

ASSESSING TEACHERS' PERSPECTIVE OF CHALLENGES MILITATING AGAINST IMPLEMENTATION OF SCHOOL BASED ASSESSMENT IN SOUTH WEST, NIGERIA

OLUTOLA, ADEKUNLE T. (Ph. D.)¹, DARAMOLA, DORCAS S. (Ph.D.)²
& SHEU, ADARAMAJA L. (Ph.D.)¹

¹Department of Educational Foundations, Faculty of Education,
Federal University Dutsin-Ma, Katsina State, Nigeria.

²Department of Educational Psychology/G &C, Faculty of Education,
Federal College of Education, Owerri, Imo State, Nigeria.

E-mail: aolutola@fudutsunma.edu.ng, immaculatetabitha@yahoo.com,
adaramaja4real@yahoo.com

Phone No: +234-806-029-7940, +234-809-785-0451

Abstract

The study assessed the teachers' perspective of challenges militating against implementation of School Based Assessment (SBA) in South West, Nigeria. The study examines teachers' assessment skills, supervision, in-service training and laxity on the implementation of school based assessment in Nigerian secondary schools. The Survey design was adopted for this study. The population of the study consists of all the secondary school teachers in Nigeria while the target population comprised of all the secondary school teachers in South - Western State of Nigeria. Five hundred and seventy-six teachers were randomly drawn from secondary school teachers in South - Western State of Nigeria. A total number of thirty-two secondary schools were involved in the study. From each of the schools, eighteen teachers were randomly selected to take part in the study. A rating scale titled "Teachers Implementation of School Based Assessment Questionnaire" (TISBAQ) was used to collect data. A Cronbach's Alpha reliability coefficient of 0.78 was obtained for the instrument. Analysis of data was carried out using mean, t-test and ANOVA statistics at 0.05 alpha level. The result revealed that the main challenge faced by teachers in South Western States in implementing SBA is assessment skills with highest mean, followed by in-service training and supervision while the least challenge was recorded in teachers' laxity. In addition, significant difference exists in the challenges faced by secondary school teachers' in South Western Nigeria on the basis of gender, school location, teaching experienced and qualifications in implementing SBA. Based on these findings, it was recommended that the governments at all level should periodically organize in-service training programme for secondary school teachers on regular basis to broaden their knowledge in assessment skills and qualified teachers should be recruited, supervised, motivated and improved their welfare to get the best result in Nigerian secondary schools.

Keywords: *Assessing, Challenges, Implementation, School Based Assessment*

Introduction

Assessment is an important aspect in teaching and learning process. Quality and effective teaching cannot exist without good students' assessment. Assessment refers to activities undertaken by teachers, which provide information to be used as feedback to modify the teaching and learning activities (Black & William, 1998). It involves the collection of information about an individual's knowledge, skills, attitudes, judgment, interpretation and using the data for taking relevant decisions about the individual instructional process, curriculum or programme (Ugodulunwa, 2008). The onset of 6-3-3-4 educational system in Nigeria also heralded continuous assessment into the school system. The School-Based Assessment is one of the reforms introduced at the basic education level in Nigeria as a reflection of the paradigm shift in the field of educational evaluation.

The paradigm shift from “Assessment of Learning” to “Assessment for Learning” is to ensure that assessment serves its basic purpose in the educational system. According to Black, Harrison, Lee, Marshall and William (2003), Assessment of Learning refers to formal tests carried out after a certain learning period or at the end of a course, the results of which are used mainly for comparison, selection, or accountability purposes. This type of assessment is often summative in nature. Assessment for Learning on the other hand, refers to assessment activities that are embedded in normal teaching and learning processes with the purpose of providing feedback for both teachers and students to plan the next step of teaching and learning (Black, et al, 2003). This type of assessment is formative in nature and is synonymous with School –Based Assessment (SBA). With the shift in teacher’s roles to that of a facilitator in formative assessment, students change from passive recipients of information and knowledge to active participants in the classroom (Black, et al 2003).

Following from this orientation, Federal Republic of Nigeria (2004) recommended the introduction of School–Based Assessment (SBA) at the basic and secondary school levels (Adediwura, 2012). According to Yusuf (1994), SBA provides a cumulative teacher judgment about the performance of individual students’ work by a systematic collection of grades or scores. Appropriate use of information gathered through SBA by teachers serves the purpose of monitoring their students’ performance. The feedback obtained from the students assist them to adjust their teaching methods.

The main purposes of SBA are to enhance students’ learning, provide feedback to parents and students, contribute to scores used for the award of senior secondary school qualifications, monitor nationwide educational standards, and identify learning needs to effectively allocate resources (Crooks, 2002). Specifically, the objectives of formative assessment as a form of SBA are to:

- (i) provide feedback for teachers to modify subsequent learning activities and experiences;
- (ii) identify and remediate group or individual deficiencies;
- (iii) move focus away from achieving grades onto learning processes in order to increase self efficacy and reduce the negative impact of extrinsic motivation;
- (iv) Improve students’ meta-cognitive awareness of how they learn; and
- (v) Give room for fine-tuning of instruction by teachers with a focus on learner progress (Huhta, 2010; Shepard, 2005 & Cauley & McMillan, 2010).

Feedback is the central function of SBA and formative assessment. Nicol and Macfarlane-Dick (2005) synthesized literature and listed the following seven principles of good feedback practice:

- (i) clarification of what good performance is (goals, criteria, expected standards) ,
- (ii) facilitation of the development of self-assessment in learning,
- (iii) provision of information to students about their learning,
- (iv) encouragement of teacher and peer dialogues around learning,
- (v) encouragement of positive motivational beliefs and self-esteem,
- (vi) provision of opportunities to close the gap between current and desired performance,
- (vii) provision of information to teachers to reform teaching (Nicol & Macfarlane-Dick, 2005 & 2006).

The effects of SBA or assessment for learning have also been found to lead to achievement gains in external examinations (Assessment Reform Group, 1999). School Based Assessment is expected to expand the form, mode, means and scope of assessment in schools to facilitate and enhance learning (Osunde, 2008). Continuous assessment was introduced to

Nigerian schools in 1981 and replaced in 1999 with school based assessment. In spite of these changes, students' performances in both internal and external examinations are neither encouraging nor stable. For instance, no fewer than one million Nigerian students fail the 2014 May/June West African Senior School Certificate Examination (WASSCE), the poorest result recorded in the last three years. Only 529, 425 candidates (31.28 %) out of the 1.7million candidates who wrote the exam obtained credits in five subjects and above, including English Language and Mathematics (Garbriel, 2014). In addition, the percentage failure rate of students sat for Biology WASSCE were 22.86%, 29.34% and 33.77% in 2010, 2011 and 2012 respectively which had been poor and discouraging (WAEC 2012). Moreover, the overall average performance of students in science subjects, English and Mathematics from 2008-2012 is 46.5% (WAEC, 2012 & Sakiyo & Badau, 2015). The students' performance in 2008-2012 is below average and is a great concern to educationists in Nigeria. It is not clear whether the teachers' knowledge of and readiness to implement school based assessment fall within acceptable limits to make for learners' success since a lot of weaknesses is noticed in the learning and performance levels of students.

It is therefore necessary to assess the teachers' perspective of challenges militating against implementation of School Based Assessment (SBA) in Nigeria. Specifically, the study aimed at assessing the teachers' perspective of challenges militating against implementation of School Based Assessment (SBA) in South West, Nigeria. The aspects of SBA focused on by this study include assessment skills, supervision, in-service training and commitment of teachers to the implementation of SBA.

Research Questions

The following research questions were addressed by the study:

- (i) What are the challenges faced by teachers in South Western States in implementing SBA?
- (ii) Is there gender difference in the challenges faced in the implementation of SBA by teachers in south western Nigeria?
- (iii) Does teaching experience account for differences in challenges faced in the implementation of SBA by teachers in south western Nigeria?
- (iv) Does qualification of teachers account for differences in the challenges faced in the implementation of SBA by teachers in south western Nigeria?

Research Hypotheses

- (i) There is no significant difference in the challenges faced by male and female teachers in implementing SBA.
- (ii) There is no significant difference in challenges faced by teachers in South Western States in implementing SBA on the basis of teaching experience.
- (iii) There is no significant difference in the challenges faced by teachers in South Western States in implementing SBA on the basis of teaching qualification

Methodology

Survey design was adopted for this study because collection of valid and reliable data is possible and inferences concerning the population drawn from the representative sample selected. The population of the study consists of all the secondary school teachers in Nigeria while the target population comprised of all the secondary school teachers in South - Western Nigeria comprised of six State governments. Five hundred and seventeen-six teachers were randomly selected from thirty-two secondary schools from South - Western Nigeria. Eighteen teachers were randomly selected from each of the sampled schools to take part in the study.

A questionnaire titled "Teachers Implementation of School Based Assessment Questionnaire" (TISBAQ) was used to collect data. It was divided into five sections. Section A contained teachers' biographic information such as gender, school type, teachers experience and qualifications. Section B contained six items on teachers' assessment skills and implementation of school based assessment (SBA), section C consists of five items on teachers' supervision and implementation of SBA, section D contained five items on teachers' in-service training and implementation of SBA and section E consists of five items on teachers' commitment and implementation of SBA.

A 4-point scale of strongly agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used. Expert judgment was used in validating the instrument. A Cronbach's Alpha reliability coefficient of 0.78 was obtained. Analysis of data was carried out using mean, standard deviation, t-test and ANOVA statistics at 0.05 alpha level.

Results

Research Question One: What are the challenges faced by South Western State teachers in implementing SBA?

Teachers' response on the questionnaire was subjected to mean analysis.

Table1: Details of the mean analysis on implementation challenges of school-based assessment of the respondents

SBA Implementation Challenges	Mean	Standard Deviation	Rank
Assessment Skills	12.4583	3.19538	1 st
Supervision	9.5278	1.64267	3 rd
In-Service training	10.4028	2.79955	2 nd
Commitment	9.0972	2.40093	4 th

From table 1 the main challenge faced by teachers in South Western States in implementing SBA is assessment skills with highest mean (12.4583) followed by In-service training and supervision with mean of 10.4028 and 9.5278 respectively while the least challenge was recorded in teachers' laxity with a least mean score of 9.0972.

Hypotheses Testing

Hypothesis One: There is no significant difference in challenges faced by male and female teachers in implementing SBA.

The sampled teachers' responses on all the items on implementation challenges of school-based assessment were summed up and compared on the basis of gender using t-test statistics.

Table 2: t-test Analysis on difference in challenges faced by male and female teachers in implementing SBA

Variables	N	Mean	SD	Df	t-value	P-value	Decision
Male	174	39.5460	8.12871	574	4.04	.000	Rejected
Female	402	42.3259	7.33358				

Table 2 revealed the t-test calculated value of 4.04 while its P- value is 0.000 at alpha level of 0.05. The null hypothesis one is rejected since the P-value .000 is less than 0.05 alpha level ($.000 < 0.05$). Thus, there is significant difference in the challenges faced by male and

female teachers in implementing SBA. Female teachers are significantly different in challenges faced in implementing SBA with higher mean of 42.3259.

Hypothesis Two: There is no significant difference in challenges faced by teachers South Western State in implementing SBA on the basis of teaching experience.

The sampled teachers' responses on all the items on implementation challenges of school-based assessment were summed and compared using ANOVA statistics.

Table 3: Details of the ANOVA statistics on respondents' implementation challenges of school-based assessment on the basis of teaching experience

Sources	SS	df	Mean Square	F-ratio	P-value	Decision
Between Group	28772.145	3	9590.715			
Within Group	5163.744	572	9.028	1.062	.000	Rejected
Total	33935.889	575				

Table 3 reveals an F-value of 1.062, which is significant at 0.05 alpha level. Thus, the null hypothesis of no significant difference in challenges faced by teachers in South Western State in implementing SBA on the basis of teaching experience is rejected. This implies that there is a significant difference in challenges faced by teachers in South Western States in implementing SBA on the basis of teaching experience. Scheffe's Post Hoc was carried out to find the sources of the differences.

Table 4: Scheffe's Post -hoc test on respondents' implementation challenges of school-based assessment on the basis of teaching experience

Years of Teaching Experience	Subset for alpha = 0.05			
	1	2	3	4
18year & above	25.0000			
1-5years		35.0769		
11-15years			38.1176	
6-10years				50.0714

The table 4 shows the Scheffe's post hoc on Respondents' implementation challenges of school-based assessment on the basis of teaching experience and a significant difference was revealed. Teachers with 6-10years teaching experience faced more implementation challenges of SBA with highest mean of 50.0714, followed by teachers with teaching experience of 11-15years and 1-5years with the mean of 38.1176 and 35.0769 respectively. Teachers with teaching experienced of 18 years and above are faced with least challenges in implementing SBA because they have the least mean of 25.0000.

Hypothesis Three: There is no significant difference in challenges faced by teachers in South Western State in implementing SBA on the basis of teaching qualification

The sampled teachers' responses on all the items on implementation challenges of school-based assessment were summed and compared using ANOVA statistics.

Table 5: ANOVA statistics on respondents' implementation challenges of school-based assessment on the basis of teaching qualification

Sources	SS	df	Mean Square	F-ratio	P-value	Decision
Between Group	23604.289	6	3934.048			
Within Group	10331.600	569	18.157	216.663	.000	Rejected
Total	33935.889	575				

Table 5 reveals an F-value of 216.663 which is significant at 0.05 alpha level. Thus, the null hypothesis four is rejected. Therefore, there is a significant difference in challenges faced by teachers in South Western State in implementing SBA on the basis of teaching experience. Scheffe's Post Hoc test was carried out to find the sources of the differences.

Table 6: Scheffe's Post-hoc test on respondents' implementation challenges of school-based assessment on the basis of teaching qualification

Teaching Qualification	Subset 1	for 2	alpha 3	=	0.05
M.Ed.	32.0000				
B.Sc. (Ed.)/B.Ed.	34.5000				
NCE	35.0000				
B.A		37.0000			
B.Sc		37.8750			
OND		39.6000			
HND			51.0000		

The table 6 shows the Scheffe's post hoc test on Respondents' implementation challenges of school-based assessment on the basis of teaching qualification and a significant difference was recorded. South Western State teachers with HND certificate have greatest challenges in implementing SBA with highest mean of 51.0000, followed by teachers with OND, B.Sc. and B.A certificates with means of 39.6000, 37.8750 and 37.0000 respectively. The means in the same subset implies that the respondents significantly have the same challenges in implementing SBA. The respondents with NCE, B.Sc.(Ed.)/B.Ed. and M.Ed. certificates have the least mean of 35.0000, 34.5000 and 32.0000 respectively and are significantly different in SBA implementation challenges.

Discussion

Based on the data collected and work done on the analysis of result, the findings of the study revealed that the main challenge faced by teachers in South Western States in implementing SBA is assessment skills with highest mean (12.4583) followed by in-service training and supervision with mean of 10.4028. It was followed by supervision with mean score of 9.5278 while the least challenge was recorded in teachers' laxity with a mean score of 9.0972. This study is supported by Bassey, Akpama, Ayang & Obeten (2012) study which revealed that the observed level of best assessment practices exhibited by the basic education teachers was not significantly higher than expected, except in assessment administration and scoring but assessment practices were significantly poor in construction, interpretation, communication, analysis and trial implications. SBA skills are the main challenge faced by teachers in South Western States in implementing SBA.

In addition, there is a significant difference in the challenges faced by male and female teachers in implementing SBA. Female teachers are significantly different in challenges faced in implementing SBA with higher mean of 42.3259. This finding disagree with a study by Hamzah and Pamasivam (2009) on SBA Oral English assessment revealed that SBA is not

implemented according to the guidelines provided partly due to teachers (both male and female) lacking knowledge and skills in the area. In addition, Talib, Kamsah, Naim and Latif (2014) also supported this study, their finding shows that in SBA which is based on assessment for learning(AFL) practices, female teachers are above the mean of male teachers except for active involvement of students in their own learning. This shows that, there is a statistical significant difference in the practices of AfL principles in relation to gender.

The null hypothesis of no significant difference in challenges faced by teachers in South Western States in implementing SBA on the basis of teaching experience is rejected. It therefore means that there is a significant difference in challenges faced by teachers in South Western States in implementing SBA on the basis of teaching experience. Scheffe's Post Hoc was carried out to find the sources of the differences and it was revealed that teachers with 6-10years teaching experienced face more implementation challenges of SBA with highest mean of 50.0714, followed by teachers with teaching experience of 11-15years and 1-5years with the mean of 38.1176 and 35.0769 respectively. Teachers with teaching experience of 18 years and above are faced with least challenges in implementing SBA because they have the least mean of 25.0000. This study supports the findings of Dosunmu (2002) which observed that the more experienced a teacher is, the more he begins to understand and appreciate some important of assessment and test construction skills. Moreover, Silker (2003) made a similar observation and concluded that teacher year of experience was a significant factor that affects the validity of teacher-made tests. The finding of this study is against the study of Talib, et. al. (2014) which revealed that SBA practices were not significantly dependent on teaching experience of the teachers.

In addition, the null hypothesis of no significant difference in challenges faced by teachers in South Western States in implementing SBA on the basis of teaching qualification is rejected. It therefore means that there is a significant difference in challenges faced by teachers in South Western State in implementing SBA on the basis of teaching experience. Scheffe's Post Hoc was carried out to find the sources of the differences and it was revealed that South Western State teachers with HND certificate have the greatest challenges in implementing SBA with highest mean of 51.0000, followed by teachers with OND, B.Sc. and B.A certificates with means of 39.6000, 37.8750 and 37.0000 respectively. The means in the same subset implies that the respondents significantly have the same challenges in implementing SBA. The respondents with NCE, B.Sc. (Ed.)/B.Ed. and M.Ed. certificates have the least means of 35.0000, 34.5000 and 32.0000 respectively and are significantly different in SBA implementation challenges. This study is against the study of Bassey, Akpama, Ayang & Ifeji-Obeten (2013) who found that teacher qualifications do not significantly influence their best assessment practice.

Conclusion and Recommendations

It can be concluded from this study that significant difference exist in challenges faced in the implementation of SBA on the basis of gender, school location, teaching experience and teaching qualification. Based on the findings of this study, the following recommendations are made to educational authorities and other stakeholders in education.

1. Governments at all level, should periodically organize in-service training programme for secondary school teachers on regular basis to broaden their knowledge in assessment skills,
2. Qualified teachers should be recruited, supervised, motivated and improved their welfare to get the best result in Nigerian secondary schools.

3. Government should stop employing people without teaching qualifications to teach and assess students in our schools because they lack teaching methods and assessment skills,
4. There must be a proper monitoring and supervision of teachers' during continuous assessments and
5. Parents should monitor the continuous assessment or SBA records of their children in order to know the progress or improvement of their children in the school.

References

- Adediwura, A. A. (2012). Teachers' perception of school based assessment in Nigerian secondary schools. *Mediterranean Journal of Social Sciences*, (3), 1.
- Assessment Reform Group (1999). *Assessment for learning: Beyond the black box*. Retrieved December 23, 2006, from University of Cambridge School of Education <http://www.qca.org.uk/294.html> Assessment Reform Group.
- Bassey, S. W. Akpama, E. I., Ayang, E. E. & Obeten, M. I. (2012). An investigation into teachers' compliance with the best assessment practices in the Cross River central senatorial district. *African Journal of Education and Technology*, 2(1), 21 - 29.
- Bassey, S. W. Akpama, E. I., Ayang, E. E. & Iferi-Obeten, M. (2013). The Implications of the application of best assessment practices on the basic education teachers' characteristics: A case study of the Cross River central senatorial district. *African Journal of Education and Technology*, (3) 1, 37 - 45.
- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2003). *Assessment for learning: Putting it into practice*. England: Open University Press.
- Black, P. & Williams, D. (1998). *Inside the black box: Raising standards through classroom assessment*. Phi Delta Kappan.
- Cauley, K, M. & McMillan, J. H. (2010). Formative assessment techniques. *The Clearing House*, 83 (1).
- Crooks, T. J. (2002). Educational assessment in New Zealand schools. *Assessment in Education*, 9(2), 237 - 253.
- Dosunmu C. T. (2002). *Issues in teacher-made tests*. Ibadan: Olatunji and Sons Publishers.
- Federal Republic of Nigeria. (2004 Revised). *National policy on education*. Lagos. Federal Government Press.
- Formative Assessment (2014). Retrieved September, 18, 2014, http://en.wikipedia.org/wiki/Formative_assessment.
- Garbriel, D. (2014). Outrage trails students' poor performance in 2014 WASSCE. *The Sun Newspaper*; Education Reveiw Special.
- Hamzah, M. O. & Paramasivam, S. (2009). Between the ideal and reality: Teachers' perception of the implementation of school-based oral English assessment [Electronic Version]. *The English Teacher*, 38, 13 - 30.

- Huhta, A. (2010). Diagnostic and formative assessment. In S. Bernard and F. M. Hult. *The handbook of educational linguistics*. Oxford, UK: Blackwell. 469–482.
- Nicol, D. J., Macfarlane-Dick, D. (2005). *Rethinking formative assessment in higher education: Theoretical model and seven principles of good feedback practice*. Quality Assurance Agency for Higher Education.
- Nicol, D. J. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good practice. *Studies in Higher Education*, 31(2), 199 – 218.
- Osunde, A. U. (2008). *Towards effective implementation of school based assessment (SBA) in Nigerian primary schools*. Paper presented at the IAEA Conference, Cambridge, UK, September 7-12.
- Sakiyo, J. & Badau, K. M. (2015). Assessment of the trend of secondary school students' academic performance in the sciences, mathematics and English: Implications for the attainment of the millennium development goals in Nigeria. *Advances in Social Sciences Research Journal*, 2(2), 31 - 38.
- School – Based Assessment (2014). Retrieved September, 18, 2014, http://en.wikipedia.org/wiki/School-based_assessment
- Shepard, L. A. (2005). [*Formative assessment: Caveat emptor*](#). ETS Invitational conference *the future of assessment: Shaping teaching and learning*. New York. Springer.
- Silker, R. T. (2003). *Teachers and tests*. London: Basil Blackwell.
- Talib, R., Kamsah, M. Z., Naim, H. A. & Latif, A. A. (2014). From principle to practice: Assessment for learning in Malaysian school-based assessment classroom. *International J. Soc. Sci. & Education*, 4 (4), 850 - 857.
- Yusufu, A. (1994). *A model for using school based assessment*. Paper presented at the 1993 IAEA conference, Reunion, Mauritius.
- WAEC (2012). *Year 2012 WAEC State committee meeting agenda*. Papers for Taraba State. West Africa Examination Council.