

# ASSESSMENT PRACTICES OF CHRISTIAN RELIGIOUS STUDIES TEACHERS IN SENIOR HIGH SCHOOLS IN GHANA: A SURVEY

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## Abstract

The goal of the study was to look into the assessment practices of Christian Religious Studies (CRS) teachers in Ghana's Bono, Bono East, and Ahafo regions. The study was conducted using a cross-sectional descriptive survey research approach. Using the census method, 96 CRS teachers in the Senior High Schools in the Bono, Bono East, and Ahafo regions of Ghana were involved in the study. Data gathered from the use of the questionnaire was analysed using frequencies, percentages, means, and standard deviations. It was found out that, the CRS teachers were knowledgeable in assessment practices. Also, to a high extent, the CRS teachers practiced assessment for learning (AfL), assessment as learning (AaL), and assessment of Learning (AoL). The study recommended that, the Ministry of Education (MoE) and the Ghana Education Service (GES) should ensure that CRS as a subject is taught by professional teachers with education backgrounds, and should organize in-service training for teachers concerning the practice of assessment as learning (AaL).

**Keywords:** Assessment, Assessment for Learning, Assessment as Learning, Assessment of Learning

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## Introduction

Assessment can be seen as an umbrella term that includes the use of various strategies and methods to determine the extent to which students are achieving the predetermined learning objectives and outcomes of a lesson (Mussawy, 2009). There are different types of assessment that can be used to test students' knowledge and see their current levels in specific subjects. Two major types of assessment widely used are traditional types of assessment and performance-based assessment (Birenaum, & Feldman, 2012). Assessment was defined by Uguanyi (1999) as a process of

measuring behaviours and using the results to make meaningful judgments about a programme. In educational assessment, information is gathered to determine whether teaching and learning are effective. It is a comprehensive exercise that is carried out both in the course of learning (formative) and at the terminal end of learning (summative). Learners' progression is determined by the outcome of the assessment of the teacher. The teacher determines whether the learner has acquired the intended values, skills, attitudes, and knowledge. Decisions relating to the

learner, teacher competence, and effectiveness of a particular methodology are made through a comprehensive assessment exercise.

Traditional types of assessment tools are generally knowledge-based, according to Birenaum and Feldman (2012), and include traditional types of tests such as multiple-choice questions, short answer essays or constructed responses, and standardized tests, whereas performance-based assessments require students to perform a task rather than choose from options, and students are assessed based on their performance outcomes and the extent to which those outcomes are met. Students must demonstrate mastery in order to demonstrate the extent of their learning on achievement assessment examinations (Poikela, 2004).

The CRS syllabus issued by Curriculum Research and Development Division (CRDD, 2010), points out that the rationale for studying Christian Religious Studies (CRS) at the Senior High Schools (SHSs) is to assist students comprehend the significance of the Bible in people's lives as a source of guidance, direction, and counsel on a variety of issues confronting the world today. Christian Religious Studies is based on the Holy Bible and has a framework for handling a good deal of teaching about personal and social values that are essential for individual and societal growth and development. Therefore, the understanding, appropriation, and actualization of biblical ideals, virtues, and concepts in the lives of the students are the prime motives of this program. At the end of this course, students

would be expected to demonstrate knowledge, understanding, and appreciation of the Biblical texts in the selected passages, analyse the religious and social background of the stated themes/passages, use religious and moral lessons from the set passages/themes in their lives, adopt healthy attitudes, thoughts, and skills learned from the Bible for their own lives, adopt healthy attitudes, concepts, and skills acquired from the Bible for their personal living and impact on society.

Despite the enormous impact of Christian Religious Studies (CRS), the assessment of students in the vital subject has not been given needed attention by stakeholders. In my quest of reviewing other studies, the researcher came across studies of Amedahe (2012) and Quagrain (2014), however, in all these studies, it was evident that most Ghanaian teachers had limited skills for constructing assessments, the objective and essay type tests, which are the most frequently used instruments in our schools. "Teacher-based examinations may be based on a number of elements, notably among them are training in assessment methodologies, class size, and a particular school's policy," according to Amedahe (2012) in assessment standards with implications on validity and reliability of the assessment results" (p. 112-113).

Gathering evidence from the recent studies (Sasu, 2017; Zakaria, 2019) on Assessment Practices of Senior High School Teachers, the results of all these appear to conclude that most Senior High School Teachers lack the basic skills to assess their students in class. Interestingly enough, it appears that

most of these reviewed studies only concentrated on the core subjects (English, Math's, Science, and Social Studies). Studies on assessment practices of teachers in CRS are virtually extinct and thus necessitate this study to be conducted to contribute to the literature on the subject and fill the literature gap. Coupled with the above, the Ghana Education Service (GES), acting under directives from the Ministry of Education (MOE), employs both professional and non-professional personnel to teach. Every professionally trained Senior High School (SHS) teacher (including CRS teachers) is expected to have had at least a semester's course in assessment in education during pre-service training, and as such, is expected to be guided by the basic assessment principles laid down by the syllabus and measurement experts in his/her nature of achievement testing. Non-Professional teachers handling the subjects at the schools are supposed to do the right thing since some have opportunities to undergo in-service training sessions. However, it appears that most CRS teachers undermine the assessment principles in CRS in the SHSs in Bono, Bono East, and Ahafo. It is on this background that the researcher decided to undertake this study to find out the assessment practices of CRS teachers in Senior High Schools in the Bono, Bono East, and Ahafo regions of Ghana. The research attempts to find solutions to the following research questions: "What is the knowledge of CRS teachers in assessment in Senior High Schools?; as well as, To what extent do CRS teachers practice assessment for learning (AfL), assessment as learning (AaL), and assessment of learning (AoL) in

Senior High Schools?" The study involved CRS teachers from the Senior High Schools in the Bono, Bono East, and Ahafo regions of Ghana in carrying out the study. The results of this study would provide insight for the National Council for Curriculum and Assessment (NaCCA) and Ministry of Education (MoE) regarding the appropriate interventions to adapt to address the challenges impeding the effective use of assessment practices in Senior High Schools. The findings of this study will also inform educational researchers, policymakers, test experts, and examination bodies of the value and impact of assessments on students' learning and the need to integrate more assessment practices into the curriculum. Finally, to future researchers, the study would contribute to the literature by adding up to the already existing literature on assessment practices in Ghana. The subsequent paragraphs consider the Methodology, Results and Discussions, Conclusions, and Recommendations.

## Methodology

### Research Design

The study was conducted using a cross-sectional descriptive survey design. A "cross-sectional descriptive survey specifies the nature of a particular phenomenon," according to Amedahe (2004). (p. 50). A cross-sectional descriptive survey, according to Amedahe (2004), entails the collecting of data to answer research questions on the current status of the study's subjects. The approach was chosen for this study because it allows the researcher to evaluate, observe, and report CRS instructors' evaluation processes in Senior High Schools in the

Bono, Bono East, and Ahafo regions at a precise period in time.

### Population

In research, a population refers to a broader group of persons having similar visible characteristics to which the research findings are intended to be applied (Fraenkel&Wallen, 2003). All CRS teachers in Senior High Schools in the Bono, Bono East, and Ahafo Regions were included in the study. In Ghana's Bono, Bono East, and Ahafo areas, there was a target population of 124 CRS teachers (Education Information Management System, 2020). In the Bono, Bono East, and Ahafo regions, there was an accessible population of 96 CRS teachers in the 96 Senior High Schools CRS teachers were chosen because they could provide information on CRS teachers' knowledge of assessment practices, as well as the extent to which CRS teachers use assessment as learning, assessment of learning, and assessment for learning in Senior High Schools in the Bono, Bono East, and Ahafo regions.

### Sample and Sampling Procedure

A sample is a subset of the target population that the researcher intends to analyze in order to make broad conclusions about the target population (Creswell, 2008). The study included all 96 CRS teachers from the 96 Senior High Schools in the Bono, Bono East, and Ahafo regions. For the study, this was the sample size of CRS teachers. Due to the small number of CRS teachers in the Bono, Bono East, and Ahafo areas of Ghana, a census survey was used to include all of them.

### Research Instruments

The questionnaire was the primary tool used to collect data for this investigation. In this study, a self-designed questionnaire (for CRS teachers) was used. The questionnaire provides more assurance of confidentiality and anonymity to respondents, which is one of the reasons for its selection (Sarantakos, 2005). A questionnaire is defined as a structured instrument for gathering data from a potentially large number of respondents in the shortest possible time, especially when the population is easily accessible, making it uneconomical to interview every subject in the study due to time or financial constraints (Osuala, 2005; Deng, 2010). The questionnaire is also appropriate when the respondents are literate, and the study used it because the CRS teachers could read and write. The questionnaire is also appropriate when the respondents are literate, and the study used it because the CRS teachers could read and write. In light of the foregoing, this study used a structured questionnaire to collect data from respondents. The questionnaire was closed-ended and constructed on a five-point Likert scale to ensure a rapid and straightforward answer to the items (1=Strongly Disagree (SD); 2= Disagree (D); 3= Uncertain (U); 4= Agree (A) and 5= Strongly Agree (SA). This made it possible for analysis of data using both descriptive and inferential statistics. The questionnaire consisted of 35 items in six sections (A, B, C, D, E and F). The A section consisted of five (5) items aimed at gathering information about the respondents' demographic traits. Section B comprised of ten (10) items designed to gather

information about CRS teachers' knowledge of assessment techniques. Finally, Section C had twenty (20) questions about how much CRS teachers use assessment for learning, assessment of learning, and assessment as learning.

### **Validity and Reliability of the Instrument**

A validity and reliability test was performed on the research instrument. The degree to which evidence and theory support the interpretation of test scores necessitated by the use of tests is referred to as validity. The amount to which an instrument measures what it claims to measure determines its validity. Face and content validity tests were performed on the instrument. The instrument was given to specialists to review and determine whether the items in the questionnaire measure the feature or trait of interest, in order to ensure face validity. In terms of content validity, specialists who were also knowledgeable with the research construct examined the questionnaire items for readability, clarity, and comprehensiveness before deciding on the items that were most relevant to the study.

The instruments were put through a pilot test in three Senior High Schools in the Ashanti Region to ensure their reliability. Apart from proximity, the Ashanti Region was chosen for pilot testing because the curriculum and CRS syllabus used in Senior High Schools in the Ashanti Region are similar to those used in Senior High Schools in the Bono, Bono East, and Ahafo regions, and thus CRS teachers may use similar assessment practices and face similar challenges in the

Ashanti Region as they do in the study area. The data was analyzed, and the Cronbach's alpha for each of the items that fell under the two research topics set to guide the study was determined. The Cronbach's alpha of .72 was obtained for the CRS teachers' questionnaire. Fraenkel and Wallen (2000, p. 17), posited that "For research purposes, a useful rule of thumb is that reliability should be at .70 and preferably higher". With this, the instruments could be said to be of good quality capable of collecting useful data for the study.

### **Data Analysis**

The goal of this study was to evaluate CRS teachers' evaluation techniques in Senior High Schools in Ghana's Bono, Bono East, and Ahafo regions. The type of statistics used in the data analysis was descriptive statistics to answer the research questions developed to lead the study. The data from the questionnaire were specifically used to analyze research questions 1 and 2 by computing frequencies, percentages, and mean of means distributions. Statistical Product and Service Solutions were used to accomplish this.

### **Results and Discussion**

Data were analysed and presented systematically beginning with the background information of the respondents, followed by the research questions that guided the study. Table 1 shows the characteristics of CRS teachers from the Senior High Schools in the Bono, Bono East, and Ahafo regions of Ghana, who served as respondents for the study.

**Table 1: Characteristics of CRS Teachers (n=96)**

Variable	Subscale	No.	%
Gender	Male	69	71.9
	Female	27	28.1
Age	20-29 years	6	6.2
	30-39 years	45	46.9
	40-49 years	21	21.9
	50-59 years	24	25.0
Years in Teaching Service	Under 5 years	9	9.4
	6-10 years	54	56.2
	Above 10 years	33	34.4
Academic Qualification	Bachelor’s Degree	75	78.1
	Masters of Arts	15	15.6
	Master of Philosophy	6	6.2
Major Subject(s) Areas	Religious Studies	52	54.2
	Other subject areas	44	45.8
Professional Teaching Qualification	Teacher’s Cert “A”	3	3.1
	PGDE	33	34.4
	Bachelor of Education	39	40.6
	Masters in Education	21	21.9

**Source: Field data, 2020**

From Table 1, all the 96 CRS teachers were involved in the study. This represents a return rate of 100.0%. Concerning the gender of the teachers involved in the study, 77.9% were males, while 28.1% were females. So a greater number of respondents in the study area were males. Also, the majority of the respondents were between 30-39 years. This is because, 6.2% were between 20-29 years, 46.9% were between 30-39 years, 21.9% were between 40-49 years, and 25.0% were between 50-59 years. In line with years in the teaching service, 9.4% had worked under 5 years, 56.2% had 6-10 years of working experience, and 34.4% had more than 10 years of working experience. Therefore, the majority of the teachers had taught between 6-10 years.

This means that the majority of the teachers had taught CRS for quite a good number of years and may have a great deal of experience when it comes to evaluate Christian Religious Studies practices in Senior High Schools. Regarding academic qualification, 78.1% had Bachelor’s Degree, 15.6% Master of Arts, and 6.2% had Master of Philosophy. Thus the majority of the respondents had a bachelor's degree as their highest academic qualification. In terms of the major subject(s) areas offered, 54.2% majored in Religious Studies whereas 45.8% majored in other subject areas which included: political science, social studies, guidance and counseling, theology, social work, sociology, history, African studies, and history. Therefore, it is evident that the

majority of the CRS teachers majored in Religious Studies and this is important for the study because CRS teachers who majored in Religious Studies are better prepared to teach the subject compared with their counterparts who did not major in Religious Studies. Although the majority of the CRS teachers majored in Religious Studies, it is very worrying that a considerable number of the CRS teachers (44, 45.8%) did not major in Religious Studies and this presupposes that, they did not do methods of teaching Religious Studies as well as assessment practices in Christian Religious Studies. In line with a professional teaching qualification, 3.1% had Teacher’s Cert “A”, 34.4% had Post Graduate Diploma in Education (PGDE), 40.6% had Bachelor of Education, and 21.9% had Masters in Education. This

means that the majority of the respondents were professional teachers who had a Bachelor of Education. This section presents the results and discussions of data collected to answer the five research questions formulated to guide the study. It comprised data from the questionnaire.

**Knowledge of CRS Teachers in Assessment Practices**

Research Question 1: What is the knowledge of CRS teachers in assessment in Senior High Schools in the Bono, Bono East, and Ahafo regions of Ghana? This research objective aimed to find out the knowledge of CRS teachers in assessment in Senior High Schools in the Bono, Bono East, and Ahafo regions of Ghana. The responses given by the CRS teachers are shown in Table 2.

**Table 2: Knowledge of CRS Teachers in Assessment Practices**

Statements:	M	SD
Students must be involved in the assessment process.	4.41	.66
Students’ capabilities must be considered during assessment.	4.41	.70
Assessment is an integral part of the educational process.	4.63	.49
Assessment measures students’ knowledge and skills.	4.47	.61
Assessment involves different kinds of assessment.	4.41	.70
Assessment must be comprehensive.	4.31	.73
Assessment considers risks and benefits of students.	4.19	.73
Assessment is congruent with planned learning.	4.25	.66
Assessment is transparent.	4.22	1.00
Assessment involves classroom evaluation.	4.50	.66

**Source: Field Data, 2019**

Scale:

- 1 = Strongly Disagree;      2 = Disagree;      3 = Uncertain;  
 4 = Agree;      5 = Strongly Agree

Mean of means = 4.38

Mean of standard deviation = .69

Table 2 sought to find out the knowledge of CRS teachers in assessment practices in Senior High Schools in the Bono, Bono East, and Ahafo regions of Ghana. The means and standard deviation were obtained based on the responses recorded for each of the items on the questionnaire that were given to the respondents'. The computation was done with the use of the Statistical Package for Service Solutions version 21. The coding of the items was done in line with the scale provided under Table 2 (1= Strongly Disagree; 2=Disagree; 3= Uncertain; 4= Agree; and 5= Strongly Agree). A mean of means of 4.38 and a mean of the standard deviation of .69 were realized. Further discussions of individual items are presented in the paragraphs below. From Table 2, a mean of 4.41 and a standard deviation of .66 were achieved for the statement: "Students must be involved in the assessment process". This means that the respondents agreed that students must be involved in the assessment process. Again, when the CRS teachers were asked whether students' capabilities must be considered during the assessment, they agreed to the statement. Here, a mean of 4.41 and a standard deviation of .70 were obtained for this item showing the respondents agreed to the statement. Several scholars (Amedahe&Gyimah, 2003; Etsey, 2004; Tamakloe et al., 2013) have explained that there should be clarity in the test items vis-à-vis the ability level of the tests and the material the test is measuring. It also refers to the kinds of knowledge the test is

measuring and how adequately the test items relate to the content and course objectives. Also, from Table 2, the teachers strongly agreed that assessment is an integral part of the educational process. This is evidenced by the mean score of 4.63 and a standard deviation of .49 for this item. The mean is approximately 5, showing that the respondents strongly agreed with the statement. This finding resonates with that of McDaniel (2014) that assessment is an integral part of the educational process. Its goals include encouraging learning, improving, educating, and disseminating knowledge about what has been accomplished. Regarding the statement; "Assessment measures students' knowledge and skills", the majority of the teachers agreed to the statement. This can be seen from the mean of 4.47 and a standard deviation of .61 that were realized. This finding is in line with that of Etsey (2012) who stated that achievement test "measures the extent of present knowledge and skills. In achievement testing, students are allowed to demonstrate their acquired knowledge and skills in specific learning situations" (p. 41). Also, a mean of 4.41 and a standard deviation of .70 were recorded for the item "Assessment involves different kinds of assessment". This means that the majority of the teachers agreed to this statement. This is because the mean falls on scale 4 (agree) looking at the scale under Table 2.

The finding depicts that, most of the teachers agreed to the statement:

“Assessment must be comprehensive”. With a mean of 4.31 and a standard deviation of .73, it could be concluded that the mean falls into the scale of 4 (agree). Again, when the respondents were asked whether assessment considers risks and benefits of students, they agreed to the statement. Here, a mean of 4.19 and a standard deviation of .73 were obtained for this item showing the respondents agreed to the statement. Also, from Table 2, the teachers agreed that assessment is congruent with planned learning. This is evidenced by the mean score of 4.25 and a standard deviation of .66 for this item. The mean is approximately 4, showing that the respondents agreed. In line with this, Gronlund (2013) asserts that “the key to effective achievement testing is careful planning” (p. 15). When it came to the statement "Assessment is transparent," the majority of the teachers agreed. This can be seen from the mean of 4.22 and a standard deviation of 1.00 that were realized. The high standard deviation obtained indicates that there were variations recorded for this item. However, it remains that the majority of the respondents agreed to the statement. Also, a mean of 4.50 and a standard deviation of .66 were recorded for the item “Assessment involves classroom evaluation” This means that the majority of the teachers strongly agreed that, assessment involves classroom evaluation. This is because the mean falls on scale 5 (strongly agree) when approximated to the nearest whole number looking at the scale under Table 2.

From the above discussions, it can be concluded that the CRS teachers in the Senior High Schools in the Bono, Bono

East, and Ahafo regions of Ghana were knowledgeable in assessment practices. This is because the teachers agreed that students must be involved in the assessment process, students’ capabilities must be considered during the assessment, and that assessment is an integral part of the educational process. Also, the teachers agreed that assessment measures students’ knowledge and skills, assessment involves different kinds of assessment, and assessment must be comprehensive. Again, the teachers agreed that assessment considers risks and benefits of students, assessment is congruent with planned learning, assessment is transparent, and assessment involves classroom evaluation.

#### **Extent to which CRS Teachers Practice Assessment for Learning (AfL), Assessment as Learning (AaL), and Assessment of Learning (AoL)**

Research Question 3: To what extent do CRS teachers practice assessment for learning (AfL), assessment as learning (AaL), and assessment of learning (AoL) in Senior High Schools in the Bono, Bono East, and Ahafo regions of Ghana? This research objective aimed to find out the extent to which CRS teachers practice assessment for learning (AfL), assessment as learning (AaL), and assessment of learning (AoL) in Senior High Schools in the Bono, Bono East, and Ahafo regions of Ghana. Table 3 presents the extent to which CRS teachers practice assessment for learning (AfL).

**Table 3: Extent to which CRS Teachers Practice Assessment for Learning (AfL)**

Statements: As a CRS teacher, I adopt the following practices of Assessment for Learning (formative assessment)	M	SD
I align instruction with the targeted outcomes.	4.50	.56
I identify particular learning needs of students or groups.	4.38	.49
I select and adapt materials and resources.	4.44	.56
I create differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning.	4.63	.49
I provide immediate feedback and direction to students.	4.63	.49

**Source: Field Data, 2020**

Scale: 1 = Strongly Disagree;

2 = Disagree; 3 = Uncertain;

4 = Agree; 5 = Strongly Agree

Mean of means = 4.52

Mean of standard deviation = .52

Table 3 sought to find out the extent to which CRS teachers practice assessment for learning (AfL). A mean of means of 4.52 and a mean of the standard deviation of .52 were realized. This means that the majority of the teachers strongly agreed that they adopted the practices of assessment for learning (formative assessment). Further discussions of individual items are presented in the paragraphs below. From Table 3, a mean of 4.50 and a standard deviation of .56 were achieved for the statement: "I align instruction with the targeted outcomes". This means that the teachers strongly agreed with the statement. This finding is in agreement with Linn and Gronlund (2010) that in assessment as learning, teachers must align instruction with the targeted outcomes. Again, when the teachers were asked whether they identify particular learning needs of students or groups, the respondents agreed to the statement. Here, a mean of 4.38 and a standard deviation of .49 were

obtained for this item showing the respondents agreed that they identified particular learning needs of students or groups. Teachers use assessment as an exploratory technique to learn as much as they can about what their students know and can do in assessment for learning, and what confusions, preconceptions, or gaps they might have (Black & William, 2008). Also, from Table 3, the teachers agreed that they select and adapt materials and resources. This is evidenced by the mean score of 4.44 and a standard deviation of .56 for this item. The mean is approximately 4, showing that the respondents agreed to the statement. The majority of teachers highly agreed with the statement: "I create diversified teaching tactics and learning opportunities for helping individual students progress in their learning". This can be seen from the mean of 4.63 and a standard deviation of .49 that were realized. This finding is in line with that of Linn and Gronlund (2010) that, assessment for learning is interactive, with teachers creating differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning. Also, a mean of 4.63 and a standard deviation of .49 were recorded for the item "I provide immediate feedback and direction to students". This means that the majority of the teachers strongly agreed with the statement. This is because the mean falls on scale 5 (strongly agree) looking at the scale under Table 3. The responses from the teachers on the extent to which CRS teachers practice assessment as learning (AaL) are shown in Table 4.



feedback or self-monitory mechanisms to validate and question their thinking and become comfortable with the inevitability of ambiguity and confusion when learning anything new. Also, from Table 4, the teachers indicated that they provide students with challenging opportunities to practice to become confident and competent self-assessors. This is evidenced by the mean score of 4.00 and a standard deviation of .75 for this item. The mean falls on scale 4 (agree) showing that the respondents provide students with challenging opportunities to practice to become confident and competent self-assessors. The finding also depicts that, most of the teachers monitor students' meta-cognitive processes and learning and provide

feedback. With a mean of 4.09 and a standard deviation of .73, it could be concluded that the mean falls into the scale of 4 (agree). This finding confirms that of Manitoba Education, Citizenship and Youth (2006) that, teachers must monitor students' metacognitive processes as well as their learning and provide descriptive feedback. Regarding the statement "I guide students to create a safe environment for other students to work", a mean of 4.22 and a standard deviation of .86 were obtained for the statement. Thus, the majority of the teachers guide students to create a safe environment for other students to work. The responses from the teachers on the extent to which CRS teachers practice assessment for learning (AoL) are shown in Table 5.

**Table 5: Extent to which CRS Teachers Practice Assessment of Learning (AoL)**

Statements: In practising Assessment of Learning (summative assessment) as a CRS teacher, I provide:	M	SD
... a rationale for undertaking a particular assessment of learning at a particular point in time.	4.16	.80
... clear descriptions of the intended learning.	4.25	.79
... processes that make it possible for students to demonstrate their competence and skill.	4.34	.69
... a range of alternative mechanisms for assessing the same outcomes.	4.16	.72
... public and defensible reference points for making judgments.	4.31	.89
... transparent approaches to interpretation.	4.13	.93
... descriptions of the assessment process.	4.13	.70

**Source: Field Data, 2020**

Scale:

1 = Strongly Disagree;

2 = Disagree; 3 = Uncertain;

4 = Agree;

5 = Strongly Agree

Mean of means = 4.21

Mean of standard deviation = .79

Table 5 sought to find out the extent to which CRS teachers practice assessment of learning (AoL). A mean of means of 4.21 and a mean of the standard deviation of .79 were realized. This means that the majority of the teachers agreed that they adopted the practices of assessment of learning. Further discussions of individual items are presented in the paragraphs below. From Table 5, a mean of 4.16 and a standard deviation of .80 were achieved for the statement: "I provide a rationale for undertaking a particular assessment of learning at a particular point in time". This means that the teachers agreed to the statement. Assessment as learning is designed to provide evidence of achievement to parents, other educators, the students themselves, and sometimes to outside groups (e.g., employers, other educational institutions) (Black & William, 2008). Again, when the teachers were asked whether they provide clear descriptions of the intended learning, the respondents agreed to the statement. Here, a mean of 4.25 and a standard deviation of .79 were obtained for this item showing that the respondents agreed that they provide clear descriptions of the intended learning. Also, from Table 5, the teachers agreed that they provide processes that make it possible for students to demonstrate their competence and skill. This is evidenced by the mean score of 4.34 and a standard deviation of .69 for this item. The mean is approximately 4, showing that the respondents agreed to the statement. Teachers provide processes that make it possible for students to demonstrate their competence and skill (Assessment Reform Group, 2002). Regarding the statement: "I provide a range of alternative

mechanisms for assessing the same outcomes", the majority of the teachers agreed to the statement. This can be seen from the mean of 4.16 and a standard deviation of .72 that were realized. Also, a mean of 4.31 and a standard deviation of .89 were recorded for the item "I provide public and defensible reference points for making judgments". This means that the majority of the teachers agreed to the statement. This is because the mean falls on scale 4 (agree) looking at the scale under Table 5. Concerning the statement "I provide transparent approaches to interpretation", a mean of 4.13 and a standard deviation of .93 were achieved. Thus, the majority of the teachers provide transparent approaches to interpretation. According to Assessment Reform Group (2002), effective assessment of learning requires that teachers provide transparent approaches to interpretation. When the teachers were asked whether they provide descriptions of the assessment process, the majority of the respondents agreed to the statement. This is evidenced in the mean of 4.13 and a standard deviation of .70 that were realized.

### Conclusions

These conclusions were drawn as a result of the findings realized for the study. The CRS teachers in the Senior High Schools in the Bono, Bono East, and Ahafo regions of Ghana were knowledgeable in assessment practices. The fact that the teachers agreed to most of the statements attests to this fact. This is not surprising because, the findings of the study depicted that most of the teachers had education as their professional teaching qualification, and as the situation pertains in most schools, assessment

practices are compulsory for all education students. However, as to whether the CRS teachers were putting their knowledge in assessment practices which they acquired from their training into use is another question and the other objectives of this study sought to ascertain that. Concerning the extent to which CRS teachers practice Assessment for Learning (AfL), Assessment as Learning (AaL), and Assessment of Learning (AoL) in Senior High Schools, it can be concluded that, to a high extent, the CRS teachers practiced Assessment for Learning (AfL), Assessment as Learning (AaL), and Assessment of LEARNING (AoL). This is not surprising because from time to time, teachers need to assess their students using both formative and summative assessments procedures for the purposes of making decisions regarding how well each student possesses the constructs he or she needs to possess. However, although the teachers agreed that they practiced Assessment for Learning (AfL), Assessment as Learning (AaL), and Assessment of Learning (AoL), it was realized that the mean of standard deviations that were attained for Assessment as Learning (AaL) was the highest indicating that there were variations indicating that, not all the teachers practiced Assessment as Learning (AaL). This raises a lot of questions. Perhaps, not all the teachers are conversant with the practice of Assessment as Learning (AaL).

### Recommendations

The following recommendations were made for policymakers:

1. It is commendable that, the CRS teachers were knowledgeable in assessment practices. This was so because most of the

teachers had education as their professional teaching qualification, and as the situation pertains in most schools, assessment practices as a subject, are compulsory for all education students. Therefore, the study recommends that the Ministry of Education (MoE) and the Ghana Education Service (GES) should ensure that CRS as a subject is taught by professional teachers with education backgrounds because they have done assessment practices and that will enhance their knowledge in assessment practices compared with their counterparts who do not have a background in education.

2. The study recommends that the Ministry of Education (MoE) and the Ghana Education Service (GES) should organize in-service training for teachers concerning the practice of Assessment as Learning (AaL). Teachers should be given training on how to teach the skills of self-assessment, guide students to set goals, and help students to develop good professional practices that reflect curriculum outcomes. Teachers should also develop clear criteria of good practice, guide students to develop self-monitoring mechanisms to question their thinking and provide students with challenging opportunities to practice to become confident and competent self-assessors.

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