



School-based assessment: Its use and challenges faced by teachers in Obio-akpor local government area

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Abstract

This study investigated the use and challenges of school based assessment among secondary school teachers in both the public and private sectors in Obio-Akpor Local Government Area of Rivers State. Using the descriptive survey design, the study was guided by two research questions and their corresponding null hypotheses. A sample of 340 teachers drawn using convenience sampling was used for the study. Data collection was done using a semi-structured questionnaire titled Teachers' Usage and Challenges of School-Based Questionnaire. Reliability analysis yielded an alpha coefficient of 0.89. Data collected was subjected to mean and standard deviation in order to answer the research questions, while independent samples t-test was used to test the hypotheses at 0.05 level of significance. Result revealed that teachers in public schools utilize school based assessment to a low extent while their private school counterparts use it to a high extent. The major challenge against the utilization of SBA by both teachers in public and private school was the excessive focus on cognitive assessment. From this result, it was recommended that school administrators should implement programmes aimed at equipping teachers with knowledge of school-based assessment, as well as provide materials and tools to enable them implement it in their practice.

Keywords: school-based assessment, assessment, SBA

Introduction

The centrality of education as a vehicle for achieving and driving self, community, national and international development has been acknowledge and advocated. This has informed the development of educational policies and programmes aimed at equipping students with the skills and competencies needed to drive national development and promote sustainability not only for the present but also for the future. Key to achieving this objective is the caliber of teachers in the school system. Education has a system is majorly anchored on the teaching effectiveness of teachers, since they are responsible for translating the broad-based curriculum national curriculum to classroom instruction for learning. For most persons, the job of a teacher involves primarily the ability cover the curriculum within a stipulated time. However, it has recently been accepted that the job of a teacher extends beyond the provision of instruction but also decision-making on the extent to which students have benefited from the instruction they were provided.

Teachers are not only instructors but decision makers. Often teachers make decision on students learning that not only affect students' educational progression, but also reflect on their life-long plans. It is therefore important that teachers develop confidence in their assessment decision-making ability so as to develop fair, valid and reliable information that they can provide to parents, school administrators and developmental partners. In this direction, Elliot, Kratochwill, Cook and Travers (2000) ^[5]. averred that effective teaching involves providing students with adequate instruction based on prescribed curriculum, but more importantly giving them appropriate feedback about their work effort and performance. Furthermore, Orluwene and

Ekim (2015) ^[12]. Opined that a teacher cannot ascertain the extent of students learning unless they have conducted assessment on the expected behaviour based on the instructional objectives developed to guide the instruction. This therefore informed Joe (2011) ^[8]. assertion that effective provide students assessment feedback is an integral part of the learning process, as such teachers should be effective in providing assessment.

While most teachers hold positive disposition towards assessment, and consider it beneficial to improving students learning (Mkpee & Obowu-Adutchay, 2017) ^[10]. this recognition has not helped some teachers to fulfil their assessment role, with many experiencing conflicts originating from feelings of inadequacy often associated with lack of clarity on what assessment means, the types of assessments and their position within the instruction and assessment mix. Report by Schoening (2009) ^[14]. and VanBever Wilson (2010) ^[18]. indicated that many teachers are ill-prepared in the types, development, and use of assessment techniques. This can further be attributed to lack of adequate instruction in the process of developing assessment tools and grading procedure which are vital for fair decision making on students development.

Any discussion on the types of assessment should be built on an operational understanding what assessment is. The concept of assessment has been used variously both in operationalization and terminology. Due to this fact, it has defied a universal definition like most psychological and educational construct. For the purpose of this work, the definition proposed by Salvia and Ysseldyka (2004:4). which conceptualized "assessment as a process of collecting data for the purpose of making decisions about individuals

and group” shall be adopted. From the definition above, three aspects of assessment are identified: process, reason and assumptions. As a *process*, it involves observation or collection of data over time; as regards *reason*, it is always carried out to answer a particular question such as ‘How well can Student A identify alphabets?’ or ‘Is Student B ready to move to another educational level?’ With respect to *assumption*, it seeks to identify possible factors promoting or inhibiting learners’ performance. Confirming the centrality of assessment in the educational enterprise and the critical role teachers play, Elliot, Kratochwill Cook and Travers in Orluwene (2015) [12], opined that “assessing students’ knowledge and skills is a central issue in schools. Effective teaching and learning cannot be said to have taken place without appropriate assessment because it provide evidence for the success or failure of instruction and direction of students’ attainment. Assessment is the systematic process of collecting and interpreting information to make decision about students learning experiences and their learning potential (McDonald, 2014) [9]. Elaborating further, Ifeanyiyeze and Aneke (2013) [7], averred that assessment is the process of developing and organizing information obtained from observation, examinations, test or questionnaire into interpretable forms on a number of factors that include a variety of techniques to determine achievement in the cognitive, psychomotor and affective domains. Adolaju, Adikwu and Agi (2016) [2], defined assessment as the appraisal of students’ learning outcome which basically involves making judgment about students’ performance as well as identifying the strengths and weakness of students in specific learning module over a period of time. They further averred that assessment is a veritable tool for determining educational change by regulating the quality of education, the progress of education and the product of education. Operationalizing it within the educational system, Ukwuije and Opara (2013) [15], defined assessment as the entire process that involves collecting information on some aspect of students’ education progress and the success of teachers’ instructional practice. Assessment enables the teacher develop a comprehensive picture of the short-term and long-term needs of the child, which enables the student, teacher and other stakeholders including parents make future plans accordingly. Ukwuije (2013) [15], provided a conceptual model of assessment as shown in figure 1 below

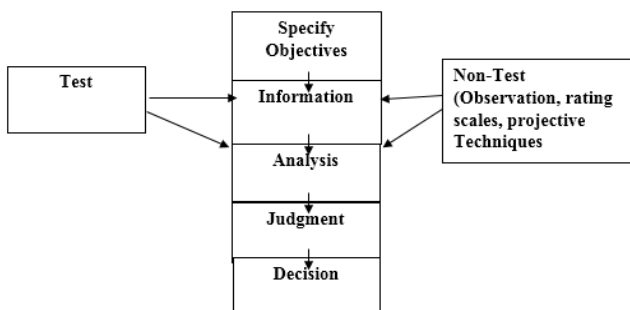


Fig 1: Assessment Model Procedure (Adopted from Ukwuije, 2012).

On the basis of the definitions provided above and the assessment model shown above, assessment was defined by Ukwuije (2013) [15], as the process of documenting, usually in measurable terms, the knowledge, skills, attitudes,

beliefs, practices or generally what behaviour a learner does or does not have, acquire or develop, before, during or at the end of instruction, or a course of study. In this study, assessment is defined operationally as the the process by which information about students’ knowledge, skills, ability, belief, aptitude, attitude, performance, competencies and opinions are gathered, analysed, interpreted and utilized in order to assist students benefit optimally from a programme of instruction as well as continue, adapt or terminate the programme. Embedded in this definition is the assumption that assessment is not and should not be limited to the knowledge and cognitive competencies of the students, but rather should involve other competencies such as affective and psychomotor. Also, this definition recognizes that assessment is not done haphazardly, but involves a systematic and structured process which ought to be followed religiously for the purpose of helping students optimally, not to be defeated. Finally, the definition takes into cognizance the fact that assessment is not an end in itself, but rather serves the purpose of improving students learning, as well as restructuring the learning programme or terminating it, if need be, in order to improve the efficiency of the programme. So every form of assessment, has as its ultimate goal the enhancement or improvement of students learning through helping students directly or structuring the programme of instruction to meet that need.

As a fundamental component of the formal education system, various formats of assessment are practiced. Orluwene (2012) [13], provided some criteria for the classification of assessment such as who construct the assessment, item format used in assessment, trait assessed and method of administration. However, one format of assessment that has received considerable attention recently is School-Based Assessment (SBA) which is the focus of this paper.

School-based assessment: Concept clarification

School-based assessment is a relatively new form of assessment that was proposed in response to the call for an integration of assessment in the classroom practice of teacher. Obioma, Junaidu and Ajagun (2003) [11], opined that it is school-based assessment represent a shift from the only single end of year or term examination. Despite, the wide appeal of stakeholders including students, teachers, parents and administrators, school-based assessment has not been fully understood. The discrepancy in the meaning and process of SBA can be attributed to the wide array of methods used in executing it. However, effort is directed at in presenting some definitions of school based assessment.

Explaining on the definition of school based assessment, the United Nations Educational, Scientific and Cultural Organization (2018) [17], sees it as student assessments that are regularly organised and administered by each educational institution established in a country. Assessment tools are generally designed by the teachers’ staff of the institution. The results are used to provide direct feedback to students and parents, to regulate classroom and improve the teaching-learning process. In some countries, scores to these assessments count (weight on the final total score) for the graduation or selection of students. Obioma, Junaidu, and Ajagun (2003) [11], defined school-based assessment as a monitoring device that is an integral part of the teaching and learning process whereby teachers gather relevant information on students’ performance and progress with the

primary intent of adjusting teaching and improving learning. The process often involves a wide range of assessment task and skills that seeks to not only identify students' cognitive competencies but also their affective and psychomotor abilities.

Mkpae and Obowu-Adutchay (2017). offered some rationale for the adoption of SBA over other assessment formats. According to them, an assessment test for students and involve in making assessment judgement. School-based assessment allows for the collection of sample of students' performance over a period of time. It can also be adopted and modified to match the teaching and learning goals of a particular class and the students assessed. School-based assessment takes place in the classroom where students and teachers interact and students can receive constructive feedback immediately after the assessment has been done in order to improve learning. They further added that SBA involved assessment by classroom teacher who the students are already familiar with. Also students are often actively involved in the assessment process through self- and peer-assessment in association with the teacher which implies cooperation and the sharing of expertise.

Adediwura (2012) ^[1], provided a compelling philosophical rationale for the introduction and integration of school-based assessment in Nigeria. For much of the history of formal education in Nigeria, effort has been directed at the development of the three Rs (reading, writing and arithmetic). These skills however important are only focused on optimal functioning of the cognitive abilities of the students. While these skills provided clerical and administrative competences, which were needed by the colonial work environment and the early bureaucratic civil service immediately after independence, they can no longer meet the complexity of skills needed in a modern and globalized world. Furthermore, it has been acknowledged that students possessed multiple intelligences beyond intellectual or cognitive (Gardner, 1999) ^[6], which includes visual-spatial, bodily-kinesthetics, musical, interpersonal, intrapersonal, linguistics and logical-mathematical. Based on the fact that students possessed these unique intelligences in different degrees, as well as exhibit them at different times, it is not possible for a one-shot assessment to capture these intelligences at one time. SBA was therefore proposed to cater for the assessment of these intelligences in various context and using that information in helping students develop optimally.

Anyiamuka (2018) ^[3], further argued that school-based assessment has the potency of increasing students' sense of self-agency and take up responsibility for their learning. When students become independent learners, skills are developed in extreme recognition with reliable confidence in learning outcomes. With the application of formative assessment which is an assessment that is specifically intended to provide feedback on performance to improve and accelerate learning. Students gain a lot because their works end in better production. Since this assessment is carried out during instructional process for the purpose of improving teaching and learning, the benefit enable students to see the linkage between classroom learning and their real-life situations and drawing connection between new concept gained through assessment and the previously acquired knowledge.

Effective execution of SBA requires the planning of the teacher to design the assessment programme. The success of

the SBA is hinged on the teachers' competence in understanding the process, developing the tools and reporting feedback in clear terms for students learning. However, achieving this has proved challenging for teachers for various reason which have not been adequately explored. Adediwura (2012) ^[1], argued that although compelling, the SBA initiatives impose great challenge to the perceptions of teachers and students. For example, in a certificate-dominated culture such as Nigeria, teachers mainly serve as providers of knowledge, and students as the recipients. However, in the new SBA component, teachers are supposed to take up the roles of both teacher and assessor, assessing their own students' work and providing constructive feedback for students to improve learning. SBA also claims to hand over much ownership and autonomy of the learning process back to students by promoting students' skills in self/peer assessment.

Most studies on school based assessment have been focused on determining the attitude of teachers towards it or their perception. For example, Adediwura (2012) ^[1], investigated on the perceived effect of SBA on Nigerian secondary school teachers, with the specific aim of determining the preparedness of the teachers to conduct SBA as well as the perceived effect of the SBA on their teaching practices and students' learning. The population for the study consist of secondary school teachers in the six South-Western State of Nigeria. From each of the six states, six secondary schools were purposively selected based on ownership of the schools. A total number of 36 secondary schools were involved in the study. From each of the schools 15 teachers were randomly selected to take part in the study. Thus the study sample size was 540 teachers. An adapted questionnaire was used to collect the study data. The adapted questionnaire was named "Nigerian Teachers' Perception of School-Based Assessment Questionnaire". This questionnaire was divided into four sections of A, B, C and D. Sections B, C, and D of the instrument respectively have a test-retest reliability of ($r = 0.72, 0.77 \text{ \& } 0.73$ $p < .05$) over a period of two weeks and Cronbach coefficient alpha (0.79, 0.70 and 0.71). The result indicated that more than half of the sampled teachers were not adequately prepare to conduct SBA. However, teachers from Federal Government Colleges were better prepared. It was also discovered that more than fifty percent of the teachers have a negative perception of the effect of SBA on their teaching practices and on students' learning. The study therefore suggests effective monitoring of educational policy implementation and timely in-service training for all teachers irrespective of school owner.

Similarly, Mkpae and Obowu-Adutchay (2017)., investigated on benefits and teachers' perception towards school based assessment in Nigeria secondary schools. The benefit of SBA compares with testing and end of year exams were discussed. The study adopted the descriptive survey research *ex post facto* design. The population comprised all the graduate teachers of the randomly selected federal, state and private schools within the state. A total number of 30 secondary schools were randomly selected and used. From each of the schools 15 teachers were selected using the stratified random sampling technique based on sex, tribe and years of teaching. The sample size was 450 teachers, 250 males and 200 females. The questionnaire was Teachers' Perception of School-Based Assessment Questionnaire (TPSBAQ) developed by the

researcher. The questionnaire was designed in the four point likert scale format, Strongly Agree, Agree, Disagree and Strongly Disagree to elicit responses on teachers' perception. The questionnaire was divided into three sections A, B and C. The instrument was validated by the researchers' colleagues who are expert psychometricians. Cronbach alpha was used for the reliability coefficient with an index of 0.82. Mean scores and standard deviation were used to analyse data from the research question. While chi-square statistical analysis was used for the hypothesis. The results show that half of the teachers were not ready to conduct SBA. School factors influenced the conduct of SBA with chi-square analysis of 30.12 above table value of 5.99 at 0.05 significant levels.

Also, in their study of differential effects of feedback types on the improvement of students' performance in school-based assessment, Orluwene and Ekim (2015) [12]. using experimental research design showed that feedback type had a significant influence on students' performance. The sample was drawn via a purposive sampling technique and assigned to four experimental groups and one control group. The groups were specific positive feedback, (SPF) specific negative feedback (SNF), non-specific negative feedback (NSNF), non-specific positive feedback (NSPF) and no feedback (NF, control). The study took a 5x2 between subjects factorial experimental research design by pretest posttest technique. Two research questions and two null hypotheses guided the conduct of the study. Two equivalent instruments used for data collection were chemistry problem solving test form one and form two (i.e CPST1 and CPST2). They are essay itemed and their equivalent form reliability coefficient was 0.79. The inter-rater and Alpha coefficients for CPST1 were 0.68 and 0.73 respectively, while that of CPST2 were 0.71 and 0.76 respectively. Data collected were analysed using mean, standard deviation, paired t-test, two-way analysis of covariance and pair wise comparison where necessary. The results obtained after data analysis showed a significant main effects for feedback types, gender and interaction between feedback types and gender. It was also found that SPF, SNF, NSNF and NSPF had significant effects, while NF had insignificant effects on the improvement of students' performance in solving problems in chemistry.

A review of these studies showed that despite the wide appeals of school based assessment, extensive consideration of the ways teachers adopt it in the teaching and learning process has not been conducted. Furthermore, some challenges militating effective usage of school-based assessment have not been considered, within the Nigerian context generally and Rivers State specifically. Based on this identified gap in the literature, the present study investigated on the uses and challenges of school-based assessment among secondary school teachers in Rivers State. It is hoped that the finding of this study will encourage the provision of needed support to teachers on better adoption of school-based assessment has well as improve the standard of holistic assessment and development of students' cognitive, affective and psychomotor competencies

Research Questions

The following research questions were developed to guide the present study:

1. To what extent is school-based assessment used by public and private secondary school teachers in Obio/Akpor Local Government Area of Rivers State?
2. What are the challenges faced by public and private secondary school teachers in the usage of school based assessment in in Obio/Akpor Local Government Area of Rivers State?

Hypotheses

The underlisted hypotheses stated in the null form were tested at 0.05 level of significance to further guide the study

1. There is no significant difference in the extent of usage of school-based assessment by public and private secondary school teachers in in Obio/Akpor Local Government Area of Rivers State.
2. There is no significant difference in the challenges faced by public and private secondary school teachers in the usage of school-based assessment in in Obio/Akpor Local Government Area of Rivers State Nigeria.

Methodology

The descriptive survey research design was adopted for this study, using all secondary school teachers in in Obio/Akpor Local Government Area of Rivers State as the population for the study. A sample of 340 teachers comprising of 190 public school teachers and 150 private school teachers was drawn using convenience sampling technique from the three clans of the area. Convenience sampling was done because the specific number of private school teachers in each of the clans was not available. In addition, only teachers with above five years of teaching experience were selected, as this guaranteed that only those familiar with assessment processes are taken for the study.

For data collection, an instrument titled Teachers' Usage and Challenges of School-Based Questionnaire was used. The instrument was divided into three broad sections which sought to ascertain the demographic information of respondents, the extent of usage of SBA and the challenges militating against the usage of SBA. Internal consistency of the instrument using Cronbach Alpha yielded a value of 0.89. With the exception of the section of demographic information, the remaining two sections were constructed in a four-point Likert format of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) which were scored 4, 3, 2, and 1 point respectively. Mean and standard deviation were used to answer the research questions, while independent samples t-test was used for testing the null hypotheses at 0.05 level of statistical significance. For determining the extent, a value greater than 3.00 was considered Very High Extent (VHE), a value between 2.50 and 2.99 is taken as High Extent (HE), a value between 2.00 and 2.49 was considered Low Extent (LE) and a value lesser than 2.00 is considered Very Low Extent (VLE). All analysis was done using Statistical Package for Social Sciences.

Research Question

Table 1: Extent of usage of SBA by public and private school teachers

S/N	Item	Public (n = 190)			Private (n = 150)		
		Mean	SD	Decision	Mean	SD	Decision
1	I document both knowledge, character and behaviour of my students when making assessment	2.87	0.89	HE	2.93	0.89	HE
2	I modify my teaching in response to feedback received from students	1.92	0.97	VLE	3.14	0.11	VHE
3	I regularly assess students before final examination	2.90	0.91	HE	2.82	0.99	HE
4	I encourage other students to assess their peers' progress.	2.13	0.96	LE	1.82	1.06	VLE
5	I inform students about their areas of strengths and weaknesses after classroom assessment	2.32	1.08	LE	3.18	0.91	VHE
6	I teach my students according to the requirements of SBA.	1.89	0.97	LE	2.77	1.12	HE
7	I encourage students to interact among themselves after a classroom assessment on topics assessed.	2.06	1.10	LE	2.87	1.02	HE
8	I discuss assessment practice with other teachers to determine areas I can improve upon	1.81	0.99	LE	2.95	0.87	HE
9	I employ various test formats to improve my understanding of students' progress	2.88	0.91	HE	3.13	0.89	VHE
10	I keep a written record of all students behaviour, not only their performance in tests	2.35	1.03	LE	2.83	1.01	HE
	Grand Total	2.31	0.98	LE	2.84	0.89	HE

From the result displayed in Table 1, it can be observed that when the responses of teachers were analyzed on the extent to which they use SBA, it was found that for item 1 (I document both knowledge, character and behaviour of my students when making assessment) public school teachers had a mean of 2.87 (SD = 0.89), while private school teachers had a mean of 2.93. For item 2 (I modify my teaching in response to feedback received from students) public school teachers had a mean of 1.92 (SD = 0.97), with public school teachers having a mean of 3.14 (SD = 0.11). Item 3 (I regularly assess students before final examination) yielded a mean value of 2.90 (SD = 0.91) for public school teachers and 2.82 (SD = 0.99) for private school teachers, while for item 4 (I encourage other students to assess their peers' progress) public school teachers had a mean of 2.13 (SD = 0.96), and private school teachers had a mean of 1.82 (SD = 1.06). For item 5 (I inform students about their areas of strengths and weaknesses after classroom assessment), public school teachers had a mean of 2.32 (SD = 1.08), and private school teachers had a mean of 3.18 (SD = 0.91). Items 6 (I teach my students according to the requirements of SBA) and item 7 (I encourage students to interact among themselves after a classroom assessment on topics assessed) had mean values of 1.89 (SD = 0.97) and 2.06 (SD = 1.10) respectively for public school teachers, while their counterparts in private schools had mean values of 2.77 (SD = 1.12) and 2.87 (SD = 1.02). Furthermore, for items 8 (I discuss assessment practice with other teachers to determine areas I can improve upon) and 9 (I employ various test formats to improve my understanding of students' progress),

public school teachers reported mean values of 1.81 (SD = 0.99) and 2.88 (SD = 0.91) respectively, while private school teachers reported mean values of 2.95 (SD = 0.87) and 3.13 (SD = 0.87). Finally, the table further showed that item 10 yielded a mean of 2.35 (SD = 1.03) for public teachers while private school teachers had mean values of 2.83 (SD = 1.01). On the whole, it was shown that public school teachers reported a mean value of 2.31 (SD = 0.98) on the extent of usage of SBA which indicated a low extent of usage, while private school teachers reported a mean value of 2.84 (SD = 0.89), which corresponds to a high extent of usage.

Table 2: Independent samples t-test of public and private school teachers' usage of SBA

Teachers	N	Mean	SD	df	t	Sig	Decision
Public	190	23.15	10.67	338	4.60	0.000	Reject p<0.05
Private	150	28.45	10.32				

From the result displayed in Table 2, when the mean and standard deviation values of teachers in public schools (mean =23.15, SD = 10.67), and those of private schools (mean = 28.45, SD = 10.32) were subjected to independent samples t-test, a t-value of 4.60 was obtained at 338 degrees of freedom, with a corresponding p-value of 0.000, which was lesser than the chosen alpha of 0.05. This result therefore indicates that there is a significant difference in the extent to which teachers in public and private schools use SBA. The null hypothesis was therefore rejected.

Table 3: Challenges faced by teachers in public and private secondary in the use of SBA

S/N	Items	Public (n = 190)			Private (n = 150)		
		Mean	SD	Decision	Mean	SD	Decision
1	Lack of adequate training on SBA	2.78	1.03	HE	3.06	0.91	VHE
2	Lack of various assessment tools	2.91	1.01	HE	3.18	0.84	VHE
3	Inadequate resources to improve identified needs	3.01	0.87	VHE	2.94	0.87	HE
4	Excessive focus on cognitive achievement	3.38	0.73	VHE	3.28	0.73	VHE
5	Excessive workload	2.79	0.93	HE	2.98	1.03	HE
6	Competitive mindset among students and schools	2.73	0.69	HE	2.80	0.94	HE
7	Lack of clear assessment criteria	2.51	1.02	HE	2.69	1.04	HE
8	Rigid curriculum	2.62	1.10	HE	2.91	0.73	HE
9	High teacher-student ratio	3.21	0.89	VHE	2.88	0.82	HE
10	Poor record keeping	2.83	1.00	HE	2.90	1.04	HE
	Grand Total	2.88	0.93	HE	2.96	0.90	HE

Result obtained from the data analysis showed that regarding the challenges faced by teachers in the usage of SBA, public school teachers had a mean of 2.78 (SD = 1.03) for item 1 (Lack of adequate training on SBA), while private school teachers had a mean value of 3.06 (SD = 0.91) for same item. For items 2 (Lack of various assessment tools) and 3 (Inadequate resources to improve identified needs), mean values of 2.91 (SD = 1.01) and 3.01 (SD = 0.87) were obtained for public school teachers with private school teachers had mean values of 3.18 (SD = 0.84) and 2.94 (SD = 0.87). Item 4 (Excessive focus on cognitive achievement) had a mean of 3.38 (SD = 0.73) for public school teachers and 3.28 (SD = 0.73) for private school teachers. Furthermore, items 5 (Excessive workload) and 6 (Competitive mindset among students and schools) had mean values of 2.79 (SD = 0.93) and 2.73 (SD = 0.69) for public school teachers, with private school teachers reporting mean values of 2.98 (SD = 1.03) and 2.80 (SD = 0.94) respectively. Regarding item 7 (Lack of clear assessment criteria), public school teachers had a mean of 2.51 (SD = 1.02), while those in private school reported a mean value of 2.69 (SD = 1.04). Item 8 (Rigid curriculum) and item 9 (High teacher-student ratio) further resulted in a mean values of 2.62 (SD = 1.10) and 3.21 (SD = 0.89) for public school teachers, while their counterparts in private schools reported mean values of 2.91 (SD = 0.73) and 2.88 (SD = 1.04) respectively. Finally, item 10 (Poor record keeping) yielded 2.83 (SD = 1.00) and 2.90 (SD = 1.04) respectively. On the whole, the result showed that grand mean values of 2.88 (SD = 0.93) and 2.96 (SD = 0.90) were obtained for public and private school teachers on the challenges faced in the usage of SBA. This result suggest that teachers in private schools face greater challenges than their peers in public schools in the usage of SBA in Obio-Akpor Local Government Area of Rivers State. To ascertain if this difference in the challenges were significant, an independent sample t-test was conducted as shown below.

Table 4: Independent samples t-test of challenges against usage of SBA by public and private school teachers

Teachers	N	Mean	SD	df	t	Sig	Decision
Public	190	28.80	10.21	338	0.71	0.478	Retain p>0.05
Private	150	29.60	10.43				

From the result displayed in Table 3, when the mean and standard deviation values of teachers in public schools (mean =28.80, SD = 10.21), and those of private schools (mean = 29.60, SD = 10.43) on the challenges faced in the usage of SBA were subjected to independent samples t-test, a t-value of 0.71 was obtained at 338 degrees of freedom, with a corresponding p-value of 0.478, which was greater than the chosen alpha of 0.05. This result therefore indicates that there is no significant difference in the challenges faced by teachers in public and private schools in the usage of SBA. The null hypothesis was therefore accepted and retained.

Discussion

From the result obtained after the collection and analysis of data, it was shown that teachers in both public and private schools have made considerable effort in integrating School-Based Assessment into their classroom practice. However, the result showed that teachers in private school significantly use SBA in their practice than those in public

practice. This result has observed in Table 1 showed that on various indicators of SBA, teachers in public schools reported on the extent to which they use it such as documentation of affective and psychomotor performance in the assessment process, peer assessment, usage of various testing formats and the integration of assessment feedback into the assessment practice. This result might have been obtained because teachers in private schools are often supervised for quality standard. Furthermore, due to the competition to attract students among private schools, there is a greater tendency to monitor students’ behaviour and other non-cognitive performance which are often reported to parents and other stakeholders. The result of this study is similar to that obtained by Adediwura (2012) [1], who obtained that there was a significant difference in the perception and attitude of Nigerian teachers towards SBA, with teachers in Federal Government owned institutions having more positive attitude towards SBA than their colleagues in state-owned and federal universities. Similarly, Mkpae and Obuwu-Adutchev (2017). reported that among teachers in Rivers State, majority of them were interested in using SBA for classroom practice.

The second research question of the study and the corresponding null hypothesis showed that teachers faced some challenges in their attempt to implement SBA in their classroom practice. From the result obtained, both teachers in public and private secondary schools reported that excessive workload, competitive mindset among students, rigid curriculum and poor record keeping were challenges that affect their usage of SBA to a high extent, with excessive focus on cognitive assessment having the highest mean rating got both public and private school teachers. Furthermore, other factors such as inadequate resources to improve learning after identifying needs and high teacher-student ratio were rated highly as impediments for teachers in public schools, while those in private school reported that lack of training and adequate tools for various assessment highly limits their utilization of SBA. This result confirms the observation of this Oduka (2016). who stated that lack of adequate training and large students will limit the effectiveness of teachers in conducting SBA. Furthermore, Chikwe and Sunday (2014) [4]. reported that rigidity of the curriculum and poor record keeping has prevented some teachers from exploring the new and promising aspect of SBA.

Conclusion and Recommendations

From the result obtained, the conclusion reached is that teachers, both in public and private secondary schools, in Obio-Akpor Local Government Area are making considerable effort in integrating SBA in their teaching practice. However, the presence of some problems have limited their effective usage of SBA. On the basis of the result obtained and the conclusion drawn, the following recommendations are made:

1. Teachers should be provided with professional development programmes where they would be provided instructions on how best to deliver assessment that meets the requirements of school-based assessment.
2. School administrators such as principals and members of schools board should develop adequate monitoring mechanism to ensure that teachers are following the requirements of school-based assessment in their

practice.

3. Adequate resources should be provided for teachers so as to implement school-based assessment beyond cognitive-based assessment. This will allow teachers assess both affective and psychomotor learning experiences which are essential for the development of all-round student.
4. Teacher preparation programme should be updated to reflect the current reality of school-based assessment, as this can improve on ability of pre-service teachers to develop their students when they eventually start practicing.

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