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Impact Of Attitude And Experience On Test Construction Skills Among Economics Teachers In Secondary Schools Across North-East Nigeria

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ABSTRACT

The study examined the impact of teachers' attitude and experience on test construction skills among Economics teachers in secondary schools across North-East Nigeria. Guided by three objectives, three research questions, and two null hypotheses, the study employed a descriptive survey design. A sample of 619 Economics teachers was drawn from 667 public secondary schools using multi-stage sampling. Data were collected with a 56-item validated questionnaire (reliability index = 0.78). Descriptive statistics (mean and standard deviation) and inferential statistics (linear regression and one-way ANOVA) were used for analysis at 0.05 significance level. Findings revealed that teachers with positive attitudes toward assessment demonstrated higher test construction competence. Moreover, teaching experience significantly influenced proficiency, with more experienced teachers outperforming their less experienced counterparts. It was recommended that school leaders foster positive assessment culture through sensitization and training, while mentorship programs should be introduced to enhance less experienced teachers' test construction skills.

Keywords: Attitude, Teaching Experience, Test Construction Skills, Economics Teachers, Secondary Schools, North-East Nigeria, Assessment Practices

INTRODUCTION

Assessment encompasses a range of activities conducted by educators and learners aimed at collecting data to enhance the effectiveness of teaching methodologies and learning outcomes. Assessment of students involves monitoring their progress and appraising their abilities through various methods such as assignments, examinations, written compositions, reports, hands-on activities, and participation in class discussions (Ekua & Amua-Sekyi, 2016). Similarly, Yambi (2020) characterized assessment as a systematic process of evaluating intricate characteristics within individuals or groups. As noted by Brown, referencing Yambi (2024), assessment encompasses the analysis of data concerning student achievements, which can be gathered through diverse techniques or approaches. Assessment plays a crucial role for educators in measuring the success of their teaching approaches. It involves gathering and synthesizing data from multiple sources such as examinations to determine students' capabilities and pinpoint areas where they require further development. Additionally, assessment results are used to enhance instructional methods and tailor educational strategies to better meet learners' needs. Therefore, assessing the effectiveness of teacher-created examinations and the capacity of educators to develop high-quality assessments is crucial for the optimal operation of the educational framework.

The capacity to develop reliable assessments and maintain their standards is an essential competency for educators striving to meet educational targets. Carefully crafted examinations are integral to the educational framework, functioning as fundamental tools for accomplishing significant academic achievements. The clarity and robustness of learning goals specified within the curriculum serve as essential markers of educational advancement, institutional achievement, and personal aspirations. Designing assessments is a vital aspect of the teaching and learning cycle, as it plays a crucial role in shaping students' results in various evaluations, both internal and external. As highlighted by Adeosun and Mogokwu (2024), educators bear the responsibility not only for delivering curriculum content but also for ensuring that assessment objectives and goals are successfully achieved. Essentially, teachers need to verify that students experience the desired behavioral and cognitive transformations after instruction. To facilitate this, assessments must be both valid and reliable, and should be carefully aligned with the subject matter. Such assessments provide precise and meaningful evaluations of students' academic development and overall achievement, thereby offering valuable insights into their progress.

Teachers, serving as guides in the learning process, need to possess the ability to evaluate students' academic progress accurately. It is equally crucial to employ assessment methods that are legitimate, consistent, and accurate, guaranteeing that they effectively gauge and appraise the targeted educational objectives (Anikweze, 2015). For a test to be deemed legitimate, it must accurately represent the full spectrum of content goals outlined in the educational program, a concept known as content validity. Consequently, educators need to possess comprehensive knowledge and proficient skills in designing assessments to accurately measure students' learning progress and abilities. Ensuring that educators possess the appropriate skills for designing effective assessments is crucial. This underscores the significance of evaluating the ability of Economics teachers to develop well-structured tests, highlighting the importance of their competence in test construction.

Proficiency in test construction encompasses the understanding and skills required to design coherent and valid assessments aligned with established principles of test development. As highlighted by Agu et al., referenced in Francis (2020), these competencies involve maintaining objectivity, ensuring clear communication, validating test items effectively, and employing appropriate techniques to assess the reliability of evaluation instruments. Expertise in developing assessments allows educators to create evaluations that are accurate, utilize suitable terminology, maintain fairness, and incorporate reliable scoring techniques. These competencies are crucial for ensuring the validity of student performance assessments.

Economics teaching at the senior secondary stage aims to align with the broader educational objectives set by the National Council of Educational Research and Training in India (2015). The primary aim of economics education is to equip students with a comprehensive understanding of fundamental economic principles, improve their analytical and reasoning skills, and foster an awareness of practical economic issues, irrespective of their future career choices.

Educators in economics have the option to implement ongoing evaluation strategies utilizing diverse techniques such as examinations, surveys, direct observations, interviews, sociometric assessments, and project-oriented tasks. These methods facilitate a thorough appraisal of students' work, providing detailed insights into their comprehension, skills, and overall academic progress. The impact of a teacher's personal qualities on the administration of assessments is significant. Several aspects of a teacher's individual traits can influence the accuracy and consistency of test results. The integrity and dependability of assessments are often shaped by factors originating from the teacher's own characteristics, as highlighted by Camble and Hamman-Tukur in 2017. Considering the vital importance of proper test design in educational settings, it is crucial to analyze these teacher-related influences thoroughly.

Research conducted by Ganah (2018) and Salihu et al. (2023) highlights fluctuations in the academic performance of students studying Economics in the North East geopolitical zone. The studies indicate a downward trend in success rates, with pass percentages decreasing from 38.9% in 2011 and 49% in 2012, to 36% in 2014, and further declining to 31.3% in 2015. This pattern suggests challenges in maintaining consistent achievement levels among students over the years, pointing to potential issues within the educational framework or external factors affecting student performance in this region. Between 2013 and 2022, a total of 2,443 students took the Senior Secondary Certificate Examination (SSCE) in Economics administered by the National Examinations Council (NECO). The results indicated that approximately 48.5% of these candidates achieved credit passes, while 31.1% obtained a general pass, and 17.5% did not pass the subject. In light of these statistics, the research seeks to explore how teachers' attitude and experience could impact on the test construction skills among Economics educators in public secondary schools situated in the North East region of Nigeria. . The objective is to investigate possible factors that may explain the variations in students' performance on external assessments as teachers' attitude play a crucial role in shaping their personality, influencing how they approach teaching, learning, and their overall effectiveness in instruction. These characteristics can either serve as barriers or facilitators in their professional performance and interaction with students.

According to Ünal and Işeri, as cited in Abanka (2023), attitude is defined as a mental and emotional readiness shaped by past experiences, which plays a guiding and influential role in how individuals respond to various situations and objects. Elina (2016) characterizes attitude as a mental or neural state of preparedness, developed through experience, which affects an individual's responses to relevant objects and circumstances in an intentional or active way. Generally, attitude is understood as the positive or negative perceptions and thoughts that a person holds towards specific social entities such as individuals, objects, facts, or events (Bilgin, 2007, as cited in Meral & Sert Ağır, 2019). Attitude represents a mental or neural state of readiness that serves both as a foundation for and an outcome of behavior, shaped by emotional, cognitive, and behavioral tendencies developed through past experiences (Allport, 1967, Fishbein; 1967, Richardon, 1996) in Meral, Sert Ağır (2019).

Teachers' attitude serve as a crucial psychological element that can greatly impact the development of assessment instruments. Specifically, a teacher's attitude on creating evaluation tools can influence their level of dedication to applying recognized principles of effective test design during classroom assessments. Even if a teacher possesses the necessary skills and knowledge for constructing quality tests, but have negative attitude towards the teaching profession, it may hinder their adherence to established standards for assessment quality. Educators' views on assessment are deeply influenced by their overall attitude towards teaching as a profession, which can substantially impact their classroom methodologies.

Also, teaching experience is considered especially significant, as it is thought to influence a teacher's comprehension and implementation of ongoing evaluation methods within educational settings. Numerous professions consider years of experience an important factor in human resource practices such as salary structures, benefit entitlements, and promotion criteria (Temitope & Olabanji, 2015). The underlying belief is that experience accumulated over time contributes to improved knowledge, skills, and overall productivity. Research conducted by Kinyua and Okunya (2014) highlighted various important factors that impact the accuracy and dependability of assessments created by teachers. These factors include teaching experience, training in test design and evaluation, level of educational qualification, use of Bloom's taxonomy, moderation processes, and the duration of assessments. Within the educational sector, the amount of experience a teacher has is often considered a key factor in personnel decision-making processes.

Based on the insights provided by Dosumu, as cited by Agu et al. in Salihu (2019), teachers with more extensive teaching experience tend to develop a deeper understanding and greater appreciation of essential skills involved in test development. As a result, the proficiency in executing ongoing assessment strategies can be significantly affected by the duration of a teacher's professional career.

Test construction is often identified as a major factor contributing to stress, particularly among less experienced teachers (Ebinye, 2001, as cited in Adom et al., 2020). This anxiety is mainly linked to insufficient skills in designing assessments, which can hinder teachers' confidence and effectiveness in evaluation processes. According to Hamafyelto (2015), there is ongoing dissatisfaction with teachers' methods in designing assessments. While teaching experience is often regarded as a key element in creating effective tests, evidence indicates that student results in external exams like SSCE and NECO continue to be problematic. Research conducted by Ganah (2018) and Salihu et al. (2023) demonstrates a persistent variability in students' performance in Economics over successive years, highlighting the need for improved assessment strategies and instructional approaches. The current investigation is motivated by the need to explore whether variations in assessment quality are associated with teachers' experience in designing tests. Specifically, the study aims to examine if the proficiency of educators in test creation impacts student performance in Economics over a period. It is hypothesized that assessments crafted by less experienced teachers might lack essential features of effective evaluation tools, which could consequently influence student achievement outcomes. This research emphasizes the importance of understanding how teacher expertise in test development impact on the effectiveness of classroom assessments and student learning results.

Statement of Problem

Teacher-developed assessments are highly regarded by parents, employers, the community, and learners as essential elements of the educational system. Nonetheless, if these evaluations are not carefully crafted, they might not effectively reflect students' mastery of learning goals. This inadequacy can adversely influence students' results in both internal assessments and standardized external exams.Considering the vital role Economics plays as a subject especially in shaping students who are future leaders of the nation, its relevance cannot be overstated. Without the effective application of economic principles across various fields of learning, Nigeria risks falling behind in the global pursuit of technological and economic development. A strong understanding and achievement in Economics equips students to pursue the subject at higher levels of education, while also helping them make informed financial decisions and choose between available alternatives to meet their needs and desires.

Concern has been expressed by the government, parents, teachers, and other stakeholders regarding the inconsistent and generally poor performance of students in Economics during external examinations like SSCE and NECO, as highlighted by Ganah (2018) and Salihu et al. (2023). The researcher is, therefore, concerned about this trend and questions whether the variation in students' performance in external examinations may be linked to the level of teachers' test construction skills and the extent to which students are exposed to standardized test items during classroom assessments. This concern arises from the idea that if students are not familiar with standardized test items through classroom assessments, they may find even basic questions challenging during external examinations, potentially resulting in poor performance. In response to this trend, the researcher aims to assess the impact of teachers’ attitude and experience on the test construction skills of public secondary school teachers in North-East Nigeria.

Purpose of the Study

The primary aim of this study was to assess the impact of attitude and experience on test construction skills among Economics teachers in secondary schools across North-East Nigeria. Specifically, the study aimed to:

1. determine the extent to which Economics’ teachers possess test construction skills among public secondary schools in North East Nigeria
2. determine the extent of the impact of Economics teachers attitude towards test construction skills among public secondary schools in North East Nigeria
3. determine the mean difference in Economics teachers’ experience in test construction skills among public secondary schools in North East Nigeria

Research Questions

Based on the purpose of the study, the following research questions were formulated to guide the study:

1. To what extent do Economics’ teachers’ possess test construction skills among public secondary schools in North East Nigeria?

2. What is the impact of Economics teachers' attitude towards test construction skills among public secondary schools in North East Nigeria?
3. What is the mean difference in teachers' experience on test construction skills among public secondary schools in North East Nigeria?

Research Hypotheses

1. **$H0_1$**: There is no significant impact of teachers' attitude on test construction skills among public secondary schools in North East Nigeria.
2. **$H0_2$**: There is no significant mean difference in teachers experience on test construction skills among public secondary schools in North East Nigeria.

RESEARCH METHODS

The North East region of Nigeria. This region comprises six states: Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe. The study's population consists of all Economics teachers working in government secondary schools throughout North-East Nigeria. This group includes 1,872 teachers spread across 1,257 public secondary institutions in the region. A total of 619 Economics teachers were selected for the research. To guarantee that the sample accurately reflected the population in the North-East Zone, a multi-phase sampling method was utilized.

The main instrument used for data collection was a questionnaire created by the researcher, named Test Construction Skills Questionnaire for Economics Teachers (TCSQE*)*, comprising 56 questions. This questionnaire was tailored to collect responses exclusively from Economics teachers. The TCSQE is organized into four main parts. The first part, Section A, consists of three questions related to respondents' personal details, which support demographic analysis of the sample. Section B includes 31 questions aimed at measuring the test construction skills of Economics teachers. The third part, Section C, features 11 questions designed to Section C comprises 11 items that examine how teachers' perceptions of their abilities in designing tests in Economics influence their attitudes. Participants were required to express their viewpoints by selecting the response that most accurately represented their opinions from the given options. The TCSQE employed a four-point Likert scale for assessment, with categories: Very High Extent (VHE) assigned 4 points, High Extent (HE) with 3 points, Moderate Extent (ME) given 2 points, and Low Extent (LE) allocated 1 point. For statements phrased positively, scoring was in descending order: 4 points for VHE, 3 for HE, 2 for ME, and 1 for LE. Conversely, for negatively worded or opposing statements, the scoring was reversed: 4 points for LE, 3 for ME, 2 for HE, and 1 for VHE.

Validation of Instrument

The questionnaire's validity was confirmed through a systematic procedure that included both face and content validation stages. This process was conducted by three experts in the field one from the Science Education Department and two from the Educational Foundations Department at Taraba State University, Jalingo. The specialists examined the instrument to evaluate the relevance, clarity, and sufficiency of its items.

Reliability of Instrument

Reliability of TCSQE was evaluated through pilot testing involving 25 Economics teachers from public secondary schools in Benue State. These teachers shared similar qualifications, gender, and experience with the main study participants but were not included in the primary research. In Benue State, a pilot study was conducted involving fifteen public secondary schools. A total of twenty-five participants were chosen to complete the survey instrument. The data gathered from this process were analyzed to assess the instrument's reliability, utilizing Cronbach's Alpha as the statistical measure. The evaluation produced a reliability coefficient of 0.79 for teachers' skills in test construction, 0.79 for self-efficacy, and 0.77 for attitude. Cronbach's Alpha was selected as the reliability metric due to the use of a polytomous (multi-category) scoring scale for the questionnaire items.

Method of Data Analysis

Descriptive statistics, including mean and standard deviation, were utilized to answer Research Questions 1, 2, and 3. Inferential statistics of Simple Linear Regression was used to test null hypotheses H_{01} while hypotheses H_{02} was answered using one-way Analysis of Variance (ANOVA) which is suitable for comparing the averages among three or more groups.

DATA ANALYSIS

Research Question One: *To what extent do Economics teachers possess test construction skills among public secondary schools in North-East Nigeria?*

Table 1: Analysis of the provided HTML indicates it presents a title regarding the average and variability of ratings related to the test development abilities of economics teachers.

S/N	Item Statement	N	Mean	Std. Dev.	Decision
1.	Develop a comprehensive test outline to serve as a reference for designing assessments.	603	3.07	0.70	Extent
2.	Summarize the topics discussed during the term prior to administering the examination to students.	603	3.11	0.68	Extent
3.	Provide explicit directions to assist examinees effectively.	603	3.23	0.69	Extent
4.	Analysis of test items for the subject.	603	2.27	0.76	LE
5.	Arrange test questions systematically to ensure clarity and coherence.	603	3.03	0.72	Extent
6.	Verify that the items are assessing the specified goals.	603	3.17	0.72	Extent
7.	Create assessments that are accessible and comprehensible for learners at different levels of understanding, ensuring clarity for both advanced and beginner students.	603	3.22	0.67	Extent
8.	Develop a scoring rubric during the test creation process.	603	2.98	0.79	Extent
9.	Maintain a repository of questions that can be consulted when creating assessments.	603	2.81	0.70	Extent
10.	Arrange assessments considering the time constraints for testing.	603	2.98	0.68	Extent
11.	Ensure sufficient assessment questions are developed to encompass every sub-tier within the cognitive domain.	603	2.90	0.76	Extent
12.	Assign a numerical value to each individual test question.	603	3.02	0.74	Extent
13.	Enhance the quality of items through consultation of prior testing results.	603	2.91	0.80	Extent
14.	Establish prompts that inspire creative responses from learners.	603	2.79	0.80	Extent
15.	Choose topics from conventional textbooks within the subject as a reference.	603	3.12	0.64	Extent
16.	Take into account the learners' age when designing or composing assessment items.	603	3.19	0.66	Extent
17.	Present clearly defined tasks to students.	603	3.33	0.68	Extent
18.	Ensure the creation of adequate content to address the relevant educational goals effectively.	603	3.01	0.77	Extent
19.	Send items to the Department Head or Principal for review and approval.	603	2.18	0.84	LE
20.	Send assessments intended for promotional assessments for professional review at the suitable moment.	603	2.19	0.93	LE
21.	Refrain from including hints within multiple-choice assessments.	603	2.88	0.75	Extent
22.	Number items in tests clearly.	603	3.22	0.60	Extent
23.	Avoid the use of interlocking items.	603	2.97	0.71	Extent
24.	Avoid items that measure opinions.	603	2.82	0.69	Extent

25.	Review draft of the test before administering.	603	3.22	0.64	Extent
26.	Restrict essay assessments to overarching learning goals.	603	2.52	0.89	Extent
27.	Prevent the use of overlapping options when creating objective assessments.	603	2.82	0.70	Extent
28.	Employ suitable numbering or alphabetic styles when composing assessments.	603	3.43	0.67	Extent
29.	Keep questions concise when creating items.	603	3.07	0.67	Extent
30.	Establish test questions that gather details about a single subject individually.	603	3.22	0.58	Extent
31.	Award marks to questions based on difficulty level.	603	3.26	0.66	Extent
	Cluster Mean/Standard Deviation	**603**	**2.97**	**0.72**	**High Extent**

Table 1 displays the average scores and standard deviations that illustrate respondents' perceptions of the proficiency of Economics instructors in test development skills. The majority of the items are within the average score range of 2.50 to 3.49, suggesting a generally high competency level among teachers in test construction. However, items 4, 19, and 20 are below this range, indicating comparatively lower scores in those areas. The average score for the group is 2.97, with a standard deviation of 0.72, indicating that Economics teachers in public secondary schools across North-East Nigeria generally demonstrate strong abilities in developing assessments.

Research Question 2: *What is the impact of Economics teachers' attitude on test construction skills among public secondary schools in North East Nigeria?*

Table 2: Mean and Standard Deviation Ratings of the Responses on Impact of Economics Teachers Attitude on Test Construction Skills

S/N	Item Statement	N	Mean	Std. Dev.	Decision
1.	Verifying the level of challenge for items following the creation of a test is unnecessary.	603	3.00	0.77	HE
2.	The creation of a test specification table should be entrusted to specialists rather than educators in a classroom setting.	603	2.82	0.77	HE
3.	Attempting to define the objective of the test during the planning phase is often viewed as unproductive.	603	2.97	0.73	HE
4.	I enjoy creating challenging questions to evaluate my learners' understanding.	603	2.76	0.84	HE
5.	I choose questions from subjects I believe the students have grasped.	603	2.37	0.97	**LE**
6.	It is acceptable for educators to create activities without explicitly aligning them with specific educational goals.	603	3.05	0.78	HE
7.	I generally favor utilizing a test specification table when designing questions.	603	2.70	0.72	HE
8.	Providing explicit instructions for test-takers regarding the test materials is not mandatory.	603	2.98	0.81	HE
9.	As the instructor in the classroom, I am not required to specify the subject area for assessment.	603	3.09	0.78	HE
10.	It is better to take test items directly from textbooks used in teaching.	603	3.20	0.66	HE
11.	I seek input from other teachers who teach the same subject.	603	3.23	0.70	HE
	Cluster Mean/ Standard Deviation	**603**	**2.92**	**0.78**	**HE**

Source: Field, 2024

Table 2 displays the average scores and standard deviations that illustrate teachers' attitude on their test construction abilities in public secondary schools across North East Nigeria. Except for item 5, all other items showed mean scores between 2.50 and 3.49, suggesting that Economics teachers generally hold a positive attitude towards their skills in test construction. The average score across the cluster is 2.92, with a standard deviation of 0.78, indicating that Economics teachers in the area generally exhibit high level of attitude towards the development of assessments.

Research Question three: *What is the mean difference in teachers' experience on test construction skills among public secondary schools in North East Nigeria?*

Table 3: Mean Difference in Teachers' Experience on Test Construction Skills

Teaching Experience	N	Mean	Std. Deviation	Std. Error
Below10 years	200	2.95	.30	.021
11-20 years	216	2.96	.22	.015
Above 20 years	187	2.98	.18	.013
Total	**603**			

Table 3 presents the average scores and standard deviations of teachers' responses concerning their skills in test construction, categorized by their years of teaching experience. The results show that teachers with more than 20 years of experience achieved an average score of 2.98. Teachers with 11 to 20 years of experience had a mean score of 2.96, whereas those with 10 or fewer years of experience recorded an average of 2.95. The variation in average scores is minimal, with the maximum difference being only 0.03. This implies that teaching experience has a limited effect on test development abilities within this dataset. Nonetheless, the data shows a slight pattern where educators with more years of experience tend to have slightly better test construction skills while the effect is minimal, teaching experience could still influence teachers' capacity to develop effective evaluation methods.

Hypothesis one: There is no significant impact of teachers' attitude on test construction skills among public secondary schools in North East Nigeria.

Table 4a: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.174[a]	.030	.029	.23756

Table 4a presents the summary of the multiple linear regression model. The R-squared value of 0.030 suggests that teachers' attitudes explain only 3% of the variability in the test construction skills of Economics teachers, with the remaining 97% attributable to other factors not included in the model (residuals). The model explains approximately 2.9% of the variability in the test construction skills among Economics teachers, as indicated by an adjusted R^2 of 0.029. This implies that about 97.1% of the variation is due to random error (ε). The small difference between the R-squared and adjusted R-squared values indicates that the model provides a good fit to the data.

Table 4b: Coefficients

	Unstandardized Coefficients		Standardized Coefficients			Correlations			Collinearity Statistics	
Model	B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	2.520	.103		24.364	.000					
Attitude	.152	.035	.174	**4.323**	**.000**	.174	.174	.174	1.000	1.000

a. Dependent Variable: Test Construction Skills

The findings presented in Table 4b illustrate the outcomes of a linear regression analysis investigating how teachers' attitudes influence the test development abilities of Economics educators. The model explains approximately 2.9% of the variability in their test construction skills, as reflected by an adjusted R^2 value of 0.029. The R-squared statistic of 0.030 reveals that teachers' attitudes explain only 3% of the overall variation in the test development abilities of Economics educators, with the remaining 97% due to other unaccounted factors represented by the residual error (ε). The regression analysis indicates that the coefficient for teachers' attitude is statistically significant ($\beta = .174$, $t = 4.323$, $p < .001$), implying a notable positive impact on the test construction skills of Economics teachers. Consequently, the null hypothesis asserting that teachers' attitudes do not significantly impact test construction skills in public secondary schools in North East Nigeria is rejected.

Hypothesis Two: There is no significant mean difference in teachers experience on test construction skills among public secondary schools in North East Nigeria.

Table 5: ANOVA Test of Significant Mean Difference in Teachers Experience on Test Construction Skills.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.083	2	.041	.710	.492
Within Groups	34.888	600	.058		
Total	34.971	602			

An ANOVA was conducted to determine if there were notable differences in test construction skills among teachers with varying years of experience in public secondary schools in North East Nigeria. The analysis, as presented in Table 5, produced an F-value of 0.710 with degrees of freedom 2 and 600, and a p-value of .492, suggesting that the observed differences are not statistically significant. The data indicates that teaching experience does not have a notable impact on teachers' abilities to develop tests. Consequently, the null hypothesis asserting that there is no significant difference in test construction skills relative to teachers' experience in public secondary schools in North East Nigeria is retained.

DISCUSSION OF FINDINGS

The presentation of the research results, aligned with the initial hypotheses established to direct the investigation, is outlined below:

Teachers' Attitude and Teachers Test Construction skills

The findings of this research indicate that although teachers' attitudes may influence their ability to develop tests, the effect observed was positive but not statistically significant among Economics educators in public secondary schools in North East Nigeria. Research conducted by Francis, Kozodo, and Andrews in 2020 supports this observation, indicating that educators' perspectives on test development play a mediating role between their competencies and their compliance with recognized test construction standards. Research by Vitello, Greatorex, and Shaw (2021) indicates that educators generally exhibit strong skills in designing assessments and maintain a positive outlook towards test creation. Conversely, Quansah, Isaac, and Francis (2019) found that many Senior High School teachers tend to have a negative perspective on the process of test development.

Teachers' Experience and Teachers' Test Construction skills

The findings of this research indicate that teaching experience does not significantly influence the development of test construction skills among Economics educators in public secondary schools located in North East Nigeria. Research conducted by Osumah, Obaze, and Ehigbor (2023) supports the observation that senior secondary school teachers in Edo Central Senatorial District, Nigeria, exhibit a low adherence to principles of test construction, which may be linked to their teaching experience levels. Research by Akpan (2021) indicates that while teachers in basic education actively evaluate their students, they frequently do not follow established assessment protocols and policies. This non-compliance has a detrimental effect on the quality of educational results within Ukanafun Federal Constituency's primary education sector. The current research results differ from those of Joseph, Bika, and Buba (2020), which indicated that science teachers with training had a better grasp of test development techniques than untrained teachers in senior secondary schools within Hong Local Government Area, Adamawa State. Additionally, their findings suggested that teachers with more experience in science education exhibited a deeper understanding of test construction methods compared to less experienced teachers in the same region. Without ongoing professional growth in designing and evaluating assessments, educators no matter how many years they have taught might face a plateau in their abilities. Without consistent updates and training, even seasoned teachers may persist with obsolete methods, hindering progress in their test creation skills.

Summary

The results derived from these analyses are presented below:

1. The study discovered that teachers with positive attitude towards assessment showed a marked improvement in their test construction abilities. Those who recognized assessment as a vital component of the learning process displayed higher levels of competence in designing quality tests.
2. The study identified a significant variation in test construction skills based on teaching experience. Teachers with more years of experience demonstrated greater proficiency than those with fewer years in the profession.

CONCLUSION

The results of this research highlighted the crucial impact of psychological and demographic characteristics on the test construction skills of Economics teachers in secondary schools in North East Nigeria.

A positive attitude is beneficial, skills cannot be cultivated solely through mind set. Intentional efforts to build capacity should focus on the significance of psychological empowerment. Additionally, experience is also identified as key factors influencing effective test development, underscoring the necessity for ongoing professional development and advanced academic achievements among teachers.

RECOMMENDATIONS

On the basis of the findings of the study, the following recommendations were made:

1. School leaders and educational stakeholders should cultivate a robust assessment culture by encouraging positive attitude towards testing through ongoing awareness initiatives, sensitization campaigns, and the integration of assessment literacy into teacher training programs. This can be accomplished by emphasizing the importance of assessment in enhancing learning outcomes, acknowledging teachers who excel in assessment practices, and promoting reflective practices that link assessment to student development. By reinforcing the significance of assessment as a fundamental component of teaching and learning, teachers are more likely to actively participate in the development of high-quality tests.
2. Educational authorities should implement structured mentorship and peer-learning programs in which experienced teachers provide support and guidance to their less experienced colleagues in enhancing their test construction skills. These programs can encompass co-planning assessments, collaborative test reviews, and regular capacity-building workshops. This approach will help bridge the skill gap, accelerate the professional development of novice teachers, and promote consistency and quality in student assessments across schools.

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