

## **An Assessment of UBE Teachers Competence and Practice of School-Based Assessment (SBA) in the Northern Educational Zone of Bauchi State, Nigeria**

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### **ABSTRACT**

*The study assessed UBE Teachers competence and practice of School-based assessment in the Northern educational Zone of Bauchi State. The study was carried out in order to; find out the level of UBE Teachers' competence and practice of School-based assessment in the Northern Educational Zone of Bauchi state and also if there is a difference in the competence and practice of UBE Teachers in the Northern Educational Zone of Bauchi state based on Gender, Qualification and Experience. An Ex Post Facto was the design used, a total of 4696 UBE Teachers constituted the whole population and a sample of 357 subjects were drawn using Research Advisors 2005 Table of determining sample size. A self-developed scale was used to collect the study data named "School-based Assessment Scale" (SBAS), the validity of the instrument was ascertain through face and content validity, and a reliability coefficient of 0.67 was ascertained which make the instrument to be valid and reliable. T-test and analysis of variance were used in testing the null hypothesis posed, analysis of data showed that no significant difference was found in the UBE Teachers competence and practice of School-based Assessment based on gender while a significant difference was found in the UBE Teachers' competence and practice of School-based Assessment based on qualification. Based on the findings, it was recommended that Bauchi State Government should train and retrain UBE Teachers so as to acquire more knowledge of SBA in order to assessed students efficiently and effectively.*

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**KEYWORDS:** Assessment, Competence, Practice.

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## **INTRODUCTION**

The focal point of teaching and learning in schools is the student/learner, which are assessed by their teachers through continuous assessment and examinations mostly in a formative and summative assessment. Assessments in schools are on the basis of one-shot examination, children spend the best part of their young lives with Teachers and it is through the teacher assessments that their capabilities can be understood. Such assessments do not really portray the strength and weakness of the child. SBA had been brought in to take care of the problems that affected the success of CA. The implementation and practice of SBA in the years of early child school education has been in the pipeline in most states of the country for years.

Change always brings about innovations, therefore children/students should always be allowed to manipulate objects, involve in many classroom tasks, and peer assessment to boost their morale. SBA as one of the reforms in the assessment policy by UBE, incorporate Teachers, peers, parents, and other people that impact on the child's knowledge in the assessment. It is based on these the competence and the practices of UBE Teachers would be assessed so that reliability and validity of assessments can be maintained and increased.

The Educational sector in Nigeria is faced with a lot of changes and challenges day in day out. However many reforms are made and being practiced to address some of these challenges, assessment is no doubt a unique part of this reform, consequent upon which more practical ways of measuring, evaluating and reporting student progress should be implemented so that reliability, validity and comparability of standards will be maintained in a teacher made test using multiple ways of assessment. Teachers should therefore effectively and efficiently implement some of these reforms so that assessment of students will no longer be assessed using only one-shot examination. It is in view of this SBA was entrenched in the national policy of education.

### **Objectives of the Study**

The objectives of this study are:

- I. To find out the level of UBE teachers' competence and practice of SBA in the Northern Educational Zone of Bauchi State.
- II. To find out if there is difference in UBE teachers' competence and practice of SBA based on gender in the Northern Educational Zone of Bauchi State.
- III. To find out if there is difference in the UBE competence and practice of SBA based on qualifications in the Northern Educational Zone of Bauchi State.

### **Research Questions**

The following are the questions that were sought by this study which helped in realizing its objectives:

- i. What is the level of UBE Teachers' competence and practice of school-based assessment in the Northern Educational Zone of Bauchi State?
- ii. Is there any difference in the UBE Teachers' competence and practice of school-based assessment based on Gender in the Northern Educational Zone of Bauchi State?
- iii. Is there any difference in the UBE Teachers' competence and practice of school-based assessment based on Qualifications in the Northern Educational Zone of Bauchi State?

### **Hypotheses**

In order to provide answers to the research questions posed above, the following hypotheses were tested in the study.

- I. There is no significant difference in the UBE Teachers' competence and practice of SBA based on Gender in the Northern Educational Zone of Bauchi State.
- II. There is no significant difference in the UBE Teachers' competence and practice of SBA based on Qualifications in the Northern Educational Zone of Bauchi State.

## **REVIEW OF RELATED LITERATURE**

### **Conceptual Background**

This study revolves around the concept of school-based assessment, for better understanding of this concept, the following were reviewed.

### **Meaning and Interpretation of Educational Assessment**

According to Nitko and Brookhart, (2007) Assessment is defined as "a process for obtaining information that is used for making decisions about students; curricular, programs, and schools; and educational policy. Assessment also is the ongoing process of gathering, analyzing, and reflecting on evidence to make informed and consistent judgments to improve future students learning.

Assessment can be in two forms or types, and they include; Formative and Summative assessments.

- i. Formative assessment is a continuous and ongoing process part of day to day teaching where teachers continually confirm or modify their activities and direction with their students e.g class work.
- ii. Summative assessment: This is a form of assessment that take place at the end of a unit or semester to determine what each student has achieved and learnt, this include self-assessment, and peer assessment.

A large number of assessment techniques may be used to collect information about students which include paper and pencil tests, student's homework, laboratory work, research papers, analysis of students' records, oral questioning etc. Assessment is a process for obtaining information of making a particular educational decision. However, there is the need for selecting an appropriate tool in assessing student. As suggested by Nitko and Brookhart (2007), the following guidelines should be followed to select and use educational assessments meaningfully:

1. Be clear about the learning targets you want to access.
2. Be sure that the assessment techniques you select match each learning target.
3. Be sure that the selected assessment techniques serve the needs of the learners.
4. Whenever possible, be sure to use multiple indicators of achievement for each learning target.
5. Be sure that when you interpret the results of assessments you take their limitations into account.

### **Understanding the Concept of School-Based Assessment**

School-based Assessment is an assessment administered in schools as part of the learning and teaching process with students being assessed by their subject teachers. Hong Kong Diploma of Secondary Education Examination (HKDSE, 2012).

School-based assessment is an assessment practice that broadens and expands the form, mode, means and scope of assessment in the school in order to facilitate and enhance learning, the assessment base is broadened to include not only the teachers but also all significant others that impact on the child's readiness, capacity and interest to learn. These include the subject teachers and other teachers, class peers, parents, relevant education agencies (such as school inspectors) and the child (learner/student). All these categories of people are incorporated into the

assessment process to support, motivate, and enable the child to want to learn, and to steadily make learning progress. (NTI, 2007).

Apart from involving more persons in the assessment process, the other major component of SBA is the expansion of the mode and means of assessment. While written tests in its different formats still play a prominent role, more attention is given in SBA to assignments, homework, projects, group work and portfolio. All the elements of continuous assessment such as planning consideration, previous assessments, providing pupils prompt feedback and use of a variety of tests (oral, written and performance) are incorporated into SBA (NTI, 2006).

HKDSE, 2012 identifies the following characteristics of SBA which distinguish it from other forms of assessment:

- It involves the teacher from beginning to the end, from planning the assessment programme to identifying and/or developing appropriate assessment tasks right through to making the assessment judgments.
- It allows for the collection of a number of samples of students performance over a period of time.
- It can be adapted and modified by the teacher to match the teaching and learning goals of the particular class and students being assessed.
- It is carried out in an ordinary classroom.
- It is conducted by the students' own teacher.
- It involves students more actively in the assessment process, especially if self and/or peer assessment is used in conjunction with teacher assessment.
- It allows the teacher to give immediate and constructive feedback to students.
- It stimulates continuous evaluation and adjustment of the teaching and learning programme.
- It complements other forms of assessment including external examination.

### **Rationale for introducing SBA**

Hong Kong Diploma of Secondary Education Examination (HKDSE, 2013) summarizes the following as the rationale for introducing SBA components in schools:

- It provides a more balanced and trustworthy assessment system, increasing the range and diversity of assessment collection points, task types and assessment.
- It improves the validity of assessment in particular by including aspects that cannot be assessed in public exam settings.
- It improves the reliability of assessment because judgments will be based on many observations of the students over an extended period of time.
- It empowers teachers to become part of the assessment process and enhances collaboration and sharing of expertise within and across schools.
- It has a professional development functions, building up practical skills in teacher assessment which can then be transferred to the schools curriculum.

### **Review of Related Empirical Studies**

Many countries in the world are practicing school-based assessment such as America, Hong Kong, Botswana, Malaysia, etc. However, little will be said about the practices of SBA in some of these countries.

Malaysia is one of the countries that implemented SBA in their schools. A study by (Majid, 2011) on the concern of English teachers on the implementation of school based assessment revealed that; teachers have concern about the school-based assessment and they are eager to learn it. However, teachers in Malaysian schools need to be trained and retrain so that they can effectively implement SBA.

In view of Teachers competence and practice and issues in the implementation of school-based assessment in Malaysia, a study was conducted by Gopala et-al (2012) and the study revealed that Teachers had a satisfactory knowledge of planning and developing, SBA, as for issues faced by teachers in the implementation of SBA, teachers had difficulty in psychometrics of test analysis, lack of efficient materials, methodologies, and poor ICT facilities.

A study was conducted by Lukman and Uwadiogwu (2012) on School-based assessment as an innovation in Nigerian Educational system: The implementation challenges, the study revealed that Teachers' training in assessment techniques, teacher's commitment as well as large class size are the challenges of implementation of School-based assessment. However, he recommended that Teachers should be provided with the opportunity for regular in-service training, workshop, and seminars in test construction and validation

Another study was conducted by Esere and Idowu (2011) on continuous assessment practices in Kwara State secondary schools, Nigeria, revealed that continuous assessment practices of most Teachers were faulty markedly from policy guidelines. On the other hand, the study revealed that, assessment practice of most Teachers were satisfactory, as far as the cumulative nature of continuous assessment is concerned.

In view of the practices and implementation of SBA in Nigeria, a study carried out by Adediwura (2012) on Teacher's perception of school-based assessment in Nigerian secondary schools, the study revealed that; most of the teachers in secondary schools were not fully prepared to conduct SBA, but in the Federal Government Colleges most of the teachers were fully prepared to conduct SBA. The study also revealed that teachers in secondary schools recognized the advantages of SBA. They also pointed out that the assessment conducted in the classroom setting in SBA created a relaxing assessment environment for the students. In addition, they felt that the multiple assessment opportunities permissible in SBA allowed the students to demonstrate their actual abilities. In a nutshell the perception of teachers in relation to the conduct and effect of SBA is to a large extent influenced by the schools.

According to a study by Bassey (2013) on the implication of the application of best assessment practices on the Basic Education Teachers' characteristics in Cross River senatorial district, the study revealed that assessment practices were not influenced by gender, socio-economic status, and qualification and teaching experience. That is, Best assessment practices were not significantly different for male and female Teachers, teachers of high, moderate, and low socio-economic status, holders of degree, NCE, and below NCE Qualification, and high, moderate, and low experienced Teachers.

On the other hand, the study by Owoyele (2011) on Teacher school-based assessment practices to enhance Universal Basic Education in Ijebu-Division of Ogun State, Nigeria, the study revealed that there is significant difference between NCE Teachers and Graduate Teachers with regards to the use of assessment instruments. This means that Graduate Teachers were found to have lesser needs in terms of classroom assessment compared with NCE Teachers.

## **METHODOLOGY**

In this study and Ex post facto design was used. In this type of design the independent variable of variable or variables have indeed taken place already, the researcher cannot manipulate them. According to Kerlinger (1970), Ex post facto design is a research design in which the independent variable or variables have already occurred and which the researcher starts with the observation of dependent variable or variables.

A total of 4696 UBE teachers were used as the total population of the study. However, a sample size of 357 teachers was drawn from the population of 4694 teachers in the study area. This sample was obtained as adopted in the table of sampling by Research Advisors. According to Advisors (2005) any figure that reaches 4696 as population, sample of 357 is adequate.

A multi-stage cluster sampling technique was used as a sampling technique for the study. A multi-stage cluster sampling according to Gay (2010) is a cluster sampling that involves selection of clusters within clusters.

In this study the instrument used was a self-developed scale by the researcher name “School-Based-Assessment Scale” (SBAS). The scale is divided into two sections. Section A and B, Section A contained the General information or demographic information of the respondents such as the sex, years of experience, qualification and teaching subject areas. Section B contained questions on Teachers’ competence and experience of SBA such as the features of school-based assessment, understanding, application of various ways and methods used by UBE Teachers in the implementation and practices, a total of 30 questions were developed from NTI Manual for re-training primary and junior school Teachers (SBA Manuals).

The validity of the instrument was established through content face validity and a reliability of 0.67 was ascertain as the reliability coefficient through split half method.

The instrument was administered directly by the researcher to the UBE Teachers with assistance of the school heads, 30 minutes was given to the teachers for the test duration and the test was answered within the limited time available. The data was analyzed statistically on SPSS using descriptive statistics of mean and standard deviation. Inferential statistics of t-test and analysis of variance (ANOVA) was also involved in calculating the difference observed. The data was then presented in tables and analyzed.

## **PRESENTATION AND ANALYSIS OF DATA**

This chapter deals with the presentation and analysis of data collected from 357 UBE Teachers in relation to the hypothesis tested. However it comprises the data presentation, analysis, discussion of findings and summary of results.

### **Data Presentation and Analysis**

The responses obtained has been presented and discussed as follows:

#### **Research Question 1**

What is the level of UBE Teachers’ competence and practice of School-based assessment in the Northern Educational Zone of Bauchi State?

The result of the analysis to test the above research question is presented in table 4.1.

**Table 1.1 UBE Teachers’ Competence and Practice of School-Based Assessment in the Northern Educational Zone of Bauchi state**

	<b>N</b>	<b>Mean</b>	<b>SD</b>
Knowledge	357	14.85	4.022



Valid N (Displayed) 357

The above table displayed the mean and standard deviation of scores obtained from the UBE Teachers' competence and practice of school-based assessment in the northern education zone of Bauchi state. The mean of the scores obtained showed that the UBE teachers in the Northern Educational Zone of Bauchi state have an average level of knowledge of school-based assessment.

### Hypothesis 1

There is no significant difference in the UBE Teachers' competence and practice of School-Based assessment based on Gender in the Northern Educational Zone of Bauchi state.

The result of the analysis to test the above hypothesis is presented in Table 4.2A.

**Table 1.2 T-test of the UBE Teachers' Competence and Practice of SBA based on Gender**

Gender	N	Mean	SD	T (cal)	DF	P-Level
Male	291	14.86	3.95	.108	355	.237
Female	66	14.80	4.34			

The result above showed no significant gender difference in the UBE Teachers' competence and practice of School-based assessment in the Northern Educational Zone of Bauchi state, Hence the null hypothesis is accepted.

### Hypothesis 2

There is no significant difference in the UBE Teachers' competence and practice of School-based assessment based on qualification in the Northern educational Zone of Bauchi state.

The result of the analysis to test the above hypothesis is presented in table 1.3A.

**Table 1.3A Descriptive statistics and Analysis of variance of the UBE Teachers' Competence and Practice of SBA based on Qualifications.**

Qualification	N	M	SD			
NCE Holders	189	15.08	4.16			
Graduates	140	14.27	3.73			
Post Graduates	28	16.17	4.15			
Total	357	14.85	4.022			
Sources of Variance	SS	DF	MS	F		P-Level
Between Groups	106.69	2	53.35	3.341		.037
Within Groups	5652.4	354	15.97			
Total	5759.13	356				

**Table 1.3B Post Test for UBE Teachers' Competence and Practice of SBA based on Qualification**

(I) Qualification	(J) Qualification	Mean Difference (I-J)	Sig
NCE Holders	Graduates	.813	.191
	Postgraduates	-1.094	.402

Graduates	NCE Holders	-813	.191
	Postgraduate	-1.907	.072
Postgraduate	NCE Holders	1.093	.402
	Graduates	1.907	.072

The result of the analysis above showed a significant difference in the UBE Teachers' competence and practice of SBA based on qualifications in favour of post graduate teachers with highest mean of 16.17, then NCE Teachers with a mean of 15.08 and Graduates with a mean of 14.27 respectively, while the critical F value is 19.30 as such null hypothesis is rejected.

### Summary of the findings

The following results were generated from the data analysis:

- i. The UBE Teachers in the Northern Educational Zone of Bauchi State have an average level competence and practice of School-based assessment.
- ii. There is no significant difference in the UBE Teachers' competence and practice of School-based assessment based on Gender in the Northern Educational Zone of Bauchi State.
- iii. There is a significant difference in the UBE Teachers' competence and practice of School-based assessment based on qualifications in the Northern Educational Zone of Bauchi State.

### Discussion

UBE Teachers differed in the competence and practice of School-based assessment in the Northern Educational Zone of Bauchi State. The study revealed that generally the UBE Teachers have an average level competence and practice of School-based assessment, this is in consonant with the findings of Gopala et-al (2014) which shows that Teachers had a satisfactory competence and practice of planning and developing School-based assessment. This has also agrees with the study of Fook and sidhu (2011) on school based assessment among ESL Teachers in Malaysian secondary schools, the study revealed that most of the ESL Teachers had a sufficient competence and practice on many aspects of planning SBA, construction and preparation of test. Therefore UBE Teachers in the Northern Educational Zone of Bauchi State had an average competence and practice of understanding SBA.

There is no significant difference in the UBE Teachers' competence and practice of School-based assessment based on Gender in the Northern Educational Zone of Bauchi State. This study revealed that no gender difference in the competence and practice of School-based assessment of UBE Teachers was found, this is because the means obtained for both Sexes was 14.86 and 14.80 respectively which showed no significant difference between them. This has agrees with the findings of Bassey et-al (2013) that the assessment practices on the application of Best assessment practices were not influenced by teachers' gender, socio-economic status, qualification and teaching experience. That is best assessment practices were not significantly different for Male and Female teachers, teachers of high, moderate and low-socio-economic status, holders of degree, NCE and below NCE qualification, and high, moderate and low-experienced Teachers. This implies that both males and females UBE Teachers in the Northern Educational Zone of Bauchi state had an average competence and practice of SBA such as



understanding, application of various ways and methods in the assessment practices in the schools.

There is a significant difference in the UBE Teachers' competence and practice of School-based assessment based on qualifications in the Northern Educational Zone of Bauchi State. This entails that UBE Teachers with Post Graduate qualifications had more competence and practice of School-based Assessment than NCE holders and Graduates, based on the means obtained, that is, UBE Teachers with Post Graduate Certificates had a mean of 16.17 followed by NCE holders with a mean of 15.08 while Graduates had the lowest mean of 14.27 respectively. This is because Post Graduates and NCE holders had obtained minimum teaching qualification which made them to understand and practices SBA more than Graduates who do not possessed the minimum teaching qualification. This is in line with the study of Owoyele et al (2011) which revealed that there is a significant difference between NCE teachers and Graduate teachers with regards to the use of assessment instrument. This means that NCE and Graduate teachers differ significantly in terms of assessment practices that is Graduate teachers were found to have lesser needs in terms of classroom assessment compared with the NCE teachers.

### **Summary**

Education in Nigeria has witnessed a lot of changes in policies and practices leading to innovations which affect many reforms in the Educational sector, one of the reforms is in assessment practices in UBE Schools. School-based assessment is an innovation practice in Nigeria, it is on the basis of this, the study on the assessment of UBE Teachers' competence and practice in School-based assessment in the Northern educational zone of Bauchi State was undertaken. The study was carried out in order to; find out the level of UBE Teachers' competence and practice of School-based assessment and also if there are differences in the UBE Teachers' competence and practice in School-based assessment in the Northern educational zone of Bauchi State based on Gender, Qualification and Experience. Literature on SBA practices, implementation and competence were reviewed. The study constituted a total of 4696 UBE teachers and a sample of 357 teachers were used, a cluster sampling was used, t-test and ANOVA were used and tested the hypotheses. The study found UBE Teachers competence and practice of school-based assessment to be average. It also found no gender difference in the UBE Teachers' competence and practice of school-based assessment, on the other hand the study found a significant difference in the UBE Teachers' competence and practice of school-based assessment based on qualifications in the Northern Educational Zone of Bauchi State in favour of Teachers with post graduate qualification.

### **Conclusion**

Based on the findings of this study the following conclusions were drawn. The level of UBE Teachers' competence and practice of school-based assessment was found to be at the average level, that is, the UBE Teachers had acquired the competence and practice of SBA such that they understood SBA in their schools at the average level, not fully understood. The UBE Teachers' competence and practice of SBA does not vary based on Gender, but in terms of their qualification it varies.

### **Recommendations**

From the study the following recommendations were made:

**Recommendations based on the findings of the study:**

1. Training and retraining of UBE Teachers on the competence and practice of school-based assessment. The government of Bauchi State should embark on Training and re-training of the UBE Teachers so as to acquire the competence and practice of school-based assessment which will enhance and boost their morale in assessing students in schools.
2. UBE Teachers in the Northern Educational Zone of Bauchi State should maintain and improve the level of their competence and practice of SBA by acquiring more knowledge through mastery of the features, contents and methods in SBA. The more competence acquired in SBA, the easier and simpler its application.
3. UBE Teachers in the Northern Educational Zone of Bauchi State should be sent to in-service training to colleges and institutions of Education, in order to acquire and obtain the minimum teaching qualification or other relevant teaching qualification like PGDE certificate. This will lead to improvement in the competence and practice of SBA, consequently leading to effective assessment practices.
4. Much training should be given to UBE Teachers in the Northern Educational Zone of Bauchi State especially those with teaching experience of 0 - 4 years in the profession. This will help to improve the competence and practice of SBA.

### **Recommendations for further studies**

Researchers, Teachers and all stakeholders should embark on carrying-out studies implementation, policies, and problems of school-based on knowledge, practices, assessment in the whole of Bauchi State and the country at large, so as to bring a harmonize practices and policies of SBA, and also proper possible solutions to address the problems associated with UBE Teachers and other teachers in the knowledge and implementation of SBA in all schools.

#### **General recommendations**

1. Government should provide materials such as; instructional materials, computers, textbooks and any relevant material that will make UBE Teachers to acquire more knowledge of SBA and consequently leading to effective assessment in schools
2. Monitoring and supervision in UBE schools should be stepped up in order to know the areas of strength and weaknesses of the UBE Teachers' knowledge, so that areas of strength should be maintain while areas of weaknesses should be address and improve.
3. Simplified and concise interpretation of the SBA policy, provisions should be made into manuals, leaflets, and handbooks for distribution to UBE Teachers. This will help in making the UBE Teachers to understand and acquire the knowledge of SBA in a simple and easy way.

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