

UNIVERSITY OF CAPE COAST

THE IMPLEMENTATION OF SCHOOL-BASED ASSESSMENT IN KEEA
DISTRICT IN CENTRAL REGION OF GHANA

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DISTRICT IN CENTRAL REGION OF GHANA

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result 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

We 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.

Principal Supervisor's Signature.....Date.....

Name:.....

Co-Supervisor's Signature.....Date.....

Name:.....

ABSTRACT

The study examined the implementation of School Based Assessment in KEEA district in Central Region. The quota sampling procedure was used to select 200 basic school teachers in ten basic schools for the study. Five research questions and three hypotheses guided the study. Questionnaire was used for data collection for the study. The Cronbach's coefficient alpha for the questionnaire was 0.85. The results showed that to a great extent, teachers agreed that, they have knowledge about School Based Assessment in carrying out periodic intervals for the purpose of improving the overall performance of students. Teachers also reported positive attitude towards the application of School Based Assessment guidelines in schools. It was found that no significant difference existed among the length of service of teachers with respects to the application of SBA. It is recommended that public senior high school teachers are given timely in-service training in order to be abreast with contemporary issues on SBA such as the tasks involved it. Additionally, periodical in-service training and workshops be given to teachers even though they have positive attitude towards the application of SBA guidelines. Furthermore, Ghana Education Service and stakeholders should allocate funds for workshops, seminars for teachers on challenges of SBA.

KEY WORDS

School

Assessment

Challenges

Implementation

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DEDICATION

To Princess Frances Amartey and George Amartey

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LIST OF ABBREVIATIONS

| | |
|------|--|
| BECE | Basic Education Certificate Examination |
| CA | Continuous Assessment |
| CRDD | Curriculum Research Development Division |
| GES | Ghana Education Service |
| KEEA | Komenda Edina Eguafo Abrem |
| NCCA | National Council for Curriculum and Assessment |
| SBA | School Based Assessment |
| WAEC | West African Examinations Council |

CHAPTER ONE

INTRODUCTION

The quality of teaching and learning processes in educational institutions is premised on assessment. Assessment helps management, administrators and teachers in academic institutions to take appropriate decisions that would benefit individuals in such institutions. School Based Assessment is designed to provide schools with an internal assessment system that will help schools to achieve standards in achievement in subject area. However, the introduction of SBA has led to several changes in the classroom. Previously, in Continuous Assessment system, the total class score was 30% but in the SBA, it is 50% hence the study examined the efficacy, influence and challenges of the SBA.

Background to the Study

Teaching and learning are highly interwoven processes in which their effectiveness depends on each another. Assessment informs how well the students learn and how well the instructor is teaching. Some of the major purposes of assessment include examining students learning, identifying students' strengths and weaknesses, assessing the effectiveness of a particular strategy, examining and improving the effectiveness of curriculum programmes, assessing and improving teaching effectiveness, providing data that assist decision making and communicating with and involving stakeholders (Zelege, 2010).

Assessment occurs when one person through some kind of interaction with another, obtains and interprets information about that other person in terms of his/her knowledge and understanding, ability or attitude (Rowntree, 1987). Assessment in education refers to the process of obtaining information that is used for making decisions about students, curricula, programmes and educational policy (Amedahe, 2003). The most common means by which teachers attempt to assess their students are tests and examinations. Other ways by which students can be assessed include questioning them in class, observing them in action, interviewing them, giving quizzes, using systematic techniques and rating scales.

Assessment is the systematic collection, review and use of information about educational programmes to improve students' learning. Assessment focuses on what students know, what they are able to do, and what values they have when they graduate (Kelly, 2004). Assessment is concerned with the collective impact of a programme on student learning. Mzokwana (2008) holds the view that the assessment programme ought to be able to meet diagnostic problems during which learning difficulties may be inspected and classified so that proper corrective measures can be used and direction can be provided. The National Council for Curriculum and Assessment (NCCA, 2004) explains that assessment is integral to teaching and learning as it relates to all aspects of the curriculum and encompasses the cognitive and affective domains and can play a critical role in the early identification of learning difficulties. This means that assessment makes it necessary for schools to implement procedures both at school and classroom levels for recording and reporting assessment outcomes.

Assessment may generally be used for formative or summative purposes. Formative assessment, is designed to help the teacher to make effective teaching and learning decisions throughout the period of teaching. It provides continuous information or feedback to the teacher as well as to the student about their respective performances in teaching and learning. The information is then used for improving the quality of instruction. Formative assessment is also concerned with identifying the capabilities or strengths and weaknesses of pupils. Formative assessment uses a variety of assessment formats. The appropriateness of a format depends on the nature of the tasks to be performed and the age of the pupils. Some of these formats include checklists, portfolio, projects, individual and group presentations, short tests and quizzes (Zelege, 2010). Under formative assessment, positive achievement of students is recognized and discussed and the appropriate next step are planned and finally, summative, for the recording of the overall achievement of students in an orderly manner.

The summative type of assessment involves an overall assessment or decision concerning the worth of an educational programme. This summative description, however, could be used to evaluate the effectiveness of programmes, school improvement goals, alignment of curriculum, or student placement in specific programmes (Garrison & Ehringhaus, 2007). Summative assessments which are conducted at a particular point in time, usually at the end of a course, or a programme, provide information that can be used during the teaching and learning process.

Assessment can be terminal that is summative or continuous. Assessment is terminal when the person doing the assessment waits until the

end of an instruction, a course, term or year before gathering information on the learner as his/her achievement. This type of assessment was practiced in Ghana before the introduction of educational reforms in the mid1980s (Amedahe, 1991).

Summative assessment was found to be inherent with a number of problems. Some of the problems listed by Miller, Linn and Gronlund (2009) are:

1. Test anxiety; test anxiety was so great that it interferes with test performance.
2. Lack of provision of feedback and remediation needed to improve students' weakness.
3. Creating self-fulfilling prophecies; test score creates teacher expectations concerning the achievements of individual students which force teachers to teach in accordance with those expectations for students to respond to their expected level.

Due to the problems encountered by the use of terminal assessment, continuous assessment was introduced into the Ghanaian educational system in 1987. Continuous assessment is the type of assessment, which takes place in more or less systematic form throughout a course (Amedahe, 1991). It involves taking into account a learner's performance over the whole period of study on a course of education in a variety of ways and situations in determining the final grade. The prefix continuous as applied here appears to be a misnomer in that it is impossible to assess all students all the time without a break (Rowntree, 1987). Rather the term continuous refers to the frequency

of assessment as compared to terminal assessment, which occurs mainly at the end of a course or term or year as the case may be.

Nitko (2004) described continuous assessment as an ongoing process of gathering and interpreting information about student learning that is used in making decisions about what to teach and how well students have learned. Nitko highlighted some merits of continuous assessment as follows:

1. It promotes frequent interactions between pupils and teachers to know the strengths and weaknesses of learners and to identify which students need reviews and remediation.
2. Pupils receive feedback from teachers based on performance that allows them to focus on topics they have not yet mastered.

Airasian's (1991) definition stressed that teachers who use continuous assessment should use a variety of data collection instruments and methods which in turn help them to interpret the synthesis information about learners. Moreover, the information collected from the continuous assessment helps teachers to plan and monitor the different components of the teaching and learning processes. Continuous assessment is not simply continuous testing. Continuous assessment does not solely depend on formal tests. Continuous assessment is more than giving a tests. It involves every decision made by the teacher in class to improve student's achievement.

The assessment of students' learning in the classroom is an integrated component of the teaching and learning processes and continuous assessment is subjective, informal, immediate, ongoing and intuitive. The teacher's role is to determine student's current level of knowledge, skill, or understanding, diagnose problems that students may be encountering, make decisions about

instructional steps and, evaluate the learning that is taking place in and outside the classroom.

Continuous assessment (CA), also known as progressive assessment or assessment for learning involves testing to measure pupil achievement at regular intervals in order to ascertain the level of learning so that appropriate remediation can be provided as the need may arise (Onuka & Durowoju, 2013). In other words, it offers a methodology for measuring students' performances and using the resulting findings to improve the students' future performance. Continuous assessment, according to Adeoye (2010), is a system of assessment which is carried out at pre-determined intervals for the purpose of monitoring and improving the overall performance of students and of the teaching/learning environment.

The introduction of CA into the education system by West Africa Examination Council (WAEC) member countries almost three decades ago helped the education system in Ghana. The CA was structured such that teachers knew their clearly defined roles and responsibilities when it comes to assessing students. However, some educators and researchers recognized and identified some challenges associated with this implementation. For instance, Quansah (2005) described the CA system as being essentially based on only frequent test taking.

In similar studies, WAEC (1993) examiners' report discovered that teachers appeared to be more generous in the award of marks to their students. In most cases, students had more marks in the CA than their achieved marks in the external examination in all subjects investigated. It was also observed that CA scores were usually clustered together with the teacher manifesting a

conscious effort to make each student getting closer to the maximum mark. These findings raised concerns on the credibility of the CA and those concerns informed the decision to reduce the weighting of CA from forty percent to thirty percent.

Etsey (1992) identified workload as a limitation of the CA system in Ghana. He further said that increased number of exercises increases the workload of teachers and this affects their output since they find it difficult to score all work given to students at the same time. Amedahe (1991) also reported that one of the complaints teachers gave was that there were variations in the approach to CA from school to school. Therefore, in order to reduce the workload of teachers and to bring uniformity in the processes and procedures of achieving it, CA was changed to School -Based Assessment (SBA).

School-Based Assessment, is now used as part of the new educational reforms which started in September 2008 (Ministry of Education, 2008). According to Curriculum Research Development Division (2007), the SBA system is designed to provide schools with an internal assessment system that will help to achieve the following:

1. Standardize the practice of internal school- based assessment in all schools in the country.
2. Provide teachers with guidelines for constructing assessment items or questions and other assessment task.
3. Introduce standards of achievement in each subject area and in each class of the school system.

4. Provide guidance in marking and grading of test and other assessment task.
5. Introduce a system of moderation that will ensure accuracy and reliability of teacher's marks.
6. Provide teachers with advice on how to conduct remedial instructions on difficult areas of the syllabus to improve pupil's performance.

The introduction of the SBA led to several changes in classroom assessment. In the previous CA system, the total class score was 30% but, in the SBA, it is 50%. Class exercises and homework formed part of assessment in the CA system but not in the SBA (Amedahe, 1991). This study was therefore conceived, designed and undertaken in order to find out teachers' implementation of SBA and how they apply the guidelines in SBA.

Statement of the Problem

Assessment is a vital part of quality teaching in the classroom. The urgent need to promote teaching, learning and improved performance in basic schools in Ghana resulted into a range of related but different developments in CA system at classroom levels. The introduction of CA system was to render assessment school-based, improve evaluation of learners' attainment by ensuring that assessment is cumulative, systematic, comprehensive and guidance-oriented (Obioma, 1984).

In spite of this, there were problems in the effective implementation of CA system. This led to CA changed to SBA (Amedahe, 1991). Some teachers were observed complaining about practical issues related to this assessment mode. Large class size, heavy teaching load in terms of teaching more than 2 subjects in a week, marking scripts, notes preparation and having other

responsibilities in addition to teaching were discouraging teachers from using CA.

For instance, Quansah (2005) described the CA system as being essentially based on only frequent test-taking which did not really serve the entire purposes of assessment. The reduction in the weighting of CA was not the only outcome of those adverse findings on the programme. A number of interventions were introduced to restore the credibility of CA scores. The Ghana Education Service (GES), research community, and some non-governmental organizations in the education sector tried to provide guidance to schools regarding the implementation of CA through seminars, workshops and short courses.

Research has shown that most teachers do not have adequate information regarding assessment (Amsami, Mohammed & Mazila, 2015). This leads to exploring how SBA is understood by basic school teachers in Komenda Edina Eguafo Abrem (KEEA) district in Central Region of Ghana as compared to policy documentation.

Purpose of the Study

The research examined the implementation of School Based Assessment in KEEA district in Central Region. Specifically, the research investigated into:

1. the knowledge level of basic school teachers on the concept of SBA,
2. the attitude of basic school teachers towards the application of SBA guidelines in school,
3. the impact of SBA on teacher's methods of instruction,
4. how teachers implemented School Based Assessment in schools and

5. Challenges faced by basic school teachers in the implementation of SBA.

Research Questions

In order to address the specific objectives, the following questions were formulated to guide the study.

1. What is the knowledge level of basic school teachers on the concept of SBA?
2. What is the attitude of basic school teachers towards the application of SBA guidelines in school?
3. What is the impact of SBA on teacher's methods of instruction?
4. How do teachers implement School Based Assessment in schools?
5. What are the challenges faced by basic school teachers in the implementation of SBA?

Research Hypotheses

The research was guided by the following hypotheses.

- i. H_0 : There is no significant length of service difference among teachers with respect to the application of SBA.
 H_1 : There is a significant length of service difference among teachers with respect to the application of SBA.
- ii. H_0 : There is no significant length of service difference among teachers with respect to knowledge on SBA.
 H_1 : There is a significant length of service difference among teachers with respect to knowledge on SBA.
- iii. H_0 : There is no significant gender difference in the attitude of basic school teachers towards the application of SBA guidelines in school.

H₁: There is a significant gender difference in the attitude of basic school teachers towards the application of SBA guidelines in school.

Significance of the Study

A study into teacher's implementation of School Based -Assessment would make some contribution to the existing knowledge on assessment curriculum.

The essence of any research is to address the void in our minds and add new knowledge to the existing ones. It is expected that the results of the study would help policy-makers or curriculum developers in Ghana to identify assessment techniques and strategies that would best improve the current ways of practicing assessment in the basic schools.

This study would also help to raise awareness among policymakers such as Directors of Education, Inspectorate Division in the Ghana Education Service (GES), Head teachers and teachers about the alternative SBA practices that are available to enhance students' performance. This research would act as a foundation for further research that would benefit researchers in their study on assessment practices.

Delimitations

The study was confined to only basic school teachers in KEEA district in Central Region of Ghana. This was due to the reason that the KEEA district is an area where I am familiar with the schools and environment at large. The study also focused on teaching and learning practices in SBA. Teachers have been practicing SBA for quite some time and hence the need to examine the implementation of the SBA in the KEEA district.

Limitations

The questionnaire that was employed for the study is a self-report measure and for that matter, respondents could give responses that might not reflect the actual situation on the ground.

In addition, there were some significant problems that were encountered during this research which had the tendency of affecting the results of the study, including unfavourable weather conditions and heavy down pour interacted some of my meetings scheduled with the respondents, absence on the part of some of the target group members served as an obstacle to the administration of the questionnaire.

Definition of Terms

Assessment: It is the systematic collection, review and use of information about educational programmes to improve students' learning.

School-based assessment: It is a form of formative assessment involving feedbacks and appraisals to students based on their school-based projects.

Formative assessment: It provides continuous information or feedback to the teacher as well as to the student about their respective performances in teaching and learning.

Summative assessment: It involves an overall assessment or decision concerning the worth of an educational programme.

Organisation of the Study

The study was organized into five main chapters. Each chapter of the study addressed a specific theme. Chapter one examined background to the study, the statement of the problem, the research objectives and questions. The chapter also dealt with the significance of the study, the delimitations,

limitations encountered in the study and definition of terms. Chapter two provided the theoretical framework and key concepts on which the study was based, in addition to a historical development of school based assessment, purposes and characteristics of school based assessment. The third chapter covered the research methodology which involves the research design, population studied, sample and sampling technique, instrumentation, data collection procedure and the data analysis plan. The fourth Chapter dealt with the presentation and analysis of the data collected. Finally, Chapter Five gives the summary, conclusion and recommendations

CHAPTER TWO

LITERATURE REVIEW

Introduction

The research reviewed literature based on the objectives and research questions on the implementation of School Based- Assessment.

This literature was reviewed under the following sub-headings:

1. Theoretical Framework
2. Concept of Educational Assessment
3. Concept of School Based Assessment
4. Teachers Understanding Level on the Concept of SBA
5. Attitude of Teachers Towards the Use of School Based Assessment
6. Types of tasks under School Based Assessment
7. Challenges Teachers Face in the Implementation of School Based Assessment
8. Ways to Improve School Based Assessment

Theoretical Framework

Lev Vygotsky Socio-cultural Theory (1896-1934)

Contemporary approaches to teaching and learning include formative assessment as a crucial element of effective and relevant instruction. Heritage (2010) describes that, the procedure of formative assessment involves the practice in which a teacher asks the questions: Where are you / where am I trying to go? Where are you / where am I now? How can you get there / how

can I get there? The teacher learns about student's understanding of concepts at particular points in time and becomes better equipped to help students progress further in their understandings with recourse to the set goals articulated in this process. This also benefits students to find their current state of learning.

Formative assessment buttresses the constructivist view of learning which states that learners construct their own understandings from their experiences, and that these ideas may contradict the widely held views about assessment (Harlen, 2005). It is further argued by Harlen that the way learners come to revise and reconstruct their understanding to incorporate widely agreed ideas are by interaction with their environment and the ideas of others. In addition, Harlen (2006) states that the constructivist' view of learning emphasizes on the processes of learning and the role of learners. Teachers engage pupils in self-assessment and use their own assessment to try to identify their current understanding and levels of skills. This is elaborated by the socio-cultural theories of learning. Tharp and Gallimore; Reveles, Kelly, and Durán (as cited in Heritage 2010) argue that while learning is owned by students, since no one else can learn for them, others can engage them through social and interactive processes that support the learning which is their property. Formative assessment enables teachers to gather information about learners' understandings to close the gap between learners' current learning and the desired future goals through scaffolding (Shavelson, 2006). Teachers assess learners' performance through ZPD and give such tasks as practical work, group discussions, tests and projects. Assessment is specifically

intended to generate feedback to learners to develop critical thinking, improve learning achievements and ease self- assessment (Sadler, 2009).

The work of Lev Vygotsky (as cited in McLeod, 2014) has become the foundation of much research and theory in cognitive development over the past several decades, particularly of what has become known as Social Development Theory. According to Huitt (2000), Vygotsky in his work highlighted the roles of social interaction and instruction as he suggested that development does not come first before socialization, but rather social structures and social relations pave the way for the development of mental functions.

According to McLeod (2014), Vygotsky just like Piaget indicated that human learning is characterized by attention, sensation, perception and memory which eventually, through interaction within the sociocultural environment are developed into more sophisticated and effective mental processes/strategies which he refers to as higher mental functions. Vygotsky believes that young children are curious and actively involved in their own learning and the discovery and development of new understandings/schema.

Vygotsky's theory stressed on the fundamental role of social interaction in the development of cognition as he believed strongly that community plays a central role in the process of making meaning (Vygotsky, 1978). Vygotsky (as cited in McLeod, 2014) argued that learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function. According to Vygotsky (1978), considerable important learning by children happen through social interaction with a skillful teacher. The teacher may model behaviours and

provide verbal instructions for the child. Vygotsky (as cited in McLeod, 2014) refers to this as cooperative or collaborative dialogue. Students seek to understand the actions or instructions provided by the teacher, then internalizes the information using it to guide or regulate their own performance.

According to McLeod (2014), Vygotsky theory is operated by two principles namely the More Knowledge Other and the Zone of Proximal Development. The MKO refers to someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. This may represent teachers or the students with intellectual difference in terms superiority. The ZPD relates to the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner.

With respect to academic work, Vygotsky (1978) stressed the Zone of Proximal Development as the area where the most sensitive instruction or guidance should be given to students as in allowing the students to develop skills they will then use on their own when developing higher mental functions. Vygotsky (as cited in McLeod, 2014) viewed interaction with friends or age-mates as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers within the zone of proximal development (McLeod, 2014).

From a socio-cultural point of view, formative assessment includes the role of interaction between and among teacher-student(s) and students-students as well as joint collective action in the learning process. Assessment

is not unidirectional, but diverse in nature and involves both teachers and students in give-and-take activities to propel learning and meet the desired goals as final outcomes. These give-and-take activities are characterized by teachers and students engaging together in response to evidence about learning, minute-by-minute and day-by-day (Leahy, Lyon, Thompson, & William, 2005).

Applying Vygotsky theory in assessment, there is the need for reciprocal teaching to improve students' ability to learn from discovery. By doing this, teachers and students collaborate in learning and practicing four key skills as in summarizing, questioning, clarifying, and predicting where the teacher's direct role in the process is diminished as the process keep going. The use of scaffolding and apprenticeship in which a teacher or more advanced peer helps to structure or arrange a task so that a learner can work on it successfully. Again, there is the need for collaborative learning, where more advanced peers can help less advanced members operate within their ZPD.

Concept of Educational Assessment

Educational assessment is an integral part of the teaching and learning processes. It is the process of documenting, usually in measurable terms, knowledge, skill, attitudes, and beliefs (Lorna, 2003). Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), institution, or the educational system as a whole (Lorna, 2003). This involves the collection of qualitative and quantitative information on the learner through the use of tests, assignments, quizzes, projects, checklist and homework for making judgements regarding performance. In education, the term assessment refers to the wide variety of

methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students (Lorna, 2003).

Wrigley (1986) said that, assessment gives the teacher and the learner feedback information about whether the learning objectives are being reached. It provides information on areas of weaknesses, strengths and potentials that can be modified. For students, it is a form of attention and encouragement and an important ingredient of motivation. Nitko (1995) used assessment to refer to the process of gathering relevant information, for the expressed purpose of making educational decisions. The proper method or procedure for gathering information is best decided by examining the purpose for which an educator will use the information and the type of student information the educator is most interested in assessing. Essentially, assessment can be either summative or formative.

Formative assessments are in-process evaluations of student learning that are typically administered multiple or several times during a unit, course, or academic programme (Nitko, 1995). The general purpose of formative assessment is to give educators or teacher's in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessments are usually not scored or graded, and they may take a variety of forms; from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students. Formative assessments are commonly said to be for learning because educators use the results to modify

and improve teaching techniques during an instructional period or lesson (Mctighe & O'connor, 2005).

Summative assessments are used to evaluate student learning at the conclusion of a specific instructional period, typically at the end of a unit, course, semester, program, or school year (Nitko, 1995). Summative assessments are typically scored and graded tests, assignments, or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period or activity. Summative assessments are said to be the aggregate of students learning because they evaluate academic achievement at the conclusion of an instructional period or lesson (Mctighe & O'connor, 2005).

Concept of School-Based Assessment

Assessment is a powerful educational tool. It is used to monitor the quality of the school system, evaluate education policies and programmes, make important instructional and placement decisions about students, and certify students' learning achievement. School-based assessment (SBA) is a form of formative assessment involving feedbacks and appraisals to students based on their school-based projects. It enables students to identify and improve on their areas of weakness and teachers to adjust their teaching strategies accordingly (OECD, 2005).

In the words of MacGaw (2006), SBA helps students to see their own progress, enables teachers to monitor their students and themselves and expresses what the educational systems consider to be important. He cautioned however that, assessment can be counter-productive when stakes are high; driving attention to only the narrow and measurable and ignoring the

important but un-measurable. School-based assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding and skills attained by pupils (Educational Quarterly, 2003).

According to McTighe and O'connor (2005), school-based assessment (SBA) has a number of important characteristics which distinguish it from other forms of assessment.

1. It involves the teacher from the beginning to the end: from planning the assessment programme, to identifying and/or developing appropriate assessment tasks right through to making the assessment judgments.
2. It allows for the collection of a number of samples of student performance over a period of time.
3. It can be adapted and modified by the teacher to match the teaching and learning goals of the particular class and students being assessed.
4. It is carried out in ordinary classrooms.
5. It is conducted by the students' own teacher.
6. It allows the teacher to give immediate and constructive feedback to students.
7. It complements other forms of assessment, including external examinations.

In Ghana, SBA was introduced into the curriculum in the last curriculum review in 2007 to replace what used to be called Continuous Assessment (CA) with the aim of making assessment more comprehensive (Mereku, Nabie, Appiah & Awanta, 2011). The major changes to assessment which came with the reforms are summarised in Table 1.

Table 1- *Major Changes to Assessment Which Came with the 2007 Reforms*

| Nature of change | CA | SBA |
|---|--------------------------------------|-----------------------|
| 1. Use of class exercises and home work. | Largely for CA | Formative Evaluation |
| 2. % contribution of class exercises/home work/project work and overall school assessment | 30% | - |
| 3. % contribution of SBA tasks to overall school assessment (class test & project) | - | 50% |
| 4. % contribution of end of term exams to overall school assessment. | 70% | 50% |
| 5. % contribution of (I or II and III) final BECE score. | 30% | 30% |
| 6. Number of assessments per term. | 11 | 4 |
| 7. Number of assessments per year. | 33 | 12 |
| 8. Number of project tasks given per term. | 4 | 1 |
| 9. Written report required? | Optional, largely oral presentation. | Yes, with References. |
| 10. Scoring projects | 5 | 20 |

Source: (Mereku, Nabie, Appiah & Awanta, 2011).

Project work has been restructured and its focus is how to encourage students to apply knowledge and skills acquired in the school term to carry out authentic assessment tasks and write analytic reports or use mathematics to solve real life problems. In the new syllabus, hitherto the class exercises and

homework scores were recorded as part of continuous assessment but in the SBA, these are done as part of the everyday formative assessment and not to contribute to the SBA scores (see Table 1).

This means after teaching for the first 3 or 4 weeks in a term, the teacher should set and administer a class test covering the topics (or content) treated and record this as SBA Task 1. Then after the next 3 or 4 weeks in the term, the teacher sets and administers SBA Task 2, etc. Also, unlike the continuous assessment where teachers use homework tasks that can be completed overnight or over the weekend as project, in SBA projects are supposed to take at least six weeks to complete.

Task 4, Task 8 and Task 12 are supposed to be project to be undertaken throughout the term and submitted at the end of the term. A student is expected to select one project topic for each term; and projects for the second term are undertaken by teams of students as group projects. A project involves tasks or a series of tasks for students to carry out using one or more of the following processes: gathering data, observing, looking for references, identifying, measuring, analyzing, determining patterns or relationships, graphing and communicating. An investigational task may also be set in the context of algebra, geometry or measurements. A project usually requires students to take a substantial amount of time (e.g., a few days, weeks, or even months) to finish.

As part of project-based learning, the teacher is expected to give the students the opportunity periodically to present progress reports to the class for colleagues' feedback and suggestions. For SBA scoring, it is recommended that each class test (or task) should be scaled to the score 10, and project task

scaled to the score 20 (CRDD, 2007). Table 1 shows the distribution of scores to be awarded to the tasks (i.e. 3 class tests and a project) and examinations each term.

SBA was first proposed in the Reform Proposals for the Education System in Hong Kong, in September 2000. According to the proposal, the modes, content and the assessment methods of public examinations should be reviewed. In this approach, basic skills and knowledge required by a Form 5 graduate was indicated and students do not have to compare with the others. Under the education reforms in which a new culture of learning and teaching is to be cultivated, schools can use different modes of broad-based assessments, including observation of students' performance in classroom and participation in project work to promote learning in a more flexible manner (Mctighe & O'connor, 2005).

In Hong Kong, another benefit of SBA is advocating students' all-round development which gives a more comprehensive picture of individual students' learning needs, as well as fosters the positive washback effects of public examinations. It also helps to address the limitations of judging students on their performance in one single examination (Mctighe & O'connor, 2005).

In many educational systems, such as those of Australia, Canada, the UK and Finland, SBA is used extensively or exclusively to provide information about student achievement (CRDD, 2007). In Hong Kong, SBA has been a part of the public examinations system since 1978, when it was first introduced into the HKALE AL examination for Chemistry so that there could be an assessment of laboratory work. By 2006, school based assessment had been implemented in 13 'A' Level subjects and 13 Certificate of Education

subjects, including English language. School Based Assessment became a core component of the Hong Kong Certificate of Education Examination (HKCEE) in English Language in 2005-07, and was then revised and extended for the Hong Kong Diploma of Secondary Education (HKDSE). According to the state, SBA was progressively incorporated into all 24 subjects (CRDD, 2007).

School-based assessment (SBA) is a policy-supported practice in an increasing number of educational systems around the world, including those of Australia, New Zealand, Canada and the United Kingdom. It is increasingly being adopted as national educational policy in Asia as well as in some developing countries, including Ghana and Zambia (HKDSE, 2012). It is also actively promoted in the USA, although always overshadowed by national testing programs.

School-based assessment has been an established practice in Australia for over twenty years. In Queensland, where SBA was introduced in the 1970s, teacher-based assessment is used for all assessment in secondary school, even for high-stakes purposes (Darling-Hammond & Mccloskey, 2008). The Australian Capital Territory (ACT) also uses only school-based assessment for senior secondary level. Other states such as New South Wales and Victoria have incorporated large scale school-based assessment into their public examinations (Darling-Hammond & Mccloskey, 2008). The Ministry of Education in Singapore in 2012 adopted an official policy of assessment for learning and is encouraging teachers to experiment with different forms of school-based assessment, though the school system is still dominated by externally-set and assessed examinations (HKDSE, 2012).

In Malaysia, Primary School Standard Curriculum has been implemented in stages since 2011 beginning with Year 1 and would be fully implemented in 2016 (Othman, Salleh & Norani, 2013). The implementation of the new curriculum was first announced on June 2010 by Malaysia Ministry of Education (Malaysia Ministry of Education, 2010). The implementation is to ensure that all primary school pupils have the achievement in basic literacy skills after they have undergone six years of formal primary schooling (Darling-Hammond & McCloskey, 2008). The content and learning standards that are outlined in the new curriculum specifically aimed at ensuring that pupils acquire knowledge, skill and values. Primary School Standard Curriculum was formulated to produce Malaysian citizens who are knowledgeable and competent, and who possess high moral standards so that they can function more effectively in the future especially in the 21st century (Darling-Hammond & McCloskey, 2008). It is also to equip young generation holistically for their success in the era of globalization with the latest global challenges and competitions (Othman, Salleh & Norani, 2013).

Transformation to Primary School Standard Curriculum in Malaysia is in parallel with the second National Key Result Areas (NKRA) which was announced by Malaysia Prime Minister (Malaysia Ministry of Education, 2012). In the implementation of Primary School Standard Curriculum, pupils will no longer be evaluated with Primary School Achievement Examination. Alternatively, pupils' assessment is from their overall performance and participation in classroom instruction. In other words, SBA is implemented. The implementation of SBA is parallel with the implementation of Primary School Standard Curriculum as there is tremendous need for a change in the

way learners are assessed. Pupils' learning assessment need to change in order to actively engage them in their learning process, promote understanding; and promote application of skills and knowledge which they have learnt (Othman, Salleh & Norani, 2013).

In the implementation of SBA, students are evaluated under four components namely school assessment, psychometric assessment, physical activity assessment and sport and co-curriculum. In classroom, teachers are given greater responsibility in designing quality assessments that align with instruction strategy and their students learning outcome. Pupils' assessment is based on different evidence markers on a certain grade starting from Band 1 to Band 6 (Darling-Hammond & Mccliskey, 2008).

The assessment is viewed as an integral part of Primary School Standard Curriculum in a wider perspective where it functions as pupils' diagnostic tool for guidance, development and remedial in their continuous learning process (Othman, Salleh & Norani, 2013). That is, assessment strategies and approach in classroom instruction is in consonance with instructional goals. Assessment strategies require a lot of creativity on the side of the teacher (Othman, Salleh & Norani, 2013). But it is uncertain about teachers' readiness for the implementation of SBA.

Teachers Understanding Level on the Concept of SBA

Teachers' knowledge in the implementation of SBA has a direct impact on students' learning situations and outcomes in schools. McMillan's (2000) study emphasized that teachers need to have the knowledge and understanding to conduct assessments on student learning. He found that teachers who had sufficient knowledge on assessments were able to integrate

it well into their teaching. They were also able to use effective approaches, techniques, and strategies to improve their students' competencies. Cheah (2010) found that the biggest challenge to conduct the SBA was knowledge, skills and teacher attitudes. He added that formal training in the form of workshops or seminars enables teachers to acquire new knowledge to fulfill the objectives of the new Malaysian curriculum assessment system.

Formal training would also help to reduce the gap between theory and practice. Cheah (2010) added that the SBA teachers require support to enhance their knowledge, skills and confidence to implement the curriculum in the long run to develop this school based curriculum. Brophy's (1991) study showed that teachers' knowledge on the teaching and learning process is as follows:

Where (teacher) knowledge is more explicit, better connected, and more integrated, they will tend to teach the subject more dynamically, represent it in more varied ways, and encourage and respond fully to student comments and questions. Where their knowledge is limited, they will tend to depend on the text for content, de-emphasize interactive discourse in favor of seatwork assignments, and in general, portray the subject as a collection of static, factual knowledge (p. 352).

Bobis and Gould (2000) found that teachers' pedagogical knowledge influences children's cognitive development. The biggest influence on child development and learning came from teachers' knowledge on child learning. Similarly, John (2002) found that teachers needed to be knowledgeable and have a clear understanding about the components of the SBA to improve student understanding. On a similar note, Antonio (2008) found that under

SBA, teachers need to have the knowledge to assess students because teachers played a pivotal role in students' assessment. In Uganda, Naimah (2011) in the New York city found that teachers need to be knowledgeable in the administration and implementation of SBA at school level so that they could use the instruments, rubrics, guides, schedules and procedures which are provided by the examination board.

Norazman, Nor'ain, and Nur-Fazliana's (2012) study showed that teachers must be smart in delivering their lessons, have content knowledge of their subject matter and be highly creative so that the learning environment is conducive. Teachers have to put in effort so that students do not continuously perform unsatisfactorily. The study recommends that teachers should take steps to overcome their weaknesses in different aspects such as teaching, assessment, subject matter or guidance given to students. Cheah (2010) also emphasized on teacher knowledge and ways of enhancing their knowledge to successfully implement SBA.

In Malaysia, Ismadiah (2012) in her study found that teacher's knowledge and understanding of SBA implementation procedures is highly dependent on teacher attendance in seminars, courses and briefings. He also found that knowledge and understanding have a close relationship with SBA. Similarly, teachers who followed training sessions had better knowledge on assessment and administration of SBA (Ismadiah, 2012). These teachers were ready to implement the SBA to fulfill its higher objectives.

A study by Salmiah et al., (2011) in Hong Kong found that quality teachers must have the knowledge to guide students and their peers so that they can accept the transformation in the education system positively. These

researchers also found that there were changes that affected certain groups while other changes affected the whole educational organization. A study by Faridah and Mohini (2012) in Uganda showed that teachers must be knowledgeable in the field of pedagogy, the subject matter and the learning needs of the students. They also found that teachers must not only be knowledgeable about the content of the lesson to be taught but also the content of previous lessons taught. This knowledge is very important to detect the level of skills and abilities that need to be mastered by the student before a new lesson is taught.

Additionally, teachers will monitor and evaluate from time to time the extent to which their students have mastered the knowledge and skills in a particular subject. Accordingly, in Uganda, it was found out that the assessment is important because it gives a positive impact on the effective generation of new ideas, which in turn helps to enhance students' mastery continually (Faridah & Mohini, 2012). The official Circular [No. 2, Year 2011, Examination Syndicate, Reference No. KP. LP. 003.07. 14 (2)] informs about the improvements made to the national assessment system in all government and government-aided schools. Also, in Malaysia in 2014, students were evaluated based on the National Assessment which included School Assessment, Centralized Assessment, Physical Activity Assessment, Sports and Co-Curriculum Assessment and Psychometrics Assessment. Based on a newspaper report, Utusan (2012) the Examination Board states that teachers do not understand the relevant implementation process of this new assessment system in line with the teaching and learning process in schools (Faridah & Mohini, 2012). This is because the teachers find it challenging to

construct instruments related to various forms of assessment. Teachers are more accustomed to evaluating student achievement based on examinations.

Attitude of Teachers Towards the use of School Based Assessment

Attitudes refer to one's positive or negative judgment about a concrete subject. Attitudes are determined by the analysis of the information regarding the result of an action and by the positive or negative evaluation of these results (Ajzen & Fishbein, 2000). Studies have established close links and affinities between teacher's attitude and their use of SBA. High teacher's positive attitudes towards the SBA were associated with a higher level of competence in its usage (Teo, 2008).

Attitude is composed from various forms of judgments. Attitude develops on the ABC model (affect, behaviour and cognition) (Goodings & Portland, 1995). The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavior tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experiences or observational learning from the environment. Attitude of teachers largely depends upon their personal characteristics and disposition and both seem to be highly interlinked (Goodings & Portland, 1995).

Assessment can be one of the most difficult aspects of teaching. The educational, emotional, and formative ramifications of judging a young person's work can weigh heavily on the mind of a teacher. But in spite of the anxiety it poses, knowing how to assess students in order to improve instruction is a core principle of effective teaching (Goodings & Portland,

1995). Therefore, teachers or instructors need to have the right attitude to implement SBA to support teaching and learning.

The study of teachers' conceptions of school-based assessment is important because evidence exists that teachers' conceptions of teaching, learning, and curricula influence strongly how they teach and what students learn or achieve (Clark & Peterson, 1986; Pajares, 1992; Calderhead, 1996). Indeed, teachers' beliefs about student self-confidence, morale, creativity, and work are 'closely linked to one's choice of evaluation techniques' (Asch, 1976). Tittle (1994) proposed that teachers construct schemas or integrate representations from assessments into existing views of the self, of teaching and learning, and of the curriculum, broadly construed.

From their survey of elementary school teachers in Kenya, Cizek et al., (1995) argued that, based on the highly individualistic nature of assessment practices, many teachers seem to have assessment policies based on their idiosyncratic values and conceptions of teaching. In a study of high school English classes, Kahn (2000) in Kenya argued that teachers used a wide variety of seemingly conflicting assessment types because they eclectically held and practised transmission-oriented and constructivist models of teaching and learning. And yet, as individualistic as conceptions may appear, it can be argued there are socially and culturally shared cognitive configurations or phenomena (Van den Berg, 2002).

Thus, all pedagogical acts, including teachers' perceptions and evaluations of student behaviour and performance (i.e., school based assessment), are affected by the conceptions teachers have about many educational artifacts, such as teaching, learning, assessment, curriculum, and

teacher efficacy (Kahn, 2000). It is critical that such conceptions and the relationships of those conceptions among and between each other are made explicit and visible. This is especially so if it is considered prudent or advisable that teachers' conceptions be changed, which, of course, is the point of professional development activities (Borko, 1997).

Some studies have shown that there are teachers who are not ready to implement the SBA. Norani and Saifulazri (2010) in Nigeria found that there were teachers who are not willing to conduct SBA. They also found that some teachers were not willing to conduct SBA due to lack of training, which inadvertently affected their confidence to conduct SBA. In his study, Stiggins (2005) in the USA found that teachers lack willingness to undertake new assessment system for learning in the classroom because they do not have opportunities to learn the techniques of good assessments.

Stiggins (2005) also found that the willingness of teachers in implementing assessment for learning covers a wide area, for example, to set specific performance targets and determine standards of achievement for students according to the curriculum. In addition, teachers have to continuously be prepared with documentary evidence on learning that has taken place, assess the level of students' involvement and keep records systematically.

A study by Alaba (2012) found that teachers in Nigeria are not willing to conduct the SBA in teaching and learning situations. He also found that more than 50% of the teachers in Nigeria have negative perception on the impact of SBA in the practice of teaching and learning for students. He suggested that effective monitoring should be carried out in the

implementation and in-service training must be provided for all teachers. He found that less than half of the teachers in Nigeria (40.7% of the sample) were really ready to conduct the SBA at the school level. Issues that concerned the teachers included understanding of SBA requirements, procedures, criteria involved in assessment, the system itself and the opportunity to develop professionalism in the implementation of SBA.

However, according to Stiggins (2005), the attitude of teachers towards SBA ranged from positive to negative. Most teachers acknowledged that SBA had good motivations and would bring many benefits to the students. Nevertheless, they had their reservations about its practicality and converting the ideas into reality in classroom pedagogical practices.

In their study conducted in Brunei, Kamaruddin and Leong (2011) found that teachers require more time and preparation to implement SBA because it is more challenging. Through the interviews conducted, the teachers involved stated that relevant courses should be conducted for teachers which are commensurate with their needs under SBA. Among the needs were teaching and learning of mathematics, computer use, internet access and teaching aids in schools. Tan (2010) in his study found that teachers were less willing to implement SBA. The implications of teachers not being ready to implement the new system are that marks awarded by teachers are neither fair nor valid. This situation affects the validity and reliability of the assessments.

Another study by Veloo, Krishnasamay and Md-Ali (2015) in Malaysia concluded that teachers' readiness to be a part of SBA is satisfactory in some aspects. This can be seen by teachers' readiness for SBA, teachers' readiness for information on SBA, teachers' readiness for feedback in SBA

and teachers' readiness to make assessments according to the SBA. However, there are other aspects in which teachers are not ready for the SBA. This include a lack of readiness to provide opportunities for students to interact in class in relation to the lesson content in line with SBA, help students who have a low level of achievement (band) to achieve a higher level of achievement, and diversify teaching techniques to ensure that the students continually master skills.

Types of Tasks Under SBA

SBA adopts a criterion-referenced assessment to identify the quality of students' performances and score those performances against standards. Six standards or criteria have been determined to assess students' performance. The standards express a recognizable degree of progress or quality within a domain in skill, knowledge or understanding. According to NCTB (2006) the criteria are:

1. Class tests: Class tests are written tests that usually take place on completion of each lesson, chapter, or unit of the textbook. Students are required to answer questions without any help from their teacher or peers.
2. Class work: Class work refers to the work done in the classroom such as listening, reading, writing, drawing or thinking.
3. Home work: Home work is the textbook based coursework that the teacher instructs the students to do at home individually.
4. Assignments: These are large-scale pieces of homework where the students are required to explore information from other sources beyond their text book to develop advanced knowledge.

5. Oral presentation: Here the students are expected to develop their communication skill by expressing themselves orally in front of the class.
6. Group work: Under this criterion students' performance in working collaboratively, respecting others' views and developing leadership skills are assessed.

Formative Assessment

Teachers may develop several procedures to assess how students are learning over the course of the year. Teachers may subsequently use the information gathered to make beneficial changes in instruction and guidance of students. This is a diagnostic use of assessment and can be used to provide feedback to teachers themselves and students over the course of instruction. The aspect in which assessment is used to make necessary instructional adjustment is formative assessment (Boston, 2002).

Formative assessment can be conceived as assessment for learning and not of learning (Pellegrino, Chudowsky, & Glaser, 2001). Assessment becomes formative in nature, informing teaching and learning, only when the teacher uses the information to adapt instruction, and/ or the students uses the information to influence their learning (Black, 1998). The distinctive feature of formative assessment is that the information is used to modify the learning programme in order to make it more effective.

Classroom assessment can be seen as a continuum determined by the premeditation of the classroom routine, the formality of means used to make explicit what students know and can do and, the nature of the action taken by the teacher (Nitko, 2004). The continuum then goes from formal formative

assessment on one end to informal formative assessment on the other (Bell & Cowie, 2001; Shavelson, Black, William, & Coffey, 2003). Each extreme can be characterized in a different manner. Formal formative assessment usually starts with students doing/ carrying out an activity designed or selected in advance by the teacher so that information may be more precisely collected.

According to Bell and Cowie (2001) formal formative assessments take the form of curriculum-embedded assessment that focuses on some specific aspect of learning, but they can also be direct questioning, quizzes, brainstorming, generation of questions, and many more.

Conversely, informal formative assessment is more improvisational and can take place in any student- teacher interaction at whole class, small group, or one-on-one levels. It can arise out of any instructional / learning activity at hand, and it is embedded in and strongly linked to learning and teaching activities (Bell & Cowie, 2001). Information gathered in informal formative assessment on many occasions is unrecorded. It can also be non-verbal and based on teachers' observation of students during the course of an activity.

Features of Formative Assessment

Nitko (2004) as cited in Yeboah (2017) outlined the following features of formative assessment.

1. Formative assessment helps teachers in sizing-up uses. Here, teachers form initial impressions of student's strengths, weaknesses, learning characteristics, and personalities at the beginning of the year or course.
2. Diagnosing the group's learning needs helps a teacher to identify how the class as a whole has progressed in its learning, what might need to

be reinforced or retaught and when the group is ready to move on to new learning.

3. Planning instruction helps a teacher to design and implement appropriate learning activities, to decide what content to include or emphasize, and to organize and manage the classroom as a learning environment.

Etsey (2012) outline the following Strengths and weakness of formative assessment

Strengths of Formative Assessment

1. Formative enables the classroom teacher as well as the school administration to actively and more meaningfully involved in the assessment of the students throughout the period of teaching and learning. The teacher is expected to be alert, diligent and consistent in assessing the various behaviours expected. He gives exercises, assignments and tests; scores them and discusses results with the pupil. He also observes students' behaviours in various domains and provides help where needed. The school s administration also provides the 'back up' services like the provision of stationery needed for class assignments, projects, tests and questionnaires.
2. Formative assessment enables the measurements of the three important domains in the taxonomy of education objectives viz cognitive, affective and psychomotor domains. This is important because while the cognitive objectives are measured under test and examination conditions, affective and psychomotor abilities such as courtesy, sociability, creativeness, leadership and responsibility could only be

- measured over a reasonable time lapse, and over repeated occurrences of such abilities. In the traditional one shot examination system, the emphasis has always been on the cognitive abilities. This ultimately provides a biased outcome of the students educational attainment. The possibility of spreading the measurement net over the other areas makes the assessment of the students' exhibited behaviours more total.
3. Formative assessment provides an excellent picture of a student's performance over a period of time. In summative evaluation, a student's attainment in a course of studies for example is measured by a single shot examination. However, several influences like, malpractices, illnesses and inability to follow instructions influence a student's final score. The reliability of such scores is therefore doubtful. In continuous assessment,, judgement on a student's performance is based on several other previous performances. This enables the effect of extraneous variables to be minimised a more representative sample of his performance is arrived at.
 4. Formative assessment helps to minimise the students' fears and anxieties about failure in the examinations. The fear of performing poorly leads students to engage in examination malpractices such as copying and the exchange of answer scripts. Since the student is aware that several scores will be used to assess his final performance, tensions are often reduced. More desirable learning habits are developed. Rote learning is discouraged. Creativity and initiative are encouraged. A poor performance in one course is counter-balanced by an improved performance in another. Failure in one aspect of the

course of study does not spell the doom of the student. The student has a great advantage here in that he has several opportunities to demonstrate the behaviours and objectives being measured.

5. Constant feedback is given and this provides the groundwork for teachers to engage in diagnostic teaching. Feedback enables the teacher to identify the weaknesses of individual students early and across tasks. He is then in a position to provide remedial and individualised teaching. This corrective action reduces frustration, disappointment and disillusionment on the part of students. The student is thus helped to progress. Continuous feedback guides the student to the most effective means of improving his performance.
6. Record keeping is an important aspect of the teaching and learning process. Records acknowledge the totality of what pupils have done in order to improve their motivation and help schools identify their needs more closely. It also provides a testimonial respected and valued by employers and colleges. Records also help to place students in appropriate stages when they transfer to another institution. Formative assessment is a great instrument in the achievement of these goals. It provides the opportunity for the collection, preparation and keeping of up-to-date records on students. This data includes family and health data, academic record, interests and hobbies, work experience and special talents.
7. Formative assessment encourages students to work assiduously throughout the period of teaching and learning. The student becomes more alert in the class. He is punctual and attends classes regularly.

This attitude comes about as a result of the fact that every stage of the instructional process is assessed and this counts towards the ultimate grade or score he would obtain. He knows that complacency, absenteeism, laziness and malingering would prove disastrous to his goals in academic achievement, and he therefore works hard.

8. Parents are provided with better and clearer pictures of their wards' performance and achievement in school over a period of time and learning experience. The "One Shot" traditional examination in most cases colours the actual performance of the student because of the variety of influences that affect the performance of a student. Due to repeated performances on various activities and tests in continuous assessment, the influence of these factors is greatly minimised. Parents thus receive a more accurate information on their wards and are put in a better position to plan more relevant programmes towards the future careers of their wards.

Weaknesses

Even though formative assessment achieves much in terms of student and teacher evaluation of the instructional process and product, there are problems and weaknesses.

1. To implement a formative assessment programme, it is assumed that teachers have the requisite skill in test construction. However, in Ghana, most Ghanaian teachers lack the skills required for constructing tests, because most initial teacher training programmes do not make provision for a course in testing. In cases where teachers underwent a course of instruction in testing and assessment, few

teachers use their knowledge in test construction. The effect is that, since each teacher designs his own instrument, the testing instruments yield unreliable information. Standards are also bound to vary from teacher to teacher.

2. Formative assessment brings about an increase in the workload of teachers. Since the process is systematic and comprehensive, the teacher is expected to be active in designing and producing a variety of assessment instruments. In addition, he is expected to be scoring the class tests, assignments, projects and at the same time taking observations. He is also expected to provide up-to-date records on each pupil and simultaneously be involved in remedial and individual teaching. Where classes are large in size (and in Ghana most classes are large,) the load becomes unbearable. The teachers then resort to unfair means in providing the requisite data for each pupil.
3. In Ghana, one problem is the inadequacy of materials and equipment. Formative assessment is costly in terms of materials. Finance is needed for the procurement of material and equipment such as cumulative record cards, stationery for testing instrument, chairs and tables, and well-built classrooms. The sizes of the classes are such that a huge financial outlay is needed. The experience in the Ghanaian classrooms is that these equipment and material are woefully inadequate. This situation puts great inhibition on the success of any formative assessment programme.
4. Formative assessment, especially in the first and second cycle levels, means less dependence on an external examining body. This implies

that the uniformity that goes with external written examinations in the form of standard test items and scoring, are reduced to some extent. The fate of the individual student lies more in the hands of the classroom teacher. This situation generates fears, doubts and apprehensions in the minds of the public about the degree of fairness in assessing the achievement of students. It also makes it difficult to compare the performances from different schools since there is less uniformity in the use of instruments and techniques in assessing the performances of students.

5. In the first and second cycle institutions, certificates obtained are based on performances and achievements in external examinations in Ghana. This situation enables the certificates to have credibility, since efforts are made to maintain standards across years and test items. However, with the formative assessment, if schools award certificates based on the attainments of their own students, standards will vary from school to school as well as certificates. The credibility of certificates becomes doubtful in most cases. To handle this problem, schools contribute 30% of the total scores of each student in a subject while an external examining body (WAEC) contributes 70%.
6. Another problem is that of supervision. Formative assessment requires co-operation and co-ordination at different levels. Close supervision is needed at all levels. Unfortunately, supervisors in most cases who are heads of institutions are already laden with loads of work. They are therefore not effective in their supervisory roles.

7. There is also an additional problem of record maintenance. Formative assessment requires the collection and storage of records. In most institutions, adequate storage facilities are not available. Current storage and retrieval facilities like steel cabinets, personal computers and word processors are lacking in institutions. Handling formative assessment data is therefore extremely difficult.

Summative Assessment

Summative assessments are given periodically to determine at a particular point in time what students know and do not know. Many people associate summative assessments with standardized tests such as state assessments, but they are also used as important parts of district and classroom programs. In America, summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process (Garrison & Ehringhaus, 2007).

These accountability measure include filling in the blanks for sentences and diagrams, matching components from different columns, judging items true or false, choosing the right answer from multiple-choice items, and giving short answers to questions, all of which are easy to administer and mark. Mui (2004) criticized this practice. He comments that short, affordable, and externally set and marked tests cannot produce a reliable and valid assessment of a student's capability except in particular and limited areas of science achievement. Nitko (2004) as cited in Yeboah (2017) indicated that summative assessment are used for:

1. Placing students into remedial and advanced courses are ways in which a teacher attempts to adapt instruction to individual's needs when

teaching is group-based. Students who do poorly in the teacher's class may be placed into remedial classes that provide either alternate or supplemental instruction that is more suitable for the student's current level of education development. Similarly, students whose educational development in the subject is above that of the class may be placed into a higher level or more enriched class.

2. Evaluating one's own teaching requires a teacher to review the learning that students have been able to demonstrate after the lessons are complete, to identify which lessons were successful with which students, and to formulate modifications in teaching strategies that will lead to improved student performance the next time the lessons are taught.

School-Based Assessment and Students' Performance

According to Omoifo (2006), what is termed assessment "in many schools today is summative, final, administrative, rigorous and content-driven rather than formative, diagnostic, private, suggestive and goal oriented, as such can be regarded as grading" (p.28). Summative assessment entails the focus on final examinations by teachers, parents and students. Surprisingly, formative assessment is geared towards the consolidation of students' performance in the final examinations rather than inculcating students with problem solving, critical thinking, and life skills.

Kellaghan and Greany (2003) noted that, "when continuous assessment has important consequences attached to performance, they are likely to impact directly on teaching and learning and so merit consideration as a mechanism for improving student achievements". Onuka (2006) also found out that in

Nigeria there was a comprehensive implementation of assessment and feedback for the improvement of the education system for the accomplishment of learning objectives effectively according to students. This concurred with the finding of Onuka and Oludipe (2005) that there was a significant remediation for poor performance as a result of the application of the feedback mechanism resulting from formative evaluation of learners.

Furthermore, Etienne (2007) contended that, the protest against final examinations by students in France in May 1968 was the perfect opportunity for students to point at the unfair and risky final assessment in their schools. They made it clear that such examinations merely represented the performance of the moment and not the efforts made throughout the year. Students insisted on the risk that even the best-prepared student could have a problem on the day of the examination and came out in favor of continuous assessment in order to reduce the risks though some difficulties are likely to occur during implementation of the recap exercises as well.

Graume and Naidoo (2004) in their study on SBA in Uganda also noted that up to high school level, the assessment of students is done through terminal, half yearly and annual examinations at the schools. Carnoy (1999) contends that, when assessment tools are applied over a period of time, they give an indication whether improvement is taking place or not. Furthermore, Ogunnyi (1984) noted that assessment is cumulative in that any decision made at any time about any student takes cognizance of the previous decision made about him. Continuous assessment also provides the student with maximum opportunities to learn and to demonstrate from time to time the knowledge, the skills and the attitudes that they have during the teaching-learning process.

However, in secondary schools of Masaka district in the Ghana, it cannot be over-emphasized that the measurement of these domains that assessment makes is a good tool for improving learning objectives and outcomes (Carnoy, 1999). This is so because Kalleghan and Greany (2003) noted a deficiency in the practice of assessment in Africa where Uganda is part. This therefore may account for the variance in performance among schools and students in particular in secondary schools of Masaka. Since, students are given several tasks to perform under SBA their performance in one way or the other is influenced positively.

Challenges Faced by Teachers in Implementing School Based Assessment

One of the major challenges faced by basic school teachers in the implementation of SBA was the large class sizes (Nitko, 2001). Further information about this challenge that teachers encountered was also revealed by the findings of the formative evaluation study of the implementation of the SBA pilot programme at the basic school level in Zambia (Kapambwe, 2006). Teachers cited the large class sizes in most basic schools as major challenge. It is common to find classes of 60 and above in the classrooms. Teachers indicated that the workload became higher as they were required to mark and keep records of the progress of all learners.

As indicated by a report published by the Hong Kong Professional Teachers' Union (PTU) in 2013, workload about upon by SBA is overwhelming for both teachers and students. For the student, the demand for SBA is high in terms of its quality and quantity, sometimes exceeding that of a student's ability. In addition, the heavy workload derived from SBA often incurred extra lesson time, therefore limiting students from partaking in

extracurricular activities in Zambia (Kapambwe, 2006). On the other hand, teachers are similarly affected by hosting the extra lessons, and marking the vast amount of students' SBA work.

Etienne (2007) in Malaysia observed that despite the intensive in-service training and the availability of the guidelines encouraging teachers to practice SBA, a good number of teachers in the schools continued to practice continuous testing by administering assessment or tests at the end of the first month and the end of the second month (Etienne, 2007). A good number of teachers failed to appreciate the need to administer assessments on an on-going basis such as weekly, fortnightly or after a topic.

Although SBA should be well integrated with the teaching and learning processes, a good number of teachers still felt that the SBA took a lot of time. In Malaysia, teachers got concerned that the time spent on remediation and enrichment was excessive and many teachers did not believe that they would finish the syllabus with the use of school assessment policies (Etienne, 2007).

Absenteeism also posed an obstacle to the smooth management of pupil participation in SBA records as some pupils' attendance is irregular. A study conducted by Yoloye (1991), concluded that this situation is even worse in the rural areas where some pupils stayed away from schools due to the fear of very challenging work. Some absenteeism eventually leads to pupils dropping out of schools completely.

Various scholars (Chen 2003; Edelenbos & Kubanek-German 2004; Hsu 2005) reveal that demographics, teacher beliefs, teacher training, class size and teacher experience in actual classroom teaching may influence

teacher SBA practices. In addition, Yoloeye (1991) reveals that teacher understanding, beliefs, opinions and perceptions are closely related to their assessment practices. These are teachers' beliefs about the educational advantages of SBA and about the pedagogical benefits of implementing classroom assessment.

Furthermore, studies by Chen (2003); Edelenbos and Kubanek-German (2004) and Hsu (2005) emphasize teacher training in classroom management as a crucial element that may affect teacher SBA practices. Similarly, Brown (2002) highlights classroom assessment as one of the most crucial teacher professional development needs. John (2000) indicated that the non-availability of materials of SBA is a challenge to many teachers. This makes teachers not to practice SBA as expected. Consequently, understanding teachers' ideas, views, perceptions and beliefs about SBA as well as the challenges associated with classroom assessment practices is absolutely essential in planning and implementing appropriate teacher professional development.

Teachers' knowledge in the implementation of SBA has a direct impact on students' learning situations and outcomes in schools. McMillan's (2000) study emphasized that teachers need to have the knowledge and understanding to conduct assessments's on student learning. He found that teachers who do not have sufficient knowledge on assessments were not able to integrate it well into their teaching. They were also not able to use effective approaches, techniques, and strategies to improve their students' competencies.

Cheah (2010) found that the biggest challenge to conduct the SBA was knowledge, skills and teacher attitudes. He added that formal training in the form of workshops or seminars enables teachers to acquire new knowledge to fulfill the objectives of the new Malaysian curriculum assessment system. Formal training would also help to reduce the gap between theory and practice.

There is the problem of unqualified personnel to implement and operate SBA. A study on the practices of SBA by John (2000) revealed that many teachers do not possess the necessary competence or skills in developing valid assessment instruments for evaluating behavioural outcomes in the three domains. SBA requires that the overall ability of all students be assessed in terms of the student's cognitive, affective and psychomotor measures. Unfortunately, most teachers are not familiar with affective and psychomotor assessment. This implies that the overall ability of the student may not be assessed. Moreover, there is lack of knowledge of the computer that may be used to store the information as well as lack of what SBA really mean by teachers who are directly involved in the observation, tests and records.

Similarly, John (2002) found that teachers needed to be knowledgeable and have a clear understanding about the components of the SBA to improve student understanding. On a similar note, Antonio (2008) found that under SBA, teachers need to have the knowledge to assess students because teachers played a pivotal role in students' assessment.

Other studies have also emphasized on teacher knowledge and ways of enhancing their knowledge to successfully implement SBA. Ismadiah (2012) in her study in in Masaka, Uganda found that teacher' knowledge and

understanding of SBA implementation procedures is highly dependent on teacher attendance in seminars, courses and briefings. He also found that knowledge and understanding have a close relationship with SBA. Similarly, teachers who do not attend training sessions lack better knowledge on assessment and administration of SBA. These teachers were ready to implement the SBA to fulfill its higher objectives.

Plagiarism is another challenge. It is tempting for students to copy work off the internet in order to save time amidst a tight schedule and demanding workload, thus incurring further workload for teachers in cross-checking references (Antonio, 2008). Not only are the students tempted to play outside the rules, teachers are also reported to have meddled with the grey areas of the SBA grading system in order to achieve better grades for their students.

In a study carried out by Amoah (2005) in Ghana to determine the contribution of continuous assessment to student learning in mathematics in Senior Secondary schools in Birim South District, Ghana, he identified that a lot of stress is put on teachers, due to the filling of assessment forms of students. Moreover, some teachers were found to be dishonest when the scores entered in the assessment forms were compared with scores in student's exercise books. Scores recorded in student's end of term Report Books as continuous assessment scores were found to be inflated when compared to the actual scores in their exercise books. He noted that from the interviews with teachers, some of them remarked that they spent greater part of their time recording marks both at school and at home. Even some continued with the

recording during the holidays. He reported that from the foregoing, teachers are affected with high stress in compiling and recording marks.

Even without the deliberate intention of providing lenient markings, teachers call for a more standardized grading system for SBA across subjects in view of the “appalling partiality” in this aspect (Kerr-Philips, 2007). On an extreme note, Michael Gove, the Minister of Education in England remarked at the London Festival of Education in 2012, when questioned on the efficacy of SBA, “if education can’t be externally assessed, it’s play”, thus his recent initiatives to downplay the role of SBA enhance summative assessments in the UK (Downs, 2012). Other problems as indicated by Kolo (2014) include carelessness on the part of the teachers in keeping records, non-availability of record sheets and the glaring lapses in maintaining secrecy over kept record of SBA.

Ways to Improve School Based Assessment

In order to enhance the quality of teacher competence in school-based assessments, there is need to provide continuing professional development to the teachers through pre-service and in-service programmes (Craig & Perraton, 2003). Education experts warn that if teachers are not well-equipped and confident in their work, they may succumb to pressure and corruption from some parents who want good grades for their children or they may not want to be blamed for the pupils’ failure hence they end up inflating scores.

Effective SBA should give students feedback on how well they understand the information and on what they need to improve, while helping teacher’s better design instruction (Burton, 1992). Assessment becomes even more relevant when students become involved in their own assessment.

Students taking an active role in developing the scoring criteria, self-evaluation, and goal setting, more readily accept that the assessment is adequately measuring their learning.

John (2000) indicated in his study in Uganda that students can keep their assessments in their own library, or on a CD-ROM, or even on their pen drives and in their files. They can also include any practice SBA work (including any practice or 'class test, quiz' SBA tasks they do outside class, for example with a group of friends) to improve students' participation in SBA. These personal speaking samples can be used for students to listen to or critique themselves and undertake some self-evaluation in their participation in SBA. Fellow students work can be used to motivate other student's interest and participation in SBA.

For students, this is important because it is necessary to be familiar with what they are striving to accomplish in order to earn the highest score or marks they can in their assessment practices (Etinne, 2007). A good way to achieve this familiarity in enhancing student's participation in SBA is through peer assessment of the class exercise or class text, SBA activities, where students are given the opportunity to assess fellow students' performances on SBA-style tasks using the current SBA criteria.

It is important to assess students what has been taught and link it directly to syllabus outcomes (Mctighe & O'connor, 2005). Teachers or instructors need to allow for a range of performances and provide opportunities for students to demonstrate what they know and can do. When teachers set assessment tasks, they should ensure they have clear and explicit

criteria for making judgements and that they promote reliable and consistent judgements (MacGraw, 2006).

Chapter Summary

School Based Assessment has bearing on the general performance of students. Etienne (2007) contended that, the protest against final examinations by students in France in May 1968 was the perfect opportunity for students to point at the unfair and risky final assessment in their schools. They made it clear that such examinations merely represented the performance of the moment and not the efforts made throughout the year. Students insisted on the risk that even the best-prepared student could have a problem on the day of the examination and came out in favour of continuous assessment in order to reduce the risks though some difficulties are likely to occur during implementation of the recap exercises as well.

It was also found out from the study of Graume and Naidoo (2004) on SBA in Uganda that up to high school level, the assessment of students is done through terminal, half yearly and annual examinations at the schools. Carnoy (1999) contends that, when assessment tools are applied over a period of time, they give an indication whether improvement is taking place or not. Furthermore, Ogunnyi (1984) noted that assessment is cumulative in that any decision made at any time about any student takes cognizance of the previous decision made about him. Continuous assessment also provides the student with maximum opportunities to learn and to demonstrate from time to time the knowledge, the skills and the attitudes that they have during the teaching-learning process.

However, SBA is also characterized by some challenges. One of the major challenges faced by basic school teachers in the implementation of SBA was the large class sizes (Nitko, 2001). Further information about this challenge that teachers encountered was also revealed by the findings of the formative evaluation study of the implementation of the SBA pilot programme at the basic school level in Zambia (Kapambwe, 2006). Teachers cited the large class sizes in most basic schools as major challenge. It is common to find classes of 60 and above in the classrooms. Teachers indicated that the workload became higher as they were required to mark and keep records of the progress of all learners.

A report published by the Hong Kong Professional Teachers' Union (PTU) in 2013 revealed that workload about SBA is overwhelming for both teachers and students. For the student, the demand for SBA is high in terms of its quality and quantity, sometimes exceeding that of a student's ability. In addition, the heavy workload derived from SBA often incurred extra lesson time, therefore limiting students from partaking in extracurricular activities in Zambia (Kapambwe, 2006).

CHAPTER THREE

RESEARCH METHODS

Introduction

The main rationale for the study was to examine the implementation of school-based assessment in the KEEA Municipality. The previous chapter elaborated the review of relevant literature of the study. These contributions influenced not only the knowledge that was gained for the study, but also guided the research process towards achieving its stated goal. In this chapter the methodology and research design are delineated. It presents the methodology used for the study. These are the research design, population, sampling procedure, data collection instruments, pre-testing data collection instrument, data collection procedure and data processing analysis.

Research Design

The quantitative descriptive survey design was used for the study. This enabled the researcher to collect information on the challenges and the implementation of School Based Assessment. Descriptive survey design seeks to explore and describe events as they are. The study sought to know from teachers, their level of understanding of the concept of SBA and the challenges. Descriptive design aided the study to examine the practice and challenges of the implementation of School Based Assessment. The descriptive research design was deemed best for the study because, according to Cohen, Morrison and Manion (2004) in descriptive survey design,

researchers gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared. As recommended by Leedy and Omrod (2010) this method is suitable for purposes of making generalisations from a sample to a population so that inferences could be made about the characteristics, opinions, attitudes and past experiences of the population.

Descriptive survey design provides a more accurate and meaningful picture of an event or phenomenon and seeks to explain people's perception and behaviour on the basis of data gathered at a particular time (Frankel & Wallen, 1993).

Irrespective of the strengths of the descriptive survey mentioned above, Osuola (2001) pointed out that, "designing a quality investigation requires particular attention to two central factors: appropriate sampling procedures, and precision in defining terms in eliciting information" (p. 201). He continued by adding that, while descriptive research is a prerequisite for finding answers to questions, it is not in itself sufficiently comprehensive in providing answers and that it cannot also provide cause-and-effect relationships.

Notwithstanding the difficulties and setbacks of descriptive survey design indicated above, it was still deemed most appropriate and applicable for the study. It was appropriate for the study to gather accurate data on teachers regarding their knowledge on SBA.

Study Area

The Komenda-Edina-Eguafo-Abrem (KEEA) Municipality was carved out of the Cape Coast Metropolis in 1988 and elevated to a Municipality in

2008 in pursuance to LI 1857. Elmina is the capital. The Municipality is bounded on the South by the Atlantic Ocean (Gulf of Guinea), the East by the Cape Coast Metropolis, the North by the Twifo- Heman-Lower Denkyira District and the West by the Mpohor – Wassa East District. The District covers an area of 372.45 kilometers square (919.95 square miles).

Population

Population refers to the large general group of many cases from which a researcher draws a sample and which is usually stated in theoretical terms (Neumans, 2003). According to Amedahe (2004), the target group about which a researcher is interested in gaining information and drawing conclusions is what is known as the population. It is a group of individuals who have one or more characteristics in common that are of interest to the researcher. Population is also defined as all members of a defined category of elements such as people, events or individual items of interest under consideration (Ary, Jacobs & Razavieh, 1990).

In this study, the target population was the set of teachers in all the public JHSs in the Komenda Edina Eguafo Abrem (KEEA) district in the Central Region of Ghana. For the purpose of the study, the accessible population consisted of 570 teachers in the Komenda Edina Eguafo Abrem (KEEA) district

Sampling Procedure

Sampling is a procedure of selecting a part of a population on which a research or study can be conducted. These samples are normally supposed to be selected in such a way that conclusions drawn from the study can be generalized for the entire population. A sample denotes a small and

representative proportion of the population. According to Amedahe (2000), sampling involves the process of selecting a portion of the population to represent the entire population.

Considering the nature of the population of the study, the researcher employed multi-stage sampling technique for the study. Multi-stage sampling is a sampling strategy used when conducting studies involving a very large population. In multi-stage sampling procedure large clusters of population are divided into smaller clusters in several stages in order to make primary data collection more manageable. Adane (2013) noted that under multi-stage sampling procedure, the entire population is divided into naturally-occurring clusters and sub-clusters, from which the researcher randomly selects the sample. This was used to select the respondents for the study.

The simple random sampling technique was used to select four (4) Junior High School educational circuits out of the eight (8) circuits. The simple random sampling procedure was used because the four educational circuits: Elmina, Abrem Agona, Ayensudo and Komenda were selected for the study. Since each of the circuits is made up of a cluster of schools and it is impractical to obtain or sample individual elements from the entire circuit. Again, the simple random sampling technique (tables of random numbers method) was used to select schools for the study. Ten Junior High Schools were randomly selected from each circuit. Within the ten Junior High Schools selected from each circuit, a quota of five (5) teachers was given to each school. In all a total sample size of 200 teachers were selected for the study.

Data Collection Instrument

The instrument that was used to collect data was a self-designed questionnaire. The questionnaire comprised both close and open-ended items. The choice of questionnaire was based on the assertion of Cohen, Manion and Morrison (2004) that it is widely used and also useful for collecting survey information, providing structured, numerical data and being able to be administered without the presence of the researcher. Osuala (2001) opined that questionnaires are “particularly advantageous whenever the sample size is large enough to make it uneconomical for reasons of time or funds to observe every subject” (p. 268). The questionnaire consisted of six sections, A, B, C, D, E and F (See Appendix A).

The items on the questionnaire were mainly close-ended. The first section (Section A, items 1 to 2) elicited demographic data of the respondents. The second section (Section B, items 3 to 12) centered on teachers’ knowledge of school based assessment. The third section (Section C, items 13 to 23) elicited data on teacher’s attitude towards the application of SBA guidelines.

The fourth section (Section D, items 24 to 32) dealt with the impact of SBA on teaching. The fifth section (Section E, items 33 to 39) concentrated on implementation of school-based assessment by teachers and lastly the sixth section (Section F, item 40) dealt with the challenges teachers faced in implementing SBA.

Most of the items on the questionnaire were multiple-scored on a four-point Likert type scale except item 40. The items on the Likert type scale were scored ranging from one (1) for strongly disagree to four (4) for strongly agree. The Likert type scale was chosen because according to Gyimah (2002),

in measuring the views and impressions of teachers on an on-going practice, it is the simplest, but equally efficient approach when considered alongside with social-distance scales. It was adopted also to ensure effective analysis of the data even though it restricts free expression and perception of respondents in a study.

Validity of the Instrument

The content validity of the questionnaire was checked by submitting the questionnaire to lecturers of the Department of Education and Psychology whose area of specialization are educational measurement and evaluation and research methods, for their scrutiny and critique. Suggestions made by them addressed the weaknesses identified and thereby improved the content validity of the questionnaire.

Pre-testing of the Instrument

The instrument was pre-tested on forty (40) Junior High School teachers in the Cape Coast Metropolis. Teachers were selected from ten (10) Junior High Schools in the Cape Coast Metropolis. Pre-test was done to ascertain the strengths of each item on the questionnaire.

It should be noted that the ten schools have similar socio-cultural characteristics with that of the schools in the Komenda Edina Eguafo Abrem (KEEA) district where the study was done. Teachers in these areas, therefore, have similar characteristics.

The aim of the pilot testing was to improve the validity and reliability of the instruments. The participants (teachers) of the pilot test were asked to complete the questionnaire and to provide comments or suggestions for revising any ambiguous items. They were also told to discuss openly with me

any ambiguity, incoherence or incomprehension that they experienced about any aspect of the draft questionnaire. The final instrument for the study was produced after subsequent revisions in the wording of a few items. For example, items 16 “I use SBA results to improve my delivery” was reworded as “I use SBA results to improve my teaching”.

Reliability of Instrument

The reliability (internal consistency) of the questionnaire for the main study was estimated using Cronbach’s co-efficient alpha. According to Cronbach (cited in Ebel & Frisbie, 1991), co-efficient alpha can provide a reliability estimate for a measure composed of items of varying point values such as essays or attitude scales that provide responses such as strongly agree and strongly disagree with intermediate response options. To obtain the reliability of the instrument, Cronbach’s co-efficient alpha was used to estimate the internal consistency. Table 2 provides the summary of the reliability coefficient obtained for each of the study variables.

Table 2- *Summary of the Reliability Coefficient of the Items*

| Reliability of the Items | Reliability Coefficient | No. of Items |
|------------------------------------|-------------------------|--------------|
| Teachers knowledge on SBA | .74 | 10 |
| Teachers attitudes toward SBA | .76 | 11 |
| Impact of SBA on teachers teaching | .86 | 16 |
| Implementation of SBA | .71 | 6 |
| Challenges of SBA | .73 | 10 |
| Overall reliability | .86 | 53 |

Source: Field Data, (2017)

The overall Cronbach's co-efficient alpha that was obtained for the study was .86. According to Fraenkel and Wallen (2000), the reliability coefficient should be at least 0.70 and preferably higher. Therefore, the reliability obtained is justifiable for the study.

Ethical Consideration

Consideration for moral issues and respect for participants is essential in social research. Hence, in this research several ethical issues were taken into consideration. The research addressed ethical concerns relating to informed consent, anonymity and confidentiality. Informed consent affords prospective participants the opportunity to accept or decline to engage in the research. It describes the need for participants to understand the aims, objectives and potential harm that such involvement may have on them (Seidman, 2006). In this study, the purpose of the study was carefully reviewed with the participants before they were involved in the research.

Anonymity of study respondents was also highly taken into consideration in the present study. Oliver (2010) pointed out that anonymity is a vital issue in research ethics because it gives the participants the opportunity to have their identity concealed. In this research, fictitious names were used for identification purposes which could not be traced to the participants. Codes were also adopted where necessary to ensure anonymity of information and harm. In order not to unnecessarily invade the privacy of participants, I made prior visit to the schools before the data collection commenced. Neither names nor any identifiable information from respondents were taken as a way of ensuring the ethical principle of anonymity. This was to prevent possible

victimization of respondents where certain responses may be viewed as unpalatable to other stakeholders.

An effort was made to maintain confidentiality of the responses of the participants. Participants were told that their responses would be kept confidential and that no one known to them would have access to the information provided and none of the respondents names were recorded in the study. Most essentially on the ethical issues, pieces of information that were cited from earlier studies on factors accounting for student's low academic performance to support the review of related literature were duly acknowledged through both citation and referencing in order to avoid academic dishonesty otherwise known as plagiarism.

Data Collection Procedures

Before embarking on the data collection, I obtained a letter of introduction from the Head of the Department of Education and Psychology. The letter spelt out the purpose of the study, the need for individual participation and anonymity as well as confidentiality of respondents' response. After establishing the necessary contact with the head teachers of the selected schools, permission was sought for the administration of the instrument. I trained research assistants for the collection of the data. These assistants were trained on how to talk to respondents, how to explain certain difficult items to respondents and other equally important information that enabled me to have uniform information. I, together with the assistants, explained the purpose of the study and procedure for responding to the questionnaire to respondents. In order to ensure clarity of how the questionnaire was completed, I, together with the assistants, administered the

questionnaires to respondents personally during regular school time. We used a period of two (2) weeks to distribute and collect the questionnaire. We ensured a 100 percent return rate of the data. This meant that out of the 200 questionnaires distributed to both teachers and pupils, we were able to retrieve 200 for analysis.

Data Processing and Analysis

The responses to the questionnaires were first edited, coded and scored. The editing procedure was to check whether respondents had followed directions correctly and whether all items had been responded to. Section A was on demographic data of the respondents. These responses were analysed using frequencies and percentages.

For Section B, items 3 to 12 were assigned the weights of 1, 2, 3 and 4 for strongly disagree, disagree, agree and strongly agree options/responses. For Section C, items 13 to 23 were assigned the weights of 1, 2, 3 and 4 for strongly disagree, disagree, agree and strongly agree options. For Section D, items 24 to 32 were assigned the weights of 1, 2, 3 and 4 for strongly disagree, disagree, agree and strongly agree options. For Section E, items 33 to 39 were assigned the weights of 1, 2, 3 and 4 for strongly disagree, disagree, agree and strongly agree options. For Section F, Items 40 and its sub-items were assigned a weight of 1 and 2 for no and yes options. With respect to the specific research questions, the following procedures were used to analyse the data collected to answer them:

Research Question One

What is the knowledge level of basic school teachers on the concept of SBA?

The respondents' responses to items 3 to 12 on the questionnaire were used in answering this research question. The scale of measurement used in analysing this research question was the interval scale. The statistical tools used were the mean, standard deviation and a one-sample t-test.

Research Question Two

What is the attitude of basic school teachers towards the application of SBA guidelines in school?

The respondents' responses to items 13 to 23 on the questionnaire were used in answering research question two. The scale of measurement used in analysing this research question was the interval scale. The statistical tool used was one-sample t-test.

Research Question Three

What is the impact of SBA on teacher's methods of instruction?

The respondents' responses to items 24 to 32 on the questionnaire were used in answering research question three. The scale of measurement used in analysing this research question was the interval scale. The statistical tool used was one-sample t-test.

Research Question Four

How do teachers implement School-Based Assessment in schools?

The respondents' responses to items 33 to 39 on the questionnaire were used in answering research question four. The scale of measurement used in analysing this research question was the interval scale. The statistical tool used was one-sample t-test.

Research Question Five

What are the challenges faced by basic school teachers in the implementation of SBA?

The respondents' responses to item 40 on the questionnaire were used in answering research question five. The data on this research question were analysed using frequencies and percentages to find out challenges faced by basic school teachers in the implementation of SBA. The responses were dichotomously scored as 1 = No and 2 = No.

Hypothesis One

H₀: There is no significant length of service difference among teachers with respect to the application of SBA.

H₁: There is a significant length of service difference among teachers with respect to the application of SBA.

Research hypothesis one sought to find out whether significant length of service difference existed among teachers with respect to the application of SBA. The hypothesis was tested using Kruskal Wallis H-Test.

Hypothesis Two

H₀: There is no significant length of service difference among teachers with respect to knowledge on SBA.

H₁: There is a significant length of service difference among teachers with respect to knowledge of SBA.

Research hypothesis two sought to find out from respondents whether significant length of service difference existed among teachers with respect to knowledge on SBA. The hypothesis was tested using Kruskal Wallis H-Test.

Hypothesis Three

H₀: There is no significant gender difference in the attitude of basic school teachers towards the application of SBA guidelines in school.

H₁: There is a significant gender difference in the attitude of basic school teachers towards the application of SBA guidelines in school.

Research hypothesis three sought to find out from respondents whether a significant gender difference exists in the attitude of basic school teachers towards the application of SBA guidelines in school. Independent samples t-test was conducted at 0.05 level of significance.

In summary, this chapter presented the research methodology that was employed for the study. The study used the descriptive survey research design which helped in examining the efficacy, influence and challenges of implementing School-Based Assessment in the KEEA Municipality in the Central Region of Ghana. The study adopted the simple random sampling procedure to select 200 teachers who participated in the study. The next Chapter presents the results and discussion for the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study aimed at examining the efficacy, influence and challenges of the implementation of School Based Assessment in KEEA district in the Central Region of Ghana. The study focused specifically on (a) teachers' knowledge of School Based Assessment, (b) teachers' attitudes towards the application of SBA guidelines, (c) the impact of SBA on teacher's methods of instruction, (d) how teachers implement School-Based Assessment in schools and (e) challenges teachers faced in implementing SBA.

This chapter presents the results of the analyses and discussion of the findings of the study. The data were analysed through frequencies and percentages tables, one sample t-test, independent samples t-test and one-way analysis of variance (ANOVA).

Demographic Characteristics of the Respondents

The study was carried out in the KEEA District in Central Region of Ghana with a sample size of 200 teachers.

Distribution of respondents by gender

Table 3 presents the distribution of respondents involved in the study.

Table 3– *Distribution of Respondents by Gender*

| Gender | Frequency | Percent (%) |
|--------|-----------|-------------|
| Male | 128 | 64.0 |
| Female | 72 | 36.0 |
| Total | 200 | 100.0 |

Source: Field Data, Afua (2017)

Table 3 shows that 64.0% of the respondents were males while 36.0% were females. Findings suggest that probably there were more males than females in the selected circuits.

Teaching experience of respondents

Table 4 presents the distribution of teaching experience of respondents.

Table 4 – *Teaching Experience of Respondents*

| Years | Frequency | Percent (%) |
|----------------|-----------|-------------|
| Under 5 years | 76 | 38.0 |
| 6-10 years | 73 | 36.5 |
| Above 10 years | 51 | 25.5 |
| Total | 200 | 100.0 |

Source: Field Data, Afua (2017)

Results from Table 4 shows that 38.0% of the respondents have taught for less than 5 years. It was followed by 36.5% who taught for 6 to 10 years while 25.5% taught for more than 10 years. The study therefore, revealed that majority of the respondents taught for less than 5 years.

Research Question One: What is the knowledge of basic school teachers on the concept of SBA?

Research question one sought to find out from respondents their knowledge on the concept of SBA. Respondents were requested to respond to ten (10) items. The responses were scored as 1= strongly disagree, 2=disagree, 3=agree and 4=strongly agree. A cut-off point value of 2.5 was used as the criterion measure. Teachers are expected to practice each of the ten activities, thus justifying the use of the cut-off point of 2.5. The 2.5 is the mid-point of the scale. Items with mean score greater than 2.5 indicated agree whilst those ones less than 2.5 indicated disagree. The overall scores for the items were calculated by multiplying the number of items (10 items) by the cut-off point value (2.5). This gave a value of 25. This 25 was then compared with the overall mean score for teachers' knowledge on School-Based Assessment. Two hundred teachers provided responses and the results are presented in Table 5 and 6.

Table 5-One-Sample t-Test of Teachers Knowledge of School Based

Assessment

| Statement | N | M | SD | t | df | P.value |
|--|-----|------|-----|--------|-----|---------|
| 1. School Based Assessment refers to a system which is carried out at a pre-determined time interval. | 200 | 3.14 | .73 | 12.342 | 199 | .000* |
| 2. SBA is carried out at periodic intervals for the purpose of improving the overall performance of students and of the teaching and learning process. | 200 | 3.50 | .59 | 24.193 | 199 | .000* |
| 3. SBA involves looking at students in totality. | 200 | 3.08 | .84 | 9.824 | 199 | .000* |
| 4. SBA involves making decisions on student performance at the end of any course or programme. | 200 | 3.42 | .60 | 21.430 | 199 | .000* |
| 5. SBA requires taking decisions on students based on all records gathered in the course of a programme | 200 | 3.32 | .72 | 16.009 | 199 | .000* |
| 6. There is a supply of topics, marking and grading system to the school as a way of standardizing SBA process. | 200 | 3.06 | .66 | 11.912 | 199 | .000* |
| 7. Teachers are more involved in assessing of their students following SBA procedures. | 200 | 3.31 | .63 | 18.138 | 199 | .000* |
| 8. I have the knowledge to use various strategies in SBA. | 200 | 3.26 | .60 | 17.825 | 199 | .000* |
| 9. I have sufficient knowledge about the use of teaching aids to facilitate student understanding about the lesson content through SBA. | 200 | 3.32 | .62 | 18.825 | 199 | .000* |
| 10. I have the knowledge to choose items that can improve students' achievements in assessing through SBA. | 200 | 3.42 | .62 | 20.863 | 199 | .000* |

Source: Field Data, Afua (2017) Significant at $p < 0.05$

Table 5 shows that in sum, respondents have knowledge about School Based Assessment. This is evident from the one sample t-test result. Teacher

indicated their knowledge on SBA and the result from the test indicated significant difference. From Table 5 all the items were statistically significant at 0.05 level of significance. The items were:

1. SBA is carried out at periodic intervals for the purpose of improving the overall performance of students and of the teaching and learning process.
2. SBA involves making decisions on student performance at the end of any course or programme.
3. I have the knowledge to choose items that can improve students' achievements in assessing through SBA.
4. SBA requires taking decisions on students based on all records gathered in the course of a programme.
5. I have sufficient knowledge about the use of teaching aids to facilitate student understanding about the lesson content through SBA.
6. Teachers are more involved in assessing of their students following SBA procedures.
7. I have the knowledge to use various strategies in SBA.
8. School Based Assessment refers to system which is carried out at a pre-determined time interval.
9. SBA involves looking at students in totality.
10. There is a supply of topics, marking and gathering system

An overall mean score was further computed for the general teachers' knowledge on SBA by transforming the individual knowledge items into a general teachers' knowledge on SBA. This was done by combining all the individual knowledge items into a single knowledge termed general teachers'

knowledge on SBA. The cut-off point for the items were calculated by multiplying the number of items (10 items) by the cut-off point value (2.5). This gave a value of 25. The 25 was then compared with the overall mean score for teachers’ knowledge on SBA. Table 6 presents the general teachers’ knowledge on SBA.

Table 6- *One-Sample t-Test of General Teachers Knowledge on SBA*

| Knowledge | Overall Mean | t | df | Sig. (2-tailed) |
|----------------------------|--------------|--------|-----|-----------------|
| General teachers knowledge | 32.80 | 25.821 | 199 | .000 |

Source: Field survey, Afua (2017) Significant at $p < 0.05$

As shown in Table 6 the general result was statistically significant at the 0.05 level of significance. The overall mean score was 32.80. The overall mean score for general teachers’ knowledge on SBA is greater than the mean score for the items (25). This implies that teachers have knowledge about SBA.

Research Question Two: What is the attitude of basic school teachers towards the application of SBA guidelines in school?

Research question two sought to find out from respondents their attitudes towards the application of SBA in schools. Respondents were requested to respond to eleven (11) items. The responses were scored as 1=strongly disagree, 2=disagree, 3=agree and 4=strongly agree. A cut-off point value of 2.5 was used as the criterion measure. Teachers are expected to practice each of the eleven activities. The overall score for the items was calculated by multiplying the number of items (11 items) by the cut-off point value (2.5). This gave a value of 27.5. This 27.5 was then compared with the

overall mean score for teachers' attitude towards the application of School-Based Assessment.

Two hundred teachers provided responses and the results are presented in Table 7 and 8.

Table 7- Results of One sample t-Test of Teachers Attitude towards the Application of SBA

| Statement | N | M | SD | t | df | P-value |
|--|-----|------|-----|---------|-----|---------|
| 1. Have adequate time for SBA implementation. | 200 | 3.17 | .64 | 14.924 | 199 | .000* |
| 2. SBA guidelines provide better teaching experience. | 200 | 3.33 | .60 | 19.414 | 199 | .000* |
| 3. I could work harder if I use SBA procedures. | 200 | 3.29 | .64 | 17.492 | 199 | .000* |
| 4. I use SBA results to improve my teaching. | 200 | 3.27 | .65 | 16.756 | 199 | .000* |
| 5. I do not want to use SBA in class. | 200 | 1.98 | .67 | -11.064 | 199 | .000* |
| 6. SBA cannot address school system. | 200 | 2.06 | .67 | -9.2890 | 199 | .000* |
| 7. Facilities or materials discourages me from using SBA. | 200 | 2.25 | .73 | -4.856 | 199 | .000* |
| 8. I have extensive knowledge on the ways to assess in SBA. | 200 | 3.16 | .62 | 15.017 | 199 | .000* |
| 9. I am ready to implement assessment using the SBA. | 200 | 3.24 | .56 | 18.629 | 199 | .000* |
| 10. I am ready to conduct the teaching and learning process through SBA. | 200 | 3.24 | .53 | 19.644 | 199 | .000* |
| 11. I am ready to introduce innovations in teaching and learning in line with the assessment in SBA. | 200 | 3.30 | .55 | 20.545 | 199 | .000* |

Source: Field Survey, Afua (2017) Significant at $p < 0.05$

Table 7 shows that in sum, respondents have positive attitude towards the application of School Based Assessment guidelines in schools. This is because the one sample t-test result indicated a significant difference. The significant items were:

1. SBA guidelines provide better teaching experience.
2. I am ready to introduce innovations in teaching and learning in line with the assessment in SBA.
3. I could work harder if I use SBA procedures.
4. I use SBA results to improve my teaching.
5. Facilities or materials discourages me from using SBA.
6. I am ready to implement assessment using the SBA.
7. I am ready to conduct the teaching and learning process through SBA.
8. Have adequate time for SBA implementation
9. I have extensive knowledge on the ways to assess in SBA.
10. SBA cannot address school system.
11. I don't want to use SBA in class.

An overall mean score was moreover computed on the general attitudes of teachers towards the application of SBA guidelines by transforming the individual attitudes into a general attitudes of teachers towards the application of SBA guidelines. This was done by combining all the individual attitudes into a single attitudes termed general attitudes. The cut-off point for the items were calculated by multiplying the number of items (11 items) by the cut-off point value (2.5). This gave a value of 27.5. The 27.5 was then compared with the overall mean score for general attitudes of teachers towards the application of SBA guidelines.

Table 8 presents the general attitudes of teachers towards the application of SBA guidelines.

Table 8- *One-Sample t-Test of General Attitudes of Teachers Towards the Application of SBA Guidelines*

| Attitudes | Overall Mean | t | df | Sig. (2-tailed) |
|-------------------------------|--------------|--------|-----|-----------------|
| General attitudes of teachers | 32.72 | 10.123 | 199 | .000 |

towards application of SBA

Source: Field survey, Afua (2017) Significant at $p < 0.05$

As shown in Table 8 the general result was statistically significant at the 0.05 level of significance. The overall mean score was 32.72. The overall mean score for attitudes of teachers towards the application of SBA guidelines is greater than the mean score for the items (27.5). This implies that teachers have positive attitudes towards the application of SBA guidelines.

Research Question Three: What is the impact of SBA on teacher's methods of instruction?

Research question three sought to find out from respondents the impact of SBA on methods of instruction. Respondents were requested to respond to nine (9) items. The responses were scored as 1= strongly disagree, 2=disagree, 3=agree and 4=strongly agree. The 2.5 was used as the midpoint for the scale. Teachers are expected to practice each of the nine activities. The overall score for the items was calculated by multiplying the number of items (9 items) by the cut-off point value (2.5). This gave a value of 22.5. This 22.5 was then compared with the overall mean score for the impact of School-Based Assessment on methods of instruction.

Two hundred teachers provided responses and the results are presented in Table 9 and 10.

Table 9- *Results of One sample t-Test of the Impacts of SBA on Methods of Instruction*

| Statement | N | M | SD | t | df | P-value |
|---|---------------------------|------|-----|-------|-----|---------|
| 1. The use of SBA has improved my teaching | 200 | 3.23 | .54 | 19.18 | 199 | .000* |
| 2. SBA makes teaching more interesting | 200 | 3.06 | .71 | 11.10 | 199 | .000* |
| 3. The use of SBA helps teachers identify learning needs of student | 200 | 3.54 | .60 | 24.38 | 199 | .000* |
| 4. Teachers assessment influence their instructions | 200 | 3.19 | .67 | 14.56 | 199 | .000* |
| 5. Teachers adapt instruction to meet individual learning needs | 200 | 3.54 | .54 | 27.17 | 199 | .000* |
| 6. The use of SBA provides useful feedback for teachers | 200 | 3.52 | .75 | 19.24 | 199 | .000* |
| 7. Group exercises are done to foster cooperative learning | 200 | 3.58 | .62 | 24.46 | 199 | .000* |
| 8. SBA helps to do more activity works but less class tests | 200 | 2.89 | .71 | 7.67 | 199 | .000* |
| 9. SBA helps to assess students easily | 200 | 3.34 | .61 | 19.37 | 199 | .000* |
| Source: Field Data, Afua (2017) | Significant at $p < 0.05$ | | | | | |

The results in Table 9 showed that generally School Based Assessment had impact on teachers' methods of instruction. The items which indicated significant difference include:

1. Group exercises are done to foster cooperative learning.

2. The use of SBA helps teachers identify learning needs of student.
3. Teachers adapt instruction to meet individual learning needs.
4. The use of SBA provides useful feedback for teachers.
5. SBA helps to assess students easily
6. The use of SBA has improved my teaching
7. Teachers assessment influence their instructions
8. SBA makes teaching more interesting
9. SBA helps to do more activity works but less class tests

An overall mean score was additionally computed for the general impact of SBA on methods of instruction by transforming the individual impacts into a general impact of SBA on methods of instruction. This was done by combining all the individual impacts into a single impacts termed general impacts. The cut-off point for the items were calculated by multiplying the number of items (12 items) by the cut-off point value (2.5). This gave a value of 22.5. The 22.5 was then compared with the overall mean score for general impact of SBA on methods of instruction. Table 10 presents the general impacts of SBA on methods of instruction.

Table 10- *One-Sample t-Test of General Impacts of SBA on Methods of*

Instruction

| Impacts | Overall Mean | t | df | Sig. (2-tailed) |
|---|--------------|--------|-----|-----------------|
| General impacts of methods of instruction | 29.86 | 17.324 | 199 | .000 |

Source: Field survey, Afua (2017) Significant at $p < 0.05$

As shown in Table 10 the general result was statistically significant at the 0.05 level of significance. The overall mean score was 29.86. The overall

mean score for general impacts of SBA on methods of instruction is greater than the mean score for the items (22.5). This implies that the impact of SBA on methods of instruction is above average.

Research Question Four: How do teachers implement School Based Assessment in schools?

Research question four sought to find out from respondents how they implement School Based Assessment in their schools. Respondents were requested to respond to seven (7) items. The responses were scored as 1=strongly disagree, 2=disagree, 3=agree and 4=strongly agree. A cut-off point value of 2.5 was used as the criterion measure. Teachers are expected to practice each of the seven activities. The overall score for the items were calculated by multiplying the number of items (7 items) by the cut-off point value (2.5). This gave a value of 17.5. This 17.5 was then compared with the overall mean score how teachers implement School-Based Assessment.

Two hundred teachers provided responses and the results are presented in Tables 11 and 12.

Table 11- *Result of One sample t-Test of How Teachers Implement**School Based Assessment in Schools*

| Statement | N | M | SD | t | df | P-value |
|---|-----|------|-----|-------|-----|---------|
| 1. SBA modes and time of administration are being followed. | 200 | 3.11 | .61 | 14.15 | 199 | .000* |
| 2. Appropriate group exercises are administered | 200 | 3.27 | .62 | 17.46 | 199 | .000* |
| 3. There are individual projects | 200 | 2.77 | .88 | 4.35 | 199 | .000* |
| 4. There are work done on group projects | 200 | 3.20 | .67 | 14.67 | 199 | .000* |
| 5. Project tasks are set with the knowledge and competence from other subjects | 200 | 3.19 | .59 | 16.59 | 199 | .000* |
| 6. Classroom instruction makes use of real life and unfamiliar projects as illustrations to encourage pupils to apply their knowledge to problems of varying complexities | 200 | 3.05 | .66 | 11.68 | 199 | .000* |
| 7. Different test modes are used in the school | 200 | 3.30 | .62 | 18.31 | 199 | .000* |

Source: Field Survey, Afua (2017) Significant at $p < 0.05$

Table 11 showed that in general, teachers implemented School Based Assessment in schools. The results of the one samples t-test give credence to the significant difference. The significance items were:

1. Different test modes are used in the school.
2. There are work done on group projects.
3. Project tasks are set with the knowledge and competence from other subjects.
4. Appropriate group exercises are administered.
5. SBA modes and time of administration are being followed.
6. Classroom instruction makes use of real life and unfamiliar projects as illustrations to encourage pupils to apply their knowledge to problems of varying complexities

8. There are individual projects

An overall mean score was further computed for the general implementation of SBA by teachers by transforming the individual implementation into general implementations. This was done by combining all the individual implementations into a single implementations termed general implementations. The overall score for the items were calculated by multiplying the number of items (7 items) by the cut-off point value (2.5). This gave a value of 17.5 The 17.5 was then compared with the overall mean score for general implementation of SBA by teachers. Table 12 presents the general implementation of SBA by teachers.

Table 12- *One-Sample t-Test of General Implementation of SBA by Teachers*

| Implementation | Overall Mean | t | df | Sig. (2-tailed) |
|---|--------------|-------|-----|-----------------|
| General implementation of SBA by teachers | 21.87 | 7.212 | 199 | .004 |

Source: Field survey, Afua (2017) Significant at $p < 0.05$

As shown in Table 12 the general result was statistically significant at the 0.05 level of significance. The overall mean score was 21.87. The overall mean score for general implementation of SBA by teachers is greater than the mean score for the items (17.5). This implies that general implementation of SBA by teachers is encouraging.

Table 13 presents results on the number of times teachers used test format to assess their students. The responses were scored as 1=least, 2=low, 3=moderate, 4=high and 5=highest. The results of the data analysis are presented in Table 13.

Table 13- *Distribution of Results on the Number of Times Respondents used**Test Format to Assess their Students*

| Test Format | Least | Low | Moderate | High | Highest |
|-------------------|---------------|---------------|---------------|---------------|----------------|
| | Freq | Freq | Freq | Freq | Freq |
| | (%) | (%) | (%) | (%) | (%) |
| 1. Group work | 25 (12.5%) | 61 (30.5%) | 57 (28.5%) | 36 (18.0%) | 21 (10.5%) |
| 2. Test/Quizes | 0 (0.0%) | 43 (21.5%) | 61 (30.5%) | 52 (26.0%) | 44 (22.0%) |
| 3. Class exercise | 2 (1.0%) | 4 (2.0%) | 4 (2.0%) | 37 (18.5%) | 153 (76.5%) |
| 4. Project work | 76 (38.0%) | 47 (23.5%) | 44 (22.0%) | 18 (9.0%) | 15 (7.5%) |
| 5. Home work | 2 (1.0%) | 9 (4.5%) | 18 (9.0%) | 47 (23.5%) | 124 (62.0%) |

Source: Field Data, Afua (2017)

The results in Table 13 revealed that 76.5% of the teachers used class exercise the highest format to assess their students while 18.5% highly used it. Also, 62.0% used homework the highest format to assess their students while 23.5% highly used it. It is therefore seen that majority of the respondents used class exercise the most in assessing their students.

Table 14 presents the results on the extent to which respondents followed the laid down procedures in the implementation of School Based Assessment. The responses were scored as 1= never, 2=to some extent, 3=to a large extent and 4=in all extent. The results of the data analysis are presented in Table 14.

Table 14- *Distribution of the Results of the extent to which teachers followed the laid down procedures in the implementation of School Based Assessment*

| To what extent do you follow the laid down procedures? | Frequency | Percent (%) |
|--|-----------|-------------|
| Never | 6 | 3.0 |
| Some extent | 57 | 28.5 |
| A large extent/ A large extent | 137 | 68.5 |
| Total | 200 | 100.0 |

Source: Field Data, Afua (2017)

From Table 14, 68.5% indicated that to a large extent or in all extent they followed the laid down procedures in the implementation of School Based Assessment while 3.0% said they never followed. The study further revealed that 28.5% of the teachers indicated that they to some extent followed the laid down procedures in the implementation of SBA.

Research Question Five: What are the challenges faced by basic school teachers in the implementation of SBA?

Research Question five sought to find out from respondents the challenges they faced when implementing SBA. Respondents were requested to respond to nine (9) items. The responses were dichotomously scored as 1= yes, 2= no.

Two hundred teachers provided responses and the results are presented in Table 15.

Table 15- *Challenges Teachers Faced in Implementing SBA*

| Statement | Yes | No |
|--|----------------|----------------|
| | Freq (%) | Freq (%) |
| 1. High number of students prevents me from implementing School-based assessment | 88 (44.0%) | 112 (56.0%) |
| 2. Non-availability of School-based assessment guidelines | 102 (51.0%) | 98 (49.0%) |
| 3. Lack of training for teachers on School-based assessment | 88 (44.0%) | 112 (56.0%) |
| 4. Truancy and irregular pupil attendance | 160 (80.0%) | 40 (20.0%) |
| 5. Poor record keeping | 47 (23.5%) | 153 (76.5%) |
| 6. Shortage of materials for School-based assessment | 109 (54.5%) | 91 (45.5%) |
| 7. Teachers unethical behaviour in the award of assessment marks | 43 (21.5%) | 157 (78.5%) |
| 8. My test items do not seem to assess what I have taught | 11 (5.5%) | 189 (94.5%) |
| 9. The school-based assessment format takes all my time | 44 (22.0%) | 156 (78.0%) |
| 9. I find it difficult converting from observed score to percentages | 19 (9.5%) | 181 (90.5%) |

Source: Field Afua, (2017)

Table 15 showed that generally, respondents agreed that they faced the following challenges: non-availability of School Based Assessment guidelines, truancy and irregular pupil attendance and shortage of materials for School-Based Assessment.

Hypothesis One

H₀: There is no significant length of service difference among teachers with respect to the application of SBA.

H₁: There is a significant length of service difference among teachers with respect to the application of SBA.

Research hypothesis one tested the significant length of service difference existed among teachers with respect to the application of SBA. The scores were obtained by transforming the nominal data on teachers' attitudes towards the application of SBA to continuous data.

Table 16- *Test of Normality*

| Number of years in teaching service | | Shapiro-Wilk | | |
|-------------------------------------|----------------|--------------|----|------|
| | | Statistic | df | Sig. |
| Attitude | under 5 years | .923 | 76 | .000 |
| | 6-10 years | .950 | 73 | .005 |
| | above 11 years | .914 | 51 | .001 |

Source: Field Data, Afua (2017) Significant at $p < 0.05$

From Table 16, the result for the “under 5”, “6-10” and “above 11” years group the dependent variable “attitude”, was not normally distributed. This is because the sig. value of the Shapiro-Wilk Test was lesser than 0.05. Hence, Kruskal Wallis H test was used for the test.

Table 17- *Test of Homogeneity of Variances*

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.595 | 2 | 197 | .205 |

Source: Field Data, Afua (2017) Significant at $p > 0.05$

From Table 17, the sig. value is greater than 0.05, therefore, variances are assumed equal.

Table 18- *Kruskal-Wallis H test of teachers' attitude towards the application of SBA in terms of number of years of teaching service*

| | Years of service | N | Mean Rank | Chi-Square | df | p. value |
|-----------|------------------|-----|-----------|------------|----|----------|
| Attitudes | Under 5 years | 76 | 95.82 | | | |
| | 6-10 years | 73 | 98.87 | 1.900 | 2 | .387 |
| | Above 11 years | 51 | 109.80 | | | |
| | Total | 200 | | | | |

Source: Field Data, Afua (2017) Significant at $p < 0.05$

The Kruskal-Wallis H test showed that there was no statistically significant difference in teachers' attitudes towards the application of SBA across the years of teaching service, $\chi^2(2) = 1.900$, $p = .387$, with a mean rank of teachers' attitude towards the application of SBA of 95.82 for under 5 years, 98.87 for 6-10 years and 109.80 for above 11 years.

Hypothesis Two

H₀: There is no significant length of service difference among teachers with respect to knowledge on SBA.

H₁: There is a significant length of service difference among teachers with respect to knowledge on SBA.

Research hypothesis two sought to find out from respondents whether significant length of service difference existed among teachers with respect to knowledge on SBA. The scores were obtained by transforming the categorical data on teachers' knowledge on SBA to continuous data.

Table 19- *Test of Normality*

| | Number of years in teaching service | Shapiro-Wilk | | |
|-----------|-------------------------------------|--------------|----|------|
| | | Statistic | df | Sig. |
| Knowledge | under 5 years | .937 | 76 | .001 |
| | 6-10 years | .984 | 73 | .492 |
| | above 11 years | .871 | 51 | .000 |

Source: Field Data, Afua (2017) Significant at $p < 0.05$

From Table 19, the result for the ‘6-10’ year group the dependent variable “knowledge” was normally distributed. This is because the sig. value of the Shapiro-Test is greater than 0.05. However, for the “under 5” and “above 11” years groups the dependent variable “knowledge”, was not normally distributed. This is because the sig. value of the Shapiro-Wilk Test was lesser than 0.05. Hence, Kruskal Wallis H test was used for the test. A further analysis on the homogeneity of variance was conducted. The results is presented in Table 20.

Table 20- *Test of Homogeneity of Variances*

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.763 | 2 | 197 | .174 |

Source: Field Data, Afua (2017) Significant at $p > 0.05$

From Table 20, the sig. value is greater than 0.05, therefore, variances are assumed equal.

Table 21- *Kruskal-Wallis H test of Teachers' knowledge on SBA with Respect to Length of Service of Teachers*

| | Years of service | N | Mean Rank | Chi-Square | df | p. value |
|-----------|------------------|-----|-----------|------------|----|----------|
| Attitudes | Under 5 years | 76 | 76.26 | 22.545 | 2 | .000 |
| | 6-10 years | 73 | 111.40 | | | |
| | Above 11 years | 51 | 121.03 | | | |
| | Total | 200 | | | | |

Source: Field Data, Afua (2017) Significant at $p < 0.05$

The Kruskal-Wallis H test showed that there was a statistically significant difference in teachers' knowledge on SBA with respect to length of service of teachers, $\chi^2 (2) = 22.545$, $p = .000$, with a mean rank of teachers' knowledge on SBA with respect to length of service of 76.26 for under 5 years, 111.40 for 6-10 years and 121.03 for above 11 years. This implies that significant difference exists among teachers' knowledge with respect to length of service of teachers hence, the null hypothesis is rejected in favour of the alternative hypothesis. Hence a follow-up test was conducted to ascertain which pairs differ. A follow up test was conducted on teacher's knowledge on SBA with regard to length of services of teachers.

Table 22- *Follow-up Test of Teachers' knowledge on SBA with Respect to Length of Service of Teachers*

| Sample1-sample2 | Test statistic | Std. error | Std. Test Statistic | Sig. | Adj. Sig. |
|----------------------------------|----------------|------------|---------------------|------|-----------|
| Under 5 years and above 11 years | -44.773 | 10.429 | -4.293 | .000 | .000 |
| Under 5 years and 6 - 10 years | -35.141 | 9.441 | -3.722 | .000 | .001 |
| 6 -10 years and above 11 years | -9.632 | 10.514 | -.916 | .360 | 1.00 |

Source: Field survey, Afua (2017) Significant at $p < 0.05$

It is evident from Table 22 that there is significant difference between Under 5 years and Above 11 years, Under 5 years and 6-10 years of the length of service because the adjusted sig. value is less than 0.05. Under 5 years performs better than above 11 years and Under 5 years performs better than 6-10 years and the differences are -44.773 and -35.141 respectively. However, there is no significant difference between 6-10 years and above 11 years, because the sig. Value is greater than 0.05.

Hypothesis Three

H₀: There is no significant gender difference in the attitude of basic school teachers towards the application of SBA guidelines in school.

H₁: There is a significant gender difference in the attitude of basic school teachers towards the application of SBA guidelines in school.

Research hypothesis tested three whether there is significant a gender difference exists in the attitude of basic school teachers towards the application of SBA guidelines in school. The test was conducted using independent samples t-test and the result is presented in Table 23.

Table 23- *Independent Samples t-Test of Gender of Teachers in Terms of*

Attitude towards Application of SBA Guidelines in School

| | Gender | N | M | SD | t | Df | Sig. |
|----------|--------|-----|-------|------|------|-----|------|
| Attitude | Male | 128 | 32.38 | 2.77 | .714 | 198 | .476 |
| | Female | 72 | 32.08 | 2.78 | | | |

Source: Field Data, Afua (2017) Significant at $p < 0.05$

The results showed that male teachers ($M = 32.38$, $SD = 2.77$) were not different from female teachers ($M = 32.08$, $SD = 2.78$), $t(198) = .714$, $p = .476$

(2-tailed) in terms of attitude towards the application of SBA guidelines in schools.

Discussion of Research Findings

The research findings are discussed in relation to the following

1. Teachers' knowledge of School Based Assessment
2. Teachers' attitude towards the application of SBA guidelines in schools
3. Impact of School Based Assessment on teachers' method of instruction
4. Implementation of School Based Assessment by teachers
5. Challenges teachers faced in implementing School Based Assessment in school

Teachers' Knowledge of School Based Assessment

The findings of the study generally indicated that respondents had knowledge about School Based Assessment. Respondents agreed that School Based Assessment involved; (a) looking at students in totality, (b) carrying out periodic intervals by improving the overall performance of students and of the teaching and learning process, (c) making decisions on student performance at the end of any course or programme, (d) required taking decisions on students based on all records gathered in the course of a programme, (e) assessing of students following SBA procedures, (f) having the knowledge to choose items that can improve students' achievements in assessing through SBA and (g) having sufficient knowledge about the use of teaching aids to facilitate student understanding about the lesson content through SBA.

The findings of the t-test results were in line with research findings of John (2002) in Uganda who conducted a study on teachers' knowledge of

School-Based Assessment. John found that teachers' knowledge and clear understanding about the components of the SBA helps them to improve student understanding of what they do. Teachers who have knowledge about SBA would be able to explain the components of SBA to whoever demands explanations regarding the practices of SBA. Similarly, Antonio (2008) found that under SBA, teachers need to have the knowledge to assess students because teachers played a pivotal role in students' assessment.

This study found that respondents were more involved in assessing their students following SBA procedures. Knowledge of SBA aids teachers to assess the learning of their students. This would help teachers to identify those students who are performing above average and those who are performing below average in a particular class. This finding was supported by research findings of McMilian (2000). In the literature, he emphasized that teachers' knowledge and understanding on School Based Assessment helps them to assess their student learning. He further found that teachers who had sufficient knowledge on School Based Assessments were able to integrate it well into their teaching. They were also able to use effective approaches, techniques, and strategies to improve their students' competencies.

It was found out that respondents had knowledge about SBA to choose items that could influence students' achievements. Teachers knowledge in SBA helps them to know and select the right assessment items to ascertain how their students have mastered the content taught. This would also aid teachers to the relative standing of each student in a particular class so that the right decisions could be taken about such students. This finding is wholly supported by research findings of Bobis and Gould (2000). According to

Bobis and Gould, teachers' knowledge about SBA influences children's cognitive development. The biggest influence on child development and learning came from teachers' knowledge on child learning. This implies that the knowledge of the teacher is so crucial in terms of the intellectual development of students. Faridah and Mohini (2012) showed that teachers must be knowledgeable in SBA, the subject matter and the learning needs of the students. They also found that teachers must not only be knowledgeable about the content of the lesson to be taught but also the content of previous lessons taught. This knowledge is very important to detect the level of skills and abilities that need to be mastered by the student before a new lesson is taught.

Respondents agreed with the statement that their knowledge in SBA helps them to look at the students in totality. Teachers knowledge in SBA could aid them to direct, guide and monitor the progress of students at any given period of time. This would help teachers to even assess themselves since students' performances would be a reflection of their inputs. This finding is in line with a study by Salmiah et al., (2011). In the literature, Salmiah et al. found that quality teachers must have the knowledge to guide students and their peers so that they can accept the transformation in the education system. They further noted that there were changes that affected certain groups while other changes affected the whole educational organization. Therefore, teachers' knowledge in SBA would help them shape the behaviours and attitudes of their students.

Teachers' Attitude Towards the Application of SBA Guidelines in Schools

The study revealed that, in general, respondents agreed with the statements regarding attitude towards the application of SBA guidelines in schools. Respondents agreed that they (a) had adequate time for SBA implementation, (b) could work harder if they used SBA procedures, (c) used SBA results to improve their teaching, (d) wanted to use SBA in class, (e) had extensive knowledge on the ways to assess in SBA, (f) were ready to conduct the teaching and learning process through SBA and (g) are ready to introduce innovations in teaching and learning in line with the assessment in SBA. This implies that respondents had positive attitude towards the application of SBA guidelines. However, these findings are at variance with research findings of Norani and Saifulazri (2010) in Malaysia conducted a study on attitudes with respect to the application of SBA guidelines. Norani and Saifulazri found that there were teachers who were not willing to conduct SBA. Their study also found that some teachers were not willing to conduct SBA due to lack of training, which inadvertently affected their confidence to conduct SBA.

Stiggins (2005) noted that teachers lack willingness to undertake new assessment system for learning in the classroom because they do not have opportunities to learn the techniques of good assessments. He also found that the willingness of teachers in implementing assessment for learning covers a wide area, for example, to set specific performance targets and determine standards of achievement for students according to the curriculum. In addition, teachers have to continuously be prepared with documentary evidence on learning that has taken place, assess the level of students' involvement and keep records systematically.

A study by Alaba (2012) further indicated that teachers in Nigeria are not willing to conduct the SBA in teaching and learning situations. He also found that more than 50% of the teachers in Nigeria have negative perception of the impact of SBA in the practice of teaching and learning for students. He therefore, suggested that effective monitoring should be carried out in the implementation and in-service training must be provided for all teachers. His study revealed that less than half of the teachers in Nigeria (40.7% of the sample) were really ready to conduct the SBA at the school level. Issues that concerned the teachers included understanding of SBA requirements, procedures, criteria involved in assessment, the system itself and the opportunity to develop professionalism in the implementation of SBA.

However, according to him, the attitude of teachers towards SBA ranged from positive to negative. Most teachers acknowledged that SBA had good motivations and would bring many benefits to the students. Nevertheless, they had their reservations about its practicality and converting the ideas into reality in classroom pedagogical practices.

Impact of School Based Assessment on Teachers' Method of Instruction

The findings of the study indicated that, generally, School Based Assessment impacted teachers teaching and learning processes. Respondents agreed with the statements that SBA (a) improved their teaching abilities, (b) made their teaching more interesting and lively, (c) helped them to identify the learning needs of students, (d) helped them to adapt instruction to meet individual learning needs, (e) provided useful feedback for teachers, (f) helped them to do more activity works but less class tests and (g) helped them to assess students easily.

The study revealed that respondents agreed with the statements that SBA had improved their teaching abilities. Teachers are now able to employ the appropriate teaching methods and strategies to illustrate concepts and ideas for students to appreciate and understand. Respondents indicated they are able to detect such students who may not be paying attention while lesson is in progress. This would eventually culminate into the improvement in students' performance.

It was found out the SBA made the teaching and learning more interesting and lively. Respondents indicated that their ability to incorporate the appropriate examples while teaching created a very conducive environment for teaching and learning to progress. This made students become excited and they felt like not closing for the day.

Respondents further indicated that SBA had helped them to identify the learning needs of students. This is very critical in every teaching and learning environment. In the ideal sense, teachers must have the skills and competencies to identify the needs of their students. This would aid teachers to know and understand students very well. Students with special needs could be referred to the appropriate locations so that their issues could be addressed amicably.

Coupled with the aforementioned, respondents indicated that SBA helped them to adapt instruction to meet individual learning needs. After identifying the needs of students with special needs, teachers must also further adapt the appropriate instructional methods which would benefit all the students. Teachers learnt a lot from instructional methods from SBA such as

the role play, discussion methods, peer tutoring and others. These methods helped teachers to meet the learning needs of students with special issues.

It was found out that SBA provided useful feedback for teachers. Teachers gathered information on students in class and therefore, they were informed about the conducts of students in class or school. This would aid teachers to further take the right decisions on students.

The operation of the SBA is such that teachers engaged in more activity work than class test. Respondents involved in the study indicated that SBA helped them to do more activity works but less class tests. This makes students get experiential knowledge about concepts and ideas in class than intellectual knowledge. It would also make students transfer knowledge gained from a particular school or class in solving problems in another environment.

Lastly, the study revealed that SBA helped respondents to assess students easily. SBA is such that, a teacher knows what will be done at any moment in time. Times and periods for class tests, homework, projects and others are clearly spelt out in the SBA. Hence, teachers do not pass through so many challenges before assessing their students.

Implementation of School Based Assessment by teachers

The findings of the study revealed that, in general, respondents involved in the study agreed with the statements that they implemented School-Based Assessment in schools. Respondents indicated that (a) SBA modes and time of administration were followed, (b) appropriate group exercises were administered, (c) project tasks were set with the knowledge and competence from other subjects, (d) classroom instruction made use of real

life and unfamiliar projects as illustrations of varying complexities and (e) different test modes were used in the school.

This finding is in agreement with that of Othman, Salleh and Norani (2013), who concluded that teachers have the ability to implement SBA. However, some studies have shown that there are teachers who are not ready to implement the SBA (Norani & Saifulazri, 2010). Norani and Saifulazri found that there were teachers who were not willing to conduct or implement SBA. They also found that some teachers were not willing to implement SBA due to lack of training, which inadvertently affected their confidence to conduct SBA. In his study, Stiggins (2005) reported that teachers were unwilling to undertake a new assessment system for learning in the classroom because they did not have opportunities to learn the techniques of good assessments. He also found that the willingness of teachers in implementing assessment for learning covered a wide area, for example, to set specific performance targets and determine standards of achievement for students according to the curriculum. In addition, teachers had to continuously be prepared with documentary evidence on learning that had taken place, assess the level of students' involvement and keep records systematically using SBA. Tan (2010) reported that teachers were less willing to implement SBA. The implication of teachers not being ready to implement the new system is that marks awarded by teachers are neither fair nor valid. This situation affects the validity and reliability of the assessments.

Respondents in the study indicated that SBA modes and time of administration were being followed. The practice of SBA spells out the modes and time in which teachers should assess students. Respondents' ability to

implement SBA in terms of modes and time of administration tells how respondents are abreast with issues regarding SBA. This makes respondents to be up to tasks since times for all activities are allocated already. This finding was supported by the research finding of Brunei, Kamaruddin and Leong (2011). In their study Brunei, Kamaruddin and Leong found that teachers followed time and principles during implementation of SBA. Teachers further indicated that this made them perform their work effectively and efficiently. They also revealed that it reduced the workload on them since works are performed at appropriate times.

It was found out that respondents indicated that they used the appropriate group exercises for their students. The structure of SBA is such that teachers are informed about the appropriate exercises to give to students. This makes teachers to assess their students with the appropriate exercises thereby getting the right performance of their students.

Respondents indicated that they were able to implement SBA by constructing project tasks with the knowledge and competence from other subjects. This is very essential in the implementation of SBA in the sense that teachers would at the end realise whether test items are standard or not. It would again help teachers to know how well their students mastered the content of the lesson taught. This would also aid teachers to take right decisions concerning the performance of their students.

It was also found out that respondents in the study agreed with the statement that classroom instruction makes use of real life and unfamiliar projects as illustrations of varying complexities. The respondents may have agreed with the statement because SBA is such that teachers makes classroom

instructions very practical to their students. Teachers ability to implement SBA in this sense would make students understand and appreciate whatever will be taught well. It makes students to have practical knowledge about the lesson learnt and thereby transferring the knowledge gained into solving problems in different environments.

Lastly, the study revealed that teachers agreed with the statements that different test modes were used in the school. Respondents agreed with the statements that test/quizzes, class exercises and homework were the highest modes of assessing their students while group work and project work were the least modes of assessing their students. This could be that teachers were comfortable assessing their students with their test/quizzes, class exercises and home work. Respondents further indicated that they followed to a large extent the laid down procedure in the implementation of SBA.

Challenges Teachers Faced in Implementing School Based Assessment in School

The study revealed that, in general, the respondents disagreed with the statements that they did not face challenges in implementing School Based Assessment. Respondents indicated that they did not face challenge with (a) high number of students preventing them from implementing School-Based Assessment, (b) lack of training for teachers on SBA, (c) the SBA format takes all their time and (d) there is poor record keeping. However, truancy and irregular pupil attendance was indicated by respondents as a challenge.

The findings of the study indicated that with regards to truancy and irregular pupil attendance, respondents indicated that it was a challenge to them when implementing SBA. This finding was supported by research

findings of Yoloye (1991). Yoloye asserted that absenteeism posed an obstacle to the smooth management of pupil participation in SBA records as some pupils' attendance is irregular. He concluded that this situation is even worse in the rural areas where some pupils stayed away from schools due to the fear of very challenging work. Some absenteeism eventually leads to pupils dropping out of schools completely.

Respondents indicated that a large class size was not a challenge they faced when implementing SBA in schools. This finding is at variance with research finding of Kapambwe (2006). In the literature, Kapambwe indicated that one of the major challenges faced by basic school teachers in the implementation of SBA was the large class sizes. Further information about the challenges that teachers encountered were also revealed by the findings of the formative evaluation study of the implementation of the SBA pilot programme at the basic school level in Zambia (Kapambwe, 2006). Teachers cited the large class sizes in most basic schools as a major challenge. It is common to find classes of 60 and above in the schools. Teachers indicated that the workload became higher as they were required to mark and keep records of the progress of all learners.

To operate the SBA effectively, the teacher needs to spend time on each student, helping and observing. This implies that the teacher has to teach fewer numbers of students per class. This will enable the teacher to teach, assess and provide feedback to the children individually. At present the number of students per class in most schools is enormous. This makes it difficult for the teachers to teach and evaluate effectively even if they have the competence.

It was also found out that SBA format did not take a lot of time of respondents. This is because perhaps, the practice of SBA is easy and therefore, did not require teachers to engage in rigorous activities such as assessing students with several assessment procedures. The practice of SBA also enjoins teachers to be concise with learning processes. This finding was inconsistent with research findings of Etienne (2007). According to Etienne, although SBA should be well integrated with the teaching and learning processes, a good number of teachers still felt that the SBA took a lot of time. As a result, teachers got concerned that the time spent on remediation and enrichment was excessive and many teachers did not believe that they would finish the syllabus with the use of school assessment policies.

Moreover, respondents in the study indicated that lack of training for teacher on SBA was not a challenge to them when implementing SBA. This could be due to the reason that perhaps teachers had adequate knowledge about SBA as shown in the study. This finding was inconsistent with previous findings of Brown (2002). He emphasized teacher training in classroom management is a crucial element that may affect teacher SBA practices. Similarly, Brown (2002) highlights classroom assessment as one of the most crucial teacher professional development needs. Consequently, understanding teachers' ideas, views, perceptions and beliefs about SBA as well as the challenges associated with classroom assessment practices is absolutely essential in planning and implementing appropriate teacher professional development.

Cheah (2010) found that the biggest challenge to conduct the SBA was knowledge, skills and teacher attitudes. He added that formal training in the

form of workshops or seminars enables teachers to acquire new knowledge to fulfill the objectives of the new Malaysian curriculum assessment system. Formal training would also help to reduce the gap between theory and practice.

Poor recording keeping was further indicated as not a challenge by respondents involved in the study. Respondents were of the view that there was a proper record keeping systems with respect to SBA in their schools. Respondents could probably be recording all activities that had to do SBA and hence indicated recording keeping as not a challenge. This was not supported by a study conducted of Kolo (2014). Kolo found out that carelessness on the part of the teachers in keeping records, non-familiarity of some record officers with the system, non-availability of record sheets and the glaring lapses in maintaining secrecy over kept record of SBA were challenges teachers faced when implementing SBA.

Discussion of Hypotheses

The Kruskal-Wallis H test for hypothesis one showed that there was no statistically significant difference in teachers' attitudes towards the application of SBA across the years of teaching service. This could be explained by the fact the teaching and learning environments of respondents involved in the study were probably the same hence no differences existed in attitudes in terms of years of teaching.

It was also shown in hypothesis two that there was a significant difference within teachers' knowledge in the application of SBA in schools. The Follow-up test results showed that there is significant difference between Under 5 years and Above 11 years, Under 5 years and 6-10 years of the length

of service. It was found out that Under 5 years performs better than above 11 years and Under 5 years performs better than 6-10 years and the differences were -44.773 and -35.141 respectively. However, there was no significant difference between 6-10 years and above 11 years. The significant differences could be attributed to the fact that teachers involved in the study possessed different amount knowledge with regard to the application of SBA.

Hypothesis three showed that male teachers were not different from female teachers in terms of attitude towards the application of SBA guidelines in schools. The result could probably be attributed to the fact that there is no separate training for the males and females' teachers on the subject matter. The finding is in agreement with that of Ajuonuma (2007) who reported that sex of teachers does not affect SBA practices in Nigeria.

In summary, this chapter analyzed and discussed the results on the efficacy, influence and challenges of the implementation of SBA. The study revealed teachers had knowledge about SBA. It was also observed that teachers had positive attitude towards the application of SBA in schools. Teachers had adequate time for SBA implementation. SBA was further seen to have impact on teachers' methods of instruction. Teachers used SBA to identify the learning needs of students. Teachers further indicated that they faced challenges such as non-availability of SBA guidelines, truancy, irregular pupil attendance and shortage of materials when implementing SBA in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the study

The study examined the efficacy, influence and challenges of the implementation of School Based Assessment in KEEA district in the Central Region of Ghana. The study was a descriptive study and primarily focused on (a) teachers' knowledge of School Based Assessment, (b) teachers' attitudes towards the application of SBA guidelines, (c) impact of SBA on teacher's methods of instruction, (d) how teachers implement School-Based Assessment in schools and (e) challenges teachers faced in implementing SBA.

The study was conducted in the KEEA district of Ghana. The study used the quota sampling procedure to include 200 basic school teachers.

A 56-item questionnaire was the main instrument for data collection. The data collected were analysed by both descriptive statistics (frequency, percentage tables, means and standard deviations) and inferential statistics (one sample t-test, two independent samples t-test and Kruskal-Wallis H Test.

Summary of Findings

The following are the main findings from the data analysis.

1. Teachers agreed with statements that that they have knowledge about School Based Assessment in carrying out periodic intervals for the purpose of improving the overall performance of students and also having sufficient knowledge about the use of teaching aids to facilitate students understanding.
2. Teachers agreed with the statements that they had positive attitude towards the application of School Based Assessment guidelines in

schools by using SBA results to improve their teaching, ready to conduct the teaching and learning process through SBA.

3. The study showed that teachers agreed with the statements that School Based Assessment impacted teachers' methods of instruction by making teaching more interesting.
4. Teachers agreed with the statements that they were able to implement School Based Assessment effectively by administering appropriate group exercises for their students and using different test modes for assessing their students.
5. Teachers agreed with the statements that they faced challenges such as truancy and irregular pupil attendance in implementing SBA.
6. Hypothesis one showed that there was no statistically significant difference in teachers' attitudes towards the application of SBA across the years of teaching service.
7. Hypothesis two showed that there was a statistically significant difference in teachers' knowledge on SBA with respect to length of service of teachers. Teachers who taught for less than 5 years performs better than those who taught for above 11 years and 6-10 years respectively. There was no significant difference between teachers who taught for 6-10 years and above 11 years.
8. Hypothesis three showed that male teachers were not different from female teachers in terms of attitude towards the application of SBA guidelines in schools.

Conclusions

It can be concluded that generally teachers had knowledge on School-Based Assessment. The study revealed that generally, teachers have positive attitude towards the application of School-Based Assessment guidelines in their schools. This could be accounted to the fact teachers perhaps practiced SBA always. Furthermore, it can be concluded that generally, teachers implemented School-Based Assessment in their schools.

The challenges hindering the implementation of SBA were truancy and irregular pupil attendance. It could therefore, be concluded that generally, teachers involved in the study faced challenges when implementing SBA and hence implementing SBA effectively by teachers would be problematic when measures are not put in place to curtail these challenges.

Recommendations

From the summary of the major findings of this study, it is recommended that:

1. The findings indicated that teachers had knowledge on School-Based Assessment. I recommend that public senior high school teachers are given timely in-service training by Ghana Education Service and other stakeholders in order to be abreast with contemporary issues on SBA such as the tasks involved it. Teachers would again, understand the concept of SBA more so that they can recommend to other colleagues to practices.
2. Teachers had positive attitude towards the application of SBA guidelines. I recommend that headmasters of senior high schools and other stakeholders in education should encourage teachers to continue to have positive attitudes towards the application of SBA. This would enable

teachers to be always abreast with current guidelines regarding SBA so that they can use it at their work places.

3. School-Based Assessment impacted teachers' methods of instruction. I therefore, recommend that teachers in the KEEA district should adopt the concept of SBA into their instruction. This would enable teachers to realise the greater impact of SBA in their instruction.
4. Teachers implemented School Based Assessment effectively. I recommend that teachers should be supported and motivated by school authorities in terms of pens, pencils and other materials. This would enable teachers to keep up with the implementation of SBA hence improving upon their works in schools.

Furthermore, I recommend that the Ghana Education Service, school authorities and stakeholders should allocate funds for workshops, seminars for teachers on challenges of SBA such as truancy and irregular pupil attendance. This would help teachers to overcome most of the challenges they face when implementing SBA.

Suggestions for Further Research

The following are recommended for future research.

1. The study was exploratory in nature. In order to accept or refute the findings of the study and generalise them for the whole country, it is suggested that the study is replicated in other districts in the country.
2. Future studies should make use of qualitative methods in examining the efficacy, influence and challenges of the implementation of School Based Assessment, as they are more comprehensive and free from

biases that come with using self-reported questions or quantitative methods.

3. Future research should also target a larger sample size to make the results a fair representation of the entire population and make it easy to be generalized to a greater population.

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APPENDICES

APPENDIX A
UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
DEPARTMENT OF EDUCATIONAL FOUNDATION
QUESTIONNAIRE FOR BASIC SCHOOL TEACHERS

The researcher is a post-graduate student in Educational Foundation (UCC) who is writing a thesis on the topic; Examining the knowledge, attitude of teachers towards the implementation of School Based Assessment in KEEA district in Central Region. Please, answer the following questions by ticking or writing the appropriate responses. All responses will be treated confidential.

Thank You.

Section A: Demographic Characteristics

1. Gender: Male [] Female []
2. Number of years in teaching service
 Under 5 years [] 6 – 10 years [] Above 11 years []

Section B: Teachers’ Knowledge of School Based Assessment

Please use the likert scale below to indicate the extent to which you agree or disagree with the following statements

| SN | ITEM | Strongly Agree | Agree | Disagree | Strongly Disagree |
|----|--|----------------|-------|----------|-------------------|
| 3. | School Based Assessment (SBA) refers to a system which is carried out at a pre-determined time interval. | [] | [] | [] | [] |

| | | | | |
|--|-----|-----|-----|-----|
| 4. SBA is carried out at periodic intervals for the purpose of improving the overall performance of students and of the teaching and learning process. | [] | [] | [] | [] |
| 5. SBA involves looking at students in totality. | [] | [] | [] | [] |
| 6. SBA involves making decisions on student performance at the end of any course or programme. | [] | [] | [] | [] |
| 7. SBA requires taking decisions on students based on all records gathered in the course of a programme. | [] | [] | [] | [] |
| 8. There is a supply of topics, marking and grading system to the school as a way of standardizing SBA process. | [] | [] | [] | [] |
| 9. Teachers are more involved in assessing of their students following SBA procedures. | [] | [] | [] | [] |
| 10. I have the knowledge to use various strategies in SBA | [] | [] | [] | [] |
| 11. I have sufficient knowledge about the use of teaching aids to facilitate student understanding about the lesson content through SBA | [] | [] | [] | [] |
| 12. I have the knowledge to choose items that can improve students' achievements in assessing through SBA | [] | [] | [] | [] |

Section C: Teachers' Attitude Towards the Application of SBA**Guidelines**

| SN | ITEM | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----|---|----------------|-------|----------|-------------------|
| 13. | Have adequate time for SBA implementation. | [] | [] | [] | [] |
| 14. | SBA guidelines provide better teaching experience | [] | [] | [] | [] |
| 15. | I could work harder if I use SBA procedures | [] | [] | [] | [] |
| 16. | I use SBA results to improve my teaching. | [] | [] | [] | [] |
| 17. | I do not want to use SBA in class | [] | [] | [] | [] |
| 18. | SBA cannot address school system | [] | [] | [] | [] |
| 19. | Facilities or materials discourages me from using SBA | [] | [] | [] | [] |
| 20. | I have extensive knowledge on the ways to assess in SBA | [] | [] | [] | [] |
| 21. | I am ready to implement assessment using the SBA | [] | [] | [] | [] |
| 22. | I am ready to conduct the teaching and learning process through SBA. | [] | [] | [] | [] |
| 23. | I am ready to introduce innovations in teaching and learning in line with the assessment in SBA | [] | [] | [] | [] |

Section D: Impact of SBA to Teachers

Please use the likert scale below to indicate the extent to which you agree or disagree with the following statements.

| SN | ITEM | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----|--|----------------|-------|----------|-------------------|
| 24. | The use of SBA has improved my teaching | [] | [] | [] | [] |
| 25. | SBA makes teaching more interesting | [] | [] | [] | [] |
| 26. | The use of SBA helps teachers identify learning needs of student | [] | [] | [] | [] |
| 27. | Teachers assessment influence their instructions | [] | [] | [] | [] |
| 28. | Teachers adapt instruction to meet individual learning needs | [] | [] | [] | [] |
| 29. | The use of SBA provides useful feedback for teachers | [] | [] | [] | [] |
| 30. | Group exercises are done to foster cooperative learning | [] | [] | [] | [] |
| 31. | SBA helps to do more activity works but less class tests | [] | [] | [] | [] |
| 32. | SBA helps to assess students easily | [] | [] | [] | [] |

Section E: Implementation of School-Based Assessment by Teachers

Please use the likert scale below to indicate the extent to which you agree or disagree with the following statements.

| SN | ITEM | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----|--|----------------|-------|----------|-------------------|
| 33. | SBA modes and time of administration are being followed | [] | [] | [] | [] |
| 34. | Appropriate group exercises are administered | [] | [] | [] | [] |
| 35. | There are individual projects | [] | [] | [] | [] |
| 36. | There are work done on group projects | [] | [] | [] | [] |
| 37. | Project tasks are set with the knowledge and competence from other subjects | [] | [] | [] | [] |
| 38. | Classroom instruction makes use of real life and unfamiliar projects as illustrations to encourage pupils to apply their knowledge to problems of varying complexities | [] | [] | [] | [] |
| 39. | Different test modes are used in the school | [] | [] | [] | [] |

Section F: Challenges Teachers Faced in Implementing SBA

40. What are the challenges faced by teachers in the implementation of School Based Assessment?

- ❖ High number of students prevents me from implementing School-based assessment []
- ❖ Non-availability of School-based assessment guidelines []
- ❖ Lack of training for teachers on School-based assessment []
- ❖ Truancy and irregular pupil attendance []
- ❖ Poor record keeping []
- ❖ Shortage of materials for School-based assessment []
- ❖ Teachers unethical behaviour in the award of assessment marks []
- ❖ My test items do not seem to assess what I have taught []
- ❖ The school-based assessment format takes all my time []
- ❖ I find it difficult converting from observed score to percentages []