

**SBA ASSESSMENT TOOLS AND PRACTICES OF ECONOMICS  
TEACHERS: TEACHERS AND STUDENTS PERCEPTION**

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**Abstract**

The study examined school-based assessment tools and practices of Economics teachers in secondary schools in Anambra state. The population of the study comprised all the 258 SS 2 Economics teachers in government-owned secondary schools in Anambra state, as well as all SS 2 students offering Economics in government-owned secondary schools in the 2017/2018 academic session. The research design was descriptive survey. Simple random sampling technique and proportionate stratified random sampling technique were applied to sample 1,073 students. Three instruments namely, Teachers Usage of Assessment Tool Checklist and Questionnaire (TUATCQ), Teacher's Engagement on School-Based Assessment Practices Questionnaire (TESAPQ) and Students' Perception of Teachers Engagement on School-Based Assessment Practice Questionnaire (SPTESAPQ) were used in data collection. Percentages and mean responses of teachers and students were used to answer the research questions. The findings show that project, test, homework and classwork were the major school-based assessment tools used in secondary school Economics in Anambra State. Test was found to be frequently used weekly; homework and classwork were used once in two weeks while project was used once in a term. Also, the study showed that from student's perception, there are some assessment practices not executed by the teachers. It was recommended among others that teachers should be given in-service training on those tools which were not properly used and encouraged to use them in assessing their students as well as providing regular feedbacks to the students.

**Keywords:** Assessment, Tools, Practices, School-based assessment.

**Introduction**

Assessment is a very essential component in teaching and learning. It is used to ascertain the extent a given teaching and learning objective is achieved.

Assessment according to Din *et al.* (2023), is a process of gathering and analyzing information from various and varied sources to gain a profound insight into students' knowledge and comprehension, as well as the ability to apply their knowledge as a result of their educational experiences.

Educational assessment can take place within and outside the school setting. Laithangbam (2025) defined educational assessment as the process of collecting and analyzing evidence of learning in different settings and contexts. It helps teachers, students, parents and other stakeholders understand what learners know and can do, as well as identify their strength and area for improvement. When assessment is done within the school, it is termed school-based assessment (SBA). On the other hand assessment done outside the school comes in form of external assessment. SBA comprises continuous assessment and terminal or final assessment carried out in school, which impacts on the child's readiness, capacity and interest to learn. SBA is a holistic assessment system conducted in the school by subject teachers to assess the students' cognitive, affective and psychomotor domains (Darshani *et al.*, 2019). Also, Mansor *et al* (2024) defined SBA as assessment that is planned, built, managed, checked, recorded and reported by the subject teacher which can be conducted in form of formative assessment during classroom activities designed to evaluate the extent of learning outcome achieved.

SBA therefore involves assessing all aspects of students learning within the school with the prime purpose of improving teaching and learning. School-based assessment has numerous benefits. Some of the benefits as laid down by Hong Kong school-based assessment consultancy team in teaching language subject such as English include: providing stable and continuous pressure-free assessment; reducing the reliance on standard examinations; improving test item reliability; reflecting students' ability; promoting leisure reading; fostering teaching; enforcing independent learning; facilitating learning autonomy; and empowering teachers in evaluation process. School-based assessment is expected

to be used as a formative tool to ensure that good, valid and reliable certification examination results are obtained (Afemikhe & Omo-Egbekuse, 2017; Mansor *et al.*, 2024). Based on the expectations of SBA, the teacher who is the key instructor in teaching and learning process is faced with the task of proper assessment.

The teacher is expected to engage in numerous and employ suitable tools for assessment of students learning. The teacher is supposed to make use of feedback from instruction and assessments to improve teaching and learning. Also he/she is expected to cover the scheme of work, sample all the content areas in the assessment and give enough tasks to the student to achieve improved learning. Teachers' extent of engagement on school-based assessment practice goes a long way to determine the extent of learning by the students as well as enhance the achievement of the objective of instruction. Economics teachers are no exception to the teachers expected to improve instruction through good SBA practice.

In a study by Mahmud *et al.* (2020) it was found that overall mean score of SBA practices among elementary mathematics teachers was high. Research by Mkpae and Obowu-Adutchay (2017) to investigate the perception of teachers on the school-based assessment procedure and to determine their readiness to conduct it in schools revealed that half of the teachers were not ready to conduct SBA though they showed interest in the assessment process and better understanding of the characteristics of SBA in secondary school. It also revealed immense benefits of SBA on the students as well as the teacher in terms of teaching and learning.

There has been unsatisfactory decline in the academic performance of secondary school students. Students perform poorly in external examinations even though the scheme and textbooks are available for them and it is also assumed that teachers perform their teaching task well (Dahiam & Ghaleb, 2024). There are many challenges for the teacher in the course of administering instruction and assessment of students. The huge expectation on the teacher to

achieve proper learning on the part of students led to the need to know the assessment practices already practiced by teachers so that areas for improvement can be revealed. Also, most of the studies on SBA, focused on teachers' readiness or preparedness to implement SBA, the effect of SBA on teaching practices and students learning, students perception and readiness concerning SBA implementation, how SBA has benefitted the teaching and learning process and challenges of SBA. Researchers have pointed out that SBA is beneficial to teachers and students (Mansor *et al.*, 2024; Mkpae & Obowu-Adutchay, 2017)). Practices of SBA techniques were found to be very low and teachers were not totally clear about the fundamentals of SBA (Nworgu & Ellah, 2015). Since there is dearth of researches on specific teachers' assessment practices, the researchers deemed it necessary to examine SBA assessment tools and practices of Economics teachers as well as students' perception of their teachers' engagement in SBA practices. Studies specifying practices of teachers on SBA are insignificant, hence this study.

### **Research Questions**

The following research questions were asked to guide the study

1. What are the SBA tools used in secondary school Economics in Anambra State?
2. How frequently are the SBA tools used in assessment of students in Economics?
3. How do economics teachers claim to engage in school-based assessment practices?
4. What are the perceptions of economics students on their teachers' engagement in school-based assessment practices?

### **Method**

The study adopted a descriptive survey research design. The population comprised all the 258 SS 2 Economics teachers in government-owned secondary schools in Anambra state as well as SS 2 Economics students in government-

owned secondary schools in 2017/2018 academic session. Simple random sampling was used to select three zones out of the six educational zones in the state. All 144 SS2 Economics teachers in the three zones were used. Proportionate stratified random sampling was also used to sample ten schools each from the already three sampled zones. Then all the 1,073 SS2 Economics students in the 30 sampled schools were used. Three research instruments were used to collect data for the study, namely, Teachers Usage of Assessment Tool Checklist and Questionnaire (TUATCQ), Teacher's Engagement on School-Based Assessment Practices Questionnaire (TESAPQ) and Students' Perception of Teachers Engagement on School-Based Assessment Practice Questionnaire (SPTESAPQ). Teachers Usage of Assessment Tool Checklist and Questionnaire (TUATCQ) contained 24 items in two sections; A and B. Section A, is a checklist which has 12 items on the teachers' use of tools, with a YES or NO response format. Section B is a questionnaire with 12 items on the frequency of utilization of school-based assessment tools. In this section, the respondent is to choose the response options viz: weekly, once in two weeks, monthly, once in a term and not at all.

TESAPQ and SPTESAPQ have 12 items each with response options of always, occasionally, rarely and not at all. To ascertain the reliability of the instruments, for the first instrument which is a checklist and questionnaire, ten copies were administered to ten teachers in a government owned secondary school. Kuder-Richardson 21 was used to ascertain the reliability of section A and 0.8 reliability coefficient was gotten. Cronbach Alpha reliability coefficient was used to ascertain reliability of section B and 0.7 was gotten. To ascertain the reliability of the second and third instruments, twenty copies of each of the questionnaire were administered to teachers and students not in the sampled schools. Cronbach Alpha reliability coefficient was used to ascertain the reliability; 0.7 and 0.8 were gotten respectively. The research questions were answered using percentages and arithmetic mean. The standard mean was 2.50.

Responses to SBA practices below 2.50 were termed “not practiced” while those above 2.50 were said to be “practiced”.

### Results:

**Research Question One:** What are the school-based assessment tools used in secondary schools Economics in Anambra State?

In answering this research question, the numbers and percentage responses of teachers are presented on the use of school-based assessment tools.

**Table 1: Number and Percentage Responses of Economics Teachers on the Use of School-Based Assessment Tools**

S/N	Assessment tools	Yes	No
1	Project	139(100%)	0(0%)
2	Test	139(100%)	0(0%)
3	Homework	139(100%)	0(0%)
4	Classwork	139(100%)	0(0%)
5	Anecdotal	14(10%)	125(90%)
6	Sociometric	21(15%)	118(85%)
7	Observation	54(39%)	85(61%)
8	Portfolio	13(9%)	126(91%)
9	Interview	58(42%)	81(58%)
10	Checklist	42(30%)	97(70%)
11	Rating scale	22(16%)	117(84%)
12	Inventories	17(12%)	122(88%)

From the result in Table 1, tools that are used by 50% or more of the teachers are project, test, homework and classwork. Tools that are not used by up to 50% of the teachers are anecdotal record, sociometric, observation, portfolio, interview, checklist, rating scale and inventories.

**Research Question 2:** How frequently are the SBA tools used in assessment of students in Economics?

To answer the research question, the numbers and percentage responses of teachers on how the assessment tools are used were presented.

**Table 2: Numbers and Percentage Responses of How Frequently Economics Teachers use SBA Tools in the Assessment of Students in Economics in Secondary Schools in Anambra State.**

S/N	Assessment Tools	Weekly	Once in two weeks	Monthly	Once in a term	Not at all
1	Project	0(0%)	0(0%)	0(0%)	139(100%)	0(0%)
2	Test	72(52%)	39(28%)	22(16%)	6(4%)	0(0%)
3	Homework	49(35%)	90(65%)	0(0%)	0(0%)	0(0%)
4	Classwork	44(32%)	79(57%)	15(11%)	0 (0%)	0 (0%)
5	Anecdotal	0(0%)	3(2%)	6(4%)	7(5%)	123(88%)
6	Sociometric	0(0%)	0(0%)	0(0%)	26(19%)	113(81%)
7	Observation	6(4%)	3(2%)	0(0%)	2(1%)	128(92%)
8	Portfolio	7(5%)	0(0%)	0(0%)	6(4%)	126(91%)
9	Interview	17(12%)	15(11%)	4(3%)	11(8%)	92(66%)
10	Checklist	0(0%)	11(8%)	3(2%)	0(0%)	125(90%)
11	Rating scale	0(0%)	7(5%)	7(5%)	19(14%)	106(76%)
12	Inventories	0(0%)	0(0%)	0(0%)	6(4%)	133(96%)

From the result in Table 2, the most frequently used tools are test, homework and classwork. The tools that are almost not used are inventories, observation, portfolio, checklist and anecdotal. The ones that can be described as rarely used are sociometric where 19% used it once a term, rating scale used by 14% once in a term and interview used by 8% once in a term.

**Research Question Three:** How do Economics teachers claim to engage in school based assessment practices?

To answer the research question, the mean ratings of Economics teachers' response on how they engage in school-based assessment practices were computed. The summary of the analysis is shown in table 3 below.

**Table 3: Mean Responses of Economics Teachers on How They Engage in School-Based Assessment Practices**

S/ No	Items	N	Mean	Remark
1	I complete my term's scheme of work before examination.	139	3.68	Practiced
2	I give my students up to four homework exercises each term.	139	3.65	Practiced
3	I give my students up to four classwork exercises each term.	139	3.82	Practiced
4	I ensure that my students do their corrections.	139	3.79	Practiced
5	I mark my students' classwork exercises.	139	3.84	Practiced



6	I mark my students' homework exercises.	139	3.89	Practiced
7	I do corrections to my students' work for them on the board.	139	3.53	Practiced
8	I do corrections for my students immediately after a task.	139	3.23	Practiced
9	I explain to students the criteria I use in marking their scripts.	139	2.54	Practiced
10	I do a re-teach of my students area of difficulty	139	3.46	Practiced
11	I ensure that I sample all the content areas in my examination question.	139	3.23	Practiced
12	I allow the students to do correction by themselves.	139	2.57	Practiced
<b>Average Mean</b>			<b>3.43</b>	

From the result in Table 3, all the items have mean ratings up to 2.50 and an average mean of 3.43 showing that teachers claim that they engage in the school-based assessment practices.

**Research Question Four:** What are the perceptions of Economics students on their teachers' engagement in school-based assessment practices?

To answer the research question, the mean ratings of Economics students' response on their teachers' engagement in school-based assessment practices were computed. The summary of the analysis is shown in table 4.

**Table 4: Mean Responses of the Students on Their Teachers' Engagement in School-Based Assessment Practices**

S/No	Item	No	Mean	Remark
1	My economics teacher completes the term's scheme of work before examination.	722	2.94	Practiced
2	We are given up to four assignments each term.	722	2.75	Practiced
3	We are given up to four classwork exercises each term.	722	2.79	Practiced
4	My economics teacher ensures that we do our corrections in our exercise books.	722	2.84	Practiced
5	My economics teacher marks my classwork exercises.	722	3.89	Practiced
6	My economics teacher marks my homework exercises.	722	3.87	Practiced
7	My economics teacher does correction for us on the board	722	3.36	Practiced
8	My economics teacher does correction for us immediately after doing a task.	722	2.64	Practiced
9	My economics teacher explains to us the criteria he/she uses in marking our scripts.	722	2.20	Not Practiced
10	My teacher re-teaches those areas we encounter difficulty in	722	2.19	Not practiced
11	My economics teacher samples all the content areas given to us in the examination question	722	2.51	Practiced
12	My economics teacher allows us to do correction by ourselves.	722	3.40	Practiced
<b>Average Mean</b>			<b>2.94</b>	



From the result in Table 4, the average mean is 2.94, 10 school-based assessment practices have mean ratings above 2.50 showing that they are practiced by teachers, and 2 school-based assessment practices have mean ratings below 2.50 which indicated that they were not practiced by teachers.

### **Discussion:**

From the result, the tools that were mostly used were project, test, homework and classwork, while the tools that were least used were anecdotal, inventories, portfolio, rating scale and sociometrics. This result therefore showed that Economics teachers do not use all the school-based assessment tools expected of them; rather, they use more of test, homeworks, classworks and projects. The indication that projects were used is of benefit to the students and will make them put what they have learnt to practice in real life. According to Kolk (2017), project work can challenge students to think beyond the boundaries of the classroom, helping them develop the skills, behavior and confidence necessary for success in the 21<sup>st</sup> century. The result that homework were used revealed that definitely the students' performance will improve. The agreement that test and classwork were used means that teachers have avenue to discover their students learning abilities and even check the learning progress. The teachers therefore have information that will help improve students learning.

The poor usage of observation and anecdotal records simply imply that poor informal observation of the students are made by the teacher. This is not really good since information obtained could help reveal intrinsic attribute that will help the students to learn. The poor usage of interview on the other hand makes it difficult to discover areas of misconception, confusion, gaps in understanding, which the students can easily point out when they are interviewed. The poor usage of portfolio, rating scales, checklist, questionnaire and sociometric techniques means that there is no room for record of cumulative effort of students to improve, discovering students social standing among peers and checking extent to which different characteristics are possessed by students.

The poor usage of some tools may be as a result of poor knowledge of teachers on their use. It may also be as a result of the teacher not having enough time for assessment.

The finding of this work is in line with the finding of Nwafor *et al.* (2024) which concluded that science teachers in Secondary schools use formative assessment in teaching and learning of science courses to a moderate extent and that diagnostic assessment was the most underutilized. Similarly, the study done by Longjohn and Sililayeta (2019) which found that public schools teachers utilize SBA to a low extent is also in line with the finding of this work which found out that some of the assessment tools were less used. Similar to the finding of this study, is the finding of Ovute and Ede (2015) that the most frequently used instrument for CA at higher institution of learning were test (quiz) and homework. Again, on the contrary, Imasuen and Iyamu (2021) found out that teachers use varieties of assessment tools in the assessment of students. They frequently use test as an assessment technique and sometimes use observation, interviews, rating scale and projects.

From the result, the average mean response of teachers in the practices was above 3.43, indicating agreement that they were being practiced by the teachers. The finding is as expected since the teachers had a great role entrusted to them in school-based assessment. The result of the work of Mkpae and Obowu-Adutday (2017) contradicted the finding of the work. In their study, it was revealed that half of the teachers were not ready to conduct SBA though they showed interest in the assessment process and better understanding of characteristics of school-based assessment. Also, the finding of Imasuen and Iyamu (2021) on the perception and application of school-based assessment differs from the finding of this work. Their finding, indicated that teacher application of SBA was to a low degree. The contradiction from the previous works may be due to commitment of the stakeholders in education of a specific area over another. Also, the result may be because in recent years, Anambra state have been running the quality

assurance programme and had about the best result in WAEC and NECO, and as such there may be conscious effort by teachers to do their work well in order to maintain the lead.

From the study, the average mean revealed that students affirmed that their teachers practiced almost all the stipulated school-based assessment practices. This should confirm that the teacher's response that they practiced stated school-based assessment practices is true. The students' response on their SBA practices revealed that the teachers do not explain the criteria they use in marking of their students' scripts. This implies that students are not carried along in those things expected of them to perform well in their studies. This may lead to students not improving in their performances. Also, the students' response revealed that teachers rarely repeat those areas that their students encounter difficulty. The finding of Onwunyili and Onwunyili (2019) on assessment of classroom teachers' feedback in formative tests is similar to the finding of this study since it revealed that the teachers' feedback to the students is poor because they do not teach the students based on the corrections in their assessment papers. This finding may cause a standstill in students' performance and definitely may affect students' performance in external examinations if such areas come up.

## **Conclusion**

From the findings of the study, it was concluded that Project, test, homework and classwork were the major school-based assessment tools used in secondary schools by Economics teachers in Anambra state. Again, test was found to be frequently used weekly, homework and classwork once in two weeks while projects were used once in a term.

The study revealed that teachers practice all the SBA practices specified, but the students response revealed that there are some assessment practices not used by the teachers and they include, not explaining the criteria used in marking as well as re-teaching areas that students encounter problem that are discovered during assessment.

## Recommendations

Based on the findings, it was recommended that:

1. In-service training should be given frequently to teachers on those tools that were not popularly used and encouraged to assess students using such tools.
2. Teachers should be encouraged to explain the criteria they use in marking the students scripts to them. They can as well award the expected mark for each question in the question paper so that the students will know how many marks each question has.
3. Teachers should be taken through trainings and workshops to understand the need to re-teach those areas that their students encounter difficulties. Head of department could also help to supervise and enforce compliance of teachers.
4. Teachers should be encouraged to take all assessment practices serious since all of them have implication in students learning.

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