# EVALUATION OF MALE AND FEMALE TEACHERS' COMPETENCIES IN IMPLEMENTING SCHOOL BASED ASSESSMENTS IN SECONDARY SCHOOLS IN RIVERS STATE

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## Abstract

*The study evaluated teachers' competencies in implementing School Based Assessment (SBA) in secondary schools in Rivers State. Descriptive survey research design was used in the study. The study population comprised secondary school teachers in Rivers State; 500 secondary school Teachers drawn through stratified sampling technique constituted the sample. Data were collected using "Competency Scale (CS)" designed by the researchers. Frequency and simple percentage were used in answering the research questions while chi-square was employed in testing the null hypotheses at p < 0.05. The findings of the study showed that there is no significant difference in teachers' knowledge of the implementation of SBA in Rivers state based on gender. It was recommended that teachers be trained and given improved motivation.*

**Keywords:** Evaluation, Assessment, School Based Assessment.

## Introduction

The ultimate purpose of any form of assessment is the improvement of schools and students' activities (Educational Researcher, 2005). There are other forms of assessment in the school system including continuous assessment and school based assessment. School-based assessment (SBA) widens and scales the form, mode, means and scope of assessment in school with the aim of ensuring and enhancing learning (NTI, 2006). Another component of the school-based assessment is the expansion of the mode and means of assessment (Asuru, 2015). This means that while written tests still play important roles, more attention is given to assignments, homework, projects, group work, and portfolios.

School-based assessment has three forms: diagnostic (pre-instruction), formative (during instruction) and summative (after instruction). Effective implementation of SBA in the school system depends on the competence of teachers. Olaitan (2003) defines

competencies as the knowledge, skill, attitude and judgment required for the successful performance of a task. Olivia (2002) posited that competency involves knowledge, skills attitudes, values, motivation and beliefs people need to be successful in an assigned task. Competent teachers integrate different kinds of knowledge, skills and attitudes and use them in synergy to measure learning outcomes among learners in the classroom or in the school system. Teachers' knowledge of school-based assessment is a key component in implementing SBA in schools. Teachers need to be well informed of SBA before they can effectively implement school programmes. Asuru and Ogidi (2015) explained that most teachers lack the knowledge of SBA and this has seriously hampered its implementation.

Ogidi (2014) and Osadebe (2009) explain that a major hindrance to effective implementation of SBA is that teachers are not well informed on the practice SBA which they have criticized as time consuming. However, Ojukwu (1991) confirms that teachers are now being informed about the importance of SBA and its effective implementation. To effectively implement SBA, teachers need to be skillful in construction, computation and record keeping (Chikwe, 2014). They also need to be dedicated as several instruments need to be designed. NTI (2006) and Asuru (2015) affirm that it is necessary for teachers to acquire the necessary skills that will enable them to effectively implant SBA.

Osadebe (2009), Asuru and Ogidi (2015) explain that in implementing SBA, teachers are expected to design different types of instruments that take much time that would have been spent in engaging in other activities. Attitude is another competency that may determine whether or not teachers will effectively implement SBA. Possession of the right attitude may effectively enhance the implementation of SBA. Asuru (2015) explains that most teachers view SBA as being cumbersome, time consuming and tiresome.

Young and Lim (2008) explain that most teachers still mistake SBA with the continuous assessment as a result of poor conception, perception and attitude of teachers towards SBA (NTI, 2006).The lack of knowledge, skill and poor attitude among teachers have affected the values attached to this method of assessment. Most teachers administer various instruments regularly without using the information generated for diagnostic purposes. This practice is called continuous testing which does not help in the academic improvement of students. Osadebe (2009) notes that male teachers have better attitudes towards SBA than their female counterparts, particularly those (men) who are married. This is due to the stress involved in combining professional duties with marital duties at home. Ogidi (2014) observed that most secondary school teachers attach negative value to SBA because they feel that assessment method is not different from other methods of assessment. Onyango and Ndege (2007) see no significant difference between the value attached to SBA by male and female teachers. They feel that other assessment methods can be used to achieve their purpose rather than SBA.

Ogidi (2014) noted that motivation of teachers will enhance the effective implementation of SBA in Rivers State. Young and Limi (2008) explained that teachers' salaries and other emoluments should be paid on time. In addition, teachers' experience poor condition of service. When their salaries are too small to cater for their basic needs or when they are not paid transportation, accommodation or medical allowances, inadequate motivation and job dissatisfaction are expected. This makes it difficult to effectively implement SBA. Though poor motivation affects both male and female teachers, Osadehe (2009) argued that poor working condition affects male teachers more as the female teachers maybe married to wealthy individuals who often lessen the effect of the poor condition of service. This situation provided the impetus to evaluate teachers' competencies in implementing SBA in secondary schools in Rivers State.

**Research Questions**

i.   To what extent does the knowledge of male and female teachers on school-based assessment practices in secondary schools in Rivers State differ?

ii.  To what extent does the skill possessed by male and female teachers' affect implementation of SBA in secondary schools in Rivers State differ?

iii. To what extent do male and female teachers possess different attitude towards the implementation of SBA in secondary schools in Rivers State?

iv.  To what extent do male and female teachers attach value to the implementation of SBA in secondary schools in Rivers State?

v.   To what extent do the motivation of male and female teachers towards effective implementation of SBA differ?

**Research Hypotheses**

1. Teachers responses on their knowledge of the implementation of SBA in Rivers State do not significantly differ based on gender.

2. Teachers responses on their skills in the implementation of SBA in Rivers State do not significantly differ based on gender.

3. Teachers responses on their attitude towards the implementation of SBA in Rivers State do not significantly differ based on gender.

4. Teachers responses on the extent to which they attach values to the implementation of SBA in Rivers State do not significant differ based on gender.

5. The responses of teachers on their motivation for the effective implementation of SBA in Rivers State do not significantly differ based on gender.

## Methods

This study made use of the descriptive survey research design. All the secondary school teachers in the twenty three local government areas of Rivers State made up the population of the study. The estimated population size was 10,892 teachers (UBE, 2017). Five hundred and twenty (520) secondary schools teachers were selected using stratified random sampling technique to constitute the sample of the study. The teachers were stratified based on their gender (10,892 female and 9790 male teachers respectively). Simple random sampling technique was then applied to select the teachers for the study. 500 teachers (96%) returned the instrument administered to them. The instrument for data collection was designed by the researcher and was titled "Competency Scale (CS)". This instrument was segmented into two sections. Section A requested the bio-data of the teachers, while Section B contained items for evaluating the competencies of teachers in implementing SBA. The Section B of the instrument consisted of five sub-scales, one for each variable in the study. The scoring of the instrument was patterned alongside the Likert-type scale; Well Possessed (WP) = 4, Fairly Possessed (FP) = 3, Possessed (P) 2 and Not Possessed (NP) = 1. The logical construction method was utilized in constructing the instrument. Fifteen items were designed for each section.

Three experts in education measurement and evaluation reviewed a draft of the instrument to ensure face and content validity. Their criticisms and suggestions enabled the researcher to modify the instrument. The modified form of the instrument was administered to a trial testing sample, and the Cronbach alpha reliability coefficient computed. The reliability of the sub-scales were 0.85, 0.78, 0.92, 0.84 and 0.91 respectively. However, the entire instrument yielded a correlation coefficient of 0.89. The instrument was administered by the researcher with the assistance of three assistants who were trained before the administration of the instrument. The copies of the instrument filled by the teachers were retrieved to avoid instrument loss. Simple percentage was used to answer the research questions while chi-square was used to test the hypotheses at 0.05 level of significance.

## Results

**Research Question One:** To what extent do the knowledge of male and female teachers on school- based assessment practices in secondary schools in Rivers State differ?

**Table 1: Teachers knowledge in implementing SBA in secondary schools in Rivers State**

| S/N | Statements | Responses | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | Male Teachers N = 239 | | | | Female Teachers N = 261 | | | |
| | | Agree | % | Disagree | % | Agree | % | Disagree | % |
| 1 | You are aware of SBA | 106 | 44 | 133 | 56 | 113 | 43 | 148 | 57 |
| 2 | You have obtained training on the SBA | 109 | 46 | 130 | 54 | 108 | 41 | 153 | 59 |
| 3 | You are aware of the importance of SBA in the education system | 113 | 47 | 126 | 53 | 119 | 46 | 412 | 54 |
| 4 | You have identified ways of implementing the SBA | 96 | 40 | 143 | 60 | 116 | 44 | 145 | 56 |
| 5 | The SBA gives a better description of a learner | 103 | 43 | 136 | 57 | 108 | 41 | 153 | 59 |
| 6 | The SBA is not difficult to implement | 88 | 37 | 151 | 63 | 105 | 40 | 156 | 60 |
| 7 | Result from the SBA can easily be interpreted | 105 | 44 | 134 | 56 | 103 | 39 | 158 | 61 |
| 8 | You can easily implement all sections of SBA | 111 | 46 | 128 | 54 | 113 | 43 | 148 | 57 |
| 9 | SBA is beneficial to the learners, teachers and other stakeholders | 108 | 45 | 131 | 55 | 121 | 46 | 140 | 54 |
| | **Average Percentage** | **104** | **44** | **135** | **56** | **112** | **43** | **149** | **57** |

Result presented in Table I revealed that majority of male and female teachers do not have adequate knowledge for implementing SBA in Rivers State.

**Hypothesis One:** Teachers responses on their knowledge of the implementation of SBA in Rivers State do not significantly differ based on gender.

**Table 2: Teachers knowledge of the implementation of SBA in Rivers State**

| Gender | Responses | | Total % | $x^2$ value | Df | p-value |
| --- | --- | --- | --- | --- | --- | --- |
| | Positive | Negative | | | | |
| Male | 44(43.5) | 56(56.5) | 100 | 0.018 | 1 | .751 |
| Female | 43(43.5) | 57(56.5) | 100 | | | p>0.05 |
| **Total** | **87** | **113** | **200** | | | **Not significant** |

$x^2 = 0.018$   df = 1   p>0.05

Result shown in Table 2 revealed no significant difference in the responses of male and female teachers on their knowledge of the implementation of SBA ($x^2 = 0.018$, df = 1 p > 0.05). Thus, the null hypothesis not rejected. This shows that teachers' gender does not make any significant difference in teachers' knowledge of the implementation of SBA in Rivers State.

**Research Question Two:** To what extent does the skill possessed by male and female teachers' effective implementation of SBA in secondary schools in Rivers State differ?

**Table 3: Skills possessed by teachers for implementing SBA**

| S/N | Statements | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Male Teachers N = 239 | | | | Female Teachers N = 261 | | | |
| | | Agree | % | Disagree | % | Agree | % | Disagree | % |
| 1 | The teachers develop various instruments for use in SBA | 85 | 36 | 154 | 64 | 109 | 42 | 152 | 58 |
| 2 | The teachers plans assessment in accordance with objectives of instruction | 82 | 34 | 157 | 66 | 104 | 40 | 157 | 60 |
| 3 | Teachers take into consideration of the learners special needs | 88 | 37 | 151 | 63 | 112 | 43 | 149 | 57 |
| 4 | Teachers utilizes multiple methods in assessment | 80 | 33 | 159 | 67 | 102 | 39 | 159 | 61 |
| 5 | Teachers involves the imputs of other stakeholders | 78 | 33 | 161 | 67 | 98 | 38 | 163 | 62 |
| 6 | Teachers information from assessment for diagnostic purposes | 91 | 38 | 148 | 62 | 116 | 44 | 145 | 56 |
| 7 | Teachers ensures that assessment takes place in a pressure-free environment | 102 | 43 | 137 | 57 | 120 | 46 | 141 | 54 |
| 8 | Teachers regularly monitor and evaluate students' performance | 94 | 39 | 145 | 61 | 107 | 41 | 154 | 59 |
| 9 | Teachers ensures that assessment instruments are valid, reliable and usable in assessment | 82 | 34 | 157 | 66 | 103 | 39 | 158 | 61 |
| | **Average Percentage** | **97** | **36** | **142** | **64** | **108** | **41** | **153** | **59** |

Information from Table 3 shows that majority of male and female teachers lack adequate skills for the effective implementation of SBA in Rivers State.

**Hypothesis Two:** Teachers responses on their skills possessed by them in the implementation of SBA in Rivers State do not significantly differ based on gender.

**Table 4: Teachers skills for implementation of SBA in Rivers State**

| Gender | Responses | | Total % | $x^2$ value | Df | p-value |
|---|---|---|---|---|---|---|
| | Positive | Negative | | | | |
| Male | 36(38.3) | 64(61.5) | 100 | 0.520 | 1 | .751 |
| Female | 41(38.5) | 59(61.5) | 100 | | | p>0.05 |
| Total | 77 | 123 | 200 | | | Not significant |

$x^2 = 0.520$   df = 1   p>0.05

Result shown in Table 4 indicated no significant difference in the skills possessed by them for the implementation of SBA in Rivers State $x^2 = 0.520$, df = 1 p > 0.05). Thus, the null hypothesis is not rejected. This shows that teachers' gender does not make any significant difference in the skills possessed by them in the implementation of SBA.

**Researcher Question Three:** To what extent do male and female teachers possess the right attitude in implementing SBA in secondary schools in Rivers State?

**Table 5: Teachers attitude towards the implementing of SBA in secondary schools in Rivers State**

| S/N | Statements | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Male Teachers N = 239 | | | | Female Teachers N = 261 | | | |
| | | Agree | % | Disagree | % | Agree | % | Disagree | % |
| 1 | I easily embrace SBA | 90 | 38 | 149 | 62 | 108 | 41 | 153 | 59 |
| 2 | I appreciate the benefits of SBA | 93 | 39 | 146 | 61 | 113 | 43 | 148 | 57 |
| 3 | I am always encouraged to implement SBA | 85 | 36 | 154 | 64 | 103 | 39 | 158 | 61 |
| 4 | I always implement SBA | 91 | 38 | 148 | 62 | 110 | 42 | 151 | 58 |
| 5 | I will prefer that the implementation of SBA continues | 92 | 38 | 147 | 62 | 98 | 38 | 163 | 62 |
| 6 | I will readily update my knowledge of SBA | 95 | 40 | 144 | 60 | 109 | 42 | 152 | 58 |
| 7 | I am enthusiastic while implementing SBA | 94 | 39 | 145 | 61 | 112 | 43 | 149 | 57 |
| 8 | implementation of SBA is very stressful | 148 | 62 | 91 | 38 | 189 | 72 | 72 | 28 |
| 9 | I prefer to implement SBA than any other assessment method | 82 | 34 | 157 | 66 | 106 | 41 | 155 | 59 |
| | **Average Percentage** | **97** | **40** | **142** | **60** | **116** | **45** | **145** | **55** |

Result presented in Table 5 shows that majority of male and female teachers have negative attitude towards the effective implementation of SBA in secondary schools in Rivers State.

**Hypothesis Three:** Teachers responses on their attitude towards the implementation of SBA in Rivers State does not significantly differ based on gender.

**Table 6: Teachers attitude towards the implementation of SBA in Rivers State**

| Gender | Responses Positive | Negative | Total % | $x^2$ value | Df | p-value |
|--------|--------------------|----------|---------|-------------|-----|---------|
| Male | 40(42.5) | 60(57.5) | 100 | 0.512 | 1 | .751 |
| Female | 45(42.5) | 55(57.5) | 100 | | | p>0.05 |
| Total | 85 | 115 | 200 | | | Not significant |

$x^2 = 0.512$   df = 1   p>0.05

Result shown in Table 6 revealed no significant difference in the attitude of male and female teachers towards the implementation of SBA in Rivers State ($x^2 = 0.512$, df = 1 p > 0.05). Thus, the null hypothesis is not rejected. This shows that teachers' gender does not make any significant difference in the implementation of SBA in secondary schools in Rivers State.

**Research Question Four:** To what extent do male and female teachers attach value to the implementation of SBA in secondary schools in Rivers State?

**Table 7: Extent to which teachers attach values to the implementation of SBA**

| S/N | Statements | Responses | | | | | | | |
|-----|------------|-----------|---|---|---|---|---|---|---|
| | | Male Teachers N = 239 | | | | Female Teachers N = 261 | | | |
| | | Agree | % | Disagree | % | Agree | % | Disagree | % |
| 1 | SBA gives a better perception of learners performance | 78 | 33 | 161 | 67 | 101 | 39 | 160 | 61 |
| 2 | It requires measuring learners performance various dimensions | 96 | 40 | 143 | 60 | 112 | 43 | 149 | 57 |
| 3 | It permits learners receive learning support from many sources either formally or informally | 94 | 39 | 145 | 61 | 105 | 40 | 156 | 60 |
| 4 | It gives the learner the opportunity to assess himself/herself | 98 | 41 | 141 | 59 | 113 | 43 | 148 | 57 |
| 5 | It makes possible for teacher and other stakeholders to monitor the progress made by the learner | 81 | 34 | 158 | 66 | 110 | 42 | 151 | 58 |
| 6 | It provides credible evidence of the learners' learning experience | 93 | 39 | 146 | 61 | 114 | 44 | 147 | 56 |
| 7 | It is an improvement on other assessment methods | 97 | 41 | 142 | 59 | 105 | 40 | 156 | 60 |
| 8 | It ensures mastery of learning | 91 | 38 | 148 | 62 | 107 | 41 | 154 | 59 |
| 9 | SBA enable learners to develop interest in learning | 99 | 41 | 140 | 59 | 102 | 39 | 159 | 61 |
| | **Average Percentage** | **92** | **38** | **147** | **62** | **108** | **41** | **153** | **59** |

Result presented in Table 7 shows that majority of male and female teachers have negative attitude towards the effective implementation of SBA in secondary schools in Rivers State.

**Hypothesis Four:** Teachers responses on the extent to which they attach values to the implementation of SBA in Rivers State does not significant differ based on gender.

**Table 8: Extent to which teachers' attach values to the implementation of SBA in Rivers State**

| Gender | Responses Positive | Negative | Total % | $x^2$ value | Df | p-value |
|--------|--------|----------|---------|-------------|----|---------| 
| Male | 38(39.5) | 62(60.5) | 100 | 0.188 | 1 | .751 |
| Female | 41.(39.5) | 59(60.5) | 100 | | | p>0.05 |
| **Total** | **79** | **121** | **200** | | | **Not significant** |

$x^2 = 0.188$   df = 1   p>0.05

Result shown in Table 8showed no significant difference in the responses of male and female teachers on the values they attach to the implementation of SBA in Rivers State ($x^2 = 0.188$, df = 1 p > 0.05). Thus, the null hypothesis is not rejected. This shows that teachers' gender does not make significant difference in the value they attach to the implementation of SBA in Rivers State.

**Research Question Five:** To what extent does the motivation of male and female teachers towards effective implementation of SBA differ?

**Table 9: Teachers' motivation in implementation of SBA in Rivers State**

| S/N | Statements | Responses | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | Male Teachers N = 239 | | | | Female Teachers N = 261 | | | |
| | | Agree | % | Disagree | % | Agree | % | Disagree | % |
| 1 | Facilities for implementation of SBA is made available to teachers | 63 | 26 | 176 | 74 | 71 | 27 | 190 | 73 |
| 2 | Instruments used in SBA can easily be developed | 76 | 32 | 163 | 68 | 68 | 26 | 193 | 74 |
| 3 | Teachers are given incentives for implementing SBA | 49 | 21 | 190 | 79 | 59 | 23 | 202 | 77 |
| 4 | Workshops are organized for teachers on SBA | 53 | 22 | 186 | 78 | 61 | 23 | 200 | 77 |
| 5 | Implementation of SBA is a requirement for promotion | 35 | 15 | 204 | 85 | 47 | 18 | 214 | 82 |
| 6 | Awards are given to teachers for implementing the SBA | 32 | 13 | 207 | 68 | 40 | 15 | 221 | 85 |
| 7 | The success of the implementation of SBA is motivating enough | 41 | 17 | 198 | 59 | 52 | 20 | 209 | 80 |
| 8 | SBA is not a difficult process | 38 | 16 | 201 | 62 | 44 | 17 | 217 | 83 |
| 9 | Principals and government motivates teachers to implement SBA | 46 | 19 | 193 | 54 | 52 | 20 | 209 | 80 |
| | **Average Percentage** | **48** | **20** | **191** | **80** | **55** | **21** | **206** | **79** |

Result presented in Table 9 shows that majority of male and female teachers are not motivated for the implementation of SBA.

**Hypothesis Five:** The responses of teachers on their motivation for the effective implementation of SBA in Rivers State do not significantly differ based on gender.

**Table 10: Teachers motivation for the implementation of SBA**

| Gender | Responses | | Total % | $x^2$ value | Df | p-value |
| --- | --- | --- | --- | --- | --- | --- |
| | Positive | Negative | | | | |
| Male | 20(20.5) | 80(79.5) | 100 | 0.030 | 1 | .751 |
| Female | 21(20.5) | 79(79.5) | 100 | | | p>0.05 |
| **Total** | **41** | **159** | **200** | | | **Not significant** |

$x^2 = 0.030$   df = 1   p>0.05

Result shown in Table 10 revealed no significant difference in the responses of male and female teachers on the extent to which they are motivated for the implementation of SBA in secondary schools in Rivers State ($x^2 = 0.030$, df = 1   p > 0.05). Thus, the null hypothesis is not rejected. This revealed that teachers' gender do not make significant

difference in their responses on the extent to which they are motivated for the effective implementation of SBA in secondary schools in Rivers State.

**Discussion of Findings**

The findings of the study revealed that teachers possess only the minimum requisite knowledge for implementing school based assessment in Rivers State probably because they have little awareness of SBA. The teachers are not trained and have not identified ways of implementing SBA. They think that it is difficult to implement SBA and that the results obtained from SBA are difficult to interpret. When chi-square analysis was applied, the difference between the responses of male and female teachers on their knowledge of the implementation of SBA was not significant. This finding is in agreement with Olaitan (2003) that there is no significant difference between the knowledge possessed by male and female teacher for the effective implementation of SBA in Rivers State. The findings of the study indicated that teachers possess minimal skills necessary for implementing SBA in secondary schools in Rivers State. This was due to the following reasons: teachers find it difficult to develop various instruments for use in SBA. They do not take learners' special needs into consideration and would not utilize multiple methods in assessment, and or involve the input of other stakeholders. Teachers do not use information from assessment for diagnostic purposes nor ensure that assessment instruments are valid and reliable. When chi-square analysis was applied, it was found not to be significantly different at 0.05 level of probability. This finding is in agreement with Asuru and Ogidi (2015) that teachers' do not possess the requisite skills for the implementation of SBA.

The finding of the study revealed that teachers have negative attitude towards the implementation of school based assessment in Rivers State. This result indicated that teachers do not appreciate the benefits of SBA and want it to be discontinued. They do not readily update their knowledge of SBA but prefer other assessment methods. Chi-square analysis showed that the difference between the responses of male and female teachers was not statistically significant at 0.05 level of probability. This result is in agreement with Young and Lim (2008) and Osadebe (2009) who discovered that teachers have a negative attitude towards the implementation of SBA in secondary schools.

The findings of the study shows that teachers attach very little value to the implementation of school based assessment in secondary schools in Rivers State because SBA gives a better perception of learner's performance, measures learners' performance from various dimensions, enables learners to receive learning support from many sources either formally or informally and gives learners the opportunity to assess themselves. It also provides credible evidence of the learners' learning experience. Apart from being an improvement on other methods of assessment, it enables learners to

develop interest in learning. The chi-square analysis showed that the difference between the responses of male and female teachers was not statistically significant at 0.05 level of significance. This result disagrees with that of Onyango and Ndege (2007) that secondary school teachers attach little value to the implementation of SBA in the school system.

The study further revealed that teachers are not adequately motivated for the implementation of school based assessment in secondary schools in Rivers State. Facilities for the implementation of SBA are not made available to teachers in spite of the fact that the instruments used in SBA are difficult to develop. Teachers are neither given incentives for implementing SBA nor workshops organized for them. The chi-square analysis showed that the differences between the response of male and female teachers was not statistically significant at 0.05 level of significance. This result is in agreement with Ogidi (2014) that teachers are not motivated enough to implement SBA in schools.

**Conclusion**

Based on the findings of the study, the researcher concluded that most teachers lack the requisite knowledge for implementing school based assessment as they do not have the right attitude that will enhance the effective implementation of school based assessment. All these affected the implementation of school based assessment in secondary schools in Rivers State.

**Recommendations**

1. More awareness on the implementation of school based assessment in secondary schools should be created in Rivers State.
2. Teachers should be trained and re-retrained to implement school based assessment in secondary schools in Rivers State.
3. Teachers should be trained on how to develop various instruments on the implementation of SBA. Such instruments should be valid, reliable and usable.
4. Workshops on the implementation of school based assessment should be organized for teachers to enable them have positive attitude towards the implementation of SBA.
5. Facilities for the implementation of SBA should be made available to teachers.
6. Teachers should be given incentives in implementing SBA and be paid regularly.

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