EVALUATION OF TEACHERS' COMPETENCIES IN THE IMPLEMENTATION OF SCHOOL BASED ASSESSMENTS IN SECONDARY SCHOOLS IN RIVERS STATE

By

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Abstract

The study evaluated teachers' competencies in the implementation of school Based Assessments in secondary schools in Rivers State. The study adopted descriptive survey research design. Five research questions and five null hypotheses were formulated to guide the conduct of the study. The population of the study consisted of secondary school teachers in Rivers State. The sample of the study comprised 500 secondary school teachers drawn through stratified sampling techniques. The instrument for data collection was designed by the researcher and titled "Competency Scale (CS)". The reliability of the instrument was 0.89 showing that the instrument was quite reliable for the study. Mean score was used in answering the research questions while independent t-test was used in testing the five null hypotheses at 0.05 level of significance. The results of the study show among others, the mean rating of male and female teachers on their knowledge in the implementation of school based assessment in secondary schools does not significantly differ, the mean rating of male and female teachers on the skills possessed by them for the implementation of school based assessment does not significantly differ, the mean rating of male and female teachers on their attitude towards the implementation of school based assessment does not significantly differ etc. It is based on the findings that the following recommendations were made, thus: there should be more awareness on the implementation of school based assessment in secondary schools in Rivers State. Similarly, teachers should be trained and re-retrained in the implementation of school based assessment in secondary schools in Rivers State.

Keywords: Evaluation, Assessment, Competency, Implementation, School Based Assessment

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Introduction

Assessment is one of the most important duties of a classroom teacher. Assessment is an important exercise in teaching and learning. It should be viewed as a tool to measure the effectiveness of teaching and learning process and should not be interpreted as the objective of learner's learning experiences (Young & Lim. 2008). It should serve as a means to attain educational goals. Assessment is supposed to guide teachers in finding out about learners' abilities and provide them with the needed assistance for higher achievement. This would do more than help teachers gain insights about how learner understanding might be extended (Educational Researcher, 2005). Ultimately, assessment in any form aims, essentially at school and individual student improvement.

McClelland in Ennis (2008) defines competencies as the ability to apply or use knowledge, skills, abilities and personal characteristics to successfully perform critical tasks, specific functions or operate in a given role or position. Competencies are specific personal qualities that are casually related to effective and

superior performance. Competences may include knowledge, skills and abilities. Nicklaus (2011) noted that knowledge, attitudes and skills are content areas needed to produce a wall trained professional.

Ugwuoke (2011) explains that competency is an essential knowledge and skills obtainable in a profession and those which the professionals in the field must possess and be able to demonstrate at optimal level of acquisition and functioning. Kanu (2010) identified competency as a criterion for success in any field of human endeavour. Competency refers to a performance that does not depend solely upon a person's fundamental or innate capacities, but can also be developed. Development of competencies depends especially on learning. Competency according to Olaitan (2003) refers to knowledge, skills, attitudes and judgment generally required for the successful performance of a task. Oliva (2002) posits that competency involves knowledge, skills, attitudes, values, motivation and beliefs people need in order to be successful in an assigned task. Katane (2001) explains that competency of teachers in assessment is the ability of a teacher to integrate different kinds of knowledge, skills and attitudes and use them synergicaly to measure learning outcomes among learners in the classroom or in the school system.

NTI (2006) defines School-Based Assessment (SBA) as an assessment practice that broadens and expands the form, mode, means and scope of assessment in the school in order to facilitate and enhance learning. NTI further stated that since the ultimate purpose is to promote learning, the assessment base is broadened to include not only the teachers but also all significant others that impact on the child's readiness, capacity and interest to learn. These include the subject teachers and other teachers, class peers, parents, relevant education agencies (such as school inspectors) and of course, the learner. All of these categories of people are incorporated into the assessment process to support, motivate and enable the child to want to learn and to steadily make learning progress.

In school-based assessment, more attention is given to assignments, homework, project, group work, portfolios, checklists, sociogram etc. All the elements of continuous assessment such as planning, consideration, previous assessment, providing pupils prompt feedback and use of a variety of tests (oral, written and performance) all incorporated into school based assessment (Chikwe & Sunday, 2014).

Assessment which takes place in schools is called school-based assessment (Osadebe, 2009). He goes further to explain that assessment is the use of valid and reliable test, observations, questionnaire, interviews and other instruments in obtaining information about student's behavior upon which judgment is made. Eggens and Kauchak in Osadebe (2009) define SBA as the processes and tools teachers use to make decision about their students' progress. Onyango and Ndege (2007) noted that SBA takes into account of cognitive, affective and psychomotor domains of students' behavior.

School-based assessment therefore incorporates all inputs by teachers, classmates, parents' supervisors etc. in determining students' performance or ability. SBA involves all the process and tools teachers use in assessing their students. The assessment covers the three domains of behavior-cognitive, affective and psychomotor. As identified in NTI (2006), there are three forms of school-based assessmentich are: pre-instruction assessment, assessment during instruction (formative) and assessment at the end of instruction (summative).

In pre-instruction, the teacher observes the characteristics and behavior of the students which could promote or hinder learning. Such pre-instruction assessment helps the teacher to decide on the ability level of the class and how to plan for the diverse needs of different categories of learners (NTI, 2006). The pre-instruction assessment enables the teacher prior to actual teaching determine what materials are adequate for the learners. The teacher also tries to study previous assessment made by other teachers before him or order to place the learners appropriately.

Assessment during instruction (formative assessment) involves learners being assessed in the course of teaching. This could take the form of observing skills used in problem solving. Listening to students

answers to question and comments by students in order to note their difficulties and to adjust teaching accordingly. Formative assessment also involves identifying possible misconceptions and taking care of it, in order to prevent it from interfering with learning as lesson progresses (NTI, 2006).

This form of SBA provides information on whether the learners have mastered the concepts taught and to what extent. It is the outcome of this that is used in planning for the next instruction, or even to repeat the teaching if students failed to master the concepts. The results of this assessment are given to parents for purpose of knowing the progress of their children. School Based Assessment therefore incorporates all inputs by teachers, classmates, parents, etc; in determining learners' performance or ability. It is hinged on the belief that continuous improvement of learning is a collective enterprise of all-learners, teachers, parents, policy makers and administrators. This helps to provide a better understanding of learners performance in the cognitive, psychomotor and affective domains of learning.

Asuru (2006 p.81) identified the benefits of School Based Assessment to include:

i. It permits the students to receive learning support from many sources both formerly and informally.
ii. It aims at making the student to develop interest in learning.
iii. It provides opportunity for the student to assess himself/herself.
iv. It incorporates some components of mastery learning like peer tutoring/peer assessment.
v. It provides credible evidence of the student's learning experience.
vi. It provides opportunity for the student to express what he/she has learnt.
vii. It enables teachers to assess students in a pressure free environment.
viii. It provides an improvement on the continuous assessment method.

Teachers' knowledge of school based assessment is an important component in the implementation of school based assessment in the schools. A teacher will need to be well informed of school based assessment before he can implement the programmes effectively in schools. Asuru and Ogidi (2015) explain that most teachers lack knowledge of school based assessment and this has seriously hampered the implementation of such a lofty ideal in the school system. In Ogidi (2014) is a remark that explained that teachers are not well informed on the practice of school based assessment which they have criticized as been time consuming. Teachers' lack of comprehensive knowledge of school based assessment is therefore one of hindrances to effective implementation of the school based assessment.

Osadebe (2009) noted that there is increasing awareness among teachers on the implementation of school based assessment. Most teachers are becoming increasingly aware of the knowledge of school based assessment. Ojukwu (1991) opined that teachers are being informed about the important aspects of school based assessment and its effective implementation. Osadebe (2009) informed that both male and female teachers have adequate knowledge of school based assessment.

At the introduction of school based assessment, most teachers lacked skills in the implementation of school based assessment. Chikwe (2014) enthused that there are different skills involved in the implementation of school based assessment. These are skills in test construction, skills in computation, skills in record keeping etc. In addition, implementation of school based assessment requires dedication and commitment of teachers. Also, the study of Onyango and Ndege (2007) incorporated all inputs by teachers, classmates, parents, supervisors in an attempt to ascertain students' aptitude. Needed therefore are several instruments to be designed for the effective implementation of school based assessment. Osadebe (2009) listed such instruments as observation, questionnaire, interviews, checklists, and other instruments in obtaining information about students' progress.

In NTI (2006), it is considered necessary for teachers to acquire the necessary skills that will enable them to effectively implement school based assessment. Asuru (2015) observes that it will be very difficult for teachers to implement school based assessment if they do not have the requisite skills necessary to put it

into practice. The importance of skills for the implementation of school based assessment cannot be overemphasized. This is because both male and female teachers require the acquisition of such skills to enable them effectively implement school based assessment.

Young and Lim (2009) opin that science teachers effectively implement school based assessment due to the fact that they are used to computation. However, the major area they are deficient is terms of construction. Asuru and Ogidi (2015) posit that to overcome the problems associated with teachers lack of skills, training institutions are expected to incorporate such skills in their curriculum to enable the trainee teachers acquire the needed skills to enhance their implementation of the school based assessment. Teachers who lack basic skills in the implementation of school based assessment queried why they should be forced to acquire skills in computation when they do not have the aptitude for such activities.

Attitude is another competencies possessed by teachers that may determine whether or not they will effectively implement school based assessment. Possession of the right attitude may effectively enhance the implementation of school based assessment Asuru (2015) explains that most teachers view school based assessment as been cumbersome, time consuming and tiresome. Some of them criticized school based assessment for taking all the time of the teachers. Osadebe (2009) noted that in implementing school-based assessment, teachers are expected to design different types of instruments. Such instruments take a lot of time to construct. The time the teachers would have used in engaging in other activities is spent on designing such tests. In addition it will be difficult to collate the opinions of other peers and significant others in generating scores that will be used in making decision about the performance of learners.

Young and Lim (2008) opin that the poor attitude of teachers toward school based assessment is due to the poor knowledge and skills among teachers to effectively implement school based assessment. They explained that most teachers still mistake the school based assessment with the continuous assessment. This is due to the fact that teachers have asked to know the difference between the school-based assessment and continuous assessment. As mainitained in NTI (2006) that the poor conception, perception and attitude of teachers towards school based assessment is due to the fact that there are so many untrained teachers in the school system. These untrained teachers who came into the job with the idea that teaching involves only coming before a group of learners and try to explain few things. However, this is not usually the case, as there is more to teaching than mere presentation of facts. The students need to be motivated, the right method of teaching adopted and the extent to which the instructional objectives are achieved also determined.

The lack of knowledge, skills and poor attitude among teachers has affected the values attached to this assessment method. Asuru (2015) noted that most teachers engage in continuous testing rather than school based testing. Most of the teachers administer various instruments regularly without using the information generated for diagnostic purposes. A value is an individuals' socially acquired judgment of the degree to which a particular stimulus is desirable or undesirable. Asuru (2015) explained further that the poor value attached to school based assessment is due to overcrowding among the students. For this assessment method to have its need value, the number of students in the class be reduced so that effective observation of the students and significant others can be done.

Ogidi (2014) noted that motivation of teachers will enhance effective implementation of school based assessment in Rivers State. Young and Lim (2008) explained that teachers' salaries and other emolument should be paid on time. Another problem associated with school based assessment is poor conditions of service. A teacher experiences poor conditions of service when he begins to see his emolument as meager and inadequate to take care of his/her basic needs or requirement. Others include: constant delay in the payment of salary, lack of accommodation, non-payment of transportation and medical allowance, delayed or denied promotion. Thus, demotivation and demoralization set in making it difficult for the teacher to effectively implement the school based assessment.

Despite the numerous benefits expected to be gained from school based assessment, there is so much doubt about its success in the school system (Ogidi, 2014). Osadebe (2009) posited that the school based assessment is poorly implemented in the education system due to lack of competencies among teachers. It is as a result of the foregoing that this study will evaluate teachers' competencies in the implementation of School Based Assessment in Secondary Schools in Rivers State.

Research Questions

The following research questions arc formulated to guide the study.

i. To what extent are teachers knowledgeable in the implementation of school based assessment in secondary schools in Rivers State?
ii. To what extent do teachers possess the skills in the implementation of school based assessment in secondary schools in Rivers State?
iii. To what extent do teachers possess the right attitude in the implementation of school based assessment in secondary schools in Rivers State?
iv. To what extent do teachers attach value to the implementation of school based assessment in secondary schools in Rivers State?
v. To what extent are teachers motivated in the implementation of school based assessment in secondary schools in Rivers State?

Hypotheses

The following hypotheses shall be tested at 0.05 level of significance are formulated to guide the study.

i. There is no significant difference in the mean rating of male and female teachers on the knowledge possessed by teachers in the implementation of school based assessment in secondary schools.
ii. There is no significant difference in the mean rating of male and female teachers on the skills possessed by teachers in the implementation of school based assessment in secondary schools.
iii. There is no significant difference in the mean rating of male and female teachers on attitude possessed by teachers in the implementation of school based assessment in secondary schools.
iv. There is no significant difference in the mean rating of male and female teachers on the value attached by teachers to the implementation of school based assessment in secondary schools.
v. There is no significant difference in the mean rating of male and female teachers on their motivation in the implementation of school based assessment in secondary schools.

Methodology

This study adopted descriptive survey research design. This design attempted to describe "what is" by recording, analyzing and interpreting conditions that exist. Ajoku (2006) explains that the process involves the collection of data in order to test certain hypotheses or answer research questions generated in the study. The population of the study consisted of secondary school teachers in Rivers State. The population consisted of teachers in secondary school in the twenty three local government areas of the state totaling 20,682 teachers (UBE, 2017). The sample of the study consisted of 500 teachers in secondary schools in Rivers State. Multistage sampling technique was used to select the sample of the study. This involved dividing the state into various layers and then sampling from such layers to constitute the sample of the study.

Instrumentation

The instrument for data collection was designed by the researcher and was titled "Competency Scale (CS)". This instrument was segmented into two sections A and B. Section A requested the bio-data of the respondents or teachers while section B contained items for evaluating the competencies of teachers in the implementing School Based Assessment. The section B of the instrument consisted of five sub-scales based on the variables of the study. The scoring of the instrument was patterned alongside the Likert Scale Well Possessed (WP) = 4. Fairly Possessed (FP) =3. Possessed (P) = 2 and Not Possessed (NP) = 1.

In order to establish the face and content validity of the instrument for data collection, a draft of the instrument was given to the researcher's supervisor and other two experts in Education Measurement and Evaluation. Their criticisms and suggestions enabled the researcher to modify the instrument. Cronbach alpha was used to determine the reliability of the instrument. The reliability coefficient was 0.89 indicating that the instrument was reliable for use in the study. The instrument wasthereafter administered by the researcher with the assistance of three assistants who was trained before the study. The copies of the instrument filled by the teachers were retrieved to avoid instrument loss.

Method of Data Analysis

Mean score was used to answer the research questions while independent t-test was used to test the hypotheses at 0.05 level of significance.

Results

Research Question One: To what extent are teachers knowledgeable in the implementation of school based assessment in secondary schools in Rivers State?

Table 1: Teachers Knowledge in the Implementation of SBA in Secondary Schools in Rivers State

S/N	Statements	Responses			Outcomes		
		N	$\bar{X}$	SD	Cm	%Positive	% Negative
1	You are aware of School Based Assessment	500	2.43	0.31	2.5	41	59
2	You have obtained training on the school Based Assessment	500	2.28	0.22	2.5	24	76
3	You are aware of the importance of School Based Assessment in the education system	500	2.54	0.51	2.5	56	44
4	You have identified ways of implementing the School Based Assessment	500	2.36	0.32	2.5	38	62
5	The School Based Assessment gives a better description of a learner	500	2.59	0.55	2.5	60	40
6	The School Based Assessment is not difficult to implement	500	2.22	0.18	2.5	23	77
7	Result from the School Based Assessment can easily be interpreted	500	2.34	0.31	2.5	28	72
8	You can easily implement all sections of School Based Assessment	500	2.45	0.43	2.5	47	53
9	School Based Assessment is beneficial to the learners, teachers and other stakeholders	500	2.58	0.56	2.5	57	43
	Grand Mean	**500**	**2.42**	**0.38**	**2.5**	**42**	**58**

Data in Table 1 indicated that the mean response of items 3, 5 and 9 are greater than the criterion mean (2.5). However, a closer observation of data in Table 1 revealed that the mean response of items 1, 2, 4, 6, 7 and 8 are lower than the criterion mean. The grand mean (2.42) is also lower than the criterion mean indicating that majority of the teachers lacked the requisite knowledge in the implementation of School Based Assessment in secondary schools in Rivers State. The standard deviation (0.38) indicated the extent of agreement of the teachers on their responses. Data on Table 1 also indicated that 42 percent of the teachers agree that they have the requisite knowledge in the implementation of School Based Assessment while 58 percent of the teachers disagree. The result of this research question is that to a low extent teachers' possess the requisite knowledge in the implementation of School Based Assessment in Rivers State.

Research Question Two: To what extent does teachers' possess the skills in the implementation of school based assessment in secondary schools in Rivers State?

Table 2: Skills Possessed by Teachers in the Implementation of School Based Assessment

S/N	Statements	Responses			Outcomes		
		N	$\bar{X}$	SD	Cm	%Positive	%Negative
1	The teachers develop various instruments for use in School Based Assessment	500	2.46	0.43	2.5	47	53
2	The teachers plans assessment in accordance with objectives of instruction	500	2.62	0.58	2.5	63	37
3	Teachers take into consideration of the learners special needs	500	2.43	0.39	2.5	44	56
4	Teachers utilizes multiple methods in assessment	500	2.29	0.25	2.5	30	70
5	Teachers involves the imputs of other stakeholders	500	2.34	0.29	2.5	35	65
6	Teachers information from assessment for diagnostic purposes	500	2.41	0.37	2.5	42	58
7	Teachers ensures that assessment takes place in a pressure-free environment	500	2.55	0.52	2.5	56	44
8	Teachers regularly monitor and evaluate students' performance	500	2.52	0.48	2.5	53	47
9	Teachers ensures that assessment instruments are valid, reliable and usable in assessment	500	2.28	0.25	2.5	29	71
	Grand Mean	**500**	**2.43**	**0.37**	**2.5**	**44**	**56**

Data in Table 2 revealed that the mean responses of items 2, 8 and 9 are greater than the criterion mean (2.5). However, a closer observation of data in Table 2 indicated that the mean response of items 1, 3, 4, 5, 6 and 7 are lower than the criterion mean. The grand mean (2.43) shows that majority of the teachers lacked the requisite skills in the implementation of school based assessment in Rivers State. The standard deviation (0.38) revealed the extent of agreement of the teachers on their responses to the items. Data in Table 2 also showed that 44 percent of the teachers have requisite skills in the implementation of school based assessment while 56 percent of the teachers disagree. The result of this research question is that teachers to a low extent possess the skills necessary to a high extent in the implementation of school based assessment in secondary schools in the area.

Research Question Three: To what extent does teachers' possess the right attitude in the implementation of school based assessment in secondary schools in Rivers State?

Table 3: Teachers' Attitude Towards the Implementation of School Based Assessment in Secondary Schools

S/N	Statements	Responses			Outcomes		
		N	$\bar{X}$	SD	Cm	%Positive	%Negative
1	I easily embrace School Based Assessment	500	2.52	0.49	2.5	54	46
2	I appreciate the benefits of SBA	500	2.41	0.37	2.5	43	57
3	I am always encouraged to implement SBA	500	2.24	0.21	2.5	26	74
4	I always implement SBA	500	2.33	0.29	2.5	35	65
5	I will prefer that the implementation of SBA continues	500	2.28	0.25	2.5	31	69
6	I will readily update my knowledge of SBA	500	2.43	0.39	2.5	45	55
7	I am enthusiastic while implementing SBA	500	2.36	0.32	2.5	38	62
8	Implementation of SBA is very stressful	500	2.68	0.65	2.5	70	30
9	I prefer to implement SBA than any other assessment method	500	2.45	0.42	2.5	47	53
	Grand Mean	**500**	**2.41**	**0.39**	**2.5**	**43**	**57**

Data in Table 3 showed that the mean response of items 1 and 8 are greater than the criterion mean (2.5). However, data in Table 3 revealed that the mean response of items 2, 3, 4, 5, 6, 7 and 9 are lower than the criterion mean, showing that majority of the teachers have poor or negative towards the implementation of

the school based assessment in the area. The standard deviation (0.39) indicated the extent of agreement of the teachers on their responses to the items. Data in Table 3 revealed that 43 percent of the teachers positive attitude towards the implementation of the School Based Assessment in secondary schools in the area while 57 percent have negative attitude towards the implementation of SBA in secondary schools in the area. The result of this research question is that teachers to a low extent have the right attitude towards the implementation of school based assessment in Rivers State.

Research Question Four: To what extent does teachers' attach value to the implementation of school based assessment in secondary schools in Rivers State?

Table 4: Extent to which teachers attach value to the implementation of school based assessment

S/N	Statements	Responses				Outcomes	
		N	$\bar{X}$	SD	Cm	%Positive	%Negative
1	SBA gives a better perception of learners performance	500	2.53	0.49	2.5	55	45
2	It requires measuring leaner s performance various dimensions	500	2.63	0.58	2.5	66	34
3	It permits learners receive learning support from many sources either formally or informally	500	2.58	0.54	2.5	60	40
4	It gives the learner the opportunity to assess himself/herself	500	2.55	0.52	2.5	56	44
5	It makes possible for teacher and other stakeholders to monitor the progress made by the learner	500	2.79	0.75	2.5	81	19
6	It provides credible evidence of the learners' learning experience	500	2.65	0.62	2.5	67	33
7	It is an improvement on other assessment methods	500	2.59	0.55	2.5	62	38
8	It incorporates components of mastery learning	500	2.56	0.52	2.5	58	42
9	SBA enable learners to develop interest in learning	500	2.64	0.61	2.5	66	34
	Grand Mean	**500**	**2.61**	**0.58**	**2.5**	**63**	**37**

Data in Table 4 revealed that the mean responses of all the items are greater than the criterion mean (2.5). The grand mean response (2.61) which is greater than the criterion mean also showed the extent to which attach value to the implementation of school based assessment in secondary schools in Rivers State. The standard deviation (0.58) showed the extent of agreement of the teachers on their responses to the items. Data on Table 4 also indicated that 63 percent of the teachers attach value to the implementation of school based assessment while 37 percent of the teachers disagree. The result of this research question is that teachers to a high extent attach value to the implementation of school based assessment in secondary schools in Rivers State.

Research Question Five: To what extent are teachers motivated in the implementation of school based assessment in secondary schools in Rivers State?

Table 5: Teachers motivation in the implementation of school based assessment

S/N	Statements	Responses				Outcomes	
		N	$\bar{X}$	SD	Cm	%Positive	%Negative
1	Facilities for implementation of SBA is made available to teachers	500	2.35	0.32	2.5	37	63
2	Instruments used in SBA can easily be developed	500	2.28	0.25	2.5	30	70
3	Teachers are given incentives for implementing SBA	500	2.39	0.37	2.5	41	59
4	Workshops are organized for teachers on SBA	500	2.32	0.29	2.5	34	66
5	Implementation of SBA is a requirement for promotion	500	2.35	0.32	2.5	36	64
6	Awards are given to teachers for implementing the SBA	500	2.23	0.21	2.5	25	75
7	The success of the implementation of SBA is motivating enough	500	2.33	0.29	2.5	35	65
8	SBA is not a difficult process	500	2.29	0.27	2.5	31	69
9	Principals and government motivates teachers to implement SBA	500	2.31	0.29	2.5	33	67
	Grand Mean	**500**	**2.32**	**0.28**	**2.5**	**34**	**66**

Data in Table 5 revealed that the mean responses of all the items are lower than the criterion mean (2.5). The grand mean response (2.32) which is lower than the criterion mean showed that to a low extent, teachers are motivated in the implementation of school based assessment in secondary schools in Rivers State. The standard deviation (0.28) revealed the extent of agreement of the teachers on their responses to the items. Data on Table 5 also showed that 34 percent of the teachers agree that they are motivated in the implementation of SBA while 66 percent of the teachers disagree. The result of this research question showed that teachers to a low extent are motivated in the implementation of school based assessment in secondary schools in Rivers State.

Hypothesis One: There is no significant difference in the mean rating of male and female teachers on the knowledge possessed by teachers in the implementation of school based assessment in secondary schools.

Table 6: t-test analysis of the mean rating of male and female teachers on their knowledge in the implementation of SBA

Gender	*N*	$\bar{X}$	*SD*	*Df*	*t-cal*	*t-crit*	*Remark*
Male	270	2.47	0.41				
Female	230	2.41	0.36	598	0.429	1.960	Not significant

Data in Table 6 shows that the calculated t-value (0.429) is less than the critical t-value (1.960) at 0.05 level of significance. Since the calculated t-value is less than the critical t-value, the null hypothesis is accepted while the alternate hypothesis is rejected. The result of this hypothesis is that the rating of male and female teachers on their knowledge in the implementation of school based assessment does not significantly differ.

Hypothesis Two: There is no significant difference in the mean rating of male and female teachers on the skills possessed by teachers in the implementation of school based assessment in secondary schools.

Table 7: t-test Analysis of the Mean rating of Teachers on the Skills Possessed by Teachers in the Implementation of SBA

Gender	*N*	$\bar{X}$	*SD*	*Df*	*t-cal*	*t-crit*	*Remark*
Male teachers	270	2.39	0.35				
Female teachers	230	2.43	0.39	498	-0.286	1.960	Not significant

Data in Table 7 reveals that the calculated t-value (-0.286) is less than the critical t-value (1.960) at 0.05 level of significance. Hence the calculated t-value is less than the critical t-value, the null hypothesis is accepted while the alternate hypothesis is rejected. The result of this hypothesis is that the rating of male and female teachers on their skills in the implementation of school based assessment does not significantly differ.

Hypothesis Three: There is no significant difference in the mean rating of male and female teachers on attitude possessed by teachers in the implementation of school based assessment in secondary schools

Table 8: t-test analysis of mean rating of teachers on their attitude towards the implementation of school based assessment

Gender	*N*	$\bar{X}$	*SD*	*Df*	*t-cal*	*t-crit*	*Remark*
Male	270	2.35	0.32				
Female	230	2.31	0.28	498	0.285	1.960	Not significant

Data in Table 8 indicated that the calculated t-value (0.285) is less than the critical t-value (1.960) at 0.05 level of significance. Since the calculated t-value is less than the critical t-value, the null hypothesis is accepted while the alternate hypothesis is rejected. The result of this hypothesis is that the mean rating of male and female teachers on their attitude towards the implementation of school based assessment does not significantly differ.

Hypothesis Four: There is no significant difference in the mean rating of male and female teachers on the value attached by teachers to the implementation of school based assessment in secondary schools.

Table 9: t-test analysis of teachers' rating on the value teachers attached to the implementation of school based assessment

Gender	*N*	$\bar{X}$	*SD*	*Df*	*t-cal*	*t-crit*	*Remark*
Male	270	2.55	0.52				
Female	230	2.63	0.61	498	0.571	1.960	Not significant

Data in Table 9 reveals that the calculated t-value (0.571) is less than the critical t-value (1.960) at 0.05 level of significance. Since the calculated t-value is less than the critical t-value, the null hypothesis is accepted while the alternate hypothesis is rejected. The result of this hypothesis is that the mean rating of male and female teachers on the value they attached to the implementation of school based assessment does not significantly differ.

Hypothesis Five: There is no significant difference in the mean rating of male and female teachers on their motivation in the implementation of school based assessment in secondary schools.

Table 10: t-test analysis of teachers' rating on their motivation in the implementation of school based assessment

Gender	*N*	$\bar{X}$	*SD*	*Df*	*t-cal*	*t-crit*	*Remark*
Male	270	2.33	0.28				
Female	230	2.42	0.39	498	0.643	1.960	Not significant

Data in Table 10 indicates that the calculated t-value (0.643) is less than the critical t-value (1.960) at 0.05 level of significance. Since the calculated t-value is less than the critical t-value, the null hypothesis is accepted while the alternate hypothesis is rejected. The result of this hypothesis is that the mean rating of male and female teachers on their motivation in the implementation of school based assessment does not significantly differ.

Discussion of Finding

The findings in answer to the research question one revealed in Table 1 that teachers to a low extent possess the requisite knowledge in the implementation of school based assessment in Rivers State. This is because there is less awareness of SBA, the teaches are not trained, teachers have not identified ways of implementing SBA, teachers think that it is difficult to implement SBA and results obtained from SBA are difficult to interpret, when t-test analysis was applied, the differences in the mean rating of male and female teachers on their knowledge of the implementation of SBA does not significantly differ. This finding is in agreement with Asuru and Ogidi (2015) that most teachers lack knowledge in the implementation of SBA in Rivers State.

The finding in answer to the research question two as contained in Table 2 indicates that to a low extent, teachers possess the skills necessary in the implementation of SBA in secondary schools in Rivers State. This due to the followings reasons: teachers find it difficult to develop various instruments for use in SBA, teachers does not take consideration of learners special needs, teachers does not utilize multiple methods in assessment, teachers does not involve the input of other stakeholders, teachers does not use information from assessment for diagnostic purposes, and teachers does not ensure that assessment instruments are valid, reliable and usable. When t-test analysis was however applied, the calculated t-value was found not to be significant at 0.05 level of probability. This finding is in agreement with Asuru (2015) that teachers do not possess the requisite skills necessary for the implementation of SBA.

The finding in answer to the research question three revealed in Table 3 that to a low extent, teachers have the right attitude towards the implementation of school based assessment in Rivers State. This result indicated that: teachers does not appreciate the benefits of SBA, teachers are not enraged to implement SBA, teachers refuse to always implement SBA, teachers indicated that the implementation of SBA should be discontinued, teachers will not readily update their knowledge in SBA, teachers are not enthusiastic in the implementation of SBA and teachers prefer other assessment methods than the SBA. When t-test analysis

was applied, the calculated t-value was found not to be statistically significant at 0.05 level of probability. This result is in agreement with NTI (2006) that teachers have poor or negative in the implementation of SBA in secondary schools.

The finding in answer to the research question four shows in Table 4 that to a high extent, teachers attach value to the implementation of school based assessment in secondary schools in Rivers State. This is because of the following reasons: SBA gives a better perception of learner's performance, it measures learners' performance from various dimensions, it enables learners to receive learning support from many sources either formally or informally, it gives learners the opportunity to assess themselves. Also it provides credible evidence of the learners' learning experience, it is an improvement on other methods of assessment, it incorporates components of mastery learning as well as enables learners to develop interest in learning. However, when t-test analysis was applied, the calculated t-value was found not to be statistically significant at 0.05 level of significance. This result is in disagreement with Asuru and Ogidi (2015) that secondary school teachers attach poor value to the implementation of SBA in the school system.

The finding in answer to the research question five revealed in Table 5 that to a low extent, teachers are motivated in the implementation of school based assessment in secondary schools in Rivers State. This is because facilities for the implementation of SBA are not made available to teachers, instruments used in SBA are difficult to develop, teachers are not given incentives for implementing SBA, workshops are not also organized for teachers on SBA. In addition, implementation of SBA is not a requirement for the promotion of teachers, awards are not given to teachers for implementing SBA, SBA is a difficult process and both government and principals does not motivate teachers to implement SBA.

However, when t-test analysis was applied, the calculated t-value was found not to be statistically significant at 0.05 level of significance. This result is in agreement with Young and Lim (2008) that teachers are not motivated enough to implement SBA in schools.

Conclusion

The study revealed that to a low extent, teachers posses the requisite knowledge in the implementation of school based assessment in Rivers State. However, there was no significant difference in the mean rating of male and female teachers on their knowledge in the implementation of school based assessment in secondary schools in Rivers State. The study also revealed that teachers to a low extent possess the skills necessary in the implementation of school based assessment in secondary schools in Rivers State. In addition, there is no significant difference in the mean rating of male and female teachers on the skills possessed by teachers in the implementation of school based assessment in secondary schools in Rivers State.

The finding of the study indicated that to a low extent, teachers have the right attitude towards the implementation of school based assessment in secondary schools in Rivers State. Also, there is no significant difference in the mean rating of male and female teachers on their attitude towards the implementation of school based assessment does not significantly differ. The study showed that teachers to a high extent attach value to the implementation of school based assessment in secondary schools in Rivers State. Moreso, there is no significant difference in the mean rating of male and female teachers on the implementation of school based assessment does not significantly differ.

The study indicated that to a low extent, teachers are motivated in the implementation of school based assessment in secondary schools in Rivers State. In addition, there is no significant difference in the mean rating of male and female teachers on their motivation in the implementation of school based assessment does not significantly differ.

Recommendations

Based on the findings of the study, the following recommendations were made:

i. There should be more awareness on the implementation of school based assessment in secondary schools in Rivers State.
ii. Teachers should be trained and re-retrained in the implementation of school based assessment in secondary schools in Rivers State.
iii. Teachers should be trained on how to develop various instruments on the implementation of SBA. Such instruments should be valid, reliable and usable.
iv. Workshop on the implementation of school based assessment should be organized for teachers to enable them have positive attitude towards the implementation of SBA.
v. Facilities for the implementation of SBA should be made available to teachers.
vi. Teachers should be given incentives in the implementation of SBA.
vii. Teachers should be paid regularly and as at when due.

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