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## An Evaluation of School-Based Assessment Implementation in Ghana: A Case of Jasikan Municipality

**Saviour Kwadjo Kudjordji**

Tutor, Department of Education, Jasikan College of Education, Ghana

**Millicent Narh-Kert**

Lecturer, Department of Teacher Education, University of Ghana, Ghana

### **Abstract:**

*This study aimed to investigate the implementation of the SBA (School-Based Assessment) policy in basic schools in the Jasikan Municipality of the Oti Region of Ghana. The study utilized a cross-sectional research design with a quantitative research approach, sampling 273 teachers using a stratified random sampling technique. The questionnaire was used as the primary data collection instrument, and data were analyzed using frequency tables and the relative importance index. The findings revealed that providing teachers with the policy document was the most critical factor in SBA implementation, while inadequate logistics supply was the biggest challenge. The constant supervision of teachers by headteachers and GES (Ghana Education Service) was identified as the most crucial strategy to ensure the successful implementation of the SBA policy. Therefore, the study suggests that GES should enforce the use of the SBA policy in all basic schools in the Jasikan Municipality to address the challenges and ensure successful implementation.*

**Keywords:** School-based assessment, implementation, challenges, Jasikan Municipality

### **1. 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). Assessment is a fundamental practice across different sectors, such as education, healthcare, finance, etc., to collect information that guides decision-making about individuals. In the education sector, assessment is an integral part of the teaching and learning process, as it provides teachers with valuable insights into their students' progress, enabling them to make informed decisions about their management, placement, guidance, and certification (Kanjee, 2018). Therefore, choosing the appropriate mode of assessment is crucial to any education reform (Yeboah, Gyamfi & Sam, 2019; Gyamfi, 2022a; Gyamfi, 2023). Assessments serve several purposes, including providing evidence to inform judgments about students' learning and assessing whether learning has occurred after instruction (L.T. Hung et al., 2022; Ibrahim et al., 2017). Rather than focusing solely on assessment results, alternative assessment procedures that aim to improve the learning process are essential (Arifuddin et al., 2021). An example of an alternative assessment commonly used in schools is the School-Based Assessment (SBA) (Lee et al., 2018).

The School-Based Assessment (SBA) was introduced by the Ministry of Education in Ghana and other countries worldwide to standardize the practice of internal school-based assessment and evaluate learners' academic performance through reduced assessment tasks for primary school subjects (Yates & Johnston, 2017). However, despite the potential benefits of SBA, its implementation has posed several challenges for teachers. These include a lack of knowledge and orientation regarding SBA, absence of a work schedule or timetable for SBA tasks, insufficient management supervision and logistic support, inadequate training on SBA, absence of provisions for absent students during SBA tasks, and lack of attention to project work under SBA by school management (Uli lumbanraja et al., 2021).

#### **1.1. Statement of the Problem**

The effectiveness of SBA implementation depends heavily on the role of teachers. However, some teachers struggle to conduct instructions and assessments properly, hindering the success of SBA (Rahman et al., 2021). Additionally, many teachers are resistant to the new method of assessment and prefer the traditional examination-oriented evaluation method (Wilson & Narasuman, 2020). Ahenkorah (2019) notes that inadequate knowledge and skills further contribute to teachers' difficulties in implementing SBA, leading them to revert to their usual activities. In the Jasikan Municipality of the Oti Region of Ghana, teachers lack sufficient knowledge of SBA implementation, which has resulted in poor performance (Yates & Johnston, 2017). Recording pupils' marks and report cards also challenge some teachers (Involatha & Kalafunja, 2022). Despite efforts by the Ministry of Education to provide training, these challenges persist, and without addressing them, the objectives of SBA implementation in the Jasikan Municipality may not be realized.

### 1.2. 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 Municipality of Ghana.

### 1.3. Significance of the Study

This study has a far-reaching significance that dwells on theory, policy, and practice. Theoretically, this study establishes the need for a school-based assessment in the educational system. This study will also inform policymakers on exploring different assessment styles during deliberations on policies and also outlines ways to properly implement the policies formulated, which is practice, by adhering to some of the findings of this study like lack of knowledge and orientation regarding SBA by teachers, absence of a work schedule or timetable for SBA tasks, insufficient management supervision and logistic support, inadequate training on SBA, absence of provisions for absent students during SBA tasks, lack of attention to project work under SBA by the school managements, among others.

### 1.4. Research Questions

The following research questions were formulated to guide the study:

- How effective is the implementation of the School-Based Assessment policy in the basic schools in the Jasikan Municipality of the Oti Region of Ghana?
- What are the roles of the teacher in the implementation of the school-based Assessment in the Jasikan Municipality of the Oti Region of Ghana?
- What challenges are teachers facing in implementing the School-Based Assessment policy in the basic schools in the Jasikan Municipality of the Oti Region of Ghana?
- What strategies could be adopted by the teachers to ensure effective implementation of the School-Based Assessment in the Jasikan Municipality of the Oti Region of Ghana?

## 2. Literature Review

### 2.1. The Mode of School-Based Assessment in Ghanaian Basic Schools

The SBA in Ghana comprises: End-of-month tests, Home assignments (specifically designed for SBA), and Projects. The SBA system consists of 12 assessments a year instead of the 33 assessments in the previous continuous assessment system. This indicates a reduction of 64% of the workload compared to the previous continuous assessment system. The 12 assessments are labeled as Task 1, Task 2, Task 3, Task 4, Task 5, Task 6, Task 7, Task 8, Task 9, Task 10, Task 11 and Task 12, respectively. Tasks 1-4 are administered in Term 1, Tasks 5-8 are administered in Term 2, and Tasks 9-12 are administered in Term 3.

Task 1 is administered as an individual test coming at the end of the first month of the term. The equivalent of Task 1 is Task 5 and Task 9 is administered in Term 2 and Term 3, respectively. Task 2 is administered as a Group Exercise and consists of two or three instructional objectives that the teacher considers difficult to teach and learn. The selected objectives could also be those that are considered very important and, therefore, need pupils to put in more practice. Task 2 is 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<sup>th</sup> or 12<sup>th</sup> week of the term. Task 4 (and also Task 8 and Task 12) is a project that is undertaken throughout the term and submitted at the end of the term. Schools are 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 are 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 homework as processes for continually evaluating pupils' class performance and as a means of encouraging improvements in learning performance.

### 2.2. The Roles of the Teachers in the Implementation of the School-Based Assessment

Joachim and Hashim (2021) 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, assignments, homework, or oral presentation. It is also the teacher who is responsible for assigning the final grade to students' work (Dumitrache & Gheorghie, 2018).

It is important to note that the teacher's role is central in assessing the students' achievement for several reasons (Karaganni *et al.*, 2023).

- A test prepared by the teacher responsible for a subject provides the most appropriate measure of the student's achievement of the objective of a unit of work or a period of instructions.
- 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, which would make the public examination more reliable instead of weakening its value;
- Teacher assessment allows observation to be made on a wide sample of students' behavior in a more natural setting than in a single externally assessed paper (Karaganni *et al.*, 2023).

- In subjects with a highly practical element, the teacher is in the best position to observe not only the students' manipulative skills but also their general work habits (Karaganni et al., 2023).
- Teaching and testing go hand in hand. Teachers measure the effectiveness of their instruction by assessing 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 (Karaganni et al., 2023).
- The 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.

### *2.3. 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, limiting students from participating in extracurricular activities. On the other hand, teachers are similarly affected by hosting extra lessons and making a 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.

### *2.4. 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 the assessment. According to them, this explains the reasons for opting for formative assessments to evaluate student performance compared to summative examinations, which only show final scores. Teachers can gradually assess their students' capability, capacity, and skills (by the student's learning phase) to achieve the final learning goals without rushing through the syllabus or examination dates (Mutalib & Ahmad, 2016). This also promotes a 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.

### *2.5. Empirical Review*

#### 2.5.1. Implementation of SBA Policy

Azid et al. (2022) conducted a study in Malaysia to investigate the role of mathematics teachers in implementing the School-Based Assessment (SBA) policy. The study sampled 260 teachers and found that mathematics teachers have a high level of readiness and confidence in implementing SBA. However, the study also revealed that half of the teachers expressed their reluctance to continue using SBA as a mode of assessment. In a related study by Joachim and Hashim (2021), the level of planning and implementation of SBA among teachers in Malaysia was investigated using a mixed-methods approach. Four teachers were interviewed, and 589 teachers from 48 schools were administered a questionnaire. The study found that teachers make careful planning before carrying out the assessment, which is consistent with the findings of Maba (2017) and Narh-Kert (2021) that planning is essential for the proper implementation of the assessment. Additionally, proper planning was found to help teachers focus on teaching, leading to meaningful learning (Rapanta et al., 2020). Uli lumbanraja et al. (2021) also emphasized the importance of daily planning of teaching materials for smooth implementation. Furthermore, Joachim and Hashim (2021) found that teachers plan the teaching methods used for assessing students, which is consistent with Khalil and Awang's (2016) recommendation that the method should be selected based on the performance to be measured.

#### 2.5.2. Role of Teachers in the Implementation of SBA Policy

Various studies have been conducted on the role of teachers in implementing School-Based Assessment (SBA) and designing assessment instruments. Awoniyi (2016) and Rahman et al. (2021) both found that teachers ensure that assessment scores align with the assignment given and that assessment instruments are constructed to assess the intended outcomes. On the other hand, Joachim and Hashim (2021) found that some teachers rely on commercially available instruments rather than designing their own. Chew and Muhamed (2017) suggested that constructing instruments can be a challenging task for teachers. However, Abdullah et al. (2016) observed that teachers take their jobs seriously and are committed to making the teaching and learning process engaging for students. Dumitrache and Gheorghe (2018) noted that teachers have the flexibility to design various assessment tasks under SBA, communicate the tasks to students, and provide support as needed. Overall, these studies suggest that while some teachers may struggle with designing assessment instruments, they are generally committed to implementing SBA effectively and ensuring that assessment scores accurately reflect student learning.

### 2.5.3. Challenges Facing Teachers in the Implementation of SBA Policy

Rahman et al. (2021) outlined the challenges relating to school-based assessment, which are lack of external monitoring, inadequate guidelines, and poor knowledge of teachers on SBA implementation. Wilson and Narasuman (2020) declared that teachers find it very difficult to implement SBA when there are changes to the previous assessment. According to Rahman et al. (2021), 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. Ahenkorah (2019) 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.

## 3. Research Methods

### 3.1. Research Design

Research design is a key plan for conducting an entire study (Tomaszewski et al., 2020). 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 Municipality 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)

### 3.2. Population and Sample

The target population for the study comprised all teachers in the basic schools in the Jasikan Municipality 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 Municipality serving students from seven (7) circuits in the Municipality.

This study used the stratified random sampling technique to select the teachers for each circuit in the Jasikan Municipality 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 (Etikan & Bala, (2017). This study used stratified random sampling to proportionately allocate teachers from the Jasikan Municipality of the Oti Region of Ghana into the seven circuits in the Municipality. The strata were the teachers within each circuit in the Municipality. The circuit was used because, within the circuit, there are teachers who are homogeneous, but the circuits are heterogeneous 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 Municipality of the Oti Region of Ghana is presented in table 1. The number of teachers sampled was based on the proportion of teachers within each circuit in the Municipality. The sampled teachers were further categorized by gender.

Circuit	Population			Sample		
	Male	Female	Total	Male	Female	Total
Jasikan	72	102	174	30	43	73
Bodada	40	31	71	17	13	30
Ayoma	61	27	88	26	11	37
Atonkor	74	36	110	31	15	46
Nsuta	58	14	72	24	6	30
Baika	36	21	57	15	9	24
Kute	61	18	79	25	8	33
Total	402	249	651	168	105	273

Table 1: Total Population and Sample of the Study

### 3.3. Data Collection Instruments

The research methodology employed in this study involved the use of a self-administered closed-ended questionnaire, which allowed the teachers in the Jasikan Municipality of the Oti Region of Ghana to provide answers at their own convenience, reducing researcher bias and enabling them to answer sensitive questions that might have been

difficult to ask in face-to-face interviews. The questionnaire included questions on the teachers' demographic characteristics, their views on the SBA implementation policy, challenges they faced in implementing it, their roles in implementing the policy, and strategies for successful implementation. The Likert scale was used to measure the degree of agreement or disagreement with each question, with responses ranging from strongly disagree (coded as 1) to strongly agree (coded as 5). This approach allowed the researchers to quantify and analyze the teachers' responses to the various questions.

### 3.4. Validity and Reliability of the Instruments

It is of the greatest essence that any research instrument intended for collecting data for research purposes is 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.

The Cronbach Alpha values of SBA Policy Implementation (SBAPI), Reasons for Implementing SBA (RISBA), Roles of Teachers in Implementing SBA (RTISBA), Challenges Faced by Teachers in Implementing SBA (CTISBA), and Strategies to Ensure Successful Implementation of SBA (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.

### 3.5. 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 Municipality to seek permission for their teachers to be engaged in the research. The introductory letter also sought to request cooperation 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.

### 3.6. 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. The primary data collected were processed, analyzed, and presented in tables and graphs such as pie charts and bar charts. The mean, standard deviation, and Relative Important Index (RII) were also used to analyze the various constructs.

### 3.7. 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 sought 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.

## 4. Results

### 4.1. SBA Policy Implementation of Participants

The extent to which teachers in the basic schools in the Jasikan Municipality of Ghana agreed or disagreed with the statements related to school-based assessment implementation and relative important index are presented in table 2.

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	SD	RII	Rank in Group
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)	4.22	0.65	0.84	3
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)	4.42	0.49	0.88	1
Teachers accept the philosophy of the SBA	0 (0.0)	0 (0.0)	0 (0.0)	210 (76.9)	63 (23.1)	4.23	0.42	0.85	2
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)	3.79	0.63	0.76	7

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	SD	RII	Rank in Group
SBA has been successfully incorporated into my school.	0 (0.0)	0 (0.0)	70 (25.6)	92 (33.7)	111 (40.7)	4.15	0.80	0.83	4
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)	3.87	0.57	0.77	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)	4.03	0.77	0.81	5

Table 2: Implementation of SBA

From table 2, 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 were 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 had been successfully incorporated into their school, 92 (33.7%) participants agreed that SBA had been successfully incorporated into their school, and 111 (40.7%) participants strongly agreed that SBA had 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 had become an integral part of internal assessment in my school, 110 (40.3%) participants agreed that SBA had become an integral part of internal assessment in my school, and 86 (31.5%) participants strongly agreed that SBA had 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.

Also, from table 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 ( $\pm$ SD) = 4.42 ( $\pm$ 0.49). The overall mean score of 4.10 ( $\pm$ 0.62) shows that the teachers generally accepted the SBA implementation policy.

Table 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 indexes 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.

#### 4.2. Reasons for Implementing SBA

The extent to which teachers in the basic schools in the Jasikan Municipality of Ghana agreed or disagreed with the statements related to reasons for implementing SBA is presented in table 3.

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	SD	RII	Rank in Group
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)	4.36	0.48	0.87	1
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)	3.79	0.79	0.76	2
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)	3.15	0.61	0.63	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)	3.58	0.77	0.72	3

Table 3: Reasons for Implementing SBA

From table 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. The means of the measurement items for reasons for the implementation of SBA and the relative important index are presented in table 5.

Again, from table 3, 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 ( $\pm$ SD) = 4.36 ( $\pm$ 0.48). The overall average means score of 3.72 ( $\pm$ 0.66) shows that the teachers generally accepted the reasons for the implementation of the SBA policy. Table 5 also shows the relative importance index of four important factors under reasons for the implementation of the SBA policy group. Among all important factors within this group, the lowest and highest relative important indexes 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.

#### 4.3. The Roles of the Teachers in the Implementation of SBA Policy

The extent to which teachers in the basic schools in the Jasikan Municipality 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.

Statement	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Mean	SD	RII	Rank in Group
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)	4.13	0.62	0.83	4
Teachers design effective SBA tasks to facilitate learning.	0 (0.0)	0 (0.0)	33 (12.1)	130 (47.6)	110 (40.3)	4.28	0.67	0.86	1
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)	3.77	0.8	0.75	10
Teachers clearly explain the SBA tasks to all students.	0 (0.0)	0 (0.0)	117 (42.9)	90 (33.0)	66 (24.1)	3.81	0.8	0.76	9
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)	4.1	0.75	0.82	5
Teachers conduct SBA tasks (CATS) and record them accurately.	0 (0.0)	0 (0.0)	36 (13.2)	152 (55.7)	85 (31.1)	4.18	0.64	0.84	3
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)	4.12	0.62	0.82	5
Teachers give adequate homework to pupils under the SBA.	0 (0.0)	0 (0.0)	54 (19.8)	141 (51.7)	78 (28.5)	4.09	0.69	0.82	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)	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.	0 (0.0)	0 (0.0)	153 (56.0)	52 (19.1)	68 (24.9)	3.69	0.85	0.74	11
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)	4.26	0.62	0.85	2

Table 4: The Roles of the Teachers in the Implementation of SBA Policy

From table 4, 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 facilitators 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 facilitators 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 about teachers clearly explaining 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 of children for early intervention under the SBA, and 150 (55.0%) participants agreed that teachers monitor the progress of the special needs of children for early intervention under the SBA, and 97 (35.5%) strongly agreed that teachers monitor the progress of the special needs of children for early intervention under the SBA. No participant disagreed or strongly disagreed that teachers monitor the progress of the special needs of children for early intervention under the SBA.

From table 4, 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 ( $\pm$ SD) = 4.28 ( $\pm$ 0.67). The overall average means score of 4.05 ( $\pm$ 0.69) shows that the teachers generally accepted. Table 4 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.

#### 4.4. Challenges Faced by Teachers in the Implementation of SBA Policy

The extent to which teachers in the basic schools in the Jasikan Municipality 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 5.

Statement	SD	D	N	A	SA	Mean	SD	RII	Rank in Group
	F (%)	F (%)	F (%)	F (%)	F (%)				
Teachers lack knowledge in the implementation of SBA.	108 (39.6)	129 (47.2)	36 (13.2)	0(0.0)	0 (0.0)	1.74	0.68	0.35	6
SBA is time-consuming.	24 (8.8)	104 (38.1)	114 (41.8)	31 (11.3)	0 (0.0)	2.56	0.81	0.51	3
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)	1.87	0.81	0.37	4
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)	2.64	0.8	0.53	2
There is no work schedule or timetable 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)	1.79	0.74	0.36	5

Statement	SD	D	N	A	SA	Mean	SD	RII	Rank in Group
	F (%)	F (%)	F (%)	F (%)	F (%)				
There is a lack of regular management 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)	1.61	0.75	0.32	8
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)	1.48	0.65	0.3	10
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)	1.54	0.65	0.31	9
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)	1.74	0.99	0.35	6

Table 5: Challenges Faced By Teachers in the Implementation of SBA Policy

From table 5, 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 disagreed 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 disagreed 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 disagreed 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 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 supervision of teachers to perform the SBA tasks in my school. More than three-fifths (60.4%, n=165) of participants strongly disagreed that the management does not give much attention to the execution of projects work under the SBA, 84(30.8%) participants disagreed with the 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 that 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) of 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.

Finally, 16 (5.9%) participants strongly disagreed with the inadequate supply of logistics for the implementation of SBA in my school, 21 (7.7%) participants disagreed with the inadequate supply of logistics for the implementation of SBA in my school, 93 (34.1%) participants were neutral about the inadequate supply of logistics for the implementation of

SBA in my school, 88 (32.2%) agreed with the 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.

From table 4, 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 the lack of supply of logistics for the implementation of SBA in my school with a mean ( $\pm$ SD) = 3.53 ( $\pm$ 1.08). The overall average means score of 2.05 ( $\pm$ 0.80) shows that the teachers generally accepted the challenges faced by teachers in the implementation of the SBA Policy.

Table 5 also shows the relatively 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.

#### 4.5. The Strategies to Ensure Successful Implementation of SBA Policy

The extent to which teachers in the basic schools in the Jasikan Municipality of Ghana agreed or disagreed with the statements related to the strategies to ensure successful implementation of the SBA Policy is presented in table 6.

Statement	SD	D	N	A	SA	Mean	SD	RII	Rank in Group
	F (%)	F (%)	F (%)	F (%)	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)	4.4	0.5	0.88	4
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)	4.52	0.5	0.9	3
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)	4.64	0.48	0.93	1
Provision of timetable 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)	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.	0 (0.0)	0 (0.0)	57 (20.9)	152 (55.7)	64 (23.4)	4.03	0.67	0.8	8
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)	4.22	0.65	0.84	6
Teachers working together with coordinators, Heads of Schools, and Circuit Supervisors.	0 (0.0)	0 (0.0)	26 (9.5)	189 (69.2)	58 (21.3)	4.18	0.54	0.82	7
GES and heads 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)	4.34	0.48	0.87	5
Provision of well-designed professional development training for teachers under the SBA.	0 (0.0)	0 (0.0)	0 (0.0)	113 (41.4)	160 (58.6)	4.59	0.49	0.92	2

Table 6: The Strategies to Ensure Successful Implementation of SBA Policy

From table 6, 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 the 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 a timetable or scheduled plan for taking SBA tasks (CATS) by teachers, 102 (37.4%) participants agreed to the provision of a timetable or scheduled plan for taking SBA tasks (CATS) by teachers and 65 (23.8%) participants strongly agreed to the provision of timetable or scheduled plan for taking SBA tasks (CATS) by teachers. No participants disagreed or strongly disagreed with the provision of a timetable or scheduled plan for taking SBA tasks (CATS) by teachers. One-fifth (20.9%, n= 57) of the participants were neutral to the provision and supply of SBA manual to all teachers for successful implementation of the SBA policy by GES, 152 (55.7%) participants agreed to the 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) of 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) of 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 work 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 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.

From table 6, 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 ( $\pm$ SD) = 4.64 ( $\pm$ 0.48). The overall average means score of 4.31 ( $\pm$ 0.57) shows that the teachers generally accepted the strategies to ensure the successful implementation of the SBA policy. Table 6 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 the provision of timetable 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. Discussion

### 5.1. Implementation of the School-Based Assessment Policy

This study found that SBA has been effectively implemented in the basic schools in the Jasikan Municipality 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, and they are taken through workshops on the implementation of SBA. According to the teachers, SBA has been successfully incorporated into their school and 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 Abdullah et al. (2016) found that teachers were ready and confident about the implementation of SBA. Also, according to Joachim & Hashim (2021), strict planning is required to ensure the implementation of SBA. Rapanta et al. (2020) stated that proper planning helps teachers to focus better on teaching, resulting in the production of meaningful learning.

### 5.2. Roles of the Teachers in the Implementation

This study highlights the crucial role of teachers in the successful implementation of SBA in basic schools in the Jasikan Municipality of Ghana. Teachers are responsible for facilitating the learning process by designing effective SBA tasks, conducting four tasks each term, explaining the tasks clearly to students, providing support and guidance, accurately recording scores, assigning homework and projects, tracking progress using SBA scores, reporting progress to parents, and monitoring special needs children for early intervention. These findings are consistent with Dumitrache and

Gheorghe's (2018) study, which shows that teachers have the freedom to design classwork, homework, tests, assignments, practical work, and oral presentations based on the syllabus and that they play a critical role in easing students' frustration and supporting their learning. Additionally, Awoniyi (2016) and Joachim and Hashim (2021) note that teachers ensure the validity of the assessment instruments used, while Raman et al. (2021) found that teachers are competent in implementing SBA.

### 5.3. Challenges Faced By Teachers in the Implementation of the School-Based Assessment Policy

Despite the crucial role played by teachers in the implementation of SBA in basic schools, this study identified several challenges that hinder their effective implementation of the policy. The challenges reported by teachers include inadequate supply of logistics, insufficient training on SBA, and lack of knowledge in the implementation of SBA. These challenges are consistent with the findings of previous studies such as Raman et al. (2021) and Wilson & Narasuman (2020), which also identified a lack of external monitoring, inadequate guidelines, poor knowledge of teachers, and difficulty in adapting to changes in assessment as significant challenges to successful SBA implementation. Raman et al. (2021) also pointed out that the varying abilities and learning styles of students can affect the effectiveness of teaching and learning under the SBA policy. Moreover, Ahenkorah (2019) emphasized that some teachers lack the necessary skills and knowledge to implement SBA and may be tempted to revert to their previous teaching methods.

### 5.4. Strategies Adopted by the Teachers for Effective Implementation of SBA

This study suggests that, despite the challenges faced by teachers in implementing SBA in basic schools, effective strategies can be adopted to ensure the successful implementation of the SBA policy. The study recommends that the Ghana Education Service (GES) orientate teachers on SBA policy implementation, provide necessary logistics to teachers, ensure constant supervision of teachers by headteachers and GES, provide a timetable or scheduled plan for taking SBA tasks (CATS), supply all teachers with the SBA manual, and encourage teachers to work together with coordinators, Heads of Schools, and Circuit Supervisors under the SBA policy. These recommendations are in line with previous studies by Lee et al. (2018) and Abdullah et al. (2016), which highlight the need for management to devise strategies that support successful SBA policy implementation by addressing the challenges faced by teachers. These strategies include orienting teachers on SBA policy, providing necessary logistics, constant supervision of teachers, scheduling SBA tasks, providing SBA manuals, and offering well-designed professional development training for teachers.

## 6. Conclusion and Recommendations

This study aimed to assess the implementation of the School-Based Assessment (SBA) policy in basic schools in the Jasikan Municipality of Ghana. A quantitative research approach was adopted, with 273 teachers randomly sampled and surveyed using a questionnaire. The study found that teachers were well-informed about the SBA policy and played a key role in its implementation by designing effective SBA tasks and conducting them regularly. However, they faced challenges such as inadequate logistics and insufficient training. The study recommends that the Ghana Education Service enforce the SBA policy in all basic schools in the municipality and provide well-designed professional development training for teachers. Additionally, incentivizing and promoting teachers through praise and recognition can motivate them to continue playing a facilitative role in SBA implementation. Based on these findings, the study concludes that SBA has been effectively implemented in the Jasikan Municipality, with room for improvement through targeted interventions.

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