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Assessing Teacher Ability on Test Construction and Economics Content Validity of Teacher-Made in Nasarawa State Secondary Schools, Nigeria

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Abstract

The study assessed teacher ability on test construction and Economics content validity of the teacher-made test in Nasarawa State secondary schools, Nigeria. Cross-sectional survey research design was adopted for the study. A sample of 110 Economics teachers was randomly selected from public and private senior secondary schools in Nasarawa north. The instrument for data collection was called Teachers Ability Questionnaire" (TAQ) contained 33 items. TAQ was validated by experts who yielded 0.78 indexes and Cronbach alpha was used to determine the reliability of the internal consistency which gave 0.82. Three research questions were answered using mean and standard deviation and three null hypotheses were tested using independent t-test at 0.05 level of significance. Findings of the study revealed that there was a significant mean difference in ability between professional teachers and non-professional teachers of Economics in test construction and there was a significant mean difference in ability between public school teachers and private school teachers of Economics in content validity among others. The study made the following recommended that: conference/workshops on items construction should organise to improve teachers' ability on valid test construction and proper evaluation routine by state government evaluators to ensure the reliable and valid content of the subject cover.

Keywords: *Ability, Economics, Content Validity, Teacher-Made Test*