PERCEPTION OF THE RELIABILITY OF ASSESSMENT SCORES AND ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE AMONG SECONDARY SCHOOL STUDENTS IN OREDO LOCAL GOVERNMENT AREA, EDO STATE

BY

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PGD/EDU/250190

DEPARTMENT OF EDUCATON

FACULTY OF ARTS AND EDUCATION

BENSON IDAHOSA UNIVERSITY

BENIN CITY, EDO STATE.

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DECLARATION

I, Eguagie Elizabeth Ibhazee, do hereby declare that this project is entirely my work and composition.The work embodied in this project has not been submitted in candidature for any degree and is not concurrently being admitted for any other degree.All references made to works of other persons have been duly acknowledged.

_____ _____

Eguagie Elizabeth Ibhazee. **Date**

CERTIFICATION

We certify that this work is adequate in scope and content for the award of Postgraduate Diploma in Education (PGDE) in the Department of Education, Faculty of Arts and Education, Benson Idahosa University, Benin City, Edo State, Nigeria.

_____ _____

Professor M.U. Agbonkpolo **Date**

Project Supervisor

_____ _____

Dr James Agboola **Date**

Head of Department

DEDICATION

This work is dedicated to my humble self, Eguagie Elizabeth Ibhazee, for enduring the academic and emotional journey of growth, learning, and perseverance. The researcher celebrates the strength and grace that carried her through this academic pursuit.

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The researcher expresses her profound gratitude to God Almighty for His unfailing love, grace, strength, and wisdom throughout this academic journey. Sincere appreciation is extended to the research supervisor, Professor M. U. Agbonkpolo, whose deep efforts, insightful guidance, and consistent support were pivotal to the successful completion of this research work and also to the Head of Department, Dr.James Agboola.

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The researcher also appreciates her daughter Annabel Osayuwamen Eguagie, for her unwavering support and encouragement.The researcher also thank her bosom friend Dr.Eseosa Enobakhare who ensured the whole academic journey was smooth and easy.To her course mates, the researcher extends her heartfelt thanks for their companionship, encouragement, and shared determination throughout this academic journey.Finally, the researcher appreciates all authors and scholars whose published works were made available online. Their intellectual contributions served as rich sources of knowledge and greatly enhanced the quality of this research.

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ABSTRACT

This study investigated students' perceptions of the reliability of assessment scores and their relationship with academic performance in English Language among senior secondary school students in Oredo Local Government Area of Edo State, Nigeria. A descriptive survey design was adopted. The sample comprised 196 students selected using systematic sampling technique. A structured questionnaire titled Perception of the Reliability of Assessment Scores and Academic Performance in English Language among Secondary Schools in Oredo L.G.A. Questionnaire (PRAAPEQ) was used for data collection. Section B contained Likert-scale items to assess students' perceptions, while Section C featured multiple-choice questions adapted from the 2025 WAEC English Exam to evaluate academic performance.

Instrument validity was confirmed by experts in Educational Measurement and Evaluation, and reliability was established through a pilot study, yielding a Cronbach Alpha coefficient of 0.8. Data were analyzed using descriptive and inferential statistics. Results showed that students' performance in English Language was moderate and statistically significant, and their perception of assessment reliability was also moderate and significant. However, regression analysis revealed a very low and non-significant relationship between students' perception of assessment reliability and academic performance ($r = -0.019$, $p = 0.835$). Furthermore, gender and parents' level of education did not significantly moderate this relationship.

The findings suggest that while students moderately value assessment reliability and perform reasonably well, these perceptions do not significantly influence their academic outcomes in English Studies. The study highlights the need for further exploration of factors influencing academic performance beyond assessment perceptions.

CHAPTER ONE

INTRODUCTION

Background to the Study

English language remains a foundational pillar of communication and academic instruction across Nigerian educational institutions. It is not only a compulsory subject in secondary schools but also a medium of instruction in other disciplines. As such, proficiency in English language has a significant influence on students' overall academic performance. Over the years, there has been growing concern about the academic performance of students in English Language, especially in public secondary schools within Nigeria, including those in Oredo Local Government Area of Edo State. This concern has become more pronounced due to the observable trend of declining performance in internal and external English examinations.

Recent data from the West African Examinations Council (WAEC, 2022) indicate that a substantial percentage of students in Nigeria fail to attain credit-level passes in English Language, a trend consistent in the results of schools in Oredo LGA. The poor performance has been attributed to several factors including inadequate teaching methods, lack of resources, poor reading culture, and most importantly, issues surrounding assessment practices and students' perceptions of their assessment scores.

Assessment is a vital tool in the teaching and learning process. It serves as a means of measuring students' academic performance and providing feedback to improve learning outcomes. However, students' perception of the reliability of their assessment scores can significantly affect their academic engagement and performance. When students perceive their assessment scores as unfair, inaccurate, or biased, it may lead to loss of motivation, reduced self-esteem, and poor academic performance (Onuka & Amoo, 2017). Conversely, when students perceive assessment

results as reliable and reflective of their actual performance, it boosts their confidence, interest, and willingness to put in more effort.

Several studies have highlighted the importance of students' perceptions in shaping their academic behaviours and attitudes. According to Faleye and Afolabi (2020), students' perceptions of fairness and transparency in assessment influence their academic outcomes. If students believe that the scores awarded are not an accurate reflection of their knowledge and abilities, it could create a negative psychological impact that hinders learning. Therefore, understanding how secondary school students perceive the reliability of their English studies assessment scores is critical for identifying strategies to improve performance.

Gender remains a significant variable in educational research, particularly in analyzing academic performance. Several studies have revealed gender disparities in English performance, with mixed findings. Some research results suggest that female students outperform males in English due to better verbal abilities and greater interest in language-related tasks (Onyeukwu & Nwachukwu, 2019). Others argue that societal expectations and gender roles influence students' engagement and achievement. For example, Adetayo (2021) reported that girls generally have higher mean scores in English Language in secondary schools across southwestern Nigeria. The reasons attributed include higher levels of conscientiousness, better classroom behaviour, and more consistent study habits. In contrast, boys may perform better in more structured and objective subjects such as Mathematics and Sciences. Nevertheless, gender-based performance discrepancies are not uniform and may vary across contexts. In Oredo LGA, socioeconomic and cultural factors may differentially affect male and female students' exposure to English language use, teacher expectations, and classroom participation. Therefore, examining gender differences in this locale is essential for identifying equity gaps and tailoring interventions accordingly.

Furthermore, academic performance in English Language may vary across gender. Studies such as those conducted by Adeyemi and Ajibade (2011) and Uka (2020) have explored gender differences in academic performance, revealing mixed outcomes. While some studies report that female students outperform their male counterparts in English studies, others suggest no significant difference. These inconsistencies underscore the need to further investigate how gender influences academic performance in English, especially in relation to perceived reliability of assessment scores.

Parental level of education also plays a significant role in shaping students' academic performance. According to Olayiwola and Alabi (2016), parents with higher educational qualifications tend to provide a more supportive learning environment, including helping with homework, monitoring academic progress, and encouraging effective study habits. In contrast, students from less-educated backgrounds may lack the necessary academic support, which could negatively influence their performance. Therefore, it is important to examine how parental education level interacts with students' perceptions of assessment scores and their academic achievement.

English Studies, encompassing reading, writing, speaking, and listening skills, is a cornerstone of the Nigerian secondary school curriculum. It plays a critical role in not only academic success but also the holistic development of students. English serves as the official language and the primary medium of instruction in most Nigerian schools, making proficiency in it essential for learners to excel across all subject areas. Despite its significance, students' academic performance in English Studies at the secondary school level, particularly in Oredo Local Government Area (LGA) of Edo State, continues to raise concerns among educators, policymakers, and parents alike.

In a related development, level of Parents' education is a significant determinant of students' academic performance. Recent research indicates that the level of parental education and involvement significantly influences children's English language learning outcomes." (Singh & Nagarajah, 2024). In the context of English Studies, parental education can influence the quality of language exposure at home, availability of reading materials, and encouragement given to children. Studies such as Obayan (2017) have demonstrated that students whose parents have tertiary education tend to perform better in English than those whose parents have only primary or secondary education. This is attributed to higher expectations, better educational support, and increased involvement in the child's academic life. Moreover, literate parents are better equipped to monitor academic progress, communicate with teachers, and engage in school activities. In Oredo LGA, the influence of parental education may be more pronounced due to the diversity in family backgrounds. Families with lower educational attainment may face challenges such as limited English proficiency, financial constraints, and low academic aspirations, all of which can hinder students' performance. Therefore, understanding how parental education interacts with students' perceptions and performance in English is crucial for developing targeted strategies to bridge the achievement gap.

The academic performance of secondary school students in English Language seems to be a reflection of the effectiveness of language instruction, the adequacy of instructional materials, teacher competence, student motivation, and home and school environment. WAEC (2021) results have shown that a substantial proportion of students fail to obtain credits in English Language, which is a prerequisite for further education and employment opportunities in Nigeria. The

persistent poor performance suggests systemic issues and individual challenges that hinder students from achieving desired outcomes.

Numerous studies have highlighted factors influencing students' academic achievement in English. For instance, Adebayo (2019) emphasized that inadequate reading culture, poor instructional delivery, and lack of exposure to English outside the classroom contribute to students' weak performance. Similarly, Okonkwo and Chinelo (2020) found that students in urban areas tend to perform better than their rural counterparts due to access to resources and qualified teachers.

Assessment is a critical component of the teaching and learning process. It provides feedback to students and teachers, guiding instructional adjustments and learning strategies. However, the perception of the reliability of assessment scores may significantly affect how students interpret their performance and engage with the subject matter. Reliability in assessment implies consistency and accuracy in measuring what it intends to measure (Nitko & Brookhart, 2014).Students' trust in their scores is vital for academic motivation and self-efficacy. Perceptions of unfair grading, teacher bias, or poorly constructed test items can lead to skepticism and disengagement. According to Uzoegwu and Onah (2018), students who perceive assessment scores as unreliable are less likely to put in effort in their studies. This perception often stems from inconsistencies in grading practices, lack of transparency in assessment criteria, and the prevalence of subjective evaluations.

In English Studies, where subjective judgment plays a significant role in grading essays and oral presentations, perceived fairness and reliability are even more critical. Eze and Okonkwo (2020) found that when students believe their efforts are fairly assessed, they tend to develop positive attitudes towards English, which enhances performance. On the other hand, when

assessments are perceived as inconsistent or biased, students may lose confidence and motivation, leading to poor academic outcomes.

Thus, the persistent poor performance in English Language among secondary school students in Oredo LGA raises critical questions about the factors influencing achievement. Students' perceptions of assessment reliability, gender, and parental education are important variables that shape educational outcomes. This study seeks to explore these dimensions to generate evidence-based insights that can inform policy and practice. In view of the above, this study aims to examine students' perceptions of the reliability of assessment scores and their academic performance in English studies, with a specific focus on secondary school students in Oredo Local Government Area.

Statement of the Problem

English Language as a foundational subject in Nigerian secondary schools, students' performance in the subject has remained consistently below expectation. This persistent underachievement raises critical questions: Why do students continue to perform poorly in English Language despite its central role in academic success? Could students' perceptions of the fairness, reliability, and accuracy of assessment practices be contributing factors to their performance, particularly within Oredo Local Government Area? Furthermore, how do variables such as gender and parental educational background influence these perceptions and, consequently, students' academic outcomes?

The study investigates the persistent poor academic performance of secondary school students in English Language in Oredo Local Government Area, despite the subject's recognized importance. Specifically, it seeks to examine how students' perceptions of the fairness, reliability,

and accuracy of assessment practices influence their performance in English Language. The study also explores how gender and parental education level may moderate or contribute to these perceptions and outcomes.

Purpose of the Study

The purpose of this study is to investigate the perceptions of the reliability of assessment scores and academic performance in English studies among secondary school students in Oredo Local Government Area. Specifically, the study seeks to:

1. examine academic performance in English Language among secondary school students in Oredo Local Government Area of Edo State;
2. investigate perceptions of the reliability of assessment scores in English Language among secondary school students in Oredo Local Government Area of Edo State;
3. examine the relationship between students' perceptions of assessment reliability and their academic performance in English Language;
4. identify the influence of gender on the relationship between perceptions of the reliability of assessment scores and academic performance in English Language and;
5. find out the influence of parents' level of education on the relationship between perceptions of the reliability of assessment scores and academic performance in English Language.

Research Questions

In order to collect data from students, this study was guided by five research questions, as stated below

1. What is the academic performance level of students in English Language in Oredo Local Government Area?
2. What are students' perceptions of the reliability of their assessment scores in English Language?
3. What is the relationship between students' perceptions of assessment reliability and their academic performance in English Language?
4. How does gender influence the relationship between perceptions of assessment reliability and academic performance in English Language?
5. How does parental level of education influence the relationship between perceptions of assessment reliability and academic performance in English Language?

Research Hypotheses

The following hypotheses were formulated and was tested at 0.05 level of significance

1. There is no significant difference in academic performance level of students in English Language in Oredo Local Government Area.
2. There is no significant difference in students' perceptions of the reliability of their assessment scores in English Language.
3. There is no significant difference between students' perceptions of assessment reliability and their academic performance in English Language.
4. There is no significant difference between gender influence on the relationship between perceptions of assessment reliability and academic performance in English Language.

5. There is no significant difference between parental level of education influence on the relationship between perceptions of assessment reliability and academic performance in English Language?

Significance of the Study

This study will be beneficial to students, teachers, school administrators, parents, curriculum planners, policymakers, and examination bodies within the educational sector, as it provides valuable insights into the perception of the reliability of assessment scores and their influence on students' academic performance in English Language.

The study will benefit students by helping them understand how their perceptions of assessment scores affect their motivation, study habits, and overall academic performance. This awareness will encourage them to adopt more effective learning strategies and take greater responsibility for their academic progress.

It will also benefit teachers by providing a deeper understanding of how students perceive assessment fairness and reliability. This knowledge will help teachers design more valid, transparent, and student-centered assessment practices that enhance teaching and learning outcomes.

School administrators will find the study useful for evaluating existing assessment systems and implementing reforms that promote fairness, accuracy, and accountability in evaluating students' performance.

Parents will be better informed about how their educational background and involvement influence their children's academic outcomes. This awareness will motivate them to provide stronger academic and emotional support at home.

Furthermore, curriculum planners and policymakers can draw on the study's findings to develop policies and curriculum guidelines that promote reliable and equitable assessment practices in English Language, aligning them with global educational standards.The study will also serve as a valuable resource for educational researchers, contributing to existing literature on assessment reliability and student performance, and offering a foundation for future studies in related fields.

Finally, examination bodies such as WAEC and NECO can utilize the findings to review and strengthen their assessment frameworks, ensuring that test items truly measure students' competencies and learning outcomes in English Language.

Scope of the Study

The scope of this study is confined to public senior secondary schools within Oredo Local Government Area of Edo State. It specifically focuses on students in the senior secondary school (SSS) classes. The study examines variables such as students' academic performance in English Language, their perceptions of the reliability of assessment scores, gender, and the educational level of their parents. By concentrating on these factors within the selected geographical area and educational level, the study aims to provide a clear understanding of how these variables interact to influence students' performance in English Language.

Definition of Terms

Assessment Scores: The marks or grades awarded to students based on their performance in tests, assignments, and examinations.

Academic Performance: The level of achievement a student attains in English Studies as measured by school-based

English Language: A subject in the Nigerian secondary school curriculum that includes grammar, comprehension, writing, and oral communication skills.

Gender: Refers to the classification of individuals as male or female based on socially and culturally recognized roles and identities.

Parents: Refers to the father, mother, or guardians who are responsible for the upbringing, care, support, and education of a child.

Perception: The way students interpret or form opinions about the fairness and accuracy of their assessment scores.

Reliability: The degree to which assessment scores are consistent, fair, and dependable over time.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, a review of the body of related literature on students' perceptions of assessment reliability and their academic performance in English Language which serves as a yardstick for this current study is conducted. The literature review is organised under a conceptual framework, theoretical framework, empirical review and a summary of literature review.

Conceptual framework

Independent Variable (perception. of Reliability of Assessment scores).

Dependent Variable (Academic Performance in English)

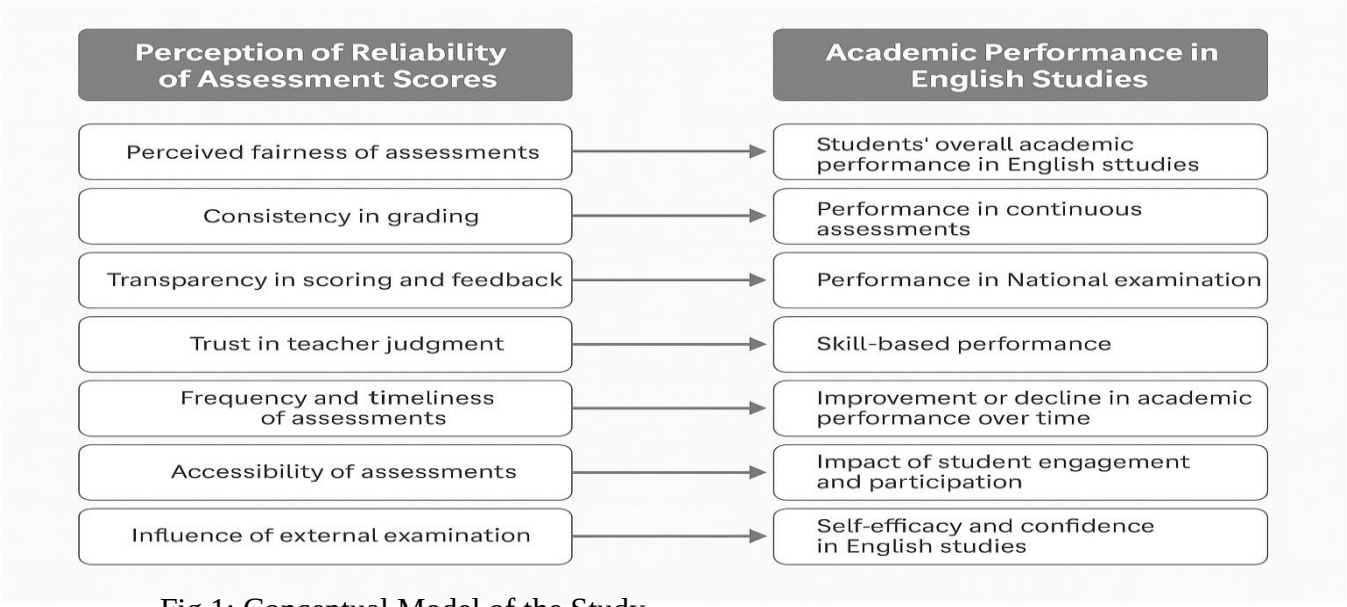


Fig 1: Conceptual Model of the Study

Source: Developed by the researcher

In the conceptual framework as presented in Figure 1, the image is a conceptual model showing how students' perception of the reliability of assessment scores affects their academic performance in English Language.

It connects specific elements of assessment reliability (like fairness, consistency, transparency, etc.) with different aspects of academic performance. Here's a brief breakdown:

Perceived fairness of assessments influences overall academic performance in English.

Consistency in grading relates to performance in continuous assessments.

Transparency in scoring and feedback affects performance in national examinations.

Trust in teacher judgment influences skill-based performance.

Frequency and timeliness of assessments impact whether students' academic performance improves or declines over time.

Accessibility of assessments affects student engagement and participation.

Influence of external examinations shapes students' self-efficacy and confidence in English.

In summary, students' trust and belief in how fair and reliable assessments are can significantly impact how well they perform and engage in English studies.

Concept of Reliability

Reliability refers to the consistency, stability, and dependability of a measurement instrument or procedure over time. In research, an instrument is considered reliable if it yields the same results under consistent conditions. Reliability is crucial because it reflects the extent to which the data collected are free from error, ensuring the trustworthiness of research findings.

Researchers have identified several types of reliability to assess different aspects of measurement consistency:

Test-Retest Reliability: Assesses the stability of a measure over time by administering the same test to the same group at two different points and correlating the results.

Inter-Rater Reliability: Determines the degree of agreement between two or more raters or observers assessing the same phenomenon.

Internal Consistency Reliability: Examines the extent to which items on a scale or test are homogenous and measure the same construct. The most common statistical test for internal consistency is Cronbach's alpha.

Parallel-Forms Reliability: Assesses the consistency between two different versions of a test that are designed to be equivalent.

Shaheen, Ahmad, and Lee (2023) provided a comprehensive guide on appraising systematic reviews, emphasizing the importance of ensuring validity and reliability in research methodologies. They highlighted the need for rigorous assessment to maintain the integrity of systematic reviews. Similarly, Yıldırım and Tan (2023) introduced a new weighting method in meta-analysis that incorporates the reliability coefficient, aiming to enhance the accuracy of meta-analytic findings by accounting for the reliability of individual studies. In another related work, Sharmile, Chowdhury, and Desai (2025) conducted a comprehensive review of quality control and reliability research in micro–nano technology, discussing advancements and challenges in ensuring the reliability of micro–nano systems. Ahmadilivani, Hosseini, Chen, and Zhang (2023) performed a systematic literature review on hardware reliability assessment methods for deep neural networks, categorizing various approaches and highlighting the importance of reliability in AI hardware applications.

In the field of medical and health sciences, Królikowska, Nowak, and Zieliński (2023) discussed the importance of improving the reliability of measurements in orthopaedics and sports medicine, emphasizing the need for standardized protocols and reliable measurement tools in clinical practice. Huang, Li, and Wang (2023) reviewed uncertainty quantification methods in medical image analysis, exploring both probabilistic and non-probabilistic approaches to enhance the reliability of AI models in healthcare. Zhao and Aryadoust (2024) conducted a meta-analysis of the reliability of second language reading comprehension assessment tools, identifying factors that influence test reliability and providing insights for improving assessment practices. Christou (2025) revisited the concepts of reliability and validity in qualitative research, discussing the evolving nature of these concepts in the context of technological advancements and the integration of AI in research methodologies.

Reliability in research ensures consistency, enhances validity, supports generalizability, and improves decision-making. Reliable instruments produce stable and consistent results across repeated applications, and while an instrument can be reliable without being valid, no instrument can be valid unless it is reliable. Reliable measurements increase the likelihood that findings can be replicated across different studies and populations, thereby supporting evidence-based practices in education, health sciences, and social research. Consequently, reliability remains a cornerstone of robust research across disciplines. Recent studies underscore ongoing efforts to enhance measurement consistency, address challenges in various fields, and adapt to technological advancements.

Students' perceptions of the reliability of their assessment scores in English language pertain to their beliefs about the consistency, fairness, and accuracy of the evaluations they receive. These perceptions significantly influence motivation, engagement, and trust in the educational

process. Fairness in assessment is central to perceived reliability, as students often judge assessments to be fair when they align with taught content, are free from bias, and provide equal opportunities for all learners. A study on Iranian university English teachers highlighted the importance of distributive justice, referring to equitable outcomes, and procedural justice, referring to transparent processes in assessments. Teachers emphasized that fairness involves considering students' needs and ensuring transparency in grading procedures. Research has shown that students perceive assessments as unfair when criteria are implicit or unclear. MacLellan (2001) found that nearly 80% of students believed assessments used implicit criteria, leading to uncertainty about expectations.

Consistency in grading ensures that students receive similar evaluations for similar performances, which is vital for perceived reliability. A study examining human grading of programming assignments revealed low inter-rater reliability, with significant variations in grades assigned by different assessors. This inconsistency underscores the challenges in achieving reliable grading, even when shared rubrics are used. Students often question grading consistency, especially when feedback varies between instructors or lacks alignment with established criteria, which can diminish their trust in the assessment process. Transparent assessment practices involving clear communication of grading criteria and constructive feedback enable students to understand their performance and areas for improvement.

A study on learners' perceptions in Albanian EFL classrooms revealed that students viewed assessment as a teacher-centric activity with little involvement or understanding of the process, which can lead to feelings of disempowerment. Research also indicates that students find feedback more useful when it is timely, specific, and aligned with learning goals, though discrepancies between teacher intentions and student perceptions of feedback can hinder its effectiveness. Trust

in teachers' assessment decisions is crucial for students to accept and act upon feedback, and this trust is built through consistent, fair, and transparent practices. Teacher-student dynamics play an essential role, as perceptions of teachers' expertise, impartiality, and the rationale behind grading decisions influence trust. Enhancing teachers' assessment literacy improves their ability to design fair assessments, thereby strengthening students' confidence in their judgments.

Regular and timely assessments provide ongoing feedback, allowing students to monitor progress and address learning gaps promptly. A study on students' perceptions of language testing found that most were satisfied with the frequency of assessments, while some desired more frequent evaluations to better track learning. Continuous assessment can enhance learning by providing consistent feedback, though it may also increase pressure on both students and teachers. Assessments must also be accessible, accommodating diverse student needs to ensure equitable opportunities. Designing assessments to minimize barriers such as language complexity or technological demands supports inclusivity. Involving students in the assessment process by incorporating their feedback into design and implementation can further enhance engagement and accessibility.

Students are more engaged and perceive assessments as reliable when evaluation tasks clearly connect to real-world applications or course objectives. When assessments align with curriculum and learning outcomes, students recognize their relevance and are more motivated to perform well. The washback effect, which refers to the impact of assessments on teaching and learning, plays a role here. Positive washback occurs when assessments encourage beneficial teaching practices, whereas negative washback can lead to teaching to the test, neglecting broader educational goals. High-stakes external examinations can increase stress and shift focus from

learning to performance. In such contexts, teachers may prioritize test preparation, potentially undermining the reliability and validity of assessments.

Students' perceptions of assessment reliability in English language learning are thus shaped by fairness, consistency, transparency, trust, frequency, accessibility, and relevance. Addressing these dimensions through thoughtful assessment design enhances students' trust in the evaluation process and contributes to improved learning outcomes. Academic performance, on the other hand, refers to the extent to which a student achieves educational goals, typically measured through grades, test scores, and related indicators. Research between 2023 and 2024 highlights that academic performance is influenced by individual, familial, institutional, and socio-environmental factors. For instance, a 2023 study using structural equation modeling found that self-efficacy and self-control significantly predict academic performance among college students, with indirect effects through emotional regulation and engagement. Mental health challenges such as anxiety and depression also negatively affect academic performance. Academic buoyancy—students' capacity to handle academic setbacks—is associated with better outcomes and comprises traits such as confidence, coordination, control, composure, and commitment.

Parental education, income, and involvement are strong predictors of academic success. A systematic review emphasized that family support plays a crucial role in shaping outcomes, while socioeconomic disparities continue to influence achievement gaps. Students from wealthier districts recover faster from learning losses than those from less affluent areas. Active learning strategies have also been linked to improved academic results. A 2023 study found that students engaged in interactive learning performed better than those in traditional lectures. Institutional factors such as internet access and library resources also predict success, as seen in a public university study in Bangladesh. Social support, positive peer relationships, and extracurricular

involvement likewise foster belonging and better academic outcomes. Studies have also shown that using the internet for academic purposes enhances performance, while excessive entertainment use reduces it.

Motivation remains a central determinant of performance—highly motivated students typically achieve better results. Academic performance in English specifically involves proficiency in reading, writing, speaking, and listening, all shaped by instruction, assessment practices, and socio-economic background. Boakye (2012) found a strong correlation between students' self-efficacy and reading proficiency, showing that confidence in language ability influences achievement. Continuous assessments, such as quizzes and assignments, provide valuable feedback, but disparities in grading and feedback quality can affect their effectiveness. National examinations serve as standardized measures but are influenced by factors like test anxiety and curriculum alignment. Reports, such as one from The Guardian, indicate that post-COVID exam results revealed social and regional disparities, with disadvantaged students performing worse.

Academic performance in English studies is closely tied to engagement. Students with higher self-efficacy tend to be more motivated, resilient, and strategic in learning (Maharani and Purnama, 2020). Proficiency in English also affects future academic and career opportunities, as strong communication skills are critical for global competitiveness. The relationship between students' perceptions of assessment reliability and their academic performance in English is therefore complex, shaped by fairness, transparency, and alignment with learning objectives. Gbadago (2023) found that perceptions of assessment fairness significantly influenced learning strategies, which in turn affected academic performance. Consistent grading builds student

confidence, while inconsistency undermines trust. When assessments are perceived as reliable, students adopt deep learning strategies; when unreliable, they resort to rote memorization.

Reliable assessments also influence psychological well-being by reducing test anxiety. Studies in Taiwan have shown that students with lower English proficiency experience higher test anxiety in graduation assessments, which negatively affects performance. Academic self-efficacy is reinforced when students view assessments as trustworthy, leading to greater motivation and persistence. Enhancing the reliability of assessments can therefore strengthen self-efficacy and improve academic outcomes. Educators play a pivotal role by providing transparent criteria, consistent feedback, and alignment with learning objectives. Professional development for teachers can further promote fairness and reliability.

Gender also influences the relationship between perceived reliability and academic performance. Female students generally outperform males in English, as evidenced by Voyer and Voyer (2014), who reviewed data from 1.1 million students across 30 countries. Females tend to have higher self-efficacy in reading and perform better in written assessments, while males often excel in multiple-choice formats. Teacher expectations may also reflect gender bias, with girls seen as more attentive and boys as less language-oriented. Cultural norms further reinforce these trends, as girls are often encouraged toward language studies, whereas boys are directed toward STEM fields.

Parents' level of education also shapes both perceptions of reliability and performance. Studies in Delta and Anambra States, Nigeria, found that students whose parents hold higher qualifications perform better in English. Research in Iran has shown that parental education correlates positively with students' self-regulation and language achievement. Educated parents

are more involved, create enriched home environments, and set higher expectations, all of which enhance performance. To address disparities, schools can engage parents in learning, provide targeted support for students from less educated families, and promote assessment literacy for parents to support their children effectively.

In conclusion, reliability is fundamental to credible research and fair assessment. Students' perceptions of assessment reliability influence motivation, engagement, self-efficacy, and performance in English studies. Gender and parental education further moderate this relationship. By fostering transparent, fair, and consistent assessment practices and encouraging equitable support from educators and parents, educational systems can enhance both the perceived reliability of assessments and students' overall academic success.

Theoretical Framework

This study is anchored on Modern Assessment Theory by Brookhart (2013) and , Andrade and Heritage (2018).Social Cognitive Theory by Albert Bandura, 2001; Schunk & DiBenedetto, 2020), and Student Perception Framework by Panadero et al. (2016) and Brown & Harris (2014) which collectively explain how students' beliefs about the reliability of assessment scores influence their academic performance in English Language.

Modern Assessment Theory and Perceived Reliability

Modern developments in assessment theory highlight the significance of validity, reliability, and fairness in measuring students' learning outcomes. Brookhart (2013) emphasized that students' perceptions of reliability and fairness in assessment have a direct impact on their level of engagement and performance. When students believe that their assessment scores accurately reflect their effort and understanding, they tend to be more motivated and perform better

academically. Similarly, Andrade and Heritage (2018) reported that formative assessment practices perceived as reliable foster academic confidence, motivation, and self-regulation, particularly in language-based subjects such as English.

Social Cognitive Theory (Bandura, 2001; Schunk & DiBenedetto, 2020)

Social cognitive theory focuses on the role of self-efficacy, motivation, and observational learning in influencing academic achievement. According to Bandura (2001) and Schunk & DiBenedetto (2020), students' beliefs about the fairness and reliability of assessment outcomes shape their self-efficacy — their confidence in their ability to succeed. When students perceive assessment practices as fair and dependable, they are more likely to set challenging goals, remain persistent in their studies, and ultimately perform better. This is especially relevant in English Language, a subject that requires analytical and expressive skills.

Student Perception and Engagement Framework

The student perception and engagement framework underscores the link between students' views of assessment practices and their academic behavior. Panadero et al. (2016) and Brown & Harris (2014) observed that when assessment procedures are clear, transparent, and consistent, students develop greater trust in the learning process and demonstrate higher engagement. In the case of English Language studies — where assessments often involve subjective judgments such as essay writing and oral expression — students' perceptions of score reliability play a crucial role in shaping their motivation, confidence, and overall academic performance.

Academic Achievement in WAEC/NECO English and Undergraduate Performance

Authors: VU Uguma & SI Akpama

Scope: Analyzed results from WAEC/NECO English, a university Use of English course, and overall academic performance of 964 students at Cross River University of Technology.

Key Finding: There was a significant positive correlation between students' WAEC/NECO English scores and their performance in university programs, underscoring how strong English proficiency relates to later academic success.

Recommendation: English teachers need to rigorously cover the WAEC syllabus to boost preparation and outcomes.

Comparative Performance: WAEC vs. NECO in English (Kano State, 2015–2019)

Authors: Bashir Ibrahim Mohammed & Luka Kachia Maude

Scope: Evaluated nearly 11,272 SS3 students' performance in English and Mathematics across WAEC and NECO in Kano State.

Key Finding: A significant difference was found between English performance on WAEC versus NECO ($t = 4.68$, $p = 0.000$), whereas mathematics showed no such difference. Gender and school-type (coed vs single-sex) did not significantly influence performance in either exam.

Recommendation: Stakeholders—parents, teachers, and policymakers—should help students place balanced emphasis on both English and mathematics for better outcomes.

Psychometric Analysis of WAEC English Language (Borno State, 2020 Exam)

The study in particular is similar to the work of the researcher.

Authors

The study was carried out by:

Salihu Abdullahi Galle

Alaku Emmanuel Monica

Samuel John

It was published in the World Journal of Innovative Research (WJIR) in December 2020.

Title

Analysis of Psychometric Properties of English Language West African Senior School Certificate Examination in Borno State, Nigeria

Purpose of the Study

The major aim of the research was to examine the quality of the WAEC English Language examination conducted in Borno State in 2020.

The researchers wanted to determine whether the examination questions were:

Appropriate in difficulty

Able to distinguish bright students from weak students

Reliable

Valid for measuring English Language achievement

Specific Objectives

The study focused on psychometric properties such as:

Difficulty Index

To determine whether the questions were too easy or too difficult.

Discrimination Index

To determine whether the questions could separate high-performing students from low-performing students.

Distracter Efficiency

To check whether wrong answer options in multiple-choice items were effective.

Reliability Coefficient

To determine consistency of the examination.

Content Validity

To determine whether the questions truly represented the English Language curriculum.

Research Design

The researchers used:

Survey research design

Classical Test Theory (CTT) as the measurement model.

Population of the Study

The population consisted of:

Senior Secondary School students who sat for the 2020 WAEC English Language examination in Borno State.

Sampling Technique

The researchers used:

Probability proportionate sampling

Especially cluster sampling technique.

Instrument Used

The instrument for data collection was:

The marked WAEC English Language answer scripts of students who wrote the 2020 examination.

Statistical Methods Used

The following psychometric methods were used:

Difficulty Index

This measures how easy or difficult each question was.

Discrimination Index

This measures how well an item differentiates intelligent students from weak students.

Distracter Index

This checks whether wrong options effectively distract students.

Kuder–Richardson Formula (KR-20)

Used to determine reliability of the examination.

Major Findings

The study found that:

1. Moderate Difficulty

Some items had moderate difficulty levels, meaning they were neither too easy nor too difficult.

2. Good Discrimination

Many items discriminated well between high-ability and low-ability students.

3. Low Content Validity

The examination did not adequately cover all aspects of the English Language curriculum.

4. Reliability Coefficient = 0.73

The reliability coefficient of the test was 0.73, which the researchers described as moderate reliability.

Conclusion of the Study

The researchers concluded that:

The English Language examination items were not properly generated and arranged.

Some questions failed to meet acceptable psychometric standards.

WAEC needed to improve the quality of English Language test construction.

Recommendations

The study recommended that:

WAEC should improve the standard of English Language examination items.

Experts in educational measurement and evaluation should participate in item construction.

Psychometric analysis should always be carried out before examinations are finalized.

About the Researchers

There is limited public biography available online about the authors, but from the publication:

Salihu Abdullahi Galle appears to be the lead researcher.

Samuel John participated as co-author.

Alaku Emmanuel Monica also contributed to the study.

Scope: Examined the difficulty, discrimination, and distractor indices of the 2020 WAEC English exam using answer scripts from about 1,000 students across 10 public schools in Borno State.

Approach: A descriptive survey design applying item analysis techniques to assess the quality of the English exam items.

Recommendation: Encouraged collaboration with measurement experts in exam design to improve validity and reliability of exam **items.**

Oral English and Syllabi Effects in Kogi State

Scope: Investigated how WAEC and NECO oral English syllabi affect the spoken English of secondary school leavers in Kogi State.

Approach: Sociolinguistic and communicative-efficiency frameworks guided norms for spoken English. A descriptive survey sampled students and teachers across urban, sub-urban, and rural schools to evaluate intelligibility and oral performance.

Factors Associated with Poor SSCE English Performance in Nigeria

Authors: A.U. Osunde & S.E. Aduwa-Ogiegbaen

Scope: Surveyed 600 English Language teachers from Nigeria's six geo-political zones to identify factors behind low SSCE English performance.

Key Findings: Core contributors included poorly trained teachers, ineffective instruction methods, inadequate infrastructure, resistance to innovation, outdated curriculum, and student apathy toward English.

Recommendations: Proposed strategies to improve instructional quality, teacher capacity, and overall learning conditions to enhance performance.

Summary of Literature Review

This chapter reviewed related literature on the conceptual framework of perceptions of the reliability of assessment scores and academic performance in English studies among secondary school students in Oredo L.G.A

Recent research from 2015 to 2022 worldwide highlights that student perceptions of the reliability of assessment scores play a crucial role in their academic performance in English studies. This framework centers on how students evaluate the fairness, clarity, consistency, and transparency of assessments. Studies by Gunasekara and Senaratne (2022) in Sri Lanka and Cheng et al. (2004) in Hong Kong show that when students perceive assessments as reliable and fair, their

motivation to learn and perform well increases significantly. English language proficiency is a major factor influencing academic success, as demonstrated by Martirosyan et al. (2015) in the USA and Alharbi et al. (2022) in Saudi Arabia. These studies reveal that students with higher English proficiency generally achieve better grades. Additionally, positive academic emotions and beliefs about English and assessment also enhance student performance, as reported in research from Debre Markos University, Ethiopia (2022). Other factors such as the students' year of study, educational background, and types of assessment also shape their perceptions and outcomes (Ajman University, 2020). The conceptual framework, therefore, suggests that improved English proficiency and transparent, trustworthy assessment practices increase students' perception of reliability, which then boosts their motivation and academic achievement.

The Theoretical Aspect of the study from recent studies are grounded in several relevant learning and motivation theories. First, the Expectancy-Value Theory by Wigfield and Eccles (2000), applied in the study by Gunasekara and Senaratne (2022), explains that students invest effort when they value a task and expect their efforts to lead to success. When assessments are seen as fair and reliable, students tend to value their learning more and expect to perform well. Second, the Assessment for Learning (AfL) Theory by Black and Wiliam (1998), supported by research from Cheng et al. (2004) and Brown and Hirschfeld (2007), emphasizes the importance of clear criteria, formative feedback, and student involvement, all of which increase trust in the assessment process. Third, Bandura's Self-Efficacy Theory (1997) underlines how students' confidence in their English abilities and belief in the fairness of assessments positively impact their academic outcomes, as observed in studies by Martirosyan et al. (2015) and Debre Markos University (2022). Finally, the Socio-Cultural Theory of Vygotsky (1978) is relevant, particularly in the works of Alharbi et al. (2022) and Debre Markos University (2022), highlighting that

learning and assessment are embedded in social contexts. Reliable assessments must consider the learners' social and cultural backgrounds to be truly effective and trusted.

In the empirical review studies on English performance in Nigeria highlight the strong link between secondary school examination outcomes and later academic success. Uguma and Akpama found that WAEC/NECO English scores significantly predict undergraduate performance, stressing the importance of thorough syllabus coverage. Comparative research in Kano State revealed notable differences between WAEC and NECO English results, though mathematics performance remained consistent, with gender and school type having little effect. Psychometric analysis of WAEC English in Borno State showed the need for improved test design and collaboration with measurement experts to enhance exam reliability. Research on oral English in Kogi State emphasized the impact of WAEC and NECO syllabi on students' spoken competence. Broader surveys across Nigeria identified systemic challenges—such as poorly trained teachers, weak pedagogy, inadequate facilities, and student apathy—as major factors behind poor English outcomes. Collectively, the literature underscores that both exam design and educational conditions strongly shape students' performance in English, with implications for long-term academic achievement.

CHAPTER THREE

METHODOLOGY

This chapter presents the research methodology that was adopted for the study. It includes the Research Design, Population of the Study, Sample and Sampling Techniques, Research Instruments, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.The aim is to provide a clear and logical structure that supports the achievement of the study objectives.

Research Design

The research design is a survey which adopted correlational approach.The correlational survey design was considered to be appropriate for this study as it helped the researcher to collect data from the respondents and draw a relationship between the independent and dependent variables.

Population of the Study

The population of this study is 1693 according to the statistics obtained from Ministry of Education Benin City, Edo State, Nigeria 2023/2024 Academic Year. It comprised S.S.3 students(male and female) in public senior secondary schools in Oredo Local Government Area, Edo State.

Table 1
Population of the Study in Oredo Local Government Area

S/N	Schools	Number of S.S.3 Students
1	Anglican Girls Grammar School, Benin City	94
2	Oba Akenzua Secondary School, Benin City	85
3	Edo College, Benin City	139
4	Edokpolor Grammar School	147
5	Emotan College, Benin City	186
6	Idia College, Benin City	283
7	Ihogbe College, Benin City	30
8	Imaguero College, Benin City	100
9	Iyekogba Grammar School, Iyekogba	172
10	New Era Girls, Benin City	145
11	Oba Ewuare Secondary School, Benin City	93
12	Ogbe Secondary School	83
13	Oredo Girls, Benin City	136
Total		1693

Note. Data were obtained from the Ministry of Education (2023/2024 academic year).

Sample and Sampling Technique

The sample of this study consisted of 169 respondents in S.S.3 class in public senior secondary schools in Oredo L.G.A. This was done using the systematic sampling technique in selecting 10% of the students from the total population of the study.

Table 2
Sample of the Study (10% of Population)

S/N	Schools	10% Sample of S.S.3 Students
1	Anglican Girls Grammar School, Benin City	9.4
2	Oba Akenzua Secondary School, Benin City	8.5
3	Edo College, Benin City	13.9
4	Edokpolor Grammar School	14.7
5	Emotan College, Benin City	18.6
6	Idia College, Benin City	28.3
7	Ihogbe College, Benin City	3.0
8	Imaguero College, Benin City	10.0
9	Iyekogba Grammar School, Iyekogba	17.2
10	New Era Girls, Benin City	14.5
11	Oba Ewuare Secondary School, Benin City	9.3
12	Ogbe Secondary School	8.3
13	Oredo Girls, Benin City	13.6
Total		169.3

Note. Sample size was determined using 10% of the total population.

Research Instrument

The main instrument for data collection is a structured questionnaire titled: Perception of the reliability of assessment scores and Academic Performance in English Language Questionnaire (PRAAPEL)."

The questionnaire consisted of five sections. Section A contained 6 items of Demographic information.Section B contained 10 items measuring perceptions of assessment reliability. Section C contained items relating to academic performance in English Language lifting 20 random multiple choice items from the last WAEC English Examination 2025.Section D contained 3 items that seek to measure students' perceptions of assessment reliability and their academic performance in English studies. The questionnaire items was designed using a 4-point Likert scale for Section B and a multiple choice test for section C with the response format of Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1) and Options A, B,C, and D respectively.

Validity of the Instrument

A copy of the instrument was developed by the researcher and submitted to the supervisor to vet and adjust.To ensure content and face validity, the instrument was reviewed by three experts in Measurement and Evaluation from the Department of Education, Benson Idahosa University. Standardized waec test questions and the answers were vetted by three different English language lecturers. Their suggestions was incorporated to refine the instrument and ensure it adequately covers the constructs under investigation.

Reliability of the Instrument

The reliability of the instrument was established using the Cronbach Alpha method. A pilot study was conducted on thirty (30) students from a secondary school outside the selected sample.The analysis yielded a Cronbach Alpha coefficient of 0.8, indicating that the instrument is reliable and consistent in measuring students' perceptions of assessment reliability.

Method of Data Collection

Permission was obtained from school authorities before administering the questionnaire. The researcher administered questionnaire with the assistance of research assistants to ensure clarity and encourage honest responses. The students were assured of anonymity and confidentiality. The completed questionnaires were retrieved immediately after completion.

Method of Data Analysis

Data collected were analyzed using descriptive and inferential statistics.Descriptive statistics such as frequency counts, percentages, mean, and standard deviation was used to summarize the students' responses.

Inferential statistics, specifically Pearson Product Moment Correlation (PPMC) and Chi-square test, were used to test the relationship between students' perceptions of assessment reliability and their academic performance in English Language.All hypotheses will be tested at 0.05 level of significance using the Statistical Package.The probability value(p) was used in taking decisions regarding the hypothesis.If the p-value is less than or equal to 0.05 the null hypothesis would be rejected and if otherwise, the null hypothesis will be retained.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

This chapter presents the summary of the analysis of the data collected from the respondents drawn from the area of study. The results are presented in relation to the research questions and the hypotheses stated in chapter one. These are as follows:

Research Question 1

What is the level of academic performance of students in English Language in secondary schools Oredo local government?

The summary of the descriptive statistics of the level of academic performance in English Language among sampled students in public secondary schools in Oredo local government is presented in table 1

Table 1: Summary of the Descriptive Statistics of the Level of Academic Performance (AP) of Students in English Language in Secondary Schools Oredo Local Government

Var	Sample	Scale	Score							Remark
			Min	Max	Median	Mean	SD	Skewness	Percent	
AP	169	20	1.00	18.00	15	12.5294	4.34882	-.976	63%	Moderate

Table 1 statistics showed that the mean level of academic performance in English Language among 169 sampled secondary schools students in Oredo local government is 12.5294 in 20 multiple choice test items. The standard deviation from the mean score is 4.3489. The distribution of the scores is negatively skewed indicating that the concentration of the scores is higher above the median (15). The percentage of the mean score is 63%. This implies that the mean performance

in English Language among the sampled public secondary schools students in Oredo local government area is moderate being closer to the median (50%) than the lower and upper limits.

Research Question 2

What are students perception of the reliability of their assessment scores in English Language in secondary schools in Oredo local government area?

The summary of the descriptive statistics of the perceived level of the reliability of the assessment scores in English Language among secondary schools students in Oredo local government area is presented in table 2

Table 2: Descriptive Statistics of the Level of the Reliability of the Assessment Scores (RAS) in English Language As perceived by Public Secondary Schools Students

Var	Sample	Scale	Perceived Level							Remark
			Min	Max	Median	Mean	SD	Skewness	Percent	
RAS	169	30.00	.00	30.00	21	19.3782	5.9404	-.844	65%	Moderate

Table 2 statistics showed that the perceived mean level of the reliability of the assessment scores in English Language among public secondary schools Oredo local government is 19.3782 out of 30 points. The standard deviation from the mean response is 5.9404. The distribution of perceived levels is negatively skewed indicating that the concentration of the values is higher above the median (21). The percentage of the mean value is 65%. This implies that the mean level of the reliability of the assessment scores in English Language as perceived by secondary schools students in Oredo local government area is moderate being closer to the median (50%) than the lower and upper limits.

Research Question 3

What is the extent of relationship between students' perception of the reliability of assessment scores and their performance in English Language in secondary schools in Oredo local government area?

The summary of the extent of relationship between students' perception of the reliability of assessment scores and their performance in English Language in secondary schools in Oredo local government area is presented in table 3

Table 3: Regression Analysis of the Relationship between Perception of the Reliability of Assessment Scores (PRAS) and Performance in English Language (PEL) among Public Secondary Schools Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
PRAS/ PES	.019	.0004	-.008	4.36656	0.04%	Very low

Table 3 showed that the regression coefficient of the relationship between students' perception of the reliability of assessment scores and their performance in English studies in public secondary schools in Oredo local government area is .019 representing 0.04% coefficient of determination. This showed that extent of relationship between students' perception of the reliability of assessment scores and their performance in English studies in public secondary schools in Oredo local government area is very low, because 0.04% is very close to zero.

Research Question 4

To what extent does gender moderate the relationship between students' perception of assessment scores and their performance in English Language in secondary schools in Oredo local government area?

The summary of the regression analysis of the extent to which gender moderates the relationship between perception of assessment scores and performance in English studies among secondary schools students in Oredo local government area is presented in table 4

Table 4: Regression Analysis of Gender (GEN) As a Moderator of the Relationship between Perception of Reliability of Assessment Scores (PRAS) and Performance in English Language (PES)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
PRAS/ PES GEN	.058	.003	. -.014	4.3787	0.3%	Very Low

Table 4 statistics showed that the regression coefficient of the extent to which gender moderates the relationship between perception of assessment scores and performance in English studies among sampled students in secondary schools in Oredo local government area is .058. Thus the coefficient of determination is 0.3 %. This means that the extent to which gender moderates the relationship between perception of assessment scores and performance in English Language among public secondary schools students in Oredo local government area is very low because 0.3 %. is very close to zero.

Research Question 5

To what extend does parents' level of education influence the relationship between students' perception of the reliability of assessment scores and their academic performance secondary schools in Oredo local government area?

The summary of the regression analysis of the extent to which parents' level of education moderate the relationship between perception of the reliability of assessment scores and academic performance among public secondary schools students in Oredo local government area is presented in table 5

Table 5: Regression Analysis of Parents' Level of Education (PLE) As Moderator of the Relationship between Perception of the Reliability of Assessment Scores (PRAS) and Academic Performance in English Language (PEL)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Coefficient of Determination	Remark
PRAS/ PES PLE	.204[a]	.042	.025	4.29385	4.2%	Very low

Table 5 showed that the regression coefficient of the extent to which parents level of education moderate the relationship between perception of assessment scores and performance in English studies among secondary schools students in Oredo local government area is .204. Thus the coefficient of determination is 4.2 %. This means that the extent to which parents levels of education moderate the relationship between perception of assessment scores and performance in English studies among public secondary schools students in Oredo local government area is low because 4.2 % is closer to zero than the median

Summary of the Test of the Hypotheses

The summary of the test of the hypotheses is presented in the following section

Hypothesis 1

The level of academic performance in English Language among sample students in secondary schools in Oredo local government is not significant

The summary of the one sample t-test of the level of academic performance in English studies among sample students in secondary schools in Oredo local government is presented in table 6

Table 6: One Sample t- test of the Mean Value of the Level of Academic Performance of Students in English Language (PEL) in Public Secondary Schools in Oredo Local Government

Var	Mean diff	95% Confidence Interval of the Difference		t	df	Sig	Decision
		Lower	Upper				
PES	2.52941	1.7400	3.3189	6.345	119	.000	Reject Ho

Test value = 50%

Table 6 statistics showed that the mean different between the test value and the level of academic performance of students in English Language in secondary schools in Oredo local government is 2.5294. The t –value is 6.345 and it is significant at .000 probability level. Thus the null hypothesis is rejected at 0.05. This mean that the level of academic achievement in English Language among public secondary schools students in Oredo local government is significant.

Hypothesis 2

The level of reliability of assessment scores in English Language as perceived by students in secondary schools in Oredo local government area is not significant

The summary of the one sample t-test of the level of reliability of assessment scores in English Language as perceived by sampled students in public secondary schools in Oredo local government area is presented in table 7

Table 7: One Sample t- test of the Mean Level of Reliability of Assessment Scores (RAS) in English Language as Perceived by Sampled Students in Secondary Schools in Oredo local Government Area

Var	Mean diff	95% Confidence Interval of the Difference		t	df	Sig	Decision
		Lower	Upper				
RAS	4.37815	3.2998	5.4565	8.040	118	.000	Reject Ho

Test value =50%

Table 7 statistics showed that the mean difference between the mean level of reliability of assessment scores in English Language as perceived by sampled students in public secondary schools in Oredo local government area and the test value is4.37815. The t-values is 8.040 and it is significant at .000 probability level. Thus the null hypothesis is rejected at 0.05. This means that the mean level of reliability of assessment scores in English studies as perceived by sampled students in secondary schools in Oredo local government area is significant.

Hypothesis 3

There is no significant relationship between perception of the reliability of assessment scores and performance in English Language among students in secondary schools in Oredo local government area.

The summary of the regression analysis of the extent of relationship between perception of the reliability of assessment scores and performance in English studies among sampled students in public secondary schools in Oredo local government area is presented in table 8

Table 8: Regression Analysis of Students' Perception of Reliability of Assessment Scores (PRAS) As Correlates of Performance in English Language (PEL) in Secondary Schools

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	F	Sig	Decision
	B	Std. Error	Beta					
(Constant)	12.803	1.371		9.338	.000	.044	.835	Retain Ho
PRAS/ PES	-.014	.068	-.019	-.209	.835			

Table 8 statistics showed that, regression coefficient of the relationship between perception of the reliability of assessment scores and performance in English studies among sampled students in public secondary schools in Oredo local government area is -.019 with t value of -.209. The model fit has F statistics of .044 with probability level of .835. Thus the null hypothesis is retained at 0.05. The implication is that there is no significant relationship between perception of the reliability of assessment scores and performance in English among public secondary school students in Oredo local government area.

Hypothesis 4

Gender does not significantly moderates the relationship between students' perception of assessment scores and their performance in English Language in secondary schools in Oredo local government area.

The summary of the regression analysis of the extent to which Gender moderates the relationship between students' perception of assessment scores and their performance in English studies in secondary schools in Oredo local government area is presented in table 9

Table 9: Regression Analysis of Gender As a Moderator of the Relationship between Students' Perception of Assessment Scores and their Performance in English Language

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	F	Sig	Decision
	B	Std. Error	Beta					
(Constant)	13.427	1.729		7.767	.000			
PRAS/ PES	-.019	.068	-.026	-.274	.785	.198	.820	Retain Ho
GEN	-.358	.601	-.056	-.595	.553			

Table 9 statistics showed that, regression analysis of the extent to which Gender moderates the relationship between students' perception of assessment scores and their performance in English Language in secondary schools in Oredo local government area has coefficients of -.056 with t value of -.595. The model fit has F statistics of 198 with probability level of. .820. Thus the null hypothesis is retained at 0.05. The implication is that gender does not significantly moderate the relationship between perception of the reliability of assessment scores and performance in English Language among secondary school students in Oredo local government area.

Hypothesis 5

Parents' level of education does not significantly moderates the relationship between students' perception of the reliability of assessment scores and their academic performance public secondary schools in Oredo local government area.

The summary of the regression analysis of Parents' level of education as a moderator of the relationship between students' perception of the reliability of assessment scores and their academic performance in English Language in secondary schools in Oredo local government area is presented in table 10

Table 10: Regression Analysis of Parents' Level of Education as a Moderator of the Relationship between Students' Perception of the Reliability of Assessment Scores (PRAS) and their Academic Performance in English Language (PEL)

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	F	Sig	Decision
	B	Std. Error	Beta					
(Constant)	19.384	3.208		6.043	.000	1.731	.165	Retain Ho
PRAS/ PES	-.029	.068	-.040	-.433	.666			
MHEL	-.097	.663	-.017	-.147	.883			
FHEL	-1.572	.953	-.197	-1.650	.102			

KEY: MHEL= Mother's highest level of education, FHEL = Father's highest level of education

Table 10 statistics showed that, regression analysis of the extent to which parents level of education moderates the relationship between students' perception of assessment scores and their performance in English Language in public secondary schools in Oredo local government area has coefficients of -.017 and -.197 with t values of -.147 and -1.650 respectively. And both are significant at .883 and .102 respectively. The model fit has F statistics of 1.731 with probability level of. .165. Thus the null hypothesis is retained at 0.05. The implication is that parents level of

education does not significantly moderate the relationship between perception of the reliability of assessment scores and performance in English Language among secondary school students in Oredo local government area.

Summary of Findings

The mean performance of students in English Language in public secondary schools in Oredo local government area was moderate being closer to the median (50%) than the lower and upper limits. It was significant at .00 probability level.

The mean level of the reliability of the assessment scores in English Language as perceived by secondary schools students in Oredo local government area was moderate being closer to the median (50%) than the lower and upper limits. It was significant at .00 probability level.

The study showed that the extent of relationship between students' perception of the reliability of assessment scores and their performance in English Language in secondary schools in Oredo local government area was very low (-.019). It was not significant at 0.05 probability level

The study showed that the extent to which gender moderates the relationship between perception of assessment scores and performance in English Language among secondary schools students in Oredo local government area was low (0.3 %). It was not significant at 0.05 probability level

The study showed that the extent to which parents levels of education moderate the relationship between perception of assessment scores and performance in English Language among secondary schools students in Oredo local government area was low (4.2 %.). It was not significant at 0.05 probability level

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Discussion of Findings

This study investigated students' perceptions of the reliability of assessment scores and their academic performance in English Language in secondary schools in Oredo Local Government Area. Key findings include:

1. Moderate Academic Performance:

The mean academic performance in English Language was moderate, with a mean score of 12.53 out of 20 (63%). The distribution of scores was negatively skewed, indicating that more students performed above the median. This performance was found to be statistically significant.

2. Moderate Perception of Assessment Reliability:

Students' perceived reliability of their assessment scores was also moderate, with a mean score of 19.38 out of 30 (65%). This perception was significantly different from the median, indicating that students believed their assessment scores were reasonably reliable.

3. Insignificant Relationship between Perception and Performance:

The regression analysis showed a very weak and negative relationship ($R = -0.019$) between students' perception of assessment reliability and their performance in English Language. This relationship was not statistically significant.

4. Gender as a Moderator:

Gender had a very low moderating effect ($R^2 = 0.3\%$) on the relationship between perception of assessment reliability and academic performance. This effect was not significant.

5. Parents' Level of Education as a Moderator:

The combined influence of parents' education (father's and mother's) on the relationship between perception of assessment reliability and academic performance was also low ($R^2 = 4.2\%$) and not significant.

The negative coefficient between perception of the reliability of assessment scores and performance in English Language in the findings may be interpreted as follows: as students' doubts about the reliability of their scores reduce, they tend to put more effort into their studies, which enhances their performance. Conversely, when doubts about score reliability increase, they may feel discouraged, resulting in lower performance. Similarly, as students' scores improve, their doubts about assessment reliability may reduce. However, the effect is not statistically significant. Gender and parents' levels of education have no significant effect on this phenomenon.

Educational Implications

The findings of this study hold several implications for educational practice and policy:

The moderate level of student performance in English Language suggests that current instructional practices may need to be reassessed to better support student achievement, particularly in language-based subjects.

Given the insignificant relationship between perceived assessment reliability and academic performance, educators and school administrators should consider implementing more engaging and supportive assessment strategies that emphasize formative evaluation.

The minimal influence of gender and parents' education levels on the relationship between perception and performance implies that emphasis should be placed on student-centered instructional techniques and classroom-level interventions rather than relying heavily on demographic assumptions.

Curriculum developers and education ministries should encourage teacher training programs that incorporate modules on creating reliable, valid, and transparent assessments to enhance trust and motivation among learners.

Contribution to Knowledge

This research contributes to the growing body of knowledge in the following ways:

It provides empirical evidence that, in the studied context, students' perceptions of assessment reliability do not significantly predict academic performance in English Language.

The study adds value to existing literature by focusing on secondary school students in Oredo Local Government Area—an area that has seen limited academic exploration in this regard.

It contributes to educational assessment literature by demonstrating that while perceptions are important, they may not always translate into measurable academic gains, especially without complementary factors such as effective instruction and positive learning attitudes.

The study also shows the limited moderating effects of gender and parental education levels in the assessment-performance relationship, suggesting a shift in focus to more instructional and environmental interventions in future research and practice.

Conclusion

Based on the data analysis and hypothesis testing, the following conclusions are drawn:

Students in Oredo Local Government Area demonstrate a moderate level of proficiency in English Language, suggesting room for improvement in teaching methods, curriculum design, and assessment practices.

Although students generally trust their assessment scores, this does not significantly translate to better academic performance. It implies that other factors—such as teaching quality, study habits, classroom environment, and student motivation—may have more direct influence.

The lack of significant influence of gender and parental education indicates that these demographic variables do not meaningfully alter the relationship between perception of assessment reliability and academic performance.

These conclusions align with studies like Martirosyan, Hwang, and Wanjohi (2015) and Ajman University (2020), which found that language proficiency and trust in assessment systems are important but often work in combination with other educational and emotional factors such as learning approaches (Gunasekara and Senaratne, 2022) and academic emotions (Debre Markos University, 2022).

Recommendations

In light of the findings and relevant literature, the following recommendations are made:

1. Enhance English Language Teaching:

Education stakeholders should develop more effective strategies for English instruction, including the use of technology, interactive activities, and continuous assessment techniques that promote comprehension and engagement.

2. Review Assessment Practices:

Schools should strengthen assessment transparency and feedback mechanisms to increase students' confidence in test reliability, possibly improving motivation and outcomes.

3. Focus on Individual Learning Strategies:

Since perception alone does not drive performance, educators should guide students to adopt deep learning approaches, as supported by Gunasekara and Senaratne (2022).

4. Teacher Training:

Professional development for teachers should emphasize fair and consistent assessment, clear marking schemes, and formative assessment tools that support both validity and reliability.

5. Parental Engagement:

Although parents' education did not significantly moderate student outcomes, schools should encourage more parental involvement, as this can still foster a supportive learning environment.

6. Further Research:

Future studies should explore other psychosocial and environmental variables (e.g., self-efficacy, teacher feedback, classroom atmosphere) that might better explain performance in English studies.

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APPENDIX A

INTRODUCTORY LETTER

School of Post Graduate Studies
Department of Education
Faculty of Arts and Education
Benson Idahosa University
Ugbor, G.R.A, Benin City

Dear Respondents,

REQUEST FOR COMPLETION OF A QUESTIONNAIRE

I am a postgraduate Diploma Student from the Department of Education, Faculty of Arts and Education, Benson Idahosa University, Benin City, Edo State as part of the university requirement I am conducting a research work on the topic: **"Perceptions of the Reliability of Assessment Scores and Academic Performance in English Language among Students in Oredo Local Government Area"**

I humbly request your assistance in answering the questions below, which requires simple ticking the appropriate boxes.I assure you your response will be treated with utmost confidentiality and solely for the purpose of this research work.

Thank you

Eguagie, Elizabeth Ibhazee
Researcher

APPENDIX B

QUESTIONNAIRE

Perceptions of the reliability of Assessment Scores and Academic Performance in English Language among secondary school students in Oredo L.G.A Questionnaire (PARAAPEL)

Section A: Demographic Information

Please tick (✓) the appropriate option.

1. Gender: ☐ Male ☐ Female

2. Age: ☐ 10–13 ☐ 14–16 ☐ 17–19 ☐ 20 and above

3. Class Level: ☐ SS1 ☐ SS2 ☐ SS3

4. Type of School: ☐ Public ☐ Private

5. Parents educational level: ☐ No formal education ☐ Primary ☐ Secondary ☐ Tertiary

Section B: Perceptions of Assessment Reliability in English Studies

Please tick (✓) the option that best reflects your opinion for each statement. Use the scale below:

SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

S/N	Statement	SA(Strongly Agree)	A(Agree)	D(Disagree)	SD(Strongly Disagree)
1	**Assessment scores in English are fair and unbiased.**				
2	**My teachers mark English tests and exams consistently.**				
3	**I understand how my English test scores are calculated.**				
4	**Teachers use clear marking schemes in English assessments.**				
5	**I trust the accuracy of my English assessment scores.**				
6	**English teachers give feedback that helps me understand my mistakes.**				
7	**Continuous assessment reflects my true performance in English.**				
8	**Examination conditions are fair for all students.**				
9	**Teachers are transparent in recording and reporting scores.**				
10	**I feel confident that my English results are correct.**				

Section C: Academic Performance in English Language(Multiple choice questions from 2025 WAEC English Examination)

Please tick (✓) the option that best reflects the most correct answer

Please read the instructions carefully below before answering them. Please tick (✓) the option that best reflects the most correct answer.

SECTION 2 (WASSCE 2025)

Questions 11-20 (*from the words lettered A to D, choose the word that best completes each of the following sentences)*

SECTION C (WASSCE 2025)

Questions 21-30 (*After each of the following sentences, a list of possible interpretations is given .Choose the interpretation that is most appropriate for each sentence*

Options- A, B, C, D

S/N	Questions	A	B	C	D
11	The doctor had earlier warned that the patient might develop.....to Septrin.	Infection	addiction	illness	allergy
12	Some students are fond of.....away their money on frivolous things.	giving	donating	frittering	putting
13	Mountainous regions are prone to volcanic.....	release	emissions	eruptions	discharge

14	The teacher reached the.....of his career before he retired.	end	ultimate	top	peak
15	There will be a yearly.....to determine each employee's contribution to the organization.	interview	placement	supervision	assessment
16	The man was honoured for fighting.....in the war.	properly	gallantly	furiously	practically
17	The new manager did not.....responsibilities because she felt she can do everything by herself.	delegate	distribute	share	provide
18	The.....of a higher turnover next year may be affected by the spiral inflation.	suggestions	forecast	budget	calculation
19	The revelations rendered her.....for reelection questionable	competence	morality	eligibility	opportunity
20	We need you to be the.....in case the actor is unable to make it.	understudy	actress	cameo	miscast
21	Investing in the business is a long shot. This means that investing in the business	will be profitable.	will take a long time to yield profit.	has very little chance of success.	requires huge capital.
22	To get to school early, we woke up at the crack of dawn. This means that we woke up	very early in the morning .	at sunrise.	when the light was put on.	in the morning light.

23	The company was granted a stay of execution. This means that the action against the company should be	suspended.	disregarded.	executed.	prioritized.
24	As a school prefect, I must be whiter than white. This means that I must be	eloquent.	attractive.	bright.	honest.
25	My mother advised my father not to let the grass grow under his feet. This means that my father should	not be lazy.	not allow others to progress.	face challenges.	act without delay.
26	The man's withdrawal of his son from that school was like cutting off his nose to spite his face. This means that the decision	was a big blow to the school.	did the man no good at all.	caused the man much pain.	affected his son badly.
27	The manager is on the ball, he has improved sales. This means that the manager is	energetic and sporty.	competent and efficient.	smart and neat.	friendly and lively.
28	Had he confessed much earlier, she would have trusted him. This means that he	hadn't confessed much earlier on, and he was trusted.	hadn't confessed earlier on, and he wasn't trusted.	had confessed much earlier on, and he was trusted.	had confessed much earlier on, and he was trusted.
29	Recent demonstrations have put the rector in the hot seat. This means that the rector	is in a position to make a difficult decision.	has been attacked in the demonstration.	is about to be removed.	Wants to voluntarily quit the position.
30	Ekpong knew that there was little food for him at home. This means that	Ekpong was sure of some food.	Ekpong's share of the food would not satisfy him.	Ekpong was not sure of any food.	Ekpong had hidden some food before going out.

Section D: students' perceptions of assessment reliability and their academic performance in English Language

Please tick (✓) the option that best reflects the most correct answer

S/N	Statement	SA (Strongly Agree)	A (Agree)	D (Disagree)	SD (Strongly Disagree)
31	**Do you believe your perception of fair scoring affects your effort in studying English?**				
32	**When I feel my teacher marks fairly, I am more motivated to do well in English.**				
33	**I perform better in English when I trust the assessment process.**				

APPENDIX C

RELIABILITY TEST

RELATIONSHIP BETWEEN STUDENTS' PERCEPTION OF THE RELIABILITY OF ASSESSMENT SCORES AND THEIR ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS

PERCEVEIVED RELIABILITY OF ASSESSMENT SCORES

/VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR000010

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE

/SUMMARY=TOTAL.

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.782	6

Item Statistics

	Mean	Std. Deviation	N
VAR00001	4.4000	1.03724	30
VAR00002	4.5333	.86037	30
VAR00003	4.6000	.93218	30
VAR00004	4.2333	1.07265	30
VAR00005	4.4000	1.19193	30
VAR00006	4.4667	.93710	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	22.2333	11.702	.682	.710
VAR00002	22.1000	12.921	.640	.728
VAR00003	22.0333	13.206	.523	.752
VAR00004	22.4000	15.145	.159	.839
VAR00005	22.2333	11.633	.562	.744
VAR00006	22.1667	12.006	.729	.703
VAR00007	22.1000	12.921	.640	.728
VAR00008	22.0333	13.206	.523	.752
VAR00009	22.0333	13.206	.523	.752
VAR000010	22.2333	11.633	.562	.744

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
26.6333	17.620	4.19756	10

ACADEMIC PERFORMANCE

```
RELIABILITY
  /VARIABLES=VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012
VAR00013 VAR00014 VAR00015
    VAR00016 VAR00017 VAR00018 VAR00019 VAR00020
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
```

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.785	20

Item Statistics

	Mean	Std. Deviation	N
VAR00007	3.2333	1.50134	30
VAR00008	4.1333	1.35782	30
VAR00009	4.4000	.81368	30
VAR00010	3.6333	1.29943	30
VAR00011	4.2667	1.14269	30
VAR00012	3.5000	1.61352	30
VAR00013	4.5333	.89955	30
VAR00014	4.2333	1.07265	30
VAR00015	3.8667	1.16658	30
VAR00016	3.5000	1.43238	30
VAR00017	3.9333	.98027	30
VAR00018	4.2667	1.17248	30
VAR00019	3.7667	.62606	30
VAR00020	3.0333	.61495	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00007	80.3333	92.506	.341	.779
VAR00008	79.4333	87.013	.621	.757
VAR00009	79.1667	102.626	.079	.789
VAR00010	79.9333	94.133	.348	.777

VAR00011	79.3000	95.459	.351	.776
VAR00012	80.0667	87.582	.477	.768
VAR00013	79.0333	99.620	.232	.783
VAR00014	79.3333	96.023	.353	.776
VAR00015	79.7000	94.769	.373	.775
VAR00016	80.0667	96.616	.211	.788
VAR00017	79.6333	91.413	.652	.760
VAR00018	79.3000	93.941	.408	.773
VAR00019	79.8000	100.234	.317	.780
VAR00020	80.5333	99.223	.408	.777

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
83.5667	104.599	10.22736	20