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Teachers' Test Construction Competencies: Basis For Proposed Intervention Plan

Mary Ann A. Pascua
mapascua.andam18@gmail.com

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Abstract

Classroom tests have always been tagged as a reflection of the effectiveness of instruction by the teacher. For such to be considered as of quality, then it must be valid, reliable, and well-aligned. With these, it is then crucial that a teacher must be equipped with the competencies needed in test construction, for these do not only allow quality assessments for the learners, but also a way of training students to answer both low and high-level type of test as a preparation for high-stakes examinations, most especially when they are enrolled in programs with board examination.

With this, the study aimed to assess the test construction competencies of one-hundred sixty-five (165) full-time permanent and probationary teachers of University of Cagayan Valley, whereby the results and findings would become a baseline for an intervention plan. This study used the descriptive-comparative research design to systematically determine the comparisons among the variables, while thematic analysis was utilized to specifically determine the issues and concerns of the respondents regarding test construction. As to results and findings, it was found out that the respondents were "Highly Competent" in their knowledge and skills in test construction. Furthermore, it was also found out that there was a significant difference in the skills of the respondents in test construction along their Number of Years in Teaching. However, despite high competence in both dimensions, they still encountered issues and concerns such as Item Writing and Clarity Issues; Time Constraints and Workload; Validity, Reliability, and Alignment; Difficulty Level and Higher-order Thinking Skills; Content Coverage and Balance; Fairness, Bias, and Test Security; Administrative and Resource Constraints; and, Scoring and Evaluation Concerns.

With these, in spite of the high competency among the respondents in both dimensions, there remained a room for enhancing their test construction competencies, thereby the proposed intervention plan was crucial to ensure a valid, reliable, fair, and well-aligned tests.

Keywords: *Test, Test Construction Competencies, Knowledge in Test Construction, Skills in Test Construction*

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Introduction

In every classroom, the moment a teacher distributes an examination is more than just a routine procedure, it is a critical intersection of student hope, pedagogical effort, and academic accountability. For the learner, that piece of paper represents a chance to demonstrate mastery, while for the educator, it is a mirror reflecting the effectiveness of their instruction- these have been the key points in most of the Professional Education courses. However, when a test is poorly constructed- marred by ambiguity, technical flaws, or a lack of alignment with learning goals, this bridge of communication collapses.

Related to this, with rapid changes in the educational arena, the assessment and measurement of learning have become critical issues in education. However, the quality of these assessments is deeply rooted in the competencies of teachers in constructing tests that are both reliable and valid. The correct practice of assessment at the tertiary level, especially in disciplines that lead to professions requiring licensure examinations such as Teaching, Criminology, Engineering, and Health Sciences, necessitates accuracy.

Similar to other higher education institutions in the Philippines, University of Cagayan Valley (UCV) faces the continuous challenge of ensuring that its graduates are not only competent within their fields of specialization but also capable of passing the board examinations essential for professional practice. Board examinations are designed to test and confirm graduates' competency against the minimum standards set by regulatory bodies. Thus, board examination results reflect not only the knowledge and abilities students have gained but also the quality of education and effectiveness of the institution's curriculum. Therefore, it is a core goal for UCV to improve its board examination passing rates.

With the above-mentioned idea, teachers indeed play a crucial role in preparing students for these exams. Their ability to construct valid, reliable, and appropriately challenging assessments significantly impacts students' readiness. However, not all teaching professionals possess the skills to design effective tests. Test construction requires specialized competencies, including knowledge of test design principles, item analysis, and alignment with learning outcomes. Inadequate training in test construction often results in poorly designed assessments that fail to measure the knowledge and skills students need, that may later affect their performance in high-stakes examination.

Research on teachers' test construction competencies and their impact on student performance in high-stakes exams is ongoing. For instance, a study conducted by Quansah et al (2019) in Ghana that examined senior high school teachers' test construction skills by analyzing end-of-term examination papers. The study revealed that teachers displayed limited test construction skills, particularly in content representativeness, relevance, reliability, and fairness. These findings emphasize the need to enhance teacher training in test construction, especially in contexts where high-stakes exams are prevalent.

In line with Sustainable Development Goal (SDG) 4, which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, this study

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emphasizes the need for quality education by focusing on teacher competencies in assessment construction. SDG 4 promotes quality education as essential to improving lives and advancing sustainable development. One critical aspect of quality education is the effective assessment of students, ensuring that assessments are valid, reliable, and aligned with desired learning outcomes. This need is particularly pressing at the tertiary level, where assessments play a significant role in preparing students for professional licensure exams.

In University of Cagayan Valley (UCV), a prevalent issue which is usually observed during Prelim, Midterm, and Final examinations, is that many teachers often construct assessments that focus on low-level questions, such as basic recall and simple comprehension, which do not adequately prepare students for the high-level, complex questions required in board examinations. This discrepancy in question complexity leaves students less prepared for the critical thinking and problem-solving questions typically found on licensure exams, affecting their overall performance and confidence. Teachers' reliance on low-level questions in classroom assessments results in students who may perform well in their coursework but struggle in high-stakes examinations, where advanced question stems and applied knowledge are heavily tested.

At UCV, where student populations in board-exam-driven courses exceed ten thousand, the challenge of achieving passing rates comparable to national averages persists. While UCV has occasionally surpassed national passing rates, its overall performance often lags behind, and this is evident across various professions.

Basing from the databases of Professional Regulation Commission (PRC) for instance, in the Criminology Licensure Examination (CLE), the university's passing rates in June and December 2022, at 41.79% and 41.51% respectively, exceeded the national passing rates of 30.33% and 33.14%. However, the university's performance in April 2023, with a school passing rate of 12.50% compared to the national rate of 49.34%, highlights the inconsistency in achieving satisfactory results.

Similarly, the university's performance in the Mechanical Engineering Licensure Examination (MELE) reveals a similar pattern. While the school passing rates in February and August 2022 were 11.76% and 3.85% respectively, significantly lower than the national passing rates of 56.11% and 54.15%, the university experienced a slight improvement in February 2023 with a passing rate of 19.30%, compared to the national rate of 62.17%. However, the university's performance in August 2023 and August 2024, with zero passing rates underscores the persistent challenges faced by the university in this field.

Furthermore, the university's performance in the Electrical Engineering Licensure Examination (EELE) in April and September 2022 fell short of the national average. The university achieved passing rates of 20.00% and 22.92%, respectively, compared to national rates of 54.41% and 50.20%. The school passing rates in the subsequent years, particularly in 2023, fell below the national average.

Moreover, the university's performance in the Philippine Nurses Licensure Examination (PNLE) reveals a mixed picture. While the university achieved a 100% passing rate in May 2022,

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with only one taker, and 50% passing rate in December 2022, the university's performance in May 2024, with a school passing rate pf 14.29% compared to the national rate of 69.71%, highlights the need for improvement in this field.

Another example, the university's performance in the Licensure Examination for Midwives (LEM) demonstrates a similar trend. While the university achieved passing rates exceeding the national average in May and November 2022, with rates of 57.14% and 100% respectively, compared to the national rates of 47.01% and 50.92%, the university's performance in April 2024, with a school passing rate of 50% compared to the national rate of 57.08%, also highlights the need for improvement in this field.

Finally, for the Licensure Examination for Teachers (LET), for the Bachelor of Elementary Education (BEED) program, the school achieved a passing rate of 74.67% in the March 2022 Licensure Examination for Teachers (LET), significantly higher than the national passing rate of 48.81%. This trend continued in October 2022, as the school maintained a 74.67% passing rate, while the national rate rose to 54.43%. By March 2023, BEED saw a further improvement, with the school passing rate increasing to 81.82%, although the national passing rate dropped to 40.76%. However, in September 2023, BEED experienced a decrease in its passing rate to 68.97%, still surpassing the national rate of 47.01%. Finally, in March 2024, BEED's passing rate slightly declined to 66.67%, compared to a national rate of 46.67%.

For the Bachelor of Secondary Education (BSED) program, there were no takers in March 2022, while the national passing rate was 41.72%. Later, in October 2022, the school achieved a passing rate of 50%, nearly matching the national rate of 50.94%. In March 2023, the BSED passing rate increased to 61.92%, slightly exceeding the national rate of 46.94%. By September 2023, BSED's passing rate had improved further to 71.11%, which was higher than the national rate of 56.26%. Finally, in March 2024, the school achieved a passing rate of 63.83%, notably surpassing the national rate of 58.78%.

This inconsistent performance suggests the need for comprehensive strategies to enhance academic standards and better prepare students for board examinations. Therefore, this study aimed to assess the current teachers' test construction competencies alongside their knowledge of the principles and skills in test construction, identifying how these knowledge and skills could be improved through a proposed intervention plan that aligns with the objectives of SDG 4, thus contributing to a stronger foundation in sustainable, quality education.

Statement of the Problem

This study aimed to assess the test construction competencies of teachers of University of Cagayan Valley, Tuguegarao City, Cagayan for the Academic Year 2025-2026, as a basis for a proposed intervention plan.

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Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
    1.1 Highest Educational Attainment
    1.2 Number of Years in Teaching
    1.3 Number of Relevant Seminars/Trainings Attended
    1.4 Faculty Rank
    1.5 Specialization
2. What is the level of test construction competencies of the respondents along the following:
    2.1 Knowledge in Test Construction
    2.2 Skills in Test Construction
3. Is there a significant difference on the level of test construction competencies of the respondents when grouped according to their profile variables?
4. What are the issues and concerns encountered by the respondents regarding test construction?
5. What proposed intervention plan can be crafted to address the issues and concerns encountered by the respondents regarding test construction?

METHODS AND PROCEDURES

Research Design

In this study, the researcher utilized a descriptive-comparative design to systematically determine the comparisons between and among the variables.

The descriptive design is appropriate in this study, for it is used to describe the respondents' profile, and their test construction competencies. Moreover, the comparative part focused on identifying the difference on the level of teachers' competencies when grouped according to their profile variables.

Respondents of the Study

The respondents of this study were the one hundred sixty-five (165) full-time permanent and probationary faculty members involved in courses with board examinations: eighty-one (81) in Bachelor of Secondary Education (BSED); three (3) in Bachelor of Elementary Education (BEED); forty-five (45) in Bachelor of Science in Criminology (BSCrim); eight (8) in Bachelor of Science in Electrical Engineering (BSEE); six (6) in Bachelor of Science in Mechanical Engineering (BSME); three (3) in Bachelor of Science in Social Work (BSW); fifteen (15) in Bachelor of Science in Nursing (BSN); and four (4) in Bachelor of Science in Midwifery (BSMid) for the Second Semester of the School Year 2025-2026. Moreover, this study excluded

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the part-time faculty members of the mentioned programs for the reason that the university practices the centralized construction of test, in which only the full-time permanent and probationary teachers are assigned to construct the tests. Additionally, this study also excludes the full-time permanent and probationary faculty members who were on leave during the conduct of the study due to health conditions.

Total enumeration was used in this study, and the distribution of the respondents per program is presented as follows:

Table 1

Distribution of Respondents of the Study

Board Courses	Population (N)
Bachelor of Secondary Education	81
Bachelor of Elementary Education	3
Bachelor of Science in Criminology	45
Bachelor of Science in Electrical Engineering	8
Bachelor of Science in Mechanical Engineering	6
Bachelor of Science in Social Work	3
Bachelor of Science in Nursing	15
Bachelor of Science in Midwifery	4
Total	165

Data Gathering Tool

The tool on the skills of teachers in test construction was adopted from the study of Agu, et al. (2013) titled, "Measuring Teachers' Competencies in Constructing Classroom-Based Tests in Nigerian Secondary Schools: Need for a test Construction Skill Inventory", which was based on the Test Construction Skills Inventory (TCSI); while the knowledge of teachers in the principles of test construction was cited in the study of Kissi, et al. (2023) titled, "Teachers' Test Construction Competencies in Examination-Oriented Educational System: Exploring Teachers' Multiple-Choice Test Construction Competence". Generally, the questionnaire which was used in the study composed of two parts:

Part I of the questionnaire assessed the profile of the respondents in terms of their Highest Educational Attainment, Number of Years in Teaching, Number of Relevant Trainings Attended, Faculty Rank, and Specialization. On the other hand, part II composed of two

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components: assessing the knowledge of the respondents in terms of the general principles of test construction, and their skills in test construction. The two dimensions in the questionnaire were responded by the respondents through the 4- point Likert scale from Strongly Disagree to Strongly Agree.

Data Gathering Procedure

The data were gathered through the following procedures:

Upon the approval of the members of the panel and the Graduate School Office of the proposal presented by the researcher, the researcher then wrote a letter and submitted a copy of the manuscript to the Institutional Review Board (IRB) for the acquiring of the Certification to Gather Data needed data gathering.

After which, the researcher wrote a letter which was addressed to the Deans of the different programs, noted by the Research Adviser and the Dean of the Graduate School for the administration of the questionnaires. Upon approval, the researcher personally administered the questionnaires to the respondents by asking for their consent and as well informed them about the objectives of the study and the safety of their data. The respondents then answered the given questionnaire on the assessment of their test construction competencies within the given timeframe.

Moreover, after the retrieval of the questionnaires, the gathered data were carefully tabulated and treated statistically for analysis and interpretation.

Finally, the researcher adhered to data privacy and ensured that the information would be kept with confidentiality and would only be utilized for this academic endeavor.

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Statistical Tools

In this study, the researcher utilized the following tools in treating the gathered data:

Frequency Count and Percentage was utilized to determine the profile variables of the respondents.

Additionally, weighted mean was used to analyze the level of competencies of the respondents in test construction. The respondents' level of competencies was further analyzed using the scale below:

Numerical Scale	Mean Range	Descriptive Interpretation	Degree of Competency
4	3.20- 4.00	Strongly Agree	Highly Competent
3	2.50- 3.19	Agree	Moderately Competent
2	1.75- 2.49	Disagree	Slightly Competent
1	1.00- 1.74	Strongly Disagree	Not Competent

Results and Discussions

1. Profile of the Respondents

1.1 Highest Educational Attainment

- Most of the respondents are enrolled or have units in their Master's Degree with a frequency of 73 or 44.2%, while 8 or 4.8% are enrolled or have units in the Doctorate's Degree. The data on the enrolment of the respondents in their graduate school programs are supported by their assessment/enrolment forms, which are required to be submitted prior to the distribution of teaching loads across the different programs. This result implies that the respondents comply with the minimum faculty qualifications reflected on Article 8, Section 35 of CHED Memorandum No. 40, series of 2008- a requirement among the faculty members of Higher Education Institutions (HEIs) that they must be holders of Master's Degree. With this, it further implies that the respondents possess strong academic foundation that supports the enhancement of their test construction competencies.

1.2 Number of Years in Teaching

- Majority of the respondents are below four (4) years in teaching with a frequency of 116 or 70.3%. On the other hand, only 2 or 1.2% of them are 16 to 19 years in their service as teachers. This result implies that the respondents are newly hired or beginners in teaching in their respective field of specializations, considering that the university is a private institution that allows new graduates with license to teach, provided that they enroll in their Master's Degree while teaching- as supported by the respondents' Highest Educational Attainment that most of them already have their units in their Master's

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Degree. Additionally, in the study of Ching et al. (2023), it found out that private institutions in the Philippines function as essential entry points and training grounds for beginners or novice teachers as they provide professional experiences needed for future job applications. With this, the result further implies that the respondents' early stage in teaching presents a valuable opportunity to develop and strengthen their test construction competencies.

1.3 Number of Relevant Seminars/Trainings Attended

- Majority of the respondents with a frequency of 95 or 57.6% have 3 and below seminars/trainings attended relevant to test construction, while 6 or 3.6% of them have 7 to 9. This result implies that the respondents have limited exposure to professional development along test construction, in which possible reasons are revealed in the study of Eroğlu and Özbek (2023) that the low participation of teachers in professional development activities is due to the limited effective professional development opportunities and the lack of support for professional development. Furthermore, it was also found out in the study of Dayagbil (2024), that the hindering factors on the limited exposure to professional development include lack of time, funding, and workload among teachers. This finding further implies that there is a meaningful opportunity to enhance their competencies through targeted seminars/trainings along test construction.

1.4 Faculty Rank

- Majority of the respondents with a frequency of 94 or 57% are ranked as Assistant Instructors, while 1 or 0.6% is ranked as Senior Instructor IV. These findings are aligned with the Highest Educational Attainment of the respondents which is "with units in Master's Degree", whereby they can only be promoted to the next rank after being conferred as Master's Degree holders. Furthermore, the findings of Tindowen et al. (2019), which explored faculty professional development and promotion trends in the Philippines, emphasized that educational attainment remains the key requirement for career advancement. Their study showed that many institutions consistently implement a "no Master's degree, no promotion" policy, regardless of how long a faculty member has served or how strong their teaching performance may be. This supports the findings in the current study that many respondents are retained in their current positions until they complete their Master's Degree. This result further implies that the respondents are in the early stages of their academic career, providing a strong opportunity to further develop their test construction competencies.

1.5 Specialization

- Most of the respondents are specialized in Bachelor of Secondary Education with a frequency of 75 or 45.5%. On the other hand, only 2 or 1.2% of them are specialized in Bachelor of Science in Mechanical Engineering. The result is due to a number of General Education courses offered across the different programs, which demand faculty members who have finished the different majors in the Bachelor of Secondary Education. Furthermore, the high frequency among the respondents who specialize in BSED reflects what Joaquin, et al. (2020) described as a structural response to the evolving demands of the Philippine Higher Education sector. The mandatory nature of the General Education curriculum necessitates a faculty workforce with strong pedagogical foundations to teach or service diverse student populations across various programs. With this, the finding

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further implies that the respondents' strong background in pedagogy provides a solid foundation for enhancing their test construction competencies. This supports the targeted programs as their specialization equips them with the necessary teaching principles and strategies that can be further enriched to develop valid, reliable, and well-aligned assessment tools.

2. Level of Test Construction Competencies of the Respondents

2.1 Knowledge in Test Construction

- Overall, while all indicators fall within the "Strongly Agree" or "Highly Competent" range considering the category mean 3.61, the data imply that the respondents possess well-established assessment competencies, particularly in ensuring clarity and fairness, while continuous improvement in advance preparation and providing excess items practices may further elevate the quality of their test construction processes. A study by Rural (2021), which assessed teachers in the National Capital Region (NCR) of the Philippines, mirrors these findings, which revealed that while teachers generally showed "Very High" competency in designing and utilizing various assessment tools, their scores were often lower in the specific strands of the Philippine Professional Standard for Teachers (PPST) that involve the long-term management of assessment data and the systematic development of test items. This supports the current study that while clarity and fairness (the immediate classroom experience) are strong, the administrative and technical advance preparation remains an area for growth.

2.2 Skills in Test Construction

- Overall, while respondents are described "Strongly Agree" or "Highly Competent" in most practical test construction skills as reflected on the table with the category mean of 3.49 or "Strongly Agree", still enhancing their ability to design creative essay items and consistently integrate learner characteristics may further strengthen their overall assessment practices. A study by Tewachew et al. (2024) reinforced this finding that even when teachers are generally competent, they often default to safe traditional assessment formats. Their research found out that while teachers could easily construct multiple-choice questions, they struggled to design open-ended or creative essay items that require students to synthesize information. This is because high-quality essay construction requires a specific set of skills in creating prompts that are open enough for creativity but structured enough for objective grading.

3. Comparison on level of test construction competencies of the respondents when grouped according to their profile variables

- The post-hoc analysis reveals that respondents with 16–19 years of teaching experience demonstrate significantly higher skill competencies compared with several less-experienced groups. Specifically, significant differences are observed between the 16–19 years group and the 20 years and above group (mean difference = −0.55500, $p = .025$), the 4–7 years group (mean difference = −0.6017, $p = .009$), and the 8–11 years group (mean difference = −0.6412, $p = .023$). These findings indicate that teachers within the 16–19 years range exhibited stronger practical skills in test construction than those in these comparison groups. Meanwhile, comparisons involving the 12–15 years group and those below 4 years of experience do not yield statistically significant differences, suggesting relatively comparable skill levels among those groups. This finding is

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supported by the study of Bucio and Baguio (2025), that the test construction competence of novice teachers is significantly influenced by their teaching, which is why, they recommended that administrators may initiate professional development activities to provide teachers with necessary resources and trainings in test construction that may help them in designing high-quality assessments. Hence, the result of the current study's finding suggests that skills in test construction are developed and refined through professional practice and classroom exposure over time. To further explain, teachers with more years of experience may have had greater opportunities to design, administer, evaluate, and improve assessments, thereby strengthening their technical and practical competencies, while those with fewer years may still be mastering these applied skills.

- In particular, all other profile variables including highest educational attainment, number of seminars or training attended, faculty rank, and specialization do not show significant differences in either knowledge or skill competencies. However, this implies that educational qualifications or professional titles alone may not necessarily determine one's level of skill in test construction. According to Bucio and Baguio (2025), the test construction competence of teachers is significantly influenced by their active classroom practice. This means that the 16–19 year bracket represents a spot of professional maturity, where educators have moved past the trial-and-error phase of novice teaching but have not yet reached a plateau that can sometimes occur in the very late stages of a career. This period allows for the refinement of skills through the repeated cycle of designing, administering, and evaluating assessments, a process often referred to as deliberate practice.

4. Issues and concerns encountered by the respondents regarding test construction
    - The issues and concerns encountered by the respondents regarding test construction were Item Writing and Clarity Issues; Time Constraints and Workload; Validity, Reliability, and Alignment; Difficulty Level and Higher-order Thinking Skills; Content Coverage and Balance; Fairness, Bias, and Test Security; Administrative and Resource Constraints; and, Scoring and Evaluation Concerns.
5. Proposed Intervention Plan to Address the Issues and Concerns Encountered by the Respondents regarding Test Construction

The conducted study revealed that teachers in University of Cagayan Valley (UCV) demonstrated high competence in knowledge and skills in test construction. However, specific areas require improvement, particularly in advanced preparation practices, creative essay construction, learner-centered item design, and alignment processes.

Most teachers in the university are novice teachers (below four years of experience) with limited training exposure, indicating a need for sustained professional development. Moreover, teaching experience significantly influenced skills, emphasizing the importance of mentoring and experiential learning opportunities.

Additionally, the major issues identified are item writing clarity, time constraints, validity and alignment, higher-order thinking skills, content balance, fairness and test security,

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administrative and resource constrains, and scoring and evaluation concerns which highlight the necessity of a structured institutional intervention.

Hence, TEST: Teachers' Enhancement for Standards-Based Test Construction is designed and proposed to strengthen teachers' competencies through training, collaborative practices, mentoring, and assessment support systems to improve the overall quality, validity, and fairness of assessments that directly impact the students in the university, especially in taking high-stakes examinations.

Conclusions

Based on the findings of the study that aimed to assess the test construction competencies of teachers of University of Cagayan Valley for the Academic Year 2025–2026, the researcher concluded that the respondents were generally composed of early-career educators- as most were with units in their Master's Degree, had below four (4) years of teaching experience, had attended limited relevant seminars and trainings on test construction, were Assistant Instructors, and were graduates of Bachelor of Secondary Education. This profile indicated a workforce that was academically progressing and still in the developmental stage of their professional teaching careers.

Additionally, in terms of test construction competencies, the respondents were marked highly competent in their knowledge in test construction. Likewise, they demonstrated high competence in most of their practical skills in test construction, although areas such as designing creative essay items and consistently integrating learner characteristics still required further enhancement to strengthen their assessment practices. Hence, while foundational competencies were strong, continuous refinement was still necessary to achieve excellence in assessment design.

Furthermore, the study revealed that there was no significant difference in the respondents' level of knowledge when grouped according to their profile variables, indicating a generally uniform level of conceptual understanding of test construction across groups. However, a significant difference was found in their skills when grouped according to Number of Years in Teaching, particularly among those with 16–19 years of experience, implying that teaching experience contributes to the development of practical test construction skills.

Moreover, the study also identified several issues and concerns encountered by the respondents in test construction, including item writing and clarity issues, time constraints and workload, validity and alignment concerns, difficulty in constructing higher-order thinking skills questions, content coverage and test balance, fairness and test security issues, administrative and resource limitations, and scoring and evaluation concerns. These findings emphasized that despite their competence, teachers still encounter multidimensional challenges that affect the quality of assessment practices.

In other words, while the respondents were already highly competent in test construction, there remains a need for continuous professional development and institutional support to address the identified gaps and challenges. Hence, the proposed intervention plan was deemed

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essential to further enhance teachers' test construction competencies, ensuring the development of valid, reliable, fair, and well-aligned assessments that could effectively support student learning outcomes.

Recommendations

With the results and findings of the study, the following were humbly recommended:

1. University administrators may provide sustained training on test construction, item clarity, and higher-order thinking assessments, especially for novice teachers, and pair them with experienced faculty for mentorship.

2. Curriculum makers may use blueprints and table of specification to guarantee validity, balance, and proper difficulty, addressing the study's concern on misalignment and uneven content coverage.

3. Deans may organize regular departmental workshops where faculty collectively draft, vet, and refine test items, ensuring fairness, clarity, and coverage of curriculum standards. This approach may reduce individual workload and addresses time constraints

4. Teachers may begin preparing items well in advance to allow for revisions, pilot-testing, and alignment checks.

5. Students are encouraged to share observations on clarity, fairness, and difficulty of tests to help teachers improve item quality. This may be addressed through leaving comments during their semestral evaluation of their teachers.

6. Future researchers may conduct a related study, specifically on the effectiveness of the proposed intervention plan.

7. Implement the plan to further enhance the test construction competencies of novice teachers.

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