ABSTRACT

Observation and increasing reports of flagrant abuse and malpractices in school based assessment (SBA) by basic education teachers in Nigeria are worrisome, in view of the critical role of assessment in teaching. The purpose of the study was to verify whether the best assessment practices of the teachers were influenced by teacher characteristics. Five hundred (500) teachers who participated in the 2009 NTI training workshop were used as a ‘catch audience’ (sample). The researcher-made “Teacher Best Assessment Practice Questionnaire” (TBAPQ), a 28-item six-point Likert questionnaire was developed (0.80 Cronbach alpha reliability coefficients) and used for hypothesis testing. Independent t-test, as well as the one-way ANOVA statistical analysis revealed that the assessment practices were not influenced by teacher gender, socio-economic status, qualification and teaching experience. It was therefore recommended among others that teacher retraining in best assessment practices be prioritized, and executed for all basic education teachers irrespective of teacher characteristics.

Keywords: Best Assessment Practices, Quality Education, Nigeria.