



AN INVESTIGATION INTO TEACHERS COMPLIANCE WITH THE BEST ASSESSMENT PRACTICES IN THE CROSS RIVER CENTRAL SENATORIAL DISTRICT

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ABSTRACT

The Cross River Central Senatorial District is the designated study area situated in South-South Nigeria. The study was designed to investigate the degree to which primary school teachers in Cross River Central Senatorial district, apply themselves to best assessment practices. Five hundred (500) teacher-participants in the 2009 NTI training workshops were used as the sample. The researcher-made “Teacher Best Assessment Practice Questionnaire” (TBAPQ), was developed and comprised a 28-item-point Likert questionnaire (.80 Cronbach alpha reliability coefficient). This was used for testing the null hypothesis at .05 level of significance. Population t-test analysis of data revealed that the observed level of best assessment practices exhibited by the basic education teachers was not significantly higher than expected, except in assessment administration and scoring. Assessment practices were significantly poor in construction, interpretation, communication, analysis and trial-testing. Based on these findings, the implications for educational accountability were highlighted.

Keywords: Educational Development, Teachers, Teaching.
