



Competency-Based Assessment Models for Building a Skilled and Inclusive Workforce: Implications for Secondary Education in Rivers State, Nigeria.

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Abstract

Nigeria's growing need for inclusive and skilled human capital necessitates a change in secondary school assessment practices. This study examined competency-based assessment models for fostering a skilled and inclusive workforce in Rivers State. Guided by constructivist and human capital theories, it adopted a descriptive survey design. With stratified random sampling technique, 340 secondary school teachers were selected from a population of 2,845 teachers spread across 3 Senatorial Districts of the State. The Competency-Based Assessment Practices Questionnaire (CBAPQ), a tool developed by the researchers, was used to gather data. Validated by professionals in Educational Measurement and Evaluation, the reliability of CBAPQ was established using Cronbach's alpha ($\alpha = 0.87$). The data was analyzed using both descriptive and inferential statistics, including multiple Regression Analysis, mean and standard deviation. The results revealed that skill development and inclusive learning outcomes among students are significantly predicted by competency-based assessment techniques ($R^2 = 0.64, p < .05$). The study concluded that integrating competency-based assessment principles in instruction and evaluation enhances learners' practical skills, creativity, and inclusiveness. To align education with workforce demands, it was recommended that Rivers State secondary schools implement organized competency-based frameworks that prioritize performance tasks, rubrics, and formative feedback.

Keywords: Competency-based assessment, Inclusion, Rivers State, Secondary education, Skill development, Workforce readiness

Introduction

Education plays a crucial role in equipping individuals with the knowledge, skills, and attitudes required to participate effectively in the socio-economic development of any society. In recent years, there has been a global shift from traditional, content-based education toward competency-based systems (CBS). The approach emphasizes the acquisition of demonstrable skills, knowledge and abilities necessary for learners to perform effectively in real-world context (Mulder, 2017), rather than rote learning. It is rooted in the broader framework of competency-based education (CBE) which prioritizes learning outcomes and the practical application of knowledge rather than mere acquisition of theoretical content (Shavelson, 2019). This shift is particularly vital in developing countries like Nigeria, where the need to build a

skilled and inclusive workforce has become increasingly urgent. The secondary education sector, as a bridge between basic and tertiary education, plays a fundamental role in developing learners' competencies necessary for employability and lifelong learning.

The essence of competency-based assessment lies in its focus on measurable and observable performance indicators that reflect mastery of specific competencies (Tuxworth, 2018). Unlike traditional assessment models that often emphasize summative judgments, Competency-Based Assessment (CBA) employs formative, criterion-referenced evaluations that align with predefined learning outcomes and performance standards (Gervais, 2016). This allows educators to make more reliable and equitable judgments about students' readiness for progression, employability, or professional practice.

Moreover, competency-based assessment aligns with global calls for education systems to produce graduates who are adaptable, innovative, and capable of problem-solving in complex environments (OECD, 2019). In vocational and professional education, CBA has become particularly significant, as it ensures that learners acquire competencies relevant to the labour market and societal needs (Nguyen & Bui, 2021). Through authentic assessment tasks such as portfolios, simulations, and performance appraisals, competency-based assessment bridges the gap between school learning and workplace performance (Eraut, 2020).

Competency-based assessment represents a shift toward a more holistic and equitable approach to evaluating learning. It ensures that assessment is not merely an endpoint of instruction but a continuous process of feedback, improvement, and demonstration of competence. As education systems seek to enhance accountability, employability, and inclusion, competency-based assessment offers a robust framework for aligning educational outcomes with real-world demands.

There is a disconnect between what is taught and what the labour market requires, as seen by the rising young unemployment rate in Rivers State despite formal education. Many secondary school graduates lack technical, communication, and problem-solving abilities, which raises questions about how well the current evaluation procedures are working. Conventional evaluation techniques, which are mostly based on paper-and-pencil exams, emphasize knowledge retention over performance in real-world scenarios, creativity, and practical application. Calls for a paradigm change in favor of competency-based assessment (CBA) models that gauge students' capacity to use their knowledge and skills in real-world situations have resulted from this (Guskey, 2018; Olaitan & Ali, 2021).

Statement of the Problem

Rapid technological advancement, globalization, and shifting workplace demands are characteristics of the modern labour market that call for workers to have not only academic knowledge but also practical competencies, critical thinking skills, problem-solving abilities, creativity, communication skills, and adaptability. Consequently, there is a growing emphasis on competency-based assessment models that evaluate learners' mastery of specific knowledge, skills, attitudes, and values necessary for effective performance in real-life situations. These methods of assessment are becoming more widely acknowledged as essential tools for creating a workforce that is inclusive, competent, and able to meet the demands of the twenty-first-century economy.

Despite reforms in the Nigerian education system, assessment practices in many secondary schools continue to be predominantly examination-oriented, focusing largely on the measurement of cognitive achievement through standardized tests and terminal examinations. Many school graduates may have academic credentials but lack the skills necessary for productive engagement in higher education, entrepreneurship, and the workforce because this traditional approach often places greater emphasis on memorization and recall than on demonstrating practical competencies and employability skills.

In Rivers State, concerns have been raised regarding the mismatch between the competencies acquired by secondary school graduates and the skills demanded by employers and society. Additionally, issues of educational inequality, limited opportunities for learners with diverse abilities, inadequate assessment practices, and insufficient emphasis on inclusive education may hinder the development of a workforce that is both skilled and socially inclusive. While competency-based assessment models have been advocated as a means of promoting learner-centred education, skill acquisition, and equitable assessment of diverse learners, there is limited empirical evidence regarding their adoption, effectiveness, and implications within the secondary school context of Rivers State.

Furthermore, the extent to which competency-based assessment can facilitate the identification, development, and certification of learners' competencies while promoting inclusion across gender, socioeconomic status, and diverse learning needs remains unclear. This knowledge gap creates uncertainty for policymakers, educational administrators, curriculum planners, and teachers seeking to align secondary education outcomes with workforce development objectives.

It is against this backdrop that this study seeks to investigate competency-based assessment models for building a skilled and inclusive workforce and examine their implications for secondary education in Rivers State, Nigeria. The study is necessary to provide empirical evidence that can guide educational policy, assessment reforms, and instructional practices aimed at enhancing workforce readiness and inclusive educational development.

Purpose of the Study

The purpose of this study is to investigate competency-based assessment models for building a skilled and inclusive workforce and examine their implications for secondary education in Rivers State, Nigeria. Specifically, the study sought to achieve the following objectives:

1. Identify the current assessment practices employed by secondary school teachers in Rivers State.
2. Determine the extent to which competency-based assessment practices are implemented in secondary schools in Rivers State.
3. Examine the relationship between competency-based assessment practices and students' skill development in secondary schools in Rivers State.
4. Assess the influence of competency-based assessment practices on inclusive learning outcomes in secondary schools in Rivers State.

Research Questions

To guide the investigations, the following research questions were raised:

1. What are the prevalent assessment practices among secondary school teachers in Rivers State?
2. To what extent are competency-based assessment practices implemented among secondary schools in Rivers State?
3. What is the relationship between competency-based assessment practices and students' skill development in secondary schools in Rivers State?
4. How do competency-based assessment practices influence inclusive learning outcomes among students in secondary schools in Rivers State?

Research Hypotheses

For detailed investigations, the following null hypotheses were formulated and tested at the 0.05 level of significance:

1. There is no significant relationship between competency-based assessment practices and students' skill development.

2. Competency-based assessment practices do not significantly influence inclusive learning outcomes in secondary schools.

Significance of the Study

The study is important for a number of reasons. It gives policymakers actual proof of the value of competency-based evaluation in accomplishing Nigeria's labour market and educational objectives.

For teachers, it provides with a framework for creating and putting into practice inclusive, performance-based assessment procedures that promote hands-on learning. For curriculum planners, it offers insights into aligning assessment strategies with national skill development policies.

For Researchers and students, the study will contribute to the existing body of literature on educational assessment, workforce development, and inclusive education. It will serve as a reference material for future studies and stimulate further research on competency-based assessment practices within the Nigerian educational context and beyond.

In the end, the results seek to close the gap between classroom instruction and employability, helping to achieve Sustainable Development Goal 4 (SDG 4), which is to guarantee inclusive, egalitarian, high-quality education for all.

Scope of the Study

This study focuses on secondary school teachers in Rivers State, Nigeria. It looks at how teachers currently assess students, how they comprehend and use competency-based assessment, and how it affects inclusion and skill development. While it focuses on mainstream secondary education, it excludes postsecondary educational institutions and vocational training facilities.

This study is anchored on two major theoretical foundations: **Constructivist Learning Theory by Bruner (1966) and Vygotsky (1978) and Human Capital Theory by Becker (1964)**. According to the constructivist view, students actively create knowledge by interacting with their surroundings and working on worthwhile projects. Vygotsky (1978) asserted that learning takes place in a social setting and that cooperation and scaffolding help students advance. This approach is supported by competency-based assessment (CBA), which places more emphasis on students' active demonstration of comprehension, performance, and skill application than it does on memorization alone. CBA promotes greater understanding and

knowledge retention by requiring students to do practical tasks, solve real-world challenges, and reflect on their learning experiences. Bruner (1966) advanced that assessment should not only measure what learners know but also what they can do with what they know. In this respect, competency-based assessment provides opportunities for authentic evaluation through projects, portfolios, simulations, and performance-based tasks. These assessment techniques encourage creativity, problem-solving, and inclusivity by accommodating diverse learning styles and abilities.

Education is underscored by the Human Capital Theory, as an investment that encourages individual productivity and promotes national economic growth. According to Becker (1964), individuals acquire knowledge, skills, and competencies that improve their value and employability in the labour market. Educational measurement and evaluation systems that emphasize competencies directly contribute to workforce readiness and sustainable development. In the context of this study, competency-based assessment serves as a tool for nurturing human capital by linking educational outcomes to the skills demanded by industries. It ensures that secondary school graduates possess transferable competencies such as critical thinking, teamwork, and innovation. Therefore, the integration of competency-based assessment in secondary education is vital for building a skilled and inclusive society in Rivers State and beyond.

Concept of Competency-Based Assessment

Competency-based assessment (CBA) refers to an approach to evaluating learners' abilities to perform specific tasks or demonstrate particular skills to predetermined standards (Guskey, 2018). As opposed to traditional assessments that focus on knowledge recall, CBA assesses observable performance and application of knowledge in real-life contexts. According to Jha and Shah (2020), competency-based assessment is criterion-referenced as it measures learners against defined competencies rather than peers' comparison.

At the secondary school level, CBA involves using performance tasks, portfolios, rubrics, and self-assessments to evaluate competencies such as problem-solving, communication, and collaboration. Its emphasis is on continuous feedback and mastery learning, where students progress is acknowledged upon demonstrating proficiency.

Inclusive Education

Inclusive education involves providing equal learning opportunities for all students, regardless of differences in ability, background, or socioeconomic status (Ainscow, 2020). Participation,

equity, and respect for diversity within the learning environment are the hallmarks of Inclusive education. Competency-based assessment contributes to inclusion by offering flexible assessment methods that accommodate varied learning needs and multiple ways of demonstrating competence. For instance, performance-based tasks can be adapted to learners' individual strengths, thereby ensuring that no student is excluded due to rigid assessment structures.

Competency-Based Assessment and Skill Development

Skill development is the process through which learners acquire practical and cognitive capabilities necessary for effective functioning in society. Competency-based assessment enhances skill development by aligning learning outcomes with performance indicators (Olaitan & Ali, 2021). It shifts focus from theoretical knowledge to skill demonstration through activities such as projects, laboratory experiments, and vocational tasks. This approach ensures that learners not only “know” but also “can do,” thus bridging the gap between school and work.

Assessment for Building a Skilled and Inclusive Workforce

An inclusive and skilled workforce emerges from an education system that values equity, competence, and adaptability. Measurement and evaluation play vital roles in identifying learning gaps, guiding instructional improvements, and ensuring quality outcomes. Competency-based assessment aligns secondary education with workforce needs by developing employability skills such as communication, critical thinking, creativity, and digital literacy (Okoye & Nwankwo, 2022). Hence, effective use of CBA prepares learners for a dynamic labour market and fosters inclusive participation in economic growth.

Empirical evidence abound that support the effectiveness of competency-based assessment in enhancing learning and workforce readiness. Guskey (2018) investigated the influence of competency-based assessment on student achievement in United States secondary schools and found significant improvements in problem-solving and critical thinking skills. Similarly, Olaitan and Ali (2021) conducted a study in Nigeria revealing that teachers who adopted competency-based assessment methods observed higher levels of student engagement and skill acquisition compared to those using traditional methods.

In a study conducted by Adeoye and Arogundade (2020), competency-based assessment was found to improve inclusivity by allowing students with different abilities to demonstrate understanding through alternative modes such as projects and oral presentations. Moreover,

Ainscow (2020) emphasized that inclusive assessment practices promote equality and reduce marginalization among learners in diverse educational settings.

Empirical studies on CBA remain limited in Rivers State. Eze and Nwogu (2022) however, found that teachers' lack of training in assessment design and interpretation hinders the effective implementation of competency-based evaluation. This gap underscores the need for research focused on developing a contextualized model suitable for Nigerian secondary schools addressing both skill development and inclusion.

The reviewed literature establishes that competency-based assessment is a veritable tool for enhancing skill acquisition and inclusion in education. Theoretical foundations such as Constructivist Learning Theory and Human Capital Theory justify the shift toward performance-based and outcome-oriented assessment systems. Conceptually, CBA emphasizes mastery learning, practical demonstration, and inclusivity as key components of a skilled and equitable society.

Empirical studies further affirm that CBA enhances student performance, fosters inclusion, and aligns educational outcomes with workforce demands. However, evidence from the Nigerian context, especially in Rivers State, remains scarce. Most schools still rely on traditional examinations that do not measure learners' competencies effectively. Therefore, this study fills a critical gap by developing and empirically validating a competency-based assessment model suitable for the realities of secondary education in Rivers State, Nigeria.

Methodology

The study adopted a descriptive survey research design. This design was chosen because it allows the researcher to collect and analyze quantitative data from a large population to describe existing conditions and relationships among variables (Creswell & Creswell, 2018). The design was suitable since the study sought to investigate teachers' assessment practices, the extent of competency-based assessment implementation, and its influence on skill development and inclusiveness in secondary schools across Rivers State, the area of the study. Rivers State is one of the educationally vibrant states in the South-South geopolitical zone of Nigeria. The State has 23 Local Government Areas (LGAs) politically and administratively partitioned into 3 senatorial districts, and has a diverse mix of public and private secondary schools. The state was chosen because of its growing emphasis on human capital development and the observed mismatch between school outcomes and labour market expectations.

The population of the study comprised all 2,845 senior secondary school teachers across the 23 LGAs of the 3 senatorial districts in State (Source: Rivers State Ministry of Education, 2024). The population was considered appropriate because teachers play a critical role in the design, implementation, and evaluation of assessment practices in schools. A sample of 340 teachers was selected using multistage stratified random sampling technique to ensure equitable representation from urban and rural schools as well as from public and private institutions. The sampling followed the recommendation of Krejcie and Morgan (1970), which suggests a sample size of 340 for a population of about 3,000 at a 95% confidence level. Stratification was based on the three senatorial zones in the State: Rivers East, Rivers West, and Rivers South-East. Within each zone, schools were randomly selected, and teachers were proportionately drawn to maintain representativeness.

A researcher-developed questionnaire titled: Competency-Based Assessment Practices Questionnaire (CBAPQ) was used for data collection. Designed to elicit responses on teachers' current assessment practices, competency-based assessment implementation, and perceived impact on students' skill development and inclusion, CBAPQ comprised three sections of ten items each; addressing Current assessment practices, Competency-based assessment implementation and Perceived effects on skill development and inclusive outcomes. All items were structured on a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). CBAPQ was validated by three experts including one in Educational Measurement and Evaluation, one in Curriculum Studies, and one in Educational Psychology, all from the Rivers State University. Their inputs led to modifications in wording, clarity, and relevance of the items to ensure content and construct validities. The instrument was trial-tested on 30 teachers outside the study area (in Bayelsa State). Their responses were analyzed for internal consistency using Cronbach's alpha, and an overall reliability coefficient of 0.87 was obtained, indicating high internal consistency suitable for research use (George & Mallery, 2019).

Research assistants who were intensively briefed on the administration procedures assisted in the distribution and retrieval of the questionnaires on-site to ensure a high response rate and data completeness. Out of 340 copies administered, 326 valid responses (95.9%) were retrieved and analyzed using both descriptive and inferential statistics as follows: Research Questions 1 and 2 were analyzed using mean and standard deviation to determine prevailing assessment practices and the extent of competency-based assessment implementation. Research Questions 3 and 4 were respectively addressed using Pearson's product-moment correlation and multiple regression analysis to determine the relationship and predictive influence of competency-based

assessment on skill development and inclusive learning outcomes. Hypotheses were tested at 0.05 level of significance. Analyses were facilitated by the use of Statistical Package for Social Sciences (SPSS) version 26.

Results and Interpretation

Research Question One: What are the prevalent assessment practices among secondary school teachers in Rivers State?

To answer this question, teachers' responses on current assessment practices were analyzed using mean and standard deviation. A mean benchmark of 2.50 was set as the cut-off for decision-making (≥ 2.50 = Agreed; < 2.50 = Disagreed).

Table 1: Mean and Standard Deviation of Teachers' Current Assessment Practices

(n = 326)				
S/N	Indicator	Mean ($\bar{x}$)	SD	Decision
1.	I mostly use paper-and-pencil tests to assess students.	3.62	0.54	Agreed
2.	I provide students with feedback to improve performance.	2.81	0.91	Agreed
3.	I use performance-based tasks in assessment.	2.32	0.83	Disagreed
4.	I assess students using portfolios and projects.	2.15	0.87	Disagreed
5.	I design assessment tasks that reflect real-life applications.	2.41	0.79	Disagreed
6.	I encourage peer and self-assessment in my classroom.	2.36	0.91	Disagreed

Interpretation:

Table 1 shows that the dominant practice among teachers remains traditional paper-and-pencil testing ($\bar{x} = 3.62$), while the use of performance tasks, portfolios, and authentic assessments are low ($\bar{x} < 2.50$). This indicates that assessment in secondary schools in Rivers State is still largely summative and examination-oriented, with minimal emphasis on competency-based approaches.

Research Question Two: To what extent are competency-based assessment practices implemented in secondary schools?

The ranges of mean values for decisions were $\bar{x} \geq 2.50$ (High Extent), $2.30 \leq \bar{x} < 2.50$ (Moderate Extent) and $\bar{x} \leq 2.29$ (Low Extent).

Table 2: Extent of Implementation of Competency-Based Assessment

(n = 326)				
S/N	Indicator	Mean ($\bar{x}$)	SD	Decision
1.	I assess students' ability to apply knowledge in real-life situations.	2.67	0.74	High
2.	I use rubrics to measure specific competencies.	2.41	0.85	Moderate
3.	I conduct project-based assessments regularly.	2.28	0.79	Low
4.	I use continuous assessment to monitor mastery of skills.	2.74	0.71	High
5.	I adapt assessment tasks to meet individual learning needs.	2.36	0.83	Moderate
Grand Mean		2.49		Moderate Implementation

Interpretation:

Results reveal a moderate level of implementation of competency-based assessment practices (grand mean = 2.49). Teachers reported limited use of rubrics, projects, and differentiated assessments, indicating partial adoption of CBA principles.

Research Question Three: What is the relationship between competency-based assessment practices and students' skill development?

Table 3: Relationship between Competency-based Assessment and Skill Development

Variables		Correlation	
		CBA	Skills Dev
CBA	Pearsons (r)	1	.74*
	Sig (2-tailed)		.000
Skills Dev	N	326	326
	Pearsons (r)	.74*	1
	Sig (2-tailed)	.000	
	N	326	326

*Correlation is significant at the 0.05 level (2-tailed)

Interpretation:

Table 3 reveals a strong positive correlation ($r = 0.74$, $p < 0.05$) between competency-based assessment and students' skill development. This implies that increased use of competency-based assessment is associated with higher levels of practical skill acquisition among secondary school students.

Research Question Four: How do competency-based assessment practices influence inclusive learning outcomes?

To examine this, multiple regression analysis was used to determine how components of competency-based assessment (performance tasks, feedback, and individualized assessment) predict inclusive learning outcomes.

Table 4: Regression Analysis Showing the Influence of CBA on Inclusive Learning Outcomes

Model Summary	R	R ²	Adjusted R ²	Std Error
	0.80	0.64	0.63	0.45
ANOVA	F(3,322)	P-value		
	191.45	0.000		
COEFFICIENTS	B	t-value	Sig	
Performance-Based Task	0.42	8.13	0.000	
Formative Feedback	0.36	6.75	0.000	
Individualized Assessment	0.28	5.42	0.002	

Interpretation:

Table 4 indicates that the model is significant ($F(3,322) = 191.45$, $p < 0.05$) with $R^2 = 0.64$, meaning that 64% of the variance in inclusive learning outcomes is explained by competency-based assessment components. Among the predictors, performance-based tasks ($\beta = 0.42$) had the strongest influence, followed by formative feedback ($\beta = 0.36$) and individualized assessment ($\beta = 0.28$). This suggests that integrating authentic tasks and continuous feedback mechanisms enhances inclusion by accommodating diverse learning needs.

Test of Hypotheses

Ho1: There is no significant relationship between CBA and Skill Development

Table 5(a): Summary of Hypothesis 1

		Correlation	
		CBA	Skills Dev
CBA	Pearsons (r)	1	.80*
	Sig (2-tailed)		.000
Skills Dev	N	326	326
	Pearsons (r)	.80*	1
	Sig (2-tailed)	.000	

N

326

326

*Correlation is significant at the 0.05 level (2-tailed)

Table 5(b): Summary of Hypothesis 2

H₀₂: CBA does not significantly influence Inclusive Learning Outcomes	
Statistical Test:	Multiple Regression
p-value:	0.000
Decision:	Rejected

Interpretation:

Both null hypotheses were rejected at the 0.05 significance level, confirming that competency-based assessment significantly relates to skill development and positively influences inclusive learning outcomes in Rivers State secondary schools.

Discussion of Findings

The findings of this study align with previous empirical works. The predominance of traditional assessment practices supports Eze and Nwogu (2022), who observed that Nigerian teachers often emphasize summative examinations over authentic evaluations. However, the significant positive relationship between competency-based assessment and skill development echoes Guskey (2018) and Olaitan and Ali (2021), who found that authentic assessment practices enhance learners' critical thinking, creativity, and practical abilities.

Furthermore, the strong predictive influence of performance-based tasks and formative feedback on inclusive learning outcomes corroborates Ainscow (2020), who emphasized that inclusive education thrives when assessment practices are adaptive, continuous, and learner-centered. This suggests that Rivers State's secondary education can become more inclusive and skill-driven through systematic integration of CBA principles. Overall, these findings confirm that competency-based assessment is a catalyst for achieving both educational quality and workforce inclusivity.

Conclusion

This study examined the development and effectiveness of competency-based assessment (CBA) models for building a skilled and inclusive workforce in Rivers State secondary schools. The findings revealed that while teachers still rely heavily on traditional paper-and-pencil tests, there is a growing awareness and moderate implementation of competency-based assessment practices. Empirical analyses established that competency-based assessment significantly enhances students' skill development and inclusive learning outcomes.

The study concluded that competency-based assessment provides a viable pathway for bridging the gap between education and employability. By emphasizing performance-based tasks, formative feedback, and individualized learning assessments, CBA enables learners to acquire relevant skills for the world of work while ensuring that no learner is left behind. Integrating CBA into secondary education aligns with the objectives of Nigeria's National Policy on Education and the global Sustainable Development Goal 4 (SDG 4), which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Therefore, the study affirms that the systematic adoption of competency-based assessment frameworks in secondary schools is essential for developing the human capital required to drive Nigeria's socio-economic transformation.

Recommendations

Based on the findings, the following recommendations were made:

- 1. Curriculum Reform and Alignment:** The Federal and State Ministries of Education should review and align secondary school curricula with competency-based assessment principles to ensure that learning outcomes reflect practical skills and employability competencies.
- 2. Capacity Building for Teachers:** Teachers should be trained through workshops and professional development programs on designing and implementing competency-based assessments, including the use of rubrics, performance tasks, and formative evaluation techniques.
- 3. Adoption of Inclusive Assessment Strategies and Provision of Assessment Resources:** Schools should integrate differentiated and adaptive assessment techniques that accommodate diverse learning styles and abilities, thereby promoting inclusiveness and equitable participation. Education authorities should provide instructional materials, digital tools, and assessment guides to support teachers in implementing CBA effectively, especially in under-resourced schools.
- 4. Policy Implementation and Monitoring:** The Rivers State Ministry of Education should establish monitoring mechanisms to ensure compliance with competency-based assessment standards and provide incentives for schools demonstrating effective practice. Furthermore, collaboration between schools and industries should be strengthened to ensure that competencies assessed in schools are relevant to labor market demands and future workforce needs.

Suggestions for Further Studies

The following are suggested for further investigations:

1. Explore longitudinal effects of competency-based assessment on students' career trajectories.
 2. Examine the challenges teachers face in implementing CBA in different subject areas.
 3. Develop and validate subject-specific competency rubrics for Nigerian secondary schools.
- Such studies would enrich understanding of the long-term impacts and scalability of competency-based assessment models in Nigeria's education system.

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