
TEACHERS' COMPETENCY TOWARDS THE IMPLEMENTATION OF SCHOOL BASED ASSESSMENT IN SECONDARY SCHOOLS IN EDO STATE, NIGERIA

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ABSTRACT: *The role of School Based Assessment (SBA) emphasized the teacher as a facilitator and an assessor. The assessment strategies involved in SBA requires a lot of responsibilities on the side of the teacher. Therefore, the research is aimed to assess teachers' competency towards the implementation of school based assessment in secondary schools in Edo State, Nigeria with the objective to determine the level of teachers' competency towards the implementation of school based assessment and ascertain if difference exist with respect to the teachers sex, qualification and experience. In order to achieve this, one research question was raised and three hypotheses were formulated and tested in the course of the study. The study adopted the survey research design. All teachers in the 303 public secondary schools in the eighteen local government areas of the state formed the population. The simple random sampling technique was used to select 687 teachers from 61 public schools across the eighteen local government areas of the state for the study. The questionnaire titled "Teachers Competency toward the implementation of School-Based Assessment Questionnaire (TCSBQ). The instrument was validated and yielded a reliability coefficient of 0.84 using the Cronbach Alpha method. The data collected were analyzed using mean and standard deviation to answer the research question and independent t- test statistics to test the hypotheses at 0.05 level of significance. The findings revealed that the teachers are competent towards the implementing SBA. Also the results revealed no significant difference between male and female teachers while differences exist among the teachers with respect to teaching qualification and experience. It was recommended that government should provide more platform for professional development programmes and frequent training workshops and seminars that will continuously sensitize and enhance teachers in the SBA practices.*

KEY WORDS: competency, implementation, assessment, school based assessment

INTRODUCTION

At the central core of teaching and learning is educational assessment. Assessment of students' academic abilities is crucial to the making of changes in the learning environment. Odiba (2007) ascertained that the school is essentially a social system consisting of well-defined boundaries within which individual inter – relate in the performance of activities for the purpose of attaining educational goals. To determine the effectiveness of these attainment, the learner must be assessed. Assessment in the most general term, includes a broad range of processes by which teachers gather information about student learning. Assessment is the collection of information for making decisions about the students, curricula and programmes and educational policy (Nitko & Brookhart, 2007). Similarly, Orheruata and Oyakhirome (2019) stated that assessment should be

viewed as a series of well-planned and systematic measurement that will enable the teacher to make an authentic and valid decision about a learner. More specifically, it is anything done to find out what knowledge, skills, habits, practices or generally what behaviour a learner does or does not have, acquire, or develop as part of the teaching and learning process. It is all encompassing as it includes observing, interviewing, classroom testing, examinations and use all information gathering procedures (Afemikhe, 2018). Without assessment, it is difficult for educators to get accurate information about the educational practices. Assessment, thus, is an attempt by the teacher to gain knowledge of his\her students' competencies. Within the classroom, one form of assessment employed is school based assessment.

School Based Assessment (SBA) is a form of assessment integrated into the teaching and learning process in which the students are being assessed by their classroom teachers and with the involvement of other stakeholders with the aim that the results will be included as part of the public assessment. Organization for Economic Co-operation and Development (OECD, 2005) defined SBA as a form of assessment that involves giving 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. Similarly, Rashid and Jaidin (2014) stated that SBA involves sharing learning outcomes with learners, proving feedback that leads learners to recognize their next steps to achieve the learning outcomes, and involves both teachers and learners in reviewing and reflecting assessment data.

SBA is found to integrate learning and teaching with assessment; it offers a more comprehensive appraisal of students' performance; it helps students understand their strength and weaknesses through quality feedback from teachers, leading to continuous improvement; it boost students confidence and motivation to learn; enhances autonomous learning and enable students to achieve the best in amore related and familiar setting (Crooks, 2003; Adediwura, 2012 & Fagbayi, 2016). SBA employs comprehensive and formative techniques and as such, it assesses the cognitive, affective and psychomotor domains of the learners (Nwana, 2007). According to Yusuf (1994) cited in Orubu (2013), SBA provides a cumulative teacher judgment about the performance of individual students' work based on systematic collection of grades or marks. These aforementioned imply that SBA is systematic, continuous, cumulative, diagnostic and integrative teacher- directed assessment procedure.

The SBA is characterized by its authenticity and robustness besides being holistic, integrated, low stake and comprising of quality assurance (Afemikhe, 2015). At the secondary school level, the scores from this form of assessment is made up of scores from continuous examination and end of term examination; and these scores form part of the marks in external/public examinations certification purposes. However, as laudable as the attributes of the SBA, the issue of quality, scoring, grading and comparability of standards of the assessment tools could vary from one school to another as well as the issue of lack validity and reliability of the test prepared by the teachers have been raised against this form of assessment (Osunde, 2007; Gani & Attah, 2015). These issues by implication could be due to lack of knowledge of the SBA practices for vital results. There is need for secondary schools teachers to acquire adequate knowledge of SBA procedures to enable them make required improvement in the teaching and learning process. A short fall in

the knowledge based of teachers in this area means that assessment benefits may not be realized. The SBA has positioned teachers as major assessors as well as important personnel in its implementation in schools. A large portion of the classroom teachers' time is devoted to activities related to assessment. As expected, teachers administer assessment as part of learning and teaching process; assess and verify their students' work or performances according to stipulated procedures; submit SBA marks and samples of students' assessment scores among others (Barley, 2013). To carry out these responsibilities effectively calls for competency on the part of the teacher. Adediwura (2012) opined that there is a need for the teachers to arise and take up their responsibility of assessing their students' ability effectively as against their formal roles as just a knowledge provider. Every classroom teacher is expected to possess and apply requisite competencies towards the implementation of the SBA. A person's competency may be defined in terms of one's knowledge, skills and behaviours. Competency on the part of the teacher demands ability to perform their professional roles an responsibility in choosing assessment methods appropriate for instructional decisions; construction, administration, scoring and interpretation of SBA; communicating strength and weaknesses based on assessment results to students, parents and well-meaning educators. Omo- Egbekuse, Afemikhe and Imobekha (2008) quipped that teachers should be competent in educational assessment of their student if the goals of the educational system are to be achieved.

Tan (2010) stressed that SBA requires teachers' competency to provide guidance and teachers' ability to conduct assessment in the classroom in a creative and professional manner. Obanya (1979) and Afemikhe (2015) have described the SBA in Nigeria as a caricature because of its shoddy nature of implementation. Molid and Rohaya (2013) opined that proper implementation of SBA depends the teachers' working knowledge of the assessment procedure and their skills in the assessment procedure itself. This implies that teachers' competency is an important factor to be considered in the implemented of the SBA. To achieve quality education in secondary schools in line with the overall objectives of the National Policy on Education (FRN, 2014), there is need for teachers who are the major assessors in the SBA process to be competent. In Nigeria as in most other countries, proper implementation of SBA have been issues of concern to researchers over the years as findings reveals pervasive poor assessment practices among teachers (Lukman & Uwadiogwu, 2012; Egbekuse, Afemikhe & Imobekha, 2008; Norani & Saifulazri, 2010). Considering the time of these findings and the fact that time and development are significant factors in researches, it still remains a worthwhile effort to investigate further teachers competency in the implementation of SBA especially as its effective implementation is relevance to the maintenance of quality in education. This study, therefore, assessed the level competency and determined the difference in sex, experience and qualification of secondary school teachers in Edo State a moderating variables towards the implementation of the SBA. To successfully carry out this study, one research question was stated and three hypotheses were formulated and tested in the course of the study as follows:

Research question

1. What is the level of secondary school teachers' competency towards the implementation of SBA in Edo State?

Hypotheses

1. Secondary school teachers' competency towards the implementation of SBA do not significantly differ by gender.
2. Secondary school teachers' competency towards the implementation of SBA do not significantly differ by their teaching qualification.
3. Secondary school teachers' competency towards the implementation of SBA do not significantly differ by their teaching experience.

METHOD

The survey research design was adopted as the study requires to elicit quantifiable information from sample who are representative from which findings will be generalized. The population comprised all teachers 303 public secondary schools in the eighteen local government areas of Edo state. The simple random sampling technique was used to select 687 teachers from 72 public schools across the eighteen local government areas of the state for the study. The questionnaire titled "Teachers Competency toward the implementation of School- Based Assessment Questionnaire (TCSBQ). The questionnaire contained two sections; the demographic section and the section which contains thirteen items of four point Likert scale constructed in line with the seven standards for teacher competency in educational assessment as stated in the American Federation of Teachers, National Council on Measurement in Education and National Education Association (1990). The instrument was validated and was reliable at a coefficient of 0.84 using Cronbach Alpha method. The questionnaire were personally administered to the respondents and collected by the researchers. The data collected were analyzed using mean and standard deviation to answer the research question and independent t- test statistics to test the hypotheses at 0.05 level of significance.

RESULTS

Research question 1: What is the level of secondary school teachers' competency towards the implementation of SBA in Edo State?

Table 1: Basic Statistics of Teachers Competency towards the implementation of SBA

S/N	Competency	Mean	Std Deviation	Decision
1.	I observe and score students participation in classroom activities.	2.8	0.75	Agreed
2.	I involve my students' assignments and project work after instruction.	3.4	0.86	Agreed
3.	I give my students assignment and project work after instruction.	3.2	0.67	Agreed
4.	I monitor students learning progress in relation to instructional objectives.	2.8	0.69	Agreed
5.	I use feedback from SBA on my students to improve learning process.	2.9	0.84	Agreed

6.	I involve my students in self-assessment during or after instruction.	2.2	0.72	Disagreed
7.	I attend seminar/ workshop on the implementation of school based assessment.	3.5	0.73	Agreed
8.	I assign scores to all assessment I give to my students.	3.4	0.84	Agreed
9.	I engage my students in peer- assessment to enable them learn from themselves.	2.1	0.68	Disagreed
10.	I give students their script after scoring.	3.3	0.91	Agreed
11.	I communicate assessment results effectively to parents.	2.4	0.89	Disagreed
12.	I adjust instruction anytime I notice my students are having difficulty to learn.	3.2	0.90	Agreed
13.	I use marking scheme when scoring my students.	3.3	0.81	Agreed
	Grand Mean	2.96	0.78	Agreed

Table 1 above shows the grand mean score of the level of teachers' competency towards the implementation of SBA as 2.96 which indicates that the teachers are competent. The highest mean score was recorded for item eight, this means that the teachers attend seminar and workshops which enhance their SBA practices. The lowest score was recorded for items six and nine which signifies that majority of the teachers do not involve their students in self and peer assessment.

Hypotheses Testing

Ho1: Secondary school teachers' competency towards the implementation of SBA do not significantly differ by gender.

Table 2: Independent Sample t- test of Difference between Male and Female Teachers' Competency.

Variable	N	Mean	Std. Dev.	df	t- cal	p-value (Sig. 2-tailed)
Male Teachers	302	46.90	7.15	685	1.23	.262
Female Teachers	385	52.27	8.62			

* Significant at $P < 0.05$

Table 2 shows a $t = 1.23$ and a p -value of 0.262 greater than 0.05 alpha level. Based on this, the null hypothesis was retained. This implies there is no significant difference in the male and female secondary school teachers' competency towards implementation of SBA.

Ho2: Secondary school teachers' competency towards the implementation of SBA do not significantly differ by their teaching qualification.

Table 3: Independent Sample t- test of Teachers' Competency by Teaching Qualification.

Variable	N	Mean	Std. Dev.	df	t- cal	p-value (Sig. 2-tailed)
Qualified	602	37.72	4.39			
Unqualified	85	25.18	3.78			
				685	21.02	.000

* Significant at $P < 0.05$

Table 3 shows a $t = 21.02$ and a p -value of .000 less than 0.05 alpha level. Based on this, the null hypothesis was rejected. This implies there a significant difference in the qualified and unqualified secondary school teachers' competency towards implementation of SBA.

Ho3: Secondary school teachers' competency towards the implementation of SBA do not significantly differ by their teaching experience.

Table 4: Independent Sample t- test of Teachers' Competency by Teaching Experience.

Variable	N	Mean	Std. Dev.	df	t- cal	p-value (Sig. 2-tailed)
Below 10years	281	31.12	3.67			
10years and above	406	37.53	2.96			
				685	10.32	.000

* Significant at $P < 0.05$

Table 2 shows a $t = 10.32$ and a p -value of .000 less than 0.05 alpha level. Based on this, the null hypothesis was rejected. This implies there a significant difference in the competency towards implementation of SBA between teachers below 10 years teaching experience and those with 10 years and above teaching experience.

DISCUSSION

The finding of study revealed a grand mean of 2.96 for teachers' competency towards the implementation of school based assessment. This implies that majority of the teachers agreed that they are competent to implement school based assessment. The result also revealed that majority of the teachers do not involve their students in self and peer- assessment and that they do not communicate assessment results effectively to parents. This finding disagreed with that of Norani

and Saifulazri (2010) whose report revealed that teachers' lack training in SBA which inadvertently affected their confidence to conduct SBA. The finding agrees with Omo- Egbekuse et al (2008) that teachers claim to be competent on all the standards expect in the recognition of unethical assessment practices. It was observed that the mean of the teachers in attending seminar/ workshop on the implementation of school based assessment was highest in the teachers' response. This supports the report of Joshua, Ikiroma and Nwogwugwu (2015) that teachers training is an important element in the implementing a viable SBA.

The finding revealed no significant difference in the competency of male and female teachers towards the implementation of SBA. This finding disagrees with Fagbayi (2016) who reported significant difference between male and female teachers competency in the implementation of SBA. The result showed that the male and the female teachers in Edo State are both competent in the implementation of SBA.

The study found a significant difference in the competency of the teachers based on their teaching qualification. The result showed that the competency mean of the qualified teachers is higher than that of the unqualified teachers. This indicates that the qualified teachers are more competent than the unqualified teachers towards the implementation of SBA. The finding could stem from the fact that SBA involves the use of assessment skills acquired from educational training or background and since unqualified teachers do not have educational background could make them less competent in the implementation of SBA.

Furthermore, there was a significant difference in the competency of the teachers based on their teaching experience. The result showed that teachers with teaching experience of 10 years and above are more competent than those below 10 years. This indicates that the more the teaching experience the more competent a teacher towards the implementation of SBA. This could be from the fact that the more experienced teachers have acquired the SBA skills over time and have effectively put the skills to use have made them more competent than the less experienced teachers.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the researcher concluded that teachers' competencies towards the implementation of school based assessment in Edo state is satisfactory and that no significant difference in the level of competency between male and female teachers. However, teachers' qualification and experience reflected significant difference towards the implementation of SBA in favour of qualified teachers and those with experience of 10 years and above. It was therefore, recommended that government should provide more platforms for professional development programmes and frequent training workshops and seminars that will continuously sensitize and enhance teachers in the SBA practices.

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