

Examining Primary School Teachers' Practices in School-Based Assessment: Influence of Teaching Experience

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Abstract:

The way teachers conduct school-based assessments (SBA) has a significant impact on students' learning outcomes and provides important information for personalised support and instructional improvements. However, the precise influence of teaching experience on SBA among primary-level teachers remains unknown. The study will examine SBA practices among primary school teachers and whether these practices differ based on experience. The study employed a descriptive research design to collect data on primary school teachers' practices regarding SBA with a sample of 270 primary school teachers who were randomly selected among the population of 686. A questionnaire was the data collection instrument for the study. We analysed the collected data using frequencies, percentages, means, standard deviations, and a one-way ANOVA. The analyses revealed that the primary school teachers' SBA practices are generally effective. Furthermore, there were no statistically significant differences in teachers' practices across the various year groupings based on experience. The findings suggest that there is a need to look beyond years of teaching experience to better understand the factors that drive effective SBA practices in primary education. Furthermore, the Ghana Education Service (GES) should continue with the implementation of ongoing professional development programmes for teachers with a focus on SBA best practices. Headteachers of primary schools should also create professional learning communities to encourage teacher collaboration.

Keywords: assessment practices, school-based assessment, teachers' practices, primary school teachers, teaching experience

Introduction:

Assessment is a vital component and driving force behind educational practices and improvements globally (Koloi-Keaikitse, 2012). It serves as a cornerstone for national development, with the

achievement of educational goals in any country being closely linked to evaluating student learning outcomes (Aduloju, Adikwu, & Agi, 2016). Since 1987, Ghana has employed various assessment

methods, including continuous assessment, end-of-term exams, and semester exams. Ogunniyi (as cited in Etsey, 2012) defines continuous assessment as a formative process designed to measure students' progress in knowledge, attitudes, and skills over time. This method uses tests, projects, and observations to judge students' performance across cognitive, affective, and psychomotor domains (Okonkwo, 2002). It is different from single-event assessments like end-of-term exams (Alufohai & Akinlosotu, 2016; Amedahe, 2014).

However, continuous assessment has not had the expected impact on student performance due to its conceptual shortcomings (CRDD, 2011). Issues such as limited teacher-student interaction, high stress from testing and grading, insufficient focus on projects, over-reliance on easily scored questions, inconsistent assessment practices across schools, and lack of moderation have been identified as significant problems (Quansah, 2005). In response, Ghana's educational authorities introduced the school-based assessment (SBA) system, a modified form of continuous assessment designed to address these shortcomings.

The SBA is increasingly recognised as a transformative approach to primary education, aiming to integrate cognitive, psychomotor, and affective evaluations into the teaching and learning process. It involves the regular collection of assessment data through various methods: promoting complex thinking skills, providing teacher support and remediation, reducing the number of assessments, and emphasising student-centred learning. It also aims to standardise SBA practices across schools (CRDD, 2011). Moreover, SBA is a widely adopted practice in countries like Australia, New Zealand, Canada, the UK, and the US, as well as in developing nations such as Ghana and Zambia (Williamson, 2017). This global initiative seeks to achieve both assessment for learning and assessment of learning, thereby enhancing student learning and academic performance (Looney, 2011).

SBA evaluates both the learning process and outcomes (CRDD, 2011; Md-Ali et al., 2015; Opara et al., 2015; Yan, 2014). It is a comprehensive system carried out by subject teachers, assessing students' cognitive, affective, and psychomotor aspects of learning (Ghazali et al., 2016; Opara et al., 2015). According to Awoniyi (2016), SBA is an internal assessment graded by the students' teachers. Yates (2018) highlights that this internal nature allows SBA to serve both formative and summative purposes, providing feedback and learning opportunities while enabling teachers to make final assessments of students' knowledge and abilities. Additionally, it enables teachers to assess skills and knowledge that external exams cannot easily assess (Yates, 2018).

For successful implementation, teachers must follow the prescribed procedures and guidelines for the SBA (Aduloju et al., 2016; Omorogiuwa & Aibangee, 2017), ensuring standardised practices that enhance the validity and reliability of assessments (CRDD, 2011). However, research in Ghana indicates that many schools and teachers fail to adhere to these guidelines (Nugba, 2012), with some continuing to use outdated continuous assessment methods (Awoniyi, 2016; Nugba, 2012). This failure can undermine the reliability and validity of assessments and negatively impact the quality of education (Yamtin & Wongwanich, 2014).

To ensure quality education, teachers need to adhere to SBA procedures (Aduloju et al., 2016; Omorogiuwa & Aibangee, 2017), yet many schools and teachers still deviate from these guidelines (Awoniyi, 2016; Nugba, 2012). Therefore, it is necessary to examine the SBA practices of primary school teachers, as previous studies have not focused specifically on them or explored how teaching experience influences them. This study aims to investigate primary school teachers' approaches to school-based assessment.

Research Question:

- What are the practices of teachers in school-based assessments?

Research Hypotheses:

- **H₀:** Teachers' school-based assessment practices do not differ significantly based on their years of teaching experience.
- **H₁:** Teachers' school-based assessment practices vary significantly based on their years of teaching experience.

Significance of the study:

Results from this study will provide data on how SBA is conducted in classrooms; thus, it will highlight the practices that teachers currently employ in SBA. Additionally, it can help identify areas where teachers may need further training or resources to enhance their assessment strategies, ultimately improving student learning outcomes. If we find significant differences, the results could suggest that teachers at different stages of their careers require differentiated support and resources. In terms of educational policy, particularly regarding school-based assessment, the findings will enable policymakers to make informed decisions about curriculum frameworks and assessment guidelines that better support both teachers and students. Therefore, this study aims to contribute to improved educational practices and, consequently, enhanced student performance.

Empirical Review:

Primary school teachers' school-based assessment practices:

According to research on SBA practices, the success of implementing SBA in Malaysia depends a lot on how ready the teachers are, including their knowledge, skills, and the amount of time and resources they have access to (Malik et al., 2021). Similarly, Brunei's move from a system based on tests to one based on assessment for learning (AFL) shows that teachers need to change how they do things to create a more complete learning environment (Rashid & Jaidin, 2014). In their research, Veloo et al. (2016)

investigated assessment practices among English teachers in secondary schools in Malaysia. The study revealed that school-based assessment (SBA) practices among English teachers in Marang were at an average level. It also found that the classroom assessments conducted by teachers were often limited and primarily focused on meeting SBA requirements rather than addressing students' learning challenges or guiding lesson planning. The authors highlighted the importance of meaningful assessments, which allow students to monitor their learning and identify their potential. The study also revealed differences in the assessment practices of teachers who had attended SBA training courses compared to those who had not. This finding suggests that these courses make SBA practices more effective. The authors recommended that teachers improve their knowledge and skills in assessment, particularly in SBA.

Similarly, Oduro-Okyireh (2008) aimed to determine whether senior secondary school teachers in the Ashanti Region of Ghana adhered to fundamental principles in their testing practices. The study also examined whether pre-service training in testing improved teachers' competence in actual testing practices. Using cluster and simple random sampling methods, 265 teachers from 26 senior secondary schools in mathematics, integrated science, and English language were selected. The results indicated that most teachers followed the basic principles of test construction, administration, and scoring. Oduro-Okyireh also found that pre-service training in educational measurement positively influenced teachers' testing practices. Consequently, the study recommended incorporating pre-service training in assessment and evaluation, as proficiency in these areas is crucial for effective teaching.

Teachers' years of experience and SBA practices:

Kinyua and Odiemo (2014) suggested that more experienced teachers tend to create tests that are more valid and reliable. Amedahe (as cited in Anhwere, 2009) observed a moderate relationship

between teaching experience and the accuracy of classroom achievement tests, indicating that as teachers gain more experience, they become more precise in test design. Except for test administration, where all teachers generally participate and learn from each other, teaching experience has a greater impact on overall assessment practices—such as planning, construction, scoring, and feedback—than academic qualifications. In a study by Talib et al. (2014), teachers with more years of experience practised SBA more effectively than those with fewer. Teachers with 0-5 years of experience had a mean score of 2.72; those with 6-10 years scored 2.71; teachers with 11-15 years scored 2.75; and those with over 15 years achieved the highest score of 2.85. However, it was unclear whether these differences were statistically significant, although it is likely they were not. Bassey et al. (2013) found that teacher characteristics, including teaching experience, did not significantly influence best assessment practices among basic education teachers. Similarly, Anhwere (2009) reported no significant difference in test item construction between tutors with 1–3 years of experience and those with more than three years in teacher training colleges. So, teaching experience doesn't seem to have much of an effect on assessment practices. Amedahe and Etsey (as cited in Anhwere, 2009) said their results were due to poor assessment practices.

Method:

Research design:

This study employed a descriptive research design to collect data on primary school teachers' practices regarding school-based assessment (SBA). This approach is ideal for obtaining detailed insights into teachers' current practices and evaluating the conditions surrounding SBA. Descriptive survey research is used to gather data that helps test hypotheses or answer questions about the present state of the subjects under investigation (Amedahe & Asamoah-Gyimah, 2017). It is particularly effective in illustrating existing practices in primary schools, especially

those related to SBA in the classroom. We chose a survey design due to time and resource constraints, as it allows for a swift evaluation of current practices and attitudes (Creswell, 2012). Additionally, it allows for the collection of comprehensive data from a large sample of teachers, making the results applicable to the broader population of primary school teachers. Descriptive surveys have a weakness in that the tools used to collect data could be biased, such as errors in interviews or questionnaires, which could change the results (Amedahe & Asamoah-Gyimah, 2017). Murphy (as cited in Attom, 2017) notes that respondents may sometimes provide answers they think are expected rather than truthful ones, and they may refuse to answer sensitive questions. Despite these challenges, the descriptive survey design was considered the most suitable for this research.

Population

In this study, the population consisted of primary school teachers in the Savelugu Municipality. The group aimed to apply the findings to all primary school teachers in the region. The total population for this study included 686 primary school teachers in the Savelugu Municipality. The Municipality was selected because most previous SBA research in Ghana focused on Senior High and Junior High Schools, leaving the primary school level, particularly in the Savelugu Municipality, underexplored. Consequently, this research sought to provide valuable understandings into SBA practices at the primary school level in this area.

Sample and sampling procedure

Robson (2002) states that it is uncommon in survey research to include the entire population, making sampling necessary. Krejcie and Morgan's (2011) sample size table guided the random selection of 270 teachers for this study. Sampling involves selecting a smaller, representative portion of the population to infer characteristics about the entire group (Kombo & Tromp, 2006). Cohen, Manion, and Morrison (2007) argue that the success of research depends on the

appropriateness of the methodology, instruments, and sampling strategy. In this study, simple random sampling was used, specifically the random number method, which ensures every member of the population has an equal chance of being selected (Amedahe & Asamoah-Gyimah, 2017). We chose this method to minimise bias by compiling and organising a complete list of the 686 teachers in the Savelugu Municipality. We then selected the teachers using a random number table to ensure an unbiased sample. Given the availability of a full population list, we continued the process until we selected 270 teachers, making this method suitable.

Data collection instrument:

A questionnaire was used to collect data for this study, chosen for its ability to gather structured numerical data and its practicality, as it does not require the researcher's direct involvement (Cohen et al., 2007). The questionnaire was designed in line with the study's objectives, drawing on relevant literature on teachers' practices of school-based assessment. It employed a Likert-type scale, ranging from "Strongly Agree" (4) to "Strongly Disagree" (1) for positive items, with reverse scoring for negative items. We chose the Likert scale due to its ease of development and capacity to capture a wide range of responses. The questionnaire was divided into two sections: Section A, which collected demographic information about respondents (such as teaching experience), and Section B, which included 15 questions related to teachers' SBA practices.

Pre-testing:

We conducted a pre-test in a district with similar characteristics to the study area before the main data collection. We randomly selected thirty teachers from different districts for the pre-test to ensure the sample's relevance. The pre-test aimed to identify any potential issues with the questionnaire, allowing for adjustments before the main data collection. Any problems with the instrument that were found during the pre-test were fixed, and the final version made the

questionnaire more valid, reliable, and useful (Morrison, as cited in Cohen et al., 2007).

Reliability and Validity:

We checked how reliable the questionnaire was using Cronbach's Alpha, a method that is often used to check the consistency of tools with multiple items, like attitude scales (Cronbach, as cited in Ebel & Frisbie, 1991). The reliability coefficient was found to be 0.76, which is considered acceptable in educational research (Ary et al., 2002), as a reliability index of ≥ 0.50 is deemed satisfactory.

Gall et al. (1996) emphasise the importance of expert judgements in enhancing instrument validity. Expert reviews ensured the validity of the questionnaire by assessing the relevance, clarity, and wording of the items. Feedback from experts was incorporated to further improve the questionnaire's validity.

Ethical considerations:

Researchers have an ethical obligation to ensure their studies do not cause harm to participants (Keyton, 2001). In this study, informed consent was obtained from all participants; they were fully informed about the study and given the option to participate voluntarily. Participants were assured of the confidentiality of their responses and the anonymity of their identities. Ethical principles such as informed consent, confidentiality, and anonymity were strictly adhered to, and participants were provided with the researcher's contact information in case they had any questions regarding the study.

Data collection procedures:

We collected data from randomly selected teachers in primary schools within the Savelugu Municipality. After visiting the schools to distribute the questionnaires, we collected them one week later. We extended an additional week to any teachers who had not completed their questionnaires. The data collection process lasted for two weeks, achieving a 100% return rate.

Data processing and analysis:

After data collection, the questionnaires were reviewed for completeness, edited, and coded. The editing process ensured all items were answered and that instructions were followed. The data, which included demographic information, was

analysed using frequencies and percentages, whereas responses related to the research question were analysed using means and standard deviations. Responses related to the hypotheses were analysed using a one-way ANOVA.

Findings:

Table 1: Respondent distribution based on teaching experience

Number of years	Frequency	Percentage
Below 6	140	51.9
6-10	72	26.7
Above 10	58	21.5
Total	270	100

From Table 1, the majority of participants, 140 (51.9%), have less than six years of teaching experience. Seventy-two teachers (26.7%) have taught for 6 to 10 years, while 58 teachers (21.5%) have more than 10 years of experience. These findings suggest that most of the teachers who took part in the study have taught for fewer than six years.

Research question:

The research question aimed to examine the nature of teachers' practices in SBA. The randomly selected teachers evaluated their SBA practices using four response options: never,

sometimes, very often, and always. We collected data from items 18 to 32, using the following scale: Never = 1, Sometimes = 2, Very Often = 3, and Always = 4. All items were positively scored. A criterion value (CV) of 2.50 was set for the scale, calculated by summing the scores and dividing by the total number of scale points ($4 + 3 + 2 + 1 = 10$; $10 \div 4 = 2.50$).

For interpreting the mean scores, items or statements with a mean score between 0.00 and 2.49 were considered to reflect low practice, while those with a mean score between 2.50 and 4.00 were considered to reflect high practice. Table 2 presents the descriptive findings.

Table 2: Descriptive statistics on teachers' practice

Practices of SBA	M	SD	MR	Level of practice
In school-based assessment, I assign marks based on the effort and performance of each group.	3.46	.687	1 st	High
During group activities, I move around the groups, offering assistance, when necessary, without providing the correct answers	3.34	.792	2 nd	High
In implementing school-based assessments, I ensure that all relevant group exercises are conducted.	3.07	.815	3 rd	High
I create test items based on key objectives that are essential for each term's curriculum.	3.03	.855	4 th	High
I create test items based on objectives that include a sequence of activities.	2.94	.827	5 th	High
In implementing school-based assessments, I ensure that group	2.91	.840	6 th	High

projects are included.				
I incorporate real-life and novel projects in classroom instruction to help students apply their knowledge to diverse problems.	2.91	.785	7 th	High
In implementing school-based assessments, I ensure that I adhere to the established procedures and timelines.	2.90	.821	8 th	High
I analyse the challenges students encounter with the test items and arrange a remedial session for the class.	2.89	.879	9 th	High
I create test items based on objectives that require students to demonstrate creativity in their learning performance.	2.88	.874	10 th	High
In implementing school-based assessments, I ensure that project tasks are designed to incorporate knowledge and skills from other subjects.	2.80	.847	11 th	High
I make sure to include individual projects when implementing school-based assessments.	2.64	.872	12 th	High
In my practice of school-based assessment, I give my students two tests, one group exercise, and a project each term.	2.61	.863	13 th	High
I make sure to complete all school-based assessments by the end of the eleventh week.	2.60	.926	14 th	High
At the end of the group exercise, I ask each group of students to assign themselves a mark and grade for their work.	2.05	.961	15 th	Low
MM/SD	2.87	.835		

According to Table 2, the majority of primary school teachers reported consistently practicing school-based assessment (SBA), as indicated by a group mean of $M=2.87$ ($SD=.835$), which exceeds the cut-off value ($CV=2.50$). Several aspects of the SBA were highlighted by the teachers. Most teachers stated that they regularly awarded marks based on the effort and performance of each group ($M=3.46$, $SD=.687$). Additionally, many teachers mentioned that during group exercises, they often moved between groups to offer assistance without providing the correct answers ($M=3.34$, $SD=.792$). The majority of teachers also attested to regularly making sure the right group exercises were carried out ($M=3.07$, $SD=.815$).

Regarding test development, most teachers indicated that they frequently created test items aligned with the key objectives for each term ($M=3.03$, $SD=.855$). Many also mentioned designing test items that included a series of activities ($M=2.94$, $SD=.827$). The data further showed that most teachers ensured the inclusion of group projects in their SBA practices ($M=2.91$, $SD=.840$). Moreover, teachers highlighted that

their classroom instruction often involved real-life and unfamiliar projects, motivating students to apply their knowledge to complex problems ($M=2.91$, $SD=.785$).

In terms of assessment procedures, many teachers indicated they regularly followed the prescribed procedures and timelines for administering assessments ($M=2.90$, $SD=.821$). Additionally, most teachers analysed the challenges students faced with test items and organised remedial sessions to address these issues ($M=2.89$, $SD=.879$). Regarding creativity, many teachers reported developing test items that required students to demonstrate creativity for effective learning outcomes ($M=2.88$, $SD=.874$).

Teachers also stated they often designed project tasks that integrated knowledge and skills from multiple subjects ($M=2.80$, $SD=.847$). They also ensured the inclusion of individual projects ($M=2.64$, $SD=.872$). In their SBA practices, most teachers in the Savelugu Municipality reported administering two tests, one group exercise, and a project each term ($M=2.61$, $SD=.863$). Most

teachers said they finished administering assessments by the end of week 11 (M=2.60, SD=.926).

Overall, most teachers reported rarely asking students to assign themselves marks and grades for their work at the end of group exercises (M=2.05, SD=.961).

Research hypothesis:

At an alpha level of .05, the hypothesis was tested to determine whether the years of teaching experience (YTE) of primary school teachers influenced their SBA practices. A one-way between-groups analysis of variance (ANOVA) was deemed appropriate for this analysis. We prepared by combining the responses regarding teachers' SBA practices into a single variable. The questionnaire data consisted of an independent

variable (years of teaching experience, which is categorical) and a dependent variable (teachers' SBA practices), measured on a continuous scale. The one-way ANOVA was used to understand if there were statistically important differences between the means of the independent groups (years of teaching experience) and the dependent variable (teachers' SBA practices). The independent variable, teaching experience, was divided into three categories: teachers with fewer than 6 years of experience, those with 6 to 10 years of experience, and those with more than 10 years of experience. Scores reflecting teachers' practices represented the dependent variable. We checked the assumptions of normality and homogeneity of variances for the ANOVA. Table 3 presents the results related to normality.

Table 3: Normality Test Results

Number of years in teaching service	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Below 6 years	.063	140	.200
6 – 10 years	.079	72	.200
Above 10 years	.069	58	.200

Table 3 shows that the Kolmogorov-Smirnov test of normality, which is used for sample sizes bigger than 50, showed that the dependent variable (teachers' practices) was spread out normally across the different levels of experience. The distribution of the dependent variable was normal for teachers with less than 6 years of experience (p = .200), for those with 6 to 10 years of experience (p = .200), and for those with more

than 10 years of experience (p = .200). The Kolmogorov-Smirnov results indicated that all groups produced values greater than the p-value of .05, signifying that the data distribution was normal.

After testing for normality, the researchers proceeded to check whether the variances were homogeneous. Table 4 presents the results.

Table 4: Results of Homogeneity of Variances Test

Levene Statistic	df1	df2	Sig.	Remarks
1.317	2	267	.270	Not significant

From Table 4, the significance value of the Levene statistic is .270, indicating that the variances are assumed to be equal. Therefore, performing the

ANOVA test was permissible. Table 5 presents the descriptive statistics.

Table 5: Descriptive Statistics of the Categories of Teaching

Categories	N	Mean	Std. Deviation
Below 6 years	72	43.27	6.155
6 – 10 years	140	43.02	6.321
Above 10 years	58	42.67	5.175
Total	270	43.01	6.03056

The descriptive statistics in Table 5 demonstrate that the means are very close to each other. Teachers with less than 6 years of experience practised SBA the most (M = 43.27, SD = 6.155), followed by those with 6–10 years of experience (M = 43.02, SD = 6.321). Those who have taught

for 10 years or more practised SBA the least (M = 42.67, SD = 5.175). To provide more statistical evidence that the differences observed were not merely random, we conducted a separate one-way analysis of variance (ANOVA). Table 6 presents the ANOVA results.

Table 6: Summary of One-way ANOVA Results on Teachers' Assessment Practices in SBA Based on Years of Teaching Experience

Sources	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	11.801	2	5.901	.161	.851	No Diff.
Within Groups	9771.106	267	36.596			
Total	9782.907	269				

Based on the one-way ANOVA in Table 6, there was no statistically significant difference in how teachers did their jobs based on how long they had been teaching, $F(2, 267) = .161, p = .851$ (two-tailed). This study provides statistical evidence that there are no significant differences in the mean scores of the tested variable. Therefore, the null hypothesis, which states that “there is no statistically significant difference in teachers’ SBA practices based on years of teaching experience”, was not rejected. Since the differences were non-significant, a post-hoc test or follow-up test was not applicable.

Discussion:

The findings were discussed based on the research question and hypotheses

Research question: What are the practices of teachers in school-based assessments?

The findings of the study revealed that primary school teachers’ practices of SBA are generally high (see Table 2). This result supports the study by Oduro-Okyireh (2008), which investigated whether senior secondary school teachers in the Ashanti Region of Ghana adhered to the basic principles in their testing practices. That study revealed that, to a significant extent, teachers followed the basic principles in test construction, administration, and scoring. However, the current findings contradict the work of Awoniyi (2016), who found that mathematics teachers in SHS Cape Coast Metropolis did not understand SBA guidelines and continued to practice the old "continuous assessment" scheme. Similarly, Nugba (2012) discovered that some schools and teachers

in Obuasi were not following SBA procedures when assessing students. In Malaysia, Talib et al. (2014) looked at what primary school teachers knew and how they used SBA. Their results were different from ours, showing that teachers were not always consistent in how they used SBA. Similarly, Veloo et al. (2016) found that classroom assessments conducted by teachers were limited and performed merely to satisfy SBA requirements rather than to identify students' learning development or inform teaching strategies. Dean (as cited in Wiredu, 2013) observed that most teachers assessed students in the same manner they were assessed while in school, leading them to neglect the recommended procedures for student assessment. Moreover, the finding that most primary school teachers in the Savelugu Municipality often failed to ask groups of pupils to self-assess their work at the end of group exercises does not align with the CRDD requirement that teachers allow students to award themselves marks after group activities. This practice, though not final, helps students recognise responsibility for their efforts and can motivate them to learn. Teachers might not have known that pupils can self-grade at the end of group exercises. Similarly, research conducted by Samsudin et al. (2016) and Veloo et al. (2016) revealed that teachers' practices of SBA were at a moderate or average level, which contrasts with the current study's findings that primary school teachers' practices of school-based assessment are generally high. Effective training, motivation, or supervision from school authorities may explain the higher levels of SBA practices observed in this study.

Research hypothesis: H_0 : Teachers' school-based assessment practices do not differ significantly based on their years of teaching experience.

The findings of the hypothesis indicated that there was no significant difference among the three groups of teaching experience in terms of SBA practices (see Table 6). There were no significant differences in teachers' practices across the various year groupings. These findings align with Bassey et al. (2013), who found that the level of best assessment practices exhibited by basic

education teachers is not significantly influenced by teachers' characteristics, such as teaching experience. This evidence suggests that the number of years in teaching service did not affect teachers' assessment practices.

In contrast, Talib et al. (2014) found that teachers with more years of teaching experience practised SBA more effectively than their less-experienced counterparts. Kinyua and Odiemo (2014) and Magno (2003) corroborated this finding, asserting that more experienced teachers prepared tests that were more valid and reliable. Wiredu (2013) revealed that the number of years of teaching had a significant influence on the overall assessment practices of tutors. The study further found that teaching experience had a greater impact on planning, item construction, item preparation, and test evaluation practices in assessment. Wiredu concluded that tutors who remained in teaching for a longer period were more likely to adhere to assessment principles. The lack of significant differences among the three groups of teaching experience in the current study may be attributed to the collaborative nature of the SBA administration, where all teachers were involved and learnt from each other. Additionally, if all teachers received similar training, their years of experience might not directly influence the differences in their scores.

Conclusion and Recommendations:

Based on the findings of the study, it can be concluded that teachers are adhering to best practices in SBA by aligning their methods with SBA guidelines, thereby improving the overall quality of education. Furthermore, the results indicated that primary school teachers are effectively engaging students in meaningful SBA, which likely contributes to improved learning outcomes. Regarding the relationship between teachers' years of teaching experience and their SBA practices, it can be concluded that, irrespective of teaching expertise, primary school teachers are employing similar SBA practices. Therefore, there is a need to look beyond years of teaching experience to better understand the

factors that drive effective SBA practices in primary education.

The Ghana Education Service (GES) should implement ongoing professional development programmes for teachers with a focus on best practices in SBA. Such initiatives will enhance teachers' knowledge and skills, ensuring that their assessment methods align with educational standards. Additionally, primary school headteachers should promote collaboration among teachers by establishing professional learning communities. This collaborative approach will enable teachers to share effective SBA and other assessment strategies and experiences, fostering a supportive environment for shared learning.

Suggested further studies:

Exploring the impact of attitudes and institutional support on primary school teachers' practices in implementing SBA.

Conflict of Interest Statement:

The authors declare no conflicts of interest.

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