring knowledge on how to conduct effective assessments. Also, Md-Ali et al.

(2015) noted that some Malaysian teachers are not aware of the SBA's composition, which determines whether it includes either formative and summative assessment or only formative assessment. Additionally, Kaira (2002) investigated Malawian teachers' attitudes and knowledge of standardised tests. According to the study, up to 65 percent of teachers admitted that they lacked the knowledge and abilities necessary to implement SBA. Ten senior high schools located in Cape Coast Metropolis reportedly had teachers who were incomprehensible about SBA's rules (Awoniyi, 2016). Based on these results, the investigator hypothesised the necessity of having a study on assessment practices, especially in areas of using school-based assessment procedures, developing test items, grading, and utilising test results to enrich instruction.

However, Ahenkora (2019) studied how school-based assessments were implemented in Komenda Edina Eguafo Abrem (KEEA) district in Ghana. According to her research, most of the teachers were familiar with school-based assessment. The findings also disclosed that teachers generally have a favourable attitude toward applying the rules for school-based assessment. Furthermore, a study by Iddrisu (2020) showed that teachers are proficient in SBA and do so well. In light of the aforementioned divergent viewpoints, it is necessary to look into the knowledge, attitudes, and practice of SBA in AOB district to understand the situation there.

Literature has shown that a teacher's length of time in the classroom affects their SBA conduct. Hashim, Rusli, Hashim, and Hua (2015) discovered that a lot of Malaysian teachers had sufficient knowledge of SBA, and they claimed that this knowledge was the outcome of their years of teaching and

participation with the SBA. Additionally, studies conducted in Ghana (Gyamfi, 2021; Osman, 2021; Owusu & Adom, 2019; Wiredu, 2013) discovered that the teacher's tenure in the classroom had a stronger impact on his or her knowledge, attitude, and assessment practices. Although, (Owusu & Adom, 2019; Gyamfi, 2021) studies focused on teachers' experience with respect to their knowledge, attitude, and practice of the SBA, these studies were done outside the Central Region. In the region, a study that focused on teachers' experiences with respect to SBA implementation was done by Ahenkora (2019). Though Ahenkora's study examined teachers' experience in relation to their knowledge, attitude, and practice of the SBA, her study was not carried out in the study area. Also, aside from Ahenkora (2019), it appears that prior studies on SBA carried out in the region (Appiah, 2020; Awoniyi, 2016; Nugba, 2012) did not examine the influence of teachers' experience on their knowledge, attitudes, and practices with regard to SBA.

According to research by Nugba (2012), schools and teachers do not implement school-based assessment according to the established procedures. Although, teachers from junior high schools participated in Nugba's research, her study was not carried out in the Asikuma Odoben Brakwa district, and it did not explore whether JHS teachers have knowledge of the SBA. Additionally, a study conducted in the AOB district by Appiah (2020) concentrated on primary school teachers without taking into account junior high school teachers. Although the challenges of the SBA and teachers' practices were examined in his study, teachers' knowledge levels were not examined. Therefore, this study aimed to ascertain the level of SBA knowledge amongst JHS teachers in the Asikuma Odoben Brakwa district. In addition, it

appears that little or no research has been done on the SBA knowledge, attitude, and practice of this category of teachers in the district. In light of the foregoing, the study goal is to explore the knowledge, attitudes, and practices of JHS teachers in the AOB district with regard to school-based assessment.

Purpose of the Study

The primary objective of the study is to ascertain the knowledge, attitudes, and practice of school-based assessment among Junior High School (JHS) teachers in Asikuma Odoben Brakwa (AOB) district. The study pays particular attention to the following objectives:

1. To investigate junior high school teachers' knowledge about school-based assessment.
2. To examine junior high school teachers' attitude towards the carrying out of school-based assessment.
3. To investigate the nature of junior high school teachers' school-based assessment practices.
4. To examine the challenges junior high school teachers face when carrying out school-based assessment.
5. To determine whether teachers' years of experience affect their knowledge in school-based assessment.
6. To determine whether teachers' attitudes toward school-based assessment are influenced by the number of years they have spent teaching.
7. To determine whether teachers' years of experience in teaching affect their practice of school-based assessment.

Research Questions

These research questions served as the study's guiding principles:

1. What is the knowledge level of junior high school teachers on school-based assessment?
2. What attitude do junior high school teachers have towards the carrying out of school-based assessment?
3. To what extent do junior high school teachers practice the school-based assessment?
4. What are the challenges that junior high school teachers face in carrying out the school-based assessment?

Research Hypotheses

The study was framed by the following research hypotheses:

1. H_0: There is no statistically significant difference between teachers' years of teaching experience and their knowledge on school-based assessment.

   H_1: There is a statistically significant difference between teachers' years of teaching experience and their knowledge on school-based assessment.

2. H_0: There is no statistically significant difference between teachers' years of teaching experience and their attitude towards school-based assessment.

   H_1: There is a statistically significant difference between teachers' years of teaching experience and their attitude towards school-based assessment.

3. H_0: There is no statistically significant difference between teachers' years of teaching experience and their practice of school-based assessment.

   H_1: There is a statistically significant difference between teachers' years of teaching experience and their practice of school-based assessment.

Significance of the Study

The junior high school teachers in AOB district are the primary subject of this study, therefore the result is important to enhance teachers understanding of issues relating to SBA with respect to underlying mechanisms and processes that contribute to the success or challenges of SBA implementation. The findings would also serve as a foundation for evidence-based document to inform Asikuma Odoben Brakwa district directorate of education about major problems of conducting SBA in order to put measures in place to address them. Moreover, Ghana Education Service (GES) as well as other interested parties could use the study's findings to inform important decisions about implementing the SBA in schools. In other words, it would support the initiatives for professional learning, capacity-building, and training offered to teachers, school administrators, and other parties involved in SBA practices. Finally, the findings would add to the advancement of knowledge in assessment practices and generate new insights and perspectives on the nature, impact, and effectiveness of SBA in educational contexts.

Delimitations

In order to make sure the study was done comprehensively, the study was delimited to knowledge, attitudes, and SBA usage in Asikuma Odoben Brakwa's public junior high school teachers. The study evaluated the difficulties junior high school teachers encountered when putting the SBA into practice. The study also took into consideration teachers' practices, attitudes, and knowledge in relation to their experience. Again, only public junior high school teachers were considered in the study; none from private institutions.

Additionally, the study is restricted geographically to the Asikuma Odoben Brakwa district and not to any other districts.

Limitation

The instrument used for data collection was the study's flaw. Since the instrument (questionnaire) used was a self-report measure, participants may offer responses that do not accurately reveal the actual situation on the grounds. In reducing this limitation, the researcher provided education about the study's goals to teachers and also guaranteed them that their answers will be kept anonymous and confidential.

Definition of Key Terms

CATs (Class Assessment Tasks): It alludes to the various assessments performed in accordance with the SBA. The Class Assessment Tasks include group work, class test, and project.

SBA (School-based assessment): It is a type of assessment used in Ghana's pre-tertiary education system that entails gathering periodic data on students' learning status in order to plan better programmes to raise students' performance.

Attitude: It is a person's thoughts or feelings toward something, which are frequently manifested in their actions.

Practice: Is the practical application of educational theories and techniques in actual classroom environments.

Group Work: Is a task under school based assessment where students work together in a group small enough for each student to participate in a clearly designated learning task.

Class Test: Is a tool used in educational settings to assess a student's capacity to finish specific tasks, show that they have mastered a skill, or demonstrate content knowledge.

Organisation of the Study

The study looked at JHS teachers' knowledge of, attitudes toward, and practices associated with SBA in the Asikuma Odoben Brakwa district. There were five chapters in the study. The study's background, problem statement, purpose, significance, delimitation, limitation, definition of key terms, and its organisation were all covered in the study's introduction, which is chapter one. Chapter two included a review of pertinent literature. In chapter three, the study's methodology was covered. This described the research design adopted, study area, population, sample and sampling procedure, the data collection instrument, and pre-testing. Additionally, it covered data collection methods, data processing and analysis techniques, ethical issues, and the instrument's reliability and validity. The study's results were presented in chapter four along with a discussion of them. The study's summary, conclusion, and recommendations were covered in chapter five. It also included suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Investigating JHS teachers' knowledge, attitude, and practice of the SBA in AOB district was the study's goal. The study in addition advanced to investigate the challenges that JHS teachers within the district face in the successful carrying out of SBA, and assessed the number of years of teachers' working experience and their knowledge on, attitude towards and assessment practice in the implementation of the SBA. The chapter reviewed works of other authors that were relevant and related to teachers' knowledge, attitude, and practice of the SBA. Additionally, the review of related literature also focused on challenges teachers face in carrying out the SBA, their number of years of classroom experience and their knowledge, attitude, and practice of the SBA. The review was structured in a way to collect information on different sources under theoretical review, conceptual review, and empirical review. The theory of planned behaviour (TPB) served as the theoretical review's foundation. The concepts of assessment and the SBA were examined in the conceptual review. The empirical review examined teachers' level of knowledge regarding school based assessment, attitudes toward its application, the type of SBA practice they engage in, challenges teachers encountered in implementing SBA successfully, number of years of classroom experience, and their knowledge, attitudes, and practice of SBA.

Theoretical Review

Theory of planned behaviour (TPB)

To advance the theory of reasoned action (TRA), which was created by Fishbein and his colleague Ajzen (Fishbein & Ajzen, 1975), the theory of planned behaviour (TPB) was put forth by Ajzen (1985). According to Kang (2007), the theory of reasoned action presumes that a person has full power over what he or she plans to do or not to do, in contrast to the theory of planned behaviour, that considers activities that are not entirely within the control of an individual.

According to Ajzen (1988), the majority of behaviours can be mapped to a point on a continuum that ranges from complete control to completely not having control. For instance, a person has complete control when adopting certain behaviour which is not practical constrained, but lacks control if the behaviour requires opportunities, resources, or skills that are not available (Ajzen, 1991). Ajzen proposed TPB with an additional factor called perceived behaviour control (PBC) to address the activities that are entirely outside of a person's control that the TRA failed to address. Similarly, Godin and Kok (1996) noted that in order to account for these limitations of TRA, whether they were real or perceived, Ajzen added perceived behaviour control to the original TRA. Oh (2003) cites the TPB as an outstanding psychological model for comprehending and forecasting socially relevant human behaviour. According to Ajzen (1991), the three conceptually independent factors that make up the TPB are attitude toward the behaviour, subjective norm, and perceived behaviour control.

Behavioural intention is thought to be the direct cause of behaviour (Knabe, 2012), is the most significant predictor of behaviour in the TPB (Teo & Lee, 2010). Correspondingly, in the context of the TPB model, Oh (2003) claims that the three predictor variables are connected to behavioural intention. Furthermore, Tsorbatzoudis (2005) emphasized that research has demonstrated the ability of these three variables to predict behavioural intention. This indicates that these three variables affect an individual's decision to get involved in a certain behaviour.

These three intention-determining factors have the power to improve or impair behaviour. In other words, how positively an individual views the consequences of engaging in a particular behaviour directly influences their intention to do so (attitude), whether they believe important others want them to do so (subjective norm), and how capable they perceive themselves to be of performing the behaviour (perceived behavioural control) (Lee, Cerreto, and Lee, 2010). In a similar vein, Bosnjak, Ajzen, and Schmidt (2020) pointed out that, generally speaking, the more determined the person should be to exhibit the desired behaviour, the more desirable the attitude and subjective norm, and the greater the perceived control. That is, if teachers have a positive attitude, a subjective norm, and a sense of control over the assessment practices, their desire of implementing school-based assessment in their various classrooms will rise.

With respect to attitude toward behaviour, Ajzen (1991) described it as the degree to which an individual views the behaviour in question beneficial or unbeneficial. A set of beliefs regarding the most likely results of engaging in a behaviour and an evaluation of each result serve to shape one's attitude toward

that behaviour (Kang, 2007). Teo, Koh, and Lee (2011) agreed that behaviour intention is correlated with attitude because people intend to act in ways that make them feel good. To put it another way, a teacher's attitude toward school-based assessment can influence whether they intend to implement it or not. Sugar, Crawley, and Fine (2004) make the claim that attitude toward behaviour affects behavioural intention. The above explanations aims to imply that teachers' plans to carry out school-based assessment are influenced by their attitudes toward such.

According to Fishbein and Ajzen (1975), the subjective norm is the notion that an individual has that the majority of the people who matter to them believe that they should or should not behave in a certain way. Ajzen (1991) pointed out that the subjective norm has to do with the perceived social pressure to involve in the behaviour or desist from doing so. In other words, according to Tsorbatzoudis (2005), subjective norms are the social pressures that are placed on people to engage in a particular activity. Meaning, subjective norms have to do with what people consider that other significant individuals in their lives think about whether or not they should engage in a particular behaviour. Linking this element to teachers' intention to implement SBA, the perceived views of these important individuals determine whether a teacher will in fact implement the SBA. Chudzicka-Czupaa et al. (2015) contend that socially determined interpretations of a given behaviour lead to the formation of subjective norms, which indicate whether or not referent others might consider the behaviour appropriate.

Perceived behavioural control deals with the apparent simplicity or complexity of carrying out a behaviour, and it is believed that this perception

reflects previous experience in addition to anticipated impediments and barriers. Perceived behavioural control (PBC), according to Teo and Lee (2010), is the extent of control one believes they possess over the accomplishment of their behavioural goals as well as how simple or difficult it is to carry out a specific behaviour. Casper (2007) claims that perceived behaviour control involves evaluating one's own capacity or aptitude as well as the availability of the behaviour.

From the aforementioned justifications of perceived behavioural control, it follows that teachers' implementation of school-based assessment will be influenced by their familiarity with the SBA, the advantages of doing so, and any potential difficulties they may encounter.

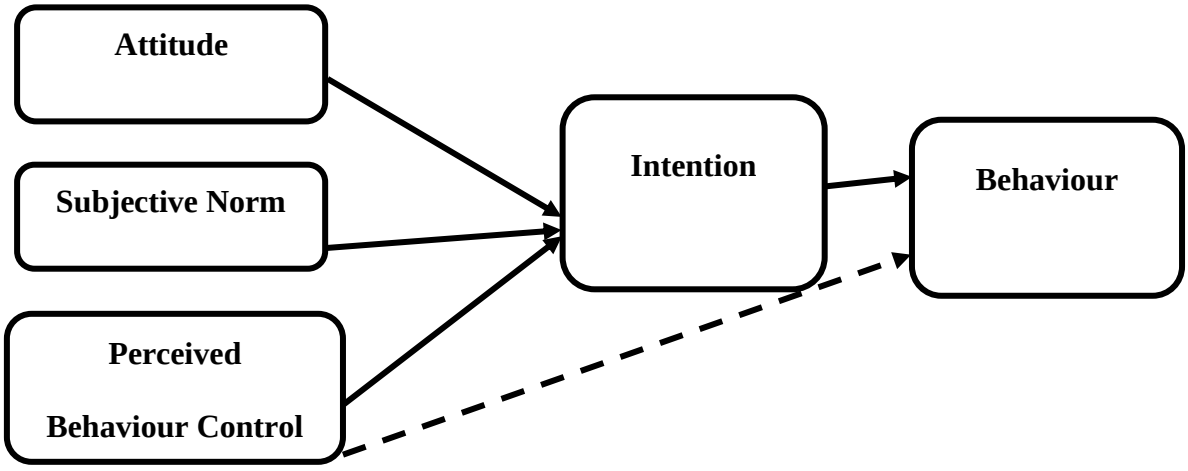

Figure 1: Theory of planned behaviour adapted from Ajzen (1991)

As indicated by Ajzen (1991), who was cited by Lenski, Richter, and Lüdtke (2019), attitude and subjective norm have no direct bearing on the result of behaviour, but perceived behavioural control does, provided that it accurately reflects actual behavioural control. According to Ajzen (1991), perceived behavioural control, as the third independent factor that determines behavioural intention in the TPB, can not only directly affect actual behaviour

through intention, but it can also indirectly affect actual behaviour. PBC can therefore, either directly or indirectly, influence a person's intention to participate in a behaviour. This is accurate in a sense that teachers' perceived barriers to or facilitators of the SBA, as well as their knowledge, skills, self-efficacy, and confidence, can all have an impact on how well they implement the SBA in a classroom setting.

In research where the primary goal was to understand the significance of intention in varying people's behaviour, the TPB, which shapes the aspects that contribute to an individual's decision to take specific action, has been widely applied (Ajzen & Manstead, 2007). The TPB appears to be capable to clarify a broad spectrum of human behaviours across a variety of situations, including loss of weight behaviour (Schifter & Ajzen, 1985) and smoking cessation (Godin, Valois, Lepage, & Desharnais, 1992). In the context of education, literature contains proof that suggests the theory has been extensively used in various fields to understand how intention affects behaviour. Examples include science education (Crawley & Kobala, 1994), educational technology (Lee, Cerreto & Lee, 2010), special education (Kalivoda & Higbee, 1998), and mathematics education (Oh, 2003).

Intentions of teachers have been investigated using the TPB (Zint, 2002), and has been utilised to clarify their actions in the classroom (Crawley, 1990). Leung, Wu, and Li (2023) pointed out that TPB has been widely used to study teachers' intentions and activities in order to enhance their instructional superiority. Also, TPB has been employed in predicting K–12 teachers' intentions relating to the application of technology education (Salleh & Albion, 2004). The benefit of the TPB approach is that it aids in the identification of

both the immediate factors and the underlying assumptions that influence people's will to engage in a specific behaviour or refrain from doing so (Fancis et al. 2004).

The theory can be used in the context of SBA implementation to help identify the various factors that affect teachers' intentions to whether or not to put it into practice. The theory can provide a framework to understand and evaluate teachers' knowledge, attitude, and practice of school-based assessment, so it is appropriate to use it as a justification for the study. Utilising this theory as a support for the study is crucial in that TPB offers a thorough framework that aides teachers in understanding the underlying factors that affect their actions and intentions in relation to assessment practices. Teachers' consciousness of the TPB, they can learn more about the elements that impact their involvement in assessment undertakings and pinpoint areas in which they need intervention and support. The TPB contends that attitudes, subjective norms, and perceived behavioural control all play a role in shaping human behaviour.

A person's attitudes include their favourable or unfavourable assessments of a specific behaviour. Understanding this theory will aid teachers in examining their assumptions, perceptions, and opinions regarding the goal, importance, and advantages of implementing school based assessment. Since attitudes can have enormous effect on teachers' intentions and behaviours, teachers who examine their attitudes within the context of SBA will be able to examine those factors that shape these attitudes.

Subjective norms are the expectations and pressures that people perceive to be placed on them by the wider society. The TPB also emphasises

the importance of subjective norms, which highlight the significance of social influences on teachers' behaviour. Knowing about this aspect relating to the execution of the school-based assessment will be useful when analysing how colleagues, administrators, and other stakeholders may affect teachers' participation in assessment practices, particularly the SBA. This is because these parties have a big impact on how teachers participate in SBA.

Perceived behavioural control is a person's judgment about his or her capacity to carry out a behaviour successfully. Examining teachers' self-efficacy, confidence, and perceived facilitators or barriers to effectively implementing assessment practices would be part of perceived behavioural control in putting into practice of school-based assessment. This idea of perceived behavioural control can assist in identifying the obstacles to and enablers of assessment implementation, resulting in the development of targeted interventions and strategies to boost teachers' self-assurance and proficiency in school-based assessment practices.

As a result, the study's use of the TPB can help with the creation of interventions, educational initiatives, and support systems that work to strengthen social influences, foster positive attitudes, and increase teachers' perceptions of control over school-based assessment practices.

An explanation of human behaviour based on people's attitudes, subjective norms, and perceived behavioural control is provided by the theory of planned behaviour (TPB). It asserts that these elements have an impact on behavioural intentions, which in turn have an impact on actual behaviour. In this work, TPB can be used to understand teachers' attitudes toward school-based assessment, their subjective norms (such as expectations from school

administrators, colleagues, or parents), and their perceived behavioural control (such as their confidence and skills in implementing the SBA). One can learn more about what influences teachers' intentions and actions in relation to school-based assessment by looking at these factors. To support this work with these theory, for instance, one can employ TPB to investigate teachers' attitudes, subjective norms, and perceived behavioural control related to school-based assessment. That is, one can gain a comprehensive understanding of how teachers' knowledge, attitudes, and practices are interconnected and influence each other. For instance, one can explore how these factors influence intentions of teachers and their subsequent practices.

Conceptual Review

Concept of Assessment

Different definitions of assessment have developed as a result of perspective and how individuals view the concept. Brown (2022) described assessment as a number of tasks and approaches that educators employ to measure, record, and appraise learners' needs, learners' progress, learners' outcomes, instructional activities, curricula, and learners' achievement in the overall objective of education. This demonstrates how assessment is important to instruction and learning procedure because it offers the various education stakeholders the chance to access information for informed decision-making to enhance performance.

According to Wrigley (1987), assessment provides teacher and student feedback on whether the learning objectives are being met. This suggests that in education, after students have gone through a series of activities supported by sets of objectives, students need to be assessed in order to obtain

information for decision-making regarding whether or not the objectives set have been attained. The teacher will be able to develop strategies to improve each student's learning with the help of the assessment data in identifying their strengths and weaknesses. Teachers use assessments to pinpoint comprehension gaps in their students' knowledge, track learning progress, enhance grade distribution, and assess the efficacy of their lessons (Popham, 1995). Additionally, as stated by Goodrum, Rennie, and Hackling (2001), the teaching and learning process cannot be successful without classroom assessment, due to its role in assisting teachers in their decision-making in the classroom. Teachers face many choices in the classroom, and assessment equips them with the information they need to decide on the ideal course of action that accurately reflects the circumstances. The aforementioned definitions of assessment show that in order to decide what to assess, it necessitates careful methods of data collection about students' progress.

However, it must be noted that assessment involves more than just gathering data about students; it also necessitates making wise choices that will enhance students' learning. In support of this, Marriot and Lau (2008), echoed that in addition to evaluating students' knowledge, comprehension, capacities, and skills, assessment is a process that is closely related to the proposed learning outcomes of a course or programme. This assumes that teachers have greater responsibilities to ensure they used appropriate methods with respect to the learning objectives to gather information in order to get information that is worthy of making decisions from, and that when those decisions are made, they will improve the learning of students. Zhang and Burry-Stock (2003) claim that in order for educators to effectively communicate assessment

results, they must have an in-depth comprehension of the benefits and shortcomings of various assessment techniques. As a result, teachers are encouraged to choose the most suitable tools or techniques when evaluating their pupils in order to avoid giving the impression that assessment seems as punishment to students but rather a tool to improve their learning.

Taking into account the information it provides and the decisions which can be made from those information makes assessment a powerful tool in education especially in teaching and learning. The assessment procedure has also been demonstrated to be an effective way to improve instruction and learning in the teaching space (Faleye & Ojerinde-Dibu, 2005), and also serves as a performance indicator for both students and teachers (Marriot & Lau, 2008). Teachers must therefore possess an in-depth knowledge of assessment and the issues that surround it in order for it to serve its intended purpose. There is enough evidence in the literature regarding the purpose of assessment to show that it serves a variety of purposes. Dunn, Morgan, O'Reilly, and Parry (2004) indicated that assessment is utilised for a variety of purposes that go far beyond just monitoring students' progress and upholding pre-established standards of achievement.

Classroom assessment, as indicated by McMillan (2018), supports teacher’s judgement in a variety of ways, such as by helping them identify students' strengths, weaknesses, misinterpretation, and mistakes in learning; monitoring the development of students' proficiency and effort; creating records of student learning, encouraging students' learning, and developing their 21st-century abilities and dispositions, giving grades, and providing

feedback to parents; and improving instruction. Moreover, Brown (2001) established that there are three primary goals for assessment. Which are:

1. To grant permission to advance to the following level or graduation
2. To rank-order the performance of the students
3. To enhance the learning of students

Brown continued by noting that these goals are connected to formative and summative assessment. Similar to this, Boud and Falchikov (2006) noted that the two sets of practices—summative and formative assessment, respectively—have been linked to the purposes of assessment. This is an attempt to imply that depending on the format of the assessment, it may be either formative or summative.

Formative assessment is the procedure for learning about student learning, giving students feedback, modifying instruction and learning methods to improve performance (McMillan, 2018). According to Stiggins and Chappuis (2008) as cited in Connors (2021), to identify a student's place on the mastery spectrum and the support that student needs to succeed, formative assessments are given at various points during the instructional process. The tenacity of formative assessment is to continuously gather data that will aid in providing learners with timely feedback regarding their learning progress along with aiding the implementation of effective instruction and learning strategies.

With summative assessments, because they assess academic performance at the close of a unit or lesson, they are often referred to as the sum of students' learning (Mctighe & O'connor, 2005). Summative assessments are those that are completed at the conclusion of a course or instruction for purposes of promotion, selection, certification, and placement.

Summative assessment clearly serves the purpose of certifying a student's level of achievement at the point when a course or programme is completed (Boud & Falchikov, 2006) and summarises what learners have learnt after a section of instruction has occurred (Linn & Miller, 2005; Nitko & Brookhart, 2011).

Concept of School-Based Assessment (SBA)

In an educational context, teachers have a responsibility of collecting evidence on their students so that informed decisions as to whether students are on a right track or otherwise can be made. This information teachers seek is best achieved through the process of assessment. Assessment is critical in schools because it offers information for enhancing instruction and learning. Additionally, SBA is an approach of assessment used in schools to gather information on student learning in order to inform decision-making. School-based assessment is the process of keeping track of, assessing, and creating plans to address the student's perceived weaknesses and strengths (Fook & Sidhu, 2012). SBA is a form of assessment that teachers used to collect data on learners continuously with the goal of enhancing instruction and learning. It serves as a complement to outside tests, which afford a more comprehensive and precise assessment of learners' abilities (Jenkins, 1995). Similar to this, Aduloju, Adikwu, and Agi (2016) stated that SBA increases validity by assessing elements like problem-solving abilities that cannot be evaluated under the circumstances of an external examination. SBA is a very valuable tool in the classroom because it is created and most frequently administered by the students' own teachers, which, if done correctly, increases its validity. Additionally, SBA is a very efficient teaching and learning method as noted by National Council for Curriculum Assessment (NaCCA, 2019) and that is

holistic in approach and aims to evaluate the mental, emotional, and physical development of students areas (Opara et al., 2015).

The concept of SBA was incorporated into the curriculum for Ghana's educational system in 2007 to serve as the mode of assessment for basic and secondary school education. It officially went into effect in schools in 2008 to replace continuous assessment (Anamuah-Mensah as cited in Oduro, 2015). In other words, continuous assessment was used from 1987 to 2008, a period of about 21 years, before it was replaced. Because the continuous assessment (CA) did not improve students' academic performance as expected, the SBA replaced it (Awoniyi, 2016). There were worries about the continuous assessment's heavy workload. In an effort to address this challenge which hampered the successful implementation of the continuous assessment, the SBA was introduced. NaCCA (2019) states that the SBA framework undertakes just 12 assessments annually as opposed to the 33 assessments that were conducted in continuous assessment in the past. Appiah (2020) claims that the school-based assessment currently has fewer assignments to make it easier for both teachers and learners to manage. That is, SBA contributes to bettering both instruction and learning in the classroom by directing students and teachers on the most crucial components of assessments rather than overburdening them with many assessments.

It is impossible to overstate the significance of SBA in education. SBA, according to MacGaw (2006), enables teachers to keep track of both their students and themselves while also letting students see their own progress and expressing what the educational systems value. Begum and Farooqui (2008) also mentioned the crucial role SBA contributes in the students' learning by

continuously evaluating the progress of them throughout the course of the year. It is accurate because doing so enables teachers to continuously assess students' strengths and areas for improvement in order to design lessons that will enhance their learning. To assist teachers in determining what learners are learning and the degree of mastery they have with respect to their learning, SBA is viewed as a leverage for instructional improvement (Fook & Sidhu, 2012). With the SBA, teachers actually have the opportunity to get to know their pupils well in terms of their strengths and weaknesses as well as their learning needs. That is, SBA has students' progress at heart because the activities listed in it and the way it was set up enhance academic performance. Through SBA, students can pinpoint their areas of weakness and work to overcome them, and teachers can modify their lesson plans accordingly (OECD, 2005). In respect to the modification of teachers' lesson, (Tu, Nazarudin, Noordin, Tawan, & Watinin, 2020) noted that through the SBA, teachers can use higher-order thinking abilities (HOTS) while instructing. That is, SBA is designed in a way that can assist teachers to adopt appropriate strategies which will suit their students learning. Tu et al. (2020), further noted it is crucial to use this style of instruction to give students the confidence they need to embrace contemporary learning methods.

The formative nature of SBA provides instant feedback to teachers and students and with that teachers can know how their students are doing with respect to their teaching and how students are learning so as to modify their instruction to enhance students' learning. To the learners, it can help them to know how their learning is going in order to develop ways which can help them improve their learning.

Additionally, SBA clearly demonstrates course evaluations that reflect what students have learned over the course of a particular period or academic year; in contrast to standardised tests that are investigated and created by state agencies or by instructors in a different school. SBA is designed entirely by teachers, allowing teachers to create assessments based on the successes of their own students (Mansor, Leng, Rasul, Raof & Yusoff, 2013). This indicates that school-based assessment appreciate that the teacher is more qualified than a third party to identify important issues that directly affect students' learning and to come up with solutions.

Addition to some of the SBA's aforementioned goals, Aduloju et al. (2016) identified the following as justifications for school-based assessment in their study:

1. To regularly assess learners in a relaxed atmosphere;
2. To lessen reliance on one-time public examinations;
3. To have multiple assessments conducted by the instructor who is familiar with several sets of judgment tests to improve the reliability of assessment as it happens;
4. To accurately reflect students' abilities and standards;
5. To promote instruction and learning;
6. To encourage learners' independence and self-directed learning;
7. It enables instructors to give students timely, and constructive feedback;
8. To increases validity by taking into account variables that are inaccessible in the context of public examinations;

9. It fosters professional development by equipping teachers with assessment skills that can be applied to other curriculum areas;

Additionally, NaCCA (2018), in their National Pre-tertiary education curriculum framework, noted that the SBA mechanism is made to give schools a means of internal assessment that will assist them in accomplishing the purposes outlined below:

1. Made internal school-based assessment a standard practice across all schools in the entire country.
2. A decreased assessment tasks should be provided for each school subject.
3. Give teachers instructions on how to create test items, assessment tasks, and other forms of assessments
4. . Put in place performance benchmarks in every subject and in every class throughout the educational system.
5. Offer instructions for scoring test items and questions, as well as other teachers' grades.
6. Establish a scheme of moderation to guarantee the accuracy and dependability of educators' assessment scores.
7. Give educators guidance on tips to conduct additional assistance on challenging subject matter to boost students' performance.

Characteristics of School-Based Assessment

According to the Hong Kong Examinations and Assessment Authority (HKEAA, 2012), the SBA differs from other forms of assessment in a number of significant ways. These include the following:

1. . The teacher is involved throughout the entire process, from developing the assessment plan to determining and/or creating suitable assessment tasks to passing judgment on the results.
2. It enables the gathering of numerous samples of how students perform over time.
3. It can be tailored and changed by the instructor to fit the teaching and learning objectives of the specific class and the students who are being assessed.
4. It is conducted in regular classrooms, not a dedicated testing facility.
5. Students' own teacher, is in charge of it, but not an outsider.
6. Particularly if self- and/or peer-assessment are used in addition to teacher assessment, it involves students more actively in the process of assessment.
7. It enables the teacher to provide students with timely feedback that is constructive.
8. It encourages the teaching and learning programme to be continuously evaluated and modified.
9. It supports additional assessment methods, such as external examinations.

Similarly, as indicated by the CRDD (2011), SBA in Ghana has the following characteristics:

1. Regular gathering of assessment data: SBA mandates that one assignment be given out at the close of every month in the academic year. The student's cumulative average of scores will be a more accurate reflection of how well the learner performed in the subject.

The assignment needs to be administered over a longer period of time in order to collect accurate and trustworthy test results on a student. This enables the student to take the test at various points during the year.

2. Using various test formats: If a learner's performance is assessed using several test formats, like project work, assignments, tests, exercises, and other practical tasks, the evaluation will be more accurate. SBA will include assignments, projects, and in-class tests. In the modified SBA programme, "homework" has been eliminated and "projects" have been given more prominence. The reason is that it is uncertain whether an adult will do the student's homework for them. Teachers must assign homework because it is a crucial component of the educational system, even though it is not graded as part of the SBA.
3. Incorporating more advanced cognitive abilities into the testing programme: SBA tasks involve complex reasoning and performance demands. These jobs call for analytical thinking, the capacity to come up with various answers to a problem, the capacity to put together a project, the capacity to be creative, and to come up with fresh concepts and produce new things.
4. Teacher remedial and support services: The procedure enables the teacher to help students by offering guidance on various facets of their projects. In order to help students better understand their projects, teachers are expected to offer constructive criticism. It encourages collaboration between the teacher and the student, particularly when it comes to the class projects of the students.

5. Less assessments and record-keeping of grades: In comparison to the previously used assessment system, the new SBA has reduced the workload for both teachers and students by 53% and by 64%, respectively. To make the SBA process less tiresome, this is done.
6. Places emphasis on learner-centred learning: The SBA system emphasises project execution heavily. The freedom to experiment with various concepts and abilities to come up with something original is given to the student, either individually or in groups.
7. SBA practices are uniform across all schools; In Ghana, this quality is particularly significant. The quantity of items used in the continuous assessment varied, and each school used a different marking and grading scheme. The SBA system was created to make assessment uniform across all schools.

Emphases of School-Based Assessment in Ghanaian Schools

As indicated by CRDD (2011), the Ghanaian school-based assessment is designed to be based on six related emphases that will enable students to acquire the following:

1. Thinking Skills: This means that students should become more capable of coming up with concepts, new procedures, strategies, as well as a better understanding of problems.
2. Problem Solving Skills: With this, students will comprehend a problem, think about it from diverse perspectives, and apply answers that combine information and methods from various subjects.
3. Cooperative Learning: This pertains to the capacity of students to complete projects in groups with classmates while learning in the

process. This also means that students will be able to develop the skill of working with others in group in a real life situations.

4. Working with Numbers: As a result of this, students will become more adept with numbers, which will improve their understanding of and ability to apply mathematical ideas to problems in the real world.
5. Moral and Spiritual Development: This will imply that the students have the character to treat others fairly and to have a positive outlook on life.
6. Formal Presentations Skills: This means that students will be in a position to do presentation in front of classmates in a formal manner and answer to their questions.

Objectives of School-Based Assessment

NaCCA (2020) outlined that the school-based assessment has the following objectives:

1. Get a more precise picture of the learner's performance throughout the course or programme than what a single examination can provide.
2. Complement the one-shot examinations used in learner assessment by external examination organisations like the West African Examinations Council (WAEC) with extensive observations of classroom performance made over an extended period.
3. Make it possible to assess a learner holistically.
4. Highlight learner-centered learning strategies.
5. Make internal assessment procedures consistent across all schools.
6. Examine the core competencies that the National Standards Assessment Test (NSAT) is unable to evaluate.

7. Help to improve classroom instruction and student learning.
8. Permit teachers to create tests based on challenging areas of the curriculum.
9. Gather data on students that will help plan lessons to meet their most urgent educational needs.
10. Determine whether or not the instruction being given is sufficient to assist students in meeting the requirements of the curriculum.
11. Advocate for increased individualised instruction.
12. Determine which students might be "at risk" or who might require additional teaching or demanding interventions if they are going to advance toward grade-level standards.
13. Keep track of every student's development to see if "at risk" learners are achieving sufficient progress and to spot any students who might be lagging behind.
14. Establish a moderation scheme to ensure the accuracy and dependability of teachers' grades.
15. Offers guidance to teachers on how to deliver remedial instruction on challenging subject matter to boost student performance.

Mode and Time of Administration of School-Based Assessment in Ghanaian Schools

Basic schools across the country of which junior high schools (JHS) are part have three terms per academic year. For each academic year, according to CRDD (2011), students must complete 12 assessments, which include six class tests, three group works, and three projects. However, due to the introduction of the newly-recognised curriculum, the Common Core Programme (CCP), for

all JHS 1-3 and senior high school 1 in the country, there has been some changes made in the mode and time of administering SBA. According to NaCCA (2020), the twelve assessment now consist of six group work, three individual class tests, and three projects for an academic year. In other words, each term's assessments will consist of two group exercise, one individual tests, and one project. Class assessment task (CAT) is the name given to these tasks under the school-based assessment. Apart from the project work given at the start of the term, teachers are expected to administer one class assessment task (CAT) at the end of each month, totalling four assessments for the term. In other words, each term will consist of a total of four class assessment tasks (CATs) for the students.

At the conclusion of the fourth week of the first term, the first group work, known as CAT 1, is given. The class test, known as Class Assessment Task 2 (CAT 2), is given at the conclusion of Week 8 of Term 1. The second group work, known as CAT 3, is given at the conclusion of Week 11 of Term 1. The project, known as CAT 4, is given at the start of Term 1. Class assessment task 5 (CAT 5) is a group work assignment that is given at the conclusion of Week 4 of Term 2. At the conclusion of Term 2's Week 8 is when the class test known as Class Assessment Task 6 (CAT 6) is given. The second group work of the term, known as Class Assessment Task 7 (CAT 7), was given at the conclusion of Week 11 of Term 2. The CAT 8 is the project that is administered in term 2.

In the third term or term 3, class assessment task 9 (CAT 9) which is the first group work of the term is given at the end of Week 4 of the term. Class assessment task 10 (CAT 10) is a class test and are given at the end of

Week 8 of the term. Class assessment task 11 (CAT 11) is the second group work and being given at the end of Week 11 of the term. Project for this term is the class assessment task 12 (CAT 12).

It is crucial to keep in mind that in addition to the SBA, there are other forms of assessment that are given to students during the term. To support this, NaCCA (2018) stated that aside from the school-based assessment, educators are required to employ in-class exercises and assignments as tools for monitoring student progress in the classroom and for encouraging learning gains.

Class assessment tasks under the SBA

CRDD (2011), noted that the quantity of syllabus objectives that schools are expected to have accomplished in each of the three terms that make up one school year has been determined for purposes of the SBA in order to guarantee that tasks under the SBA are designed and administered effectively. The School-Based Assessment requires teachers to divide the syllabus objectives into three terms when creating class assessment tasks. Following this, the instructor should decide on the critical objectives using the guidelines provided by CRDD (2011), which are:

1. Objectives that are extremely important to each term's work (comprehending these objectives is essential for carrying on with the subject's study);
2. Objectives that are challenging for students to comprehend and challenging for teachers to teach;
3. Objectives made up of different kinds of actions;

4. Objectives that call for students' creativity in order to perform well in their learning;

Group Work (CAT1, CAT3, CAT5, CAT7, CAT9, CAT11)

According to NaCCA (2020), the first and third class assessment tasks in term 1, 2 and 3 are in a form of group work and are called CAT1, and CAT3 for term 1, CAT5 and CAT7 for term 2 and CAT9 and CAT11 for term 3. These class assessment tasks are given at the conclusion of the fourth week of the first and third months of each term. Cohen and Lotan (2014) defined group work as learners cooperating in a group lesser enough for all learners to take part in an explicitly assigned learning task. Similar to this, Rance-Roney (2010), echoed that group work is an academic activity in which students collaborate in teams to complete tasks and build knowledge. The main goal of group work in educational settings is to encourage learning (Hammar Chiriac, 2014). In other words, group work inspires students, offers a chance for peer instruction, enables them to consider a problem from a variety of angles, and fosters their creativity (Rezaei, 2018).

According to NaCCA (2020), the goal of group activity is to acquaint students with the ideals and practices of learning in groups, which entails collaborating in groups to solve problems while utilising the knowledge and suggestions of each group member. The class's ability to master the critical ideas they are struggling with is also ensured by the group activity. Group work is a superior method for conceptual learning, for coming up with original solutions to problems, and for improving academic language proficiency (Cohen & Lotan, 2014). Because of this, the group activity will centre on one, two, or three significant, noteworthy, but challenging specific goals related to

the subject in question. (NaCCA, 2020). The teacher bases the group activity on one, two, or three of the difficult objectives that the students encountered in the first and third months of the term.

Multiple significant specific objectives will frequently be grouped together as a collection of objectives for the purposes of the team-building exercise. There may occasionally be only one problematic topic selected for the group activity. (CRDD, 2011) noted that the group exercise should last two lesson periods, or 60 minutes, due to the nature of the activity. The focus of the exercise is on subjects that students found difficult during the first and second months of the term. Student mastery of the selected topics was aided by the teacher-facilitated cooperative learning activity. The instructor moves around and offers assistance as needed while refraining from giving the correct responses while the groups are working. Learners become more involved in the task, more self-assured, and accountable for their own learning during group exercise (Sajedi, 2014). Each group of learners is tasked to assign a grade and a mark to the work they have completed in each of the group exercises. Though it is not final to use student's estimated grades and marks but it is widely recognised that giving students the chance to assess their work acts as a potent learning catalyst. The final mark and grade assigned by the teacher to the group's work will let the students know how much work they still need to do before they attain the required criteria.

Class Test (CAT 2, CAT 6, CAT 10)

NaCCA (2020) specified that CAT 2, CAT 6, CAT 10 should be conducted in a form of individual class test. Baffoe (2021) defines a test as application of a tool or methodically organized process to observe and describe

one or more student characteristics using a scale of numbers or a classification system. In other words, tests can be thought of as a series of questions that inquired about as part of a standard procedure to measure a sample of behaviour (Linn, 2008). Adom, Mensah, and Dake (2020) claim that tests are tools employed in education settings to determine students' ability in completing particular tasks, demonstrating mastery of a skill, or demonstrating content knowledge. The tests that teachers create and give to their students in the classroom can be referred to as class tests or teacher-made tests because they were created by teachers. In accordance with CRDD (2011), teachers are required to create test items for the subject objectives chosen for each term after the subject objectives have been divided into three terms and critical objectives have been determined. These CATs, which are individual assessments for each of the three terms, are given in the fourth week of the second month of each term. The CAT2, CAT6, and CAT10 tests are given, graded, and documented to give information on each student's performance on the task.

Project-based Assessment under SBA (CAT4, CAT8, CAT12)

The Ghanaian school-based assessment has been designed to include project work to help students in there learning process. Project works given under the SBA are CAT4, CAT8, CAT12 and being given to learners at the start of each term. NaCCA (2020) asserted that projects are educational activities that give students the chance to apply their knowledge in a practical setting. In view of NaCCA's assertion, project given to students can be described as project based learning. Guo, Saab, Post and Admiraal (2020) stated that project-based learning is a cooperative inquiry-based teaching

approach where pupils integrate, apply, and construct their knowledge as they collaborate to come up with answers to challenging issues. It is significant to remember that project-based learning can be done either individually or in groups.

Projects, in accordance with NaCCA (2020), instruct students on how to control their own learning while also assisting them in developing life skills for a very technological advanced society that is knowledge-based. It aids learners in developing their capacity for planning, critical thought, and creativity. The ability of the learner to collaborate with peers, as well as teamwork and group skills, will be developed through projects. Projects are typically designed to address issues in the class, school, society, and wider world. They encourage students' capacity for originality and creativity, as well as their capacity for critical thought and collaborative problem-solving. While working on projects, students enjoy coming up with original ways to build knowledge.

The teacher guides the goals and activities of the students in a coaching or facilitative capacity. Performance is evaluated on a case-by-case basis and considers the standard of the output, the level of content comprehension shown, together with the impacts produced to the ongoing project realisation procedure. Projects for the school-based assessment in Ghana include experiments and investigations.

When conducting experiments, the instructor assigns students an undertaking that requires performing a trial run or a tentative process. It is an action or procedure carried out with the intention of learning something new or verifying an idea. Students record their observations, analyse them, and

evaluate the outcomes of their experiments. In order to come to valid conclusions, it is imperative that students possess the ability to reproduce the experiment (NaCCA, 2020).

The investigative projects give students the chance to develop their own research questions, gather, organize, and evaluate data, come to their own conclusions, and present and explain their findings. The completion of a paper, creation of artwork, orally delivered presentations, audio and videotape productions, photographic essays, simulations, or plays are just a few examples of the various ways in which students can present the findings of their research (NaCCA, 2020).

Choosing SBA Project Topics

The broad project topics for the SBA are centrally identified by NaCCA every three years in collaboration with Ghana Education Service. These project topics are subjected to review in every three years. The process for choosing project topics makes sure that the kind and calibre of the projects that the students complete will be appropriate. In view of this, NaCCA (2020) has provided the following principles that can be adhered to in choosing project topics for students. They are:

1. Problem-solving in the students' classrooms, communities, Ghana, and the larger world should be the main focus of the projects.
2. Projects should give students an easy way to interact with problems or questions from the real world.
3. The project's materials must be reasonably priced and accessible to the learner in his or her neighbourhood.
4. The project ought to encourage play-based activities like role-playing.

5. The demographics and resources of the school and the region should serve as a guide when creating project topics.
6. The project needs to incorporate real assessment techniques.
7. It should be a task that encourages learners to be original, creative, and innovative.

Directions for Undertaking School-Based Assessment Projects

The SBA project developers used two methods of curriculum integration when coming up with project topics for schools in the country. The fused curriculum and the emerging curriculum are the strategies. The reasoning behind the adoption of these strategies is that there is a possibility that students and teachers will be tasked with numerous projects to complete during a term. Given that each student is mandated to complete one project per term in each subject covered by the curriculum, the time and effort required for projects—both to complete and mark—were reduced by using these two techniques.

CRDD (2011) specified that using one of the subjects as the organising subject, this technique enables the fusion of two or more subjects. The fused curriculum is built around one of the subjects, with the additional subject(s) added as and when necessary. For instance, Basic Design and Technology could be combined with Integrated Science, English and ICT to serve as the organising subject. The emerging curriculum approach bases its methodology on the perceived needs of the communities. The project tasks employed in this methodology will be determined by the urgent needs of the local communities where schools are located. Projects may also be driven by perceived national needs.

End-of term examinations

According to NaCCA (2018), the final examination, which serves as a summative evaluation system, ought to cover a representative sample of the knowledge and abilities that the students have acquired over the course of the term. The end-of-term examination for term three consisted of a variety of items based on the particular objectives studied over the three terms, using a different weighing system, in order to reflect the relative significance of the work completed in each term in the right proportions. (NaCCA, 2020) reiterated that these examinations are administered by instructors and should concentrate on how effectively students can exhibit their capacity for critical thought, effective communication, and problem-solving in relation to the curriculum areas that are most crucial for moving on to the next grade. Despite the fact that these assessments are summative, NaCCA (2020) emphasizes that they should be used formatively.

Grading procedure and reporting students end of term results under the SBA

NaCCA (2020) has noted that, in line with the new curriculum, an Internal Assessment Score (IAS), that is, the summation of scores from various CATs administered under the SBA, and an End-of-Term Examination Score (ETES), must be obtained and combined in order that describe the general performance of students at the end of a term, grade level or programme. The Internal Assessment Score (IAS) will be the sum of four (4) different assessments (different CATs) finished at various points during a term. It is significant to remember that in the current curriculum, the project work score is added to the other three assessments tasks scores to determine the IAS. In

other words, in the previous curriculum, project work was scored and graded separately and does not form part of SBA scores that were added to end-of-term examination used to grade students in the term. NaCCA (2020) stressed that IAS will bring in 30% to the procedure of presenting student performance, with the remaining 70% coming from the end-of-term examinations or any other external examination. That is, In Term1, CAT1, CAT2, CAT3 and CAT4 will be made of 30 marks. These marks are added with the 70 marks obtained from the end-of-term examination to create a final score of 100 for each term, which is then used for grading.

According to NaCCA (2020) as indicated in Mathematics curriculum for junior high schools, and other subjects' curricula, the Common Core Programme (CCP) presents and reports school-based assessment data using a criterion-referenced model. All through the CCP, performance standards are measured against criteria for school-based assessment rather than against the work of other students. The CCP lists the levels of competence that must be achieved as well as descriptions for each programme grade level. There are several descriptors defined for each assessment requirement as shown in the table below.

Table 1: *Benchmarks, level of proficiency and the grade descriptors in JHS*

Level of Proficiency	Score	Grade Level Descriptor
1: Highly proficient (HP)	80% +	The learner demonstrates a high level of proficiency in terms of knowledge, skills, and values; through real-world performance tasks, they can transfer those abilities automatically and flexibly.
2: Proficient (P)	68-79%	The learner exhibits a high level of proficiency in fundamental knowledge, skills, and core understanding; they are able to apply them on their own through real-world performance tasks.
3: Approaching Proficiency (AP)	54-67%	With little guidance, the learner is getting close to being proficient in terms of knowledge, skills, and core understanding; the learner can impart understanding through real-world performance tasks.
4: Developing (D)	40-53%	The learner is gaining proficiency in the bare minimum of knowledge and abilities, but assistance is required as they perform real-world tasks.
5: Emerging (E)	39% and below	Due to critical knowledge and skill gaps, the learner is having trouble understanding what is being taught.

(Source: Adapted from NaCCA, 2020)

The above grading scheme illustrates the letter grade system and the corresponding grade boundaries. The aforementioned grade boundaries and descriptors may be used to assign grades to students' test results or any other type of assessment. NaCCA (2020) emphasised that these levels and descriptors are universal across all learners and learning areas in the country and cannot be altered by specific schools.

It is crucial to remember that, in accordance with CRDD (2011), SBA mandates that teachers assist students in overcoming their learning challenges by carrying out the following activities after marking and grading:

1. Counselling students.
2. Planning activities for low achievers in remedial teaching.
3. Planning enrichment activities for students who perform well.

4. Having conversations with specific parents about the challenges their wards are dealing with in class and any potential assistance that parents might offer during performance evaluation meetings with Parent Teacher Associations (PTAs).

Empirical Review

Internationally and locally, research into teachers' knowledge, attitudes, and practice of assessment specifically school-based assessment have been carried out. The aforementioned elements and others, such as the difficulties teachers face in implementing assessment, and the length of teachers experience on their knowledge, attitudes, and practice of assessment, have all been the subject of studies. As a result, the empirical research on the aforementioned factors was reviewed in this section of the study.

Teachers' level of knowledge on school-based assessment

Students' learning is related to teachers' knowledge of SBA in that teachers' ability to use the assessment effectively depends on how much or little they know about it. This is accurate because without knowledge, it will be very challenging to put something into practice successfully. McMillan (2000) stressed that teachers must possess the needed knowledge necessary to carry out assessments of their student in his study. In other words, knowledge of assessment will be a helpful tool in carrying it out successfully. According to McMillan, teachers who are well-versed in assessments are able to successfully incorporate them into their lesson plans. This will mean that teachers who are not well-versed in assessments are unlikely to incorporate appropriate means of assessment in their various classrooms and this will have negative consequences on their students learning.

Additionally, Stiggins (1995) noted that teachers who are proficient in the fundamentals of reliable classroom assessment procedures will be the ones who will effectively enhance student performance. According to Stiggins, to be able to support teaching and learning, teachers must be capable to gather trustworthy evidence and effectively use it. This implies that teachers who are well-versed in assessment, particularly SBA, will be able to improve its implementation, and ultimately advancing instruction and learning.

Md-Ali et al. (2015) studied teachers' level of readiness for implementing school-based assessment (SBA). Fifteen daily secondary schools were involved in the study, which was carried out in Kedah., Malaysia's northernmost state and one that shares a border with Thailand. One hundred and fifty-five teachers were chosen at random from a pool of 260 teachers. The knowledge and readiness of teachers to carry out SBA were evaluated in this study using two questionnaires. A 4-point Likert-type scale with the options strongly disagree to strongly agree was used in the survey. The findings showed that the teachers' knowledge in terms of the five dimensions—conducting SBA, bands in SBA, knowledge of assessing SBA, procedural knowledge of SBA, and knowledge of SBA implementation were accurate. All the respondents agreed that they had knowledge of SBA, as evidenced by the overall mean for teachers' knowledge of SBA (3.27). The study claimed that teachers were less prepared to carry out the SBA despite having comparatively more knowledge.

Also, a study by Iddrisu (2020) investigated the knowledge and practice of school-based assessment by primary school teachers in Savelugu Municipality of Northern Ghana. Using a descriptive survey design, the study

randomly selected a total of 270 teachers from primary schools in the Savelugu Municipality as its sample. The instrument used to gather the data was a 44-item questionnaire. The study's findings showed that primary school teachers had an adequate level of SBA knowledge, and they attested to their use of SBA.

Similarly, Malaysian English as a Second Language (ESL) teachers' knowledge and best practices for implementing SBA in secondary schools were examined by Fook and Sidhu (2006). Their study adopted a descriptive research design, where questionnaire and structured interviews were employed as the instruments in the study. Ninety-seven teachers from 14 schools were randomly chosen for the study's sample, and eight secondary school teachers in the state of Negeri Sembilan and six secondary school teachers who teach during the day in the state of Melaka were chosen to participate in interviews. The study found that while the majority of teachers had attained sufficient knowledge for creating their own tests, a third of them admitted to frequently using the "cut and paste" method and expressing concern about the authenticity and dependability of the tests they created, despite the fact that they are acknowledged for developing their own tests.

Additionally, Joachim and Hashim (2021) studied on ESL teachers' understanding and preparation for the carrying out of SBA in Malaysian primary schools. The survey involved 100 ESL primary school teachers in Sabah, Malaysia. Data were gathered via questionnaire, and descriptive analysis was used to analyse them. According to the study’s results, most of the respondents have extensive knowledge of SBA implementation in English classes. Also, the results further showed that most respondents had a

favourable attitude toward implementing SBA in schools. The study further urged ESL teachers to take steps to continually raise their expertise in relation to SBA in English standard curriculum for primary schools as it may perhaps have a significant impact on their willingness to implement SBA in classrooms.

Ahenkora (2019), study looked at how basic schools teachers in Komenda-Edina-Eguafo-Abrem (KEEA) district in the Central Region implement school-based assessment. Two hundred teachers from ten schools were chosen for the study using the quota sampling method. The study was directed by three hypotheses and five research questions. A questionnaire was utilised to collect the study's data. The findings indicated that teachers largely agreed that they are knowledgeable about using school-based assessments at regular intervals to raise the general performance of students.

Conversely, Adediwura (2012) examined the ostensible impact of SBA on secondary school teachers in Nigeria. The purpose of the research was to assess teachers' readiness for SBA implementation, and how it would be perceived to affect their instructional strategies and pupils' learning. The study, which used 540 teachers as its sample size, discovered that over fifty percent of the teachers lacked the necessary preparation for SBA. In light of this, 59.3% among the sampled teachers indicated that they had insufficient knowledge in SBA. The readiness includes having a solid grasp of the SBA's requirements, processes, scoring, moderation system, and opportunities for professional development regarding SBA implementation. The study declared that it was interesting to see that more teachers in federal government

institutions were better equipped to implement SBA in their institutions than those from private schools and state public schools.

Similarly, Hamzah, Idris, Abdullah, Abdullah, and Muhammad (2015) examined teachers' planning and execution of school-based assessment. The research combined qualitative and quantitative methods. Four teachers in total were interviewed after 589 randomly chosen teachers completed the questionnaire. The study indicated that many teachers had little knowledge and expertise in student assessment.

Likewise, Awoniyi (2016) investigated how Cape Coast Metropolis mathematics teachers teaching at senior high schools understood school-based assessment (SBA). The study also looked at ways to manage SBA more effectively and the difficulties mathematics teachers face in doing so. Awoniyi utilised a descriptive research design and a sequential mix method technique to gather data using an interview and a questionnaire. One hundred and ten mathematics teachers from 10 senior high schools were chosen to take part in the study. The study discovered that few mathematics teachers were familiar with the SBA guidelines, which led many of them to continue using the outdated "continuous assessment" system in place of SBA.

Additionally, In Gedeo Zone, Ethiopia, Muluye (2016) looked into the attitudes and comprehension of the secondary school mathematics teachers with regards to school-based continuous assessment. The study included 150 students, eight school principals, and a sample of 56 mathematics teachers. It was discovered that teachers lacked sufficient knowledge of continuous assessment. The study also discovered that teachers exhibit uncertainty about

how the school-based assessment will affect their own role in the classroom and how it will help students achieve their learning goals.

Moreover, Talib et al. (2014) study concentrated on understanding and methods employed by Malaysian primary teachers who participated in SBA application. Using a simple random selection, the study used a descriptive research design to assess the degree of expertise and methods used by 400 educators in Johor Bahru. To assess teachers' SBA knowledge and practices, the Teacher Assessment Knowledge and Practices Inventory (TAKPI) was created. Their study showed that teachers lacked the necessary expertise to implement SBA, and that the teachers also displayed inconsistent SBA practices.

Teachers' attitude towards the carrying out of the SBA

The basic definition of attitude is the way a person sees, feels, and thinks about something and then responds to it. The way teachers approach implementing SBA has a big impact on how they assess students in the classroom. Kwapong (2016, p. 58), is of view that teachers' assessment attitude and assessment practices has a link by saying "The extent to which a classroom teacher handles the assessment process has a direct relationship with his or her attitude towards assessment".

Seidu (1998) intone that people's attitudes determine whether they will react positively or negatively to a particular thing, institution, person, or event. Similar to this, Tamanja (2010) observed that one's attitude toward an attitudinal entity predicts how that individual will act toward that attitudinal object. Thus, it can be inferred from the aforementioned justifications that teachers' attitudes toward their classroom assessments will determine what

they do in the classroom, whether it be in a positive or negative way, and that can be seen from their behaviours or assessment methods. This is accurate because an individual's attitude affects his behaviour and the programme's success (Abaidoo, 2016). To this effect, a favourable attitude towards SBA will mean the success of it and subsequent positive behaviour towards it and vice versa.

A study by Othman, Md Salleh, and Norani (2013) looked into how SBA was carried out in the Malaysian Primary School Standard Curriculum. Their study focuses on how prepared teachers are to incorporate SBA into the school's curriculum. The study's definition of teacher readiness focused on just four key areas: teachers' knowledge of SBA; their capacity in putting it into practice; facilities provided for SBA application; and teachers' availability of sufficient time for SBA implementation. The research sample for the study consisted of 157 primary school teachers, 61 of whom were men and 96 of whom were women. Reliability of the study instrument, a questionnaire, was α = .79. The study's findings indicate that respondents were prepared to incorporate SBA into the curriculum, particularly in light of their knowledge of SBA, their capacity to do so, and the availability of appropriate resources.

Tu et al. (2020), investigated the connection between a teacher's disposition, preparedness, integrity, and the application of SBA in line with the primary school curriculum. In this study, 297 primary school teachers from the Ranau district were chosen as participants to complete the questionnaire. According to the study's findings, teachers have an intermediate attitude toward implementing school-based assessments, but they are highly prepared

and honest about doing so. The study also showed a strong and favourable correlation between teacher willingness, integrity, attitude, and the SBA.

In another study by Othman (2019), examined teachers' attitudes toward school-based assessment, as well as the connection between these attitudes and classroom behaviour. One hundred and seventy-four teachers who were working in schools funded by the Malaysian government completed a survey assessing their beliefs toward and practices associated with school-based assessment. The results showed that teachers appeared to be knowledgeable about assessment guidelines regarding school-based assessment. Teachers used proper procedures when conducting their assessment while taking the teaching and assessment context into account. According to the study, there was a strong correlation between teachers' beliefs toward SBA and the ways in which they conduct themselves in the classroom, as determined by Pearson correlation analysis.

Also, a study by Omar and Sinnasamy (2017) attempted to identify the variables influencing the carrying out of school-based oral English assessments in rural secondary schools in Sandakan Division, Sabah. A total of 56 English language teachers from 14 rural secondary schools spread across three rural regions of the Sandakan Division were sampled and given structured questionnaires. The study revealed that teachers had favourable attitudes regarding the carrying out of school-based oral English assessment. Also, for this study, based on demographic factors, it was discovered that there was no appreciable variation in the implementation.

However, Jaba, Hamzah, Bakar, and Rashid, (2013), study aimed at determining how well-suited teachers of Agricultural Integrated Living Skills

(ILS) were for the school-based assessment. Three hundred and twenty-two secondary school teachers who were instructing ILS provided the information. The study discovered a weak relationship between disposition and practices of educators (r = 0.193) and a weak relationship between readiness and practices (r = 0.132), but a moderate relationship between belief and practices (r = 0.391). According to Jaba et al. (2013), teachers' low acceptance of holistic assessment was clearly demonstrated by their low levels of willingness, attitude, and belief. The findings also showed that teachers found it difficult to embrace SBA as a change in educational assessment approaches, much less as a replacement for the current system of assessment. The study therefore recommended the necessity to focus on controlling teachers' acceptance of the assessment in order to make the necessary shift toward producing top-notch human capital sustainable.

Manana and Mpofu (2021) conducted a study to examine teachers' experiences with the External Examiner Based (EEB) and attitudes toward the SBA. Consumer Science (CS) teachers from the Eswatini provinces of Hhohho and Shiselweni made up the study's population. Fifty-nine CS teachers were purposefully chosen. The study revealed that teachers in general had a bad attitude concerning the SBA. Teachers lamented the lack of compensation for the labour-intensive task of assessment, and the absence of technology for assessment, such as cameras, computers, and printers, deterred teachers as well. Teachers expected Educations Council of Eswatini (ECESWA) to consider going back to the previous scheme of administering the assessment because they had not received adequate training for the SBA and wanted

financial rewards. As a result, it was recommended that teachers receive additional training in SBA.

Singh, Supramaniam, and Teoh (2017) examined the effectiveness of the School Based Assessment (SBA) programme that Malaysia implemented in 2010–2011. The study looked at how prepared, confident, and enthusiastic teachers were to teach mathematics. It also looked into whether teachers' readiness for the SBA was impacted by their participation in professional development courses related to it. Two hundred and sixty teachers were chosen as respondents, and 12 teachers were asked for feedback in interviews. The study's findings indicated that teachers were not very prepared or confident about implementing SBA. Since the introduction of SBA, more than two-thirds of the teachers claimed that they disliked teaching. The study found that additional work is required to improve teachers' readiness to meet SBA objectives.

Nature of teachers' practices in school-based assessment

Reynolds, Livingston, and Willson (2009), McMillan (2008) share the belief that classroom assessment is significant in schools and that teachers should be knowledgeable about some fundamental assessment skills since they devote so much time participating in activities relating to assessments. Specifically, teachers who act as the primary actors in students' assessments must possess the required assessment competencies to be able to assess students effectively on the SBA.

The objective of Adnan and Kadir's (2014) study was to identify secondary school mathematics teachers' SBA practices. The study was conducted as a survey using SBA questionnaires. A representative group of

103 mathematics teachers who work in thirteen secondary schools in the Raub district of Pahang were used. The findings revealed that the SBA's overall mean score was high in terms of teachers' practice. Similarly, a study by Appiah (2020) assessed the practices of primary school teachers and their difficulties with the SBA. The data were gathered using a self-developed observational check list as well as a questionnaire. The study discovered that teachers use the policy guidelines to a significant extent when implementing the school-based assessment. The study recommended that in order to motivate teachers to follow the established SBA administration procedures, Educational Directorates should regularly host workshops on SBA practice.

In contrast to Adnan and Kadir (2014) and Appiah (2020) studies, In Malaysian secondary schools, English teachers' assessment practices were investigated by Veloo et al. (2016). A descriptive study design which made use of structured interviews and questionnaires were chosen. Forty-nine English teachers in Terengganu, Malaysia, were given the two-part Assessment Practices Inventory (API), which came after the semi-structured interviews with 15 teachers to better comprehend their assessment procedures. The study discovered that English language teachers used SBA on average. They also revealed that the limited assessments conducted by the teachers were carried out solely to meet the conditions under SBA but not to detect the learners' learning difficulties or develop lesson plans.

Nworgu and Ellah (2015), examined the use of School-based Assessment (SBA) approaches in science classes at senior secondary schools in Benue State. One hundred and fifty science teachers were the sample, 69 of whom were men and 81 were women drawn from biology, chemistry, and

physics subjects. The study indicated that teachers' use of school-based assessment approaches was very low and that teachers believe that SBA techniques take time away from teaching, are challenging to implement, and have an undefined scope. The basic procedures of school-based assessment were not fully understood by the teachers, was also found. The study advised the extensive and sole use of school-based assessment methods in gathering data on student achievement.

Malakolunthu and Hoon (2010) investigated teachers' perspectives on the carrying out of school-based Oral English Assessment (OEA) in a secondary school in Kuala Lumpur, Malaysia. Two English language teachers were the subjects of semi-structured interviews, and their oral English assessment periods were documented. Themes were identified through the coding, clustering, and classification of the data. The study found that school-based OEA was not effectively carried out in the school. The study also showed that the two teachers' conduct of the school-based OEA appeared to be confused and highly variable. They did not adhere to any specific standards, and their practice was inconsistent.

Again, a study by Nugba (2012) examined the effectiveness, consequences, and difficulties of the SBA's implementation in Obuasi Municipality. A descriptive survey with a 130-person sample size was conducted. An interview guide, a questionnaire, as well as an observation guide were employed to gather the data. Results from the study indicated that teachers assessed their students using the SBA format, but they were not following the advised practices. The absence of adequate facilities and equipment, the absence of SBA guidelines, the absence of material support

from GES, the lack of access to SBA guidelines, as well as the absence of school-based assessment training for teachers were all mentioned in her study as challenges that teachers faced.

Challenges teachers face in carrying out school-based assessment

Kapambwe (2010) noted that large class size, staffing (high pupil to teacher ratio), lot of time spent on remediation and improvement, student absenteeism, inadequate teaching and learning resources, insufficient district officials' oversight of the teachers' implementation and poor teacher networking were the difficulties associated with a successful execution of the SBA.

On empirical study of difficulties teachers have implementing the school-based assessment, Rahman, Hasan, Namaziandost, and Ibna Seraj (2021) study explored the problems with putting into practice a model of formative assessment called school-based assessment in Bangladeshi secondary schools. Focus group discussions with learners from 12 secondary schools were used in a qualitative study that involved interviews with the head teachers and eighth-grade English teachers.

The results of the qualitative content analysis revealed Bangladesh's SBA implementation to be in poor shape. Implementing SBA was difficult for a number of different reasons. These include teachers' inadequate orientation to SBA, their unfavourable attitudes toward SBA, their heavy workloads, their large class sizes, their extensive curricula, the lack of any reflection of SBA scores in public examinations, their lack of credibility and equity, the inadequacy and inaccuracy of SBA tool used for assessment, their subpar

socioeconomic circumstances, and the lack of monitoring and supervision by relevant bodies.

In a similar study, Omorogiuwa and Aibangee (2017) looked at variables influencing the successful execution of school-based assessment. The study utilized a survey research design. From a total of 876 teachers employed in 45 public junior secondary schools in Benin City, Nigeria, 150 of them were chosen. The data gathering tool was a 14-item questionnaire on the variables influencing the carrying out of school-based assessments. The study discovered that teachers' level of understanding, the school administration's attitude, and teachers' handling of SBA in the classroom were all regarded as barriers to the successful application of the SBA. The study also discovered that favouritism, inflated SBA marks, overcrowded classrooms, a demanding teaching load, and a lack of time all negatively impacted the efficient carrying out of SBA in secondary schools.

Additionally, a study by Raman and Yamat (2014) that sought teachers' opinions about the implementation of SBA used a qualitative methodology to better understand why teachers were dissatisfied with the SBA. 17 teachers within three reputable public schools in the Seremban District participated in a Case Study to accomplish this. The data were gathered through a semi-structured interview process. The interviews were recorded, then their content was thematically analysed. Findings showed that despite teachers' positive perception of the SBA's goals, the program's implementation in schools is still unfavourable due to its many difficulties. The study found that some of the difficulties in implementing SBA included teachers' inadequate knowledge of the SBA, time constraints, increased workload, large class sizes, students' lack

of involvement, a lack of training, inadequate materials, a problematic SBA management system, and favouritism.

At Dire Dawa University in Ethiopia, Belay and Tesfaye (2017) explored the upcoming difficulties of implementing continuous assessment. A survey research methodology was used with a sample of 284 students and 73 lecturers. The participants were chosen through a method of systematic random sampling. The study discovered that Dire Dawa University faced significant obstacles to SBA implementation related to faculty, students, curriculum, and organization. Large class sizes, lecturer overload, an absence of strict procedures, the absence of professional assistance and instruction on matters relating to assessment, the inability to give students quick feedback, and poor record-keeping of assessment results, were some of the difficulties acknowledged.

Using Form 1 (Year 7) learners in a secondary school in Kuala Lumpur, Malaysia, Malakolunthu and Hoon (2010) investigated teachers' ideas on the application of school-based Oral English Assessment. The oral English assessment sessions of two English language teachers were observed, and semi-structured interviews with them were also performed. The collected data were coded, grouped, and divided into themes. According to the study, difficulties to the successful application of school-based assessment were caused by inadequate teacher training materials, a lack of teacher expertise, and an absence of adequate external monitoring.

Awoniyi (2016) investigated how Cape Coast Metropolis mathematics teachers perceived school-based assessment (SBA). The study also looked at ways to manage SBA better and the difficulties mathematics teachers

encounter when implementing the SBA. Data were gathered by Awoniyi using an interview and a questionnaire in a descriptive research design with a sequential mix method strategy. For the study, 110 teachers of mathematics were selected from10 senior high schools within Cape Coast Metropolis. Few mathematics teachers, according to the study, are familiar with the SBA procedures, and because of that, many continue to employ the antiquated "continuous assessment" system in place of SBA. The study identified several issues with SBA, including a lack of assessment materials, student copying others, absenteeism and truancy, and a lack of record-keeping resources. The challenges also included favouritism by teachers, teachers entering phony test results out of proximity to the student or parents of students, inadequate time to construct test, unsatisfactory instructional time, as well as an absence of expertise to carry out assessment, among others.

Teachers' years of teaching experience and their knowledge level on the SBA

Alkharusi (2011) surveyed how teachers' perceptions of their assessment abilities varied depending on factors like pre-service assessment training, gender, area of expertise, grade level, and amount of experience in teaching. Participants were 213 Omani teachers who worked in Muscat's public schools. A 25-item scale measuring one's own assessment abilities was created and used in the study. According to the study's findings, teachers' self-perceived assessment skills varied significantly depending on the factors examined. The findings disclosed that there were statistically significant differences between teaching experiences when it came to assessment skills. In Scheffe's test, teachers with more than ten years of classroom experience

indicated higher levels of self-perceived skill in test item analysis, communication of assessment results, test item writing, use of performance assessment, and scoring than teachers with one to five years of classroom experience and those with six to ten years of experience.

In an effort to better comprehend the connection between teaching experience and assessment literacy, Li and Li (2019) conducted a survey of 430 primary school teachers from eight different Chinese schools. The participants responded to a questionnaire designed to gauge their assessment mastery in terms of assessment rules and practices, as well as their capacity to use assessment results to guide instruction. According to the findings of the research, primary school teachers with more experience in the classroom exhibited higher levels of assessment literacy than those with less experience. Particularly, seasoned teachers were more likely to employ a range of assessment strategies, and had a superior apprehension of assessment tenets like validity and reliability. Furthermore, more experienced teachers were more likely to make alterations in their instructional strategies and use assessment data to guide instruction to better meet the learning needs of their students.

The goal of Chew and Muhamad's (2017) study was to identify whether Malay language teachers in National Schools had adequate knowledge to implement SBA and whether there was any correlation between the teaching experiences of Malay language teachers in National Schools and their skills to do so. The research's instrument was a questionnaire. The study used 110 Malay language teachers as its respondents. The SPSS programme was used to conduct the data analysis. The study’s findings indicated that teachers' expertise to implement the SBA has an impact on it, and Pearson's correlation

analysis showed a significant relationship between teachers' knowhow to carry out SBA and their teaching experiences.

In order to assess teachers' proficiency in implementing school-based assessment in secondary schools in Edo State, Nigeria, Uvie (2021) conducted a study. The study's goals were to ascertain the degree of teachers' proficiency in implementing school-based assessment and determine whether there are differences based on the sex, education, and experience of the teachers. In an effort to answer the research questions, the data were analysed using mean and standard deviation, and independent t-test statistics were utilised to test the hypotheses at the 0.05 level of significance. The study's conclusions showed that teachers are capable of implementing the SBA and that there were differences between the teachers in relation to their years of classroom experience. It was therefore recommended that the government offer more space for professional improvement programmes and regular training seminars and workshops to continually improve teachers' knowledge of SBA procedures.

Al-Bulushi, Al-Said, and Lietzén (2022) study explored teachers' competences in the areas of teachers' professional potentials, awareness and comprehension, and professional abilities. The study's main attention was on the association between competence level, teaching experience, and gender. Three hundred and sixty-eight teachers in Oman self-assessed to gather the data. The study's findings indicated a significant association between the teacher's competence and years of classroom experience, with the sense of competence in these areas appearing to grow with experience.

Teachers' years of teaching experience and their attitude towards the SBA

A study by Alufohai and Akinlosotu (2016) surveyed the knowledge and attitudes of secondary school teachers in Nigeria's Edo Central Senatorial District toward continuous assessment (CA) practices. The goal of the study was to ascertain how teachers' attitudes toward CA practices in the district were influenced by their gender, years of experience, age, and areas of educational speciality. Means and standard deviations were employed to analyse the research questions, while the t-test statistic was utilised to test the hypotheses. The study's results disclosed that teachers' attitudes regarding CA practices in secondary schools vary significantly depending on how long they have been teaching.

Additionally, Nneji, Fatade, Awofala and Awofala (2012) studied the attitude of 305 Science, Technology, and Mathematics (STM) teachers concerning assessment practices in Nigeria. The study discovered that a significant effect of classroom experience was recorded on the STM teachers' attitude towards assessment practices. That is, teachers teaching experience influence their attitude towards assessment.

Similarly, Owusu and Adom (2019) investigated teachers' attitudes toward school-based assessment, with the primary goal of examining how teachers' experiences in the classroom affect their attitudes toward SBA. They sampled 200 junior high school teachers from the Kumasi Metropolitan Assembly using stratified random sampling, and they used a cross-sectional survey design to gather data from respondents. Their study found a significant attitude discrepancy among teachers regarding their prior teaching careers where experienced teachers tend to have more positive attitude towards SBA.

That is, teachers' attitudes toward school based assessment were affected by their length of teaching experience.

Teachers' years of teaching experience and their practice of the SBA

Olaleye (2011) emphasised that learners who are educated by more seasoned teachers perform better because these teachers have a deeper understanding of the subject and have developed classroom management skills to handle a variety of challenges. In light of this, Gyamfi (2021) looked into how junior high school teachers' experience levels affected the effectiveness and implementation of school-based assessment in the Western Region's Effia-Kwesimintim Municipality. A stratified random sampling was used to select 120 teachers from 15 junior high schools. Data was then gathered from the respondents using structured questionnaire and a checklist for classroom observations. The study set out to ascertain how teachers' experiences affected the way they used school-based assessments. For the study, a descriptive evaluation design was employed.

It was discovered from Gyamfi's research that teachers' assessment practices were affected by their years of experience. According to Gyamfi (2021), teaching experience had a greater impact on assessment practices where more experienced teachers use school based assessment more effectively in the areas of employing diverse assessment methods in their teaching and providing more comprehensive feedback to students than less experienced teachers.

Osman's (2021) study looked at how teachers assess learners in the classroom and the demographic factors that affect those assessments. ANOVA, t-test, mean, and standard deviations were employed to analyze the quantitative

data that were collected from 203 respondents. Twelve participants were involved in semi-structured interviews, and the data were then thematically interpreted. The study's conclusions showed a significant difference between teachers' assessment practices and experience. Teachers' use of assessment techniques was influenced by their classroom experience.

However, other research indicates that teachers' experience does not affect the way they conduct assessments. The level of best assessment practices used by teachers in basic education is not significantly impacted by the demographic features, such as the teachers' classroom experience, according to a study conducted by Bassey, Akpama, Ayang, and Iferi-obeten (2013). In other words, the length of time teachers have been teaching has no influence on the way they conduct assessments.

Additionally, Mahmud, Halim and Drus' (2020) study was carried out on the use of school-based assessment among elementary school mathematics teachers in a district in Malaysia. According to the study, there was no discernible difference in SBA practices among elementary school teachers based their level of classroom experience. That is, the SBA practices used by elementary school mathematics teachers were not significantly impacted by the number of years they had been in the classroom.

In addition, a study by Asare (2021) that investigated the impact of sex, grade level, and experience of teachers on the formative assessment procedures used in the classroom by basic school teachers in Cape Coast Metropolis, Ghana, discovered that years of classroom experience had no bearing on teachers' formative assessment procedures employed.

Chapter Summary

School-based assessment has proven to be a form of assessment that help in improving learners' academic performance. Teacher's knowledge, attitude and practice of it play an important role in achieving it goals. Based on the review of the literature, teachers in African nations had lower levels of SBA knowledge than those on other continents. This was attributed, among other things, to the fact that teachers in these nations did not receive regular SBA training and that SBA guidelines were not readily available. Although the majority of African nations that have incorporated SBA into their educational systems have problems pointing to the fact that teachers lack the necessary knowledge on SBA, this is not just an issue for Africans as a continent but also for other continents like Asia and America.

After conducting an empirical review, it was discovered that teachers had negative attitudes concerning SBA and were unwilling to properly implement it. Lack of incentive support from authorities, inadequate teacher training, a lack of technological assessment tools, and teachers who were unwilling to accept SBA because they were firmly attached to the traditional form of assessment were some of the factors that contributed to this issue. The literature review found that teachers used the SBA sparingly and inconsistently. This was attributed to teachers conducting fewer assessments in the classroom, schools using different SBA assessment formats, and teachers who were not properly trained to adhere to SBA guidelines.

It became evident from the literature reviewed that large class size, truancy and absenteeism by students, the absence of assessment resources, the absence of SBA training for teachers, and insufficient time allocated on the

school's timetable for different subjects were some of the numerous challenges teachers face in implementing the SBA.

Examining the reviewed empirical studies, it became clear that teachers who have longer teaching experience have more knowledge, favourite attitude, and do practice the SBA well as compared to teachers with lesser teaching experience.

CHAPTER THREE

RESEARCH METHODS

Overview

The primary goal of the present study was to assess the SBA knowledge, attitude, and practice of junior high school teachers in AOB district. The methodology for the study was presented in this chapter. These included the research design, study area, the population, the sample and sampling techniques, the data collection instrument, the pre-testing of the instrument, the validity and reliability of the instrument, the ethical considerations, the data collection procedure, the data processing and analysis, as well as summary of the chapter.

Research Design

Data on teachers' knowledge, attitudes, and practices regarding the SBA was gathered as part of the study using a descriptive research design. A descriptive research design looks for factors that are connected to specific events, results, conditions, or types of behaviour (Kulbir, 2009). In a descriptive survey, information is gathered about the participants' current circumstances to be able to test hypotheses or address research questions (Amedahe & Asamoah-Gyimah, 2017). According to Frankel & Wallen (1993), descriptive survey design aims to clarify the perceptions of people and their behaviour depending on information collected at a specific period and offers a more precise and significant depiction of an occurrence or phenomena. A descriptive survey design is also appropriate for making generalisations

from a sample to the entire population, as recommended by Leedy and Omrod (2010), so that inferences about the population's characteristics, opinions, attitudes, and past experiences can be made.

This design was chosen because it aids in describing a phenomenon's characteristics as they actually are. This means that the information required to paint a useful picture of teachers' knowledge, attitude, and practice with regard to SBA can be described using this design. Additionally, this design is suitable because it allows for generalisation of the study's results to a larger population. This research design is suitable for the study because it is appropriate for investigations into educational issues, such as the evaluation of attitudes, beliefs, demographic information, circumstances, and practices (Gay, 1992).

Nevertheless, there are some design flaws with the descriptive survey method despite the advantages already mentioned. According to Amedahe and Asamoah-Gyimah (2017), descriptive surveys are vulnerable to biases introduced into the measuring instruments, such as errors from the use of questionnaires or interviews, which could skew the results of the study. Descriptive research is a necessary step in order to find answers to questions, but Osuola (2001) pointed out that it is not sufficient by itself to do so and cannot show cause-and-effect relationships. Despite the design's shortcomings, which were already mentioned, it is still the most suitable and applicable for the study. In other words, the study is descriptive in nature because its primary goal is to gather precise data on the SBA knowledge, attitude, and practice of junior high school teachers.

Study Area

The Asikuma-Odoben-Brakwa (AOB) district is the geographic location of this study. The district is located in Ghana's central region, in the north-central part of the country. It was established as a district council in 1978 and was separated from the Ajumako-Enyan-Essiam district. Legislative Instrument (LI) 1378 later designated it as a district assembly on November 22, 1988. It shares borders with the Eastern Region's Birim South district to the north, Ajumako-Enyan-Essiam district to the south, Agona East district to the west, and Assin South district to the east. The district's administrative capital is Breman Asikuma. According to the 2021 Population and Housing Census, there were 126,993 people living in the District (men: 61,823; women: 65,170), making up 4.4 percent of the region's entire population. The district has a population density of 171.7 people per square kilometre and a total area of 740 km^2. It is situated between longitude 10 50" and 10 5" West and latitude 50 51" and 50 52" North. Due to the limited or non-existence of research on SBA, particularly regarding JHS teachers in the district, the Asikuma-Odoben-Brakwa district was chosen for this study.

Population

Amedahe and Asamoah-Gyimah (2017), claim that a population is the group of focus that an investigator is concerned in learning more about in order to gather data and draw conclusions about. All public basic school teachers within AOB district was the study's target population, of which all JHS school teachers in the district was its accessible population. Because there has been little to no research on this group of teachers in the district, junior high school teachers was chosen. Additionally, since there is little to no information on

knowledge, attitude, and practice of the SBA of JHS teachers teaching within the district, conducting the study on this group of teachers will contribute to the expansion of that information. The population size of junior high school teachers within the district was 444.

Sample and Sampling Procedure

A sample, based on Creswell's (2014) assertion, is a segment of the population that is examined to be able to make judgments about the population. According to Sarantakos (1998), a sample is a representative section of the population to which the researcher intends to apply their findings. Sampling is used in surveys because it is rare to be able to reach every person in a population (Robson, 2002). Sampling is the action of picking a sample. Choosing a division of a population that represents the whole population is recognised as sampling (Polit & Hungler, 1999). Amedahe (2000) intone that sampling is the procedure in choosing a percentage of the population to represent the whole population. The suitability of the chosen sampling strategy also determines whether a piece of research is of high or low quality, regardless of how appropriate the methodology and instrumentation are (Cohen, Manion, & Morrison, 2007).

The sampling strategy adopted was multistage sampling, more specifically the purposive sampling and simple random sampling (lottery approach). Based on the purpose of the study, the researcher began the sampling process by purposively selecting junior high school teachers from basic school teachers within the district. The researcher continued the sampling process using simple random sampling technique. That is, the researcher continued by obtaining the names of all 444 JHS teachers in the district from

the human resources division of the district education office as part of the sampling process. Based on how their names were arranged, each teacher was given a special number. These numbers were later written on different cards that were physically similar to one another in terms of size, colour, and shape. After being folded and put in a container, the cards were thoroughly mixed. Since 230 participants were needed for the study, the slips were taken randomly without looking at them until 230 slips were taken to form the sample size.

Purposive sampling, is a non-probability sampling technique, where participants are chosen by the researcher according to particular attributes that support the goals of the investigation (Etikan, Musa, & Alkassin, 2016). Given that the study's focus was on a particular category of teachers within the study area, purposive sampling was selected as one of the sampling techniques because it enables the researcher to concentrate on a specific population that is most relevant to the research objectives (Palinkas, Horwitz, Green, Wisdom, Duan, & Hoagwood, 2015).

Because it reduces the possibility of choosing a biased sample, simple random sampling was chosen in addition to purposive sampling. Creswell (2012) asserts that in a simple random sampling, the sampling units are independent of one another in addition to having a similar prospect of being chosen. Additionally, simple random sampling is appropriate whenever the population being studied has similar interest-related characteristics. In other words, if the population is homogeneous, simple random technique gives accurate and better estimates of the parameters (Singh & Masuku, 2014). Out of the 444 accessible population, 230 of them were chosen for the study based

on Krejcie and Morgan's (1970) sample size determination. Although, per Krejcie and Morgan determination of sample size, for a population of 440, a sample size of 205 is appropriate. However, since a larger sample size increases precision of results and also decreases margin of error, the sample size was increased. Additionally, Amedahe (2002) claims that in the majority of population-related quantitative studies, a sample size of 5% to 20% of the population is adequate for generalisation purposes. Because the sample size of 230 exceeds 20% of the population, using this sample size, which represents 51.8 percent of the accessible population, was sufficient.

Data Collection Instrument

Data for the study were gathered utilising a questionnaire. According to Lune and Berg (2016), a questionnaire is a tool that comprises a number of inquiries about social, psychological, as well as academic subjects that are provided to someone or a group of people with the goal of gathering information regarding some problems that are being researched. The selection of the questionnaire was based on Dörnyei and Taguchi's (2010) claim which specifies that it is simple to construct, incredibly flexible, and exceptionally capable to compile a lot of data quickly in a format that can be completed. The questionnaire was also chosen with the sample size in mind, following Osuala's (2001) assertion that questionnaire is specifically suitable when the sample size is sufficiently huge in making it impractical to observe every subject for reasons of time or money. Additionally, questionnaire was chosen because per Fink (2017) questionnaire provides uniformity in questions and response options, which helps in systematic data analysis.

The instrument (questionnaire) has its limitations; as Babbie (2021) points out, a common shortcoming of questionnaires is their inability to hold detailed answers. Furthermore, there is a risk of misinterpretation with questionnaires, meaning that participants might answer questions incorrectly or in a different way than intended. The instrument was judged suitable for the study in spite of its shortcomings.

A questionnaire was adapted based on the study's objectives to gather data from sampled teachers regarding their knowledge, attitudes, and practice of the SBA, as well as their challenges and years of classroom experience with regard to SBA implementation.

The questionnaire was adapted from earlier studies conducted on school-based assessment by Ahenkora (2019) and Iddrisu (2020). Ahenkora's questionnaire was used to gather data on basic school teacher's attitude towards the implementation of SBA while Iddrisu's questionnaire gathered data on primary school teacher's knowledge and practice of the SBA. The adapted questionnaires from Ahenkora (2019) and Iddrisu (2020) are titled "questionnaire for basic school teachers" and "school-based assessment questionnaire for teachers," respectively. This questionnaire was a 40-item, closed-ended survey with five sections (A, B, C, D, and E). Section A and C were adapted from Ahenkora (2019) while sections B, D and E were adapted from Iddrisu (2020). The overall instrument's reliability for Ahenkora (2019) and Iddrisu (2020) were .86 and .67 respectively while their instruments were validated by their respective supervisors. Changes made to the original instruments from which this instrument was adapted included adjusting the language to ensure that it was appropriate and understandable for the new

respondents, modifying questions to ensure that the content was relevant to the new respondents, and modifying some response options to align with the preferences of the new respondents. For instance, the response options of the original instrument's knowledge section were "Strongly Agree, Agree, Disagree, and Strongly Disagree". These were changed to "Always correct, Not Always Correct, Never Correct, and Not Sure"

A 4-point scale of agreement was used for Sections B, C, D and E. Where Section B have 4 denoting (always correct), 3 denoting (not always correct), 2 denoting (never correct), and 1 denoting (not sure). Also Sections C and E, have a 4-point scale of agreement with 1 denoting "strongly disagree," 2 "disagree," 3 "agree," and 4 "strongly agree." A 4-point scale in Section D indicates how frequently teachers use SBA in their instruction, with 4 denoting (always), 3 denoting (very often), 2 denoting (sometimes), and 1 denoting (never). The Likert type scale was selected since it has the benefit of being user-friendly and reasonably easy to construct.

Two pieces of demographic data, including sex, and teaching experience, were included in Section A. Eleven questions in Section B tests teachers' knowledge on school-based assessment. Ten items in Section C focused on collecting data regarding attitude of teachers towards implementing the SBA. Ten questions in Section D of the survey elicited information about teachers' practice of school-based assessments. Seven items in Section E assessed the challenges teachers face with school-based assessment practice.

Pre-testing data collection instrument

To guarantee that the instrument best serve it purpose, it was pre-tested so that errors in items can be identified and the necessary modification can be

made. The Ajumako-Enyan-Essiam district hosted the pre-testing of the instrument. This district was selected for the instrument's pre-testing because it almost exactly mirrors the characteristics of the study area. It follows that the Ajumako-Enyan-Essiam district was formerly a part of Asikuma-Odoben-Brakwa district. Additionally, because teachers in these two districts share similar characteristics with regard to their assessment practices, the researcher decided to consider Ajumako-Enyan-Essiam district in order to guarantee that respondents for both the pre-testing and the main study are distinct but have similar characteristics. For the pre-testing exercise, a total of 40 junior high school teachers were chosen using purposive and simple random sampling methods. Because the main study would use the same sampling procedure, the purposive and simple random sampling techniques were chosen for the pre-testing exercise. As a result, issues that arose from the use of these sampling procedures were found and fixed before the main study. The respondents for the pre-testing were made to fill out the questionnaire.

Before the main investigation, after respondents have completed the questionnaire, the instrument was subjected to Cronbach's alpha reliability estimate and the report indicated that the instrument was most appropriate for the study's purpose. Pre-testing an instrument is crucial because it provides the researcher the chance to foresee the potential outcomes of the main study. That is, pre-testing helps prevent taking unnecessary risks when conducting the main study.

Validity of instrument

Heale and Twycross (2015) noted that the degree to which an idea is appropriately measured in a quantitative study is known as validity. Depending

on the test and its intended use, validity can be evaluated in a number of ways (Allen & Yen, 1979). According to Messick (1989), content validity describes how well the test's material addresses the construct being measured. If the instrument adequately includes all the content that it ought to in relation to the variable, it is said to have high content validity (Heale & Twycross, 2015). That is, content validity examines how well a research instrument measures each component of a specific construct being studied. For the sake of the study, the importance of content validity was much emphasised.

An exhaustive review of the literature was done to make sure the items included in the questionnaire were the representation of the content of the construct being studied. Expert judgment enhances the validity of an instrument, as stated by Gall, Borg, and Gall (2003). With this, the instrument was reviewed by colleagues before given to my supervisor, a specialist in the validation of instruments. Any suggestions made was taken seriously, and the necessary changes were made to increase the instrument's content validity.

Reliability of instrument

According to Joppe (2000), the accuracy with which the results reflect the entire population under study as well as how consistently reliable the results are over time determine the reliability of a research instrument. If the outcomes of the study can be verified with a comparable approach, then the instrument is deemed reliable. Reliability testing is essential because it deals with the consistency among the components of the measuring tool (Huck, 2007).

Cronbach Alpha coefficient was utilised to evaluate the questionnaire's reliability. The Cronbach Alpha coefficient was selected because it is thought

to be the most appropriate reliability indicator (Whitley, 2002; Robinson, 2009). The research instrument was pre-tested before the main study's data collection, and this reliability estimate was used to gauge its reliability.

According to the reliability report from the pre-testing, the questionnaire's "knowledge" section had a Cronbach alpha reliability coefficient of .54, "attitude" section of .76, "practice" section of .76, and the "challenges" section of .64. However, the overall instrument's Cronbach's alpha coefficient was .91. According to Ary, Jacobs, and Razavieh (2002), education research generally accepts reliability index of .50 or higher. This suggests that the reliability coefficients of .54, .76, .76, and .64 for the different sections of the questionnaire indicate that the statements were suitable for measuring the relevant construct.

Ethical Considerations

Since it is deemed appropriate that certain ethical considerations needed to be adhered to by researchers, there is a need to obtain ethical clearance so as to guarantee that the rights and safety of participants in the research work are highly protected. Seidman (2006) asserts that ethical consideration aids participants in comprehending the purposes, goals, and possible damage that such involvement may have on them. An obligation exists for researchers to carry out their research and present their results without endangering their subjects (Keyton, 2001). Anonymity, informed consent, confidentiality, and properly acknowledging the sources from which information is taken were some of the ethical concerns. To ensure that the public has confidence in the study, these ethical concerns were taken seriously.

Anonymity has to do with how well the identity of respondents are protected. In a study where participants are anonymous, the investigator cannot identify any one participant from the data (Coffelt, 2017). Scott (2005) asserts that anonymity has to do the extent to which a message source's identity is ambiguous and unknown. Oliver (2010) intone that because anonymity gives participants the chance to have their identities concealed, it is a crucial issue in research ethics. The instrument for data collection was created in a manner such that it was challenging to identify responses to a specific respondent and this ensured the anonymity of research participants. In other words, the instrument did not contain the respondents' names or any other personally identifiable information.

The question of informed consent has to do with how well potential respondents comprehend what you are about to do so they can decide whether or not to participate in it. In order for potential subjects to decide for themselves whether to take part in a study or not, the informed consent procedure aims to offer them with appropriate details in a language they can easily understand (Nijhawan, Janodia, Muddukrishna, Bhat, Bairy, Udupa, & Musmade, 2013). Participants were given an opportunity to make a decision regarding whether or not they would like to partake in the study after being made aware of purpose and objectives of the study.

Data gathered from respondents are confidential when they are not shared with anyone else without the consent of the respondents. Respondents were given the assurance that the data that will be collected about them will not be made known to another person without their permission in order to ensure that ethical concerns regarding confidentiality are highly adhered to.

Additionally, in order to ensure confidentiality, respondents were made to fill out the questionnaire in private.

The issue of avoiding plagiarism was taken seriously because violation of it is a criminal offense that can get someone into a serious trouble. To put it another way, the researcher made sure that all information sources were duly acknowledged through references and in-text citations.

Data Collection Procedures

In order to ensure a smooth collection of data from randomly selected teachers within the Asikuma Odoben Brakwa district, the researcher submitted an application for ethical authorisation to the institutional review board of University of Cape Coast along with my proposal and other supporting documents through the head of the education and psychology department. After receiving ethical approval (see Appendix B), I then trained two research assistants who aided me in the data collection exercise. These research assistants received training on how to conduct themselves before, during and after the data collection exercise such as how they would talk to respondents, how to deal with respondents who are proven to be difficult, and how to handle data after collection. The researcher then requested for a letter of introduction from the Department of Education and Psychology asking for help of Junior High School Headmasters/Headmistresses and teachers for their cooperation during the exercise (see Appendix C). I then visited the Asikuma Odoben Brakwa district education office with my introductory letter and the ethical clearance to seek for approval. After the approval had been sought from the district education office (see Appendix D), my two assistants and I visited the schools for the data collection exercise. I then put measures such as close

monitoring of assistants, sealing of questionnaire in an envelope to ensure that my assistants would not in any way temper with data that were collected.

A two-week window starting on Friday 7th July, 2023 to Friday 21st July, 2023 was assigned for distribution and collection of the questionnaire. At the end of the two weeks, all questionnaires distributed were successfully collected, that is, a return rate of 100% was observed.

Data Processing and Analysis

Following the data collection exercise, the research instrument (questionnaire) was edited for its completeness, as to whether respondents have followed all the directions given correctly and also checked if respondents have responded to all items in the questionnaire. The reason for editing the questionnaire was to ensure that errors that might have negative consequence on the analysis of the data collected as well as missing data are being detected and corrected. Following editing, the data were coded and statistically computed using Statistical Packages for Social Sciences (SPSS), version 25. Responses to the questionnaire's Section A, which encompasses demographic information of sampled teachers, were analysed using descriptive statistics, specifically frequencies and percentages.

Research Question One:

What is the knowledge level of junior high school teachers on school-based assessment?

Research question one aimed to explore the respondent's knowledge level on school-based assessment. Eleven statements or items in Section B of the instrument were used where responses to those items were assigned the weights of 1, 2, 3 and 4 for not sure, never correct, not always correct, and

always correct respectively. In an effort to answer this research question, respondent's responses to these eleven items were analysed using means and standard deviations.

Research Question Two:

What attitude do junior high school teachers have towards the carrying out of school-based assessment?

The research question two aimed to ascertain how teachers felt about the implementation of the school-based assessment. Ten items were used to gauge participant responses, and the activities were graded on a Likert scale with 1 being "Strongly Disagree," 2 being "Disagree," 3 being "Agree," and 4 being "Strongly Agree." Responses to these items were analysed using means, standard deviations, and one sample t-test.

Research Question Three:

To what extent do junior high school teachers practice the school-based assessment?

Respondents were asked to describe how they went about conducting school-based assessment in response to research question three. Section D of the instrument contained ten items used to answer this research question where responses to these items were assigned the weights of (1) for 'Never', (2) for 'Sometimes', (3) for 'Very Often', and (4) for 'Always'. The responses to these items were analysed using means and standard deviations.

Research Question Four:

What are the challenges that junior high school teachers face in carrying out the school-based-assessment?

The fourth research question examined the difficulties that teachers encountered when putting SBA into practice. Research question four was addressed using the responses provided by the respondents to items 34 through 40 on the questionnaire. Seven items were used to gauge participant responses, and the actions were graded using a four-point Likert scale: "Strongly Disagree" (1), "Disagree" (2), "Agree" (3), and "Strongly Agree" (4). Later, the data collected to answer this research question were dichotomized and analysed with frequencies and percentages.

Hypothesis One:

H_0: There is no statistically significant difference between teachers' years of teaching experience and their knowledge on school-based assessment.

H_1: There is a statistically significant difference between teachers' years of teaching experience and their knowledge on school-based assessment.

The research hypothesis one tested whether there is a significant difference in teachers' knowledge of school-based assessment according to the three categories of their experience in the classroom (less than five years of experience, five to ten years of experience, and more than ten years of experience). The results of the responses to the items used to test this hypothesis were analysed using the Kruskal Wallis H-Test.

Hypothesis Two:

H_0: There is no statistically significant difference between teachers' years of teaching experience and their attitude towards school-based assessment.

H_1: There is a statistically significant difference between teachers' years of teaching experience and their attitude towards school-based assessment.

Research hypothesis two aimed to find out from respondents if there were any notable differences between their years of teaching experience and their attitudes toward SBA. One-way ANOVA was used to test this hypothesis.

Hypothesis Three:

H_0: There is no statistically significant difference between teachers' years of teaching experience and their practice of school-based assessment.

H_1: There is a statistically significant difference between teachers' years of teaching experience and their practice of school-based assessment.

Research hypothesis three sought to find out whether significant difference existed between respondents' years of teaching experience and their practice of SBA. One-way ANOVA was used to test the hypothesis.

Chapter Summary

This chapter primarily discusses the methodology that was utilised in the study, including the research design, the study area, the population, the sample and sampling techniques, the data collection instrument, the pre-testing of the data collection instrument, the instrument's validity and reliability, the ethical considerations, the data collection procedure, and the data processing and analysis. The descriptive research design was used as the research design. Despite the fact that this research design has some flaws of its own, it was still considered appropriate to use in the study because it has the advantage of assisting in the description of a phenomenon's actual characteristics.

Asikuma Odoben Brakwa district was the study area, and public junior high school teachers were the population of the study. The sampling

procedures employed to sample 230 participants were purposive and simple random sampling. The data collection was done utilising a questionnaire. Pre-testing, the validity and reliability of the instrument, ethical issues, as well as procedure for data collection, were discussed. Percentages and frequencies were employed to analyse sampled teachers' demographic data as well as research question four. Means as well as standard deviations were utilised to analyse research question one and three. For research question two, means, standard deviations and one sample t-test. Kruskal Wallis H-Test was employed to test hypothesis one while hypotheses two and three were tested using one-way ANOVA.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The study's primary goal was to examine the knowledge, attitudes, and practices of JHS teachers within Asikuma Odoben Brakwa district when it comes to the carrying out of school-based assessment. A modified questionnaire was utilised to gather data from the sampled teachers to support the study. The collected data were analysed and discussed in this chapter.

Percentages and frequencies were employed to analyse sampled teachers' demographic data. Means and standard deviations were utilised in analysing responses of research questions one and three while means, standard deviations, and one sample t-test were used to analyse research question two. For research question four, items were dichotomously computed and frequencies and percentages were employed for the analysis. The analysis of hypothesis one was done using Kruskal Wallis H-Test. For hypotheses two and three, one-way ANOVA was utilised for the analysis.

The research questions focused on teachers' knowledge, attitudes, and practices regarding the SBA as well as the difficulties they encountered in putting it into practice whilst the hypotheses concentrated on whether or not teachers' experience influence their knowledge, attitude, and practice of SBA. These research questions and hypotheses directed the analysis and discussion of the research findings.

Results

Demographic Characteristics of the Respondents

Tables 2 and 3 provide a summary of the responses regarding the respondents' demographic details, including their gender and years of teaching experience.

Distribution of Gender of Respondents

Table 2 presents gender distribution of respondents.

Table 2: *Gender Distribution of Respondents*

Gender	Frequency	Percent (%)
Male	146	63.5
Female	84	36.5
Total	230	100.0

Source: Field survey (2023)

Inferring from Table 2, it can be observed that 146 representing 63.5% of the participants were males while 84 of them which represents 36.5% were females. This indicates that a greater proportion of males than females took part in the study.

Distribution of respondents by their years of teaching experience

Table 3 shows how respondents were distributed based on their years of teaching experience.

Table 3: *Distribution of Respondents Years of Teaching Experience*

Years of teaching experience	Frequency	Percent (%)
Under 5	59	25.7
5 – 10	75	32.6
Above 10	96	41.7
Total	230	100

Source: Field survey (2023)

Table 3 shows that 59 respondents, or 25.7% of the total respondents , have less than five years of teaching experience, 75 respondents, or 32.6%,

have five to ten years of teaching experience, and 96 respondents, or 41.7% of the them, have more than ten years of teaching experience. As a result, many of the respondents who took part in the study have been teachers for more than ten years.

Analysis of Research Questions and Hypotheses

Research Question One

What is the knowledge level of junior high school teachers on school-based assessment?

The research question one aimed to investigate respondent's knowledge regarding the SBA. The sampled teachers were asked to respond to eleven (11) items in Section B of the questionnaire in order to gather evidence of their understanding of the SBA. Responses were given a score, with strongly agree a score of 4, agree 3, disagree 2, and strongly disagree 1. An established cut-off point value of 2.50 served as the criterion measure (CV). The midpoint of the scale, 2.5, that served as the cut-off point was used to determine whether teachers' knowledge of school-based assessment was high or low. The cut-off score of 2.50 was calculated by summing the item scores and dividing them by the number of scales (4+3+2+1 = 10/4 = 2.50).

To clarify the cut-off value, items on teachers' knowledge section of the instrument with a mean score from 0.00 to 2.49 were considered as having low knowledge on SBA or being disagreeable, whereas those with a mean score from 2.50 to 4.00 were considered as having high knowledge on SBA or being agreeable. The responses of the 230 participants are presented in Table 4.

Table 4: *Descriptive Results on the Level of Teachers' Knowledge on SBA in Asikuma Odoben Brakwa District*

Items/ Statements	Mean	Std. Deviation	MR	Level of Knowledge
School-based assessment is carried out on a regular basis for the purpose of improving the overall performance of students and of the teaching and learning process.	3.77	.504	1st	High
School-based assessment system involves both a formative and summative assessment system.	3.76	.513	2nd	High
School-based assessment is done through class tests, class exercises and projects.	3.74	.528	3rd	High
School-based assessment requires making decisions on students based on all data gathered over the course of a programme.	3.61	.628	4th	High
In school-based assessments, teachers ask students for feedback on the material they have taught.	3.59	.679	5th	High
At the conclusion of any course or programme, school-based assessment includes making decisions about student performance.	3.57	.641	6th	High
At every stage of the school-based assessment process, teachers are involved	3.47	.701	7th	High
School-based assessment describes a system of assessment that is applied on a regular basis.	3.47	.617	7th	High
School-based assessment involves looking at students in totality.	3.44	.749	9th	High
School-based assessment standardized the practice of internal school-based assessment across all schools.	3.08	.899	10th	High
School-based assessment provides reduced assessment tasks for each school subjects.	2.82	.963	11th	High
MM/SD	3.42	.675		

Cut-off mean =2.50 (n=230)
Key-**MR**=Mean Ranking, **n**=Sample Size, **MM**= Mean of Means, **SD**=Standard Deviation

From table 4, the results of the respondents depicted that junior high school teachers in Asikuma Odoben Brakwa were knowledgeable on SBA. This became clear once the reported group mean (M = 3.42, SD =.675) exceeded the 2.5 cut-off point. It was also revealed from Table 4 that each item mean reported was greater than the cut-off score of 2.5 which suggest that majority of respondents have high knowledge on SBA.

The SBA areas listed below are those in which Asikuma Odoben Brakwa junior high school teachers were considered to be very knowledgeable. To begin with, teachers in Asikuma Odoben Brakwa's junior high schools were aware of the statement, "School-based assessment is carried out on a regular basis for the purpose of improving the overall performance of students and of the teaching and learning process" (M =3.77, SD =.504). Additionally, teachers in the district's JHS were aware that "School-based assessment system involves both a formative and summative assessment system" (M =3.76, SD =.513). Majority of JHS teachers in the district confirmed to the fact that "School-based assessment is done through class tests, class exercises and projects" (M =3.74, SD =.528). Similarly, most junior high school teachers in the district agreed that "School-based assessment requires making decisions on students based on all data gathered over the course of a programme" (M =3.61, SD =.628). Majority of teachers within the study area were described for having high knowledge that "In school-based assessments, teachers ask students for feedback on the material they have taught" (M =3.59, SD =.678). Asikuma Odoben Brakwa district junior high school teachers further stated that "School-based assessment involves making decisions on student performance at the end of any course or programme" (M =3.57, SD =.641). Teachers are

involved in the school-based assessment process at every stage, according to a large number of JHS teachers in the district (M = 3.47, SD =.701). Additionally, the majority of JHS teachers in the district had a strong knowledge of the definition of "school-based assessment," which is an assessment system that is applied at regular intervals (M = 3.47, SD =.617). Many of the JHS teachers in the AOB district agreed that "School-based assessment involves looking at students in totality" (M =3.44, SD =.749).

Additionally, most teachers affirmed that "School-based assessment standardised the practice of internal school-based assessment across all schools" (M=3.08, SD=.899). Finally, JHS teachers in the district confirm that "School-based assessment provides reduced assessment tasks for each school subject" (M =2.82, SD =.962).

Although, it was apparent from Table 4 that “School-based assessment provides reduced assessment tasks for each school subjects” had the least agreement from junior high school teachers, its mean score was greater than the cut-off score. This means that, in general, majority of the accessible population have high knowledge of the SBA.

Research Question Two

What attitude do junior high school teachers have towards the carrying out of school-based assessment?

The second research question aimed to examine junior high school teachers’ attitude regarding the carrying out of SBA. Respondents were required to answer ten questions on the instrument to be able to collect data to help with this research question. The responses of randomly sampled teachers were assigned scores as 1 for Strongly Disagree, 2 for Disagree, 3 for Agree,

and 4 for Strongly Agree. As a criterion measure (CV), this research question used the same cut-off point value established for research question one.

Items on teachers' attitude towards the SBA which were found in section C of the instrument, with a mean score below the cut-off point were considered as unfavourable attitude towards SBA while those items with a mean score equal to or higher than the cut-off point were viewed as favourable attitude towards SBA. The results of the responses of 230 teachers who took part in the study is being displayed in Table 5.

Table 5: *Descriptive Results on Teachers' Attitude towards SBA in Asikuma Odoben Brakwa District*

Items/ Statements	Mean	Std. Deviation	MR	Nature of attitude
I am prepared to use the SBA for assessment implementation.	3.44	.615	1st	favourable
I use the SBA results to enhance my teaching.	3.44	.645	1st	favourable
I am prepared to introduce innovations in teaching and learning in accordance with the assessment in SBA	3.30	.676	3rd	favourable
I am prepared to carry out the instruction and learning procedure using SBA.	3.30	.633	3rd	favourable
If I follow the SBA procedures, I could work harder.	3.26	.681	5th	favourable
Better teaching experiences are provided by school-based assessment guidelines.	3.04	.821	6th	favourable
I have enough time to implement SBA.	2.96	.710	7th	favourable
My use of SBA is discouraged by the facilities or materials.	2.74	1.011	8th	favourable
SBA cannot address issues in school system.	2.35	.954	9th	unfavourable
SBA is not something I want to use in class.	1.96	.942	10th	unfavourable
MM/SD	2.98	.768		

Cut-off mean =2.50 (n=230)
Key-**MR**=Mean Ranking, **n**=Sample Size, **MM**= Mean of Means, **SD**=Standard Deviation

The results of the responses of respondents with respect to their attitude towards the SBA implementation were being displayed in Table 5. Attitude simply deals with how an individual feels and thinks about something. From Table 5, it was observed that most teachers reported that they prepared to use the SBA for assessment implementation (M =3.44, SD =.615). This could be as a result of SBA being a mandatory mode of assessing students. Regarding the statement or item "I use the SBA results to enhance my teaching", majority of teachers agreed to it (M =3.44, SD =.645). This portrayed that most of them think that they could use SBA results to enhance their teaching. Due to their positive perceptions regarding their use of SBA results, they tried everything possible to use it for effective teaching. Also, majority of teachers were of general agreement that they were prepared to introduced innovations in teaching and learning in accordance with the assessment in SBA (M =3.30, SD =.676). Similarly, majority of JHS teachers in the district indicated that they were prepared to carry out their instruction and learning procedure using SBA (M =3.30, SD =.633).

Additionally, with respect to junior high school teacher's attitude concerning the carrying out of the SBA within the district, most of them indicated that if they followed the SBA procedures, they could work harder (M =3.26, SD =.681). Moreover, majority of teachers ticked that better teaching experiences were provided by school-based assessment guidelines (M =3.04, SD =.821). Next on teachers' attitude towards SBA implementation, majority of respondents generally agreed that they had enough time to implement SBA (M =2.96, SD =.710). Furthermore, from Table 5, it was shown that most of

the teachers ticked that their use of SBA was discouraged by the facilities or materials (M =2.74, SD =1.011).

On the contrary, most sampled teachers generally disagreed that SBA cannot address issues in school system (M =2.35, SD =.954). This result seeks to suggest that most of the respondents agreed that SBA can address issues in schools. In another evidence on teachers attitude towards SBA implementation, majority of respondents had negative perceptions concerning the statement "SBA is not something I want to use in class" (M =1.96, SD =.942). In contrast, this result portrayed that majority of respondents agreed that SBA is something they would want to use in class.

The individual attitude items were converted into a general teachers' attitude on SBA, and an overall mean score for this attitude was then calculated. To achieve this, each individual attitude item was combined into a single attitude category called "general attitude of teachers toward SBA." By multiplying the cut-off point value of 2.5 by the total number of items (10 items), the item mean score was calculated. The overall mean score for teachers' attitudes toward SBA was compared to the value of 25, which was obtained. Table 6 contains a summary of this data.

Table 6: *One-Sample t-Test of General Attitude of Teachers towards SBA*

Attitude	Overall Mean	t	df	Sig.(2-tailed)
General attitude of teachers	29.68	20.99	229	.000

Significant at p<0.05

As displayed in Table 6, the general result was statistically significant at the 0.05 and this indicated that there is a difference in the mean scores. The overall mean score for general attitude of teachers concerning SBA

implementation (M =29.68) was higher than the item mean score (M =25). This suggests that JHS teachers in the district generally have favourable attitudes toward the carrying out of the SBA.

Research Question Three

To what extent do junior high school teachers practice the school-based assessment?

The third research question sought to examine the degree to which respondents practice the SBA. The sampled teachers were asked to react to ten (10) items of which responses received a score of Never = 1, Sometimes = 2, Very Often = 3, and Always = 4. As a criterion measure (CV), the same cut-off point value as established for research question one was used for this research question.

To explain the cut-off value, items on teachers' practice of SBA found in section D of the instrument with a mean score less than the cut-off point established were considered as having low practice of SBA, whereas those with a mean score equal to or greater than the cut-off point were considered as having high practice of SBA. Table 7 displays the results of the responses of 230 participants.

Table 7: *Descriptive Results on Teachers' Practice of SBA in Asikuma Odoben Brakwa District*

Items/ Statements	Mean	Std. Deviation	MR	Level of practice
I create test items based on objectives that are essential to the work done in each term.	3.29	.823	1st	High
When putting school-based assessment into practice, I make sure all the appropriate group exercise are administered.	3.21	.745	2nd	High

Table 7: Continued

Throughout the group exercise, I go round the groups as they work and provide assistance as needed without providing the right answers.	3.21	.859	2nd	High
I create test items based on objectives that consist of a series of activities.	3.20	.734	4th	High
I analyse the issues that the students had with the tasks before planning a class remedial session.	3.20	.773	4th	High
I create test items based on learning objectives that necessitate the student's creativity for learning performance.	3.17	.762	6th	High
In practicing school-based assessment, I make sure I adhere to its procedures and time of administration.	3.04	.781	7th	High
I finish the administration of school-based assessment by the close of the eleventh week.	2.80	.867	8th	High
In SBA practice, I give my students two tests, one group exercise and a project work within a term.	2.62	.799	9th	High
At the conclusion of the group exercise, I request that each group of students assign themselves a mark and grade for the work they completed.	2.40	1.105	10th	Low
MM/SD	3.01	.825		

Cut-off mean =2.50 (n=230)
Key-**MR**=Mean Ranking, **n**=Sample Size, **MM**= Mean of Means, **SD**=Standard Deviation

Table 7 displays data collected on randomly selected teachers regarding the extent to which they practice the SBA. From Table 7, it was realized that, generally, JHS teachers in Asikuma Odoben Brakwa highly practice the SBA. This became clear once the group mean (M=3.01, SD=.825) shown exceeded the cutoff value of 2.5.

It was shown from the results of respondent in Table 7 that the statement "I create test items based on objectives that are essential to the work done in each term" had the maximum mean score (M=3.29, SD= .823) and was ranked first on the table. This indicated that majority of junior high schools teachers very often used this strategy. Also, most junior high school teachers indicated that when putting school-based assessment into practice, they very often made sure all the appropriate group exercise were administered (M=3.21, SD= .745). Similarly, majority of junior high school teachers affirmed that throughout group exercise, they very often went round the groups as they worked and provided assistance as needed without providing the right answers (M=3.21, SD= .859). Moreover, most junior high school teachers in Asikuma Odoben Brakwa stated that they very often created test items based on objectives that consist of a number of activities (M=3.20, SD= .773). Next on teachers practice, majority of junior high school teachers noted that they very often analyse the issues that the students had with the tasks before planning a class remedial session (M=3.20, SD= .773). Additionally, most of the junior high school teachers confirmed that they very often created test items based on learning objectives that necessitate the student's creativity for learning performance (M=3.17, SD= .762).

In addition, evidence from Table 7 pointed out that most junior high school teachers agreed that when using school-based assessment, they very often ensured that the administration time and procedures were followed (M=3.04, SD=.781). Furthermore, many junior high school teachers within Asikuma Odoben Brakwa district ticked that they very often finished administering school-based assessments by the close of the eleventh week (M=2.80, SD=.867). Many of the JHS teachers who took part in the study noted that they very often administered to pupils one tests, two group activity, and a project work within a term (M=2.62, SD=.799). Lastly, most junior high school teachers hardly ever asked each group of students to give their own mark and grade for the tasks they completed at the conclusion of the group activity (M=2.40, SD=1.105).

Research Question Four

What are the challenges that junior high school teachers face in carrying out the school-based assessment?

The fourth research question intended to explore the challenges teachers faced when implementing the SBA. Seven (7) different items were given to the participants to answer. Scores for the responses ranged from 1 for Strongly Disagree to 2 for Disagree to 3 for Agree to 4 for Strongly Agree. These scores were further coded dichotomously as 2 = yes and 1 = no. Strongly agree and agree were coded as 'yes' while strongly disagree and disagree were coded as 'no'. Table 8 displayed the summary for responses of 230 participants.

Table 8: *Summary of Challenges Teachers Face in Implementing SBA*

Item /statement	Yes	%	No	%
Student's truancy and irregular attendance hinders effective implementation of the school-based assessment.	185	80.4	45	19.6
The absence of school-based assessment guidelines makes it difficult to implement school-based assessment effectively.	177	77.0	53	23.0
Lack of logistical and physical infrastructure support from the school administration makes it difficult to implement school based assessment effectively.	173	75.2	57	24.8
Inadequate time allocated on school's timetable for various subjects does not permit the use of school-based assessment effectively.	156	67.8	74	32.2
I am unable to implement school-based assessment because of the large number of students.	119	51.7	111	48.3
School-based assessments have poor record keeping.	99	43.0	131	57.0
I spend all of my time on the school-based assessment format.	74	32.2	156	67.8

(n=230)

Results from Table 8 showed that JHS teachers in Asikuma Odoben Odoben faced some challenges when it comes to the implementation of SBA. These challenges that respondents faced are of varied magnitude. The following were how these challenges were being organized in order of their magnitude. Firstly, one challenge that attracted the highest agreement from majority of respondents was student's truancy and irregular attendance (80.4%). Also, the second challenge indicated by most junior high school teachers in Asikuma Odoben Brakwa was the absence of school-based assessment guidelines (77.0%). Majority of respondent agreed that lack of logistical and physical infrastructure support from the school administration was a challenge that made it difficult for them to implement school based assessment effectively (75.2%). Next on the list, it was discovered that the

majority of participants claimed that they were unable to successfully carry out school-based assessments because of the large class size (51.7%).

Research Hypothesis One

H_0: There is no statistically significant difference in teachers' years of teaching experience and their knowledge on school-based assessment.

H_1: There is statistically significant difference in teachers' years of teaching experience and their knowledge on school-based assessment.

Research hypothesis one sought to determine whether or not there is a statistical significant difference between JHS teachers' knowledge on SBA in relation to their total number of years spent in the classroom. The analysis was conducted using the Kruskal Wallis H test, and the results were generated by converting the categorical data on teachers' SBA knowledge to continuous data. Prior to conducting the Kruskal-Wallis test, all conditions and assumptions under this non-parametric tool were met. In other words, non-normality, homogeneity of variances, the dependent variable's nature as a ratio or interval, the presence of three or more underlying categories in the independent variable were all checked. Appendix E and F display the normality test results and homogeneity of variances test results respectively.

The results from Appendix E indicated that all the levels of the independent variable (teachers' years of teaching experience) on the dependent variable (teachers' knowledge on SBA) was not normally distributed. This was evident from the Shapiro-Wilk Test where all the levels generated values lesser than the p-value of .05 indicating that the data distribution was not normal. As a result, the Kruskal Wallis H test was applied. On the homogeneity of variance, a further analysis was done. Appendix F presents the findings.

From Appendix F, the sig. value of .841 was recorded from the Levene statistic. This value is higher than .05, as a result, variances are assumed equal. Table 9 displayed the Kruskal-Wallis H test.

Table 9: *Kruskal-Wallis H Test of Teachers' Knowledge on SBA with Respect to Their Years of Teaching Experience*

	Years of Experience	N	Mean Rank	Chi-Square	df	Sig. value
Knowledge	Under 5 years	59	130.72	5.422	2	.066
	5-10 years	75	116.53			
	Above 10 years	96	105.34			
	Total	230				

Significant at $p<0.05$

The Kruskal-Wallis H test from Table 9 revealed that there was no statistically significant difference in teachers' knowledge on SBA with respect to their years of teaching experience, χ^2 (2) =5.422, p=.066, with a mean rank of teachers' knowledge on SBA in relation to their years of experience of 130.72 for under 5 years, 116.53 for 5-10 years and 105.34 for above 10 years. This suggests that statistical significant difference does not exist between teachers' knowledge on SBA with reference to their years of teaching experience therefore, the null hypothesis was failed to be rejected.

Research Hypothesis Two

H_0: There is no statistically significant difference in teachers' years of teaching experience and their attitude towards school-based assessment.

H_1: There is statistically significant difference in teachers' years of teaching experience and their attitude towards school-based assessment.

Research hypothesis two aimed at finding out whether teachers' attitude concerning the school based assessment could differ with their years of teaching experience. With regards to this hypothesis which sought to find out if the means of

independent variable (teachers' years of teaching experience) was statistically different with the dependent variable (their attitude towards the school based assessment), the One-way analysis of variance (ANOVA) was performed. The independent variable (teachers' years of teaching experience) was categorical which was made up of three levels, that is, teaching experience under 5 years, from 5 to 10 years and 10 years and above while the dependent variable (teachers' attitude towards SBA) was continuous. Assumptions under ANOVA such as normality and homogeneity of variances were checked. Appendix G displays the results of the normality test.

From Appendix G, the results of Shapiro-Wilk test of normality pointed out that teachers' years of teaching experience "Under 5 years" and "5-10 years" group on the dependent variable (teachers' attitude) was normally distributed. This is because the Sig. values from the Shapiro-Wilk test was greater than .05. Conversely, for teachers' years of teaching experience "Above 10 years" on the dependent variable "teachers' attitude" was not normally distributed because the sig. value was less than .05. Since two out of three of the categories of the independent variable on the dependent variable were normally distributed, it can be concluded that normality assumption was satisfied.

Appendix H, I, and J display the graphical presentation of normality test.

Having tested and satisfying the normality assumption, the researcher continued to check homogeneity of variances assumption. The results were displayed in Appendix K.

The results of homogeneity of variances presented in Appendix K indicated that the sig. value of the Levene statistic was .445, meaning variances were assumed equal. That is, homogeneity of variances assumption was satisfied. Therefore, carrying out ANOVA test was suitable. The descriptive statistics were shown in Table 10.

Table 10: *Descriptive statistics of teachers' years of teaching experience and their attitude towards SBA*

	Teachers' years of teaching experience	N	Mean	Std. Deviation
Attitude	Under 5 years	59	30.17	3.635
	5 -10 years	75	29.73	3.248
	Above 10 years	96	29.34	3.324
	Total	230	29.75	3.402

Source: Field survey (2023)

Inferring from Table 10, the descriptive statistics indicated that the means were very close to each other. That is, it is possible to draw a conclusion from the table that teachers with under 5 years of experience (M= 30.17, SD= 3.635) have the most favourable or positive attitude towards SBA. Following this were those with from 5-10 years of experience (M=29.73, SD= 3.248) while those who had beyond 10 years of experience had the least favourable attitude towards SBA.

Having met ANOVA assumptions, the ANOVA test was performed to give further statistical confirmation on whether the disparity observed was merely a coincidence. Table 11 presented the ANOVA results.

Table 11: *Summary of One-Way ANOVA Results for Teachers' Years of Teaching Experience in Relation to Their Attitude towards SBA*

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25.202	2	12.601	1.102	.334
Within Groups	2596.628	227	11.439		
Total	2621.830	229			

Source: Field survey (2023)

One-way ANOVA results in Table 11 specified that statistically there was no significant difference in teachers' years of teaching experience and their attitude towards SBA, F (2, 227) = 1.102, p = .334, (2-tailed).

This provides statistical proof that there were no significant differences in mean scores of the variable tested. Therefore, the assertion in the null hypothesis, "There is no statistically significant difference in teachers' years of teaching experience and their attitude towards school-based assessment," was failed to be rejected. For the reason that the differences were non-significant, there was no need for a follow-up test.

Research Hypothesis Three

H_0: There is no statistically significant difference in teachers' years of teaching experience and their practice of school-based assessment.

H_1: There is statistically significant difference in teachers' years of teaching experience and their practice of school-based assessment.

In order to test for hypothesis three which sought to determine whether teachers' practice of the school based assessment could differ with their years of teaching, one-way analysis of variance (ANOVA) was considered appreciate. To satisfy conditions under one-way ANOVA, the data on the instrument used for the analysis was made up of independent variable (teachers' years of teaching experience) which was measured on categorical data included three levels and dependent variable (teachers' practice of SBA) was measured on continuous data. The three levels of the independent variable were teaching experience under 5 years, from 5 – 10 years and above 10 years. The dependent variable was scores on teachers' practices of SBA. Also, to satisfy the assumptions of ANOVA, normality, and homogeneity of variances were tested. Appendix L and P present normality test results and results of homogeneity of variances test respectively.

From Appendix L, the Shapiro-Wilk test of normality result pointed out that the dependent variable (teachers' practice of SBA) was normally distributed across all the categories of the independent variable (teachers' years of teaching experience). From Appendix L, all the categories generated values that were higher than the p-value of .05 indicating a normal distribution of the data. In other words, teachers with under 5 years of experience had a p-value of .628, teachers with experience from 5 – 10 years (p= .238), and those with teaching experience above 10 years had a p-value of .460.

Appendix M, N, and O also show the graphical presentation of normality test.

After testing for normality of the data distribution, I proceeded to check if homogeneity of variances would be satisfied. Appendix P presents the results.

From Appendix P, the results of homogeneity of variances test indicated that **t**he sig. value of the Levene statistic was .841, therefore, equal variances are assumed. That is, homogeneity of variances assumption was satisfied, as a result, performing ANOVA test was acceptable. The descriptive statistics were being displayed in Table 12.

Table 12: *Descriptive statistics of teachers' years of teaching experience with their practice of SBA*

	Teachers' years of teaching experience	N	Mean	Std. Deviation
Practice	Under 5 years	59	30.66	4.126
	5 -10 years	75	29.95	4.249
	Above 10 years	96	30.05	4.273
	Total	230	30.22	4.216

Source: Field survey (2023)

From the descriptive statistics presented in Table 12, it could be seen that the means were close to each other. It can be inferred from the table that teachers who have under 5 years of teaching experience (M= 30.66, SD= 4.126)

do practice the SBA more. Following this were those with above 10 years of teaching experience (M=30.05, SD= 4.273) while those with 5-10 years of experience were the least to practice the SBA.

Nonetheless, One-way analysis of variance (ANOVA) was carried out to gather more statistical proof regarding whether the observed difference was by chance. Table 13 presents the ANOVA result.

Table 13: *Summary of One-Way ANOVA Results for Teachers' Years of Teaching Experience in Relation to Their Assessment Practices in SBA*

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.297	2	9.648	.540	.584
Within Groups	4057.747	227	17.876		
Total	4077.043	229			

Source: Field survey (2023)

From Table 13, the one-way ANOVA results pointed out that there was no statistical significant difference in teachers' practice of the SBA with respect to their years of teaching experience, F (2, 227) =.540, p = .584, (2-tailed).

This provides statistical proof that the tested variable's mean scores did not differ significantly from each other. From this, a conclusion could be drawn that the null hypothesis, which claims "There is no statistically significant difference in teachers' years of teaching experience and their practice of school-based assessment," was failed to be rejected. Because the differences were not statistically significant, performing a follow-up test was impractical.

Discussion of Findings

The research's findings are discussed in this section in relation to the following:

1. Teachers level of knowledge on school-based assessment
2. Teachers' attitude towards the carrying out of the SBA
3. Nature of teachers' practices in school- based assessment
4. Challenges teachers face in carrying out school-based assessment
5. Teachers' years of classroom experience and their knowledge level on the SBA
6. Teachers' years of classroom experience and their attitude towards the SBA
7. Teachers' years of classroom experience and their practice of the SBA

Teachers level of knowledge on school-based assessment

Research question 1 aimed to gauge the SBA knowledge among JHS teachers in Asikuma-Odoben-Brakwa district. The results revealed that, in general, teachers possess extensive knowledge of SBA. These results of the study are in support of that of Md-Ali et al. (2015), who assert that most teachers had accurate knowledge of SBA implementation and adequate knowledge of the SBA. The Education Service's frequent in-service training for teachers may be the cause of their high level of knowledge on SBA as reported in the current study.

The study's findings support the findings of Joachim and Hashim (2021) which examined the readiness and knowledge of 100 ESL teachers involved in Malaysia's implementation of the SBA. They claimed that the vast majority of respondents had extensive knowledge of how SBA was implemented in their

English classes. The study's results also support Ahenkora's (2019) research, which found that a large majority of basic school teachers concurred that they possessed a high level of knowledge in school-based assessment and that it was routinely conducted with the aim of raising students' all-around performance. This became clear when her study reported an overall mean on knowledge of SBA among teachers of 3.28. The findings of the present study also reported a closely equivalent overall mean of 3.42.

Again, the study's findings are in line with those of Iddrisu (2020), who claimed that teachers had a high level of SBA knowledge. This study also found that teachers were aware that school-based assessment is regularly conducted with the intent of enhancing the instruction and learning procedure as well as improving students' overall performance. Item 1 on teachers' knowledge (see Table 4) received the highest mean score. Given that the mean scores for the item were highest in both studies, this study's conclusion and Iddrisu's conclusion are consistent. In addition, another study which supported the present study that teachers have high knowledge on SBA was Fook and Sidhu (2006) who assessed Malaysian ESL teachers' understanding of and best ways of carrying out SBA in secondary schools.

Conversely, Adediwura (2012) explored the ostensible impact of SBA on secondary school teachers in Nigeria. More than half of the teachers were found to be insufficiently qualified to conduct SBA, according to the study. Adediwura observed that 59.3% of the teachers indicated that they were not familiar with SBA. This result was at odds with the results of the present study, which ascertained that most teachers in the study area possessed sufficient knowledge on SBA.

Additionally, the study's findings contradict those of Hamzah et al. (2015), which examined educators' planning and execution of school-based assessment. Their research showed that many teachers lacked the necessary skills and knowledge for student assessment. This could be as a result of teachers not receiving the proper training to obtain the necessary knowledge to conduct assessments. Similar findings were made by Awoniyi (2016), who discovered that few educators teaching mathematics were familiar with the SBA guidelines. As a result, many continue to use the antiquated "continuous assessment" system instead of the SBA.

Moreover, in Gedeo Zone, Ethiopia, Muluye (2016) examined the attitudes and comprehensions of the mathematics instructors in secondary schools regarding school-based continuous assessment (CA). The study's conclusions showed that teachers lacked adequate knowledge of continuous evaluation. The study also showed that teachers have no insight into how the newly implemented assessment system will influence their own role in the classroom or how CA will help students meet their learning objectives. The study of Talib et al. (2014) also discovered that teachers exhibited inconsistent school-based assessment practices and lacked the requisite knowledge to implement SBA. This finding ran counter to those of the current study.

It is possible that teachers' high level of SBA knowledge stems from their extensive SBA knowledge. This assertion holds validity as self-efficiency is intimately associated with perceived behavioural control, a component of the Theory of Planned Behaviour (TPB) that pertains to an individual's understanding of the ease or difficulty of executing a behaviour. Meaning that educators are more likely to apply SBA successfully if they possess the

requisite knowledge and abilities might have accounted for high SBA knowledge reported in the study.

Teachers' attitude towards the carrying out of the SBA

Research question 2 focused on junior high school teachers' attitude concerning the carrying out of SBA in the Asikuma Odoben Brakwa district. The findings show that, generally, teachers agreed with the statements made about their stance on the SBA's implementation (See Table 5). Results from Table 5 suggests that participants' attitudes toward the implementation SBA were favourable. Omar and Sinnasamy (2017), also reported that teachers had a favourable perception of carrying out school-based assessment. In support of the findings of this study, Tu et al.'s (2020) investigation into the association between educators' attitude, readiness, integrity, and the putting into practice of SBA established on the primary school curriculum is another study that supports this one. Their research indicated a substantial association between the implementation of school-based assessments and teacher readiness, integrity, and attitude. The positive or favourable attitude of respondents revealed in the current study might happen as a result of their knowledge of SBA, their ability to do so, and the accessibility of suitable resources (Othman et al., 2013).

Nevertheless, these findings are at disagreement with those of Jaba et al. (2013), who discovered that educators had a low level of belief in, an unfavourable attitude toward, and a low level of willingness toward the SBA as a holistic assessment. The study also discovered that SBA was difficult for educators in accepting it as a change in educational assessment approaches, much less as a replacement for the existing system of assessment. Additionally,

a study by Manana and Mpofu (2021) that came to the conclusion that educators in general had a negative attitude toward the SBA is in conflict with the present study's findings. In their study, they bemoaned the fact that teachers' negative attitudes toward the SBA were caused by a lack of compensation for the labour-intensive task of assessment, a lack of technology for the assessment, and teachers who had not received adequate training for it.

Additionally, Singh et al. (2017) examined the effectiveness of Malaysia's 2010–2011 School Based Assessment (SBA) programme. Their research looked at teachers' readiness, confidence, enjoyment, and whether or not taking SBA professional development courses affected their level of readiness. Their findings, which indicated that teachers' level of readiness as well as their confidence for carrying out SBA was low, are at odds with those of the present study. Because they lack the necessary knowledge about the significance of SBA to them and their students, teachers' negative attitudes toward the SBA's implementation may prevent them from giving it their best effort.

Teachers' favourable attitudes, as reported by this study, may stem from their favourable perceptions of SBA's effectiveness, equity, and influence on students' learning. This is accurate since the TPB states that teachers may display more positive attitudes and be more engaged in implementing SBA successfully in their classrooms if they are aware of its advantages and believe it to be a useful tool for student assessment.

Nature of teachers' practices in school-based assessment

Research question 3 intended to look at the nature of junior high school teachers practice when it comes to SBA. Findings from the study revealed that

teachers agreed that their practice of SBA was high. Responses from majority of respondents pointed out that their practice of the SBA was high (See Table 7). Adnan and Kadir's (2014) study, which identified secondary school mathematics teachers' school-based assessment practices, supported the findings of the present study. According to Adnan and Kadir's research, teachers frequently used SBA. Since regular use of it enables teachers to internalise the SBA process, identify patterns, and adapt teaching strategies that are effective in its implementation, it is possible that continuous use of SBA contributed to the high level of practice of the SBA by teachers in the current study.

Similarly, Appiah's (2020) study, which examined how primary school educators used the SBA system and its challenges, found that teachers' use of the SBA in practice was, to a large extent, consistent with the present study. Teachers' high levels of SBA practices in the present study may be attributable to strong motivation, efficient training or close administrative supervision of the school.

The results of Nworgu and Ellah's (2015) study, which looked at teachers' use of SBA techniques in their science classes at senior secondary schools in Benue State, were in conflict with those of the present study because they indicated that teachers' use of SBA techniques was extremely low. Their study made it clear that teachers believe SBA practices slow down instruction, were challenging to implement, had an unclear scope, and were time-consuming. Nworgu and Ellah (2015) found additional proof of the teachers' incomplete comprehension of school-based assessment practices.

Moreover, a study by Malakolunthu and Hoon (2010) in Kuala Lumpur, Malaysia, revealed that teachers did not follow any set standards and that their practice was inconsistent with regard to SBA. The results of their research are at odds with those of the current study, which found that teachers followed all the prescribed steps in performing the SBA, and they concurred that internal school-based assessment was a common practice in all Ghanaian schools. Additionally, a study by Veloo et al. (2016) that looked at the assessment practices of English teachers in Malaysian secondary schools found that teachers' practices were generally average and that they only conducted a small number of classroom assessments. Their study therefore refutes the findings of the present study, which discovered that teachers in junior high schools generally have high SBA practices, and they also administer all assessments specified in the SBA guidelines.

Similarly, the findings from Nugba (2012) who examined the effectiveness, consequences, and difficulties of the SBA's implementation in Obuasi Municipality found that teachers evaluated their students using the SBA format, but they were not following the advised practices or procedures. This finding refuted the findings of the present study that discovered that teachers followed all the procedures as specified in SBA format.

Therefore, the justification of teachers' high level of practice of the SBA recorded in the current study might occur because of their proper record keeping of the SBA as they indicated, since proper record keeping enables teachers track student performance over time in order to know the number of assessments they have taken students through. Furthermore, a claim in the TPB may have contributed to teachers' high SBA practices. According to the TPB,

teachers' actual use of SBA is the result of the interaction between their attitudes, subjective norms, and perceived behavioural control. That is, teachers are more likely to carry out SBA effectively when they consider that they have the skills required to implement it, have positive attitudes, and are encouraged by colleagues and management.

Challenges teachers face in carrying out school-based assessment

Research question 4 investigated the challenges JHS teachers face when practicing SBA**.** The findings revealed that generally teachers were confronted with difficulties when practicing SBA in their various classrooms (See Table 8).

Truancy and erratic student attendance stood out as the most mentioned difficulties encountered by teachers in implementing SBA successfully. These conclusions were consistent with the work of Kapambwe (2010). Kapambwe claimed that absenteeism is one of the difficulties teachers face. He emphasized that due to some students' erratic attendance, absenteeism posed a challenge to the efficient management of continuous assessment (CA) records of student performance. According to his research, this was particularly bad in rural areas where some students chose to skip school out of fear of having to complete work that was extremely difficult. Some absenteeism eventually results in students quitting school altogether. His research also revealed that having a large class size presents challenges for teachers. He emphasised that it was typical to find classes in Zambia with 60 or more students, and that teachers noted that their workload increased due to the necessity of marking and maintaining records of all students' academic progress.

The present study supports a study by Raman and Yamat (2014) that explored options on the implementation of SBA among 17 teachers from three reputable public schools in the Seremban district. Their results showed that educators find it challenging to use the SBA in large class size. They pointed out that it was challenging for a teacher to learn about each student's strengths and weaknesses when there are too many students in the class. By noting each student's special needs and learning disabilities in the large class, teachers might not have enough time to provide adequate knowledge to them. In their research, it was disclosed that teachers claimed it was extremely difficult to evaluate each student in a large classroom. Lack of resources and supporting materials was also identified by Raman and Yamat as a barrier to the SBA's successful implementation.

Additionally, the present study also showed that one obstacle to putting SBA into practice was the lack of or deficiency of SBA guidelines. Without these rules, the assessment process may be confusing and inconsistent, which may have an impact on the accuracy and dependability of the student results. This result is consistent with Malakolunthu and Hoon's (2010) study. To ensure consistency and fairness, SBA guidelines offer structured instructions on how to design, carry out, and evaluate assessments; doing so without them could be difficult. Moreover, this conclusion supports a study by Belay and Tesfaye (2017) that found that the lack of strict guidelines made it challenging for teachers to put into practice the SBA.

Again, the present study's findings were consistent with Awoniyi's (2016) study among mathematics teachers in Cape Coast Metropolis. He discovered that mathematics teachers encountered a number of challenges,

including a lack of assessment materials, truancy and absenteeism, and insufficient instructional time. Similar to time allocation, it was discovered from the study's findings that respondents thought the time needed to implement SBA was insufficient. The results support Omorogiuwa and Aibangee's (2017) research, which examined elements affecting the effective implementation of SBA in Edo State, Nigeria. This might occur because poorly planned lessons prevent teachers from finishing their work within the allotted time.

However, poor record-keeping was not mentioned by teachers who partook in the present study as a challenge. This evidence suggests that when it came to the implementation of SBA, teachers believed their schools had adequate record-keeping systems. This may be due to teachers documenting all SBA-related activities, which would make them disagree that SBA had poor record-keeping. The results of Belay and Tesfaye's (2017) study, which asserted that SBA had poor record-keeping, are at odds with this conclusion. Poor record-keeping of assessment results was found to be a challenge associated with SBA implementation in the study by Belay and Tesfaye.

Additionally, the present study showed that participants disagreed that spending their entire time on SBA format was a difficulty. This implied that respondents believed they did not spend much time on the SBA format. This might be because teachers were perhaps already familiar with the SBA format and it will not require long to put it into practice. Additionally, teachers in the study probably used time management strategies that allowed them to devote enough time to assessments without interfering with other educational pursuits. The results of Awoniyi (2016) did not agree with this finding. According to

Awoniyi's study, teachers said they needed enough time, specifically time for test construction, when working with the SBA format.

The Theory of Planned Behaviour (TPB) and the challenges provided by this study's findings are in agreement. According to the TPB, truancy and irregular attendance by students may have a negative impact on teachers' emotions. That is, teachers may become hostile to the implementation of SBA if, for example, they have a high rate of truancy and irregular attendance in their classrooms. Some might think that because truancy and inconsistent attendance break continuity, it is difficult to evaluate students' progress effectively, so assessments are less effective. Additionally, the study's findings regarding the lack of physical and logistical infrastructure support are consistent with TPB's interpretations. According to the TPB, teachers may feel alone in their attempts to successfully implement the SBA if they do not receive sufficient logistical and physical infrastructure support from school administration. This could lead them to believe that their work is not important. This may have a detrimental effect on their subjective norms and lessen their desire to successfully apply the SBA. Furthermore, in the TPB, putting SBA into practice successfully frequently calls for sufficient resources, such as time allotted on the curriculum for different subjects and guidelines for school-based assessments. For instance, teachers' perceived behaviour control decreases when they feel they are not provided with these resources or are subject to systemic limitations like large class sizes, will make implementing SBA an increasingly difficult task.

Teachers' years of teaching experience and their knowledge level on the SBA

The Kruskal-Wallis H test for hypothesis one disclosed that there was no statistically significant difference in teachers' knowledge on SBA across the three categories of teaching experience. The results of the study by Alkharusi (2011) do not match those of the present study. In Alkharusi's study, teachers with above 10 years of classroom experience generally performed better on their SBA knowledge than those with 6–10 and 1–5 years of experience.

Additionally, the results of the present study conflict with those of Chew and Muhamad (2017), who discovered a significant connection between teaching experience and SBA abilities. Their research found a strong correlation between SBA abilities and the teaching experiences of Malay language teachers in National Schools. As a result, the more experienced teachers had greater expertise in SBA implementation. Again, a study by Li and Li (2019) discovered that teachers with more experience in the classroom exhibited higher levels of assessment literacy than those with less experience.

The current study was also debunked by the Uvie (2021) study. According to Uvie's study, there were differences in the teachers' years of classroom experience and their knowledge. This may possibly be clarified by the fact that the teachers who took part in Uvie's study likely received different in-service training, which accounted for any differences in their knowledge in relation to how long they have been teaching. Similarly, Al-Bulushi et al. (2022) discovered a significant relationship between teachers' competence and years of classroom experience, with teachers' perceptions of their own competence in these areas (teaching characteristics, knowledge, and skills)

increasing with time. This implies that more experienced teachers possess greater knowledge than less experienced ones.

The fact that no discernible difference in SBA knowledge was found among the three categories of teaching experience in the current study could be due to the notion that all teachers participated in the same in-service training or were instructed by the same experts during training. Furthermore, this might have occurred because as stated in the theory of planned behaviour, if teachers shared a similar level of self-efficacy and were equally knowledgeable about the SBA, it is possible that there may be no significant difference in their SBA knowledge and their experience.

Teachers' years of teaching experience and their attitude towards the SBA

The second hypothesis looked at whether there is a statistically significant relationship between teachers' attitudes toward SBA and the number of years of experience they have obtained in teaching service. The results disclosed that among the three categories of years of instructional experience, there was no statistically significant difference in teachers' attitude toward SBA.

The study's findings contradict those of Alufohai and Akinlosotu (2016). In their study of secondary school teachers' attitudes toward continuous assessment (CA) practices in Central Senatorial District, Edo State-Nigeria, Alufohai and Akinlosotu found that teachers' attitudes concerning CA practices in secondary schools differ significantly based on how long they have been teaching. This outcome could possibly occur due to teachers' exposure to different students' demographics, their years of classroom interactions and reflections, or, better yet, different professional development opportunities.

In addition, the results of the Nneji et al. (2012) study showed that the attitude of Science, Technology, and Mathematics (STM) teachers toward assessment practices was significantly influenced by their prior teaching experience. Their findings were at odds with those of the current study. Owusu and Adom (2019) study is another one that does not support the findings of the present study. A substantial variation in teachers' attitudes as they pertain to their teaching experience was found in their study of 200 educators' attitudes in school based assessment. This implies that teachers' attitudes correlate with the duration of their teaching careers.

The reason why no statistically significant difference was identified in the present study for teachers' years of experience with respect to their attitude towards SBA might probably be that teachers have similar characteristics when it comes to their attitude regarding SBA. Additionally, as the TPB mentioned, behavioural beliefs influence attitudes. That is, teachers may hold similar beliefs about the anticipated outcomes of their actions, which could have accounted for no significant differences in their attitudes regarding their experiences.

Teachers' years of teaching experience and their practice of the SBA

The third research hypothesis which intended to investigate whether there is a statistically significant difference in teachers' SBA practice with regards to their years of classroom experience indicated that there was no statistical significant difference. In literature, some studies confirm the findings of the present study.

The findings of the study were supported by Asare (2021), who discovered that variables like the number of years of classroom experience had

no bearing on educators' formative assessment strategies used in the classroom. This indicates that no statistically significant difference was found between the assessment practices and the length of time teachers have been teaching.

Similarly, the study's findings support those of Mahmud et al. (2020) carried out on the usage of school-based assessment by elementary school mathematics teachers in a Malaysian district. According to their study, there was no discernible difference in SBA practices among elementary school teachers based on their level of classroom experience. That is, the SBA practices used by mathematics teachers were not significantly influenced by the length of the teachers' tenure as educators. The findings of the present study also confirm a study carried out by Bassey et al. (2013), which discovered that the teachers' characteristics, such as their teaching experience, do not significantly affect the assessment practices used by basic education educators.

However, there are studies which are at odds with the present study. According to Gyamfi (2021), a teacher's overall assessment strategy was more strongly influenced by the number of years they had spent teaching. In addition, Gyamfi's study revealed that teaching experience had a greater influence on assessment practices such as employing diverse assessment techniques in their teaching and providing more all-inclusive assistance to students. Once more, the Osman's (2021) study showed a significant difference in teachers' assessment practices and their experiences. This could be the case because more experienced teachers have a better grasp of the material and have worked on classroom management techniques to deal with a range of difficulties (Olaleye, 2011).

The fact that all the teachers followed the SBA guidelines while administering the SBA could be the reason why no significant difference was detected in teachers' SBA practices and the three categories of teaching experiences in the current study. Moreover, it could be that teachers have similar perceived behaviour control. As per the TPB, there may not be a statistically significant difference in teachers' practice of the SBA and their teaching experience if they receive similar ongoing guidance to enhance their competence in developing assessment tasks, or are being acquainted with the same tools and strategies, and have similar hands-on training.

Chapter Summary

The study's findings were analysed and discussed in this chapter. In all, four research questions and three hypotheses were analysed and discussed. Results from question one indicate that JHS teachers in Asikuma Odoben Brakwa had high knowledge on SBA.

From research question two, the teacher's attitude towards the SBA was favourable. It was found from research question three that teachers' practice of the SBA was high. From research question four, the study revealed that student's truancy and irregular attendance, the lack of school-based assessment guidelines, an absence of logistical and physical infrastructure support from the school administration, inadequate time allocated on school's timetable for various subjects, and a lot of students in a class were challenges they encountered when trying to put SBA into practice.

Results from Kruskal Wallis H test performed on the first hypothesis revealed no statistical significant difference in teachers' knowledge on SBA pertaining to their years spent in the classroom. Likewise, on the second

hypothesis, the results of the one-way ANOVA discovered that there is no significant disparity between the three levels of teachers' years of classroom experience and their attitudes toward SBA.

In conclusion, the one-way ANOVA performed on the third hypothesis revealed no statistically significant difference between teachers' practice of SBA and their number of years spent teaching.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

Key findings, conclusions, and recommendations from this study are compiled in this chapter. Further study ideas are also provided in the chapter.

Overview of the Study

Investigating the knowledge, attitude, and practice of school-based assessment among JHS teachers in the study area was the main goal of the study. Additionally, the study looked at the difficulties teachers encountered when putting school-based assessment into practice. The study also aimed to determine whether teacher's years of classroom experience affected their knowledge, attitude, and SBA practice. With the intent to fulfil the objectives, the under listed research questions and hypotheses were guided by the study:

Research Questions

1. What is the knowledge level of junior high school teachers on school-based assessment?
2. What attitude do junior high school teachers have towards the carrying out of school-based assessment?
3. To what extent do junior high school teachers practice the school-based assessment?
4. What are the challenges that junior high school teachers face in carrying out the school-based assessment?

Hypotheses

H_0: There is no statistically significant difference between teachers' years of teaching experience and their knowledge on school- based assessment.

H_1: There is a statistically significant difference between teachers' years of teaching experience and their knowledge on school-based assessment.

H_0: There is no statistically significant difference between teachers' years of teaching experience and their attitude towards school-based assessment.

H_1: There is a statistically significant difference between teachers' years of teaching experience and their attitude towards school-based assessment.

H_0: There is no statistically significant difference between teachers' years of teaching experience and their practice of school-based assessment.

H_1: There is a statistically significant difference between teachers' years of teaching experience and their practice of school-based assessment.

The study was carried out in the Asikuma Odoben Brakwa district in the Central Region of Ghana. A descriptive research design was employed to carry out the study. Two hundred and thirty junior high school teachers were selected to take part in this study using a simple random sampling technique.

Data were gathered using a 40-item questionnaire. Both descriptive statistics (frequency, percentages, means, and standard deviations) and inferential statistics (one sample t-test, one-way ANOVA, and Kruskal-Wallis H test) were employed to analyse the data collected.

Summary of Key Findings

According to the study's goals, the following key findings are presented:

1. JHS teachers had high knowledge on school-based assessment. It was discovered from the study that all the items used to test teachers'

knowledge on school-based assessment had a mean score that was greater than the cut-off score. Inferring from the items' overall mean, it is possible to draw a conclusion from this that most teachers, by far acknowledged being acquainted with school-based assessment.

2. JHS teachers generally had a favourable attitude regarding school-based assessment. The study discovered that eight out of ten (8/10) items used in testing teacher attitudes had a mean score of not less than the cut-off score. This denotes that, in general, teachers had a favourable attitude towards the school-based assessment with respect to its implementation.
3. Generally, JHS teachers do practice the school-based assessment well. Nine out of ten (9/10) items that sought responses on teachers practice of the school-based assessment had a mean score that was greater than the cut-off score. This suggests that most of the sampled teachers confirmed their practice of school-based assessment.
4. JHS teachers face challenges when implementing SBA. Out of seven items on the challenges teachers face in the carrying out of school-based assessment, the majority of teachers indicated that five of them were their challenges when putting school-based assessment into practice. It can be inferred from this that teachers face challenges when carrying out school-based assessment.
5. There was no statistically significant difference in teachers' knowledge on SBA across the three levels of years of classroom experience.
6. There was no statistically significant difference between teachers' attitude towards SBA and their years of classroom experience.

7. There was no statistically significant difference between teachers' practice of SBA and their years of classroom experience.

Conclusions

Inferring from the results of the study, it could be concluded that JHS teachers in Asikuma Odoben Brakwa district have sufficient knowledge on SBA. In general, teachers have a favourable attitude towards the implementation of SBA. It could also be concluded from the findings that teachers acknowledged that they do practice SBA very well. Teachers' adequate knowledge, favourable attitude, and high level of SBA practice might have happened because of the professional development programmes offered to them as well as the emphasis placed on SBA within the educational system.

Even though majority of teachers claimed to have high knowledge, a favourable attitude towards and do practice the SBA, they indicated that they encountered some challenges in its implementation. The challenges they agreed on in their implementation of SBA included students truancy and irregular attendance, the lack of school-based assessment guiding principles, an absence of logistical and physical infrastructure support from the school administration, insufficient time allocated on the school's timetable for different subjects, and a class with a lot of students. This will mean that teachers practicing SBA effectively may be a problem when the necessary steps to deal with these issues are not put in place.

The study's results also showed that teachers' knowledge of SBA was unaffected by how long they had been teaching. Therefore, it could be said that having taught for a certain number of years did not ensure that one would be knowledgeable about SBA. Teachers' attitudes toward the SBA and their years

of teaching experience did not differ significantly either. This suggests that teachers' attitudes toward SBA are unaffected by how long they have been teaching. The research also suggests that teachers' experience level has no bearing on how they apply SBA. As a result, teachers' SBA practices were not influenced by how long they had been teaching. This might have happened because teachers participated in the same in-service training and were being monitored by school authorities.

Recommendations

On the basis of the aforementioned research findings and conclusions, these recommendations are provided for policy and practice interventions:

1. Despite the fact that teachers' responses suggested they possessed a lot of knowledge, a positive attitude, and an extensive SBA practice, the Asikuma Odoben Brakwa district Education Service should organise ongoing professional development programmes to maintain teachers' expertise and keep them up to date on assessment-related issues.
2. To assist parents in understanding the importance of their children attending school regularly and remaining in the school, school staff should involve parents through PTA meetings and workshops. Truancy and inconsistent student attendance to school will decrease as a result.
3. Through the Ghana Education Service (GES), the Ministry of Education should equip teachers with the required resources needed for successful carrying out of the SBA.
4. In order to provide sufficient instructional time for various subjects, the National Council for Curriculum and Assessment (NaCCA) ought to

take the teaching schedule into consideration. This will give teachers enough time to carry out SBA effectively.

5. The government through the Ministry of Education as well as Ghana Education Service (GES) should provide infrastructure support such as building more classrooms for schools. This may aid in bringing down the size of crowded classes.

Suggestions for Further Research

1. The study can be replicated in other districts across the nation to give a broader perspective on teachers' SBA knowledge, attitudes, and practices. This will allow researchers to accept or reject the study's findings and generalise them across the nation.
2. Future studies ought to aim for a large sample size to ensure that the findings are a true reflection of the entire population and that they can be easily extrapolated to a larger population.
3. Future studies ought to add the use of qualitative procedures to investigate the problem so that more thorough conclusions can be drawn.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

SBA QUESTIONNAIRE FOR J.H.S. TEACHERS

Dear Respondent,

The researcher is a post-graduate student in the department of Education and Psychology (UCC) who is researching and writing a thesis on the topic; **Junior high school teachers' knowledge, attitude, and practice of the School-Based Assessment in Asikuma-Odoben-Brakwa district**. In order to facilitate a fruitful data collection exercise, the researcher would appreciate it if you could take the time to complete this questionnaire. Making decisions about the **school-based assessment** with full participation will be beneficial. Therefore, it would be greatly appreciated if you could **honestly** answer every question on the questionnaire. **All** information provided will be treated in strictest **confidence** and will remain **anonymous**. Your name and/or school, as well as how you answered the survey questions, would not be mentioned in publications or news stories. As a result, you should not personalize the instrument by writing your name or the name of your school anywhere on it. This study only requires your **voluntary participation**. By answering the questions in the various sections of this instrument, you **voluntarily** agree to take part in this study.

Thank you for your assistance.

SECTION A

DEMOGRAPHIC CHARACTERISTICS

Directions: Please indicate your response with a tick [√] in the box.

1. **Sex:**

   Male [ ] Female [ ]

2. **Number of years in teaching service**

   Under 5 years [ ] 5 – 10 years [ ] Above 10 years [ ]

SECTION B

TEACHERS' KNOWLEDGE ON SCHOOL-BASED ASSESSMENT

Directions: Please indicate with a tick [√] your level of knowledge on SBA.

Where: AL = Always Correct, NAC= Not Always Correct, NC = Never Correct, NS = Not Sure

S/N	Statements	AL	NAC	NC	NS
3	School-based assessment describes a system of assessment that is applied on a regular basis.				
4	School-based assessment is carried out on a regular basis for the purpose of improving the overall performance of students and of the teaching and learning process.				
5	School-based assessment involves looking at students in totality.				

6	At the conclusion of any course or programme, school-based assessment includes making decisions about student performance.				
7	School-based assessment requires making decisions on students based on all data gathered over the course of a programme.				
8	School-based assessment system involves both a formative and summative assessment system.				
9	In school-based assessments, teachers ask students for feedback on the material they have taught.				
10	School-based assessment is done through class tests, class exercises and projects.				
11	At every stage of the school-based assessment process, teachers are involved.				
12	School-based assessment provides reduced assessment tasks for each school subjects.				
13	School-based assessment standardized the practice of internal school-based assessment across all schools.				

SECTION C

TEACHERS' ATTITUDE TOWARDS THE CARRYING OUT OF THE SBA

Directions: Please indicate with a tick [√] your attitude towards the implementation of the SBA.

Where: SA = Strongly Agree, A = Agree, D= Disagree, and SD=Strongly Disagree

S/N	Statements	SA	A	D	SD
14	I have enough time to implement SBA.				
15	SBA is not something I want to use in class.				
16	I am prepared to use the SBA for assessment implementation.				
17	I am prepared to carry out the instruction and learning procedure using SBA.				
18	I am prepared to introduce innovations in teaching and learning in accordance with the assessment in SBA				
19	If I follow the SBA procedures, I could work harder.				
20	My use of SBA is discouraged by the facilities or materials.				
21	SBA cannot address issues in school system.				
22	Better teaching experiences are provided by school-based assessment guidelines.				
23	I use the SBA results to enhance my teaching.				

SECTION D

TEACHERS' PRACTICE OF SCHOOL-BASED ASSESSMENT

Directions: Please indicate with a tick [√] your level of practice of SBA in your teaching.

S/N	Statements	Always	Very often	Sometimes	Never
24	In practicing school-based assessment, I make sure I adhere to its procedures and time of administration.				
25	In SBA practice, I give my students one individual test, two group works and a project work within a term.				
26	I create test items based on objectives that are essential to the work done in each term.				
27	I create test items based on objectives that consist of a series of activities.				
28	I create test items based on learning objectives that necessitate the student's creativity for learning				

	performance.				
29	When putting school-based assessment into practice, I make sure all the appropriate group exercise are administered.				
30	I finish the administration of school-based assessment by the close of the eleventh week.				
31	Throughout the group work, I go round the groups as they work and provide assistance as needed without providing the right answers.				
32	At the conclusion of the group exercise, I request that each group of students assign themselves a mark and grade for the work they completed.				
33	I analyse the issues that the students had with the tasks before planning a class remedial session.				

SECTION E

CHALLENGES TEACHERS FACE IN CARRYING OUT SCHOOL-BASED ASSESSMENT

Directions: Please indicate with a tick [√] the level of challenges you face in practicing SBA.

Where: SA=Strongly Agree, A= Agree, D = Disagree, and SD=Strongly Disagree

S/N	Statements	SA	A	D	SD
34	I am unable to implement school-based assessment because of the large number of students.				
35	The absence of school-based assessment guidelines makes it difficult to implement school-based assessment effectively.				
36	Students' truancy and irregular attendance hiders effective implementation of the school-based assessment.				
37	Inadequate time allocated on school's timetable for various subjects does not permit the use of school based assessment effectively.				
38	School-based assessments have poor record keeping.				
39	I spend all of my time on the school-based assessment format.				
40	Lack of logistical and physical infrastructure support from the school administration makes it difficult to implement school-based assessment effectively.				

Thank You

APPENDIX B

ETHICAL CLEARANCE FORM

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES/ERB/UCC/edu/18-23/21
Your Ref: .....
Date: 1st June, 2022

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Ezekiel Osafo Amoakoh Reg. No. EF/MEP/21/0002 is M.Phil. / Ph.D. student in the Department of Education and Psychology in the College of Education Studie University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Junior High School teachers' knowledge, attitudes and practice of the School-based assessment in Asikuma Odoben Brakwa District, Ghana.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/~~her~~ proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/~~her~~ study. The ERB would be grateful if you would give him/~~her~~ the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

APPENDIX C

Introductory Letter from the Department

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 03320-91697
Email: dep@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref:

19th June, 2023

Dear Sir/Madam,

LETTER OF INTRODUCTION – MR. EZEKIEL OSAFO AMOAKOH

We introduce to you Mr. Ezekiel Osafo Amoakoh, a student with registration number EF/MEP/21/0002 from the University of Cape Coast, Department of Education and Psychology. He is pursuing a Master of Philosophy degree in Measurement and Evaluation, and he is currently at the thesis stage.

Mr. Amoakoh is researching on the topic: **"JUNIOR HIGH SCHOOL TEACHERS' KNOWLEDGE, ATTITUDE AND PRACTICE OF THE SCHOOL-BASED ASSESSMENT IN ASIKUMA- ODOBEN- BRAKWA- DISTRICT, GHANA."**

He has opted to collect or gather data at your institution/establishment for his thesis work. We would be most grateful if you could provide him with the opportunity and assistance for the study. Any information provided would be treated strictly as confidential.

We sincerely appreciate your cooperation in this direction.

Thank you.

Yours faithfully,

Prof. Mark O. Amponsah
HEAD

APPENDIX D

Introductory Letter from the Education Office

GHANA EDUCATION SERVICE

In case of reply the
Number and date of this
Letter should be quoted
My Ref: GES/ADB. 91/3
Your Ref:

Republic of Ghana

DISTRICT EDUCATION OFFICE
ASIKUMA-ODOBEN-BRAKWA
P. O. BOX 29
BREMAN ASIKUMA

6TH July, 2023

MR. EZEKIEL OSAFO AMOAKOH
JAMRA METHODIST BASIC
BREMAN JAMRA

LETTER OF INTRODUCTION

With reference to your letter dated 19th June, 2023, on the above subject matter, I write to inform you that the letter is received and the content well noted.

Permission has been granted for you to carry out your research on "**JUNIOR HIGH SCHOOL TEACHERS' KNOWLEDGE, ATTITUDE AND PRACTICE OF THE SCHOOL-BASED ASSESSMENT IN ASIKUMA-ODOBEN-BRAKWA DISTRICT, GHANA**" in all Basic Schools within the district.

Hoping that your research will not affect effective teaching and learning.

Wish you well.

.....

SETH EMMANUEL PANWUM
DISTRICT DIRECTOR OF EDUCATION
ASIKUMA-ODOBEN-BRAKWA

APPENDIX E

Normality Test for Teachers' Knowledge and their Experience

Tests of Normality

	Teachers' years of teaching experience	Shapiro-Wilk		
		Statistic	df	Sig.
Knowledge	Under 5 years	.935	59	.004
	5 -10 years	.936	75	.001
	Above 10 years	.855	96	.000

APPENDIX F

Results of Homogeneity of Variances Test

Levene Test of homogeneity of variances

Levene Statistic	df1	df2	Sig.	Remarks
.173	2	227	.841	Not Significant

APPENDIX G

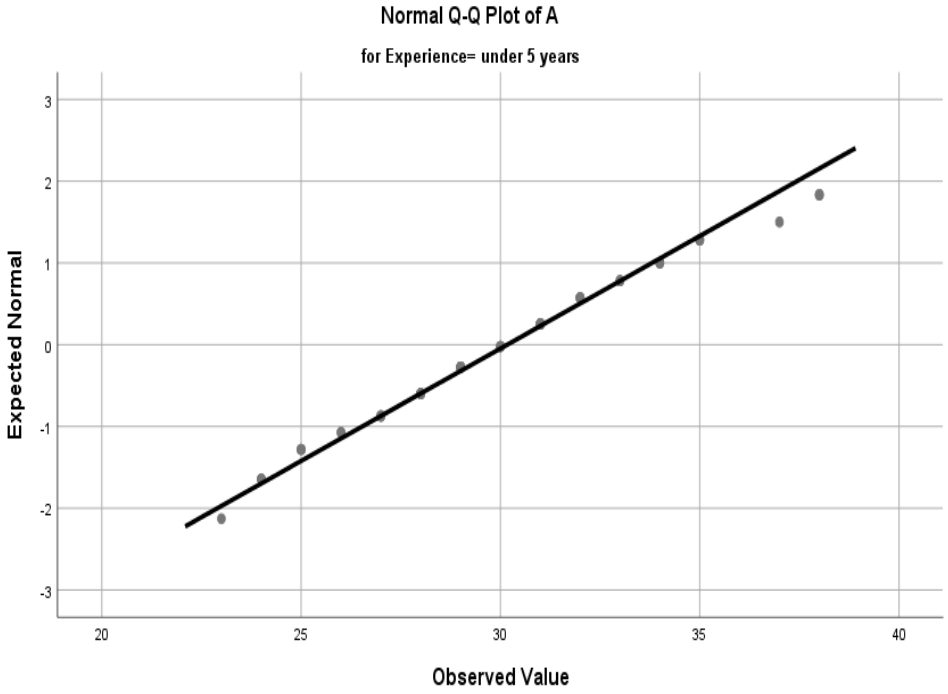
Normality Test Results for Teachers' Attitude and their Experience

Tests of Normality

	Teachers' years of teaching experience	Shapiro-Wilk		
		Statistic	df	Sig.
Attitude	Under 5 years	.977	59	.313
	5 -10 years	.972	75	.096
	Above 10 years	.942	96	.000

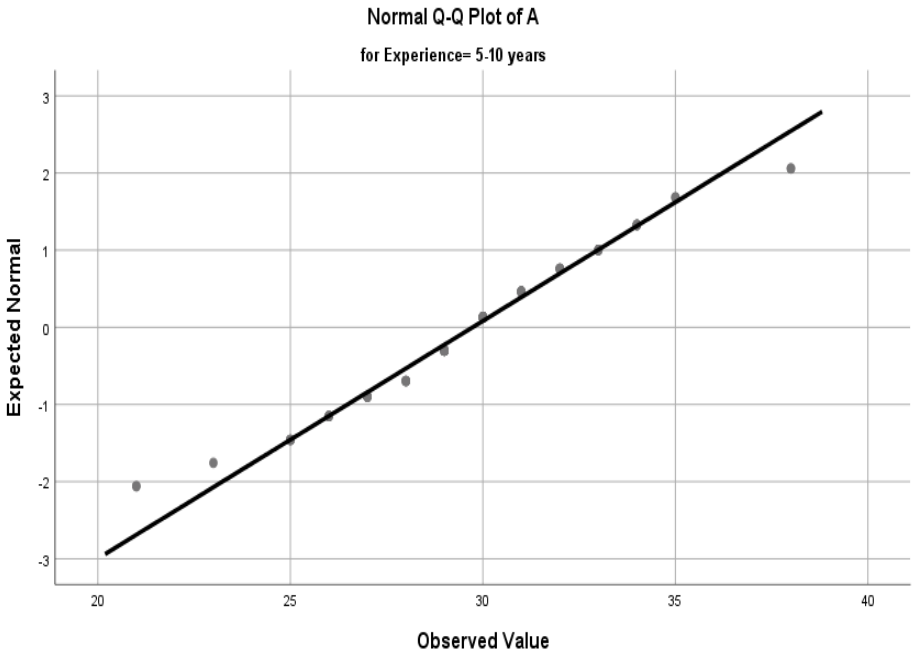
APPENDIX H

Normality Test Results for Teachers' Attitude for those with Under 5 Years of Teaching Experience



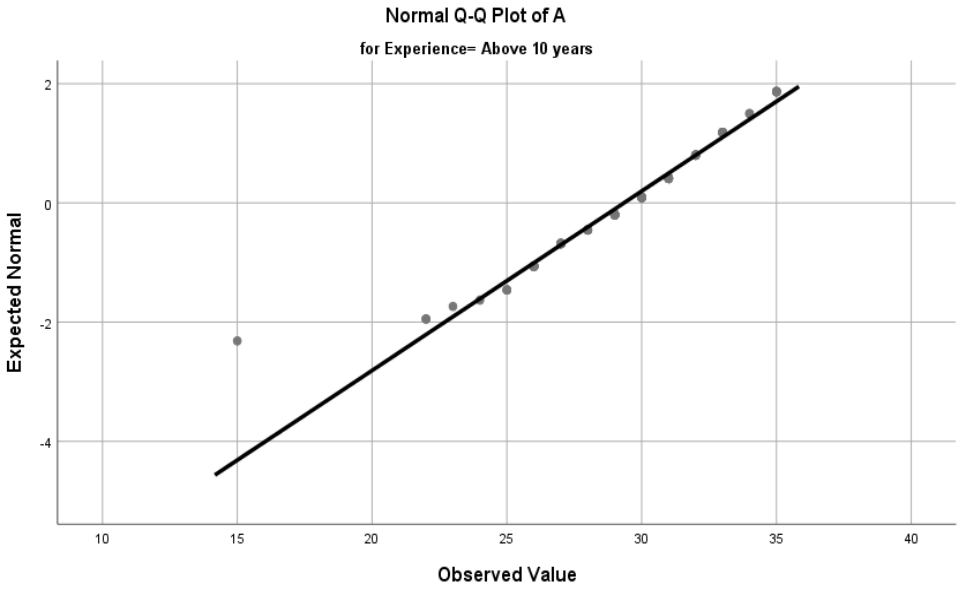
APPENDIX I

Normality Test Results for Teachers' Attitude for those with From 5-10 Years of Teaching Experience



APPENDIX J

Normality Test Results for Teachers' Attitude for those with Above 10 Years of Teaching Experience



APPENDIX K

Results of Homogeneity of Variances Test

Levene Test of homogeneity of variances

Levene Statistic	df1	df2	Sig.	Remarks
.791	2	227	.455	Not Significant

APPENDIX L

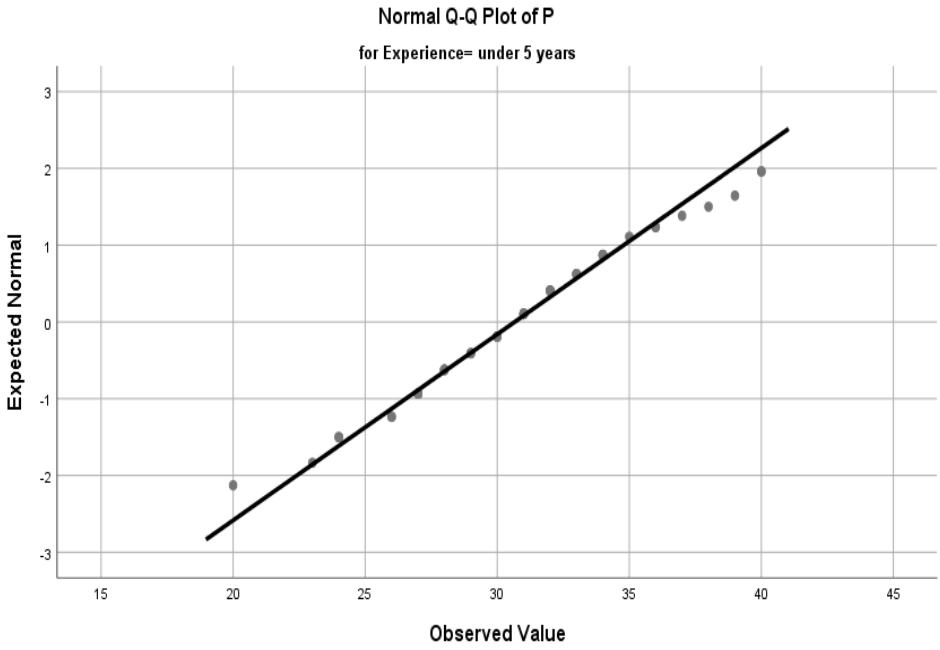
Normality Test Results for Teachers' Practice and their Experience

Tests of Normality

	Teachers' years of teaching experience	Shapiro-Wilk		
		Statistic	df	Sig.
Practice	Under 5 years	.984	59	.628
	5 -10 years	.979	75	.238
	Above 10 years	.987	96	.460

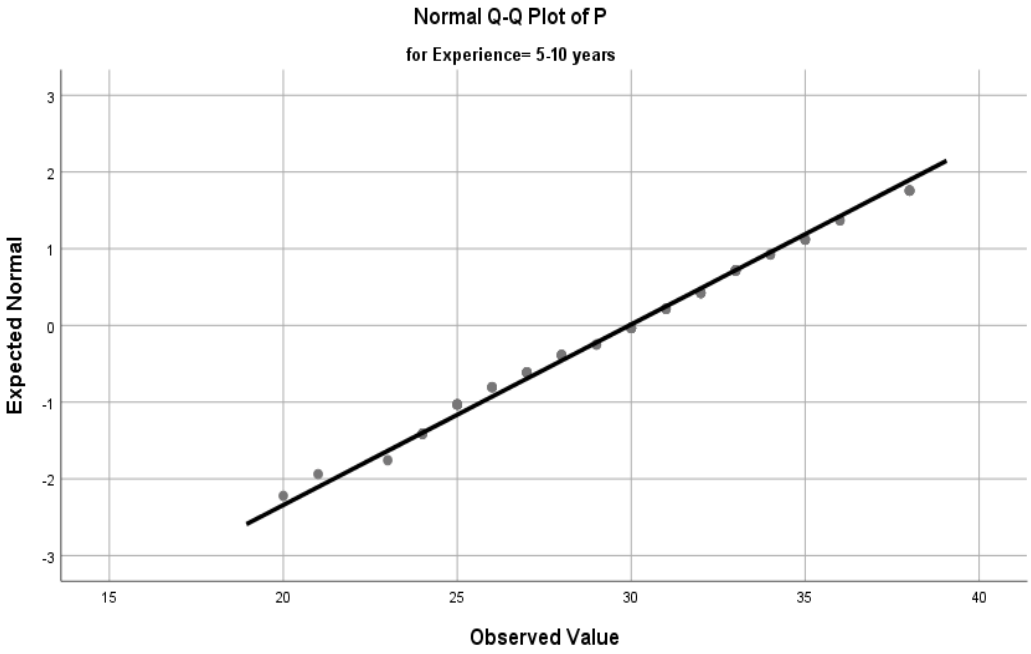
APPENDIX M

Normality Test Results for Teachers' Practice for those with Under 5 Years of Experience



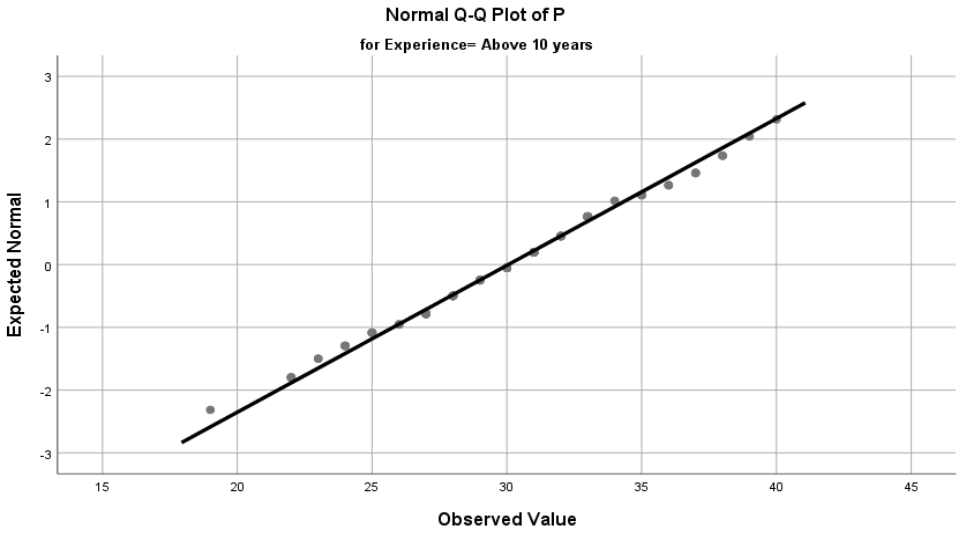
APPENDIX N

Normality Test Results for Teachers' Practice for those with From 5-10 Years of Experience



APPENDIX O

Normality Test Results for Teachers' Practice for those with Above 10 Years of Experience



APPENDIX P

Results of Homogeneity of Variances Test

Levene Test of homogeneity of variances

Levene Statistic	df1	df2	Sig.	Remarks
.173	2	227	.841	Not Significant