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TEACHER'S PERCEPTION OF THE CHALLENGES OF SCHOOL BASED ASSESSMENT (CSBA) IN SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA.

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Abstract:
Challenges of school-based assessment are enormous especially in a state such as Rivers State. This paper investigated teacher's perception of the challenges of school based assessment (CSBA) in secondary schools in Rivers State, Nigeria. Perceived challenges include socio-economic status of teachers, schools location, gender, experience, educational qualification, type of school, age and others. Materials and data were obtained through textbooks, internet materials and journal articles. This study was anchored on "Conditions of Learning Theory" The study was a survey design. A questionnaire structured in a 4-point Likerts scale fashion was used to elucidate information from the respondents. Instruments were validated through test and retest procedures and content reliability were computed using Cronbach alpha of 0.67 value for internal consistency and reliability. Population was all secondary school teachers in Rivers State while random sampling technique was adopted in the selection of samples from the population. Sixteen (16) schools were chosen through stratified proportionate random sampling and out of the 16 schools, 8 teachers were chosen from each school to get 128 teachers as our sample size for the study. Data analysis was conducted through the use of standard deviation, mean, ANOVA and t-test statistics at Alpha level of 0.05 per cent. Mean rating of teachers' perception of CSBA is in favour of male teachers in secondary schools in Rivers State. Mean rating for educational qualification was found in favour of respondents with B. Sc. Degree. Mean rating of socio-economic status was in favour of respondents with low income status. Findings revealed that there is no significant difference in challenges of teachers' assessment based on gender, experience, socio-economic status, qualification. Mean difference were found in favour of B Sc. Degree, male gender, 15 years experience, socio-economic status. The study recommends that; every school and teacher should adopt the government national policy of education, there should be adequate monitoring and supervision of implementation of compliance on education by all schools and government should ensure that teachers are retrained each year to acquaint themselves with new policies in education.

Keywords: Teacher's Perception, Challenges, Assessment, Secondary

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Introduction

Understanding the approach of knowledge transfer to children is a function of the adopted policies and curriculum by teachers and the type of curriculum developed. The ultimate of education is not only focused on liberating a child from illiteracy it has to do with both theoretical and skill training of students towards independency and to be possess rational thinking pattern. The major focus is to make the student innovative through information transfer (Victor-Ishikaku1 & Ukpai, 2021). Younger generations are thought through information transfer in schools using the teacher as a vehicle as the only channel of achieving that. In this regard, the teachers are saddle with responsibilities of fulfilling this role through already designed curriculum as support and guidance, and process monitoring. Ayode, (2015) evaluated the perceptions challenges of teachers in effectively using relatively school-based strategies to assess students' learning. This was found to be inhibited by issues relating to sex, experience, qualification, school location and others.

Traditional teaching pattern/method is replaced by the adoption of modern way of teaching fashion which relies on predefined statistical curriculum approach which has to do with innovation of ideas. Being an approach built on innovation. Maxwell, (2004), posited that "Challenges of school based assessment (CSBA) assists students get knowledge to provide solutions to real life issues". This type of learning is becoming widely acceptable in several fields of learning; law, economics, business administration, computer and others. Different schools have their challenges and problems to resolve. Issues resolved according the type of school is important as school are assessed based on the issues it can solve in the society. It is obvious; these challenges are struggled with everyday by students from these schools which are reflections of lack of comprehensively acquired skills during secondary schools days. These challenges are found in both knowledge and practice in their respective areas of discipline in which the student cannot perform basic activities. This is a manifestation of the approach adopted in teaching the students in secondary school. One fact remains absence of practical application in their (students) studies. The essence is that students are exposed to link theory and practical not only in science subjects (Bassey, et al 2013). Further challenges pertain to teachers challenges of school based assessment which resides on belief of the teacher, practice and context.

Contextually, Proper adoption of CSBA involves teachers' adjustment in practice by considering the type of thinking, learning, and general views about teaching especially in curriculum designing as pointed out by Davison, (2007). In essence, development of CSBA is paramount and key in developing a holistic challenges assessment in secondary schools. If the teacher is exposed to a well designed challenges based assessment curriculum, his/her proficiency in teaching will increase. It means secondary school teachers should reconsider their pattern of teaching by designing ways of handling the challenges of school based assessment in secondary schools. It therefore needs teachers' professional development to get teaching innovative ideas that calls for changes in the practice of teaching (Onocha, 2002). Another challenge has to do with the length of interaction time in the class with the students. Lengthy period of classroom interaction can generate challenge to the teacher (Walker & Leary, 2009). Period of time spent for each lesson may create a challenge for the teacher in assessing the students' performance (MacMath, Sivia & Britton, 2017). Another is the type of technological adoption. Assessment may be difficult in assessing the students were the teachers are not computer literate. Assessment itself is also a challenge. Assessment can create tension on standardized tests and performance-based in CSBA in classroom assessment (Krajcik & Shin, 2014)

Statement of Problem

Teachers' perception has been found to be an effective point of evaluating teaching experiences of teachers in schools. In this regard, positive changes were found in the practice of teaching mostly perception-based learning (PBL) as posited by Victor-Ishikaku & Ukpai, (2021). Information based assessment (IBA) has been found to be another method of assessment in secondary schools (Maxwell, 2004). But despite the volume of positive qualities of school-based leaning assessments in schools, it was found to increase teachers' awareness in assisting the realization of goals of learning in students through the identification of learning curriculum development needs of students and given these efforts, there still exist difficulties in teachers perception of school-based assessment (CSBA) in secondary schools such as opportunities to attend workshops and professional development courses, understand moderation system, assessment philosophy, criteria for scoring and ability to link together theory and practical skill trainings and others (Adediwura, 2021). The question raised is whether teachers' awareness has been able to ameliorate issues bordering on teachers perception of the assessment in schools and whether there is the ability of teachers to link theoretical content of certain subjects to practical skills to enable the student perform at work place. Given these facts, this study sets out to unravel teacher's perception of the challenges of school based assessment (CSBA) in secondary schools in Rivers State, Nigeria by linking theory to practical skills. That's the gap filled by this paper.

Purpose of the Study

Purpose of this study is to ascertain teachers' perception of the challenges of school-based assessment (CSBA) in secondary schools in Rivers State. Specifically, the study aimed at;

- providing feedback on teachers' perception CSBA based on gender in secondary schools in Rivers State.
- identifying and CSBA based on teaching experiences in secondary schools in Rivers State
- ascertaining teachers' perception of CSBA based on teachers' qualifications in secondary schools in Rivers State
- identifying ways of improving on CSBA based on teachers' socio-economic status in secondary schools in rivers state?

Research Questions

The study addressed the following research questions:

- What are the teachers' perception on challenges of school-based assessment (CSBA) based on teachers' gender in secondary schools in Rivers State?
- Are there gender differences in teachers' challenges of school-based assessment (CSBA) based on teachers' experience in secondary schools in Rivers State?
- Do differences exist in CSBA based on teaching qualifications teachers' challenges of school-based assessment (CSBA) in secondary schools in Rivers State?
- Are there teachers' challenges of school-based assessment (CSBA) based on teachers' socio-economic status in secondary schools in Rivers State?

Research Hypotheses

- H_{01}: There is no significant difference in challenges of school-based assessment (CSBA) based on gender of teachers in secondary schools in Rivers State.
- H_{02}: There is no significant difference in challenges of school-based assessment (CSBA) based on teachers' experience in secondary schools in Rivers State.
- H_{03}: There is no significant difference in challenges of school-based assessment (CSBA) based on teacher's qualification in secondary schools in Rivers State.

- H_{04}: There is no significant difference in challenges of school-based assessment (CSBA) based on teachers' socio-economic status in secondary schools in Rivers State.

This paper focused on ascertaining teacher's perception of the challenges of school based assessment in Rivers State. It is imperative to capture what constitutes impediments to assessments in secondary schools and bring to reality the challenges on gender, assessment as well as the teachers experience and their qualifications. This paper shall add to the pool of literature on teachers' perceptions of challenges in secondary school assessment in Rivers State.

The paper is divided into sections to accommodate the relevant issues for discussion to enable proper clarification on the subject matter. The first section introduced the work and brought forward the problem statement which prompted the work and gave the focus of the paper. The second section took a swipe on empirical literature of previous scholarly studies relating to the topic. The third section gave the study methodology, population and study sample size. Section four analyzed available data and the results obtained. The fifth section summarized the work with conclusion and recommendations as suggestions on how to remediate the challenges found therein.

Literature Review

Conceptual Clarification

Perception: perception entails feeling about an issue. What an individual feels about something what idea about a particular activity. It could be on how it functions or the effects (positive or negative).

Challenges of school based assessment. These are the issues considered as impediments to actualization of the success of an activity, event or program. It could be factors against the realization of set objective(s). In this case, the challenges are seen as not in tandem with the easy assessment of school based program in secondary schools. Assessments are periodically conducted on students' to ascertain the level of performance mostly in grade**.** There could be several yardsticks for assessment depending on the type of activity or program.

Assessment; In furtherance, assessment is a review of activity or program. By assessment, one is evaluating as to know how well and activities went. If in a company, assessment will be targeting on profit as a determinant of performance. In school, it is the students' grade or scores, while in teaching proficiency or efficiency of the teacher is important. Even the students' performance could be used to assess the ability of the teacher to deliver in his or her area of discipline.

Principles of Good Feedback Practice

Assessment brings a feedback on evaluated study as a central function of CSBA. Nicol and Macfarlane-Dick (2005) pointed out certain principles bordering on quality feedback as a sign of perfectly conducted assessment to involve; performance clarification based on expected standards, criteria, goals and others, self-assessment facilitation, information availability or provision, teachers' encouragement, self-esteem and motivations, gap closure through further self development opportunities and availability of information to teachers to reform teaching (Nicol & Macfarlane-Dick, 2006). Based on this principle, Osunde, (2008) suggested for expanded School Based Assessment through mode, means, form, and scope of assessment in schools to facilitate and enhance teachers' assessment.

Theoretical Review

Conditions of Learning Theory

This paper is anchored on theory of conditions of learning propounded by Gagne, (1985) cited in Mupa & Chinooneka, (2015). The theory assumed that learning is in different levels and classified based on instructions in categories identifiable through information, intellectual, skills, strategies and attitudes. This Gagne advanced by identifying internal and external categories as essential. While the external categories are pined on challenges such as experience, certificate/qualifications, gender, locations and others, internal categories are laced with motivations/incentives such as increased pay, gifts, promotions and others. Other categories considered as essential include learning conditions; skills, cognitive, and attitudes. He pointed out that teaching must be problem solving.

Empirical Review

Scholarly literature abound in the area of students assessment of students performance by teachers Onocha, (2002): Davison, (2007): Osunde, (2008). Opening discussion further on this issue is the work of Olutola, Daramola, & Adaramaja, (2016) on the perspective of challenges by teachers in schools assessment in the south-west part of Nigeria. Mean, t-test and ANOVA statistics were emplored in data analysis. Result found that teachers were faced with the challenges of skill assessment, in-service training, and supervision with significant difference in gender, teaching experience, qualification and location of schools. The paper suggested for regular in-service training for teachers on assessment skills. Teachers should be employed based on competency and the teachers should also be motivated and supervised to ensure quality service delivery. The challenges of utilizing problem-based learning in teaching computer science teachers' assessment was investigated by Eunice & Gift, (2021). In a census sampling procedure the study adopted Pearson Moment Correlation Coefficient for data analysis. It was found teachers perceived challenges in the computer science utilization. The paper recommended for on-the-job-training for teachers in professional programmes to equip the teachers on innovative approaches of teaching. It was also recommended that teachers should be saddled with less teaching problems to enable them devote time for innovative practices in teaching.

Adediwura, (2012) inquired into school-based assessment perception by teachers in Nigerian Secondary Schools. Chi-square statistics was employed in the data analysis of data. Result found that about 50% of the teachers had negative or wrong perception about school-based assessment in teacher. The study suggested for constant monitoring of policies on education to forestall ill-teaching practices. Assessment of teachers' implementation of continuous assessment implementation was investigated by Patrick & Uvietesivwi, (2018) in senior secondary schools in Delta central senatorial district. The use of mean and t-test were utilized in the analysis lack of significant difference in male and female teaching staff on continues assessment implementation was found. No difference in significance between teachers' years of experience, marriage and qualifications were discovered. A new discovery concerning teachers' continues assessment was opened. The paper recommended for sustainability of the assessment practice in the educational sector.

Requirements for the implementation of school-based assessment in public secondary schools requirement was investigated by Obilor, Ozim, & Ezeala, (2018). The study was a survey of over 7691 teachers using a sample 380 and the study adopted mean and standard deviation and one-way ANOVA to test the data. It was discovered that the ability to have information feedback strengthens assessment in schools. School administration should be introduced through institution of conferences, seminars and workshops, the paper recommended. Akanni, (2019) in his study, evaluated of Teachers' attitude and competence towards

implementing continuous adolescents assessment among students in Ifako Ijaye Local Government Area. Data were tested using mean and t-test statistics mean were used to answer the research questions, while t-test was utilized in testing the hypothesis. The results found that competence of the teachers did not impact significantly on implementation of continues assessment in Ifake Local government area. The study recommends among others that the school authorities should organize meetings and capacity building workshops which should be geared towards improving teachers skills and the expected attitude towards continuous assessment.

Okaforcha and Nwagwu, (2021) studied quality assurance practices for teacher's productivity in public secondary schools in Anambra state using quality assurance Questionnaire (QAQ) to obtain their data. Descriptive statistics of standard deviation and t-test statistics were used in the data analysis. Findings revealed that teachers and principal were not different in opinion pertaining to quality assurance on productivity of teachers. Government provision of logistics required for smooth management of schools and consistent organization of seminars and conferences for supervisors were suggested. In another study, Ogbaji, (2017) investigated "perception of the utilization of instructional materials in teaching by teachers social studies in junior secondary schools in calabar, Cross Rivers State". As a survey study, descriptive statistics of mean, standard deviation and percentages were adopted for analysis of data. It was found that provision of adequate study materials encourages adequate learning. Students' attitude assessment towards teaching and learning of social studies in Nigeria's schools was conducted by Abbah, Audu, & Bala. (2018), Descriptive statistics of frequency, mean percentages, mean score an ANOVA were adopted in the data analysis. Existing difference between the two groups of students; NCE II and III were found. There was significant the objective of the curriculum. Significant difference in teachers' perception of and inadequacy of books for social studies were also found. It was recommended that government should develop better curriculum to enhance teachings in secondary schools.

Methodology

Study Design

Ex post-facto design was employed in this study since it was a survey design and cannot be manipulated.

Population of the Study

This study limits its focus on the population on teacher's perception of the challenges of school based assessment (CSBA) in secondary schools in rivers state, Nigeria. The population for this study was comprised of all male and female (16,345) teachers in secondary schools in Rivers State. (Rivers State secondary Education Schools' Board). The population is divided into 9223 males and 7122 female teachers (RSSEB, 2019).

Sample and Sampling Techniques

Number of schools used for this study were selected though simple random technique. Sixteen (16) schools were chosen from the 3 Senatorial Districts in Rivers State (Rivers South East, Rivers West and Rivers East) through stratified proportionate random sampling and out of the 16 schools, 8 teachers were chosen from each school to get 128 teachers as our sample size.

Research Instrument

Twenty one (21) questionnaires divided into three (3) sections were formulated. The instrument was formulated in a 4-point Likert's scale fashions; strongly agree (SA), agree (A), disagree (D), strongly disagree (SD). Where SA=4, A=3, D=2, SD=1. The questionnaire

items bordered on challenges of teachers' perception of challenges to schools based assessment elicited to cover all shades of opinions bordering on gender, qualifications, experience, school-based and location and others.

Validity of the Instrument

Both face and constructs validities boosted the quality of our instrument. This was validated by experts in survey research who supervised instruments to ensure it meets the content validity, standard, can elucidate information bordering the topic and covered all shades of opinions on the issues of teachers' perception of assessment and the areas of perceptions on challenges of assessment. Modifications/corrections were made where necessary.

Reliability of the Instrument

The Chronbach Alpha method was adopted and satisfied by experts to establish reliability of the instrument in a survey study, to ensure reliability of data through accurate Sample Size; A Cronbach alpha analysis approach. This is computed from chosen sample size of respondents for analysis. This can be manually computed or through the use of software. Cronbach Alpha value higher than 0.6 value was obtained from the instrument of cognitive, affective and psychomotor as a measure of internal consistency. Therefore, Cronbach alpha analysis approach is considered reliable (Pallant, 2001). This study adopted Cronbach Alpha method. Thus,

Section 1	Section 2	Section 3	Total
7	3	7	**17**
4	9	8	**21**
6	6	5	**19**
7	8	7	**22**
6	5	8	**18**
2	7	4	**13**
4	5	9	**18**
Variance = 8.38	**6.92**	**6.25**	57.86

Where;

S^2_y = The sum of the variance of each section

ΣS^2_v = The variance of total column

Ky = 3

S^2_y = 57.86

ΣS_1^2 = 23.50

ΣS_1^2 = 6.18 + 5.71 + 4.13 = **21.55**

$$\text{Cronbach alpha} = \frac{k}{k-} \quad \frac{S^2_y \Sigma S_1^2}{S^2_y} = \frac{3}{3-1} \quad \frac{57.86 - 21.55}{57.86} = \underline{\mathbf{0.637}}$$

Therefore, the sample size of 128 is considered reliable with the result of above 0.6 as stated by Pallant, (2001).

Analysis of Data

In this study, out of a total of 512 questionnaires were administered to respondents, 128 properly filled instruments were sorted and coded in the system and used for analysis. Data analysis was conducted through the use of standard deviation, mean, ANOVA and t-test statistics at Apha level of 0.05 per cent.

Results

Research Question 1: What is the mean level of teachers' challenges of school based assessment (CSBA) based on teachers' qualification in secondary schools in Rivers State?

Table 1: Mean rating of CSBA based on teachers' experience in secondary schools in Rivers State.

Gender	N	Mean	SD
Male	76	2.30	0.22
Female	52	2.27	0.21
Total =	**128**	**2.28**	**0.37**

Source: computation from SPSS Version 20.0

Table 1 result above revealed that the mean rating of teachers perception of challenges of school-based assessment (CSBA) is higher in favour of the male teachers faced by male and female teachers in secondary schools in rivers state for male with 2.30. It explains that the mean rating of the male is higher with 0.03 in favour of male teachers.

Research Question 2: What is the mean level of teachers' challenges of school-based assessment (CSBA) based on service experience in secondary schools in rivers state.

Table 2: Mean rating of teacher's perception in challenges of school-based assessment (CSBA) based on teaching experience in secondary schools in rivers state

Experience	N	Mean	SD
< 5years	12	1.65	0.20
7 years	11	1.78	1.23
10 years	28	2.33	2.09
15 years	45	2.48	2.15
16 and above	32	2.38	2.13
Total	**128**	**2.12**	**3.12**

Source: computation from SPSS Version 20.0

Table 2 revealed different mean ratings for various levels of respondents' experience. Respondents with less than 5 years experience with the lowest mean rating of 1.65. This is followed by those with 7 years of experience. These were followed by mean rating of 2.33 and 2.38 for respondents with 1 and 16 years experience respectively. The highest mean rating is in favour of those with 15 years of experience with 2.48 mean rating. The overall difference in mean rating was in favour of respondents with 15 years experience with mean rate difference of 0.10 when compared with those with 16 years (2.48 – 2.38) of experience.

- **Research Question 3:** Are there teachers' CSBA based on teachers' socio-economic status in secondary schools in rivers state?

Table 3: Mean rating of teachers' perception of CSBA based on socio economic status in secondary schools in Rivers State**.**

Qualifications	N	Mean	SD
NCE,	18	2.22	2.20
B. Sc. Degree	52	2.47	2.52
M Sc. Degree	33	2.34	2.41
PhD. Degree	12	1.65	0.20
Other Certificates	13	1.46	0.20
Total	**128**	**2.02**	**2.46**

Source: computed from SPSS version 20.0

From table 3 results, respondents with NCE qualification were 18 with mean rating of 2.22 while respondents with B. Ed had mean rating of 2.47 which is the highest rating among respondents with qualification. B. Sc. and PhD were 33 and 12 with mean ratings of 1.65 and

1.46 respectively. Respondents with other certificates were 13 with 1.46 rating. Respondents with the highest mean difference were those with B .Sc certificate with a mean difference of 0.13 when compared to those with M. Sc. certificate. Mean rating of respondents' socio-economic status revealed that those with low socio-economic status are very high while those with high level of with high socio-economic status has low mean rating.

Research Question 4: What is the mean rating of CSBA based on socio-economic status in secondary schools in Rivers State?

Table 4: Mean rating of teachers CSBA base on socio-economic status in secondary schools in Rivers State.

Socio-economic Status	N	Mean	SD
High	46	2.27	3.34
Low	82	2.84	3.68
Total =	**128**	**2.27**	**3.76**

Source; Computed results from SPSS Version 20.0

Table 4 showed results of socio-economic status of respondents. Mean rating of respondents' socio-economic status revealed that those with low socio-economic status are very high while those with high level of with high socio-economic status has low mean rating. The overall difference in the mean rating showed a difference of 0.57 mean rating in favour of respondents with low socio-economic status (2.84 - 2,27) when compared to the mean rating for the high socio-economic status.

Test of Hypotheses

Hypotheses were tested using t-test statistics and ANOVA using a sample size of 128 teachers.

Hypothesis 1:H_{01}: There is no significant difference in challenges of school-based assessment (CSBA) based on gender of teachers in secondary schools in rivers state.

Table 5. Analysis of the difference in the mean level of teachers based on gender in CSBA.

Gender	N	Mean	SD	t	F	Decision
Male	52	2.30	0.22	0.31	0.68	Not Significant
Female	76	2.27	0.21			

Source: SPSS software 20.0

Table 5 revealed that analysis of t-test was conducted to decide the challenges of teachers' assessment in secondary schools in Rivers State. With a P value of 0.68, which is higher than 0.05 significant value, it means we accept the null hypothesis that there is no significant difference in challenges of school-based assessment (CSBA) based on gender of teachers in secondary schools in rivers state.

Hypothesis 2.H_{02}: There is no significant difference in challenges of school-based assessment (CSBA) based on teachers' experience in secondary schools in rivers state.

Table 6: Analysis of the difference of t-test in mean level of teachers' experience in CSBA

Experience	N	Mean	SD	t	F	Decision
10 years	28	2.33	2.09	1.73	0.06	Not Significant
15 years	45	2.48	2.15			

Source: SPSS software 20.0

The above table 6 revealed that there is no significant difference in challenges of school-based assessment (CSBA) based on teachers' experience in secondary schools in rivers state. Therefore, we accept the null hypothesis that there is no significant difference in teachers' experience in secondary schools in rivers state. This was as a result of p-value being greater than 0.05 (t=1.73, p>0.05).

Hypothesis 3:H_{04} There is no significant difference in challenges of school-based assessment (CSBA) based on teacher's qualification in secondary schools in rivers state.

Table 7: An analysis of difference of t-test in mean level of teachers' qualification in CSBA

Qualification	N	Mean	SD	t	F	Decision
B. Sc. Degree	52	2.47	2.52	0.46	0.46	Not Significant
M.Sc. Degree	33	2.34	2.41			

Source: computation from SPSS software 20.0

Table 7 is on the difference in CSBA based on educational qualification. Since the value of p is greater than 0.05, the t = 0.46, p> 0.05) we therefore, accept the null hypothesis and accept that
there is no significant difference in challenges of school-based assessment (CSBA) based on teacher's qualification in secondary schools in rivers state.

Hypothesis 4:H_{04}: Are there teachers' challenges of school-based assessment (CSBA) based on teachers' socio-economic status in secondary schools in Rivers State?

Table 8: an analysis of difference of t-test in mean level of teachers CSBA based on socio-economic status.

Socio-economic status	N	Mean	SD	t	F	Decision
High	46	2.27	33.34	0.46	0.46	Not Significant
Low	82	2,84	3.68			

Source: computation from SPSS software 20.0

Table 8 analysis result revealed that there is difference between teachers from low and high socio-economic status in CSBA based on socio-economic status with a difference in mean rating of 0.57 in favour of teachers with low socio-economic status. And since (t = 0.46, p> 0.05), we therefore accept the null hypothesis that there are teachers' challenges of school-based assessment (CSBA) based on teachers' socio-economic status in secondary schools in Rivers State

Discussion of Results

Result on gender explained that more of the male are into teaching than the female and that has become one of the perceived challenges by teachers in secondary schools. On teachers' experience, it could be deduced that with (15 and 16 years) were more. That revealed that those with 5, 7, and 10 years experience are more than those with 15 and 16 years of experience. The implication is that government has not employed more teachers in the recent time. The number of teachers with B. Sc. Degree is more rand government is not emphasizing on higher degrees in secondary schools. The feeling is that those with M.Sc. are meant for tertiary institutions. The idea behind socio-economic status of teachers explains that teachers are under paid hence still live below average in the society. Most of the teachers have worked for 2 years and are yet to built houses, feed their families and train their children in schools. Such low status negates the principles of white-collar job. A civil servant is expected to live more decent life and show difference in outlook than those that are not working. Santrock (2004) pointed out that among the three levels of economic status; low, medium and

high. also every individual must possess a source of income ie, have a good occupation and education.

The test of hypothesis on gender is a reflection of gender inequality in the society where female are not found like the male in the teaching. This is contrary to findings of Obilor, Ozim, & Ezeala, (2018) which found that the ability to have information feedback strengthens assessment in schools. The point is that even with more women out their without access to participation in education of the children, the society is still behind in human capital development. The result of teachers experience revealed no significant difference in teachers' experience in secondary schools in rivers state. This result conforms with findings of Olutola, Daramola, & Adaramaja, (2016) that teachers were faced with the challenges of skill assessment, in-service training, and supervision, gender, teaching experience, qualification and location of schools and others. The findings on teachers qualification discovered no significant difference in challenges of school-based assessment (CSBA) based on teacher's qualification in secondary schools in Rivers State. it also agrees with the work of Olutola, Daramola, & Adaramaja, (2016) that teachers were faced with the challenges of qualification and other limitations.

Conclusion

The study concludes that there is no significant difference in challenges of school-based assessment (CSBA) based on gender of teachers in secondary schools in rivers state. There is no significant difference in teachers' experience in secondary schools in rivers state. There is no significant difference in challenges of school-based assessment (CSBA) based on teacher's qualification in secondary schools in rivers state. Socio-economic status has a difference in favour of teachers with low socio-economic status, and indication that teachers are of low economic status. Mean rating on experience is in favour of respondents with 15 years experience when compared with those with 16 years of experience. Mean rating of teachers' perception of CSBA is in favour of male teachers in secondary schools in Rivers State. Mean rating for educational qualification was found in favour of respondents with B. Sc. Degree. Mean rating of socio-economic status was in favour of respondents with low income status.

Recommendations

Based on the results, teacher's perception of the challenges of school based assessment (CSBA) in secondary schools in rivers state, will be minimized through the adoption of recommendations not limited to the following;

- Every school and teacher should adopt the government national policy of education.
- There should be adequate monitoring and supervision of implementation of compliance on education by all schools.
- Government should ensure that teachers are retrained each year to acquaint themselves with new policies in education.

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APPENDICES

Appendix 1

SPSS Computation of Viability and Reliability of instrument

Viability Test

Factor Analysis

Descriptive Statistics

	Mean	Std. Deviation	Analysis N[a]	Missing N
item1	3.2500	.83812	128	0
item2	3.0500	.69288	128	0
item3	3.1000	.62591	128	0
output	4.2000	.57883	128	0
item11	3.2000	.83351	128	0

a. For each variable, missing values are replaced with the variable mean.

Appendix 2

Questionnaire on

TEACHER'S PERCEPTION OF THE CHALLENGES OF SCHOOL BASED ASSESSMENT (CSBA) IN SECONDARY SCHOOLS IN RIVERS STATE.

Below are questions used in generating data for the above study topic. The questions were strictly used for academic purposes. Therefore, the following questions shall assist in supplying data for this study;

SECTION A

If yes, tick where necessary;

Gender

Male ☐ Female ☐

Experience

< 5 years ☐ 7 years ☐ 10 years ☐ 15 years ☐ 16 years & above ☐

Qualification

NCE, ☐ B.Sc, ☐ M. Sc. ☐ PhD ☐ Others Certificates ☐

Location

Far Distance ☐ **Short Distance** ☐

SECTION B

Teaching Facilities

Black Boards & Chalks ☐ Classrooms ☐ Chairs & Tables ☐

Teachers Motivation

Salary; Regular ☐ Irregular ☐ Promotion Arears ☐

Trainings; Conferences ☐ Seminars ☐ Teachers Workshops ☐ Enough Staff ☐

SECTION C

Economic Status

	Variables	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
1.	Able to feed family				
2.	Able to build house				
3.	Clothing				
4,	Train children				

Respondents are free to make any statements bordering on the issues raised above.

_____

_____

_____

_____

_____

Thank you.