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ASSESSING TEST CONSTRUCTION KNOWLEDGE OF BASIC SCHOOL TEACHERS IN LOKOJA METROPOLIS, KOGI STATE, NIGERIA

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ABSTRACT

This study assessed test construction knowledge of basic school teachers in Lokoja metropolis in Kogi State, Nigeria. Descriptive survey research design was adopted for this study. All teachers in both public and private basic schools in Lokoja metropolis constituted the population of the study. A sample of 468 teachers in upper basic schools selected using multi-stage sampling techniques were involved in the study. Teachers' Test Construction Knowledge Scale (TTCKS) was used as instrument to elicit information from the respondents. Data collected were analyzed with descriptive and inferential statistics. Findings of the study reveal that: "set items relating to knowledge", "ensure that items cover all the topics taught for the period," and "prepare a marking scheme while setting the test" as the most common teacher test construction knowledge while "adapt questions from previous tests" was the least common test construction knowledge. It was also revealed that gender, area of specialization, qualification/professionalism and teaching experience do not significantly affect the test construction knowledge. However, results of this study on type of school revealed t-value of 5.285, $p<0.05$ which indicate that the type of school significantly affects the test construction knowledge. Private school teachers are better. In view of the findings of this study, conclusion was made and it was recommended that conferences/workshops on items construction should be organized to improve teachers' ability on valid test construction.

Keywords: Test Construction, Basic School, Teachers.

1.0 INTRODUCTION

Test is defined as systematic procedure for measuring sample of behaviour either in comparison with others or in comparison with a domain of performance tasks. It is also said to be an instrument used in determining the attainment or otherwise of instructional objectives. In a similar opinion, Test is a measuring tool used to determine the understanding of course content. It is a tool used for measuring aptitude, intelligence attitude etc. Omoroguiwa (2019) defines a test as an item or set of items presented to an individual or set of individuals to which they are expected to respond under specific conditions with the intent to determine the extent to which such trait (a trait of interest) is present or absent in the respondent. Historically, testing was primarily the domain of classroom teachers and the general overall purpose of student assessment was to provide valid information about evaluation for decision making.

The importance of tests in the educational system is enormous. In the school setting, a test is generally used as an assessment tool for obtaining information about students' learning. It is obvious that testing is a key component in educational assessment. Testing not only provides both the teachers and students with information on how much have been learnt but also provides room for further learning to take place. According to Hamafyelto, Hamman-Tukur, and Hamafyelto (2018) testing provides a platform for achieving significant educational goals. Moreover, testing provides feedback on whether learning has taken place in a classroom. It facilitates teaching, detects learning problems with teaching methods and reveals strengths and weaknesses of students. Hence, testing provides useful information for decision-making about students, teachers and the programme.

Achievement tests are designed to measure what an individual already knows. It is designed to measure a person's level of skill, accomplishment, or knowledge in a specific area. According to Anikweze (2014), an achievement test is an ability test designed to measure what the individual has learned to do as a result of planned instruction. Achievement test could be teacher-made or standardized tests. Anikweze (2014), posits that teacher-made tests are those achievement tests prepared by classroom teachers. As the name implies teacher-made tests are tests made by teachers in order to assess instructional objectives in their classrooms.

The quality of a teacher-made test is closely linked with its ability to provide the kind of information needed regarding students' performances. A well-written test allows the teachers to accurately and consistently measure students' mastery of specific contents taught in class. Likewise, poor construction of test items can lead to inaccurate measurement of learning and provide false information regarding student performance as well as instructional effectiveness (Ngozi, Chika, and Aloysius, 2013). This inaccurate measurement of learning may result from "errors inherent in the instrument", "errors in the use of the instrument" and "errors emanating from the responses of test takers". Test construction ability and quality are fundamental tools required by any educator if teaching and learning goals are to be achieved. The knowledge of test construction entails skills acquired through experience or education on the procedure or processes of constructing valid and reliable test items.

There has been need for classroom teachers to prepare and administer tests so as to obtain certain vital information about what the students achieve during the teaching and learning process, hence the use of tests as instruments for assessment. Testing, not only provides both the teachers and students with information on how much have been learnt, it also provides room for further learning to take place. It is very significant for teachers to improve the quality of their tests so that they will be able to monitor properly the progress of their students. Tests made by teachers in schools have impact on the lives of the students because they are used in taking decisions that affect their lives. Moreover, tests are also used in preparing the students for standardized achievement tests and hence they should be given adequate consideration.

Teachers seem to lack knowledge of test construction procedures which can enable them to construct valid and reliable tests. The quality of teacher-made test is a thing of concern (Sani, Usamatu & Muhammad, 2024). The quality of a test in terms of validity and reliability is affected by teachers' characteristics in terms of gender, experience, level of education, knowledge of test construction, professionalism and gender. Test construction skills include competencies needed for developing quality tests based on stipulated principles of test

construction. These competencies are outlined by Agu, Onyekuba and Anyichie (2013) as: objectivity, communication, item validation skills and skills for applying appropriate strategies for ascertaining the reliability of test instruments. Skills in test construction enable teachers construct tests with precision, appropriateness of language use, objectivity and good grading scales. These skills will help teachers to structure items to elicit clear and concise answers from learners, construct tests that are appropriate for learners, set tests that students can finish within short time and do not make them develop phobia for tests.

2.0 STATEMENT OF THE PROBLEM

Constructing tests is one vital role in educational system and it should be given due consideration. Over the years, many reasons have been attributed to the poor performance in promotion and terminal examinations in basic schools. One of the major reasons being the inappropriate test instruments employed by teachers. Also the poor performance of students in achievements tests in various schools can be attributed to the use of poorly constructed teacher-made tests. In Nigerian secondary schools, most achievement tests are teacher-made tests, therefore, teachers need to demonstrate a high level of test construction skills in order to be able to develop valid and reliable tests that will yield accurate feedback on students' achievement. The quality of feedback has significant influence on students' performance (Olutola, Apenanibo, Aderogba, Olatoye, 2023; Agu, Onyekuba and Anyichie, 2013). Teacher test construction skill can vary by the gender, type of school, qualification and teaching experience and status professionalism of the teachers.

Many researchers, Adeosun and Mogokwu (2024), Dashe, Obadiah and Falade (2024), Ehigbor and Osumah (2023), Lasisi and Oni (2016), Kinyua and Okunya (2014), and Agu, Onyekuba and Anyichie (2013) have carried out studies on the influence of teacher characteristics on test construction skill, but their findings are diversified and varies.

The quality of teacher-made tests used on the students has effects on their performance in achievement tests. To improve the quality of teaching, learning and assessments through continuous assessment and other teacher-made tests, it is important to conduct a study to assess teachers' knowledge of test construction across variables such as gender, type of school, area of specialization, level of teaching experience, and teaching qualification.

2.1 Objectives of the Study

The main objective of this study is to assess test construction knowledge of the basic school teachers on the basis of gender, type of school, area of specialization, status of professionalism and level of teaching experience. Specifically, the study sought to:

1. investigate the common test construction knowledge of basic school teachers in Lokoja metropolis, Kogi State, Nigeria.
2. determine the difference in the test construction knowledge of male and female basic school teachers in Lokoja metropolis, Kogi State, Nigeria.
3. investigate the difference in the test construction knowledge of private and public basic school teachers in Lokoja metropolis, Kogi State, Nigeria.
4. investigate the difference in the test construction knowledge of basic school teachers based on the area of specialization in Lokoja metropolis, Kogi State, Nigeria

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5. determine the difference in the test construction knowledge of professional and non-professional basic school teachers in Lokoja metropolis, Kogi State, Nigeria.
6. determine the difference in the test construction knowledge of experienced and less experienced basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

2.2 Research Questions

1. What is the most general test construction knowledge exhibited by basic school teachers in Lokoja metropolis, Kogi State, Nigeria?

2.3 Research Hypotheses

Ho1: There is no significant difference in the test construction knowledge of male and female basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

Ho2: There is no significant difference in the test construction knowledge of private and public basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

Ho3: There is no significant difference in the test construction knowledge of basic school teachers based on the area of specialization in Lokoja metropolis, Kogi State, Nigeria.

Ho4: There is no significant difference in the test construction knowledge of professional and non-professional basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

Ho5: There is no significant difference in the test construction knowledge of experienced and less experienced basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

3.0 METHODOLOGY

The study adopted descriptive survey method. The descriptive survey research allows for the sampling of large number of respondents; thus, survey design was considered most appropriate for this study. All teachers in basic Schools in Lokoja metropolis, in Kogi State, Nigeria constituted the population of this study, while the target population for this study was all teachers in upper basic schools in Lokoja metropolis, in Kogi State, Nigeria. A total sum of 468 teachers in Upper Basic Schools in Lokoja, in Kogi State, Nigeria was randomly selected through multi-stage sampling technique. Giri (2024) opined that multistage sampling often used in large-scale geographical studies, combines various probability sampling methods for effectiveness and efficiency. It is particularly applicable for extensive inquiries, such as nationwide surveys, to manage complex and diverse populations. The first stage involves sampling of twenty-five (25) basic schools from Lokoja metropolis. The proportionate sampling technique was used to select the respondents from each of the selected schools. In line with this, proportionate sampling technique ensures that each subgroup is represented according to predefined quotas, allowing for effective comparative analysis (Iliyasu & Etikan, 2021). Stratified random sampling technique was used to selected sample from the selected schools in the metropolis and Simple random sampling technique was used to select four hundred and sixty-eight (468) respondents (teachers) in the metropolis for the study.

The instrument that was used to collect data in this study was Teachers Test Construction Knowledge Scale (TTCKS). This self-developed instrument was divided into two (2) sections. Section A consists of bio-data of the respondents such as gender, type of school, professionalization, area of specialization, years of teaching experience {Less experienced (1 to 10years) and Experienced (10 and above years)} while Section B consists of nineteen (19) items with Four-Likert response format of VF=Very Frequently, F= Frequently, ST= Sometimes, N= Never, and it was developed in line with context of the focus of this study and based on test construction procedure. The quality of the instrument on face and content validities were validated by three experts in the field of tests and measurement. To Afemike (2016) reliability is the consistency, dependability or stability of measures obtained from an assessment. The reliability of the instrument was established through pilot testing with test-retest technique and reliability coefficient found to be 0.72. The instrument was found to be suitable for the study. The researchers visited all the selected schools and administered the instruments on the selected respondents and data collected were analyzed with both descriptive and inferential statistics to provide answer to research question 1 and for testing of five hypotheses formulated in the study.

4.0 RESULTS

Research Question One: What is the most common test construction knowledge exhibited by basic school teachers in Lokoja metropolis, Kogi State, Nigeria?

Table 1: Analysis of most common test construction knowledge exhibited by basic school teachers

S/N	Indicators	Mean	Std. Deviation	Rank
7	Set items relating to knowledge	3.53	.56772	1st
12	Ensure that items cover all the topics taught for the period	3.39	.65278	2nd
10	Prepare a marking scheme while setting the test	3.36	.69028	3rd
6	Submit items to the course Unit/HOD for vetting	3.33	.67694	4th
4	Give clear instructions to guide the test takers	3.30	.64406	5th
18	Avoid ambiguous items	3.28	.74150	6th
16	Use both objective and essay test items	3.25	.73495	7th
14	Check the reliability of the final test	3.24	.63236	8th
8	Set items relating to reasoning	3.24	.59382	9th
3	Arrange test items in a logical manner	3.22	.66470	10th
13	Make sure all options in objective items are attractive	3.22	.68999	11th
11	Avoid too long questions or phrases in items writing	3.22	.71654	12th
9	Set items relating to application	3.20	.67965	13th
15	Check the validity of the final test	3.19	.72590	14th
1	Write out reasons for testing	3.14	.67803	15th
19	Make sure that information in one question does not provide a clue to answer another question	3.10	.84147	16th
2	Prepare a test blueprint (Table of Specification) as a guide in test construction	3.06	.70398	17th

17	Seek the opinion of teachers in the same subject area when setting questions	3.02	.81309	18th
5	Adapt questions from previous tests	2.89	.80446	19th

N = 468

Table 1 reveals the indicators of test construction knowledge of basic school teachers in Lokoja metropolis, Kogi State, Nigeria. The highest ranked knowledge is the item that says, "Set items relating to knowledge" with mean score of 3.53. Other knowledge that rank high on the table include the knowledge that says, "Ensure that items cover all the topics taught for the period, "Prepare a marking scheme while setting the test", submit items to the course Unit/HOD for vetting", and "give clear instructions to guide the test takers" with mean scores of 3.3868, 3.36, 3.33 and 3.30 ranked 2nd, 3rd, 4th, 5th respectively. On the other hand, the least ranked knowledge is item 5 which states that "Adapt questions from previous tests" with mean score of 2.89 ranked 19th.

Hypothesis One: There is no significant difference in the test construction knowledge of male and female basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

Table 2: t-test analysis of knowledge of test construction of male and female basic school teachers

Variable	No	Mean	Std. Dev.	Df	t-value	Sig. (2.tail)	Remarks
Male	178	61.63	6.665	466	1.228	.220	Not Sig. p > 0.05
Female	290	60.91	5.790				

Table 2 shows the mean score of 61.63, standard deviation of 6.665 for male teachers and mean score of 60.91, standard deviation of 5.790 for female teachers, degree of freedom (df) of 466, t value of 1.228 and Sig. value (2. tail) of .220 at 0.05 alpha level of significance. This shows that there is no significant difference between the mean scores of male and female teachers in the test construction knowledge in Lokoja metropolis, Kogi State, Nigeria. Therefore, research hypothesis one was upheld. Thus, there is no significant difference in the test construction knowledge of male and female basic school teachers in Lokoja metropolis, Kogi State, Nigeria. The above result implies that gender does not significantly affect the test construction knowledge of basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

Hypothesis Two: There is no significant difference in the test construction knowledge of private and public basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

Table 3: t-test analysis of test construction knowledge of private and public basic school teachers.

Variable	No	Mean	Std. Dev.	Df	t-value	Sig. (2.tail)	Remarks
Private	182	63.01	6.778	466	5.285	.000	Sig. p < 0.05
Public	286	60.03	5.383				

Table 3 shows the mean score of 63.01, standard deviation of 6.778 for teachers in private schools and mean score of 60.03, standard deviation of 5.383 for teachers in public schools, degree of freedom (df) of 466, t-value of 5.285 and Sig. value (2. tail) of .000 at 0.05 alpha level of significance. This shows that there is significant difference between the mean scores of private and public basic school teachers on the test construction knowledge in Lokoja metropolis, Kogi State, Nigeria. Therefore, hypothesis two was rejected, thus there is significant difference in the test construction knowledge of basic school teachers on the basis of type of school in Lokoja metropolis, Kogi State, Nigeria. The result implies that type of school significantly affects the test construction knowledge of basic school teachers in Lokoja metropolis, Kogi State, Nigeria. Private school teachers have better knowledge of test construction than their public-school counterparts.

Hypothesis Three: There is no significant difference in the test construction knowledge of professional and non-professional basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

Table 4: t-test analysis of test construction knowledge of professional and non-professional basic school teachers.

Variable	No	Mean	Std. Dev.	Df	t-value	Sig. (2.tail)	Remark
Non-Professional	321	61.24	6.252	466	.259	.796	Not Sig. p > 0.05
Professional	147	61.08	5.886				

Table 4 shows the mean score of 61.24, standard deviation of 6.252 for non-professional teachers and mean score of 61.08, standard deviation of 5.886 for professional teachers, degree of freedom (df) of 466, t-value of .259 and Sig. value (2. tail) of .000 at 0.05 alpha level of significance. The table also shows Non-professional teachers of 321 and professional teachers of 147. This reveals that non-professional teachers are more than professional teachers in basic schools in Lokoja metropolis, Kogi State, Nigeria. The above result also indicates that there is no significant difference between the mean scores of non-professionals and non-professional teachers' test construction knowledge in basic schools in Lokoja metropolis, Kogi State, Nigeria. Therefore, research hypothesis three was accepted, thus there is no significant difference in the knowledge of test construction of basic school teachers on the basis of professionalism in Lokoja metropolis, Kogi State, Nigeria. The result implies that qualification/professionalism does not significantly affect the test construction knowledge of basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

Hypothesis Four: There is no significant difference in the test construction knowledge of basic school teachers based on the area of specialization in Lokoja metropolis, Kogi State, Nigeria.

Table 5: Analysis of Variance (ANOVA) Summary Table showing the difference in the test construction knowledge of basic school teachers on the basis of area of specialization

Variable	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	122.179	2	61.089	1.628	.197	Not Sig. p > 0.05

Within Groups	17445.896	465	37.518
Total	17568.075	467	

The results in Table 5 shows F (2, 265) =1.628; p > 0.05. The results shows that there is no significant difference between the mean knowledge scores of teachers on the basis of area of specialization (Arts, Science and Commercial) in Lokoja metropolis, Kogi State, Nigeria. Therefore, hypothesis four was upheld. Thus there is no significant difference in the test construction knowledge of basic school teachers on the basis of area of specialization in Lokoja metropolis, Kogi State, Nigeria. This implies that the area of specialization does not have significant effect on the test construction knowledge of basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

Hypothesis Five: There is no significant difference in the test construction knowledge of experienced and less experienced basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

Table 6: Analysis of Variance (ANOVA) of test construction knowledge of experienced and less experienced Basic school teachers.

Variable	No	Mean	Std. Dev.	Df	T	Sig. (2.tail)	Remarks
Experienced (1 to 10 years)	144	61.83	5.680	466	.259	.131	Not Sig. p > 0.05
Less Experienced (10 and Above years)	324	60.90	6.312				

Table 6 shows the mean score of 61.83, standard deviation of 5.680 for experienced teachers and mean score of 60.90, standard deviation of 6.312 for less experienced teachers, degree of freedom (df) of 466, t-value of .259 and sig. (2. tailed) of .131at 0.05 alpha level of significance. The table also shows experienced teachers 144 and less experienced teachers of 324. This reveals that lee experienced teachers are more than experienced teachers in basic schools in Lokoja metropolis, Kogi State, Nigeria. The above result also indicates that there no is significant difference between the mean scores of experienced and less experienced teachers' test construction knowledges in basic schools in Lokoja metropolis, Kogi State, Nigeria. Therefore, hypothesis five was accepted, thus there is no significant difference in the test construction knowledge of basic school teachers on the basis of teaching experience in Lokoja metropolis, Kogi State, Nigeria. This result implies that teaching experience does not have significant influence on the test construction knowledge of basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

5.0 DISCUSSION OF FINDINGS

The study assessed test construction knowledge of basic school teachers in Lokoja metropolis, Kogi State, Nigeria. Findings on the common test construction knowledge indicated that "Set items relating to knowledge" with mean score of 3.53 ranked 1st, while "Ensure that items cover all the topics taught for the period" with mean score of 3.39 ranked 2nd and "Prepare a marking scheme while setting the test", "submit items to the course Unit/HOD for vetting", and "give clear instructions to guide the test takers" with mean scores of 3.36, 3.33 and 3.30

ranked 3rd, 4th, 5th respectively. On the other hand, the least ranked factor is item 5 which states that "Adapt questions from previous test" with mean score of 2.89 ranked 19th. These findings showed that basic school teachers in Lokoja metropolis, Kogi State have knowledge of set items relating to knowledge, ensure that items cover all the topics taught for the period and prepare a marking scheme while setting the test, submit items to the course Unit/HOD for vetting, and give clear instructions to guide the test takers. However, they have low knowledge in adapt questions from previous test.

The first hypothesis states that there is no significant difference in the test construction knowledge of male and female basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

The finding of this study indicated that gender does not significantly affect the test construction knowledge of Basic school teachers in Lokoja metropolis, Kogi State, Nigeria. This finding corroborates to the findings of Dashe, Obadiah and Falade (2024) and Ahmed, Abdullahi and Bashir (2022), Dashe, Obadiah and Falade (2024) reported that gender is not significant in the knowledge and procedures employed in construction of classroom achievement test and Ahmed, Abdullahi and Bashir (2022) reported there is no significant gender difference in test construction competency among teachers of JSS in Jigawa State. This is probably because both male and female teachers undergo the same training as students. However, this finding against the findings of Adeosun and Mogokwu (2024), Ehigbor and Osumah (2023) and Camble and Hamman-Tukur (2017). Adeosun and Mogokwu (2024) reported that a significant difference exists among the teachers in the area of competency in test construction based on sex, Ehigbor and Osumah (2023) stated that female teachers had higher level of multiple-choice construction competencies than male teachers in secondary schools in the district and in the same direction Camble and Hamman-Tukur (2017) established the relationship between teachers' knowledge of test construction and gender.

The second hypothesis states that there is no significant difference in the test construction knowledge of private and public basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

The finding of this study indicated that type of school significantly affect the test construction knowledge of Basic school teachers in Lokoja metropolis, Kogi State, Nigeria. This finding supported Camble and Hamman-Tukur (2017) reported that there was no difference in knowledge of test construction based on school type. This finding is in contradiction to the finding of Salihu (2019), who reported that there was a significant mean difference in test construction ability between public and private school teachers of Economics in content validity among others.

The third hypothesis states that there is no significant difference in the test construction knowledge of professional and non-professional basic school teachers in Lokoja metropolis, Kogi State, Nigeria. The finding of this study revealed that qualification/professionalism does not significantly affect the test construction knowledge of basic school teachers in Lokoja metropolis, Kogi State, Nigeria. This finding supported Adeosun and Mogokwu (2024) and Lasisi and Oni (2016). Adeosun and Mogokwu (2024) stated no significant differences were found among the teachers' competency in test construction based on qualification. Also Lasisi and Oni (2016) findings revealed that there is no significant difference in learning assessment competence of teachers based on their level of qualification. However, the finding contracted

the findings of Dashe, Obadiah and Falade (2024), Sani, Usamatu & Muhammad (2024), and Salihu (2019), Dashe, Obadiah and Falade (2024) reported that qualification have impact on the knowledge of test construction procedures, while Sani, Usamatu and Muhammad (2024) finding showed that there is significant difference in test construction competency among professional and non-professional teachers of JSS in Jigawa State and Salihu (2019) findings revealed that there was a significant mean difference in ability between professional teachers and non-professional teachers of Economics in test construction.

The fourth hypothesis states that there is no significant difference in the test construction knowledge of basic school teachers based on the area of specialization in Lokoja metropolis, Kogi State, Nigeria. The finding of this study indicated that the area of specialization does not have significantly affect test construction knowledge of basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

The fifty hypothesis states that there is no significant difference in the test construction knowledge of experienced and less experienced basic school teachers in Lokoja metropolis, Kogi State, Nigeria. The finding of this study indicated that teaching experience does not have significant influence on the test construction knowledge of Basic school teachers in Lokoja metropolis, Kogi State, Nigeria. This finding supported the findings of Adeosun and Mogokwu (2024), and Lasisi and Oni (2016) and Agu, Onyekuba and Anyichie (2013) Adeosun and Mogokwu (2024) confirmed that no significant differences were found among the teachers' competency in test construction based on years of experience of teachers while Lasisi and Oni (2016) reported that there is no significant difference in learning assessment competence of teachers based on their year of experience, Agu, Onyekuba and Anyichie (2013) reported that there is no significant difference in the mean ratings of experienced and less experienced teachers regarding their competences in constructing classroom base tests.

However, the finding contracted the findings of Dashe, Obadiah and Falade (2024) and Kinyua and Okunya (2014). Dashe, Obadiah and Falade (2024) stated that years of teaching experiences have impact on the knowledge of test construction procedures while Kinyua and Okunya (2014) reported that teachers' experience varies with the number of years they have been teaching, and that validity of a test is so much affected by the experience of teachers rather than its reliability.

6.0 CONCLUSION

In view of the findings of this study, it was concluded that 'set items relating to knowledge" is the most common factor while "adapt questions from previous tests" is in the least test construction knowledge of Basic school teachers in Lokoja metropolis, Kogi State, Nigeria, that gender, qualification/professionalism, area of specialization and teaching experience does not significantly affect the test construction knowledge of Basic school teachers in Lokoja metropolis, Kogi State, Nigeria, However, type of school significantly influence the test construction knowledge of Basic school teachers in Lokoja metropolis, Kogi State, Nigeria.

7.0 RECOMMENDATIONS

In view of the findings of this study, the following recommendations were made:

1. Conference/workshops on items construction should be organized to improve teachers' ability on valid test construction
2. Proper evaluation routine should be put in place by state government test experts to ensure the reliable and valid tests are developed in order to have unbiased assessment of students.

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