UNIVERSITY OF GHANA, LEGON

SCHOOL OF EDUCATION AND LEADERSHIP

DEPARTMENT OF TEACHER EDUCATION

AN EVALUATION OF SCHOOL-BASED ASSESSMENT IMPLEMENTATION IN GHANA: A CASE OF JASIKAN DISTRICT.

BY

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DECLARATION

I, **SAVIOUR KWADJO KUDJODJI** hereby declare that this thesis is a result of my independent work. References to other works have been duly acknowledged. I further declare that this thesis has not been submitted for the award of any degree in this institution and other universities elsewhere.

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DEDICATION

To my mother, my lovely wife, and children

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ABSTRACT

This study examined the SBA implementation policy, the roles of the teacher in the implementation of the SBA policy, challenges faced by teachers in the implementation of the SBA policy, and the strategies to ensure successful implementation of the SBA policy in the basic schools in the Jasikan District of the Oti Region of Ghana. The study used a descriptive and cross-sectional research design with a quantitative research approach where stratified random sampling technique was used to sample 273 teachers in the basic schools in the Jasikan District of the Oti Region of Ghana where the study was carried out. The questionnaire was used as a primary data collection instrument, and data collected were coded and entered into IBM SPSS and analyzed using frequency tables; relative importance index and inferential statistics. The following key findings were found from the analysis of the data: Teachers are provided with the policy document on the implementation of SBA was the highest relative important factor to measure SBA implementation policy. Also, teachers' design of effective SBA tasks to facilitate learning was the highest relative important factor to measure the role of teachers in the implementation of SBA policy. Furthermore, the inadequate supply of logistics for the implementation of SBA in Jasikan District in the Oti Region of Ghana was the highest relative important factor to measure the challenges faced by teachers in the implementation of the SBA Policy. Lastly, the constant supervision of teachers by headteachers and GES to implement the SBA policy was the highest relative important factor to measure the strategies to ensure successful implementation of the SBA policy in the basic schools in the Jasikan District of the Oti Region of Ghana. The study concludes that teachers are well informed about the introduction of SBA and they are provided with the policy document on the implementation

of SBA. Also, the study concludes that teachers play a key role in the implementation of SBA in the basic schools in the Jasikan District of Ghana. Furthermore, the study concludes that the teachers are faced with challenges such as the inadequate supply of logistics for the implementation of SBA and inadequate training on SBA was given to teachers to implement SBA when implementing the school-based assessment policy. Finally, the study concludes the provision of logistics to teachers by GES, constant supervision of teachers by headteachers and GES, and the provision of well-designed professional development training for teachers under the SBA by GES is needed for the successful implementation of the SBA policy by teachers. The study recommends that the Ghana Education Service should enforce the use of the SBA policy by all basic schools in the Jasikan District of Ghana. Also, the teachers should be motivated through incentives, promotion, praise, etc. by GES, Parent-Teachers Association, and school management committee to enable them to continue playing the key role of a facilitator in the implementation of SBA policy. Furthermore, the Ghana Education Service should provide the needed logistics such as making available the SBA record books to all the basic schools in the Jasikan District.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

BECE	Basic Education Certificate Examination
CAPE	Caribbean Advanced Proficiency Examinations
CEC	Caribbean Examination Council
CRDD	Curriculum Research and Development Division
CSEC	Caribbean Secondary Examination Certificate
CTISBA	Challenges Faced by Teachers in Implementing School-Based Assessment
GES	Ghana Education Service
HPTU	Hong Kong Professional Teachers union
NEA	National Education Assessment
NGOs	Non-Governmental Organizations
OECD	Organization for Economic Co-operation Development
RISBA	Reason for Implementing School-Based Assessment
RTISBA	Role of Teachers in Implementing School-Based Assessment
SBA	School-Based Assessment
SBAP	School-Based Assessment Policy
SSISBA	Strategies to ensure Successful Implementing of School-Based Assessment
WAEC	West African Examinations Council

CHAPTER ONE

INTRODUCTION

School-Based Assessment (SBA) has increasingly become an important means of assessing students by teachers in the basic schools in the world, particularly in developing countries (Awoniyi, 2016; Elmelegy, 2015; Mkpae & Obowu-Adutchay, 2017). School-Based Assessment serves multiple purposes such as providing summative information and improving learning (Bell & Cowie, 2001). It also provides teachers with a formative view of the student's progress, helps them to adjust their instructions to suit the specific needs of students (Asare, 2020; Black & Wiliam, 2010), and identifies students' depth and breadth of understanding, thus improving their learning (Dori, 2003). Despite the benefits of SBA in the educational sector, the teachers face challenges in the implementation of the SBA policy such as a lack of knowledge in the implementation of SBA (Raman & Yamat, 2014; Lee et al., 2018).

1.1 Background to the study

Assessment is an old concept that is used by all sectors such as educational, health, financial, and so on to obtain information that is used to make decisions about individuals such as students and teachers in the educational sector, clients and staffs in the financial sector, and patients and health workers in the health sector (Ampaw et al., 2020; Tremblay et al., 2012; Raza et al., 2020; Berry, 2008; Norcini & Burch, 2007).

In every educational setting of any country, assessment forms an integral part of the teaching and learning process because teachers use it as an evaluation procedure to collect information about learners and make valid and reliable decisions about them (Ahenkora,

2019; López-Pastor & Sicilia-Camacho, 2017; Paulo et al., 2009; Pellegrino, 2014; Falchikov, 2013). According to Brookhart and Nitko (2011), decisions made concerning students due to their assessment include managing classroom instruction, placing students into different types of educational programmes, assigning students to appropriate categories, guiding and counseling students, selecting students for educational opportunities, and credentialing and certifying students' competences. Hence, much attention is given to the modes of assessment that should be used in any educational reform.

Conducting assessments in the educational sector serve a lot of purposes. Educators conduct an assessment to gather evidence to make decisions of judgment about student's learning (Stobart, 2008). After instruction, the learner is expected to perform a given task to justify that learning has taken place. The expectation of the task performed by the learner is for his or her knowledge to be expanded which would influence his or her academic performance (Costa & Kallick, 1995).

In this regard, alternative assessment procedures that aim at improving the learning process are required rather than merely the results of the assessment (Harlen, 2006; Kirton et al., 2007; Stobart, 2008). An example of alternative assessment that is usually conducted in the school context is referred to as the School-Based Assessment (SBA) (Lee et al., 2018).

The School-Based Assessment is a formative assessment procedure which is embedded in the teaching and learning process to provide standardization to the practice of internal school-based assessment in all schools and to provide a reduced assessment task for each

of the primary school subjects and other assessment tasks (Ministry of Education, 2011). The School-Based Assessment was proposed and introduced by the Ministry of Education in Ghana and other countries in the world including Malaysia, Nigeria, China, England, and Zambia to evaluate the academic performance of learners.

School-Based Assessment (SBA) is designed and conducted by teachers in schools (Lee et al., 2018). The key to the successful implementation of SBA depends on whether it delivers what it claims (Mercurio 2008). SBA is an assessment of a holistic evaluation of the National Education policy. SBA is exercised in schools aimed at strengthening the quality system of assessment and evaluation (Ahenkora, 2019; Ervin et al., 2001).

Among the goals of SBA is to get an overview of the performance of students in learning, assessing the activities carried out during the teaching and learning process, continuous information about teaching and learning as well as planning the appropriate materials to use during teaching and learning (Ojo & Gbinigie, 2009; Tong & Adamson, 2015). The school-Based assessment is thought to have the features of assessment as it is carried out with the prime purpose of improving students' learning and increasing the validity of assessment (Hamp-Lyons, 2009). Also, the reason for the implementation of SBA policy in schools is to serve as a response to the change of expectations of schooling and to the dissatisfaction with external examinations that are disconnected from teaching and learning (Dori, 2003). It has connections with the process of teaching and learning, and broadens the scope of the assessment, by creating an environment for nurturing formative elements of assessment (Asare, 2020; Grima, 2013).

SBA may also enable the teacher to realize the potentials of the learners and as well as enabling the learner to identify their potentials. SBA develops creativity in pupils and hence makes teaching and learning easier and meaningful to students (Abdullah et al., 2015; Othman et al., 2013).

Teachers play a role in the implementation of SBA (Abreh, 2017). Teachers facilitate in the implementation of SBA, design effective SBA tasks to facilitate learning, conduct various tasks in the academic terms under the SBA, clearly explain the SBA tasks to all students, support pupils, and ease frustration towards the performance of the SBA tasks (Yung, 2002; Abdullah et al., 2015; Nair et al., 2014).

They also ensure that every child takes part in writing the SBA tests (CATS), give adequate home assignments and projects to learners, use the SBA scores to track the progress of all children, report accurately the progress of the learners on SBA to parents, guardians, family members, and monitor the progress of the special needs' children for early intervention under the SBA (Abdullah et al., 2015; Lee et al., 2018).

Despite the benefits of SBA in the educational sector, teachers face challenges in the implementation of the SBA policy. Some of the challenges faced by teachers are lack of knowledge in the implementation of SBA, inadequate orientation to the implementation of SBA, and no work schedule or timetable as known to students when tasks related to SBA are to be conducted. Also, other challenges faced by teachers are lack of regular management's supervision of teachers to perform the SBA tasks, lack of supply of logistics

for the implementation of SBA, inadequate training on SBA, no provision to cater for students who are absent on the day that a task is performed, and managements' lack attention to the execution of projects work under the SBA (Raman & Yamat, 2014; Lee et al., 2018).

The nation cannot benefit from education if measures are not undertaken to ensure a successful implementation of the SBA Policy. The 2007 educational reform of Ghana was based on two concepts and procedures, namely, assessment of students based on the profile dimension of each subject and school. The school-based assessment was introduced in Ghana in 2007 by the Ministry of Education and implemented in 2008. It was introduced to replace the continuous assessment used by both the basic and secondary schools. In Ghana, school-based assessment is practiced at both basic and secondary school levels. It is a system that involves the collection of periodic information on pupils" learning status for the purpose of planning improved programmes to enhance the performance of pupils (Curriculum Research and Development Division [CRDD], 2011). It puts emphasis on students acquiring thinking skills, problem-solving skills, cooperative learning, the ability to work with numbers, moral and spiritual development and formal presentation skills (CRDD, 2011)

The purpose of this study is to examine the SBA implementation policy, challenges faced by teachers in the implementation of the SBA policy, the roles of the teacher in the implementation of the SBA policy, and the strategies to ensure successful implementation of the SBA policy in the basic schools in Jasikan District of Ghana.

1.2 Statement of the problem

The School-Based Assessment (SBA) policy has recently been implemented in the educational sector to evaluate the teaching and learning process worldwide (Mercurio, 2008). The implementation of SBA aids teachers in getting a bigger view of students' capabilities, and in assisting students in developing their capabilities through a personal learning approach (Lee et al., 2018). It also offers teachers with a formative assessment of the progress of students, assist them in the regulation of the instruction to fit the particular needs of students, and aids in enhancing the learning of students (Dori, 2003; Bell & Cowie, 2001; Keightley & Coleman, 2003).

Although there are several benefits when SBA is implemented in schools, several schools have failed to implement the SBA policy due to the challenges teachers encounter during the implementation of the SBA (Lee et al., 2018). According to Yip and Cheung (2005), most teachers lack the skills to accomplish the goals of SBA. Also, the disparities in the capabilities and learning behaviors of students may affect the effectiveness of teaching and learning (Yung, 2002).

Teachers' role during the implementation of SBA is key to assess the effectiveness of the SBA. Some teachers fail to properly conduct instructions and assessments as part of their roles which negatively affects the implementation of SBA (Broadfoot & Black, 2004). Also, most teachers are used to the examination-oriented evaluation method which makes them unwilling to involve themselves in SBA which is a new form and method of assessment (Ogan-Bekiroglu, 2009). According to Sato et al. (2005), some teachers have inadequate skills and knowledge to implement the SBA and hence, get easily tempted to

go back to their usual activities. Most teachers in the basic schools in the Jasikan District of the Oti Region of Ghana have been observed not to have adequate knowledge as far as the implementation of the SBA is concerned and hence perform abysmally with regards to its successful implementation (Ministry of Education 2010).

Also, some teachers have been found to have difficulties in the recording of pupils' marks in their terminal report cards over the years which made some of the children to be dejected at the end of every term when the report cards were given out (Nunley, 2006). Furthermore, some teachers in the district have challenges as far as the implementation of the SBA is concerned. In this regard, most of the teachers in the district do not have much interest in the implementation of the SBA and hence prefer to use the continuous assessment to assess the performance of the learners instead of the new school-based assessment. Because of this situation, it is very clear that the implementation of the SBA in the Jasikan District of the Oti Region of Ghana will not achieve its stated objectives if these situations continue to exist.

Although all efforts were made by the Ministry of Education to explain these policies to teachers during workshops and seminars, the teachers still face challenges as far as the implementation of SBA is concerned. This study, therefore, intends to examine the SBA implementation policy, challenges faced by teachers in the implementation of the SBA policy, the roles of the teacher in the implementation of the SBA policy, and the strategies to ensure successful implementation of the SBA policy in the basic schools in Jasikan District of Ghana.

1.3 Purpose of the study

The purpose of this study is to examine the SBA implementation policy, the roles of the teacher in the implementation of the SBA policy, challenges faced by teachers in the implementation of the SBA policy, and the strategies to ensure successful implementation of the SBA policy in the basic schools in Jasikan District of Ghana.

1.4 Research Objectives

The objectives of the study are to;

1. Assess the School-Based Assessment policy implementation in the basic schools in the Jasikan District of the Oti Region of Ghana.
2. Examine the roles of the teacher in the implementation of the School-Based Assessment policy in the basic schools in the Jasikan District of the Oti Region of Ghana.
3. Identify the challenges faced by teachers in the implementation of the school-based assessment policy in the basic schools in the Jasikan District of the Oti Region of Ghana.
4. Identify strategies to ensure the successful implementation of the school-based assessment policy in the basic schools in the Jasikan District of the Oti Region of Ghana.
5. Assess the differences in the SBA implementation policy, the roles of the teacher in the implementation of the SBA policy, and the challenges faced by teachers in the implementation of the SBA policy among the socio-demographic characteristics of teachers in the basic schools in the Jasikan District of the Oti Region of Ghana.

1.5 Research Questions

The following research questions were formulated to guide the study:

1. How effective is the implementation of the School-Based Assessment policy in the basic schools in the Jasikan District of the Oti Region of Ghana?
2. What are the roles of the teacher in the implementation of the School-Based Assessment in the Jasikan District of the Oti Region of Ghana?
3. What challenges are faced by teachers in the implementation of the School-Based Assessment policy in the basic schools in the Jasikan District of the Oti Region of Ghana?
4. What strategies could be adopted by the teachers to ensure effective implementation of the School-Based Assessment in the Jasikan District of the Oti Region of Ghana?
5. Are there differences in the SBA implementation policy, the roles of the teacher in the implementation of the SBA policy, and the challenges faced by teachers in the implementation of the SBA policy among the socio-demographic characteristics of teachers in the basic schools in the Jasikan District of the Oti Region of Ghana?

1.6 Significance of the study

Teachers have important roles to play as far as the effective running of the schools is concerned. This study will alert the Ministry of Education, Ghana Education Service, and policymakers to the challenges facing teachers with regards to the successful implementation of SBA in the basic schools in Ghana. Also, the study would inform teachers in the basic schools concerning their roles in the implementation of the SBA policy.

Furthermore, the study will suggest to teachers and policymakers the required strategies that could be adopted to ensure the successful implementation of the SBA policy in Ghana. Moreover, the findings of the study will inform parents, guardians, Non-Governmental Organizations (NGOs) about what to expect from teachers as far as SBA is concerned. Finally, the results of the study may serve as reference material for further research on School-Based Assessment in other institutions in Ghana and the world at large.

1.7 Delimitation

The successful implementation of SBA is a major concern of all basic schools in Ghana. However, due to time constraints, the researcher decided to limits his study to the Jasikan district of the Oti Region of Ghana. The study also focused on the perceived challenges in the implementation of the School-Based Assessment particularly in the Jasikan district and suggested strategies to curb the challenges.

1.8 Organization of the study

The study is organized into five main chapters. Chapter one which forms the introductory section is made up of the background to the study, statement of the problem, the purpose of the study, research questions, significance of the study, delimitation, limitation, and the organization of the study.

Chapter two reviews relevant and related literature on the concept of school-based assessment, the role of teachers in the implementation of SBA, and challenges faced by

teachers in the implementation of SBA. It also included the theoretical, the empirical review, and the conceptual framework under the study.

Chapter three dealt with the methods employed to address the objectives of the study. This includes the research design, the population, the sample, and the sampling techniques, the instruments for the data collection, the data collection procedure, and the data analysis plan.

Chapter four presents the results and the discussion of findings. Chapter five presents the major findings, a summary of the entire study, and conclusions delivered by the researcher for which various suggestions are made. It also included a recommendation for the study and a recommendation for future researchers.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

This chapter reviews the literature relating to assessment, particularly school-based assessment, and other related issues. The review comprises the conceptual review, theoretical review, empirical reviews, and conceptual framework. The following sub-headings are discussed under the conceptual review: the meaning of assessment, principles of assessment, forms of assessment, the concept of school-based assessment, characteristics, and the purposes of school-based assessment, and the roles of the teacher in the implementation. The theoretical framework focuses on the Item Response Theory and Classical Test Theory whereas the empirical review focuses on challenges militating against the successful implementation of school-based assessment in schools.

2.1 Theoretical Review

The theories used in this study are the Classical Test Theory and Item Response Theory.

2.1.1 Classical Test Theory

From the early 20th century, the basis for psychometric test development was a set of techniques collectively known as Classical Test Theory (CTT) (Nunnally, 1978). Classical Test Theory (CTT) was developed in the early 20th century to measure individual differences (Zickar & Broadfoot, 2009). The origin of CTT can be traced to 1904 when Charles Spearman figured out how to correct a weak correlation coefficient due to error measurement and how to gain the reliability index required in correcting (Allen & Yen,

1979). According to Allen and Yen (1979), CTT was developed after the following three ideas were hypothesized: identification of the presence of errors in measurements, a formation of that error as a random variable, and a formation of a correlation and how to index it.

Classical Test Theory (CTT) is a psychometric theory that assumes the observed score a student earns on an assessment is a combination of their true score and error from the assessment (Hambleton & Jones, 1993; Crocker & Algina, 1986). Classical Test Theory is concerned with the relationship between these three variables and how they relate to testing reliability (Hambleton & Jones, 1993; Bejar, 1983). Birnbaum et al. (1968) define the true score for a particular subject as the expected value of the observed score in an infinite number of hypothetical (independent) replications of the measurement for that subject.

2.1.2 Item Response Theory

Item Response Theory (IRT) was developed in the last quarter of the 20th century as an alternative approach to psychometrics (Embretson & Reise, 2000; Reise et al., 2005). Item Response Theory (IRT) has had a key influence on educational testing, affecting, for example, the development and administration of school-based assessment (Koloi-Keaikitse, 2017; Kulesz et al., 2016). Given its success in these areas, some researchers have speculated that the application of IRT might improve the measurement of usability (Hollemans, 1999; Schmettow & Vietze, 2008; Cappelleri et al., 2014). Item Response Theory (IRT) refers to a set of models that connects observed item responses to a participant examinee's location on the underlying (latent) trait that is measured by the

entire scale (Mellenbergh, 1994). Item Response Theory focuses on modeling item characteristics which makes it ideal for adaptive computerized testing (Zickar, 1998; Embretson and Reise, 2000), which is one of the reasons it has become so popular in large-scale educational testing. This study is meant to assess the teacher's response patterns in a set of items that measured their perceived role in implementing the school-based assessment. To gain insights into the teacher's response to their perceived role in implementing a school-based assessment scale, an item response theory (IRT) model was utilized. Using IRT, the study identified items that provide the most information about teachers' perceived roles in the school-based assessment. In turn, by identifying which roles teachers most and least play during the implementation of school-based assessment, it is hoped to provide educational administrators, policy-makers, and teacher educators with useful information for the planning and conducting of assessment training for teachers.

2.2 Conceptual Review

2.2.1 The taxonomies of Educational Objectives.

Assessment tends to measure the fulfillment of educational objectives, which is centered on the three domains of educational objectives: the cognitive, the affective, and the psychomotor objectives.

2.2.1.1 Cognitive Domain

This domain was developed by Benjamin Bloom in 1956, hence it is known as Bloom's taxonomy of educational objectives. The taxonomy classifies educational objectives into 6 main headings (Bloom, 1956).

1. Knowledge: This involves the recall of specific facts, methods, and processes. They include those objectives, which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills. It is often defined as the remembering of previously learned material. Illustrative verbs used include define, identify, and label among others.

2. Comprehension: It is the ability to grasp the meaning of the material. It is shown by translating material from one form to another, or by interpreting material (explaining or summarizing). Illustrative verbs include convert, explain, summarize, etc.

3. Application: This refers to the ability to use learned material in new and concrete situations. This includes the application of such things as rules, methods, concepts, principles, etc. illustrative verbs include change, compute, and prepare.

4. Analysis: This is the ability to break down the material into its parts so that its organizational structure may be understood. This includes the identification of parts, analysis of the relationships between parts, etc. Illustrative verbs include break down, differentiate, illustrate, etc.

5. Synthesis: This refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication or a plan of operations. Illustrative verbs include categorizing, combine, organize, etc.

6. Evaluation: This is the ability to judge the value of the material (e.g. novel, poem, and research report) for a given purpose. The judgments are based on definite criteria. Illustrative verbs include appraise, contrast, support, etc.

Benjamin Bloom's taxonomy was restructured by Quellmalz (1985), and according to his taxonomy, the cognitive educational objectives have five categories.

1. Recall: this requires a student to recognize or remember key facts, definitions, concepts, and principles. He/she is to repeat verbatim or to paraphrase given information. E.g. Who wrote the story?

2. Analysis: Students divide a whole into component elements, e.g. What are the different parts of the story?

3. Comparison: This requires students to recognize or explain similarities and differences. E.g. How was this story like the last one?

4. Inference: Students are given a generalization and are required to recognize evidence or details and are required to come up with the generalization. E.g. What might be a good title for the story?

5. Evaluation: Students are required to judge quality, credibility, worth, or practicality. E.g. Is this a good story?

2.2.1.2 Affective Domain

This was developed by David Krathwohl, Benjamin Bloom, and Masia in 1964. They classified educational objectives in the affective domain into 5 categories (Krathwohl et al., 1964).

1. Receiving: It is the lowest level of learning outcomes in the affective domain. It is the willingness of a student/ pupil to attend to particular phenomena/stimuli (e.g. classroom activities, reading textbooks or library books, doing class assignments, etc.). Examples of general instructional objectives include; listen attentively, and attends closely to the

classroom activities. Illustrative verbs that are used include ask, chooses, follows, gives, holds, names.

2. Responding: It is the active participation of a student in given activities. The student does not only attend to particular stimuli but also reacts to them in some way. The student may read assigned material or do an assignment or project. Examples of general instructional objectives include completing an assigned homework and obeying school rules and regulations and some illustrative verbs that are used include the answer, assist, comply, conform, discuss, practice, write, etc.

3. Valuing: It is concerned with the worth or value a student attach to a particular object, phenomenon, or behavior. The value ranges from a simple acceptance of a value to a more complex level of commitment. Examples of general instructional objectives include; show concern for the welfare of others, appreciates the role of science in everyday life. Illustrative verbs include complete, describes, differentiates, explains, follow, initiates, invites, joins, read.

4. Organization: It is the ability to bring together different values, resolving conflicts between them, and beginning to build an internally consistent value system. Students begin to develop philosophies of life. Examples of general instructional objectives include; accepts responsibility for own behavior, understands and accepts own strengths and weaknesses. Illustrative verbs include adheres, alters, arranges, combines, compares, defends.

5. Characterization by a value or value complex: This is the highest level in the affective domain. At this level, the individual student has a value system that has controlled his/her behavior for a sufficiently long time for him/her to have developed a characteristic

lifestyle. Examples of general instructional objectives include; practices, cooperation in group activities, maintains good study habits. Illustrative verbs include acts, discriminate, displays, influences, listens, modifies, performs, practices, proposes, qualifies.

2.2.1.3 Psychomotor Domain

This domain of human development which is assessed in school was developed by Simpson (1972) and Harrow (1972). Simpson produced seven categories while Harrow had six stages. Simpson's categories are presented as follows:

1. Perception: This is the lowest level. It is the ability to use the sense organs to obtain cues that guide motor activity. For example, relating the sound of drums to the dance type. Illustrative verbs include, choose, describe, detect, identify.

2. Set: it is the readiness to take a particular type of action. Demonstrating a proper position to save a penalty kick in a soccer game. Illustrative verbs include, behind, displays, explains and shows starts.

3. Guided response. It involves the early stages of learning a complex skill. For example, starting a car while beginning to learn how to drive. Illustrative verbs include, assembly, build construct, and display.

4. Mechanism: this occurs when a learned activity has become habitual and movements are performed with confidence and proficiency. For example, typing, operating a video recorder. Illustrative verbs include a sketch, fix, fasten, dissect, assemble.

Also, the study is premised on the utilization of feedback as part of the assessment for learning (AFL). SBA allows teachers to capitalize on these formative qualities and promote achievement. Because of its proximity to the task, the assessment can contribute to raising

the quality of learners' work. Feedback is a 'continuous, ongoing, and interactive' process (Kouritzin & Vizard, 1999, p.17) which involves multiple sources (teachers, peers, friends, and so on) and a variety of forms (visual, written, and oral). Feedback on performance is vital for any learner to improve their learning and guide their future learning. This helps both students and teachers alike by helping them practice what they preach. Gikandi et al. (2007) assert that central to the role of assessment is to provide true and meaningful feedback for refining students learning, instructional practice, and educational options.

2.2.2 Meaning of Assessment

The word "assess" comes from the Latin verb "Assidere" meaning "to sit with". In assessment, one is supposed to sit with the learner. This implies that, it is something we do with the learners, but not for learners (Williamson, 2017). Griffin and Fleet (2013) pointed out that assessment is a generic term that involves the whole process of gathering, synthesizing, and interpreting information of all kinds. He went further to say that assessment in education may be defined as a process of collecting information about an individual or a group of individuals to make a particular educational decision.

Assessment deals with obtaining data about students, teachers, or schools by well-constructed measures; interpreting the meaning of scores (data) for such outcomes as student progress or instructional effectiveness; and using the interpreted scores to make decisions regarding the best ways to facilitate student learning (Shermis & DiVesta, 2011; Popham, 2003). Shermis and DiVesta (2011) thus illustrate this diagrammatically in Figure 2.1.

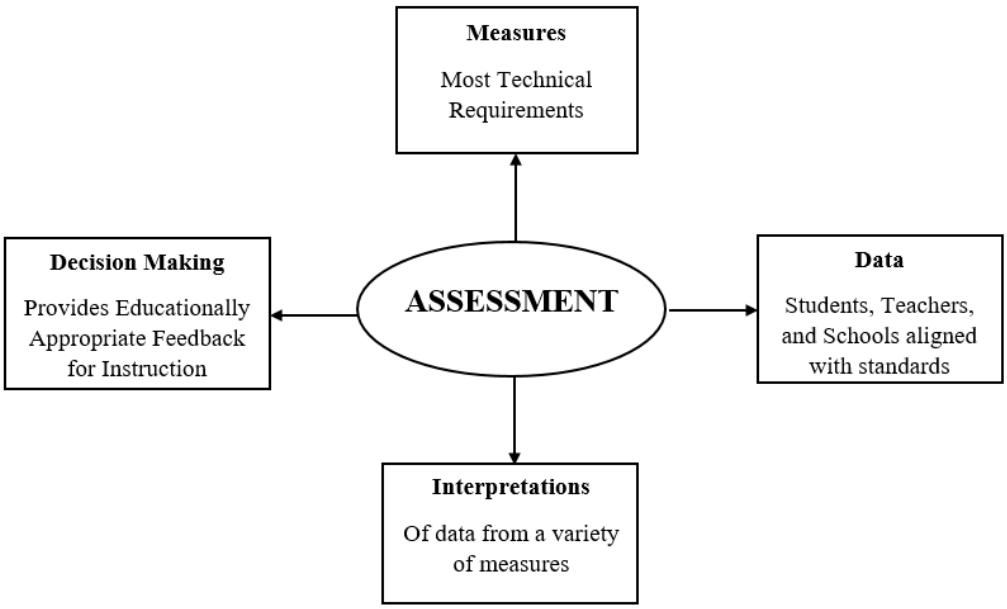

Figure 2.1: Assessment Processes

Source: Shermis and DiVesta (2011, p.4).

Mark and Francis further posit that for assessment to be characterized in the ways shown in Figure 2.1, the design and overall plan must be technically accurate. This requires an understanding of how the assessment is used by different users and for different purposes. A teacher may ask such questions as: "How do I ensure that my testing practices are well-planned and of high quality? Are the tests used in these assessments the ones that will work for these particular students? Are there some special needs that I need to consider? Who will be using the results of this assessment? What questions will be asked about them (e.g., how will my tests and the way they are scored appear from their unique perspectives)?"

2.2.3 Principles of Assessment

Principles are fundamental truths and doctrines accepted by most authorities as characteristics of assessment. McMillan (2000) presented the following principles;

1. A test developer must be clear about the learning target to be assessed. This involves specifying the intended learning goals and helps to select the appropriate assessment technique.

2. Again, clear, accurate, and timely information on assessment tasks and procedures should be available to students, staff, and other external assessors or examiners. Thus, the information should be explicit, accessible, and transparent.

3. Moreover, the assessment technique selected must match the learning target. The main criterion is whether the procedure is the most effective in measuring the learning target.

4. Assessment tasks should primarily reflect the nature of the discipline or subject but should also ensure that students have the opportunity to develop a range of generic skills and capabilities.

5. Again, assessment is inherently a process of professional judgment. Proper use of assessment procedures requires that the user is aware of the limitations of each technique. In interpreting the results of the assessment, these limitations must be considered therefore, all those involved in the assessment of students must be competent to undertake their roles and responsibilities.

6. Assessment techniques must serve the needs of the learners. They should provide meaningful feedback to the learners about how closely they have approximated the learning targets. A good assessment uses multiple methods. Multiple indicators of performance

provide a better assessment of the extent to which a student has attained a given learning target.

7. Assessment needs to be comprehensive. Formative and summative assessments should be incorporated into the programmes to ensure that the purposes of assessment are adequately addressed. Many programmes may also wish to include diagnostic assessment.

8. One key principle of assessment is that assessment is a means to an end but not an end in itself. Assessment influences student motivation and learning. The nature of assessment influences what is learned and the degree of meaningful engagement by students in the learning process. Students are therefore entitled to feedback on submitted formative assessment tasks and on summative tasks, where appropriate, the nature, extent, and timing of feedback for each assessment task should be clear to students in advance.

9. Assessment should be valid and reliable. Evidence needs to be provided that the interpretations and use of students' assessment results are appropriate and reliable. There is the need for assessment to be reliable and this requires clear and consistent processes for setting, marking, grading, and moderation of assignment/tests.

McMillan (2000) state that a good assessment should be fair and ethical. Usually, four views of fairness are presented by the assessment standards as first, absence of bias (e.g. offensiveness and unfair penalization), second, equitable treatment, third, Equality in outcomes. The last one then is the opportunity to learn.

2.2.4 Forms of Assessment

The assessment could be either formative or Summative in form. Formative Assessment refers to frequent and interactive assessments of students' progress and understanding to

identify learning needs and adjust teaching appropriately. Teachers using formative assessment approaches and techniques are better prepared to meet diverse students' needs through differentiation and adaptation of teaching to raise levels of student's achievement and to achieve greater equity of student's outcomes (organization for economic co-operation development [OECD], 2008). Black and Wiliam (1998) pointed out that formative assessment often means no more than that the assessment is carried out frequently and is planned at the same time at which teaching is done. According to Harlen (2006), formative assessment provides feedback that leads to students recognizing the (learning) gaps and closing it and it is forward-looking. Formative assessment includes both feedback and self-monitoring (Sadler, 1998). Tunstall and Gipps (1996) provided out that formative assessment was used essentially to provide feedback into the teaching and learning process.

Summative assessments are used to measure what students have learned at the end of a unit, to promote students, to ensure they have met the required standard on the way to earning certification for school completion, to enter certain occupations, or as a method for selecting students for entry into further education. Ministries or departments of education may use summative assessment and evaluation as a way of holding publicly funded schools accountable for providing quality education. Black and Wiliam (1998) made the point that summative assessment had increasingly been used, to sum up learning. The summative assessment looks at past achievements, adds procedures or tests to existing work, and workers only marking and providing feedback grades to students. It is separated from teaching and is carried out at intervals when achievement has to be summarized and reported (Harlen, 2006).

2.2.5 The Concept of School-Based Assessment

Ministry of Education in Trinity and Tobago (2013) defined school – Based Assessment (SBA) as a project or assignment which is done by an examination candidate as a contribution to his or her final exit grade. If approached in the right spirit by the candidate, it demonstrates a good understanding of subject matter content and a proficient application of useful skills and competencies developed and refined during the study of the subject, projects, and assignments. These comprise research papers on quantitative and qualitative studies, reports after actual events, reports after stimulated events, reports after interviews of the appropriate person, a report from observations, demonstrations of skills, performances, pieces to be done in school and out of school, setting, visual arts pieces, report after laboratory experiment, portfolio, teacher-made test, and oral examinations. Most subjects' examination offered by the examination's council requires that in school, candidates complete an SBA. The examination Council continues to devise ways and means of assessing candidates via SBAs.

School-based assessment (SBA) is a form of formative assessment involving feedback and appraisal to the student 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 (Organization for Economic co-operation and Development [OECD], 2015). Caribbean Examinations Council (2013) stated that SBA is a set of assessment tasks/assignments/projects conducted in the school, carried out by the students' following guidelines provided by the learner and assessed by the teacher using criteria provided. The SBA score contributes to the candidate's overall examination grade.

2.2.6 Characteristics of school-based assessment

The Ministry of education (2011), came out with the following characteristic of SBA. First, there is a periodic collection of assessment information. To obtain accurate and reliable test data on a student, the test must be spread over a longer time, allowing the student to take the tests at different times throughout the year. SBA prescribes the administration of one assignment at the end of each month of the school term. The average of the scores earned by the student will be a more accurate indicator of the student's performance in the subject.

Moreover, there is the use of different test modes. The performance of a student can be better assessed if the assessment is made on different test modes such as class tests, class exercises, homework, projects, and other practical activities. SBA will consist of class tests, class exercises, and projects. Homework has been eliminated in the redesigned SBA programme and more prominence given to projects. The justification for eliminating homework from the SBA programme is that it is not certain whether homework will be carried out for the student by an adult. Homework is important in the instructional system and teachers must therefore give homework as part of the instructional process. Homework will, however, not be scored as part of the SBA. There will be situations, as in the projects, where the SBA will involve students in seeking views and opinions from teachers, parents, elders, and schoolmates. This is the normal work practice in the adult world where the opinion of colleagues and views collected from books etc. are vital for effective work performance. Teachers should encourage the search for information during the project period.

One other major characteristic is the inclusion of more complex thinking skills in testing programmes. A further characteristic of the SBA is that it includes tasks that require high-ability thinking and performance. Such tasks require analytical thinking; the ability to generate different solutions to a problem; the ability to plan a project; and the ability to be innovative, generate new ideas, and create new products, etc. High-level thinking skills generally require extended time for learning and responding. With the addition of such skills, the SBA programme will encourage students to form the habit of using high-level thinking skills in solving problems rather than the habit of memorizing class notes which defeats the purpose of education and does not help in problem-solving.

Furthermore, it has a high involvement with teacher assistance. Another characteristic of the new SBA is that it fosters cooperation between the teacher and the student especially in the area of the students' class projects. The process allows the teacher to assist students in the form of advice on various aspects of students' projects. The teacher is expected to provide constructive feedback to help students reach a better understanding of their projects. Students learn to consult the teacher, classmates, and other sources on aspects of their project work, while maintaining their position as the leader(s) in the project undertaken.

There is also a reduction in the number of assessment and mark recordings. The SBA has been designed to reduce the amount of workload in the previous continuous assessment system by 64 percent on the part of the student and by 53 percent on the part of the teacher (CRDD, 2011). The reductions have been made to reduce the tediousness in the SBA

process and at the same time make SBA a more useful tool for improving school performance and for improving the thinking abilities of school children.

Emphasis is placed on student-centered learning. One of the major problems that led to the low performance of students on national tests (National Education Assessment (NEA) and BECE) is the predominantly teacher-centered approach used in the instructional system in schools (CRDD, 2011). As a method for improving this situation, the syllabuses that the Ministry of Education has issued to schools since 2000 have all stressed the importance of high ability thinking skills on the part of students. The full impact of this has yet to be realized. However, the SBA system puts a lot of stress on the project undertaken. This is the component that allows the student individually or in groups, the freedom to explore different ideas and skills to produce something of their own. This is the student-centered learning component that should help in improving the standard of education in the country.

Finally, yet important, SBA practice is standardized across schools. This characteristic is particularly important in Ghana. In previous years where class teachers had the option of setting their continuous assessments, a variety of exercises, some good and many of them rather trivial, were used in the school system. The number of items used in the continuous assessment system was not uniform and the marking and grading systems differed from school to school. The current SBA system has been designed to improve the old practice of leaving schools to develop their assignments by supplying schools with sample items/questions, project topics, marking, and grading systems as a procedure for standardizing the SBA process across schools in the country.

2.2.7 Purposes of School-Based Assessment (SBA)

Lee et al. (2018) identified that SBA is intended to give teachers and students a full picture of students' performance or ability and to support students in developing their abilities via a personal learning path. Costa and Kallick (1995) suggested to educators to adopt a vision in which learning is seen as a process of developing more complex and higher learning goals rather than merely the learning of knowledge. They proposed that assessment should be used to highlight the need to create incentives for learners to improve, empower the learners to define their learning path, devalue completion and enhance interdependence and see that skills and knowledge are interrelated, and assess them as a whole.

Bell and Cowie (2001) argued that SBA serves multiple purposes such as providing summative information and improving learning. SBA provides teachers with a formative view of the student's progress, helps them to adjust the instruction to suit the specific needs of students (Cheng & Lee, 2010), and identifies students' depth and breadth of understanding, thus improving their learning (Dori, 2003).

Caribbean Examinations Council (2013) maintains that SBA is an integral part of the assessment process. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus. According to the council, the SBA serves several important functions. The SBA provides the opportunities to gather data on students' performance over time, obtaining assessment based on students' performance over an extended period and

developed by those who know the students best, that is, their subject teachers thus providing a more reliable assessment of each student.

More so, it serves to motivate students by engaging them in meaningful activities that are relevant to them; and for teachers, it can reinforce curriculum aims and good teaching practices. It aligns assessment with curriculum and instructions and provides students with multiple opportunities to demonstrate their competencies. It allows students to be active participants in the assessment process and gives credence and recognition to the teachers in the assessment process.

They added that the SBA is designed to achieve the following objectives:

i. Test skills and abilities that cannot be adequately tested by external assessment;

ii. Provide opportunities for teachers and students to individualize aspects of the syllabus.

iii. Provides students with formative feedback as it is conducted for several months. This formative feedback should improve students learning as they work through the aspect of the SBA task.

iv. Civic responsibility (for history, these include researching and documenting).

Ministry of Education, Ghana, (2011) was of the view that the Basic Education Certificate Examination (BECE) that Junior High School pupils sit at the end of nine-year of basic education is administered by the West African Examinations Council (WAEC), an external examinations body. Thirty percent of the marks that WAEC uses to award grades at the BECE come from marks that pupils obtain on their performance in school. The 30

percent mark is an internal mark that comes from schools while the 70 percent mark is an external mark based on pupils 'performance at the BECE. Assessment of the performance of pupils is therefore carried out in two ways: by external examinations and by internal examinations that are, the school-based assessment. They further stated that pupils tend to do well on tests administered in their schools because they are more relaxed when taking the tests in their classrooms. The familiarity with their classroom and school surroundings helps them to do better on tests administered in the school.

External examinations during which pupils 'work is supervised by people who are not known to them, tend to create anxiety for some pupils. This anxiety may tend to reduce the level of performance on the part of some pupils. It is therefore generally accepted that the performance of pupils on tests administered by their teachers in their classrooms better reflects the true performance of the pupil. It is for this reason that the Ministry of Education decided in 2011 that 30 percent of the marks for the BECE should come from the performance of pupils on their school-based assessment.

Education in the school system consists of a variety of practical work as well as theoretical work. SBA, therefore, gives schools the chance to ensure that the performance of pupils on both practical skills and theoretical knowledge is reflected in the marks pupils obtain on their End-of-Term examinations. Learning does not take place only in the classroom, Ministry of Education (2011). Education is a broad concept and pupils are expected to learn from a variety of sources; from their teachers, from their friends and elders, from the library, from the Internet, and generally from their environment. All these sources they said,

contribute to the education of the young child. The seriousness with which pupils learn in the classroom and outside the classroom should therefore be reflected in the assessment system of schools.

Ministry of Education, Ghana, 2011, therefore summarized that the purposes of SBA are to:

(i) Ensure that the grades pupils obtain at the BECE are based on their performances on the internal test administered in school and on the external examination administered by WAEC.

(ii) Give schools the chance to make sure that all aspects of the education and training of the young child are taken into account in the assessment of the performance of the young person while in school.

(iii) Provide pupils the chance to show the quality of their learning in and out of school on the marks they obtain on their SBA assignment. The SBA in effect gives pupils the chance to receive a broad education.

SBA is by no means a new assessment tool; it is widely accepted and comprehensively implemented in countries such as Australia, New Zealand, England Scotland, Canada, Malaysia, and South Africa. SBA is regarded as a tool to more accurately reveal the true ability of the student, reduce the limiting effect of "exam fright" and to increase the confidence of students as they have already learned and brought to practice the examination content and skills during the conduct of their SBA projects. In addition to this, students can also feel less anxious as they have already achieved a certain percentage of the final mark before their final exam. Also, SBA is proven to have a positive effect on students' public

oral examination and a better absentee rate than students from the school that does not submit SBA marks (Cheng & Lee, 2010).

According to the Ministry of Education in Trinidad and Tobago, an SBA may contribute as much as 70% towards a student's final grade in some of the Caribbean Secondary Examination Certificate (CSEC) and Caribbean Advanced Proficiency Examinations (CAPE). In other cases, SBAs still contribute a significant 20%. Since SBAs generally allow opportunities for self-paced production and comprehensive feedback from teachers, it can be viewed as an excellent method for effective integration of teaching and learning with an assessment.

After the teacher has taught through discussion and demonstration, students, individually or in groups, attempt to demonstrate what they have learned and have it subjected to standardized and known appraisal rubrics. As students and teachers gain an understanding of the students' strengths and weaknesses, the SBA, and indeed the other assessment papers, can be approached more thoroughly with confidence, a sense of independence, and an increased motivation to improve one's performance as a student and teacher.

2.2.8 Advantages of the School-Based Assessment

Walvoord and Anderson (2011) were of the view that assessment should be viewed as a tool to measure the effectiveness of the teaching and learning process and should not be interpreted as the objective of students' learning experiences. It should serve as a means to attain educational goals. According to Brown (2001), SBA has the characteristics that fulfill

the above requirement, and it is the ideal assessment system to relieve students' pressure while at the same time allowing teachers initiative in assessing their students.

To promote the benefits of the assessment, teachers are expected to be involved in four phases of the assessment process: (a) planning, (b) gathering evidence (c) interpreting evidence, and (d) using the results for decision making.

The benefits laid down by the Hong Kong SBA consultancy Team (2005) for using SBA in teaching a language subject such as English, include providing stable and continuous pressure-free assessment, reducing the reliance on standard examination, improving test item reliability, reflecting students, ability, promoting leisure reading in the evaluation process.

Another important benefit of SBA based on the researcher's teaching experience is that students themselves are evaluated based on school standards and school information, not on the state-wide or nationwide information. Students are not compared to students in other locations when school-based evaluations are used in schools, the bigger picture impact is how SBA itself transforms the classroom teaching and learning process that benefits the students most. Because SBA is complete education written and can create evaluations based on their own students' accomplishments, it clearly shows that students have learned during a specific grading period or school year, unlike standardized test which is researched and written by the state or by teachers in another school (Mansor et al., 2013).

Mansor et al. (2013) maintain that students are given mid-year and end-year state-wide tests for easy standardizations and school ranking practices. These tests assume that all schools study the same material covering similar topics. While this should be true, the fact is that some schools do not get to cover every topic due to unexpected situations or the student's inability to complete a study in a particular area. School-based evaluations can be tailor-made to include only what has been accomplished by the students and the scores will reflect what the students have learned, instead of what they were supposed to be learning. They concluded that the above suggests that the change in the assessment system has further led to a paradigm shift in the teaching and learning processes of all primary schools that deserve the attention of academicians, educators, researchers including stakeholders.

Therefore, the role of teachers in this new assessment system is vital; teachers have to have a variety of teaching approaches and assessment techniques that have a direct impact on the assessment outcomes (Fook et al., 2013). Ministry of Education, Trinidad and Tobago were of the view that an SBA may contribute as much as 70% towards a student's final grade in some of the Caribbean Secondary Examination Certificate (CSEC) and Caribbean Advanced Proficiency Examinations (CAPE). In other cases, SBA still contributes a significant 20%. Since SBAs generally allow opportunities for self-paced production and comprehensive feedback from teachers, it can be viewed as an excellent method for effective integration of teaching and learning with an assessment.

After the teacher has taught through discussion and demonstration, students individually or in groups can attempt to demonstrate what they have learned and had it subjected to

standardized and known appraisal rubrics. As students' and teachers' strengths and weaknesses, the SBA and indeed the other assessment papers can be approached more thoroughly with and an increased motivation to improve one's performance as students and teachers.

According to Mansor et al. (2013), using SBA to assess amendments performance comes with the following benefits:

a) It encourages personal progress: From the researchers' point of view, one of the benefits of SBA is that it encourages both the teacher's and student's progress. In this system, the subject teacher designs the assessment; it provides a platform for teachers to use a broader range of assessment methods in assessing students' abilities. Teachers do not limit the assessment to the traditional test method. In such cases, role-play, project work, presentation, and other methods were used in the classroom during the assessment. They also pointed out that these assessments have no right or wrong answers, but the purpose was to evaluate how well the students were able to perform based on the learning outcomes. Indirectly, it encouraged teachers and students to develop their creativity and develop their talents. Also, it encourages students to develop their thinking and analytical skills. They added that besides students, teachers also have shown personal progress by using various teaching approaches such as role-play, quizzes, and reading comprehension to improve their teaching skills.

b) It develops a positive attitude in pupils. They also observed that in primary language subjects, the curriculum focuses more on speaking than writing. Therefore,

students have more chances to practice their speaking skills through daily activities, such as role-playing and discussion. As a result, students are more outspoken and less shy than they were in the old system. Students have shown increased confidence in communicating with people and can do so politely and effectively. They also like to contribute ideas during discussions or in-class activities, showing their commitment to learning. The teachers feel that this assessment system has reduced the pressure of exams and makes students happier, and therefore enjoy learning more.

c) It enhances collaborative learning skills. According to the researchers, the activities, such as group work, role-play, and practical work, give immediate feedback to teachers about students' progress, as well as encouraging the students to collaborate with their peers. They enjoy sharing ideas, discussing and solving problems together, and working towards the learning goals because this system has reduced the unhealthy or unnecessary competition among students. The researchers again added that some respondents also realized that they have improved their collaboration skills with their colleagues.

d) Promotes creative teaching and learning activities. Under the SBA system, teachers use different assessment methods to assess students' learning performance. Teachers also use different teaching methods to ensure the effectiveness of learning. Sometimes they use colorful pictures or real objects to stimulate students' thinking; sometimes they play games such as board games, bingo, or scrabble to increase students' vocabulary, and they also give them worksheets for practice. On the other hand, under the SBA's goal, which is

"no one will be left out", they have to monitor every student's progress every day to ensure the effectiveness of every lesson.

According to the Caribbean Examinations Council (2013), the SBA is an integral part of the assessment process. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus. They were of the view that SBA serves several important functions. The SBA provides opportunities to gather data on students' performances over time. Obtaining assessments based on student performance over an extended period and developed by those who know the students best - their subject teachers - provides a more reliable assessment of each student.

Moreover, the Caribbean examinations Council is of the view that SBA serves to motivate students by engaging them in meaningful activities that are relevant to them; and for teachers, it can reinforce curriculum aims and good teaching practices, aligning assessment with curriculum and instruction. It also provides students with multiple opportunities to demonstrate their competence as well as allows students to be active participants in the assessment process. Again, SBA gives credence and recognition to the teachers' informed judgments about students' performance allowing teachers to be critical leaders in the assessment process.

The Caribbean examinations Council (2013) still maintains that the SBA has many advantages. They were of the view that the SBA:

(i) Facilities feedback to the students at various stages of the experience. This helps to build the Self-confidence of students with their studies.

(ii) Provides an opportunity to individualize a part of the curriculum to meet the needs of students.

(iii) Facilitates the development of the critical skills and abilities emphasized by the subject and enhances the validity of the examination on which candidates' performance is reported.

(iv) Makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

(v) Caters to multiple intelligence as various teaching and learning strategies are utilized.

(vi) Provide students with skills needed to function in everyday life; and

(vii) Provides multiple opportunities and multiple ways to develop and demonstrate knowledge, skills, and attitudes.

(viii) The SBA provides an excellent opportunity for students to get feedback, conduct, self-assessment, apply their knowledge and skills and improve their learning and achievement.

2.2.9 The mode of school-based assessment in Ghanaian basic schools

The SBA in Ghana comprises:

(i) End-of-month tests

(ii) Home assignments (specifically designed for SBA)

(iii) Project

The SBA system will consist of 12 assessments a year instead of the 33 assessments in the previous continuous assessment system. This will mean a reduction of 64% of the workload compared to the previous continuous assessment system. The 12 assessments are labeled as Task 1, Task 2, and Task 3 to Task 12. Tasks 1-4 will be administered in Term 1; Tasks 5-8 will be administered in Term 2, and Tasks 9-12 administered in Term 3.

Task 1 will be administered as an individual test coming at the end of the first month of the term. The equivalent of Task 1 will be Task 5 and Task 9 to be administered in Term 2 and Term 3 respectively. Task 2 will be administered as a Group Exercise and will consist of two or three instructional objectives that the teacher considers difficult to teach and learn. The selected objectives could also be those objectives considered very important and which therefore need pupils to put in more practice. Task 2 will be administered at the end of the second month of the term. Task 3 will also be administered as an individual test under the supervision of the class teacher at the end of the 11^{th} or 12^{th} week of the term.

Task 4 (and also Task 8 and Task 12) will be a project to be undertaken throughout the term and submitted at the end of the term. Schools will be supplied with 9 project topics divided into three topics for the term. A pupil is expected to select one project topic for each term. Projects for the second term will be undertaken by teams of pupils as Group projects. Projects are intended to encourage pupils to apply knowledge and skills acquired in the term to write an analytic or investigative paper. Apart from the SBA, teachers are expected to use

class exercises and home works as processes for continually evaluating pupils' class performance, and also as a means of encouraging improvements in learning performance.

2.2.10 Combining SBA Marks and End-of-Term Examination Marks

The new SBA system according to the Ministry of Education, Ghana, (2011), is important for raising pupils' school performances. For this reason, the 60 marks for the SBA will be scaled to 50 in schools. The total marks for the end-of-term test will also be scaled to 50 before adding the SBA marks and end-of-term examination marks to determine pupils' end-of-term results. The SBA and the end-of-term test results will then be combined in an equal proportion of 50:50.

2.2.11 The roles of the teacher in the implementation of the school-based assessment

Darling-Hammond and McCloskey (2008) explained that SBA was a policy-supported practice that had increased in several educational institutional systems around the world including those of Australia, Bangladesh, New Zealand, Canada, the United Kingdom, Finland, Africa, Northern Ireland, Hong Kong, etc. In Bangladesh for example, teachers have the freedom to choose the topic from the syllabus and design the class test, classwork, practical work, assignment, homework, or oral presentation. It is also the teacher who is responsible for assigning the final grade to students' work (Purvin, 2011).

It is important to note that his teacher's roles are central in assessing the students' achievement for several reasons (Caribbean examinations Council 2012).

1. Test prepared by the teacher responsible for a subject provides the most appropriate measure of the students' achievement of the objective of a unit of work or a period of instructions

2. The relevance of teacher assessment is high since the teacher is the best judge of what has been done with the students. It stands to reason then that the role of the teacher is both the formative and the summative assessment of the SBA would make the public examination more reliable instead of weakening its value;

3. Teacher assessment allows observation to be made on a wide sample of students' behavior, in a more natural setting than would occur in a single externally assessed paper (Caribbean examinations Council, 2012).

4. In subjects with a high practical element, the teacher is in the best position to observe not only the student's manipulative skills but also their general work habit (Caribbean examinations Council 2012).

5. Teaching and testing go hand in hand. Teachers measure the effectiveness of their instruction on the assessment of the students' grasp of the objective of the instruction. Feedback from testing allows teachers to refine their objectives, revise their teaching strategies, select the most appropriate instructional materials, and plan their next unit of work (Caribbean examinations Council, 2012).

6. Task selected by teachers provides the opportunity for self–directed learning in which the student can assume responsibility for work on the aspect of the subject area.

2.2.12 The Challenges of School-based Assessment in schools

As indicated by a report published by the Hong Kong Professional Teachers Union (HPTU) in 2013, the workload brought upon by SBA is overwhelming for both teachers and students. For the student, the demand for SBA is high in terms of its quality and quantity, sometimes exceeding that of a student's ability (may even include tertiary education level content).

Also, the heavy workload derived from SBA often incurs extra lesson time, therefore limits students from partaking in extracurricular activities. On the other hand, teachers are similarly affected by hosting the extra lessons and making the vast amount of students' SBA work. Further, the PTU report suggested that the inadequate proportion of SBA that makes up the final mark will ultimately be "unfairly" adjusted by the public paper examination, regardless of how well the student did the former. A study by Mansora, Vikaramanb, and Medinac (2019) found that SBA implementation challenges include administrative support, teacher readiness, teacher workload, technical provision and professional support from the state education department. According to Ahmad and Mahamod (2016), teachers felt that SBA has caused students to take learning very lightly due to the non-exam culture, decreased emphasis on writing skills and increased teacher workload, including more time-consuming class preparation.

2.2.13 Strategies to ensure successful implementation of SBA

To ensure a successful implementation of SBA, Mansora, Vikaramanb, and Medinac (2019) stated that many teachers group students according to capability, and then, apply different approaches to explain the task to be performed either in class or during

assessment. According to them, this explains reasons to opt for formative assessments to evaluate student performance compared to summative examination that only shows final scores. Teachers are able to assess their student's capability, capacity and skills gradually (in accordance to student's learning phase) in order to achieve the final learning goals without rushing through syllabus or examination dates (Mutalib and Ahmad, 2016). This also promotes fun-learning, stress free learning environment. Mansora, Vikaramanb, and Medinac (2019) further stated that teachers should create various types of classroom activities to assess students' physical, emotional, cognitive, affective and social performance.

2.3 Empirical Review

2.3.1 Empirical Review on the Implementation of SBA policy

Rasid et al. (2015) assessed the role of mathematics teachers in the implementation of the SBA policy in Malaysia. The study sampled 260 teachers and found that mathematics teachers are ready and confident toward the implementation of SBA. The study also found that half of the teachers wish not to continue the use of the SBA as a mode of assessment.

Abdullah et al. (2015) conducted a study to identify the level of planning and implementation of School-Based Assessment (SBA) among teachers in Malaysia. The study uses a combination of qualitative and quantitative approaches in their methodology to select four teachers who carry out SBA for an interview and administered a questionnaire to 589 teachers from 48 schools. The study found that teachers do make careful planning before carrying out the assessment. This assertion was supported by Maba (2017) who

found that planning should be done to ensure the implementation of the assessment to the standard of learning. Brown (2001) added that proper planning will help teachers to focus better on teaching and this will produce meaningful learning. Stiggins and Chappuis (2006) stated that planning in terms of teaching materials should be done every day to ensure smooth implementation. Abdullah et al. (2015) also found that teachers plan the teaching methods that are used for assessing students. This conforms with the findings of Khalil and Awang (2016) who stated that the method should be selected based on the performance which will be measured.

2.3.2 Empirical Studies on the role of teachers in the implementation of SBA policy

Adediwura (2012) stated that teachers ensure that the scores given are per the assignment given and they build the instrument based on what was assessed. This is consistent with a study by Wiliam and Thompson (2008) which stated that teachers do the right concept of assessment by implementing SBA very well.

Abdullah et al. (2015) found that teachers do not build their instruments but use books in the market as an instrument of their assessment in the classroom. However, Gipps and Stobart (2003) stated that the construction of instruments is a very heavy load and puts pressure on teachers' knowledge and skills in the construction of instruments that is obtained during courses do not affect teachers.

A study by Mansor et al. (2013) in Malaysia on the assessment of School-Based Assessment found that all the teachers are very committed and had taken a positive approach. They also

found that teachers take their jobs very seriously and go all out to make the teaching and learning process lively, interesting, and to touch each student's learning cord.

Purvin (2011) stated that apart from teachers assigning the final grade to students' work, they are free to select the topic from the syllabus and design the classwork, homework, test, assignment, practical work, or oral presentation. Teachers conduct various tasks in the academic terms under the SBA, clearly explain the SBA tasks to all students, support pupils, and ease frustration towards the performance of the SBA tasks (Yung, 2002; Abdullah et al., 2015; Nair et al., 2014).

According to Adediwura (2012), teachers ensure that the scores they provide are linked to the assignment given and the instrument are built based on the assessment list. That is, they ensure that the instrument employed produces a valid outcome (Abdullah et al., 2015). This is supported by Wiliam and Thompson (2008) who stated the assessment of teachers is standard since they implement SBA very well.

2.3.3 Empirical Studies on the challenges facing teachers in the implementation of SBA policy

Malakolunthu and Hoon (2010) outlined the challenges relating to school-based assessment, which are lack of external monitoring, inadequate guidelines, and poor knowledge of teachers on SBA implementation. Kapambwe (2010) declared that teachers find it very difficult to implement SBA when there are changes to the previous assessment. According to Yip and Cheung (2005), most teachers lack the skills to accomplish the goals of SBA.

Also, the disparities in the capabilities and learning behaviors of students may affect the effectiveness of teaching and learning (Yung, 2002). Sato et al. (2005) stated that some teachers have inadequate skills and knowledge to implement the SBA and hence, get easily tempted to go back to their usual activities.

2.4 Conceptual Framework

A conceptual framework is referred to by Miles and Huberman (1994, p.4) as "a visual or written product, one that explains, either graphically or in narrative form, the main things to be studied—the key factors, concepts, or variables—and the presumed relationships among them". A conceptual framework describes the link between particular variables used in the study. A conceptual framework is vital to the comprehending of the various principles and observations that underpin the implementation of school-based assessment policy in basic schools. Figure 2.1 shows the graphical representation of the role of teachers, challenges, and strategies to ensure successful implementation of the SBA Policy. A study by Md-Ali et al. (2015) found that teachers were ready and confident toward the implementation of SBA.

Teachers being well informed about the introduction of SBA, they are provided with the policy document on the implementation of SBA, they are taken through workshops on the implementation of SBA shows that school-based assessment has been effectively implemented in basic schools. The successful implementation of SBA can be connected to the key roles such as designing effective SBA tasks to facilitate learning, conduct four tasks each in the term under the SBA, clearly explain the SBA tasks to all students, played by

teachers during the implementation of SBA (Yung, 2002; Abdullah et al., 2015; Nair et al., 2014). According to Purvin (2011), apart from teachers assigning the final grade to students' work, they are free to select the topic from the syllabus and design the classwork, homework, test, assignment, practical work, or oral presentation. Teachers conduct various tasks in the academic terms under the SBA, clearly explain the SBA tasks to all students, support pupils, and ease frustration towards the performance of the SBA tasks.

Despite the key roles played by teachers in the implementation of SBA in the basic schools, they are faced with challenges when implementing it. According to Malakolunthu and Hoon (2010), lack of external monitoring, inadequate guidelines, and poor knowledge of teachers on SBA implementation are the challenges facing teachers during the implementation of SBA. Kapambwe (2010) declared that teachers find it difficult to implement SBA when there are changes to the previous assessment. Sato et al. (2005) stated that some teachers have inadequate skills and knowledge to implement the SBA and hence, get easily tempted to go back to their usual activities. These challenges call for management of the school in collaboration with the educational sector management to formulate proactive strategies such as the orientation of teachers by delegates from the educational sector on the implementation of the SBA policy, provision of logistics to teachers by the educational sector, constant supervision of teachers by headteachers and management of the educational sector to ensure effective implementation of the SBA in the basic schools.

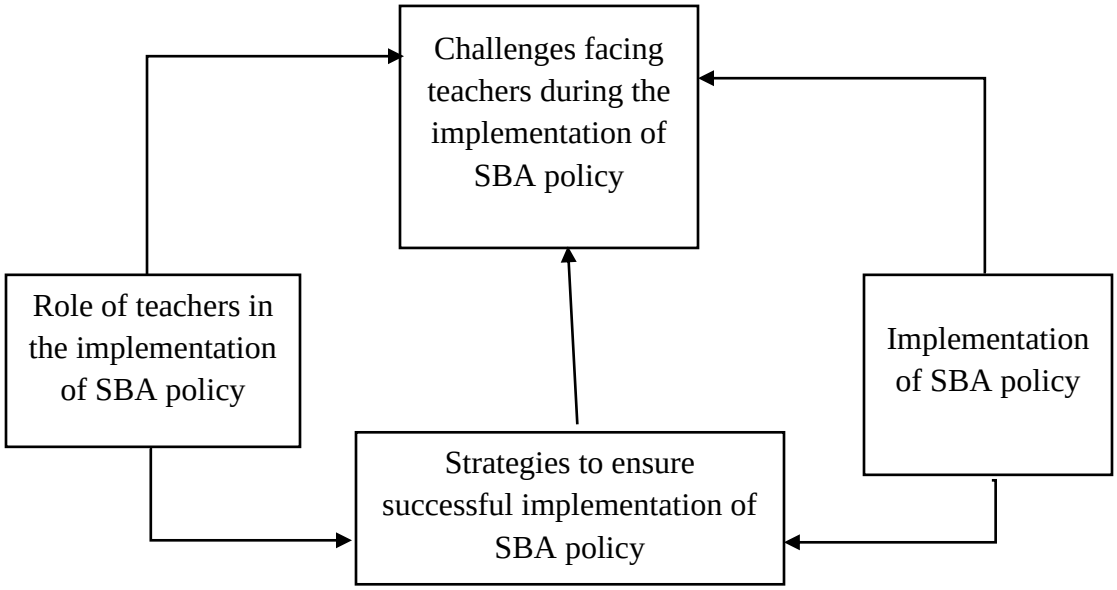

Figure 2.2: Conceptual Framework of the role of teachers, challenges, and strategies to ensure effective implementation of the school-based assessment.
Source: Author's work (2020)

2.5 Chapter Summary

The chapter reviewed previous studies related to the implementation, role of teachers, and challenges facing teachers when implementing school-based assessment in basic schools. The review of previous studies shows that school-based assessment has been implemented in basic schools and teachers play a crucial role in the implementation. Also, teachers are faced with challenges when implementing the school-based assessment. The next chapter presents the methods used to address the research questions of the study.

CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

The purpose of this study is to examine the SBA implementation policy, challenges faced by teachers in the implementation of the SBA policy, the roles of the teacher in the implementation of the SBA policy, and the strategies to ensure successful implementation of the SBA policy in the basic schools in Jasikan District of Ghana. This chapter presents the procedures that were used to conduct the study. The chapter describes the research design, choice of methodology, the study area, the population, sample and sampling techniques, data collection instrument, validity and reliability of the instrument, data collection procedures, data processing and analysis, and ethical considerations.

3.2 Research Design

Research design is a key plan for conducting an entire study (Malhotra & Birks, 2007). This study used an analytical cross-sectional research design. A cross-sectional study was used to examine the SBA implementation policy, challenges faced by teachers in the implementation of the SBA policy, the roles of the teacher in the implementation of the SBA policy, and the strategies to ensure successful implementation of the SBA policy in the basic schools in Jasikan District of Ghana. The cross-sectional study permitted the researcher to sample the respondents at a particular point in time. The design is not costly to perform and does not require a lot of time. It allowed the researcher to study multiple outcomes and exposures simultaneously (Wang & Cheng, 2020; Sedgwick, 2014).

3.3 Choice of Research Method

There are three types of research approaches for data collection, namely, quantitative research approach, qualitative research approach, and mixed research method. The mixed-methods comprise triangulating both the quantitative and qualitative methods to collect data sequentially using a descriptive survey (Creswell & Poth, 2016; Dillman et al., 2014). The quantitative approach follows the positivist paradigm and deductive logic while a qualitative approach follows an interpretivist paradigm and inductive logic (Mertens, 2005).

The quantitative research approach employs and analyzes numerical data using statistical methods (Collins & Hussey, 2013) while the qualitative approach explores a phenomenon within the natural context of the study (Korstjens & Moser, 2017). This study used a quantitative research approach that follows the positivist paradigm and deductive logic. It employs numbers to represent the values, levels of the construct, and concepts.

3.4 Study Area

The study was carried out in the Jasikan District of the Oti Region of Ghana. It lies 110km North-East from Ho. The people of Jasikan are immigrants from Takyiman in the Brong - Ahafo Region of Ghana, hence they are Guans. Jasikan as a name historically came about as a result of an Ashanti Warrior's sword dropping into "Odome", a stream that is a god in Jasikan. The god collected the sword of an Ashanti man during a war expectation in Buem. With the sword swept away, was a sign of defeat that was felt. They declared in Ashanti Language "Gye" which means collect and "Sikan" means sword, hence "Gyesikan" which

means the river has collected my sword, which was Europeanized as Jasikan. It is the district capital of Buem state and located at Buem Political constituency of the upper North of the Volta Region of Ghana now Oti Region. The population of Jasikan according to the 2010 population census report is about 25,000. Small scale farming and the fairly white color job is the occupation of the people. The farmers cultivate yam, cocoa, plantain, cocoyam, cassava, rice, banana, etc. and the white color jobs include teaching, banking, driving, and other clerical duties. Few people also engage in petty trading activities.

The language spoken by the people of Jasikan is "Lelemi". Even though "Lelemi" is their mother tongue (dialect), they use Akwapem Twi during official ceremonies. Jasikan is located between two hills, "Ohinto" to the West and "Etuku" to the East. Jasikan is made up of five clans with their respective chiefs. These clans are Bakotemina, Bakpana, Basamina, Badomi, and Badomina. Their main food is fufu and game meat soup. As a district, it has nine seven schools of which eighty-six are public basic schools and seven are privately owned basic schools, and three senior high schools, one vocational school, and a college of education that was mandated for the training of quality teachers for the basic schools in the town and beyond. Jasikan has a small market which operates on Fridays. Religious affiliation of the people is made up of Christians, Muslims, Traditional worshipers, and adherents to other religions. It also has one government hospital and a private clinic. The study focused mainly on basic school teachers in the district.

3.5 Population

Welman et al. (2005) referred to the population as the study of objects which may be individuals, groups, institutions, or the circumstances to which they are exposed. The target population for the study comprised all teachers in the basic schools in the Jasikan District of the Oti Region of Ghana. The teachers are targeted because they are engaged in the implementation of the SBA policy and therefore possess the unique characteristics required to serve as respondents to the study. The total population for the study was six hundred and fifty-one (651) teachers in the district serving students from seven (7) circuits in the district (Ministry of Education 2018). The total number of teachers grouped by gender for each circuit in the Jasikan District of the Oti Region of Ghana is presented in Table 3.1.

Table 3.1: Total Population of the Study

CIRCUIT	NUMBER OF TEACHERS		TOTAL
	MALE	FEMALE	
Jasikan	72	102	174
Bodada	40	31	71
Ayoma	61	27	88
Atonkor	74	36	110
Nsuta	58	14	72
Baika	36	21	57
Kute	61	18	79
Total	402	249	651

Source: Author's work (2020)

3.6 Sample and Sampling Procedure

This study used the stratified random sampling technique to select the teachers for each circuit in the Jasikan District of the Oti Region of Ghana. Stratified random sampling is a type of probability sampling where the population is divided into subpopulations and then a random sampling method is applied to each stratum (Schoereder et al., 2004). This study used stratified random sampling to proportionately allocate teachers from the Jasikan district of the Oti Region of Ghana into the seven-circuit in the district. The strata were the teachers within each circuit in the district. The circuit was used because within the circuit there are teachers who are homogeneous in nature but the circuits are heterogenous by geographical area. The total sample size of the teachers was computed using the Yamane (1967) formula for sample size determination;

$$n = \frac{N}{1 + N(e)^2}$$

Where *n* is the sample size, *N* is the total population and *e* is the sampling error. The sample size for the 651 teachers with a 95 percent confidence level and 5% sampling error is computed as;

$$n = \frac{651}{1 + 651(0.05)^2}$$

$$n = 248$$

Accounting for a 10% non-response rate, the total required sample size for the selected circuit is $248 + (0.10 \times 248) = 273$ teachers. The sample size for teachers in each circuit in the Jasikan District of the Oti Region of Ghana is presented in Table 3.2. The number of teachers sampled was based on proportion to the size of teachers within each circuit in the district. The sampled teachers were further categorized by gender.

Table 3.2: Total Sample of the Study

CIRCUIT	NUMBER OF TEACHERS		TOTAL
	MALE	FEMALE	
Jasikan	30	43	73
Bodada	17	13	30
Ayoma	26	11	37
Atonkor	31	15	46
Nsuta	24	6	30
Baika	15	9	24
Kute	25	8	33
Total	168	105	273

Source: Author's work (2020)

3.7 Data Collection Instruments

The study used primary sources to collect data. The primary data was collected using a closed-ended questionnaire. The study used a questionnaire to permit respondents to answer the questionnaire at their convenient time, decrease the influence of the researcher, and allow the respondents to answer personal questions that would have been difficult to get during face to face interviews. The study used a closed-ended questionnaire that was drafted to be answered by teachers of the seven circuits in the Jasikan District of the Oti Region of Ghana. The close-ended questionnaire for teachers asked questions on the demographic characteristics of teachers, the SBA implementation policy, challenges faced by teachers in the implementation of the SBA policy, the roles of the teacher in the

implementation of the SBA policy, and the strategies to ensure successful implementation of the SBA policy in the basic schools in Jasikan District of Ghana.

The questionnaire comprised 42 items and was divided into four sections, A, B, C, D, E, and F. Section A contains 5 items that measure the demographic characteristics of the teachers such as gender, age, number of teaching experience, class level, and educational qualification. Section B contained 7 items that covered the school-based assessment (SBA) implementation policies. Section C contained 4 items that covered the reasons for the implementation of the SBA policy. Section D contained 5 items that covered challenges faced by teachers in the implementation of the SBA Policy. Section E contained 10 items that covered the roles of the teacher in the implementation of the SBA policy. Finally, section F contained 11 items that covered strategies to ensure the successful implementation of the SBA Policy.

The study used the Likert methodology to measure each of the constructs. The Likert scale permitted participants to select answers that represent the degree of agreement or disagreement with the various questions. The Likert scale ranged from strongly disagree to strongly agree. It was coded as follows: Strongly disgrace = 1, disagree = 2, Neutral = 3, agree = 4, strongly agree = 5.

3.8 Validity and Reliability of the Instruments.

It is of the greatest essence that any research instrument intended for collecting data for research purposes to be tested for its validity and reliability, only then can it qualify as a

research instrument (Creswell & Poth, 2016). The reliability of the instrument for the study was ascertained by measuring the internal consistency of the data collection instruments. Cronbach alpha was used to obtain a reliability coefficient for the constructs.

Table 3.3 presents the Cronbach alpha for SBA policy implementation policy (SBAPI), reasons for implementing SBA (RISBA), the role of teachers in implementing SBA (RTISBA), challenges faced by teachers in implementing SBA (CTISBA), and the strategies to ensure successful implementation of SBA (SSISBA). The Cronbach Alpha values of SBAIP, RISBA, RTISBA, CTISBA, SSISBA are 0.892, 0.739, 0.771, 0.781, and 0.816 respectively depicting that the constructs have achieved an acceptable level of reliability.

Table 3.3: Cronbach Alpha

Construct	Items	Cronbach Alpha
SBAPI	7	0.892
RISBA	4	0.739
RTISBA	5	0.771
CTISBA	10	0.781
SSISBA	11	0.816

Source: Author's Work, 2020

The validity on the other hand talks about the appropriateness of the result or how truthful the research results are. To attain the highest degree of validity for the instrument adopted for this study, the instruments were meticulously vetted by the researcher's supervisors and

other experts in the field of the research. The instruments were pilot tested in the basic schools in the Biakoye District on 50 teachers in the district. The teachers in this district were chosen because they provide almost exact characteristics of the population under study.

3.9 Data Collection Procedure

To enable the researcher to have access to the sample and information that would reflect the general views and characteristics of the population, an extensive plan was required to provide direction for the data collection. Before the data was collected, copies of an introductory letter were collected from the Head of Teacher Education Department – University of Ghana; Legon which were subsequently distributed to the headteachers in the Jasikan district to seek permission for their teachers to be engaged in the research. The introductory letter was also sought to request co-operation and to create rapport between the respondents and the researcher. The researcher then met the respondents to schedule an appropriate time for the administration of the instrument. The researcher in collaboration with the respondents agreed on the specific date on which the questionnaires were to be administered and for which the respondents were given the necessary guidance to enable them to complete the instrument. The researcher with the help of the school administrators and welfare executives administered the questionnaires to the teachers. The only challenge faced was that some of the teachers were in class teaching during the data collection period.

3.10 Data Processing and Analysis

The primary quantitative data collected using the questionnaire were coded and entered into a Microsoft Excel 2015 spreadsheet and STATA 2015. This primary data collected were processed, analyzed, and presented in tables and graphs such as pie charts and bar charts. Also, the mean, standard deviation, and Relative Important Index (RII) were used to analyze the various constructs. The Likert scale was used to capture the importance or weights of the constructs. To determine the relative ranking of the items in the construct, the scores were then transformed into important indices based on the following equation:

$$RII = \frac{\sum_{i=1}^{5} W_i}{A \times N} \tag{3.1}$$

Where W_i = the weight is given to each factor by the respondents ranging from 1 to 5

$$A = the\ highest\ weight = 5$$

$$N = the\ total\ number\ of\ respondents$$

Based on Equation (3.1) the relative importance index (RII) lies within 0 and 1.

Furthermore, the independent t-test was used to test the difference between the mean SBA implementation policy scores among gender and class level while the one-way ANOVA was used to test the difference between the mean SBA implementation policy scores among age group, educational qualification, and years of working experience.

3.11 Ethical Consideration

A confidentiality agreement was drafted and administered together with the questionnaire to ensure respondents of their privacy, voluntary, anonymity, and confidentiality. Informed consent was sort from the participants before the data was collected. The respondents were not coerced or deceived in any way to participate in the study and data collected from this

research were not manipulated to suit the researcher's objectives or otherwise. The participants were aware of what the research entails and how it will benefit them.

3.12 Chapter Summary

In this chapter, the researcher focused on the methods and procedures used to achieve the research objectives. Firstly, the researcher used a descriptive, cross-sectional study design. Secondly, the researcher randomly sampled 273 teachers of the seven circuits in the Jasikan District of the Oti Region of Ghana using stratified random sampling and gathered data from teachers using structured questionnaires. Lastly, the researcher used a relative important index to evaluate the constructs. The next chapter presents the findings of the data collected.

CHAPTER FOUR

RESULTS

4.0 Introduction

This chapter presents the results of the analysis of data collected from 273 teachers in the basic schools in the Jasikan District of Ghana. The study used graphs such as pie charts and bar charts to describe the background information of the teachers. Also, the study used frequency tables, summary statistics such as mean and standard deviation, and relative important index to assess the SBA implementation policy, reasons for implementing SBA policy, challenges faced by teachers in the implementation of the SBA policy, the roles of the teacher in the implementation of the SBA policy, and the strategies to ensure successful implementation of the SBA policy. Finally, it presents a discussion of findings from the study.

4.1. Demographic Characteristics of the Study Participants

The demographic characteristics of the study participants described in the study are gender, age, educational qualification, number of years of teaching experience, and class level being taught.

4.1.1 Gender of participants

The gender of teachers in the basic schools in the Jasikan District of Ghana is presented in Figure 4.1. From Figure 4.1, 182 (66.7%) of the participants were males and 91 (33.3%) of the participants were females. The gender distribution of participants shows that the majority of the teachers at the basic schools are males.

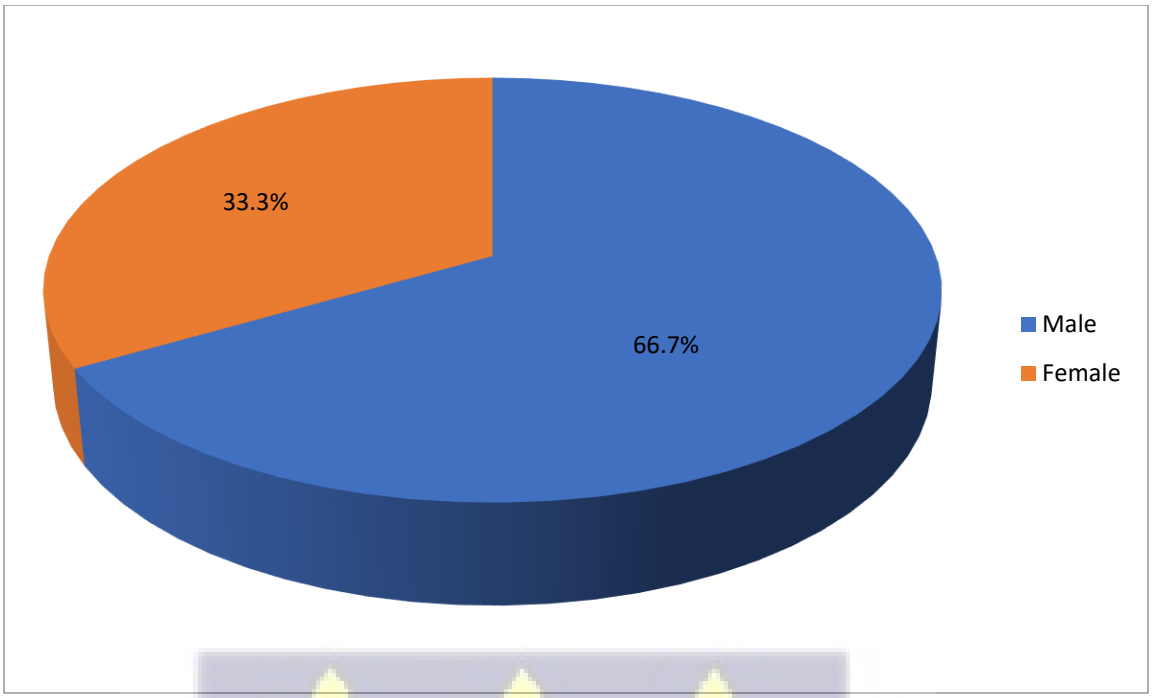

Figure 4.1: Gender of participants
Source: Author's work (2020)

4.1.2 Age of participants

The age of teachers in the basic schools in the Jasikan District of Ghana is presented in Figure 4.2. From Figure 4.2, 59 (21.6%) of the participants were less than 20-29 years, 116 (42.5%) of the participants belonged to the age group 30-39 years, 68 (24.9%) of the participants belonged to the age group 40-49 years, and 30 (11.0%) of the participants belonged to the age group 50-59 years. The age distribution of the teachers in the basic schools shows that the teachers are within the active working force.

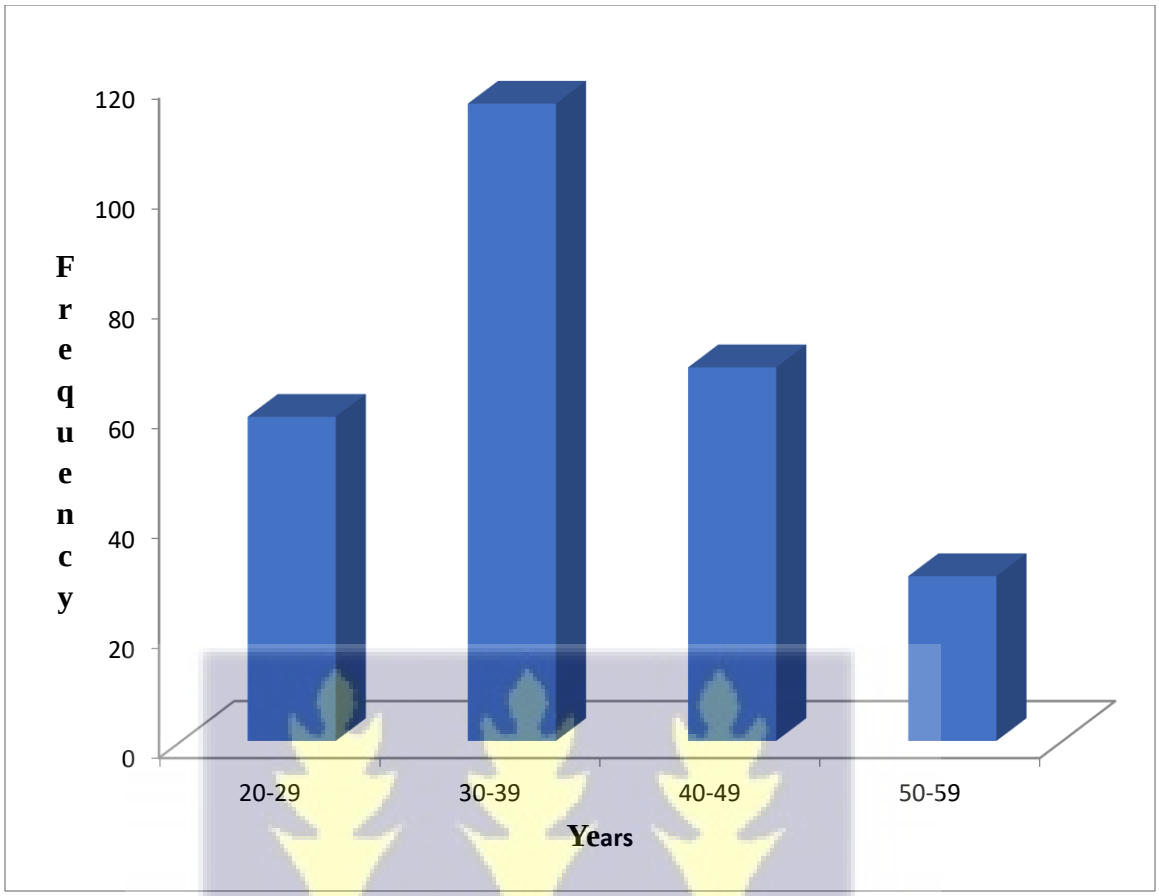

Figure 4.2: Age of participants
Source: Author's work (2020)

4.1.3 Educational qualification of participants

The educational qualification of teachers in the basic schools in the Jasikan District of Ghana is presented in Figure 4.3. From Figure 4.3, 63 (23.1%) of the teachers had attained diploma, 160 (58.6%) of the teachers had attained an undergraduate degree, 36 (13.2%) of the teachers had attained master's degree, and 14 (5.1%) of the teachers had attained post-graduate diploma. The majority of the participants having an undergraduate degree may be due to the recent educational qualification of teachers before being employed as a teacher at the basic schools.

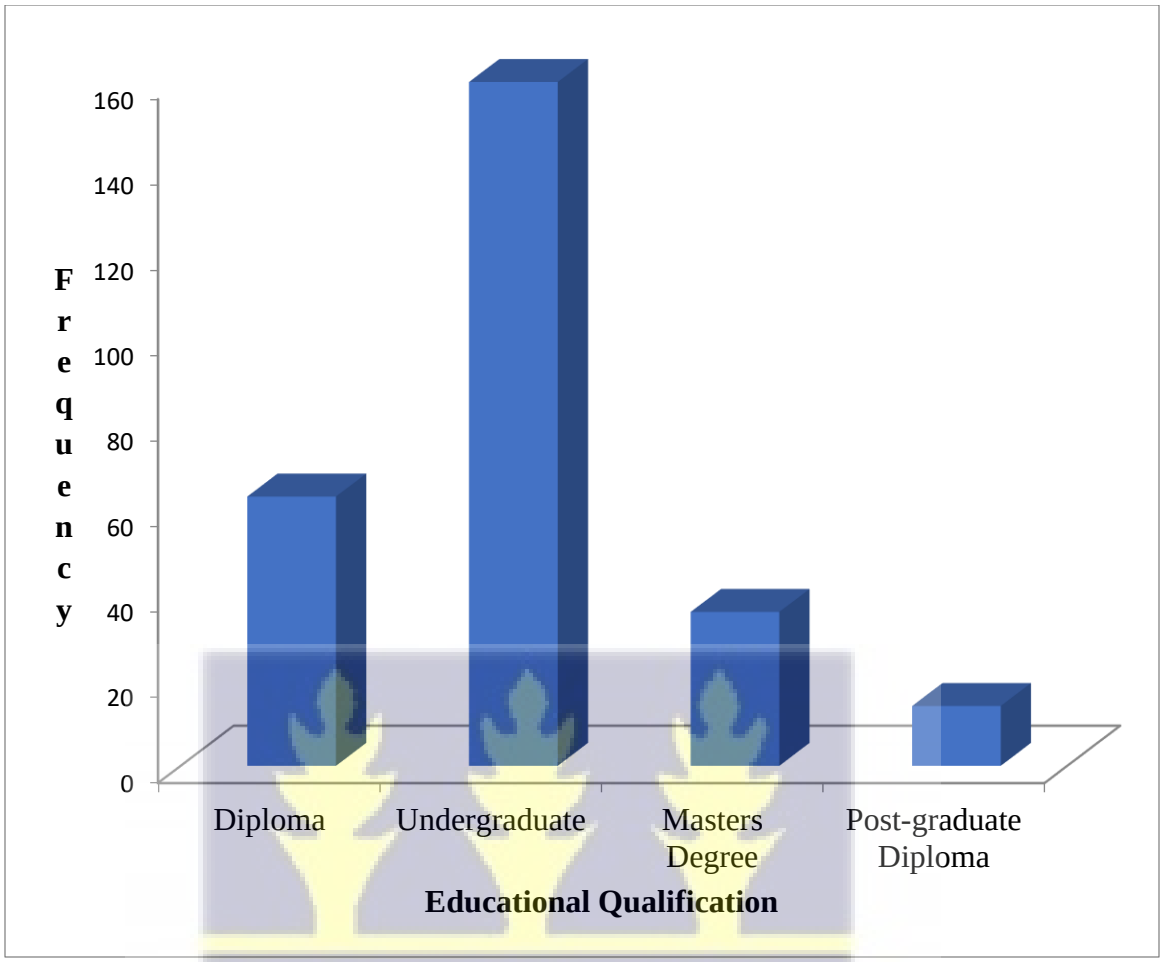

Figure 4.3: Educational Qualification of participants
Source: Author's work (2020)

4.1.4 Number of years of teaching experience of participants

The number of years of teaching experience in the basic schools in the Jasikan District of Ghana is presented in Figure 4.4. From Figure 4.4, 42 (15.4%) of the participants had been teaching less than 5 years, 95 (34.8%) of the participants had been teaching between 5 and 9 years, 69 (25.3%) of the participants had been teaching between 10 and 14 years, and 67 (24.5%) of the participants had been teaching 15 years and above.

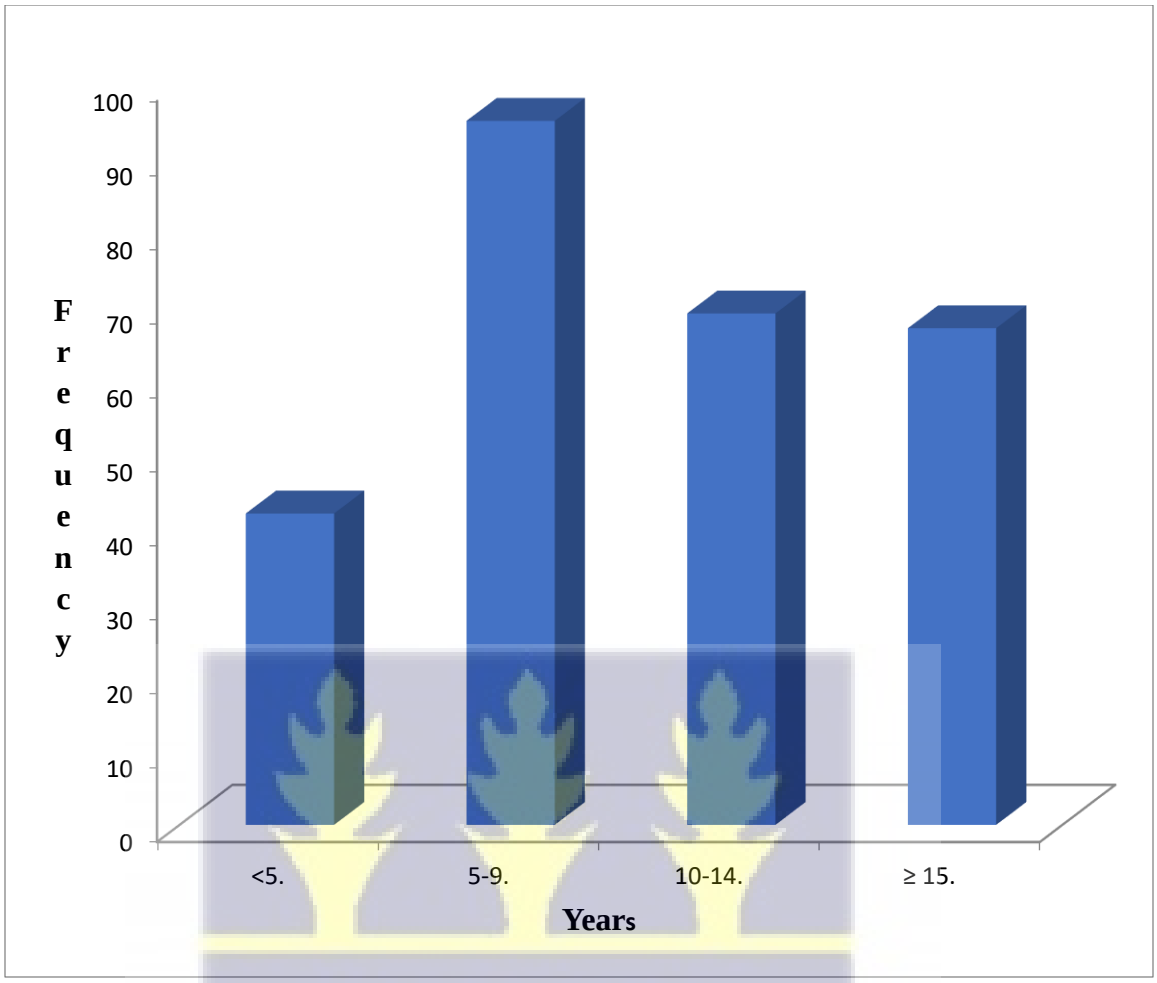

Figure 4.4: Number of years of teaching experience of participants
Source: Author's work (2020)

4.1.5 Class level being taught of participants

The class level being taught by teachers in the basic schools in the Jasikan District of Ghana is presented in Figure 4.5. From Figure 4.5, 106 (38.8%) of the participants teach in primary school and 167 (61.2%) of the participants teach in JHS.

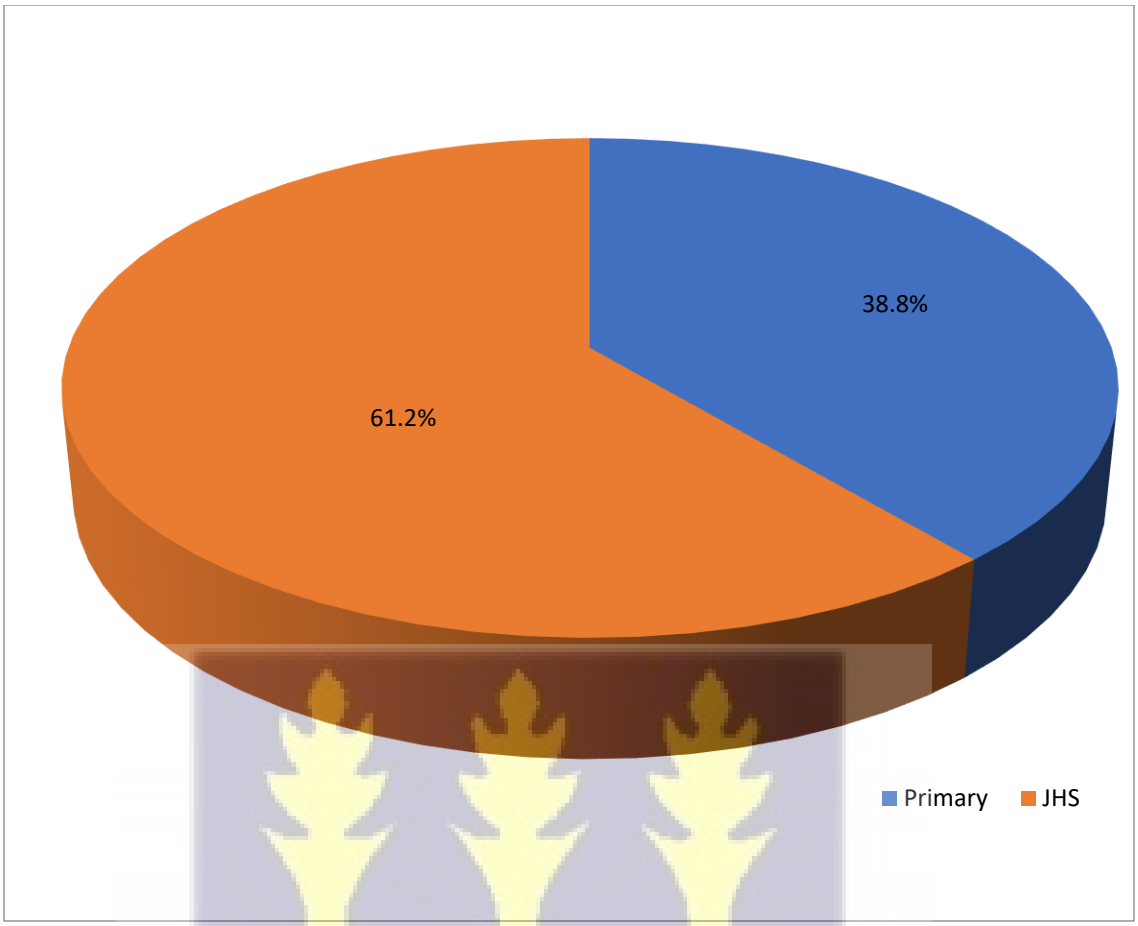

Figure 4.5: Class level being taught by participants
Source: Author's work (2020).

4.2. SBA Policy Implementation of participants

The extent to which teachers in the basic schools in the Jasikan District of Ghana agreed or disagreed with the statements related to school-based assessment policy implementation is presented in Table 4.1. From Table 4.1, 34 (12.4%) participants were neutral that teachers are well informed about the introduction of SBA in Ghanaian Basic Schools, 144 (52.8%) participants agreed that teachers are well informed about the introduction of SBA in Ghanaian Basic Schools, and 95 (34.8%) participants strongly agreed that teachers are well informed about the introduction of SBA in Ghanaian Basic Schools. No participant

disagreed or strongly disagreed that teachers are well informed about the introduction of SBA in Ghanaian Basic Schools.

Also, 158 (57.9%) participants agreed that teachers are provided with the policy document on the implementation of SBA, and 115 (42.1%) participants strongly agreed that teachers are provided with the policy document on the implementation of SBA. No participant was neutral, disagreed, or strongly disagreed that teachers are provided with the policy document on the implementation of SBA.

Furthermore, 210 (76.9%) participants agreed that teachers accept the philosophy of the SBA, and 63 (23.1%) participants strongly agreed that teachers accept the philosophy of the SBA. No participant disagreed or strongly disagreed that teachers accept the philosophy of the SBA.

Moreover, 88 (32.2%) participants are neutral that teachers are taken through workshops on the implementation of SBA, 154 (56.4%) participants agreed that teachers are taken through workshops on the implementation of SBA and 31 (11.4%) participants strongly agreed that teachers are taken through workshops on the implementation of SBA. No participant was neutral, disagreed, or strongly disagreed that teachers are taken through workshops on the implementation of SBA.

One-fourth (25.6%, n=70) of participants were neutral that SBA has been successfully incorporated into their school, 92 (33.7%) participants agreed that SBA has been

successfully incorporated into their school, and 111 (40.7%) participants strongly agreed that SBA has been successfully incorporated into my school. No participant disagreed or strongly disagreed that SBA has been successfully incorporated into their school.

More than one-fifth (23.8%, n=65) of participants were neutral that teachers are confident in the implementation of the SBA in their schools, 179 (65.6%) participants agreed that teachers are confident in the implementation of the SBA in their schools, and 29 (10.6%) participants strongly agreed that teachers are confident in the implementation of the SBA in their schools. No participant disagreed or strongly disagreed that teachers are confident in the implementation of the SBA in their schools.

Finally, 77 (28.2%) participants were neutral that SBA has become an integral part of internal assessment in my school, 110 (40.3%) participants agreed that SBA has become an integral part of internal assessment in my school, and 86 (31.5%) participants strongly agreed that SBA has become an integral part of internal assessment in my school. No participant disagreed or strongly disagreed that SBA has become an integral part of internal assessment in my school.

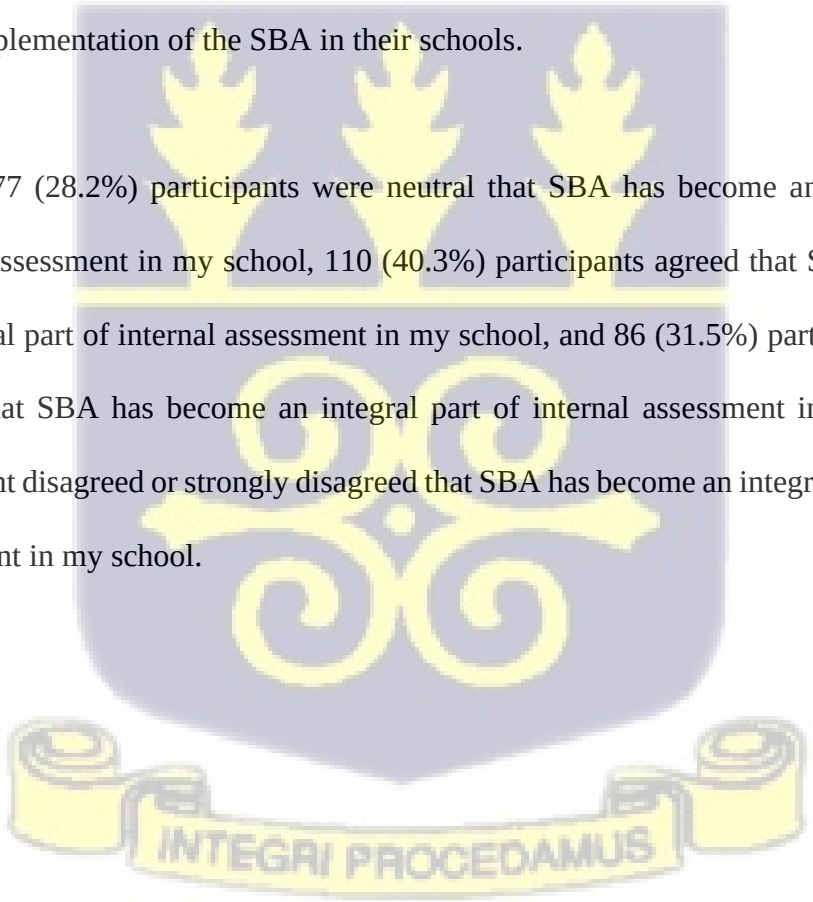

Table 4.1: SBA Policy Implementation

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)
Teachers are well informed about the introduction of the SBA in Ghanaian Basic Schools.	0 (0.0)	0 (0.0)	34 (12.4)	144 (52.8)	95 (34.8)
Teachers are provided with a policy document on the implementation of SBA.	0 (0.0)	0 (0.0)	0 (0.0)	158 (57.9)	115 (42.1)
Teachers accept the philosophy of the SBA	0 (0.0)	0 (0.0)	0 (0.0)	210 (76.9)	63 (23.1)
Teachers are taken through workshops on the implementation of SBA	0 (0.0)	0 (0.0)	88 (32.2)	154 (56.4)	31 (11.4)
SBA has been successfully incorporated into my school	0 (0.0)	0 (0.0)	70 (25.6)	92 (33.7)	111 (40.7)
Teachers are confident in implementing the SBA in their schools.	0 (0.0)	0 (0.0)	65 (23.8)	179 (65.6)	29 (10.6)
SBA has become an integral part of the internal assessment in my school.	0 (0.0)	0 (0.0)	77 (28.2)	110 (40.3)	86 (31.5)

SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD=Strongly Disagree
Source: Author's Work (2020)

Table 4.2 shows the summary statistics and relative importance index of SBA implementation policy. From Table 4.2, the means of the measurement items for SBA implementation policy are generally high with the highest being teachers are provided with the policy document on the implementation of SBA as an important factor to measure SBA

implementation policy with a mean (±SD) = 4.42 (±0.49). The overall mean score of 4.10 (±0.62) shows that the teachers generally accepted the SBA implementation policy.

Table 4.2 also shows the relative important index of seven important factors under the SBA implementation policy group. Among all important factors within this group, the lowest and highest relative important index were 0.76 and 0.88 for teachers are taken through workshops on the implementation of SBA, and teachers are provided with the policy document on the implementation of SBA respectively.

Table 4.2: Mean, Standard Deviation and Relative Importance Index of SBA Policy Implementation

Statement	Mean	SD	RII	Rank in Group
Teachers are well informed about the introduction of the SBA in Ghanaian Basic Schools.	4.22	0.65	0.84	3
Teachers are provided with a policy document on the implementation of SBA.	4.42	0.49	0.88	1
Teachers accept the philosophy of the SBA	4.23	0.42	0.85	2
Teachers are taken through workshops on the implementation of SBA	3.79	0.63	0.76	7
SBA has been successfully incorporated into my school	4.15	0.80	0.83	4
Teachers are confident in implementing the SBA in their schools.	3.87	0.57	0.77	6
SBA has become an integral part of the internal assessment in my school.	4.03	0.77	0.81	5
Overall Average Means score	4.10	0.62		

RII= Relative Important Index, SD= Standard Deviation
Source: Author's Work (2020)

4.3. Reasons for Implementing SBA

The extent to which teachers in the basic schools in the Jasikan District of Ghana agreed or disagreed with the statements related to reasons for implementing SBA is presented in Table 4.3. From Table 4.3, 175 (64.1%) participants agreed that SBA was introduced to bring standardization in assessing basic school pupils throughout the country and 98 (35.9%) participants strongly agreed that SBA was introduced to bring standardization in assessing basic school pupils throughout the country. No participant was neutral, disagreed, or strongly disagreed that SBA was introduced to bring standardization in assessing basic school pupils throughout the country.

Also, 119 (43.6%) participants were neutral that SBA was introduced to give frequent feedback to learners to improve their learning skills, 93 (34.1%) participants agreed that SBA was introduced to give frequent feedback to learners to improve their learning skills, and 61 (22.3%) participants strongly agreed that SBA was introduced to give frequent feedback to learners to improve their learning skills. No participant disagreed or strongly disagreed that SBA was introduced to give frequent feedback to learners to improve their learning skills.

Furthermore, 22 (8.1%) participants disagreed that SBA was implemented at the Basic school level to reduce the workload of teachers, 201 (73.6%) were neutral that SBA was implemented at the Basic school level to reduce the workload of teachers, 38 (13.9%) agreed that SBA was implemented at the Basic school level to reduce the workload of teachers, and 12 (4.4%) strongly agreed that SBA was implemented at the Basic school

level to reduce the workload of teachers. No participant strongly disagreed that SBA was implemented at the Basic school level to reduce the workload of teachers.

Finally, 162 (59.3%) participants were neutral that SBA allows various tasks to be designed for teachers to follow, 64 (23.5%) participants agreed that SBA allows various tasks to be designed for teachers to follow, and 47 (17.2%) strongly agreed that SBA allows various tasks to be designed for teachers to follow. No participant disagreed or strongly disagreed that SBA allows various tasks to be designed for teachers to follow.

Table 4.3: Reasons for Implementing SBA

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)
SBA was introduced to bring standardization in assessing basic school pupils throughout the country.	0 (0.0)	0 (0.0)	0 (0.0)	175 (64.1)	98 (35.9)
SBA was introduced to give frequent feedback to learners to improve their learning skills.	0 (0.0)	0 (0.0)	119 (43.6)	93 (34.1)	61 (22.3)
SBA is implemented at the Basic school level to reduce the workload of teachers.	0 (0.0)	22 (8.1)	201 (73.6)	38 (13.9)	12 (4.4)
SBA allows various tasks to be designed for teachers to follow.	0 (0.0)	0 (0.0)	162 (59.3)	64 (23.5)	47 (17.2)

SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD=Strongly Disagree
Source: Author's compilation (2020)

From Table 4.4, the means of the measurement items for reasons for the implementation of SBA are generally high with the highest being SBA was introduced to bring standardization in assessing basic school pupils throughout the country with a mean (±SD) = 4.36 (±0.48). The overall average means score of 3.72 (±0.66) shows that the teachers generally accepted the reasons for the implementation of the SBA policy. Table 4.4 also shows the relative important index of four important factors under reasons for the implementation SBA policy group. Among all important factors within this group, the lowest and highest relative important index were 0.63 and 0.87 for SBA is implemented at the Basic school level to reduce the workload of teachers and SBA was introduced to bring standardization in assessing basic school pupils throughout the country respectively.

Table 4.4: Mean, Standard Deviation and Relative Importance Index of Reasons for Implementing SBA

Statement	Mean	SD	RII	Rank in Group
SBA was introduced to bring standardization in assessing basic school pupils throughout the country.	4.36	0.48	0.87	1
SBA was introduced to give frequent feedback to learners to improve their learning skills.	3.79	0.79	0.76	2
SBA is implemented at the Basic school level to reduce the workload of teachers.	3.15	0.61	0.63	4
SBA allows various tasks to be designed for teachers to follow.	3.58	0.77	0.72	3
Overall Average Means score	3.72	0.66		

RII= Relative Important Index, SD= Standard Deviation

Source: Author's Work (2020)

4.4. The Roles of the Teacher in the Implementation of the SBA Policy

The extent to which teachers in the basic schools in the Jasikan District of Ghana agreed or disagreed with the statements related to the roles of the teacher in the implementation of the SBA Policy is presented in Table 4.5. From Table 4.5, 37 (13.6%) participants were neutral that teachers play the role of a facilitator in the implementation of SBA, 163 (59.7%) participants agreed that teachers play the role of a facilitator in the implementation of SBA, and 73 (26.7%) participants strongly agreed that teachers play the role of a facilitator in the implementation of SBA. No participant disagreed or strongly disagreed that teachers play the role of a facilitator in the implementation of SBA.

Also, 33 (12.1%) participants were neutral that teachers design effective SBA tasks to facilitate learning, 130 (47.6%) participants agreed that teachers design effective SBA tasks to facilitate learning, and 110 (40.3%) participants strongly agreed that teachers design effective SBA tasks to facilitate learning. No participant disagreed or strongly disagreed that teachers play the role of a facilitator in the implementation of SBA.

Furthermore, 127 (46.5%) participants were neutral that teachers conduct four tasks each in the term under the SBA, 83 (30.4%) participants agreed that teachers conduct four tasks each in the term under the SBA, and 63 (23.1%) participants strongly agreed that. teachers conduct four tasks each in the term under the SBA. No participant disagreed or strongly disagreed that teachers conduct four tasks each in the term under the SBA.

Moreover, 117 (42.9%) participants were neutral that teachers clearly explain the SBA tasks to all students. 90 (33.0%) participants agreed that teachers clearly explain the SBA tasks to all students, and 66 (24.1%) strongly agreed that teachers clearly explain the SBA tasks to all students. No participant disagreed or strongly disagreed that teachers clearly explain the SBA tasks to all students.

More than one-fifth (23.8%, n= 65) of participants were neutral that teachers support pupils and ease frustration towards the performance of the SBA tasks, 116 (42.5%) participants agreed that teachers support pupils and ease frustration towards the performance of the SBA tasks, and 92 (33.7) participants strongly agreed that teachers support pupils and ease frustration towards the performance of the SBA tasks. No participant disagreed or strongly disagreed that teachers support pupils and ease frustration towards the performance of the SBA tasks.

More than one-tenth (13.2%, n= 36) participants were neutral that teachers conduct SBA tasks (CATS) and record them accurately, 152 (55.7%) participants agreed that teachers conduct SBA tasks (CATS) and record them accurately, and 85 (31.1%) participants strongly agreed that teachers conduct SBA tasks (CATS) and record them accurately. No participant disagreed or strongly disagreed that teachers conduct SBA tasks (CATS) and record them accurately.

More than one-tenth (13.9%, n= 38) of participants were neutral that teachers ensure that every child takes part in writing the SBA tests (CATS), 163 (59.7%) participants agreed

that teachers ensure that every child takes part in writing the SBA tests (CATS), and 72 (26.4%) participants strongly agreed that teachers ensure that every child takes part in writing the SBA tests (CATS). No participant disagreed or strongly disagreed that teachers ensure that every child takes part in writing the SBA tests (CATS).

More than half (51.7%, n= 141) of participants agreed that teachers give adequate homework and projects to pupils under the SBA, 78 (28.5%) strongly agreed that teachers give adequate homework and projects to pupils under the SBA, and 54 (19.8%), participants were neutral that teachers give adequate homework and projects to pupils under the SBA. No participant disagreed or strongly disagreed that teachers give adequate homework and projects to pupils under the SBA.

More than two-thirds (72.2%, n= 197) of participants agreed that teachers use the SBA scores to track the progress of all children, 55 (20.1%) strongly agreed that teachers use the SBA scores to track the progress of all children, and 21 (7.7%), participants were neutral that teachers use the SBA scores to track the progress of all children. No participant disagreed or strongly disagreed that teachers use the SBA scores to track the progress of all children.

More than half (56.0%, n = 153) participants were neutral that teachers report accurately the progress of the learners on SBA to parents, guardians, family members, and those who need it, 52 (19.1%) participants agreed that teachers report accurately the progress of the learners on SBA to parents, guardians, family members and those who need it, and 68

(24.9%) strongly agreed that teachers report accurately the progress of the learners on SBA to parents, guardians, family members and those who need it. No participant disagreed or strongly disagreed that teachers report accurately the progress of the learners on SBA to parents, guardians, family members, and those who need it.

Finally, 26 (9.5%) participants were neutral that teachers monitor the progress of the special needs' children for early intervention under the SBA, 150 (55.0%) participants agreed that teachers monitor the progress of the special needs children for early intervention under the SBA, and 97 (35.5%) strongly agreed that teachers monitor the progress of the special needs' children for early intervention under the SBA. No participant disagreed or strongly disagreed that teachers monitor the progress of the special needs' children for early intervention under the SBA.

Table 4.6 shows the summary statistics and relative importance index of the roles of teachers in the implementation of the SBA Policy. From Table 4.6, the means of the measurement items for the roles of the teacher in the implementation of the SBA policy are generally high with the highest being teachers design effective SBA tasks to facilitate learning with a mean (±SD) = 4.28 (±0.67).

Table 4.5: The roles of the teacher in the implementation of the SBA Policy

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)
Teachers play the role of a facilitator in the implementation of SBA.	0 (0.0)	0 (0.0)	37 (13.6)	163 (59.7)	73 (26.7)
Teachers design effective SBA tasks to facilitate learning.	0 (0.0)	0 (0.0)	33 (12.1)	130 (47.6)	110 (40.3)
Teachers conduct four tasks each in the term under the SBA.	0 (0.0)	0 (0.0)	127 (46.5)	83 (30.4)	63 (23.1)
Teachers clearly explain the SBA tasks to all students.	0 (0.0)	0 (0.0)	117 (42.9)	90 (33.0)	66 (24.1)
Teachers support pupils and ease frustration towards the performance of the SBA tasks.	0 (0.0)	0 (0.0)	65 (23.8)	116 (42.5)	92 (33.7)
Teachers conduct SBA tasks (CATS) and record them accurately.	0 (0.0)	0 (0.0)	36 (13.2)	152 (55.7)	85 (31.1)
Teachers ensure that every child takes part in writing the SBA tests (CATS).	0 (0.0)	0 (0.0)	38 (13.9)	163 (59.7)	72 (26.4)
Teachers give adequate homework and projects to pupils under the SBA.	0 (0.0)	0 (0.0)	54 (19.8)	141 (51.7)	78 (28.5)
Teachers use the SBA scores to track the progress of all children.	0 (0.0)	0 (0.0)	21 (7.7)	197 (72.2)	55 (20.1)
Teachers report accurately the progress of the learners on SBA to parents, guardians, family members, and those who need it.	0 (0.0)	0 (0.0)	153 (56.0)	52 (19.1)	68 (24.9)
Teachers monitor the progress of the special needs children for early intervention under the SBA.	0 (0.0)	0 (0.0)	26 (9.5)	150 (55.0)	97 (35.5)

SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD=Strongly Disagree
Source: Author's Work (2020)

Table 4.6: Mean, Standard Deviation and Relative Importance Index of roles of the teacher in the implementation of the SBA Policy

Statement	Mean	SD	RII	Rank in Group
Teachers play the role of a facilitator in the implementation of SBA.	4.13	0.62	0.83	4
Teachers design effective SBA tasks to facilitate learning.	4.28	0.67	0.86	1
Teachers conduct four tasks each in the term under the SBA.	3.77	0.80	0.75	10
Teachers clearly explain the SBA tasks to all students.	3.81	0.80	0.76	9
Teachers support pupils and ease frustration towards the performance of the SBA tasks.	4.10	0.75	0.82	5
Teachers conduct SBA tasks (CATS) and record them accurately.	4.18	0.64	0.84	3
Teachers ensure that every child takes part in writing the SBA tests (CATS).	4.12	0.62	0.82	5
Teachers give adequate homework and projects to pupils under the SBA.	4.09	0.69	0.82	5
Teachers use the SBA scores to track the progress of all children.	4.12	0.51	0.82	5
Teachers report accurately the progress of the learners on SBA to parents, guardians, family members, and those who need it.	3.69	0.85	0.74	11
Teachers monitor the progress of the special needs children for early intervention under the SBA.	4.26	0.62	0.85	2
Overall Average Means score	4.05	0.69		

RII= Relative Important Index, SD= Standard Deviation, Source: Author' work (2020)

The overall average means score of 4.05 (±0.69) shows that the teachers generally accepted

Table 4.6 also shows the relative important index of eleven important factors under the roles of the teacher in the implementation of the SBA policy group. Among all important factors within this group, the lowest and highest relative important index were 0.74 and 0.86 for teachers to report accurately the progress of the learners on SBA to parents,

guardians, family members, and those who need it and teachers design effective SBA tasks to facilitate learning respectively.

4.5. Challenges faced by teachers in the implementation of the SBA Policy

The extent to which teachers in the basic schools in the Jasikan District of Ghana agreed or disagreed with the statements related to challenges faced by teachers in the implementation of the SBA policy is presented in Table 4.7.

From Table 4.7, 108 (39.6%) participants strongly disagreed that teachers lack knowledge in the implementation of SBA, 129 (47.2%) participants disagreed that teachers' lack knowledge in the implementation of SBA, and 36 (13.2%) participants were neutral that teachers lack knowledge in the implementation of SBA. No participant agreed or strongly agreed that teachers lack knowledge in the implementation of SBA.

Also, 24 (8.8%) participants strongly disagreed that SBA is time-consuming, 104 (38.1%) participants disagree that SBA is time-consuming, 114 (41.8%) participants were neutral that SBA is time-consuming, and 31 (11.3%) participants agreed that SBA is time-consuming. No participant strongly agreed that SBA is time-consuming.

Furthermore, 110 (40.3%) participants strongly disagreed that teachers do not have enough orientation to the implementation of SBA, 88 (32.2%) participants disagreed that teachers do not have enough orientation to the implementation of SBA, and 75 (27.5%) participants were neutral that teachers do not have enough orientation to the implementation of SBA.

No participant disagreed or strongly disagreed that teachers do not have enough orientation to the implementation of SBA.

Moreover, 25 (9.2%) participants strongly disagreed that other teachers show low commitment to the implementation of the SBA policy, 78 (28.6%) participants disagree that other teachers show low commitment to the implementation of the SBA policy, 139 (50.9%) participants were neutral that other teachers show low commitment to the implementation of the SBA policy and 31 (11.3%) participants agreed that other teachers show low commitment to the implementation of the SBA policy. No participant strongly agreed that other teachers show low commitment to the implementation of the SBA policy.

More than one-third (39.6%, n=108) participants strongly disagreed that there is no work schedule or timetable as known to students when tasks related to SBA are to be conducted, 113 (41.4%) participants disagree that there is no work schedule or timetable as known to students when tasks related to SBA are to be conducted, and 52 (19.0%) participants were neutral that there is no work schedule or timetable as known to students when tasks related to SBA are to be conducted. No participant agreed or strongly agreed that there is no work schedule or timetable as known to students when tasks related to SBA are to be conducted.

More than one-half (55.0%, n=150) participants strongly disagreed that there is a lack of regular management's supervision of teachers to perform the SBA tasks in my school, 79 (28.9%) participants disagree that there is a lack of regular management's supervision of teachers to perform the SBA tasks in my school, and 44 (16.1%) participants were neutral

that there is lack of regular management's supervision of teachers to perform the SBA tasks in my school. No participant agreed or strongly agreed that there is a lack of regular management's supervision of teachers to perform the SBA tasks in my school.

More than three-fifth (60.4%, n=165) of participants strongly disagreed the management does not give much attention to the execution of projects work under the SBA, 84(30.8%) participants disagreed to management does not give much attention to the execution of projects work under the SBA, and 24 (8.8%) participants were neutral to the management does not give much attention to the execution of projects work under the SBA. No participant agreed or strongly agreed to the management does not give much attention to the execution of projects work under the SBA.

More than half (54.6%, n=149) participants strongly disagreed that inadequate training on SBA was given to teachers to implement SBA, 101 (37.0%) participants disagreed that inadequate training on SBA was given to teachers to implement SBA, and 23 (8.4%) participants were neutral that inadequate training on SBA was given to teachers to implement SBA. No participant agreed or strongly agreed that inadequate training on SBA was given to teachers to implement SBA.

More than half (56.4%, n=154) participants strongly disagreed that SBA does not make room for students who are absent on the day that a task is performed, 63 (23.1%) participants disagreed that SBA does not make room for students who are absent on the day that a task is performed, and 30 (11.0%) participants were neutral that SBA does not

make room for students who are absent on the day that a task is performed. No participant agreed or strongly agreed that SBA does not make room for students who are absent on the day that a task is performed.

Table 4.7: Challenges faced by teachers in the implementation of the SBA Policy

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)
Teachers lack knowledge in the implementation of SBA	108 (39.6)	129 (47.2)	36 (13.2)	0 (0.0)	0 (0.0)
SBA is time-consuming.	24 (8.8)	104 (38.1)	114 (41.8)	31 (11.3)	0 (0.0)
Teachers do not have enough orientation to the implementation of SBA.	110 (40.3)	88 (32.2)	75 (27.5)	0 (0.0)	0 (0.0)
Other teachers show low commitment to the implementation of the SBA policy.	25 (9.2)	78 (28.6)	139 (50.9)	31 (11.3)	0 (0.0)
There is no work schedule or timetable as known to students when tasks related to SBA are to be conducted.	108 (39.6)	113 (41.4)	52 (19.0)	0 (0.0)	0 (0.0)
There is a lack of regular management's supervision of teachers to perform the SBA tasks in my school.	150 (55.0)	79 (28.9)	44 (16.1)	0 (0.0)	0 (0.0)
Lack of supply of logistics for the implementation of SBA in my school	165 (60.4)	84 (30.8)	24 (8.8)	0 (0.0)	0 (0.0)
SBA does not make room for students who are absent on the day that a task is performed.	154 (56.4)	63 (23.1)	30 (11.0)	26 (9.5)	0 (0.0)
Management does not give much attention to the execution of projects work under the SBA.	16 (5.9)	21 (7.7)	93 (34.1)	88 (32.2)	55 (20.2)

SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD=Strongly Disagree

Source: Author's compilation (2020)

Finally, 16 (5.9%) participants strongly disagreed that inadequate supply of logistics for the implementation of SBA in my school, 21 (7.7%) participants disagree that inadequate of supply of logistics for the implementation of SBA in my school, 93 (34.1%) participants were neutral that inadequate of supply of logistics for the implementation of SBA in my school, 88 (32.2%) agreed that inadequate of supply of logistics for the implementation of SBA in my school, and 55 (20.2%) strongly agreed that inadequate of supply of logistics for the implementation of SBA in my school.

Table 4.8 shows the summary statistics and relative importance index of the challenges faced by teachers in the implementation of the SBA Policy group. From Table 4.8, the means of the measurement items for challenges faced by teachers in the implementation of the SBA Policy are generally high with the highest being lack of supply of logistics for the implementation of SBA in my school with a mean (±SD) = 3.53 (±1.08). The overall average means score of 2.05 (±0.80) shows that the teachers generally accepted the challenges faced by teachers in the implementation of the SBA Policy.

Table 4.8 also shows the relative important index of ten important factors under challenges faced by teachers in the implementation of the SBA Policy group. Among all important factors within this group, the lowest and highest relative important index were 0.30 and 0.71 for management does not give much attention to the execution of projects work under the SBA and lack of supply of logistics for the implementation of SBA in my school respectively.

Table 4.8: Mean, Standard Deviation and Relative Importance Index of Challenges faced by teachers in the implementation of the SBA Policy

Statement	Mean	SD	RII	Rank in Group
Teachers lack knowledge in the implementation of SBA	1.74	0.68	0.35	6
SBA is time-consuming.	2.56	0.81	0.51	3
Teachers do not have enough orientation to the implementation of SBA	1.87	0.81	0.37	4
Other teachers show low commitment to the implementation of the SBA policy.	2.64	0.80	0.53	2
There is no work schedule or timetable as known to students when tasks related to SBA are to be conducted.	1.79	0.74	0.36	5
There is a lack of regular management's supervision of teachers to perform the SBA tasks in my school.	1.61	0.75	0.32	8
Management does not give much attention to the execution of projects work under the SBA	1.48	0.65	0.30	10
Inadequate training on SBA was given to teachers to implement SBA.	1.54	0.65	0.31	9
SBA does not make room for students who are absent on the day that a task is performed.	1.74	0.99	0.35	6
Inadequate supply of logistics for the implementation of SBA in my school.	3.53	1.08	0.71	1
Overall Average Means score	3.72	0.66		

RII= Relative Important Index, SD= Standard Deviation

Source: Author's compilation (2020)

4.6. The Strategies to Ensure Successful Implementation of the SBA Policy

The extent to which teachers in the basic schools in the Jasikan District of Ghana agreed or disagreed with the statements related to the strategies to ensure successful implementation of the SBA Policy is presented in Table 4.9. From Table 4.9, 164 (60.1%) participants agreed that the orientation of teachers by GES on the implementation of the SBA policy, and 109 (39.9%) participants strongly agreed that the orientation of teachers by GES on the implementation of the SBA policy. No participants were neutral, disagreed, or strongly disagreed with that orientation of teachers by GES on the implementation of the SBA policy.

Also, 130 (47.6%) participants agreed to the provision of logistics to teachers by GES to successfully implement the SBA policy and 143 (52.5%) participants strongly agreed to the provision of logistics to teachers by GES to successfully implement the SBA policy. No participants were neutral, disagreed, or strongly disagreed with the provision of logistics to teachers by GES to successfully implement the SBA policy.

Furthermore, 99 (36.3%) participants agreed with the constant supervision of teachers by headteachers and GES to implement the SBA policy, and 174 (63.7%) participants strongly agreed with the constant supervision of teachers by headteachers and GES to implement the SBA policy. No participants were neutral, disagreed, or strongly disagreed with the constant supervision of teachers by headteachers and GES to implement the SBA policy.

Moreover, 106 (38.8%) participants were neutral to the provision of time-table or scheduled plan for taking SBA tasks (CATS) by teachers, 102 (37.4%) participants agreed to the provision of time-table or scheduled plan for taking SBA tasks (CATS) by teachers and 65(23.8%) participants strongly agreed to the provision of time-table or scheduled plan for taking SBA tasks (CATS) by teachers. No participants disagreed or strongly disagreed with the provision of a time-table or scheduled plan for taking SBA tasks (CATS) by teachers.

One-fifth (20.9%, n= 57) of the participants were neutral to provision and supply of SBA manual to all teachers for successful implementation of the SBA policy by GES, 152 (55.7%) participants agreed to provision and supply of SBA manual to all teachers for successful implementation of the SBA policy by GES and 152 (55.7%) participants strongly agreed to provision and supply of SBA manual to all teachers for successful implementation of the SBA policy by GES. No participants disagreed or strongly disagreed with the provision and supply of the SBA manual to all teachers for the successful implementation of the SBA policy by GES.

More than one-third (34.8%, n=95) participants strongly agreed with the provision of constant feedback by teachers to all pupils under the SBA, 144 (52.8%) participants agreed with the provision of constant feedback by teachers to all pupils under the SBA, and 34 (12.4%) participants were neutral to the provision of constant feedback by teachers to all pupils under the SBA. No participants disagreed or strongly disagreed with the provision of constant feedback by teachers to all pupils under the SBA.

More than two-thirds (69.2%, n=189) participants agreed that teachers working together with coordinators, Heads of Schools and Circuit Supervisors under the SBA, 58 (21.3%) participants strongly agreed that teachers working together with coordinators, Heads of Schools and Circuit Supervisors under the SBA, and 26 (9.5%) participants were neutral that teachers working together with coordinators, Heads of Schools and Circuit Supervisors under the SBA. No participants disagreed or strongly disagreed that teachers working together with coordinators, Heads of Schools, and Circuit Supervisors under the SBA.

Two-thirds (65.6%, n=179) of participants agreed that GES and the Headteachers provide teachers with adequate support in the implementation of the SBA, and 94 (34.4%) participants strongly agreed that GES and the Headteachers provide teachers with adequate support in the implementation of the SBA. No participants were neutral, disagreed, or strongly disagreed that GES and the Headteachers provide teachers with adequate support in the implementation of the SBA.

Finally, 113 (41.4%) participants agreed that to the provision of well-designed professional development training for teachers under the SBA by GES, and 160 (58.6%) participants strongly agreed to the provision of well-designed professional development training for teachers under the SBA by GES. No participants were neutral, disagreed, or strongly disagreed with the provision of well-designed professional development training for teachers under the SBA by GES.

Table 4.9: The strategies to ensure successful implementation of the SBA Policy

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)
The orientation of teachers by GES on the implementation of the SBA policy.	0 (0.0)	0 (0.0)	0 (0.0)	164 (60.1)	109 (39.9)
Provision of logistics to teachers by GES to successfully implement the SBA policy.	0 (0.0)	0 (0.0)	0 (0.0)	130 (47.6)	143 (52.4)
Constant supervision of teachers by headteachers and GES to implement the SBA policy.	0 (0.0)	0 (0.0)	0 (0.0)	99 (36.3)	174 (63.7)
Provision of time-table or scheduled plan for taking SBA tasks (CATS) by teachers.	0 (0.0)	0 (0.0)	106 (38.8)	102 (37.4)	65 (23.8)
Provision and supply of SBA manual to all teachers for the successful implementation of the SBA policy by GES.	0 (0.0)	0 (0.0)	57 (20.9)	152 (55.7)	64 (23.4)
Provision of constant feedback by teachers to all pupils under the SBA.	0 (0.0)	0 (0.0)	34 (12.4)	144 (52.8)	95 (34.8)
Teachers working together with coordinators, Heads of Schools, and Circuit Supervisors under the SBA.	0 (0.0)	0 (0.0)	26 (9.5)	189 (69.2)	58 (21.3)
GES and the Headteachers provide teachers with adequate support in the implementation of the SBA	0 (0.0)	0 (0.0)	0 (0.0)	179 (65.6)	94 (34.4)
Provision of well-designed professional development training for teachers under the SBA by GES.	0 (0.0)	0 (0.0)	0 (0.0)	113 (41.4)	160 (58.6)

SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD=Strongly Disagree

Source: Author's compilation (2020)

Table 4.10 shows the summary statistics and relative importance index of the strategies to ensure successful implementation of the SBA policy.

Table 4.10: Mean, Standard Deviation and Relative Importance Index of the strategies to ensure successful implementation of the SBA Policy

Statement	Mean	SD	RII	Rank in Group
The orientation of teachers by GES on the implementation of the SBA policy.	4.40	0.50	0.88	4
Provision of logistics to teachers by GES to successfully implement the SBA policy.	4.52	0.50	0.90	3
Constant supervision of teachers by headteachers and GES to implement the SBA policy.	4.64	0.48	0.93	1
Provision of time-table or scheduled plan for taking SBA tasks (CATS) by teachers.	3.85	0.78	0.77	9
Provision and supply of SBA manual to all teachers for the successful implementation of the SBA policy by GES.	4.03	0.67	0.80	8
Provision of constant feedback by teachers to all pupils under the SBA.	4.22	0.65	0.84	6
Teachers working together with coordinators, Heads of Schools, and Circuit Supervisors under the SBA.	4.18	0.54	0.82	7
GES and the Headteachers provide teachers with adequate support in the implementation of the SBA	4.34	0.48	0.87	5
Provision of well-designed professional development training for teachers under the SBA by GES.	4.59	0.49	0.92	2
Overall Average Means score	4.31	0.57		

RII= Relative Important Index, SD= Standard Deviation, Source: Author's Work (2020)

From Table 4.10, the means of the measurement items for the strategies to ensure successful implementation of the SBA policy are generally high with the highest being constant supervision of teachers by headteachers and GES to implement the SBA policy with a mean (±SD) = 4.64 (±0.48). The overall average means score of 4.31 (±0.57) shows that the teachers generally accepted the strategies to ensure the successful implementation of the SBA policy. Table 4.10 also shows the relative important index of nine important factors under strategies to ensure the successful implementation of the SBA Policy. Among all important factors within this group, the lowest and highest relative important index were 0.77 and 0.86 for provision of time-table or scheduled plan for taking SBA tasks (CATS) by teachers and constant supervision of teachers by headteachers and GES to implement the SBA policy respectively.

4.7 Differences in mean scores of the SBA implementation policy among socio-demographic characteristics of study participants

Table 4.11 shows the differences in mean scores of the SBA implementation policy among socio-demographic characteristics of study participants. The independent t-test was used to test the difference between the mean SBA implementation policy scores among gender and class level while the one-way ANOVA was used to test the difference between the mean SBA implementation policy scores among age group, educational qualification, and years of working experience. From Table 4.11, the study found that the mean SBA implementation policy score of males (32.74 ± 2.50) was not statistically different from the mean SBA implementation policy scores of females $(32.77 \pm 2.81), t = -0.08, p = 0.9346$.

Table 4.11: Differences in mean scores of the SBA implementation policy among socio-demographic characteristics of study participants

Characteristics	Mean	Stand Deviation	Test Statistic	P-value
Gender				
Male	32.74	2.50		
Female	32.77	2.81	-0.08[a]	0.9346
Age				
20-29 years	32.85	2.66		
30-39 years	32.66	2.56		
40-49 years	32.68	2.57	0.23[b]	0.8721
50-59 years	33.07	2.79		
Educational Qualification				
Diploma	32.46	2.79		
Undergraduate	32.89	2.61		
Masters	32.78	2.34	0.48[b]	0.6963
Postgraduate	32.43	2.34		
Number of years of teaching experience				
< 5 years	32.3	2.70		
5-9 years	32.8	2.53		
10-14 years	32.7	2.70	0.60[b]	0.6164
15 years and above	33.0	2.54		
Class Level				
Primary	32.60	2.54		
JHS	32.84	2.64	-0.74[a]	0.4571

a=Independent Student t-test, **b**= One-way ANOVA.

Source: Author's Work (2020)

The study found in Table 4.11 that there was no statistically significant difference between the mean SBA implementation policy score of teachers who belong to the various age groups, $F = 0.23, p = 0.8721$. The study found that there was no statistically significant difference between the mean SBA implementation policy score of teachers who attained the various educational qualifications, $F = 0.48, p = 0.6963$. The study found that there was no statistically significant difference between the mean SBA implementation policy score of teachers who belonged to the various years of teaching experience groups, $F = 0.60, p = 0.6164$. The study found that the mean SBA implementation policy score of teachers in the primary level (32.60 ± 2.54) was not statistically different from the mean SBA implementation policy scores of teachers in the JHS level $(32.84 \pm 2.64), t = -0.74, p = 0.4571$.

4.8 Differences in mean scores of roles of teachers in the SBA implementation among socio-demographic characteristics of study participants

Table 4.12 shows the differences in mean scores of roles of teachers in the SBA implementation among socio-demographic characteristics of study participants. The independent t-test was used to test the difference between the mean scores of roles of teachers in the SBA implementation among gender and class level while the one-way ANOVA was used to test the difference between the mean scores of roles of teachers in the SBA implementation among age group, educational qualification, and years of working experience.

From Table 4.12, the study found that the mean scores of roles of male teachers in the SBA implementation (44.54 ± 2.59) were not statistically different from the mean scores of roles of female teachers in the SBA implementation (44.58 ± 2.48), $t = -0.12$, $p = 0.9066$.

The study found that there was no statistically significant difference between the mean scores of roles of teachers in the SBA implementation who belong to the various age groups, $F = 0.81$, $p = 0.4867$.

The study found that there was no statistically significant difference between the mean scores of roles of teachers in the SBA implementation who attained the various educational qualifications, $F = 0.15$, $p = 0.9272$.

The study found that there was no statistically significant difference between the mean scores of roles of teachers in the SBA implementation who belonged to the various years of teaching experience groups, $F = 1.75$, $p = 0.1576$.

The study found that the mean scores of roles of teachers in the primary level in the SBA implementation (44.34 ± 2.60) were not statistically different from the mean scores of roles of teachers in the JHS level in the SBA implementation (44.69 ± 2.51), $t = -1.12$, $p = 0.2626$.

Table 4.12: Differences in the mean scores of roles of teachers in the SBA implementation among socio-demographic characteristics of study participants

Characteristics	Mean	Stand Deviation	Test Statistic	P-value
Gender				
Male	44.54	2.59		
Female	44.58	2.48	-0.12 [a]	0.9066
Age				
20-29 years	44.69	2.69		
30-39 years	44.30	2.55		
40-49 years	44.88	2.50	0.81 [b]	0.4867
50-59 years	44.53	2.39		
Educational Qualification				
Diploma	44.49	2.46	0.15 [b]	0.9272
Undergraduate	44.62	2.54		
Masters	44.33	2.50		
Postgraduate	44.71	3.29		
Number of years of teaching experience				
< 5 years	44.19	2.94	1.75 [b]	0.1576
5-9 years	44.81	2.45		
10-14 years	44.10	2.41		
15 years and above	44.90	2.52		
Class Level				
Primary	44.34	2.60	-1.12 [a]	0.2626
JHS	44.69	2.51		

a=Independent Student t-test, **b**= One-way ANOVA

Source: Author's Work (2020)

4.9 Differences in mean scores of challenges facing teachers during the SBA implementation among socio-demographic characteristics of study participants

Table 4.13 shows the differences in mean scores of challenges facing teachers during the SBA implementation among socio-demographic characteristics of study participants. The independent t-test was used to test the difference between the mean scores of challenges facing teachers during the SBA implementation among gender and class level while the one-way ANOVA was used to test the difference between the mean scores of challenges facing teachers during the SBA implementation among age group, educational qualification, and years of working experience.

From Table 4.13, the study found that the mean scores of challenges faced by male teachers in the SBA implementation (20.36 ± 3.42) were not statistically different from the mean scores of challenges faced by female teachers in the SBA implementation (20.79 ± 2.99), $t = -1.02,\ p = 0.3099$.

The study found that there was no statistically significant difference between the mean scores of challenges faced by teachers in the SBA implementation who belong to the various age groups, $F = 0.38,\ p = 0.7710$. The study found that there was no statistically significant difference between the mean scores of challenges faced by teachers in the SBA implementation who attained the various educational qualifications, $F = 0.39,\ p = 0.7600$. The study found that there was no statistically significant difference between the mean scores of challenges faced by teachers in the SBA implementation who belonged to the various years of teaching experience groups, $F = 1.44,\ p = 0.2316$.

Table 4.13: Differences in the mean scores of challenges faced by teachers in the SBA implementation among socio-demographic characteristics of study participants

Characteristics	Mean	Stand Deviation	Test Statistic	P-value
Gender				
Male	20.36	3.42		
Female	20.79	2.99	-1.02 [a]	0.3099
Age				
20-29 years	20.80	3.14	0.38 [b]	0.7710
30-39 years	20.35	3.42		
40-49 years	20.37	3.37		
50-59 years	20.83	2.88		
Educational Qualification				
Diploma	20.21	3.27	0.39 [b]	0.7600
Undergraduate	20.51	3.21		
Masters	20.86	3.31		
Postgraduate	20.93	4.24		
Number of years of teaching experience				
< 5 years	20.83	3.72	1.44 [b]	0.2316
5-9 years	20.18	3.26		
10-14 years	20.17	3.37		
15 years and above	21.10	2.87		
Class Level				
Primary	20.52	3.43	0.05 [a]	0.9573
JHS	20.50	3.19		

a=Independent Student t-test, **b**= One-way ANOVA.

Source: Author's Work (2020)

The study found that the mean scores of challenges faced by teachers in the primary level in the SBA implementation (20.52 ± 3.43) were not statistically different from the mean scores of challenges faced by teachers in the JHS level in the SBA implementation (20.50 ± 3.19), $t = 0.05$, $p = 0.9573$.

4.10 Discussion

4.10.1 Research Question One: How effective is the implementation of the school-based assessment policy in the basic schools in the Jasikan District of Ghana?

This study found that SBA has been effectively implemented in the basic schools in the Jasikan District of Ghana. From this study, teachers are well informed about the introduction of SBA, they are provided with the policy document on the implementation of SBA, they are taken through workshops on the implementation of SBA. According to the teachers, SBA has been successfully incorporated into their school, has become an integral part of internal assessment in my school, and they are confident in the implementation of the SBA in their schools. A study by Md-Ali et al. (2015) found that teachers were ready and confident toward the implementation of SBA. Also, according to Abdullah et al. (2015), strict planning is required to ensure the implementation of SBA. Brown (2001) stated that proper planning helps teachers to focus better on teaching and this produces meaningful learning.

4.10.2 Research Question Two: What are the roles of the teacher in the implementation of the school-based assessment in the Jasikan District of Ghana?

This study found that teachers play a key in the implementation of SBA in the basic schools in the Jasikan District of Ghana. From this study, teachers play the role of a facilitator in the implementation of SBA, design effective SBA tasks to facilitate learning, conduct four tasks each in the term under the SBA, clearly explain the SBA tasks to all students, support pupils and ease frustration towards the performance of the SBA tasks, conduct SBA tasks (CATS) and record them accurately, ensure that every child takes part in writing the SBA tests (CATS), give adequate homework and projects to pupils under the SBA, use the SBA scores to track the progress of all children, report accurately the progress of the learners on SBA to parents, and monitor the progress of the special needs' children for early intervention under the SBA.

Purvin (2011) stated that apart from teachers assigning the final grade to students' work, they are free to select the topic from the syllabus and design the classwork, homework, test, assignment, practical work, or oral presentation. Teachers conduct various tasks in the academic terms under the SBA, clearly explain the SBA tasks to all students, support pupils, and ease frustration towards the performance of the SBA tasks (Yung, 2002; Abdullah et al., 2015; Nair et al., 2014).

According to Adediwura (2012), teachers ensure that the scores they provide are linked to the assignment given and the instrument are built based on the assessment list. That is, they ensure that the instrument employed produces a valid outcome (Abdullah et al., 2015). This

is supported by Wiliam and Thompson (2008) who stated the assessment of teachers is standard since they implement SBA very well.

4.10.3 Research Question Three: What challenges are faced by teachers in the implementation of the school-based assessment policy in the basic schools in the Jasikan District of Ghana?

This study found that despite the key roles played by teachers in the implementation of SBA in the basic schools, they are faced with challenges when implementing it. From this study, the key challenges reported by teachers during the implementation of SBA are an inadequate supply of logistics for the implementation of SBA, inadequate training on SBA was given to teachers to implement SBA, and lack of knowledge in the implementation of SBA.

These challenges are similar to the challenges found by Malakolunthu and Hoon (2010) relating to school-based assessment, which are lack of external monitoring, inadequate guidelines, and poor knowledge of teachers on SBA implementation. Kapambwe (2010) declared that teachers find it difficult to implement SBA when there are changes to the previous assessment. According to Yip and Cheung (2005), most teachers lack the skills to accomplish the goals of SBA. Also, the disparities in the capabilities and learning behaviors of students may affect the effectiveness of teaching and learning (Yung, 2002). Sato et al. (2005) stated that some teachers have inadequate skills and knowledge to implement the SBA and hence, get easily tempted to go back to their usual activities.

4.10.4 Research Question Four: What strategies could be adopted by the teachers to ensure effective implementation of the school-based assessment in the Jasikan District of Ghana?

This study found that despite the challenges faced by teachers in the implementation of SBA in the basic schools, strategies could be adopted to ensure effective implementation of the SBA in the basic schools. From this study, some of the strategies to ensure the effective implementation of SBA in basic schools are orientation of teachers by GES on the implementation of the SBA policy, provision of logistics to teachers by GES, constant supervision of teachers by headteachers and GES, provision of time-table or scheduled plan for taking SBA tasks (CATS) by teachers, provision and supply of SBA manual to all teachers for successful implementation of the SBA policy by GES, the provision of constant feedback by teachers to all pupils under the SBA, and teachers should work together with coordinators, Heads of Schools and Circuit Supervisors under the SBA.

This is supported by studies by Lee et al. (2018) and Md-Ali et al. (2015) who stated that the challenges faced by teachers during the implementation of SBA policy has resulted in the formulation of strategies by management to ensure a successful implementation of the SBA policy by teachers. These strategies are orientation of teachers on the implementation of the SBA policy, the provision of logistics to teachers, constant supervision of teachers by headteachers, provision of time-table or scheduled plan for taking SBA tasks (CATS), continuous provision and supply of SBA manual to all teachers, and provision of well-designed professional development training for teachers

4.10.5 Research Question Five: Are there differences in the SBA implementation policy, the roles of the teacher in the implementation of the SBA policy, and the challenges faced by teachers in the implementation of the SBA policy among the socio-demographic characteristics of teachers in the basic schools in the Jasikan District of the Oti Region of Ghana?

The study found that there was no statistically significant difference between the mean SBA implementation policy scores among gender and class level using the independent t-test and no statistically significant difference between the mean SBA implementation policy scores among age group, educational qualification, and years of working experience using the one-way ANOVA.

Also, the study found that there was no statistically significant difference between the mean scores of roles of teachers in the SBA implementation among gender and class level using the independent t-test and no statistically significant difference between the mean scores of roles of teachers in the SBA implementation among age group, educational qualification, and years of working experience using the one-way ANOVA.

Finally, the study found that there was no statistically significant difference between the mean scores of challenges facing teachers during the SBA implementation among gender and class level using the independent t-test and no statistically significant difference between the mean scores of challenges facing teachers during the SBA implementation among age group, educational qualification, and years of working experience using the one-way ANOVA.

4.11 Chapter Summary

This study used frequency tables to describe the demographic characteristics of the study participants as well as the study constructs. It also used summary statistics such as mean and standard deviation to describe the study constructs. The study used the relative importance index to identify the significant factor among the factors in each category.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the findings from the study, conclusions drawn from those findings, and recommendations. It also presents recommendations for future studies.

5.1 Summary of Key Findings

5.1.1 Summary of Findings on Demographic Characteristics of Study Participants

This section presents a summary of findings on the demographic characteristics of sampled teachers in the basic schools in the Jasikan District of the Oti Region of Ghana. The stratified random sampling method was used to select 273 teachers in the Jasikan District of the Oti Region of Ghana. The study found that there were 182 males and 91 females. Also, the study found that the majority of the teachers belonged to the age group 30-39 years and had attained an undergraduate degree. Furthermore, the study found that majority had been teaching between 5 and 9 years and teach the JHS class.

5.1.2 Summary of Findings on the School-Based Implementation Policy

The first objective of the study assesses the school-based assessment implementation policy in the basic schools in the Jasikan District of Ghana. This study found that SBA has been effectively implemented in the basic schools in the Jasikan District of Ghana. From this study, teachers are well informed about the introduction of SBA, they are provided with the policy document on the implementation of SBA, they are taken through workshops on the implementation of SBA. According to the teachers, SBA has been successfully

incorporated into their school, has become an integral part of internal assessment in my school, and they are confident in the implementation of the SBA in their schools.

The study also found that the overall mean score of the measurement items for SBA implementation policy was 4.10 (±0.62) with the highest being teachers are provided with the policy document on the implementation of SBA as an important factor to measure SBA implementation policy with a mean (±SD) = 4.42 (±0.49). Furthermore, among all important factors within this group, the lowest and highest relative important index were found to be 0.76 and 0.88 for teachers who accept the philosophy of the SBA, and teachers are provided with the policy document on the implementation of SBA respectively.

5.1.3 Summary of Findings on the Roles of the Teacher in the Implementation of the School-Based Assessment Policy

The second objective of the study examines the roles of the teacher in the implementation of the school-based assessment policy in the basic schools in the Jasikan District of Ghana. This study found that generally, teachers play a key role in the implementation of SBA in the basic schools in the Jasikan District of Ghana. Specifically, the study found that teachers play the role of a facilitator in the implementation of SBA, design effective SBA tasks to facilitate learning, conduct four tasks each in the term under the SBA, clearly explain the SBA tasks to all students, support pupils and ease frustration towards the performance of the SBA tasks, conduct SBA tasks (CATS) and record them accurately, ensure that every child takes part in writing the SBA tests (CATS), give adequate homework and projects to pupils under the SBA, use the SBA scores to track the progress

of all children, report accurately the progress of the learners on SBA to parents, and monitor the progress of the special needs' children for early intervention under the SBA.

The study also found that the overall mean score of the measurement items for the roles of the teacher in the implementation of the SBA policy was 4.05 (±0.69) with the highest being teachers design effective SBA tasks to facilitate learning was an important factor to measure the role of teachers in the implementation of SBA policy with a mean (±SD) = 4.28 (±0.67). Furthermore, among all important factors within this group, the lowest and highest relative important index were found to be 0.74 and 0.86 for teachers report accurately the progress of the learners on SBA to parents, guardians, family members, and those who need it and teachers design effective SBA tasks to facilitate learning respectively.

5.1.4 Summary of Findings on the Challenges faced by teachers in the Implementation of the School-Based Assessment Policy

The third objective of the study determines the challenges faced by teachers in the implementation of the school-based assessment policy in the basic schools in the Jasikan District of Ghana. This study found that despite the key roles played by teachers in the implementation of SBA in the basic schools, they are faced with challenges when implementing it. Some of the challenges faced by teachers in the implementation of the school-based assessment policy found in the study are lack of knowledge in the implementation of SBA, inadequate orientation to the implementation of SBA, low commitment to the implementation of the SBA policy shown by other teachers, no work

schedule or timetable as known to students when tasks related to SBA are to be conducted, lack of regular management's supervision of teachers to perform the SBA tasks, lack of supply of logistics for the implementation of SBA, inadequate training on SBA was given to teachers to implement SBA, inadequate provisions to cater for students who are absent on the day that a task for SBA is performed, inadequate attention given by management to the execution of projects work under the SBA.

The study also found that the overall mean score of the measurement items for the challenges faced by teachers in the implementation of the SBA Policy group was 2.05 (±0.80) with the highest being an inadequate supply of logistics for the implementation of SBA in my school with a mean (±SD) = 3.53 (±1.08). Furthermore, among all important factors within this group, the lowest and highest relative important index were found to be 0.74 and 0.86 for management does not give much attention to the execution of projects work under the SBA and inadequate supply of logistics for the implementation of SBA in my school respectively.

5.1.5 Summary of Findings on the Strategies to ensure Effective Implementation of the School-Based Assessment Policy

Some of the strategies to ensure the effective implementation of SBA in basic schools are orientation of teachers by GES on the implementation of the SBA policy, provision of logistics to teachers by GES, constant supervision of teachers by headteachers and GES, provision of time-table or scheduled plan for taking SBA tasks (CATS) by teachers, provision and supply of SBA manual to all teachers for successful implementation of the

SBA policy by GES, the provision of constant feedback by teachers to all pupils under the SBA, and teachers should work together with coordinators, Heads of Schools and Circuit Supervisors under the SBA.

The study also found that the overall mean score of the measurement items for the strategies to ensure the successful implementation of the SBA policy group was 4.31 (±0.57) with the highest being constant supervision of teachers by headteachers and GES to implement the SBA policy with a mean (±SD) = 4.64 (±0.48). Furthermore, among all important factors within this group, the lowest and highest relative important index were found to be 0.77 and 0.86 for provision of time-table or scheduled plan for taking SBA tasks (CATS) by teachers and constant supervision of teachers by headteachers and GES to implement the SBA policy respectively.

5.1.6 Summary of Findings on the differences in the SBA implementation policy, the roles of the teacher in the implementation of the SBA policy, and the challenges faced by teachers in the implementation of the SBA policy among the socio-demographic characteristics of teachers in the basic schools in the Jasikan District of the Oti Region of Ghana

The study found that there was no statistically significant difference between the mean SBA implementation policy scores among gender and class level using the independent t-test and no statistically significant difference between the mean SBA implementation policy scores among age group, educational qualification, and years of working experience using the one-way ANOVA.

Also, the study found that there was no statistically significant difference between the mean scores of roles of teachers in the SBA implementation among gender and class level using the independent t-test and no statistically significant difference between the mean scores of roles of teachers in the SBA implementation among age group, educational qualification, and years of working experience using the one-way ANOVA.

Finally, the study found that there was no statistically significant difference between the mean scores of challenges facing teachers during the SBA implementation among gender and class level using the independent t-test and no statistically significant difference between the mean scores of challenges facing teachers during the SBA implementation among age group, educational qualification, and years of working experience using the one-way ANOVA.

5.2 Conclusion

Based on the key findings of the study, the study concludes that SBA has been effectively implemented in the basic schools in the Jasikan District of Ghana. That is, the study concludes that teachers are well informed about the introduction of SBA and they are provided with the policy document on the implementation of SBA.

Also, the study concludes that teachers play a key role in the implementation of SBA in the basic schools in the Jasikan District of Ghana. That is, the study concludes that teachers play the role of a facilitator in the implementation of SBA, design effective SBA tasks to

facilitate learning, conduct four tasks each in the term under the SBA, and clearly explain the SBA tasks to all students.

Furthermore, the study concludes that the teachers are faced with challenges such as the inadequate supply of logistics for the implementation of SBA and inadequate training on SBA was given to teachers to implement SBA when implementing the school-based assessment policy.

Moreover, the study concludes the provision of logistics to teachers by GES, constant supervision of teachers by headteachers and GES, and the provision of well-designed professional development training for teachers under the SBA by GES is needed for the successful implementation of the SBA policy by teachers.

Finally, the study concludes that there is no difference in the SBA implementation policy, the roles of the teacher in the implementation of the SBA policy, and the challenges faced by teachers in the implementation of the SBA policy among the socio-demographic characteristics of teachers in the basic schools in the Jasikan District of the Oti Region of Ghana.

5.3 Recommendations

Based on the above findings and conclusions, the researcher recommends the following;

The Ghana Education Service should enforce the use of the SBA policy by all basic schools in the Jasikan District in Ghana.

Also, the teachers should be motivated through incentives, promotion, praise, etc. by GES, Parent-Teachers Association, and school management committee to enable them to continue playing the key role of a facilitator in the implementation of SBA policy.

Furthermore, the Ghana Education Service should provide the needed logistics such as making available the SBA record books to all the basic schools in the Jasikan District.

Finally, the school management committee in collaboration with the Ghana Education Service should provide in-service training to educate teachers on how to convert the SBA scores and the end of term examination scores to 50% each. This will enable the teachers to have knowledge on the SBA scores being a compliment to the end of term examination score.

5.4 Areas for Future Research

The study suggests the following areas for future research; the effect of teachers' role in the implementation of SBA on the academic performance of students. Also, the effect of teachers' role in the implementation of SBA on the academic performance of students. Furthermore, researchers could extend this study's scope by basic schools in other Districts or regions in Ghana. Finally, researchers conducting similar studies could extend this study's scope to secondary schools, College of Education, or Universities in Ghana.

5.5 Limitations of the Study

The limitations of the study as identified by the researcher included the following:

Firstly, time was a major constraint to the researcher since combining the research work with other academic works was very tedious. Further, the data collection process during

the COVID-19 pandemic was also a major limitation to the study. The target respondents which comprised teachers were not available and those who were available to respond to the questionnaire too were too busy to give an audience to the researcher. Lastly, the financial constraint was also a militating factor. The study would have covered all the regions of Ghana, but due to financial constraints, the study was limited to only schools in the Jasikan District of Ghana.

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APPENDICE (QUESTIONNAIRE)

UNIVERSITY OF GHANA

COLLEGE OF EDUCATION AND LEADERSHIP

DEPARTMENT OF TEACHER EDUCATION

Dear respondent,

This questionnaire is developed to examine the SBA implementation policy, the roles of the teacher in the implementation of the SBA policy, challenges faced by teachers in the implementation of the SBA policy, and the strategies to ensure successful implementation of the SBA policy in the basic schools in Jasikan District of Ghana.

You are assured of outmost confidentiality and anonymity for all the information you will provide. You are therefore not required to provide your names on the questionnaire for ethical reasons. Your responses will be used purposely for academic work.

SECTION A

DEMOGRAPHIC INFORMATION

Introduction: *- Please respond to the following items by ticking [√] where appropriate.*

Gender:

Male ☐ (ii) Female ☐

2. Age (Please tick [√] one)

Age	**Coding**	**Tick (√)**
Below 21 years		
21 - 29 years		

30 - 39 years		
40 - 49 years		
50 - 59 years		

3. Level being taught: (i) Primary ☐ (ii) JHS ☐

4. Role: (i) Teacher ☐ (ii) Head teacher ☐

5. Educational Qualification:

(i) Diploma ☐ (ii) Undergraduate ☐ (iii) Post graduate Diploma ☐

v. Masters ☐

6. Years of teaching Experience? ……. Years

SECTION B

IMPLEMENTATION SBA POLICIES AND THE REASONS FOR IMPLEMENTING SCHOOL-BASED ASSESSMENT IN GHANA

Introduction: *- Below are statements on a five (5) point Likert Scale relating to some implementation SBA policy and the reasons for implementing SBA in Ghana. Please indicate your responses by ticking* ***[√]*** *the scale which best describes the implementation SBA policy and the reasons for the implementation of the policy in*

S/N	SBA Implementation Policy	SD	D	N	A	SA
1.	Teachers are well informed about the introduction of the SBA in Ghanaian Basic Schools.					

2.	Teachers are provided with the policy document on the implementation of SBA.					
3.	Teachers are taken through workshops on the implementation of SBA.					
4.	Teachers accept the philosophy of the SBA.					
5.	SBA has been successfully incorporated into my school.					
6.	Teachers are confident in implementing the SBA in their schools.					
7.	SBA has become an integral part of internal assessment in my school.					
8.	SBA has not been subjected to teachers' fairness and consistency in its implementation.					
	REASONS FOR IMPLEMENTING SBA					
1.	SBA was introduced to bring standardization in assessing basic school pupils throughout the country.					
2.	SBA was introduced to give frequent feedback to learners to improve their learning skills.					

3.	SBA is implemented at the Basic school level to reduce workload of teachers.					
4	SBA allows various tasks to be designed for teachers to follow.					

SECTION C

THE ROLES OF THE TEACHER IN THE IMPLEMENTATION OF THE SBA POLICY

Introduction:-*Below are statements on the five (5) point Likert Scale relating to the roles of the teacher in implementation of the SBA policy. Please indicate your response by ticking [√] the scale which best describes your roles.*

S/N	Statement	SD	D	N	A	SA
1.	Teachers play the role of a facilitator in the implementation of SBA.					
2.	Teachers design effective SBA tasks to facilitate learning.					
3.	Teachers conduct four task each in the term under the SBA.					
4.	Teachers clearly explain the SBA tasks to all students.					

5.	Teachers support pupils and ease frustration the performance of the SBA tasks.					
6.	Teachers conduct SBA tasks (CATS) and record them accurately.					
7.	Teachers ensure that every child takes part in writing the SBA tests (CATS).					
8.	Teachers give adequate homework and projects to pupils under the SBA.					
9.	Teachers use the SBA scores to track the progress of all children.					
10.	Teachers report accurately the progress of the learners on SBA to parents, guardians, family members and those who need it.					
11.	Teachers monitor the progress of the special needs children for early intervention under the SBA.					

SECTION D

CHALENGES FACING TEACHERS DURING THE IMPLEMENTATION OF SCHOOL-BASED ASSESSMENT IN GHANA

Introduction: - *Below are statements on a five (5) point Likert Scale relating to some implementation SBA policy and the reasons for implementing SBA in Ghana. Please indicate your responses by ticking* ***[√]*** *the scale which best describes the implementation SBA policy and the reasons for the implementation of the policy in*

S/N	**Challenges faced by teachers in implementing SBA**	**SD**	**D**	**N**	**A**	**SA**
1	Teachers lack knowledge in the implementation of SBA					
2	SBA is time consuming.					
3.	Teachers do not have enough orientation to the implementation of SBA					
4.	Other teachers show low commitment to the implementation of the SBA policy.					
5.	There is no work schedule or timetable as known to students when tasks related to SBA are to be conducted.					
6.	There is lack of regular management's supervision of teachers to perform the SBA tasks in my school.					
7.	Lack of supply of logistics for the implementation of SBA in my school					
8	Inadequate training on SBA was given to teachers to implement SBA.					

9.	SBA does not make room for students who are absent on the day that a task is performed.					
10.	Much attention is not given to the execution of projects work under the SBA.					

SECTION E

STRATEGIES TO SUCCESSFULLY IMPLEMENT THE SBA POLICY IN GHANAIAN BASIC SCHOOLS

Introduction:-	*Below are statements on the five point Likert Scale relating to the strategies for the implementation of SBA in your school. Please indicate your response by ticking [√] the scale which best describes the strategies you think could be adopted to successfully implement the SBA policy in your school.*

S/N.	Strategies to successfully implement the SBA policy.	SD	D	N	A	SA
1.	Orientation of teachers by GES on the implementation of the SBA policy.					

2.	Provision of logistics to teachers by GES to successfully implement the SBA policy.					
3.	Constant supervision of teachers by head teachers and GES to implement the SBA policy.					
4.	Provision of time-table or scheduled plan for taking SBA tasks (CATS) by teachers.					
5.	Provision and supply of SBA manual to all teachers for successful implementation of the SBA policy by GES.					
6.	Provision of constant feedback by teachers to all pupils under the SBA.					
7.	Teachers working together with coordinators, Heads of Schools and Circuit Supervisors under the SBA.					
8.	GES and the Headteachers provide teachers with adequate support in the implementation of the SBA					
9.	Teachers explain clearly to students the complementary nature of SBA.					

10.	Provision of well-designed professional development training for teachers under the SBA by GES.					

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