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ENSURING QUALITY IN EDUCATION: VALIDITY OF TEACHER-MADE LITERATURE TESTS IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The purpose of this study was to find out whether English literature teachers in secondary schools in Anambra State prepare their students for tests and ensure the credibility of the test items through subjecting them to validity and reliability factors for quality education. This study, guided by three research questions and three hypotheses, was a descriptive survey. The area of the study is made up of all the government-owned secondary schools in the six education zones of Anambra State. The population of the study comprises all teachers of English Literature in the 257 government-owned (public) secondary schools in the six (6) education zones of Anambra State. Data obtained from the Post Primary Schools Service Commission, Awka revealed that there are six hundred and fifty-seven (657) English literature teachers in the government-owned secondary schools. Thus, the population of the study is 657 secondary school English literature teachers. The purposive sampling technique was used to select one hundred and eleven (111) schools which represented 50% of the public secondary schools in Anambra State. All the English literature teachers from the 111 schools were used since the number is not very large. The total number of the sample is three hundred and sixty-seven (367) English literature teachers. The instrument for data collection is a researcher developed teachers' questionnaire entitled Test Items Validation Questionnaire (TIVQ). Face and content validity of the instrument will be determined by four (4) experts–two (2) from the department of Arts Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam; and two (2) from the Department of Measurement and Evaluation of the same university. The reliability of the instrument will be determined by pre-testing it on one hundred and ten (110) teachers of English literature in public secondary schools in Enugu State. Data collected was analysed using simple percentage, frequency count and mean was used to answer the research questions. For percentage scores, the bench mark is 50% which signifies agreed while below 50% indicates disagreed. Four point scale was used as Strongly Agreed (SA), Agree(A), Disagreed (D) and Strongly Disagreed (SD) which is rated as 4+3+2+1=10/4=2.5. The criterion mean is therefore 2.5. Any mean score which is 2.5 and above is accepted as agreed while mean score that is less than 2.5 is acknowledged as disagreed. The t-test was used to test the hypotheses at 0.05level of significance. Findings indicated that male and female English teachers agreed on the validity factors English literature teachers should apply in their test items for quality education in secondary schools in Anambra State. The corresponding hypothesis upheld that there is no

significant difference between the mean scores of the male and female English literature teachers on the validity factors that English literature teachers should apply in their English literature test items for quality education in secondary schools in Anambra State. Based on the findings it was recommended among others that teachers should be enlightened on the need for test planning and the benefits of planning the test so as to ensure that the test measures what it is meant to measure and that the school supervisory body should deem it fit to include teacher-made test as one of the documents that should be vetted before administration to ensure that the components of validity are duly incorporated during the planning state to ensure objectivity of the test items for better student performance. The entire project was sponsored by the TETFund office for institution based research and domiciled in Nnamdi Azikiwe University Awka with approval reference; TETF/DR & D/CE/UNI/AWKA/RG/2022/VOL.1

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Introduction

Education is imposed with teaching-learning exercises and in the process of this teaching-learning activity, the teacher remains a critical factor. This is because the teacher has the unique duty of imparting the curriculum content to the learner within the four walls of the classroom or any other place designated for such transmission of knowledge. Teachers are professionally and technically trained to strategize their lessons systematically as well as engage various mechanisms so as to ensure that the subject content is well absorbed by the learner accordingly. Every good teacher desires to know how far the students assimilate the subject matter. It is against this backdrop that teachers intermittently test their students and also by the end of every teaching learning interaction. This is to ascertain the rate of comprehension of the subject matter or how much the learners are able to grasp what was taught. The results of the tests are measured and evaluated for inferences. It is for this reason that Kpolovie (2014) rightly professed that evaluation is the fundamental aim of test and measurement. The author further elucidated that to measure any psychological trait or attribute, testing is very imperative and to evaluate, the trait, measurement becomes inescapable. The end result of testing which is evaluation allows for gradual improvement in learning. Evaluation makes it possible to obtain the rate at which learning experiences as developed, organized and executed in the classroom are actually producing or meeting the desired objectives (Kpolovie (2012); Kpolovie & Olubube,(2013).

In alignment with the afore-mentioned view points, the teacher uses the evaluation deduced from measuring the test elements to determine the extent to which his students absorb and exhibit the relatively change in behaviour which learning is all about.

Through this means, the teacher not only assesses the learners but also himself. It is a double edge sword, it is either that the teacher teaches well or that the teacher did not teach well and/or the students learnt and understood the lesson or that the students did not understand and/or did not learn anything or skeletal learning as the case may be. Which-ever way the pendulum swings, one thing is paramount to find remedy to any loop hole dictated for enhanced teaching-learning effectiveness.

The teacher during the progress of the lesson indulges in the use of achievement test through formative measurement in the classroom interactions. This is so because formative measurement helps to ascertain the extent to which the objectives of the lesson are achieved and as such guide them appropriately towards goal attainment (Kpolovie, 2014). Williams (1990) extols the achievement test and says that its importance lies in its use to find out the progress made in aspects of language that has been taught. Okpala, Onocha & Oyedeji (1993) in agreement, opine that it is the type of ability test that is concerned with what a person has learnt. They also, add that the achievement test is used to measure the degree of success attained in a specific area of learning. Achievement test, thus, is closely tied to particular school subjects. Akinpelu (1998) notes that the merits of achievement tests lie in its provision of objective, independent and accuracy of measurement in what has been learned. Achievement tests are also known to provide norms for comparing students' performance with their counterparts within and outside their schools.

Achievement tests are of two types – the standardized test and the teacher-made test (also called the classroom test). Teacher-made tests are locally developed by subject teachers in schools to assess the achievement of their students in areas covered in instruction. While the standardized test is valid, reliable and has a table of norms, the teacher-made test does not possess any form of norms (Okpala, Onocha & Oyedeji, 1993). The standardized test is designed to be used on a much larger scale than the teacher-made test. As a result, test items are subjected to series of standardization processes before they are administered on testees. The teacher-made test, on the other hand, has no specific method of assuring its quality; the method of assuring the quality of the teacher-made tests varies from institution to institution.

In the selection of a measuring instrument, two fundamental questions arise. These are:

- Does the instrument measure a variable consistently?
- Is the instrument a true measure of the variable?

The former is an indication of reliability while the later raises issues of validity. The adequacy (and quality) of a measuring instrument is determined by its reliability and validity. Reliability, according to Williams (1990), refers to the consistency or stability of

measurement. Okpala, Onocha & Oyedeji (1993) view reliability as the degree of consistency between two sets of scores or observation obtained with the same instrument or equivalent forms of an instrument. Validity, on the other hand, has to do with the ability of test items to measure what they are meant to measure. In other words, while reliability is concerned with the consistency of scores, validity is closely tied to the adequacy of test items in testing a specified area of instruction. This study is particularly interested in the validity of teacher-made language tests in the study area.

Validity basically is the assessment of whether a test measures what it aims to measure. As Williams (1990 observes, a test is valid when it measures what it sets out to measure. He exemplifies his assertion the example that a reading comprehension test which asks, "What is the difference between a tropical climate and a temperate climate?" (201) may not be valid especially as the question looks like a Geography question; it would, however, be valid if it is tied to passage. Maduabum opines that validity is the most important characteristic of a test and strongly believes that a test that lacks validity is worthless. He gives content, criterion-related and construct as standards of validity but insists that content validity is most vital for the classroom teacher. Further, he gives two conditions that a teacher-made test must fulfill to be termed valid. They are:

- It must measure achievement in the subject for which it was prepared…
- It must measure achievement in the learning objective defined for the subject… (25)

A test that satisfies these whose conditions would be seen to possess content validity. The question, however, is to what extent do classroom-teachers subject their test items to validity check in tertiary institutions.

Statement of Problem

Observations reveal that English literature teachers in Anambra State sometimes construct test items on the day they are required to be taken. Even when the items are constructed earlier, there is often no time or resources to ensure their content validity before administration. These suggest that there is more to be desired. If the English literature teachers who, according to Izuagba & Ezenwa (2011), are the key agents of the implementation of the English language policy in Nigeria are not performing at optimum level, there is a problem. Effort should be made to ensure better learning experiences as well as improved quality in the education system and this should start from the classroom.This study thus intended to find out how English literature teachers in secondary schools in Anambra State prepare their students for test and ensure the

credibility of the test items through subjecting them to validity and reliability factors.

Research Questions

The following research questions are formulated to guide the study.

1. What are the planning practices adopted by the English literature teachers' in test administration for quality education in secondary schools in Anambra State?
2. What are the validity factors that English literature teachers should apply in their English literature test items for quality education in secondary schools in Anambra State?
3. What are the reliability factors that English literature teachers should apply in their English literature test items for quality education in secondary schools in Anambra State?

Research Hypotheses

Three null hypotheses were formulated and tested at 0.05 level of significance

HO_1 There is no significant difference in the mean rating of male and female English literature teachers on the planning practices adopted in the test administration in secondary schools in Anambra State.

HO_2 There is no significant difference in the mean rating of male and female English literature teachers on the validity factors that English literature teachers should apply in their English literature test items for quality education in secondary schools in Anambra State?

HO_3 There is no significant difference in the mean scores of male and female English literature teachers on the reliability factors that English literature teachers should apply in their English literature test items for quality education in secondary schools in Anambra State?

Research Method

This study is a descriptive survey. Abdullahi (1995) sees survey research as a systematic collection of data or information from a population (sometimes referred to as universe) or sample of a population (considered to be representative of the entire group of interest), through the use of personal interview and/or questionnaire. This design is considered appropriate as the study will collect data from the sample with the aid of a researcher developed questionnaire, to describe an entire population under study. The area of the study is made up of all the government-owned secondary schools in the six education zones of Anambra State. The six education zones are Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. There

are 257 public secondary schools in the six education zones. The government-owned secondary schools are centrally controlled by the Post Primary Schools Service Commission, Awka. The study is interested in the methods of ascertaining validity of English literature teachers tests items, so, the population of the study comprises all teachers of English Literature in the 257 government-owned (public) secondary schools in the six (6) education zones of Anambra State. The choice of the population is based on the fact that these institutions all offer English literature as a core subject at all levels while other languages such as Igbo and French are compulsory only in junior classes but taken as optional subjects in the senior classes. Data obtained from the Post Primary Schools Service Commission, Awka revealed that there are six hundred and fifty-seven (657) English literature teachers in the government-owned secondary schools. Thus, the population of the study is 657 secondary school English literature teachers. The purposive sampling technique was used to select one hundred and eleven (111) schools which represented 50% of the public secondary schools in Anambra State. All the English literature teachers from the 111 schools will be used since the number is not very large. The total number of the sample is three hundred and sixty-seven (367) English literature teachers. The purposive sampling technique is deemed appropriate because the population is not very large as there are often few English literature teachers in schools. Moreover, matters of quality should not be trifled with and the more responses sought, the better the result obtained.

The instrument for data collection is a researcher developed teachers' questionnaire entitled Test Items Validation Questionnaire (TIVQ). The questionnaire items were generated from data gathered in the review of related literature. There are two parts in the questionnaire – Part A (which solicits information on respondents' personal data) and Part B (which contains items on knowledge and practice of validation processes). Further, Part B is in three sections and the clustered items relate to and attempt to answer the three research questions. Face and content validity of the instrument will be determined by four (4) experts – two (2) from the department of Arts Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam; and two (2) from the Department of Measurement and Evaluation of the same university. Copies of the questionnaire will be sent to these experts and their suggestions and comments will be incorporated. This will be done to ensure high validity of the instrument. The reliability of the instrument will be determined by pre-testing it on one hundred and ten (110) teachers of English literature in public secondary schools in Enugu State. This number represents thirty percent (30%) of the sample size. More so, the researcher will hire the services of two (2) assistants to trial test the instrument. The use of the two assistants will enable the researchers to cover enough ground in the three days stipulated for the

exercise. Also, these assistants will ensure that no document is lost as well as be handy to make explanations if need be. These will enable the researchers to collect adequate and accurate data to ensure reliable results. The scores obtained from the respondents will be collated and analyzed to determine the co-efficient of the set of scores for the items in each of the sections.

The researcher employed the services of six (6) research assistants to help in the administration and collection of questionnaires on the spot to avoid loss. The rationale behind the number of the research assistants is that one research assistant will cover the schools in each of the six education zones in the state. The expectation is that all the questionnaires administered will be returned and used in the study. The exercise of actual administration is expected to last for eight (8) days given the number of public schools to be covered in the six education zones in the state. Data collected was analysed using simple percentage, frequency count and mean was used to answer the research questions. For percentage scores, the bench mark is 50% which signifies agreed while below 50% indicates disagreed. Four point scale was used as Strongly Agreed (SA), Agree(A), Disagreed (D) and Strongly Disagreed (SD) which is rated as 4+3+2+1=10/4=2.5. The criterion mean is therefore 2.5. Any mean score which is 2.5 and above is accepted as agreed while mean score that is less than 2.5 is acknowledged as disagreed. The t-test was used to test the hypotheses at 0.05level of significance.

Presentation of Results

Research Question 1: What are the planning practices adopted by the English literature teachers' in test administration in secondary schools in Anambra?

Table 1: Frequency counts and simple percentage scores of the respondents on the planning practices adopted by the English literature teachers' in test administration.

S/N	Item	Male Response SA A D SD f% f% f% f%	Female Response SAA D SD f% f% f% f%	cluster X	Rmk
1.	The students are aware of the purpose of the test.	36 31 26 35 28% 24% 20% 27%	135 66 15 23 56% 28% 6% 10%	2.9	A
2.	The test items are associated with specific objectives of the topics.	40 36 29 23 31% 28% 23% 18%	59 72 48 60 25% 30% 20% 25%	2.6	A

3.	The teacher makes use of relevant format	38	27	33	30	129	92	6	12	3.0	A
		30%	21%	26%	23%	54%	38%	3%	5%		
4.	The teacher earmarks the duration of the test	52	42	26	9	98	75	29	37	3.0	A
		41%	32%	20%	7%	41%	31%	12%	15%		
5.	The teacher ensures that every test item is given the same level of difficulty.	56	43	19	10	105	69	34	31	3.1	A
		44%	43%	15%	8%	44%	29%	14%	13%		
6.	The method of test administration is decided before the d day.	61	29	25	13	122	67	14	36	3.2	A
		48%	23%	20%	10%	51%	28%	6%	15%		
7.	Teat items are prepared and arranged before the test day.	66	45	5	12	89	56	48	46	3.1	A
		52%	35%	4%	9%	37%	23%	20%	19%		
8.	The test materials are ready on time	59	32	29	8	95	59	32	53	3.0	A
		46%	25%	23%	6%	40%	25%	13%	22%		
9.	The marking scheme is prepared along with the test items	23	34	36	35	88	68	60	23	2.7	A
		18%	27%	28%	27%	37%	28%	25%	10%		
10.	The student are duly informed about the date and time allotted for the test.	45	33	37	13	109	66	51	13		
		35%	26%	29%	10%	46%	28%	21%	5%		

Table 1 shows the frequency counts and the percentage scores of the male English teachers from items with serial numbers 1-6 & 8-10 have the frequency count ranging between 8-61 as against 128 males with the percentage scores below 50%. This indicates that male English literature teachers disagreed on the planning practices adopted by the English literature teachers' in test administration. The male English teachers agreed with item with serial number 7 with the frequency count of 66 and percentage score of 52% which is above the bench mark of 50%. The female English literature teachers on the other hand agreed on the planning practices adopted by the English literature teachers' in test administration based on items with serial numbers 1, 3 and 6 with frequency count of 135, 129 and 122 as against total frequency of 239. Their respective percentage scores yielded 56%, 54% and 51% which is above the bench mark of 50%. However, female English literature teachers disagreed on the planning practices adopted by the English literature teachers' in test administration considering items with serial numbers 2, 4, 5, 7, 8, 9 and 10 have their frequency count fluctuating from 6-10.9 as against total frequency of 239. The percentage scores range between 3%-46% which is below the bench mark of 50%. On the general note, all the items agreed on the planning practices adopted by the English literature teachers' in test administration with all the items from 1-10 having the grand mean above 2.5 which is the criterion mean.

Research questions 2: What are the validity factors that English literature teachers should apply in their English literature test items for quality education in secondary schools in Anambra State?

Table 2: Responses of the participants on the reliability factors that English literature teachers should apply in their English literature test items for quality education in secondary schools in Anambra State?

		Male Response				Female Response					
S/N	Item	SA f%	A f%	D f%	SD f%	SA f%	A f%	D f%	SD f%	$\bar{X}$	Rmk
1.	The test items are derived from the subject content	87 68%	41 32%	- -	- -	121 51%	59 25%	36 15%	23 10%	3.4	A
2.	The direction of the expected answer to the test clarified	59 46%	39 30%	18 14%	12 9%	99 41%	56 23%	61 26%	23 10%	3.0	A
3.	The use of ambiguous words are avoided	90 70%	35 27%	2 2%	- -	123 51%	73 31%	40 17%	3 1%	3.4	A
4.	Adequate time is given for the test	56 44%	39 30%	28 22%	5 $%	92 38%	89 37%	13 5%	41 17%	3.0	A
5.	Over padded sentences are avoided	105 82%	19 15%	3 2%	1 0.7%	87 36%	96 40%	29 12%	27 11%	3.4	A
6.	Items of the test are well organized	68 53%	56 44%	31 24%	27 21%	90 38%	98 41%	25 10%	26 11%	3.2	A
7.	All the test items are already treated in class	30 23%	23 18%	49 38%	26 20%	41 17%	29 12%	105 38%	64 27%	2.2	D
8.	The test items have too many sub-questions	29 23%	8 6%	35 27%	56 44%	38 16%	45 19%	92 38%	64 27%	2.1	D
9.	Part of the test are written in clear terms	69 53%	28 22%	11 9%	20 16%	99 41%	97 41%	14 6%	29 12%	3.1	A
	Part of the test items are taught in class.	128 100%	- -	- -	- -	102 43%	89 37%	33 14%	15 6%	3.5	A

Table 2 above shows that male teachers agreed on the factors that affect English literatures teachers ensure validity of their test items in secondary schools in Anambra based on the items with serial numbers 1, 3, 5, 9 and 10 as seen in their frequency count of 87, 90, 105, 69 and 128 as against 128 overall frequency counts. Their respective percentage scores are 68%, 70%, 82%, 53% and 100% which is above the bench mark 50%. However, some male English teachers disagreed on the ways English literatures teachers ensure validity of their test items in secondary schools in Anambra with their frequency scores and percentages ranging between 1-59 & 0.1%-46% respectively as

seen in items with serial numbers 2, 4, 6, 7 and 8 which have all their percentage scores below 50% benchmark. Inversely, the female English teachers agreed on the ways English literatures teachers ensure validity of their test items in secondary schools in Anambra with items with serial numbers 1 and 3 with their respective frequency counts and percentage scores of 121 (51%) and 123 (51%) which is above the bench mark of 50%. Many female teachers disagreed on the ways English literatures teachers ensure validity of their test items in secondary schools in Anambra based on items with serial numbers 2, 4, 5, 6, 7, 8, 9 and 10. These items have their frequency counts and percentage scores as 99 (41%), 92 (38%), 82 (34%), 78 (33%), 95 (40%), 80 (33%), 86 (40%) and 68 (28%) all of which lie below the 50% bench mark. The grand mean scores from both male and female English literature teachers indicate that English literature teachers agreed on the ways English literatures teachers ensure validity of their test items in secondary schools in Anambra with items with serial numbers 1-6 and 9 &10 having their mean scores above 2.5 which is the criterion mean. Items 8 and 9 had their mean scores as 2.2 and 2.1 which is below the criterion mean of 2.5 and therefore disagreed on the ways English literatures teachers ensure validity of their test items in secondary schools in Anambra.

Research question 3: What are the reliability factors that English literature teachers should apply in their English literature test items for quality education in secondary schools in Anambra State?

Table 3: Responses of the participants on the factors that affect English literature teachers ensure reliability of their test in secondary schools in Anambra State?

		Male Response				Female Response					
S/N	Item	SA f%	A f%	D f%	SD f%	SA f%	A f%	D f%	SD f%	$\bar{X}$	Rmk
1.	The English literature test is lengthy	34 27%	29 23%	45 35%	20 16%	68 29%	96 40%	35 15%	40 1%	2.7	A
2.	The test is conducted close to dismissal	24 18%	31 24%	32 25%	41 32%	49 21%	50 21%	65 27%	75 3%	2.3	D
3.	The test contains many test items	23 18%	32 25%	48 38%	25 20%	54 23%	23 10%	85 36%	77 3%	2.3	D
4.	The students have their respective writing materials	66 52%	32 25%	11 9%	19 15%	68 28%	71 30%	57 24%	43 1%	2.9	A
5.	There is good seating arrangement.	56 44%	32 25%	22 17%	18 14%	82	76	56	25	2.9	A

			34%32% 23% 10%		
6.	There is good lighting in the class	35 25 33 35 27% 20% 26% 27%	46 56 78 58 19%23%33%24%	2.4	D
7.	The classroom is well ventilated	45 28 29 26 35% 22% 23% 20%	46 35 95 63 19%15%40%26%	2.2	D
8.	There is adequate provision of teaching aids	27 33 30 38 21% 26% 23% 30%	56 33 70 80 23%14%29%33%	2.1	D
9.	The class is close to market or noisy area	40 23 40 22 31% 18% 31% 17%	86 56 68 29 40%24%28%12%	3.1	A
	The test is always given unannounced	44 29 25 30 34% 23% 20% 23%	68 59 60 52 28%25%25%22%	3.5	A

Table 3 above indicates that male English language teachers agreed on the ways English literature teachers ensure reliability of their test in secondary schools in Anambra State with just item with the serial number 4 which has frequency count and percentage score of 66 (52%) which above the bench mark of 50%. On the reverse side, items 1-3 & 5-10 from the male side, disagreed on the ways English literature teachers ensure reliability of their test in secondary schools in Anambra State with the frequency counts and percentage scores of 34(27%), 41 (32%), 48 (38%), 22 (17%), 33 (26%), 29 (23%), 30 (23%), 40 (31%) and 25 (20%) which is below the benchmark of 50%. On the female part, they total disagreed on the ways English literature teachers ensure reliability of their test in secondary schools in Anambra State in all the items with the frequency counts and percentage scores of ranging between 23(10%) -86 (40%) which fell below the bench mark of 50%. On the mean scores, items with serial numbers 1, 4, 5, 9 and 10 for both male and female English literature teachers agreed on the ways English literature teachers ensure reliability of their test in secondary schools in Anambra State had their mean scores above 2.5 which is above the criterion mean while items 2, 3, 6, 7 and 8 disagreed on the ways English literature teachers ensure reliability of their test in secondary schools in Anambra State since their mean scores fell below the criterion mean of 2.5.

HO1There is no significant difference in the mean rating of male and female English literature teachers on the planning practices adopted in the test administration for quality education in secondary schools in Anambra State.

Table 4: T-test analysis of difference between the mean scores of male and female English literature teachers on the planning practices adopted in the test administration for quality education in secondary schools in Anambra State.

Variables	N	Mean	SD	t-value	2-tailed	Sig. Level	Dec.
Male	128	3.2	0.96	1.73	1.96	0.05	Not Sig.
Female	239	2.8	0.98				

On the above table, the hypothesis testing indicates that there is no significant difference between the male and female English language teachers on the planning practices adopted in the test administration in secondary schools in Anambra State. This is shown with the mean scores of 3.2 and 2.8 with their corresponding SD of 0.96 and 0.98, with 2-tailed value of 1.96 which is greater than t.-value of 1.73 at 0.05 level of significant upon which the hypothesis was tested.

HO_2 There is no significant difference in the mean rating of male and female English literature teachers on the validity factors that English literature teachers should apply in their English literature test items for quality education in secondary schools in Anambra State.

Table 5: T-test analysis of difference between the mean scores of the respondents on the validity factors that English literature teachers should apply in their English literature test items for quality education in secondary schools in Anambra State.

Variables	N	Mean	SD	t-value	2-tailed	Sig. Level	Dec.
Male	128	3.2	0.96	0.63	1.96	0.05	Not Sig.
Female	239	2.8	0.98				

Table 5 above shows the mean scores for both male and female English literature teachers to be 3.2 & 2.8 with SD of 0.96 & 0.98 accordingly. The t-value is 0.63 as against 2-tailed of 1.96 at 0.05 level of significant. Since the t-value is less than the 2-tailed value of 1.96, it is therefore upheld that there is no significant difference

between the mean scores of male and female English literature teachers on the ways they ensure validity of their test items in secondary schools in Anambra State.

HO_3 There is no significant difference in the mean rating of male and female English literature teachers on the reliability factors that English literature teachers should apply in their English literature test items for quality education in secondary schools in Anambra State.

Table 6: T-test of difference between the mean scores of male and female English literature teachers on the reliability factors that English literature teachers should apply in their English literature test items for quality education in secondary schools in Anambra State?

Variables	N	Mean	SD	t-value	2-tailed	Sig. Level	Dec.
Male	128	3.2	0.96	0.98	1.96	0.05	Not Sig.
Female	239	2.8	0.98				

On the above table, the hypothesis testing indicates that there is no significant difference between the rating scores of the male and female English literature teachers on the way they ensure reliability of their test items in secondary schools in Anambra State. With 2-tailed value of 1.96 which is greater than t-value of 0.98 at 0.05 level of significant, the hypothesis testing is thus accepted.

Discussion of Findings

The first finding of this study which is derived from research question one on table 1 revealed that English literature teachers agreed on the planning practices adopted by English literature teachers in secondary schools in Anambra State with the grand mean scores of 2.57 and 2.99 for both male and female English literature teachers respectively since the two grand mean scores were above the criterion mean score of 2.5. With reference to the frequency counts and percentage scores, the male English literature teachers had above 50% bench mark only on the item with serial number 7, while other items had below 50% benchmark. This is an indication that most English literature disagreed on the planning practices adopted by the English literature teachers in secondary schools in Anambra State looking at items 1-6 and 8-10 which disagreed on the following: that the purpose of the test were explained to the students, all the test items were related to specific objectives, used suitable formats for testing, decided the time frame for the test, ensured that every item had equal difficulty level, determined the method and type of testing and ensured the test materials were ready before time. The

corresponding hypothesis on table 6 which is the second finding of the study revealed that there were no significant differences between the mean scores of male and female English literature teachers on the planning practices adopted in test administration in secondary schools in Anambra State with T-calculated value of 1.73 which is less than the 2-tailed value of 1.96.

Planning is futuristic and facilitates avoidance of impending threats and errors that might thwart the genuine efforts of the teachers and students thus rendering an instrument of measurement such as tests, invalid and unreliable. This is because it is during planning that necessary modifications are made such as ascertaining the uniformity of the difficulty level of the test items among others are put in place to ensure valid and reliable tests that could be used for proper evaluation and as such fit for official use. This revelation had been made in the past by Fadipo (2000) & Badele (2011) in Oloyede & Oloyede (2020) along with Kpolovie (2014) who vehemently asserted that for quality to be achieved in education industry, there must be standard set aside to be met and it is through planning that the guidelines to achieving quality is streamlined which involves ensuring that factors of validity and reliability are maintained in test administration.. The scholars further stressed that when tests are planned, there is avoidance of ambiguous questions, excessive wordings, use of appropriate items emphasis and use of item appropriate formats. The reverse is the case when test administration is unplanned leading to subjectivity and unreliable test administration.

The third finding of the study emanated from the research question two with the data analysis displayed on table 4 revealed that the English literature teachers agreed on the application of the factors of that affect validity in the English literature test in secondary schools in Anambra State with the grand mean of 3.24 for males and 2.87 for females. This is because the two scores were above the criterion mean of 2.5. However, frequency counts and percentage scores indicated that the male English literature teachers agreed on the application of factors that affect validity in English literature test with item with serial numbers 1, 3, 5, 6, 9, and 10 all of which had their percentage scores above 50% bench mark. Nevertheless, items 2, 4, 7 and 8 disagreed on the application of the factors of validity in their test items. This is shown on the frequency counts and percentage scores of 59(45%), 56(44%), 30(23%) and 29(23%). Conversely, the female English literature teachers agreed on the application of the factors that affect validity of English literature test on items with serial numbers 1 and 3 which had their frequency counts and percentage scores of 121(51%) and 123(51%) the scores which is above 50% bench mark. On the reverse side, most female English literature teachers disagreed on the application of the factors that affect validity of test instrument on the items with the serial numbers; 2, 4, 5, 6, 7, 8, 9 and 10 which had all the matching percentage scores below the 50% bench

mark. This is an indication that most female English teachers did not validate their test items before administration. The corresponding hypothesis which is the fourth finding of this study on table 7 shows that there is no significant difference between the mean scores of male and female English literature teachers on the application of factors of validity of their test items in secondary schools in Anambra State with the t-calculated value of which is less than 2-tailed value of 1.96 thus the hypothesis testing was not rejected.

Validity of test instrument certifies it accurate for the use of the results for evaluation and subsequent placement, selection, promotion, certification and other official uses. It ensures the test measures the extent to which students comprehend learned materials, teacher's level of competence in terms of knowledge and methods and the level of adequacy of instructional facilities. This instigates improvement on the educational processes for qualitative educational objectives accomplishment. This revelation is not different from what earlier researchers like Oloro & Opa (2014), Linder, Williams & Levitas (2021), Bhandari (2022) & Elttguide (2022) postulated that validity as an integral part of quality assurance is the systematic construction, administration and scoring of teacher-made test thus stressed that validity explores educational objectives which quality education connotes.

The fifth finding of this study is the is gotten from the research question three on table 5 indicates that the English literature teachers agreed on the application of the factors that affected reliability of test instrument in secondary schools in Anambra State with the grand mean scores of 2.5 and 2.53 for both male and female English literature teachers which had their scores above the 50% cut off mark. A close observation on the frequency counts and percentage scores shows that the male English literature teachers agreed on the application of the factors that affect reliability in their test items based only on item with serial number 4 which has the frequency count of 66 and percentage score of 52% which is above the benchmark. They disagreed on the application of the factors of reliability on their test items following items with serial numbers 1, 2, 3, 5, 6, 7, 8, 9, and 10 all of which had their percentage scores below the 50% bench mark. On the opposite side, all the female English literature teachers disagreed on the application of the factors that affect reliability on their test items with all the percentage scores appearing below the 50% bench mark. They disagreed that all the test items were lengthy, had many test items, were conducted in a serene environment, there were good seats and desks for the students, good lighting, cross ventilation in the classroom, test time and date were announced to the students and instructional aides were available. The equivalent hypothesis which is the sixth finding of the study as shown in 8 revealed that there was no significant difference between the mean scores of the male and female English literature teachers on the application of the factors of reliability on their test items in

secondary schools in Anambra State with the t-calculated value of which is less than 2-tailed value of 1.96 thus the hypothesis testing was retained.

It is agreeable therefore that reliability and consistency to a large extent, determines the dependency of the test items which could be achieved by ensuring suitable scheduling of the time and date within which the tests are administered to the students as well as creating enabling environments for qualitative learning experiences.

Conclusion

Based on the outcome of the findings, it is concluded that English literature teachers in secondary schools in Anambra State agreed to adopt planning practices in their testing and administration of test. It is also agreed that they ensure both reliability and validity. There should be concerted and deliberate effort in providing educational experiences that are holistic and qualitative such that would equip the students with requisite knowledge in dealing with future challenges.

Recommendations

Based on the findings and conclusion, the following recommendations were made:

1. Teachers should be enlightened on the need for test planning and the benefits of planning the test so as to ensure that the test measures what it is meant to measure.
2. The school supervisory body should deem it fit to include teacher-made test as one of the documents that should be vetted before administration to ensure that the components of validity are duly incorporated during the planning state to ensure objectivity of the test items for students' better performance.
3. Another recommendation is that the elements of reliability should be declared to the appropriate authorities in education responsible for provision of school facilities to provide adequately supply the needed resources in functional state so as to create enabling class/school environment which inspires teaching-learning effectiveness for a quality education.

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