

SITUATIONAL ANALYSIS AND CONTENT VALIDATION OF SCHOOL-BASED ASSESSMENT

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DOI: <http://dx.doi.org/10.37500/IJESSR.2021.4409>

ABSTRACT

The research work is an analysis of the situation of school-based assessment and content validation of in Senior Secondary Two (SS2) economics teacher-made examination. Three research questions guided the study. The population of this study included classwork and homework of students of 258 SS2 teachers in secondary schools in Anambra State in 2017/2018 academic session. The population comprised 258 question papers of SS2 economics teachers set in 2017/2018 academic session. Simple random sampling technique was used to draw three zones out of the six education zones in Anambra State. A sample of 30 teachers, from which 150 homework and 150 classwork exercise books of students were drawn and 30 question papers were used for the study. Two instruments were used for data collection. They were validated by three experts. Cohen's Kappa reliability co-efficient was used to establish the reliability of the two instruments. Percentages and content analysis were used in answering the research questions. The results revealed that students' classwork and homework exercises were frequently marked and scored but not frequently corrected, also teacher-made examinations were content valid. It was recommended that teachers should be encouraged to prepare marking guide to aid giving of corrections to the students. The findings of this study contribute to knowledge in education because it provided data on the state of marking, scoring and giving of correction to students' classwork and homework which are major tools used in SBA in secondary schools. It also revealed the extent of content validity of teacher-made examination in Economics. This will go a long way in improving SBA teacher-made examination to meet up to the standard of externally set questions.

KEYWORDS: school-based, assessment, content validity, classwork, homework.

INTRODUCTION

In the secondary schools, the teacher is faced with the great task of instruction and assessment of students. On the aspect of instruction, they are expected to teach, adhering to the scheme of work for the subject. To carry out proper assessment, the teacher is expected to also adhere to the learning content on which the instruction should cover. Assessment involves anything done to find out what knowledge, skills, habits, practices or generally what behavior a learner does or does not have, acquire or develop as part of the teaching and learning process (Uvie, 2021). Assessments help the teacher to

get information about the students learning. These assessments by the teachers are done in the school setting and therefore termed school-based assessment (SBA).

Mansor, Vikaraman, Medina, Alias (2019) defined SBA as assessment that is planned, built, managed, checked, recorded and reported by the subject teacher which can be conducted in form of formative assessment during classroom activities designed to evaluate the extent of learning outcome achieved. SBA involves the teacher from the beginning to the end, from planning their assessment programme, to identifying and or developing appropriate assessment task right through the making of assessment judgments (Aduloju, 2016). SBA therefore requires a lot of responsibilities from the teacher since it will require the teacher to identify and select essential learning content, plan varieties of assessment to collect evidence of learning, plan learning experiences, consider how judgment will be made about quality of learning and provide necessary feedback to students.

Notwithstanding the demand on the teacher with respect to carrying out SBA, some researchers have identified numerous challenges facing the teacher in carrying out school-based assessment. Veloo and Ali (2016) in a research on teachers' challenges on implementation of SBA in physical education found that physical education teachers face three major challenges namely: core knowledge of the subject, assessment facilities and equipment and physical education classroom management. Khan, Aziz, Tayeb and Hassan (2016) also identified teachers assessment literacy as one of the implementations of SBA. Again, it has been reported that proper implementation of SBA has been issues of concern to researchers in Nigeria over the years. Findings of previous studies have revealed poor assessment practices among teachers (Lukman & Uwadiogwu; Egbekuse; Afemikhe & Imobekha; Norani & Saifulazri in Ovue, 2021).

Anambra state school system in a bid to ensure quality of assessment and students performance organizes three end of term summative examinations secondary schools in the state. Teachers set and conduct the 1st term, while the 2nd term examinations are set by each of the six zones within its jurisdiction. The 3rd term examination on the other hand is set by the post primary school service commission. The end of term examination questions is usually generated from each term's scheme of work which are drawn from the national curriculum and are usually objective and essay questions. Since the 1st term examination is set by the teacher, it will be insightful to know the content validity of the examination questions.

Tests, homeworks and classworks are well known tools used in SBA. For SBA to perform its formative role, and its benefits harnessed, there is need that test, homeworks and classworks are marked, scored and corrections given to the students. It is expected that if students perform well in SBA, they should also perform well in standard examination taken outside the school system. Most often, there are reports of poor performances of students in WAEC examinations. One begins to worry about the possible cause of such performances if proper assessments are done in the schools. The West African Examinations Council (WAEC) Chief Examiner's report of 2015 reported poor performance of

students in Economics and suggested marking, scoring and giving of correction as one of the ways to improve performance. It urged teachers to frequently give and mark assignments as well as help students identify and correct their mistakes. Marking, according to Nott (2016) is considered as one of the stages in an integrated, collaborative process of teaching and learning, requiring awareness of the tutor's dual role as a coach and assessor, and consultation and calibration among tutors. Marking therefore involves making appropriate comments, indicating error, giving positive feedback through ticks and converting quantitative scores into marks. Marking in the context of this work means giving positive feedback through ticks. Scoring on the other hand means converting the ticks given during marking into scores or marks. Feedback/correction is given to students through writing correct comments on the students' works, pointing where there are errors in the work, but the evidence of the students' understanding the corrections given by the teacher is observed through students doing the corrections pointed out. How much these are done by the different subject teachers is yet to be ascertained.

Economics is one of the subjects that recorded substantial failures, through decline in candidates' performance. This is evidenced from the Chief Examiner's report of 2015. The decline in performance may be associated with the state of assessment of the subject in schools and by classroom teachers. Considering that there is still substantial failure rate in W.A.E.C in most subjects, it is pertinent to check how economics subject teachers mark, score and give corrections to their students. Esomonu and Eleje (2017) and Ugwu and Mkpuma (2019) observed that teacher-made tests in general are quite defective evaluation devices. Also, researchers (Eleje, Abanobi & Obasi, 2017; Eleje & Esomonu, 2018; Muzenza, 2017) found that most teachers did not have knowledge about the standard procedures of constructing, marking, scoring and grading of test. Setiabudi, Mulyadi and Puspita (2019) analysis of validity and reliability of teacher-made test revealed that teacher-made test was valid but in the intermediate category. Validity implies suitability for the purpose for which something is intended. An examination or test content is valid if it actually has good coverage of the subject matter. Oribhabor and Emafo (2016) stipulated that content validity is used to ascertain the extent to which a test is able to measure what it purports to measure. That is, the items on the test should represent all range of possible items the test should cover. In other words, content validity looks at whether the questions really covered the areas necessary. Content validity is most often measured by relying on the knowledge of people who are familiar with the construct being measured.

Proper assessment of instruction is essential in improvement of students' performance in both internal and external examinations taken by students (Setiabudi, Mulyadi & Puspita, 2019). Consequently, one should be concerned about the way assessments in the classroom are carried out. It is for this reason that the present study set out to ascertain the extent to which teachers engage in marking, scoring and giving of corrections to students' answers, as well as ascertaining the content validity of the questions set by these teachers.

The researchers also observed that available studies (Lukman & Uwadiegwu, 2012; Setiabudi, Mulyadi & Puspita, 2019; Veloo & Ali, 2016; Uvie, 2021) on content validity of teacher-made test are mostly not done in Nigeria. The available study by Uvie (2021) on SBA looked only at challenges of conducting SBA, SBA assessment practices, and teachers' competences. Bu, the present study was different from those reviewed because it further looked at the extent of marking, scoring and giving of correction to students. That is, it has coverage of relevant variables. Also, there has not been any current research work carried out to assess the content validity of teacher-made economics test in secondary schools in Anambra state. This study is up to date and therefore has current information in this research area of situational analysis and content validity. Furthermore, review showed less assessment by researchers in the area of content validity of teacher-made test despite the fact that the test play prominent role in the teaching and learning process. This study also addressed the gap of having a new study that will add to existing literature in this all-important area of research in education. Specifically, the study sought to:

- 1) ascertain if class-works were marked, scored and if corrections were given to students.
- 2) ascertain if home-works were marked, scored and if corrections were given to students.
- 3) examine the content validity of 1st term SS2 Economics examination questions.

Research Questions:

The following research questions were asked to guide the study:

- 1) How frequently do economics teachers mark, score and give corrections to their students' classwork?
- 2) How frequently do economics teachers mark, score and give corrections to their students' homework?
- 3) How valid is the content of 1st term SS2 economics teacher-made examination?

Literature review:

Empirical review on content validity studies-

Setiabudi, Mulyadi and Puspita (2019) on analysis of validity and reliability of teacher-made test sought to find the validity and reliability of teacher-made test in SMAN 6 Bengkulu. The research was a descriptive quantitative research. The subject of the research was an English teacher-made test of 11th grade students of SMAN 6 Bengkulu. Forty items made up the test consisting of thirty-five multiple choice items and five essay items. Two research instruments were used, they are observation checklist and documentation. Based on the data analysis, it was found that the percentage of validity score was 60% or 0.60 which means the test was valid but in the intermediate category. The 'r' obtained for reliability test was 0.62 and was considered to be reliable but was in the intermediate level of reliability. From the research finding, it was concluded that the test was valid and reliable but in the intermediate category. It means that the test still needs some revision and improvement in order to be a good valid and reliable test.

Simachew and Yibeltal (2019) assessed whether teacher-made English language test at Debre work senior secondary and preparatory school of grade II from 2016-2017 were content valid or not in line with the content of students textbook. Teachers of grade II and tests administered from 2016-2017 were subject of the study. The study employed a descriptive research design involving qualitative and quantitative research methods. The data were collected using textbook analysis, sample of test paper analysis and focus group discussion. The data obtained from textbook analysis and sample test paper analysis were analysed qualitatively using thematic analysis. The finding of the study revealed that the content of the sample test paper did not sufficiently mirror the coverage of the textbook. The result indicated that some topics were over emphasized, under emphasized and totally ignored in teacher made test. Teacher-made test used by English teachers were found to be deficient in content validity.

Salihu (2019) assessed teacher ability on test construction and economics content validity in Nasarawa state senior secondary schools in Nigeria. He used content analysis and correlational research design. A sample of 95 economics teachers were randomly selected from public and private senior secondary schools in Nasarawa north. The instrument was Teacher Ability Questionnaire on Test Construction (TAQTC) and contained thirty three items. A profoma was used to assess previous test questions. The instrument (TAQTC) was validated by experts who yielded 0.78 indices 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 while two null hypotheses were tested using independent t-test at 0.05 level of significance. The finding of the study revealed that there was a significant mean difference in ability between professional teachers and non profession teachers of economics in test construction and there was significant mean difference in ability between public school teachers and private school teachers of economics in content validity among others. It was recommended that conferences and workshops on item construction should be organized to improve teachers' ability and valid test construction.

Oribhabor and Emafo (2016) assessed the quality of tests constructed by mathematic teachers in Egor local government area of Edo State. Sample of mathematics test constructed by senior secondary school two (SS2) mathematics teachers in Egor local government area. Survey design research was employed. The purpose of the study was to ascertain whether test is sufficiently valid and reliable to make decision about students learning. The population constituted all senior secondary school two (SS2) mathematics teachers in Egor local government areas in Edo state. It also included all senior secondary school two (SS2) students in Egor local government area. The sample of the study was 36 senior secondary two mathematics teachers who were randomly selected from the private secondary schools in Egor local government area. The instruments comprise copies of multiple-choice mathematics achievement test constructed by mathematics teachers and their students marked answer scripts at the end of 2012/2013 academic sessions. Cronbach alpha coefficient was calculated for all the tests which were accompanied with students marked scripts. The content validity was established through expert agreement determined through Kendall coefficient of concordance. Two mathematics specialist and the researcher rated the content validity evidence of the tests using a 10point scale. The

result obtained indicated that the test have moderate internal consistency reliability and low in content validity. It was recommended among others that a measurement course be introduced in the teacher training program.

Nwagu (2018) did a study on content validity of teacher-made geography tests used in secondary schools in Anambra and Enugu states of Nigeria. Survey research design was used. The population comprised all the geography teachers in all the senior secondary schools in the two states. Purposive sampling technique was used in selecting one school from each of the 13 local government areas selected using the stratified random sampling procedure. All the 16 SS1 and 2 geography teachers in the 13 schools participated in the study. Two research questions and two hypotheses were posed to guide the study. The data analysis involved: (1) weighting the topics taught in each class in terms of their relative importance, content matter or breadth and duration of time of completion. (2) weighting of the test items in terms of the proportion of the total score they accounted for, and summing up the weights for each of the topics tested and for each of the instructional objectives (or level of cognition). The total for each topic is the weight of emphasis given to the topic in the teacher-made test, while the sum for each objective is the weight of emphasis given to that level of cognition in the teacher-made test. (3) computing the percentages of positive responses to questionnaire item on the use of table of specification and the face-validation of tests. (4) using Pearson Product Moment correlation technique to test Ho1 at the two class levels in each of the schools (5) applying spearman rank order correlation technique to test Ho2 at the two class levels in each of the schools. He found out that 12% of the teachers claimed to have made use of table of specification. Also 19% of them indicated that their vice principals screened their end of term examination questions before such were produced and administered to the students. Estimate of validity coefficients of the teacher-made tests were further tested for significance at 0.05 alpha, only 3 out of the 24 cases were found to be statistically significant. This implied a rejection of Ho1 in only 3 out of the 24 cases. Also 88% of the respondents indicated that they were not using table of specification in designing and constructing their continuous assessment tests. Also 19% of the respondents accepted that their tests items were screened and face-validated by the vice principals before the test was administered. This implies that the teachers do not adopt the approved procedures of building content validity into their tests.

Method:

The design of the study was observational research design. The population of the study consisted of class -works and home-works of 9,079 students of the 258 SS2 economics teachers in government owned secondary schools in Anambra State in 2017/2018 academic session as well as 258 question papers of SS2 economics teachers set in 2017/2018 academic session (sourced from Post Primary school Service Commission, Awka). To obtain the sample for teachers, simple random sampling technique was used to sample three education zones out of the six zones in the State. Accordingly, Onitsha, Awka and Nnewi zones emerged. Then disproportionate stratified random sampling technique was used to sample ten schools each from the three zones. This resulted in thirty schools. All SS2 economics teachers of the thirty sampled schools were used. As regards the exercise books,

five classwork exercise books and five homework exercise books of each of the 30 teachers' students were obtained through simple random sampling. This resulted in 150 classwork and 150 homework exercise books. Finally, all the 1st term SS2 economics question papers of the 30 sampled schools were used.

Student Classwork and Homework Observation Format (SCHOF) and Content Analysis Profoma (CAP), which were used as the research instruments, were developed by the researchers and validated by experts. The SCHOF was used to record if students' home-works and class-works were marked, scored, and if corrections were given to students. The observation format has two sections: Section A for classwork and section B for homework. Each of the sections of the observation format has sub-headings covering serial number of students' record exercise books, the number of class-works in a term, number marked, number scored, number given correction on; serial number of students' record exercise books, total number of home-works in a term, number marked, number scored and number given corrections on. The observation was based on these sub-headings. The Content Analysis Profoma has three columns namely: content area/scheme of work, number of items that conform with the scheme and number of items that did not conform with the scheme of work. The profoma was used to analyse the 2017/2018 first term economics examination questions for SS2 students in relation to the scheme of work for 1st term. To estimate the reliability of the SCHOF, two raters, (two experts in educational evaluation) examined three class-works and three home-works of students. The raters checked whether the class-works and home-works were marked or not marked, scored or not scored and if corrections were given or not. The agreement between the two raters gave Cohen's kappa coefficients of 0.7, 0.7 and 0.8 respectively for the three sections.

One of the researchers and one subject expert analysed SS1 scheme of work and one 1st term examination question paper using the content analysis profoma. Data obtained from the analyses were correlated using Cohen's kappa reliability co-efficient and a reliability co-efficient of 0.9 was gotten.

Percentages were used for answering Research Questions 1 and 2 while content analysis was done for Research Question 3. The criterion was 50% for Research Questions 1 and 2. If the homework marked, scored and correction given was up to 50% for each of them, it was said to be good, but if less than 50% it was regarded as bad for that particular one (marked, scored or correction given). For Research Question 3, the formula $P = \frac{F}{N} \times 100$ was used,

where P = percentage, F = frequency of conformity (number of items from the scheme of work) and N = sample size (total number of items/questions in the examination). The formula revealed what percentage of the curriculum was covered in the examination question. The examination questions were studied in terms of their conformity to curriculum. The researchers therefore compared the percentage with the criteria adopted from Arikunto in Nofiyanti (2011). This author interpreted the percentage thus:

76-100 = Good

56-75 = Sufficient
 40-55 = Less good
 <40 = Bad

If two thirds of the question papers had up to 56% with reference to the above criteria, it was assumed that the question papers were content valid. But if less than 2/3 of the question papers had up to 56% with reference to the above criteria, it was assumed that the question papers were not content valid.

Results:

The results are presented in line with the research questions.

Research Question 1: How frequently do economics teachers mark, score and give corrections to their students' classwork?

To answer the research question, classwork marked, scored and corrections given in a term from a sample of economics students in thirty schools were summed and the percentage calculated.

Table i: Classworks Given, Marked, Scored and Corrections Given by Economics Teachers

School	Total classwork in the term	Number marked	Number scored	Number corrected
1	10	10	10	0
2	10	10	10	0
3	10	10	10	5
4	5	5	5	5
5	10	10	10	1
6	15	15	15	1
7	20	20	20	20
8	10	10	10	1
9	15	15	15	6
10	20	20	20	5
11	15	15	15	10
12	15	10	10	0
13	10	10	10	5
14	5	5	5	5
15	10	10	10	0
16	20	14	10	10
17	25	13	10	5
18	15	15	15	0

19	10	10	10	0
20	20	20	20	20
21	10	10	10	0
22	15	15	15	10
23	10	10	10	10
24	10	10	10	5
25	15	15	15	10
26	10	10	10	5
27	10	10	10	5
28	5	5	5	0
29	5	5	5	2
30	15	15	15	12
Total	375	352 (94%)	345 (92%)	158 (42%)

From the result in Table 1; a total of 375 classwork exercises were given by teachers in the 30 schools used in the study; 352 (94%) of the class-works were marked; 345 (92%) were scored while 158 (42%) were corrected.

Research Question 2: How frequently do economics teachers mark, score and give corrections to their students' home-works?

To answer the research question, home-works marked, scored and corrections given in the term from the sampled economics students in 30 schools used were summed and the percentage calculated.

Table ii: Home-works Given, Marked, Scored and Corrections Given by Economics Teachers

School	Total homework in the term	Number marked	Number scored	Number corrected
1	10	5	5	0
2	5	5	5	0
3	20	10	10	5
4	20	15	15	15
5	20	20	20	20
6	10	10	10	0
7	10	10	10	0
8	10	0	0	0
9	20	15	10	0
10	20	20	20	15
11	25	25	25	25
12	5	5	5	0
13	20	15	15	10
14	5	5	5	0
15	10	10	10	0
16	10	10	10	5
17	20	20	20	10
18	15	15	15	10
19	10	10	10	10
20	15	15	15	0
21	20	20	15	10
22	15	10	10	6
23	15	15	15	2
24	10	5	5	0
25	20	15	15	10
26	13	13	13	8
27	18	18	18	13
28	10	5	5	1
29	14	9	9	0
30	19	19	19	19
Total	434	369	359	194
		85%	83%	45%

From the result in Table 2, a total of 434 home-works were given by economics teachers in the term; 369 (85%) of the home-works were marked; 359 (83%) were scored while 194 (45%) were corrected.

Research Question 3: How valid is the content of first term SS2 Economics teacher-made examination?

Table iii: The Result of the Content Validity of 1st Term SS2 Economics Teacher-Made Examination Presented According to the Schools Sampled

Schools	Percentage conformity	Percentage non-conformity
School 1	64	36
School 2	97	3
School 3	71	29
School 4	85	15
School 5	85	15
School 6	83	17
School 7	73	27
School 8	100	0
School 9	62	38
School 10	100	0
School 11	80	20
School 12	93	7
School 13	95	5
School 14	100	0
School 15	76	24
School 16	56	44
School 17	97	3
School 18	50	50
School 19	98	2
School 20	76	24
School 21	30	70
School 22	77	23
School 23	60	40
School 24	97	3
School 25	75	25
School 26	95	5
School 27	45	55
School 28	85	15
School 29	61	39
School 30	93	7

Seven percent of the schools had question papers which would be described as “less good” according to Nofiyanti’s (2011) classification, 27 percent had question papers that would be described as

“sufficient” and 63 percent had question papers that would be described as being “good”. In view of the fact that over 2/3 of the schools studied had over 56 percent conformity according to Nofiyanti (2011), the question papers set by the schools are described as being content-valid.

Discussion:

Marking, Scoring and Giving Corrections on Classwork and homework by Economics Teachers:

The finding revealed that students’ classwork and homework exercises were frequently marked and scored but not frequently corrected. The finding did not go in the expected direction since the correction which is expected to give feedback to the students to improve their performances is found not to be frequently done. The cause could be as a result of the teacher not having enough time for both instruction and giving of correction. The finding could be due to laziness on the part of the teachers, by not making effort to do corrections by themselves. Also, it could be as a result of teachers not monitoring and ensuring that students do the corrections to their class-works and home-works. The poor monitoring and supervision of students’ work by teachers could be as a result of the teacher being pre-occupied with other tasks like form teacher work and keeping school records. Again, the poor giving of correction by the teachers could be due to poor supervision by heads of departments, vice principals and school board on aspect of giving corrections to the students. The effect of not giving correction on student’s classwork and homework may result in, students not taking their studies serious, lack of interest in learning and waste of time. These will result in poor performance in examinations and resorting to examination malpractice. According to Faleye and Adefisoye (2016) the poor feedback on students will result in students not taking the teacher serious again and definitely lead to poor students’ habits.

Hattie and Timperley in Ahea, Ahea and Rahman (2016) found giving feedback as an important skill for lecturers in higher education and has a major influence on quality of the students learning process. Faleye and Adefisoye (2016) finding that frequency of continuous assessment practices of most of the teachers fall short of being comprehensive and guidance-oriented in nature is similar to the finding of this work which revealed that enough corrections are not given to the students’ work. The use of result from students’ performance in classwork and homework to guide students’ future performance is lacking (Eleje et al, 2020). School-based assessment according to Mkpae and Obowu-Adutchay (2017) is expected to serve as a monitoring device by feeding back teachers with information that will enable them adjust their teaching for improvement of the students’ learning skill. The finding of this work is not in line with that of Afemikihe and Omo-Egbekuse (2017) who found that homework assignments were hardly marked and predominant comment being ‘seen’. In this case, the home-works were marked but effort was not made to ensure that students did corrections. The result may be due to more emphasis on number of assignments to be given and marked without commensurate emphasis on corrections done on those assignments during the Post Primary School Service Commission, Anambra State termly supervision programme. The finding of this work has undermined the efficacy of school-based assessment since corrections are not given to help improve students’ learning.

Content Validity of First Term SS2 Economics Teacher-Made Examination:

The study revealed that 27 question papers out of the 30 had up to 56% conformity. It could therefore be concluded that SS2 economics teacher-made examination is content valid. The above finding is similar to the finding of Setiabudi, Mulyadi and Puspita (2019) that found that teacher-made test was valid but in the intermediate category, revealing that there is need for some improvement in order to arrive at a good valid test. The finding of Simachew and Yibeltal (2019) also have similarity with the finding of this work since their finding revealed that some topics were over emphasized, under-emphasized or totally ignored in teacher-made test. This could be found in the analysis of the question papers. The findings of this study differ from that of Salihu (2019) which found that economics content validity of teacher-made test were very low in ability. Similarly, Nwagu (2018) also found the quality of test made and used by senior secondary geography teachers to be poor. The reason being that teachers adopt unorthodox procedures in test construction and as such produces tests that are deficient in content validity. Also, Oribhabor and Emafo (2016) finding that tests have low content validity differ from the finding of present work. The finding of Lei, Mohammed, Shafeeq and Lokman (2015) that teacher-made assessment was valid in terms of content is related to the finding of this work. Their finding revealed that the table of specifications was not used in building instruments for assessment which is similar to the finding of this work which showed uneven sampling from the different content areas.

It is true that SS2 economics examination is generally said to be content-valid but result of the study revealed non-conformity of some questions with the scheme. The few cases of non-conformity could be due to not having stipulated guidelines on the setting of 1st term examinations which are set by the teachers. They need to be made to stick fully to the first term's scheme when setting their questions. To achieve this, a blue print that everyone should adhere to could be developed such that the teachers are guided on how many questions to be generated from each content. This definitely will result in content coverage by teachers' questions. The provision of a guide or blue print for setting questions could help improve teaching and learning, since it will make teachers strive to cover their work because they must set questions from all the areas stipulated.

CONCLUSION

With respect to the findings of the study, it was concluded that economics teachers' frequently marked and scored classwork and homework exercises but did not frequently give corrections to their students. It was also concluded that 1st term SS2 economics teacher-made examinations were content valid.

RECOMMENDATIONS

Based on the findings, the following recommendations were made:

- 1) Teachers should be encouraged to prepare marking guide or write answers as they set questions. This will make it easy for them to give the corrections to students immediately after the task.

- 2) Principals and vice principals should monitor teachers and students activities by checking to ensure that corrections are given to students after each evaluation task.
- 3) Even though the questions were content valid, it was recommended that constant training on the use of table of specifications should be done to enhance even distribution of questions among the different content areas in the scheme of work as well as educational objectives.
- 4) A guide or blue print for setting question should be provided to ensure uniformity in the questions set by teachers and aid coverage of scheme of work by teachers.

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