PRACTICES AND EFFECTIVENESS OF TEACHER–MADE TEST FOR ASSESSING PRACTICAL SKILLS IN MOTOR VEHICLE MECHANICS WORK IN NORTH-WEST, NIGERIA

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Abstract
The study determined the practices and effectiveness of teacher–made test for assessing practical skills in Motor Vehicle Mechanics Work (MVMW) in North-West, Nigeria. Three research questions and three null hypotheses guided the study. The study adopted descriptive survey research design. The target population of the study consisted of 63 MVMW technical college teachers from seven states in North-west, Nigeria. The instrument used in the study was a structured questionnaire titled "Practices and Effectiveness of Teacher-made Test Questionnaire (PETMTQ)". The instrument was subjected to face validation by three experts. To ascertain the reliability of the validated instrument, a pilot study was conducted by administering the validated questionnaire (PETMTQ) to eight MVMW teachers in four technical colleges in Kogi State. Cronbach Alpha statistic was used to determine the internal consistency of the quantitative instrument which yielded an overall reliability coefficient of 0.85. Data were collected by administering copies of PETMTQ to the respondents. The data collected were analysed using mean, standard deviation and z-test. Based on the analyses, the findings of the study revealed that the test planning practices in teacher-made test for assessing practical skills in motor vehicle mechanics works include: preparing table of specification, determining weightage to different content and setting difficulty level of the test items among others with the grand mean ($\bar{X}$ = 4.40). The findings also revealed that the test administration practices in teacher-made test for assessing practical skills in motor vehicle mechanics work include: removing potential source of cheating, verifying students' identities and distributing test materials to students among others *with the grand mean ($\bar{X}$ = 4.50). The study also revealed that there was no significant difference between the mean responses of highly and moderately experienced MVMW teachers on the test planning practices in teacher-made test for assessing practical skills in motor vehicle mechanics work. Based on the findings it was recommended among others that technical school administrators should organize workshops and seminars focused on incorporating the test planning practices in teacher-made test for MVMW teachers to create more effective and reliable assessments for practical skills. The study also recommended among others that National board for technical education (NBTE) should develop and implement standardized guidelines for test preparation in motor vehicle mechanics work across educational institutions to guide teachers in creating more effective assessments for practical skills.*

Keywords: Motor Vehicle Mechanics Work, Practices, Practical Skills, Teacher-Made Test

Introduction
Motor vehicle mechanics work is one of the trade programmes offered as a course in Nigerian technical colleges. According to the National Policy on Education (NPE, 2014), the objective of the programme is to produce craftsmen and master craftsmen who are competent and

skillful enough to carry out repair work and maintenance on all types of vehicles. Achievement of the stated objective requires that teachers must constantly teach and evaluate students' using teacher-made classroom tests to get feedback on performance and instruction. The essence of this constant testing is to ascertain the level of students' acquisition of knowledge and mastery of practical skills that will determine the progression of the students to the next level, preparedness for standardized examination, certification and practice after graduation (Salend, 2021). Unfortunately, the performance of Motor Vehicle Mechanics Work (MVMW) students in standardized examinations and practice after graduation has not been encouraging. In support of this, Adebayo and Jimoh (2015) reported an unsatisfactory cognitive achievement and practical skills achievement respectively of MVMW students in examinations in technical colleges. Narita (2019) also revealed that several stakeholders in the education and private sector have questioned the effectiveness of teacher-made tests in schools.

Teacher-made tests are tests developed and administered to the students by a classroom teacher before, during, or after classroom instruction. It is one of the two types of achievement test that measures the achievement of a particular unit of work and assist the teacher match learning objectives with contents (Narita, 2019). According to Ugwu and Mkpuma (2019), it is an achievement test that measures the degree of success attained in a specific area of learning. It is a test that can be used to determine learning outcomes, compare students' performance and give feedback on a lesson. Teacher-made tests can be administered by use of paper and pencil or a computer, where the test taker is required to perform a predetermined task or set of tasks. Esomeonu *et al.* (2019) revealed that the quality and effectiveness of teacher-made test can significantly be influenced by teachers' level of experience, which can be categorized under highly and moderately experience. However, Narita (2019) revealed that due to lack of time and appropriate training on practical skill assessment, the scoring of most teacher-made tests by teachers is subjective and usually biased. Improving teacher competence in the construction of teacher-made test will enhance the quality of instruction, learning and assessment among trade students of motor vehicle mechanics work. The success of students in practical skills of motor vehicle mechanics work is essential for the overall success of the students in the subject as well as achievement of the goals of motor vehicle mechanics work in technical colleges.

Practical skills are skills that are performed by hand or with human intervention using equipment, tools, or technology requiring guidance, force, or movement (Mhango, 2020). These skills require physical dexterity, understanding of the underlining principles, processes, and sequences. Esomeonu *et al*. (2019) is of the view that practical skills are those skills whose mastery increases a student's competence to undertake any type of practical learning activity. City and Guild (2023) opined that, though practical skills are rarely explicitly defined, they include a person's competency in manipulating a particular piece of equipment. Practical skills are taught in schools for subjects requiring practical knowledge, and students are expected to be competent in them (Bakaira, 2023). Effective learning of motor vehicle mechanics work practical skills as contained in the curriculum involves observing and manipulating motor vehicles and their components. Some of these motor vehicle components require basic skills to manipulate them effectively. The teacher assesses these practical skills often using teacher- made test to determine the success of the students as the students may also be required to exhibit their mastery of these skills when taking standardized examinations and at the work place after graduation. The practices of teachers in constructing teacher-made tests are salient factors in test construction.

The effectiveness of teacher-made tests in assessing practical skills in motor vehicle mechanics work relies on the skills and experience of the individual teachers who constructed the tests and grade them. This means that the teacher-made test can be unreliable and less valid when designed by teachers who have fewer years of experience in testing and teachers who possessed inadequate competence in test construction practices such as item construction, test specification, scoring, and result interpretation (Salend, 2021). The implication of teachers' inadequacies in test construction practices may likely affect students' achievement negatively, and the acquisition of practical skills in motor vehicle mechanics work in technical colleges. Hence, this study seeks to determine the practices and effectiveness of teacher-made test for assessing practical skills in motor vehicle mechanics work in North-West, Nigeria.

Statement of the Research Problem

The motor vehicle mechanics work programme in Nigerian technical colleges is designed to produce competent auto-mechanics' craftsmen for technological and industrial development. To achieve the objectives of the programme, teachers constantly have to teach practical motor vehicle maintenance and repair work then evaluate the practical skills of their students using teacher-made tests. However, there seems to be a disparity in the performances of students in the teacher-made classroom test and standardized examination as it has been revealed that students' achievement in motor vehicle mechanics work in standardized examinations has not been encouraging (Salend, 2021; Tyav *et al.,* 2017). This disparity in the performances of students in the teacher-made classroom test and standardized examination has been called to question the teachers' competence and effectiveness in the use of teacher-made tests in assessing the practical skills of students in motor vehicle mechanics work (Sierma, 2024). Also, other studies have shown that most teachers in Nigerian schools including motor vehicle mechanics work teachers possessed inadequate test construction skills (Heni, *et al.,* 2020).

The inadequacies of test construction skills among motor vehicle mechanics work teachers in practical skills may not only contribute to the continued production of half-baked auto craftsmen whose services often inflict more damages on the vehicles than repairs but also affect the realization of the objectives of motor vehicle mechanics work programme in technical colleges in Nigeria. Hence, this study was designed to determine the practices and effectiveness of teacher-made tests for assessing practical skills in motor vehicle mechanics work in North-West, Nigeria.

Aim and Objectives of the Study

The aim of the study was to determine the practices and effectiveness of teacher-made test for assessing practical skills in motor vehicle mechanics work in North-West, Nigeria. Specifically, the study was sought to determine the:

1. test planning practices in teacher-made test for assessing practical skills in motor vehicle mechanic works.
2. test administration practices in teacher-made test for assessing practical skills in motor vehicle mechanics work.
3. test scoring practices in teacher-made test for assessing practical skills in motor vehicle mechanics work.

Research Questions

The following research questions were formulated to guide the study:

1. what are the test planning practices in teacher-made test for assessing practical skills in motor vehicle mechanics work?
2. what are the test administration practices in teacher-made test for assessing practical skills in motor vehicle mechanics work?
3. what are the test scoring practices in teacher-made test for assessing practical skills in motor vehicle mechanics work?

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

H01: There is no significant difference between the mean responses of highly experienced and moderately experienced MVMW teachers on the test planning practices in teacher-made test for assessing practical skills in MVMW.

H02: There is no significant difference between the mean responses of highlyexperienced and moderately experienced MVMW teachers on the test preparation practices in teacher-made test for assessing practical skills in MVMW.

H03: There is no significant difference between the mean responses of highly experienced MVMW teachers and moderately experienced MVMW teachers on the test scoring practices in teacher-made test for assessing practical skills in MVMW.

Methodology

The study adopted descriptive survey research design. The study was carried out in North-West, Nigeria which includes states such as; Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto, and Zamfara. The target population of the study consisted of 63 (24 highly experienced and 39 moderately experienced) motor vehicle mechanics work teachers teaching in technical colleges in North-west, Nigeria. Since the target population size was of manageable size, census sampling technique was employed for the study. The instrument used in the study was a structured questionnaire titled "Practices and Effectiveness of Teacher-made Test Questionnaire (PETMTQ)". The instruments were subjected to face validation by three experts. To ascertain the reliability of the validated instruments, a pilot study was conducted by administering the validated questionnaire (PETMTQ) to eight MVMW teachers in four technical colleges in Kogi State. Cronbach Alpha's statistical technique was used to determine the internal consistency of the quantitative instrument which yielded an overall reliability coefficient of 0.85. The data collected was analyzed using mean, standard deviation and z-test. Mean and standard deviation were used to answer the research questions while z-test was used to test the null hypotheses at 0.05 level of significance. Also, qualitative data collected was collected using thematic analysis. Furthermore, decision on the null hypotheses were taken by comparing the significant value of Sig. two tailed with 0.05 level of significance. Sig. two tailed value above 0.05 indicate no significant while below indicates significant difference. However, decision on the research questions was based on the concept of real limits of numbers as indicated in Table 1.0.

Table 1.0: Real Limit of Numbers on Five Point Rating Scale

S/N	Lower Limit		Upper Limits	Decision
1	4.50	-	5.00	Strongly Agree
2	3.50	-	4.49	Agree
3	2.50	-	3.49	Disagree

4	1.50	-	2.49	Strongly Disagree
5	1.00	-	1.49	Undecided

Source: Stephanie (2015)

Research Question 1: What are the test planning practices in teacher-made test for assessing practical skills in motor vehicle mechanics work? The data for answering research question one is presented in Table 1.

Table 1: Mean and Standard Deviation of Respondents on the Test Planning Practices in Teacher-Made Test for Assessing Practical Skills in MVMWs N = 63

S/N	Items	Mean ($\bar{x}$)	SD	Remark
1	Defining the purpose of the test	4.53	0.50	SA
2	Identifying the target audience	4.50	0.49	SA
3	Specifying the objectives of the test	4.04	0.70	A
4	Analyzing the target audience	4.20	0.64	A
5	Determining the test format	4.32	0.59	A
6	Preparing table of specification or test blueprint	4.60	0.61	SA
7	Preparing of item types to be included	4.48	0.64	A
8	Determining the weightage to different content areas	4.55	0.70	SA
9	Developing a scoring scheme for the test items	4.30	0.61	A
10	Setting the difficulty level of the test items	4.52	0.58	SA
11	Planning the test length by estimating the time	4.54	0.68	SA
12	Writing test items that are clear and unambiguous	4.37	0.71	A
13	Creating answer options or model responses	4.60	0.69	SA
14	Arranging questions in a logical order	4.36	0.55	A
15	Creating instructions and guidelines for the test	4.67	0.75	SA
16	Developing answer sheets or response format for the test	4.55	0.64	SA
17	Planning for test security by developing measures to prevent cheating	4.11	0.70	A
18	Conducting an initial review of the test items	4.14	0.68	A
19	Reviewing of the test by subject matter experts	4.39	0.88	
20	Gathering feedback on content difficulty and clarity from subject matter experts	4.33	0.59	A
21	Making necessary adjustments to items, instructions or structure based on feedback	4.22	0.60	A
22	Administering the test to a small group of representative students	4.62	0.74	SA
23	Conducting item analysis to identify problematic questions	4.55	0.78	SA
	Grand Mean/SD	**4.40**	**0.65**	**Agreed**

Key: N = Number of respondents; SD = Standard Deviation; SA = Strongly Agree; A = Agree

Table 1 shows the mean responses of the respondents on 23 items posed to determine the test planning practices in teacher-made test for assessing practical skills in motor vehicle

mechanics work. The mean values of the respondents ranged from 4.04 to 4.67, with a resulting grand mean of 4.40 which implies that the respondents collectively agreed to the 23 items as the test planning practices in teacher-made test for assessing practical skills in motor vehicle mechanics work. Also, the standard deviation of the items ranged from 0.49 to 0.88 with a resulting average standard deviation of 0.65, which implied that the 23 items had their standard deviation less than 1.96, indicating that the respondents were not too far from the mean and were close to one other in their responses. This closeness of the responses adds value to the reliability of the mean.

Research Question 2: What are the test administration practices in teacher-made test for assessing practical skills in motor vehicle mechanics work? The data for answering research question two is presented in Table 2.

Table 2: Mean and Standard Deviation of Respondents on the Test Administration Practices in Teacher-Made Test for Assessing Practical Skills in MVMWs N= 63

S/N	Items	Mean ($\bar{x}$)	SD	Remark
1	Preparing the testing environment by removing any distracting materials or potential source of cheating	4.68	0.63	SA
2	Gathering all necessary materials for the test	4.64	0.58	SA
3	Reviewing the test administration manual to understand specific instructions and procedures	4.54	0.65	SA
4	Setting up any required technology to ensure proper functioning	4.03	0.50	A
5	Providing clear instructions to proctors or assistants on how to handle various situations during the test	4.82	0.49	SA
6	Verifying students' identities	4.58	0.55	SA
7	Organizing students to follow the seating arrangements specified in the test protocol	4.60	0.44	SA
8	Distributing test materials to students	4.70	0.60	SA
9	Providing general instructions which covers test purpose, format and duration of the test	4.30	0.66	A
10	Guiding students through practice questions	4.22	0.74	A
11	Demonstrating how to mark answers correctly	4.64	0.58	SA
12	Announcing the start of test and the expected end time	4.45	0.49	A
13	Circulating the room to observe students	4.66	0.58	SA
14	Addressing procedural questions as needed	4.55	0.64	SA
15	Following predetermined break schedules	4.38	0.50	A
16	Providing time updates at regular intervals	3.98	0.85	A
17	Handling unexpected interruptions according to protocol	4.20	0.66	A
18	Collecting materials systematically to ensure all test booklets and answer sheets are accounted for.	4.75	0.73	SA
19	Dismissing students appropriately to ensure they do not discuss the test as they leave	4.57	0.64	SA

20	Storing all test booklets and answer sheets in a secure location	4.65	0.60	SA
	Grand Mean/SD	**4.50**	**0.61**	**Strongly Agreed**

Key: N = Number of respondents; SD = Standard Deviation; SA = Strongly Agree; A = Agree

Table 2 shows the mean responses of the respondents on 20 items posed to determine the test administration practices in teacher-made test for assessing practical skills in motor vehicle mechanics work. The mean values of the respondents ranged from 3.98 to 4.75, with a resulting grand mean of 4.50, which implied that the respondents strongly agreed to the 20 items as the test administration practices in teacher-made test for assessing practical skills in motor vehicle mechanic works. Also, the standard deviation of the items ranged from 0.44 to 0.85 with an average standard deviation of 0.61, which implied that the 20 items had their standard deviation less than 1.96, indicating that the respondents were not too far from the mean and were close to one other in their responses. This closeness of the responses adds value to the reliability of the mean.

Research Question 3: What are the test scoring practices in teacher-made test for assessing practical skills in motor vehicle mechanics work? The data for answering research question three is presented in Table 3.

Table 3: Mean and Standard Deviation of Respondents on the Test Scoring Practices in Teacher-Made Test for Assessing Practical Skills in MVMWs N = 58

S/N	Items	Mean ($\bar{x}$)	SD	Remark
1	Developing a clear scoring rubric or answer key	4.54	0.59	SA
2	Establishing a secure environment for scoring to maintain test integrity	4.43	0.65	A
3	Organizing tests for efficient scoring	4.55	0.74	SA
4	Implementing a system for tracking scored and unscored tests	4.22	0.85	A
5	Beginning scoring with objective items (multiple choice)	4.64	0.48	SA
6	Implementing quality control measures, such as random rescoring	4.64	0.66	SA
7	Entering scores into a secure database or scoring system	4.52	0.71	SA
8	Double-checking data entry for accuracy	4.46	0.54	A
9	Calculating raw scores for each test section	4.37	0.56	A
10	Applying any necessary score adjustments or curves	4.24	0.62	A
11	Converting raw scores to scaled or standardized scores if required	4.29	0.51	A
12	Performing statistical analyses to assess test reliability and validity	4.10	0.67	A
13	Generating individual score reports	4.69	0.52	SA
14	Storing all test materials and scoring data securely	4.40	0.65	A

15	Performing item analysis to evaluate question effectiveness and difficulty	4.54	0.49	SA
16	Conducting post-scoring debriefings to identify areas for improvement	4.31	0.66	A
17	Developing a procedure for handling score appeals or rechecks	4.11	0.70	A
	Grand Mean/SD	**4.38**	**0.62**	**Agreed**

Key: N = Number of respondents; SD = Standard Deviation; SA = Strongly Agree; A = Agree

Table 3 shows the mean responses of the respondents on 17 items posed to determine the test scoring practices in teacher-made test for assessing practical skills in motor vehicle mechanics work. The mean values of the respondents ranged from 4.10 to 4.69, with a resulting grand mean of 4.38, which implied that the respondents unanimously agreed to the 17 items as the test scoring practices in teacher-made test for assessing practical skills in motor vehicle mechanics work. Also, the standard deviation of the items ranged from 0.48 to 0.85 with an average standard deviation of 0.62, which implied that the 17 items had their standard deviation less than 1.96, indicating that the respondents were not too far from the mean and were close to one other in their responses. This closeness of the responses adds value to the reliability of the mean.

Hypothesis 1: There is no significant difference between the mean responses of highly experienced and moderately experienced MVMW teachers on the test planning practices in teacher-made test for assessing practical skills in motor vehicle mechanics work ($P<0.05$).
The result of null hypothesis one is presented in Table 4.

Table 4: Z-Test Result of the Significant Difference between the Mean Responses of Highly Experienced and Moderately Experienced MVMW Teachers on the Test Planning Practices in Teacher-Made Test for Assessing Practical Skills in MVMWs

		Levene's Test for Equality of Variances		Z-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	Z	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	Lower	Upper
Test Planning Practices	Equal variances assumed	9.102	.429	3.402	56	.690	.26404	.05140	.08290	.38704
	Equal variances not assumed			3.018	22.043	.402	.26404	.07429	.06184	.45802

(p>0.05) NS = Not significant

Table 4 shows the z-test analysis for the test of significant difference between the mean responses of highly and moderately experienced MVMW teachers on the test planning practices in teacher-made test for assessing practical skills in motor vehicle mechanics work. The Levene's test was carried out to determine equality of variance. The test showed an F value of 9.10 with a p-value of 0.43 which means equal variances was assumed. Also, the z-test analysis showed a value of 3.40 and a p-value of 0.69 which is greater than the bench mark of 0.05. Hence null hypothesis one was upheld. This implied that there was no significant difference between the mean responses of highly and moderately experienced MVMW teachers as regards the test planning practices in teacher-made test for assessing practical skills in motor vehicle mechanics work.

Hypothesis 2: There is no significant difference between the mean responses of highly experienced and moderately experienced MVMW teachers on the test administration practices in teacher-made test for assessing practical skills in motor vehicle mechanics work (P<0.05). Null hypothesis two was tested and the result is presented in Table 5.

Table 5: Z-Test Analysis Result of Significant Difference between the Mean Responses of Highly Experienced and Moderately Experienced MVMW Teachers on the Test Administration Practices in Teacher-Made Test for Assessing Practical Skills in MVMWs

		Levene's Test for Equality of Variances		Z-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	Z	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	Lower	Upper
Test Administration Practices	Equal variances assumed	12.056	.319	4.220	56	.478	.16024	.07481	.07634	.50849
	Equal variances not assumed			3.704	21.480	.049	.16024	.05484	.04568	.24716

(p>0.05) NS = Not significant

Table 5 shows the z-test analysis for the test of significant difference between the mean responses of highly and moderately experienced MVMW teachers on the test administration practices in teacher-made test for assessing practical skills in motor vehicle mechanics work. The Levene's test was carried out to determine equality of variance. The test showed an F value of 12.06 with a p-value of 0.32 which means equal variances was assumed. Also, the z-test analysis showed a value of 4.22 and a p-value of 0.48 which is greater than the bench mark of 0.05. Hence null hypothesis three was upheld. This implied that there was no significant difference between the mean responses of highly and moderately experienced MVMW teachers as regards the test administration practices in teacher-made test for assessing practical skills in motor vehicle mechanics work.

Hypothesis 3: There is no significant difference between the mean responses of highly experienced and moderately experienced MVMW teachers on the test scoring practices in teacher-made test for assessing practical skills in motor vehicle mechanics work (P<0.05).

The data for testing null hypothesis three is presented in Table 6.

Table 6: Z-Test Result of the Significant Difference between the Mean Responses of Highly Experienced and Moderately Experienced MVMW Teachers on the Test Scoring Practices in Teacher-Made Test for Assessing Practical Skills in MVMW

		Levene's Test for Equality of Variances		z-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	Z	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	Lower	Upper
Test Scoring Practices	Equal variances assumed	7.674	.204	3.252	56	.302	.19194	.05902	.07475	.30914
	Equal variances not assumed			2.794	21.520	.251	.19194	.06869	.04889	.33499

(p>0.05) NS = Not significant

Table 6 shows the z-test analysis for the test of significant difference between the mean responses of highly and moderately experienced MVMW teachers on the test scoring practices in teacher-made test for assessing practical skills in motor vehicle mechanics work. Levene's test was carried out to determine equality of variance. The test showed an F value of 7.67 and a p-value of 0.20, which implied that equal variances was assumed. The z-test analysis indicated a value of 4.22 and a p-value of 0.48 which is greater than the bench mark of 0.05. Hence, null hypothesis four was upheld. This implied that there was no significant difference between the mean responses of highly and moderately experienced MVMW teachers as regards the test scoring practices in teacher-made test for assessing practical skills in motor vehicle mechanics work.

Discussion of Findings

Findings of research question one revealed that the test planning practices in teacher-made test for assessing practical skills in motor vehicle mechanics work include: defining the purpose of the test, preparing table of specification, determining the weightage to different content areas and setting the difficulty level of the test items among others. These test planning practices are essential for assessing practical skills in motor vehicle mechanics work in technical colleges. Also, findings of hypothesis one revealed that there was no significant difference between the mean responses of highly and moderately experienced MVMW teachers on the test planning practices in teacher-made test for assessing practical skills in motor vehicle mechanics work. The findings implied that irrespective of the level of experience of MVWM teachers their opinion regarding test planning practices for assessing practical skills in motor vehicle mechanics work were the same.

These findings are in conformity with the findings of Muzenda (2017) who in the study of the effectiveness of teacher-made tests on the performance of pupils in Goromonzi District in

Mashonaland East Province in Zimbabwe revealed that the test planning practices for improving the performance of pupils include; defining the objective of the test, preparing table of specifications and setting the difficulty level of the test items among others. The findings also revealed that there no significant difference between the mean responses of teachers and administrators regarding the test planning practices for improving the performance of pupils. More so, the findings was in resonance with the findings of Esomeonu *et al*. (2019) which revealed that the test planning practices for practical skill assessment among radio television and electronic work teachers in Federal Capital Territory, Abuja and Nassarawa State include: defining the purpose of the test, preparing table of specification, determining the weightage to different content, setting the difficulty level of the test items, creating answer options or model responses and creating instructions and guidelines for the test among others. These findings affirm the result of this study on the test planning practices in teacher-made test for assessing practical skills in motor vehicle mechanics work are true.

Findings of research question two revealed that the test administration practices in teacher-made test for assessing practical skills in motor vehicle mechanics work include: removing potential source of cheating, verifying students' identities and distributing test materials to students among others. These test administration practices are crucial for effectively assessing practical skills in motor vehicle mechanics work in technical colleges. Also, findings of hypothesis two revealed that there was no significant difference between the mean responses of highly and moderately experienced MVMW teachers on the test administration practices in teacher-made test for assessing practical skills in motor vehicle mechanics work. The findings implied that irrespective of the level of MVWM teachers' experience, their opinion regarding test administration practices for assessing practical skills in motor vehicle mechanics work were the same.

The findings are in agreement with the findings of Esomeonu *et al.* (2019) who conducted a study on practical skill assessment practices among radio television and electronic work teachers in Federal Capital Territory, Abuja and Nassarawa State. The study revealed that the test administration practices for practical skill assessment among radio television and electronic work teachers in Federal Capital Territory, Abuja and Nassarawa State include: removing all subject related materials, arranging students to seat properly, providing clear test instructions to students and distributing test materials to students among others.

However, in terms of hypothesis, the findings do not correlate with the findings of Galle (2019) which also revealed that there was a significant difference between the mean responses of public and private school Economics teachers regarding test administration practices of teacher-made test in senior secondary schools in Nasarawa State, Nigeria. The variations in the findings could be because of that both studies did not use the same set of respondents.

Findings of research question three revealed that the test scoring practices in teacher-made test for assessing practical skills in motor vehicle mechanics work include: developing a clear scoring rubric or answer key, organizing tests for efficient scoring, beginning scoring with objective items, and calculating raw scores for each test section among others. These test scoring practices are essential for assessing practical skills in motor vehicle mechanics work.

Also, findings of hypothesis three revealed that there was no significant difference between the mean responses of highly and moderately experienced MVMW teachers on the test scoring

practices in teacher-made test for assessing practical skills in motor vehicle mechanics work. The findings implied that MVWM teachers had the same opinion as regards test scoring practices for assessing practical skills in motor vehicle mechanics work.

These findings are in accordance with the findings of Muzenda (2017) which revealed that the test scoring practices for determining the performance of pupils in Goromonzi District in Mashonaland East Province in Zimbabwe include; developing a clear marking guide or scoring rubric, gathering tests for efficient scoring, scoring objective items first, and calculating raw scores for each test section among others. The findings also goes in line with the findings of Ogbeide and Idusogie (2016) which revealed that the test scoring practices of secondary schools teachers for measuring students' learning behavioural outcome include: choosing appropriate item type, identifying the specific content to be assessed, determining the cognitive level of each test item, creating plausible distractors and writing the test items. The findings of Ogbeide and Idusogie (2016) gave credence to the findings of this study on hypothesis four regarding the test scoring practices in teacher-made test for assessing practical skills in motor vehicle mechanics work. Therefore, this finding is a true reflection of the test scoring practices in teacher-made test for assessing practical skills in motor vehicle mechanics work.

Conclusion

Based on the findings from the opinions of highly and moderately experienced MVMW teachers regarding the effectiveness and practices of teacher-made test for assessing practical skills in motor vehicle mechanics work, the study concludes that the test planning practices in teacher-made test for assessing practical skills in motor vehicle mechanics work include: defining the purpose of the test, preparing table of specification, determining the weightage to different content areas and setting the difficulty level of the test items among others. These findings collectively point to a structured and thoughtful approach to test development among MVMW teachers. The identified practices shows that teachers are cognizant of the importance of carefully planning their assessment instruments.

Recommendations

The following recommendations were made based on the findings of the study.

1. Technical school administrators should organize workshops and seminars focused on incorporating the test planning practices in teacher-made test for MVMW teachers to create more effective and reliable assessments for practical skills.
2. Workshops and seminars on proper test administration techniques for assessing practical skills in motor vehicle mechanics work should be organized for MVMW teachers to create a more secure testing environment for learners and keep them updated with the strategies of detecting and preventing academic dishonesty among students.
3. Workshops and conferences on how to develop and implement standardized scoring rubrics for practical skills assessments should be organized for MVMW teachers to improve their test scoring practices.

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