

## Barriers to effective school-based assessments implementation by primary school teachers in Savelugu Municipality, Ghana

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### ABSTRACT

This study examined the difficulties encountered by primary school teachers in implementing school-based assessments (SBA) within the Savelugu Municipality. This research is significant in that it sought to clarify the challenges primary school teachers encounter in practising SBA in their classrooms. Fullan's Change Theory, which explains that enduring change in educational institutions involves both strategic planning and emotional intelligence, guided the research study. The study employed a cross-sectional descriptive research design with a structured questionnaire as the principal research instrument for data collection. A sample of 270 primary school teachers were randomly sampled from a target population of 686 instructors within the municipality. The study attained a 100% response rate of completed questionnaires. The statistical tools that were used to analyse the data were means and standard deviations. The study found among other challenges confronting the conduct of SBA at the primary schools were, inadequate training for teachers on SBA methods, students copying assignments from their peers, lack of support from school leaders and frequent absenteeism by students. The study concluded that for SBA to be successfully implemented at the primary schools, it would require the right support systems, like tailored training for teachers, access to SBA guidelines, and changes to the school schedule. The study recommended that the Ghana Education Service (GES) and the Ministry of Education should furnish schools with essential resources, including materials and technical assistance, to facilitate effective implementation of SBA and enhance student learning outcomes in primary schools. Furthermore, educational institutions ought to engage in close collaboration with parents, community leaders, and social workers to tackle truancy and enhance steady student attendance.

**Keywords:** Barriers, Effective, Implementing, School-Based Assessment, Primary School Teachers

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### I. INTRODUCTION

School-based assessment (SBA) is a fundamental component of the 2008 educational reforms in Ghana, aimed at improving learning outcomes by integrating continuous and comprehensive assessment methods in primary schools. In Ghana, SBA is conducted at both basic and secondary education levels. SBA involves the systematic gathering of regular data on students' academic achievement to inform the development of more effective educational programs intended to improve student performance (Curriculum Research and Development [CRDD], 2011). The approach prioritises the formation of critical thinking, problem-solving skills, collaboration, numerical proficiency, ethical and spiritual development, and effective communication (CRDD, 2011). The SBA employs a holistic strategy, focussing on the evaluation of students' cognitive, emotional, and psychomotor learning domains (Opara et al., 2015). Consistent with this, Aduloju et al. (2016) noted that school-based assessment entails the ongoing examination of students across these three domains utilising diverse instruments, such as tests, assignments, observations, interviews, questionnaires, and projects.

The practice of SBA required teachers to employ formative assessment to facilitate informed decision-making, especially for identifying, remediating, and continuous assessment of students (Omorogiuwa & Aibangee, 2017). It also changes how assessments are done by adding ongoing tasks and evaluations, where scores help determine final grades instead of just depending on public exams. Also, SBA includes summative assessment features, which includes end-of-term assessments, which informs students of their learning progress for the term or year. The end-of-term examination serves as a summative assessment, evaluating the comprehensive students learning at the ending of year or term. Hasim

et al. (2018) found that teachers in Malaysia didn't understand the difference between formative and summative assessments. Their findings made it harder to use SBA effectively, even though it had been required since 2011–12.

However, reports indicate that several challenges prevent primary school teachers from effectively implementing SBA. According to Kurebwa and Nyaruwata (2013), one major issue confronting teachers is lack of competence in conducting assessments effectively. They found that teachers predominantly used summative assessments over formative assessments due to limited resources and high teacher-pupil ratios. Similarly, for Calveric (2010), inadequate training and limited professional development opportunities for the teachers are other issues affecting their ability to practice assessment. This lack of preparation leaves teachers feeling ill-equipped to assess student performance effectively. Moreover, Conca et al. (2004) observed that the implementation of national assessment frameworks often leads to confusion and frustration among teachers, who must navigate inconsistent policies and unclear assessment guidelines.

In the classroom, teachers face practical difficulties such as overcrowded classrooms, insufficient time, and inadequate technological resources, all of which hinder their ability to conduct objective and effective assessments (Metin, 2013). In Korea, Shim (2009) noted that teachers' beliefs about classroom-based assessments often did not align with their practices due to external factors like overcrowded classrooms, heavy teaching loads, and bureaucratic constraints. Appiah (2020) found that teachers specially at the primary school level in the Asikuma-Odoben-Brakwa District faced challenges with regards to practising the SBA system because they didn't have enough assessment materials, didn't get enough help from experts to create assessment tasks, and lacked project subjects. The survey also indicated that teachers in specific schools failed to assign project work to their students as required by the SBA guideline. Again, other researchers observed that the problems of continuous assessment include teachers being overburdened with several courses, a lack of material and financial assistance, and inconsistent standards across schools (Atsumbe & Raymond, 2012). Malakolunthu and Vasudevan (2012) observed that the regulations, methodologies, and outcomes of teacher assessment require enhancement to improve the system. Lukman and Uwadiegwu (2012) investigated the challenges of SBA as an innovation in the country's educational system. They identified inadequate teacher training, large class sizes, lack of teacher commitment as significant barriers. Belay and Tesfaye (2017) also found substantial challenges related to instructors, students, the curriculum, and institutional factors, including large class sizes, instructor overload, a lack of strict guidelines, insufficient professional support and training on assessment issues, delayed feedback to students, poor recordkeeping, and inadequate support for teachers.

In Ghana, there exist limited research studies on teachers' challenges in implementing SBA. For instance, mathematics teachers in senior high schools' level encountered obstacles including inadequate assessment resources, inadequate record-keeping systems, student truancy and absenteeism, as well as instances of academic dishonesty through assignment and classwork copying (Awoniyi, 2016). Nugba (2012) similarly cited insufficient SBA materials and facilities, an absence of guidelines of SBA, poor training of teachers on SBA, and a lack of support from the Ghana Education Service (GES) on resources. Nugba additionally found that teachers had inadequate preparation prior to the deployment of SBA, and the lack of equipment was hindering the practical components of SBA at the junior high school level. Also, Appiah (2020) study looked at the challenges of teachers specially at the primary school level on SBA in the Asikuma-Odoben-Brakwa District. However, limited research has been conducted at the primary school level in Ghana to understand the specific challenges teachers face in implementing SBA. Therefore, the study is seeking to identify the main challenges that primary school teachers at Savelugu Municipality encounter when conducting school-based assessments.

## 1.1 Research Question

What are the barriers to the effective implementation of school-based assessments by primary school teachers in the Savelugu Municipality?

## II. LITERATURE REVIEW

### 2.1 Theoretical Review

#### 2.1.1 Fullan's Change Theory

Fullan's Change Theory was developed by Canadian educational researcher and reform expert Michael Fullan in 2001, as one aspect of his comprehensive research on educational transformation. The theory offers a thorough framework for understanding the adoption, implementation, and sustainability of educational innovations within school systems. Change is intricate; so, substantial work and diligence must be applied to attain outcomes in a complex system like education (Amanchukwui & Daminabo, 2014). Fullan's approach explains that enduring change in educational institutions involves both strategic planning and emotional intelligence. It influenced global educational reforms, including curricular modifications, teacher professional development, and leadership methodologies (Fullan, 2016). According to Amanchukwui and Daminabo (2014), Fullan presented six secrets of change, emphasising that they are

not concealed but rather complex and difficult to comprehend because of their profound significance and are accompanied by challenges in understanding and implementing them collectively. These principles are: value your employees; foster purposeful connections among peers; prioritise capacity building; recognise that learning constitutes work; uphold transparency; and enable systems to learn.

Fullan articulated that the notion of loving your staff appears straightforward to implement, provided one does not consider the profundity of the assertion. It is crucial to show respect and encourage the growth of your colleagues. The second secret asserts that the principal must purposefully connect peers. The third secret pertains to capacity building. The principal must adopt an approach that enhances instructors' strengths and competencies in knowledge and skills. The fourth principle of transformation proposed by Fullan is that learning constitutes the work. He asserted that, as a school principal, he must integrate professional learning into the daily operations of the school culture. The fifth secret pertains to the efficacy of transparency regulations, which stipulate that if an inspector visits a school and asks the principal about the number of pupils failing in grade 9 mathematics, the principal should be able to promptly reference the relevant data. The sixth secret is 'systems learn'. This principle emphasises the holistic nature of continuous learning, exemplified by its persistence despite the departure of the leader. These reasons will compel the teacher to either alter or, in certain instances, retire (Amanchukwui & Daminabo, 2014). Fullan asserts that effective change is largely contingent upon capacity building.

This theory supports this study in the sense that, in several cases, primary school teachers possess insufficient training, pedagogical resources, and assessment proficiency to properly practice SBA. This supports the theory's assertion that without enhancing teacher competence, reform initiatives will fail. Again, Fullan emphasises the importance of coherence when aligning policy with classroom reality. As a result, if policy changes like the SBA are not properly adjusted to fit local classroom situations, teachers might feel disconnected from the reasons and goals of the assessment policy.

## 2.2 Empirical Review

Omorogiuwa and Aibangee (2017) conducted a study on the issues impacting SBA practice, focusing on factors that influence SBA implementation. The study employed a cross sectional survey research design sampling of 150 teachers drawn from a total of 876 teachers across 45 public junior secondary schools in Benin City, Nigeria. The research identified that awareness of teachers, classroom management, and the attitude of school management adversely impacted the effective implementation of such assessments. The study also found that having too many students in a classroom, heavy teaching loads, not enough time to carry out SBA, boosting SBA scores, and showing favouritism negatively affect the successful use of SBA. Likewise, Barley (2013), and Byabato and Kisamo (2014) identified grade inflation, favouritism, and workload as impediments to the practising SBA. Omorogiuwa and Aibangee (2017) hence recommended the efficient oversight of the policy and prompt in-service training for all educators. Furthermore, Veloo and Md Ali (2016) examined the obstacles encountered by teachers in executing SBA in Physical Education subject within the Malaysian educational framework. The research encompassed 15 secondary day schools within a single district in Kedah. Twenty-five deliberately chosen teachers were interviewed. The research revealed that physical education teachers encountered three significant obstacles: inadequate core knowledge concepts and processes, inadequate PE assessment facilities and instruments, and insufficient time for PE assessment. The study indicated that insufficient or substandard equipment, together with the teacher's inability to effectively communicate information to colleagues after completing training courses, significantly hinders SBA practice. The study revealed that physical education instructors possess an awareness of SBA, while there are variations in their comprehension concerning the techniques of conducting SBA.

Lukman and Uwadiogwu (2012) investigated the obstacles associated with SBA as an innovation within the Nigerian educational system. They disclosed that teachers' training in assessment methodologies influences the execution of SBA. The study advocates for in-service training in test creation and validation for educators to guarantee the effective execution of SBA. These findings agree with Emeka, Badmus, Kayode, and Akinsola (as mentioned in Lukman & Uwadiogwu, 2012), who found that not understanding assessment concepts, how to score and interpret test results, lacking necessary skills, teachers' dedication, and having large classes are major challenges to successfully carrying out SBA. The study determined that teachers training in assessment methodologies significantly impacted the execution of SBA. The study by Byabato and Kisamo (2014) examined the execution of school-based continuous evaluation and its effects on educational quality. The analysis indicated that the implementation of school-based initiatives was inadequately executed. They noted several problems, including a deficiency in teachers' honesty (favouritism and grade inflation) and a lack of consistency in the assessment tools and procedures for SBA recording and reporting. They noted that, in general, teachers had minimal or no profound understanding of evaluation techniques. Belay and Tesfaye (2017) identified substantial problems associated with instructors, students, curriculum, and the institution that hindered the implementation of SBA at Dire Dawa University. Identified challenges included large class sizes, instructor overload, absence of stringent guidelines, insufficient professional support and training regarding

assessment issues, failure to provide immediate feedback to students, inadequate record-keeping of assessment results, and lack of professional support and training related to SBA. Mhishi et al. (2012) disclosed that all interviewed teachers possessed neither formal training nor expertise in SBA.

### III. METHODOLOGY

#### 3.1 Study Area

Researchers often select a study site that is readily accessible and convenient (Walford, 2001). The site should be somewhere the researcher may establish trusting relationships with the study subjects and where credibility of the research and data quality are rather guaranteed (Marshall & Rossmann, 1999). The Savelugu municipality in Northern Ghana was the site of this research. The district lies in the northernmost point of Ghana's Northern Region. It borders West Mamprusi to the north, Nanton to the east, Kumbungu to the west, and Sangnari Municipal Assembly to the south. Savelugu is the seat town of the Savelugu Municipality. Based on the 2021 Population and Housing Census, Savelugu Municipality population was 122, 888, or 5.3 per percent of the whole population of the region. Covering roughly 1,599 square kilometres, it has a population density of 76.9 inhabitants per square kilometre. The district runs 400 to 800 feet above sea level. The Municipality has 66 primary schools and has been zoned into Six educational circuit for administrative purpose namely Savelugu East, Savelugu West, Diare North, Diare South, Pong-Tamale and Moglaa. We selected Savelugu Municipality due to the scarcity or nonexistence of SBA research in this area.

#### 3.2 Research Design

A descriptive cross-sectional research design was employed to study the obstacles faced by teachers in implementing SBA. They are useful and flexible because they enable researchers to ascertain the current status of a phenomenon (Osuola, 2005), such as the challenges faced by primary school teachers about SBA implementation. This research design was appropriate because it allowed for measuring current attitudes or practices and provided information in a short amount of time (Creswell, 2015). However, as noted by Murphy (as cited in Attom, 2017), respondents are often not completely truthful; they may feel the need to tell researchers what they think they want to hear, and participants might refuse to provide responses they view as too personal. The researchers deemed the descriptive research design the most appropriate for this study, despite this inherent disadvantage.

#### 3.3 Population

Population refers to the target group about which a researcher seeks to gain information and draw conclusions (Amedahe & Asamoah-Gyimah, 2017). The population for this study comprised 686 primary school teachers in the Savelugu Municipality. This focus was chosen because existing studies on SBA in Ghana are predominantly limited to Junior High and Senior High Schools, with little or no information available on the challenges of SBA at the primary school level. Conducting the study in primary schools was meant to provide more information about the difficulties of putting SBA into practice at this level of education.

#### 3.4 Sample and Sampling Procedure

A sample consists of a carefully selected subset of the units that constitute the population (Amedahe & Asamoah-Gyimah, 2017). It represents a subset of the population, for which the researcher aims to generalise the results (Sarantakos, 1998). According to Robson (2024), contacting the entire population in a survey is often impractical, which is where sampling becomes necessary. The Krejcie and Morgan (1970) sample determination Table guided the selection of a sample size of 270 teachers for this study. Fraenkel and Wallen (2006) argue that a minimum sample size of 100 is sufficient for meaningful generalisations. Therefore, the selection of 270 primary teachers allowed for a robust generalisation and represented 39% of the accessible population. The researchers used a simple random sampling and the random numbers procedure for drawing the final sample. This procedure provides the opportunity for all members of the target population to have an equal chance of being chosen, and it is appropriately used for a population that has similar characteristics (Amedahe & Asamoah-Gyimah, 2017).

#### 3.5 Data Collection Instrument

This study used a questionnaire as the instrument to gather data. This tool was chosen because Cohen et al. (2017) said that questionnaires are beneficial for getting numerical data without the researcher being there. Items on the questionnaire were developed to address the study's objectives, informed by a review of related literature on the challenges of SBA. The questionnaire used a Likert-type scale, with scores ranging from four (4) for "strongly agree" to one (1) for "strongly disagree" and from four (4) for "always" to one (1) for "never" for positive items. The researchers chose this scale because it is relatively easy to develop and effectively differentiates responses. The questionnaire consisted of 12 items. Each item included a row of boxes where participants indicated their level of agreement with the

statements by selecting from “Strongly Agree” (SA), “Agree” (A), “Disagree” (D), and “Strongly Disagree” (SD), reflecting the challenges they faced in practising SBA. Content validity of the questionnaire were assessed, and the instrument was pilot tested to identify and correct any errors, for purposes of improving validity and reliability of the results.

### 3.6 Data Collection Procedure

The researchers collected data from the sampled teachers in primary schools within the Savelugu Municipality. During the first week, the researchers visited the schools and administered the questionnaires to the selected teachers. Respondents were given one week to complete these questionnaires. After the first week, when respondents were called upon to submit their completed responses, some teachers failed to complete the questionnaires, prompting the provision of an additional two days. Thus, data collection spanned over two weeks, where a 100% return rate was achieved.

### 3.7 Data Analysis

The researchers checked the questionnaires to ensure completeness. They were then edited and coded after checking for completeness. We edited the questionnaire to verify that the respondents had correctly followed the instructions and addressed all items. The responses, collected through twelve statements, were rated by participants on a 4-point Likert scale: “Strongly Disagree” (1), “Disagree” (2), “Agree” (3), and “Strongly Agree” (4). The researchers analysed the data using means and standard deviations, applying a 2.5 test value to the responses.

## IV. FINDINGS & DISCUSSION

### 4.1 Response Rate

The research question sought from respondents’ information about the challenges they encountered in the implementation of school-based assessments. We collected participant responses using twelve statements, utilising a four-point Likert scale: “strongly disagree” (1), “disagree” (2), “agree” (3), and “strongly agree” (4). We examined responses to this study topic using means and standard deviations. Therefore, we used a test value of 2.5 as a criterion.

#### 4.1.1 What are the Challenges that Primary Teachers Face in Implementing the School-Based Assessment?

Teachers were to rate the challenges they faced in implementing SBA to address the research question. The selected primary school teachers rated these challenges using a Likert scale with the options Strongly Agree, Agree, Disagree, and Strongly Disagree. We recorded the responses from items 1 to 12 on the questionnaire and scored the scale as follows: Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. The items on the questionnaire were framed with positive statements. We established a criterion value (CV) of 2.50 for the scale by summing ( $4 + 3 + 2 + 1 = 10$ ) and then dividing by the number of scale points ( $10 / 4 = 2.50$ ). Items with mean scores of 0.00–2.49 were not significant challenges, while those with mean scores of 2.50–4.00 were considered significant. Table 1 presents the descriptive results.

**Table 1**

*Descriptive Results on Challenges that Basic School Teachers Face in Implementing the SBA*

Challenges of SBA	M	SD	MR	Remarks
Students are copying one another's assignments and classwork.	3.01	.802	1 <sup>st</sup>	A Challenge
Lack of motivation from school authorities for teachers.	2.91	.853	2 <sup>nd</sup>	A Challenge
There are issues with truancy and irregular pupil attendance.	2.88	.851	3 <sup>rd</sup>	A Challenge
Teachers lack adequate training on school-based assessment (SBA).	2.84	.852	4 <sup>th</sup>	A Challenge
Inadequate time allotted in the timetable for various subjects prevents the effective use of SBA.	2.83	.860	5 <sup>th</sup>	A Challenge
There are no school-based assessment guidelines available.	2.75	.854	6 <sup>th</sup>	A Challenge
There has been a lack of support from the school authorities in terms of logistics and facilities.	2.73	.802	7 <sup>th</sup>	A Challenge
Inadequate time allotted in the timetable for various subjects prevents the effective use of SBA.	2.72	.796	8 <sup>th</sup>	A Challenge
A large number of students makes it difficult to implement SBA effectively.	2.70	.933	9 <sup>th</sup>	A Challenge
There is poor record-keeping on school-based assessments.	2.59	.852	10 <sup>th</sup>	A Challenge
The school-based assessment format is time-consuming.	2.19	.718	11 <sup>th</sup>	Not A Challenge
I am not consistent in the allocation of marks to my students	1.85	.829	12 <sup>th</sup>	Not A Challenge
MM/SD	2.66	.833		

Table 1 shows that primary school teachers face numerous challenges in implementing school-based assessments. The group mean ( $M = 2.66$ ,  $SD = 0.833$ ) exceeded the cut-off value ( $CV = 2.50$ ), indicating that these challenges are significant. However, the challenges faced by primary school teachers vary in magnitude. We have arranged the challenges below according to their respective magnitudes. The majority of teachers agreed that students copying one another's assignments and classwork is a major challenge ( $M = 3.01$ ,  $SD = 0.802$ ). The school authorities' lack of motivation also emerged as a significant challenge ( $M = 2.91$ ,  $SD = 0.853$ ). Truancy and irregular pupil attendance were rated the third most significant challenge ( $M = 2.88$ ,  $SD = 0.851$ ). "Teachers lack adequate training on school-based assessment" was the fourth challenge ( $M = 2.84$ ,  $SD = 0.852$ ). The study also found that inadequate time allotted for different subjects made it harder to use SBA effectively at the primary school level ( $M = 2.83$ ,  $SD = 0.860$ ). Similarly, the non-availability of SBA guidelines was a challenge ( $M = 2.75$ ,  $SD = 0.854$ ). "School authorities provide insufficient support in terms of logistics and facilities" ( $M = 2.73$ ,  $SD = 0.802$ ), placed the seventh challenge. Primary school teachers identified inadequate preparation time as the eighth challenge in implementing SBA ( $M = 2.72$ ,  $SD = 0.796$ ). The high student-to-teacher ratio prevented effective implementation of SBA ( $M = 2.70$ ,  $SD = 0.933$ ). Finally, poor recordkeeping related to SBA was also noted as a challenge ( $M = 2.59$ ,  $SD = 0.852$ ). However, "The school-based assessment format is time-consuming." and "I am not consistent in the allocation of marks to my students" were identified as not significant challenges faced by primary school teachers.

#### 4.2 Discussion

The data analysis of this study indicated that teachers typically encounter difficulties when implementing SBA in the classroom. The challenges identified included: (a) students copying one another's assignments and classwork, (b) lack of motivation from school authorities, (c) truancy and irregular pupil participation, (d) lack of training for teachers on SBA, (e) inadequate time allotted on the timetable for various subjects, and (f) non-availability of SBA guidelines. Numerous research corroborates similar findings; Awoniyi (2016) identified that mathematics teachers in senior high schools had difficulties including insufficient assessment resources, inadequate record-keeping systems, student truancy and absenteeism, as well as the replication of assignments and classwork. Other concerns were favouritism, the manipulation of findings by teachers influenced by their connections with children or parents, inadequate time for test development, and a deficiency in assessment competencies. Nugba (2012) similarly investigated the efficacy, influence, and obstacles of SBA implementation in the Obuasi Municipality. The research highlighted insufficient equipment and facilities, absence of SBA guidelines, inadequate teacher training, and lack of support from the GES as major difficulties. Nugba observed that educators received no training prior to the implementation of SBA, and the deficiency of equipment and facilities hindered its practical components. Lukman and Uwadiogwu (2012), who examined the obstacles of SBA as an innovation within Nigeria's educational framework, corroborate the findings. Their research identified insufficient teacher training, lack of instructor dedication, and excessive class numbers as significant obstacles. Belay and Tesfaye (2017) identified substantial challenges in continuous assessment, including large class sizes, instructor overload, absence of stringent guidelines, insufficient professional support and training on assessment issues, lack of prompt feedback to students, and inadequate record-keeping of assessment results. Veloo and Md Ali (2016) examined the obstacles encountered by educators in executing SBA in Physical Education (PE) within the Malaysian educational framework. They identified that insufficient knowledge of SBA, substandard circumstances, inadequate PE assessment facilities and equipment, and restricted time for PE evaluation were significant difficulties. Likewise, Mhishi et al. (2012) recognised insufficient formal training and competence in SBA as significant impediments to its efficient execution. The present study indicated that the SBA format requires a significant investment of teachers' time. This discovery corroborates the research of Omorogiuwa and Aibangee (2017), which indicated that educators lacked adequate time to implement SBA efficiently. Moreover, Veloo and Md Ali (2016) identified insufficient time for physical education evaluation as one of the three principal obstacles encountered by educators in executing school-based assessment within the Malaysian educational framework. Conversely, the present survey revealed that concerns regarding the equitable distribution of marks to students were not regarded as a substantial barrier by the majority of primary school administrators in the Savelugu Municipality. Awoniyi (2016), Barley (2013), Byabato and Kisamo (2014), and Omorogiuwa and Aibangee (2017) noted favouritism and significant inflation as impediments to the implementation of SBA. Nair et al. (2014) ascribed these problems to educators' biases favouring preferred individuals and insufficient transparency in student grouping. Moreover, certain teachers, motivated by rivalry with other institutions, may exaggerate pupils' grades. The lack of favouritism and inflation as difficulties in the present study may stem from primary school teachers' awareness of the necessity for classroom assessments to focus on accomplishment rather than non-achievement characteristics.

## V. CONCLUSIONS & RECOMMENDATIONS

### 5.1 Conclusion

Challenges confront primary school teachers in their quest to implement SBA. They all agreed that problems that got in the way of their work included students copying each other's homework and assignments, school officials not being motivated, students not showing up to class on time or at all, teachers not being trained on SBA, insufficient time allotment on the timetables for activities related to SBA, and not having SBA guidelines available. The study concluded that implementing SBA effectively will remain difficult without the right support systems, such as opportunities for teachers to get more training, the availability of SBA guidelines, and changes to the school schedule.

### 5.2 Recommendations

The study recommends that the Ministry of Education as well as GES provide schools with the necessary resources, including SBA materials and technical support, to help teachers implement SBA effectively to improve student learning outcomes at the primary school level. Also, schools should work closely with parents, community leaders, and social workers to combat truancy and improve pupil's attendance to school.

### Declaration of conflicting interest

No conflicts of interest.

### Declaration on AI Use

Portions of this manuscript were edited for clarity and grammar using AI tools such as Grammarly and Quillbot. No AI-generated references were used.

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