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Assessment of Teachers' Attitude Towards Validation of Non-standardized Achievement Test in Secondary Schools in Borno State, Nigeria

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Abstract: The purpose of this study was to access secondary teachers' attitude towards the validation of non-standardized achievement test in Borno state, Nigeria. There were three objectives, three research questions, and two null hypotheses. This was tested at the alpha level of 0.05 significance. The U-test (Mann Whitney) was used to test hypothesis one while H-test was used to test hypothesis two. The study employed a survey research design with a population of 8100 teachers from Borno State's four educational zones. 447 teachers were chosen using proportional sampling techniques. The data analysis revealed that the majority of teachers in Borno State have a negative attitude toward the validation of non-standardized achievement tests. 267 teachers out of 432 had negative attitude only 165 teachers have positive attitude towards validation of non-standardized achievement test. There was discernible difference in validation of non-standardized achievement test between teachers with difference qualification in secondary schools in Borno State (H = 34.837, P = 0.001). The study also discovered that there is no discernible difference in the validation of non-standardized achievement between experience and inexperienced secondary school teachers in Borno State. (U = 1.065, P = 0.287). It was concluded based on these findings that teachers in Borno State have negative attitude towards validation of non-standardized achievement test, teacher qualification influence validation of non-standardized achievement test in secondary schools in Borno State while years of experience did not influence validation of non-standardized achievement test. It was recommended that Seminar and workshops should be organized on regular bases for teachers to upgrade and update their proficiency skill in test construction and validation and to motivate them.

Keywords: Attitude, Non-standardized Achievement Test, Validation, Teacher Qualification, Teacher Experience, Experience Teacher, Inexperience Teacher

1. Introduction

The need for school effectiveness and improvement at all levels of education in Nigeria is alarming. Assessment is one of the key determining factors needed in school for making teaching and learning more effective. As a result, it is essential that other non-standardized achievement tests such as teacher-made tests, be validated for use in measuring student's actual knowledge and skill rather than using test taking ability Ugwu [29]. In Nigeria, non-standardized achievement tests are used by teachers for formative and summative assessment. While the formative assessment test examines the students' progress in teaching and learning outcome, summative assessment examines a students' overall performance in a core subject area to enable his promotion and certification. Therefore, teachers in Nigeria are required to employed continuous assessment as a means of evaluation, in which written tests are most common techniques adopted. These assessment instruments are expected to be valid and reliable. The rate at which teachers in secondary schools employ valid assessment instruments is determined by their attitude towards

validation Alufohai and Akinsolotu [4].

Hamafyelto et al. [12] defined non-standardized achievement test as test prepared by teachers to measure the outcomes and content of local curriculum. This test is created to solve the particular problem it has been designed for and is classified into norm-referencing testing and criterion reference testing. The criterion reference test which is used to determine how well an individual meets a set standard was used in this study. Non-standardized tests are used by teachers in secondary schools to evaluate a students' achievements and progress so as to get the real picture of the student's performance Anikweze [6]. Therefore, a lot of task are required by teacher in constructing norm-reference test to make the test more valid and acceptable in differentiating students based on their performance.

The FRN [10] emphasized that non-standardized achievement test should be liberalized to be use as whole for assessing the students' performance in a classroom setup where it categorically stated it in section 5 of the national policy on education. However, to make this necessary the federal ministry of Education have put in charge to ensures the maintenance of the standard while the policy is implemented by the state education ministries using their disaggregated variable manpower and technical expertise which is regarded as internal mechanism for ensuring quality education in Nigeria education system.

Validity is paramount in the entire process of test construction. Mohammed et al [17] define validity as the extent to which an instrument measure what it claims to measure. This definition implies that for an instrument to be valid, it must measure what it purports to measure nothing else. Robert and Alison [24] submitted that the extent to which an appropriate, meaningful inferences and conclusions drawn from test scores is referred to as test validity. Based on this definition, validity is measured in degrees ranging from low to moderate to high. It is not measured, but rather inferred from available evidence, and it is dependent on various types of evidence. Validity necessitates that an instrument be reliable, but an instrument can be reliable without being valid. Validity categorized into scope, relevance, predictive quality, and association. These types of validity are content validity, construct validity, criterion-related validity and face validity. However, for non-standardized achievement tests, content validity is regarded as the most important factor. Again, Criterion-related validity is also important because teachers not only conduct assessments for and of learning, but also prepare students for the next level. Content Validity require expert judgments to determine whether the test is representative of the knowledge and skills that are supposed to be measured. This includes the consistency of curriculum content, test objectives, and test content. The degree of content validity is determined by the coverage of necessary objectives and content in the tests, as well as an adequate sampling of important curriculum content Ngozi et al [20] This is what refers to item relevance and content coverage. Item relevance and content coverage

contribute to the provision of evidence from which valid conclusions can be drawn. One practical method of achieving content validity of a test is to construct a table of specifications. Predictive validity, on the other hand, is the degree to which a student's current performance on a test predicts the student's future performance on a criterion measure. Although face validity is not technically a type of validity, it is the degree to which an instrument appears to measure what it measures. Teachers frequently mix it up with content validity. Teachers should look for content-related and criterion-related evidence of validity. It's been argued that the traditional concept of validity is fragmented and incomplete because it ignores evidence of the meaning of scores as a basis for action and the social consequences of using scores Panahi [22]. Lombardi [16] considered the modern concept of validity to be a unified concept that places more emphasis on the use of a test.

He identifies six aspects of validity that are implied in the concept of validity as a whole. The six components are as follows: content, substantive, structure, generalizability, external factors, and consequential. The six aspects are regarded as interdependent and complementary types of validity evidence, rather than as distinct entities. These imply that evidence for assessing validity should include evidence of content relevance and representativeness, evidence of how well scores match theoretical predictions, and evidence of how well scores and their interpretations generalize to and across groups, settings, and tasks. That's to say validity is a concept that supposed to be fully understood by teacher in any effort to meet the standard of teacher's education requirements in Nigeria but yet still there are still research reports that shows the relaxation of teachers towards the issue of establishment of validity of the test.

Anikweze [6] in his research reported that only a few teachers consider instrument validation, partly due to a lack of knowledge about validation measures and partly due to poor skills in test construction for assessing learning. Similarly, Adeneye and Veronica [3] found that a higher proportion of pre-service science students had positive attitudes toward most continuous assessment practices, while their attitudes toward some assessment practices were either negative or neutral.

Teacher qualification and experience are key attributes that aid a person's chances to be suitable for a job. A qualified person is the one who is fully certified and has earned the equivalent of a bachelor's degree in the field being taught. Teachers' qualifications in education are important indicators of their knowledge and competence in the classroom. Adu and Wiki [1] submitted that teaching qualification is one of the academic and professional degrees that allow a person to become a registered teacher. It has limited utility in determining how well teachers are prepared to teach in schools. More in-depth knowledge of the courses they took during their training should be compared to the actual content and skills required to teach in the school.

1.1. Statement of the Problem

In curriculum implementation in Nigerian education system, teachers' attitude towards validation of test is one of the most important factors in school-based continuous assessment implementation. This is because teachers are the most important factors in implementing school-based continuous assessment. However, the majority of secondary school teachers in Borno State are unwilling to engage in some validation practices such as covering the content of instructional objective taught in class, taking decision on appropriate test format to use, considering the age ability of testees when setting questions, using short sentences to set questions, consulting the test books before writing tests, setting questions to cover all the requisite domain, specifying the degree of accuracy for full marks, ascribing scores for each item, assembling of questions based on content and skill measures, setting questions with regard to time available and submitting their test to their principals for vetting. However, many teachers are aware of the importance of these practices, others regard them as a time-consuming and uninteresting task. As a result, some of them are hesitant to engage in the various practices involved. Nowadays teachers in secondary schools just decide within a few minutes to construct the test while the students are waiting for the examination. What is troubling about this act is that students frequently outperform in the various classroom-based achievement tests designed and administered by their teachers but when they sit for standardized tests they mostly fail examinations such as the West African Examination Council (WAEC), the National Examination Council (NECO), the National Business and Technical Examination Board (NABTEB), and others. Therefore, determining teachers' attitude towards validation of non-standardized achievement test in secondary schools in Borno State is the research problem.

1.2. Objectives of the Study

The study's specific objectives were as follows:
1) To find out the attitude of teachers towards validation of non-standardized achievement test in secondary schools in Borno State.
2) To examine the influence of teachers' qualification on validation of non-standardized achievement test in secondary schools in Borno State.
3) To examine the influence of teachers' experience on validation of non-standardized achievement test in secondary schools in Borno State.

1.3. Research Questions

The following research questions were used to guide the study in light of the study's problem.
1) What is the attitude of teachers in secondary schools in Borno State toward the validation of non-standardized achievement tests?
2) What effect does teacher qualification have on the validation of non-standardized achievement tests in secondary schools in Borno State?
3) What effect does teacher experience have on the validation of non-standardized achievement tests in secondary schools in Borno State?

1.4. Research Hypotheses

The following null hypotheses were proposed as part of the investigation of this study's problem.
1) There is no discernible difference in validation of non-standardized achievement test between teachers of different qualifications in secondary schools in Borno State, Nigeria.
2) There is no discernible difference in validation of non-standardized achievement test between experience and inexperience teachers' in secondary schools in Borno State, Nigeria.

1.5. Significance of the Study

This study is being conducted with the intention of adding to the body of knowledge already available in the field of non-standardized achievement tests in secondary schools. Its findings are expected to be of great assistance to teachers, ministry of education, educational administrators, researchers, and curriculum designers.

This study highlights the importance of validation to teachers to enable them ensure that the subject matter to be examined is thoroughly covered and also provide them with useful information that will help them to develop habits of validation of tests used to measure the achievement of learners to discriminate against them according to their demonstrated abilities, and at the same time be able to predict subsequent outcomes. The findings of this work are beneficial to teachers in Borno State, because they will use it as a reference point to help them avoid errors in tests construction that impair validity of test. It will expose them to the need for rigorous preparation of the test that will ensure the assessment of learning outcomes. Those who are already familiar with principles and criteria of test validation will be capable of apply some to enhance quality of their questions. The result will help them to assess their area of strength and weakness in validation of non-standardized achievement test. The result will help them to assess their area of strength and weakness in validation of non-standardized achievement test. This study is significant to school administrators in Borno State who make use of tests as way of maintaining quality control over their schools. The school administrator by having a clear understanding of what it takes to construct valid tests from the findings of this work would carry out a periodic monitoring of non-standardized achievement test to ensure that they adhere strictly to tests construction principles when planning and developing questions to measure the intended learning outcomes.

This study adds value to the area of non-standardized achievement test because those who are interested in the study of teachers' attitude towards validation of non-standardize achievement test will find this work useful as a source of literature. Guidance and counsellors in schools will make use of this study as the state of non-standardized achievement test

and its implications for teaching and learning would be understood. With the findings, the guidance counsellor will be in a better position to guide and counsel teachers on best ways to approach teaching and learning especially on how to validate questions that will be use to assess students learning outcome. They will also ensure that schools keep tests item bank for teachers to make reference to when developing non-standardized achievement test.

Curriculum development experts in Borno State will benefit from this work because it will give them insight into the validity of test use in secondary schools in Borno State especially non-standardized achievement test in secondary schools and see if there is the need to embark on massive training and retraining exercise for teachers especially in the area of validation to improve teaching and learning. Ministry of Education will benefit from this study because the study will expose the nature of questions use in schools and its conformity to technical guidelines of test construction. The results of this study will spur the state government to organize training workshop for teachers in the state to update their knowledge on test construction and validation. The study will provide information to the federal ministry of education, enabling them to increase their efforts to harmonise the implementation strategies for continuous assessment, particularly in ensuring the validity of instruments used by teachers to assess learning.

2. Theoretical Framework

Korashy [14] defined theoretical framework as a network of reasoning that embodies theories, concept assumptions about some observed events or phenomena, and explanations as to how these events and phenomena are related to each other. This research is based on Lord and Novick's [15] classical test theory and Item Response Theory by Wainer [30] because the theories were based on test construction that estimate the reliability and validity of test.

Classical Test Theory: The classical test theory, according to Lord and Novick [15] is based on the assumption that a student's observed score (X) is the simple sum of his true score (T) and error score (E). The true score (T) reflects the true amount of the attribute possessed by the student at the time of measurement, whereas the error score (E) indicates the effects of extraneous influences on the measurement process at the time of measurement. Keats' equation for classical test theory is X=T+E. It is a deterministic theory for reducing test measurement error. It serves as a solid foundation for developing a norm-referenced test. According to Nkpone [18] The traditional approach to item difficulty uses the proportion of people who attempt the item and succeed. The classical test theory of reliability estimation is affected by the examinee sample. Wood [31] stated that in classical test theory, the contribution of each item to test reliability and validity is dependent on the other items in the test.

Latent Trait Test Theory: According to the latent trait test theory, a test score is interpreted as a scale value on the latent trait's vertical scale, rather than in normative terms in relation to some reference groups or individuals. This model represents a sample free one-dimensional trait scale on which the position of each student can be estimated. The scale value model guides the development of tests that aim to estimate a student's location on a vertical scale in relation to previously set anchor points. Korashy [14] stated that in the latent trait model, reliability is replaced by the concept of standard error or measurement precision. "Unlike traditional reliability estimates, the standard error of measurement is independent of the examinee sample and indicates the amount of error in ability estimation at various points along the ability continuum." Latent trait models, according to Uebersax [28] allow:

1) Exact measurement of the difficulty or ease of each item.
2) Determination of each item's relationship to the construct under consideration.
3) Identifying items that are biased in the sense that they have different meanings or measurement characteristics in different subpopulations.
4) The creation of a test with the fewest number of items required to accurately measure the construct.
5) Test accuracy to measured at various levels of respondent ability.
6) The design of an adaptive test in which responses to previous items determine which items are administered next, with the goal of producing the shortest overall test.

Thorndike [28]. However, stated that criterion-referenced tests are those that are built, validated, and interpreted using the latent trait test theory.

Wood [31] stated that in classical test theory, the item biserial statistics are commonly used to assess a test's internal validity Because of the magnitude of this item, statistics are based on the sample's ability distribution, but it has the disadvantage of being sample-dependent. Internal validity of a test is assessed in terms of the statistical fit of each item to the theory in the case of latent trait theory. Internal validity is checked using analysis of fit. If the fit statistics of an item is acceptable, then the item is valid.

Item response Theory: Wainer [30] pointed out that the goal of item response theory (IRT) is to better understand test reliability. When measuring latent traits like ability, item characteristics improve curves can be modelled for each individual item, revealing the item's difficulty and discrimination. Item response theory principles can be applied to a wide range of models to improve the reliability of its items and tests. The normal o-give model is one of the most common models. Rasch [23] stated that a logistic model with two and three parameters. These models have been expanded to include models such as the rating scale model. The models of graded response, models of partial credit and multiple choice. The first multiple-choice model was developed by Bock [7] which uses the nominal model's Multivariate logistic transformation to analyse item parameters. The model was invented by Samejima [25] which included the latent response category referred to I

don't know (IDK) by Thissen &Steinberg [27] on the item response model, expanded the model to include trace lines for the incorrect alternatives. The present study adopts those theories.

3. Methodology

This study was conducted using a survey research design. Because is a design that usually prompted by the need to know what the current situation to the problem under investigation. The populations of the study were teachers of public secondary schools in Borno State. In all, there are 8100 teachers within the four educational zones in Borno State. The numbers of teachers within each of the zone were as follow Maguno zone 1415, Maiduguri zone 3150, Gwoza zone 1961 and Biu zone 1573., proportionate sampling techniques were employed in this study. The instrument for data collection was teachers' attitude towards validation (TAV) adopted from Ngozi eta l [19]. The (TAV) consists of 25 items divided into two sections A and B. Section A included two items that sought information on teachers' academic qualifications and years of experience. Section B contains 25 items that seek information on the validation of non-standardized achievement tests. Teachers are required to respond using a 4-point modified Likert scale. The highest point the respondents can get is 4 based on four point Likert scale level and there are 25 items which result to one hundred (100) points to classify the respondents into two. The researcher uses the mean of attitudinal scale those respondents that has a mean rank below 50 was classified as negative attitude and those who has above are classified as positive attitude. The content of the questionnaire was validated by first obtaining input from two authorities in the Department of Educational Psychology and Counselling at Ahmadu Bello University Zaria. Using Cronbach alpha, an internal consistency index of 0.84 was obtained from the pilot study. Data were analyzed using SPSS version 20. The research question one were answer using frequency and percentages while hypothesis one was tested with U-test (Mann Whitney) because It is the best test for comparing mean scores when the variable is not normally distributed and has at least an ordinal scale. Hypothesis two was tested using H-test (Kruskal Wallis) because variable is more than two and it is ordinal scale. All hypotheses were tested at the 0.05 level of significance.

4. Result and Discussion

Answer to research question: What is the attitude of teachers in secondary schools in Borno State toward the validation of non-standardized achievement tests?

Table 1. *Teachers Attitude towards Validation of Non-Standardized Achievement Test.*

Teachers	Frequency	Percentage
Negative	340	78.7
Positive	92	21.7

Table 1 above indicated that out of 432 teachers in secondary schools in Borno State, 340 teachers representing 78.7% have negative attitude towards validation of non-standardized achievement test. Only 92 teachers presenting 21.3% have positive attitude towards validation of non-standardized achievement test. This showed that most teachers in Borno State have negative attitude towards validation of non-standardized achievement test.

4.1. Hypotheses

Two null hypotheses were formulated to establish possible significant differences between teachers of different qualification and years of experience towards validation of non-standardized achievement test in secondary schools in Borno State, Nigeria.

Hypothesis I: There is no discernible difference in validation of non-standardized achievement test between teachers with different qualifications in secondary schools in Borno State, Nigeria.

The hypothesis was confirmed with H-test (Kruskal Wallis) because of multiple levels of independent variables and nature of variables. Qualification of teachers constituted independent variable while attitude towards validation of non-standardized achievement test was dependent variable used in this hypothesis. The table below summarises the analysis:

Table 2. *H-test (Kruskal Wallis) on Influence of Teachers Qualification towards Validation of Non-Standardized Achievement Test in Secondary Schools in Borno State.*

Qualification	N	Mean Ranks	Df	x^2	P-value
Bsc	232	134.93			
HND	35	232.26	4	34.837	0.001
NCE	141	215.79			
ND	11	291.05			
M.Ed	13	93.31			

Table 2 compares the mean attitude of teachers with different qualifications toward validation of non-standardized achievement tests in secondary schools in Borno State. The findings revealed a discernible difference in validation of non-standardized achievement test between teachers with various qualifications in secondary schools in Borno State in which teachers with low qualifications shown to be the one with more negative attitude compared to those teachers with high qualifications. As the mean ranks was 134.93, 232.26, 215.79, 291.05 and 93.31 for Bsc, HND, NCE, ND and M.Ed respectively. H-test was 34.837 and P-value (0.001) was less than (<0.05) level of significant. This observation provides basis for rejection the null hypothesis.

Hypothesis II: There is no discernible difference in validation of non-standardized achievement test between experience and inexperience teachers in secondary schools in Borno State, Nigeria.

This hypothesis was tested with U-test (Mann Whitney) because of two categories of experience that involve and nature of variable. Years of experience constituted the independent variable while attitude towards validation of

non-standardized achievement test was dependent variable used in this hypothesis. The table below summarises the U-test:

Table 3. Mann Whitney (U-test) on Influence of Teachers Experience towards Validation of Non-Standardized Achievement Test in Secondary Schools in Borno State.

Teachers	N	Mean Rank	U	P-value
Experience	194	209.42		
			1.065	0.287
Inexperience	238	222.27		

Table 3 compares the mean attitude of experienced and inexperienced teachers toward validation of non-standardized achievement tests in secondary schools in Borno State. The results revealed that experienced teachers have a mean rank value of 209.42 and inexperienced teachers have a mean rank value of 222.27, respectively. The observed Mann Whitney (U-test) statistic was 1.065, and the observed p-value was 0.287. Because the P-value is greater than the $P > 0.05$ level. These observations are sufficient to support the retention of the null hypothesis. The null hypothesis stated that there is no statistically discernible difference in validation of non-standardized achievement test between experience and inexperience teachers in secondary schools in Borno State will therefore be retained, since both experience and inexperience teachers did not differ in their responses towards validation of non-standardized achievement test.

4.2. Summary of Findings

The study found that:

1) Teachers in Borno State have negative attitude towards validation non-standardized achievement test (340 teachers out of 432 teachers have negative attitude only 92 teachers have positive attitude).
2) There was significant difference (H = 34.837, P = 0.001) in validation of non-standardized achievement test between teachers with different qualifications in secondary schools in Borno State.
3) There was no significant difference (U = 1.065, P = 0.287) in a validation of non-standardized achievement test between experienced and inexperienced teachers in secondary schools in Borno State.

5. Discussion of Findings

The purpose of this study's is to assess teachers' attitude towards validation of non-standardized achievement test in secondary schools in Borno State, Nigeria. This section discusses the study's findings. In terms of the study's research question and hypotheses tested.

Research questions one revealed that teachers in secondary schools in Borno State have negative attitude towards validation of non-standardized achievement test. Since out 432 teachers 340 teachers had negative attitude only 92 teachers have positive attitude. This finding agreed with the findings of Chindo and Osaze [8] whose findings revealed that the validity of tests used by secondary schools' teachers

in Edo state is very low. For some tests, the objectives of the syllabus were not well represented and the weighing of questions were not balanced, the questions primarily focused on the cognitive domain of Bloom's taxonomy of educational objectives, and the tests were constructed using specification tables. In addition to this Adamu eta l [2] observed that Most of the state's classroom-based tests lacked validity because teachers lacked test construction skills and thus could not construct good achievement tests. Most tests used in secondary schools for continuous assessments and end-of-term exams contain ambiguous and misleading questions, which may explain why some students fail tests. This lends credence to the submissions of Alusohai and Akinlosotu [4] who investigated secondary school teachers' knowledge and attitudes toward assessment practises in the Esan Central Senatorial District of Edo State. Their Findings revealed that teacher's attitude towards continuous assessment practices was negatively skewed. The finding is contrary to finding of Amaechi and Sayita [5] who investigated what teachers know about the validity of classroom tests: evidence from a Nigerian university. They discovered that teachers are familiar with some aspects of content-related evidence of validity, procedures for ensuring coverage and adequate samples of content and objectives, and correlating students' scores in two measures for predictive validation. Therefore, the assumption made in chapter one of this study has confirmed that most teachers' have negative attitude towards validation of non-standardized achievement test in secondary schools in Borno State.

Hypothesis one indicates that there was discernible difference in validation of non-standardized achievement test between teachers with different qualifications, in which teachers that have bachelor and master degrees have shown to be the one who validate their test compared to HND, NCE and ND holders. This implies that the high the qualification the more the effectiveness of teachers in carrying out a task. These finding is in agreement with finding of Garba [11] who stated that teachers with positive attitude towards validation are those who have high qualification. In addition to this, Owoeye and Yara [21] submitted that there were significant correlations between teacher qualifications and the mode of their assessments in Kenya. Lending credence to the submissions of Hamimah [13] which revealed a statistically significant difference in academic qualification, with teachers with bachelor's and master's degrees having the highest competence in classroom assessment. On contrary basis, Anikweze [6] revealed that there is no significant difference in the concept of validity based on educational qualifications among teachers. According to the study, only a few teachers consider instrument validation, partly due to a lack of knowledge about validation measures and partly due to poor skills in developing tests for assessing learning.

The test of hypothesis two disclosed that teachers' years of experience do not influence validation of non- standardized achievement test. This is to say that in respect to years of experience teachers in Borno State are not willing to validate test since both experience and inexperience teachers having

the same responses. The result is in agreement with finding of Osadebe and Oghnekaro [20] who assessed the Teacher Implementation of continuous assessment in Senior Secondary School in Delta Central Senatorial District and discovered that teachers' experience had no significant influence on their competences in test construction and use of assessment outcomes in the state. This finding is in disagreement with Amaechi and Sayita [5] who group the teachers into two levels of teaching experience (below 6 years and above 6 years). The study discovered that years of experience were significant predictors of teachers' attitudes toward continuous assessment practice. Lending credence to the submissions of Darling -Hommond [9] claimed that when teachers with less than five years of experience are included in the study, the effects of experience are visible.

6. Conclusion

Secondary school teachers in Borno State are yet to be abreast with issue of validation of non-standardized achievement test. Hence the number of teachers with negative attitude was higher than that of teachers with positive attitude towards validation of non-standardized achievement test. Qualification was shown to be significant of teachers' attitude towards validation of non-standardized achievement test while years of experience not significant. Based on these findings, it is concluded that secondary school's teachers in Borno State have negative attitude towards validation of non-standardized achievement test, |teachers' qualification influence validation of non-standardized achievement test while years' experience of does not influence validation of non-standardized test.

7. Recommendations

Based on the study's findings, the following recommendations were made:
1) Seminars and workshops should be held on a regular basis to help teachers improve and update their proficiency in test construction and validation, as well as to motivate them.
2) More emphasis should be placed on the development of professional assessors and evaluators to oversee measurement and evaluation courses in teacher education institutions, ensuring that new graduates of education are masters of valid test construction.
3) Government should always make effort to engage the service of those experience teachers who have retired.

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