

**INFLUENCE OF TEACHERS' EXAMINATION MANAGEMENT ON LEARNERS
ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN MITUBIRI
EDUCATION ZONE.**

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Abstract

Master teachers exhibit demonstrable skills in the two administrations to students just as to the calling. The study was anchored on 'Supervision as Moral Action and theory of educational productivity. Data was collected using a structured questionnaire, interview schedule and document analysis in line with the study objectives. Cross-sectional descriptive survey designs as well as phenomenology design were used to guide the study. The target population for this study was 2433. The researcher sampled 388 respondents. The majority of the learners had never had their work randomly checked by the headteachers and in most of the learners, the random check was rare. The study concluded that the teachers are appraised on examination management. The appraisal is done every month on the opener, midterm, and end-term examinations.

Keywords: Academic Performance, Examination Management, Cross-sectional descriptive, Educational Productivity and Appraisal.

Background to the Study

There is an expansive understanding among teachers, strategy producers, and then open that instructive frameworks should graduate understudies who are capable in center scholarly subjects, ready to cooperate with other people from different foundations in socially and sincerely gifted ways, practice solid practices, and act dependably and deferentially (Greenberg et al., 2017). Existing appraisal has demonstrated that understudy commitment in schools is consistently formed by their associations with grown-ups and their tutoring condition (Connel & Finn, 2018) as such; schools have a significant task to carry out in bringing up sound youngsters by cultivating their

subjective advancement as well as their social and enthusiastic improvement. Given time imperatives and contending requests, teachers must organize and adequately actualize proof-based methodologies that produce different advantages. It has been placed that general school-based endeavors to advance understudies' social and passionate learning (SEL) speak to a promising way to deal with upgrade kids' accomplishments in school and life (Zins, 2016). Extensive formative research demonstrates that powerful dominance of social-enthusiastic skills is related to prosperity that is more prominent and better school performance while the inability to accomplish capability in these regions can prompt an assortment of individual, social, and scholarly challenges.

In Kenya, the Ministry of Education (MOE) depicts appraisal as an endeavor to determine, as well as improve the quality of the work being done through other party intervention (Oluoch, 2018). In a rejoinder, McDonald (2020) has conceptualized appraisal as a services accorded to teachers as individuals as well as in groups, as a way of rendering specialized help geared towards the improvement of instruction. needless to say, an appraisal helps in the improvement of teaching plus learning through a premeditated emphasis on ways and means of effecting excellence in the quality of instruction. Being a management practice, it provides professional service to primary school managers for the rationale of interaction and influence to teachers in order to maintain or change plus improvement regarding their service delivery to learners. Through appraisal, teachers are offered correct guidance as well as influenced in the realization of the set goals and objectives. Consequently, for the teaching as well as the learning process to work efficiently, there ought to be a proper appraisal system (Sakshaug & Vicari, 2018). As posited by Kimeu (2019), appraisal being an administrative strategy that is directed towards the stimulation of teachers to achieve greater pedagogical productivity as well as effectiveness.

Statement of the Problem

Learners academic performance In Mitubiri zone has been persistently low over the last six years. According to the analyzed Kenya Certificate of Primary Education (KCPE) results, the public primary schools in the zone have not been able to attain the average mean score of 250 marks out of the expected 500. In Mitubiri Zone, the principal concern of the appraisal of teachers is to help in the improvement of service delivery in the learning institutions. The stimulus role of supervision augments teachers in playing a vital role geared towards excellence in examinations, which narrows down the risks of teacher's exhaustion. School managers use instructional appraisals in coordinating, improving as well as maintenance of high learning plus teaching standards in schools. The sole aim of educational institutions is to equip learners with knowledge that help develop them mentally, socially, emotionally and spiritually aside from end, owing them with economic skills that enable them to take part in social development.

Mitubiri zone in Murang'a being within the proximity is well known to the researcher prior to the introduction of the appraisal and the performance that was achieved then. Therefore, the performance pattern of Mitubiri Zone is of interest to the researcher and concern is the dwindling performance that raises questions hence the need to find out if the appraisal aspect has played any role in the downward trend of performance.

The academic performance of learners in schools in Mitubiri Education Zone has been on a downward trend since 2015 despite having the introduction of teacher appraisal. The performance index appears to take a very sharp drop. Low-performance lowers learners' self-esteem and may be a source of stress to the parents. More so education is a very crucial element of human resource development thus the need to facilitate the academic performance of the learners.

Purpose of the Study

The purpose of the study was to determine the influence of teachers' examination management on learners academic performance in public primary schools in Mitubiri Education Zone.

Significance of the Study

The study's findings are hoped to be of use to the Ministry of Education (MOE) and especially in the department of quality assurance and standards where they may provide insights into the issues concerning teachers' appraisal and how it impacts on learners' academic performance on the ground. Therefore, the findings relevancy come in handy to the inspectorate and may facilitate making of informed decisions by the Quality Assurance and Standards Officers (QASOs) in as far as appraising of teachers in a friendly way may enhance learners' academic performance. The study's findings may also add to the knowledge base and as such, it may form a basis upon which other related studies may be anchored. The study may also serve as the point of reference in as far as future plans on teacher appraisal is concerned. Teachers might as well expose some of the crucial aspects that contribute negatively to the quality and standards of education in Mitubiri Education Zone since they are directly involved with learners and parents as opposed to any other officers in the line of education.

Empirical Literature

Master teachers exhibit demonstrable skills in the two administrations to students just as to the calling. Viable educators work cooperatively with their associates and are persistently learning and developing in manners that improve their showing practice and upgrade understudy learning (Madaline, 2017). Instructing at the largest amounts of performance in this segment is understudy centered, putting understudies first, paying little mind to how this may challenge long-held suppositions, past training, or basically what is simpler or increasingly helpful for teachers.

Achieved educators have a solid good compass and are guided by what is to the greatest advantage of understudies. Polished methodology is shown in various ways. For instance, associations with partners are directed with trustworthiness and honesty. Students' needs are known and teachers get to assets to step in and give assistance that may stretch out past the study hall. Teachers advocate for their understudies in manners that may challenge conventional perspectives and the instructive foundation, looking for more noteworthy adaptability in the manners in which school standards and approaches are applied. Polished skill is additionally shown in the manners in which teachers approach critical thinking and basic leadership, in view of understudy needs. At last, teachers reliably cling to class and area approaches and systems, however, they are happy to work to improve those that might be obsolete or insufficient (Danielson & Gesch, 2017).

Teachers additionally must survey and assess students. Wilson (2016) distinguishes the accompanying jobs and objectives of appraisal: criticism of the understudies, demonstrative data, rundown information for record-keeping, proof for reports, and assisting with educational plan update. As indicated by Wiggins (2018), evaluation improves performance and not simply review it. The assessment then again should pass judgment on their interest, exertion and their nature of work. Interest incorporates things like lifting their hands, offering responses when approached and focusing. Exertion centers around the amount they are advancing in the study hall while the nature of work is essentially their evaluations. With data from appraisal and assessment, teachers can settle on choices about what to concentrate on in the educational plan and when to concentrate on it. Evaluation recognizes who needs additional help, who needs a more prominent test, who needs additional training and who is prepared to proceed onward. The essential objective of appraisal is to

give progressing input to teachers, understudies and guardians so as to improve understudies' scholastic performance.

Theoretical Literature

This particular study was anchored on 'Supervision as Moral Action' theory as espoused by Sergiovani and Strarrat (1998) and the theory of educational productivity by Walberg's (1981). The theory advocates for professionalism as well as moral commitment to be the guiding force behind the school managers, teachers plus the QASO responsibility of offering quality education to the children placed under their care by the community. Teacher as well as their supervisors should not work just to conform to the government policies but rather should aim at accomplishing shared ideals, norms as well as values as espoused by the Supervision as Moral Action Theory.

According to 'supervision as moral action' theory, professional and moral authority should be the driving force behind what teachers and supervisors should do and how the process of supervision should unfold. Both teachers and supervisors are seen as capable and willing to sacrifice self-interest for shared ideals; these ideals are viewed as intrinsic to the definition of teaching as a profession. Thus, commitments to these ideals become moral commitments while their neglect is a moral perversion of the profession. Sergiovanni and Starratt (1998) further expound that supervision takes its moral character from its close involvement with the intrinsic moral qualities of teaching and learning.

Walberg's (1981) theory of educational productivity recognizes the significance of the domains of motivational orientations, self-managed learning techniques, and social/relational capacities in encouraging academic performance. As per the hypothesis understudies who are more motivated, who set learning objectives, and who are sorted out in their way to deal with work perform better in school. As per Zins (2016) affirm that exploration connecting social, enthusiastic, and scholarly factors are adequately solid to propel the new term social, passionate, and scholastic learning. A focal test for analysts, instructors, and policymakers is to strengthen this association through-composed multiyear programming.

Waxman and Huang (1996) observe that, despite living in disadvantaged and risky environments, with a motivated teacher, certain children overcame and attained high levels of achievement, motivation, and performance. The theory, therefore, elaborates on the importance of teachers' appraisal in the performance of the learners. For learners to perform there is a need for quality of instruction, ample for the learning which is considered in the appraisal of the teachers.

Conceptual Framework

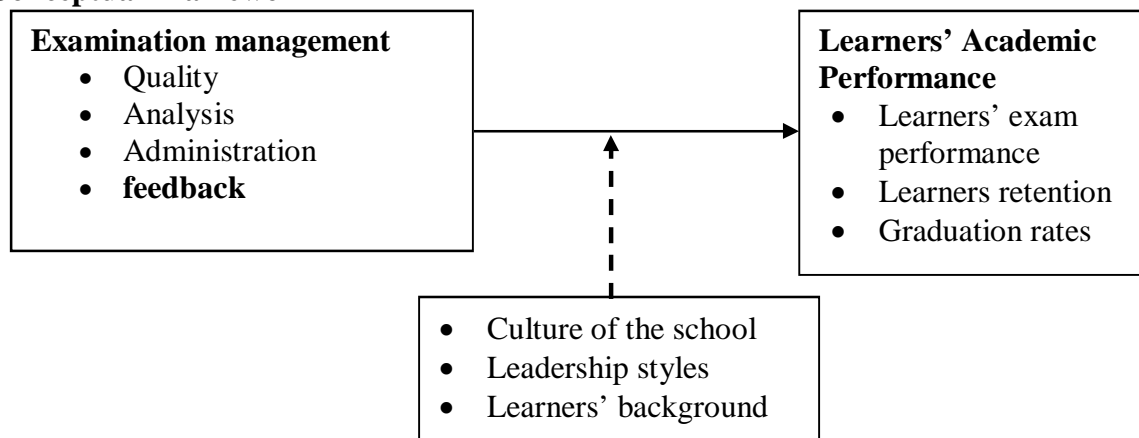


Figure 1: Conceptual Framework

The independent variable for the study entails examination management which include; maintaining accurate professional records, assessment and evaluation of students, communicating with parents about the academic progress of their children. These core duties of the teacher if well performed will not only enhance students' academic performance but also holistically develop the talent of the child.

Research Gaps

The study by Kennedy (2017) established that the preparation of professional documents by the teachers had a positive influence on learners' academic performance. The study was however conducted in a different geographical location and thus its findings cannot be generalized to suit the current study. A study by Henry (2018) revealed that classroom management influenced learners' academic performance however the study was observational while the current study adopted a cross-sectional descriptive survey design, therefore, representing a methodological gap. The study by Wiggins (2018) was conducted in a different geographical location and does not present the phenomenon in Kenya. The study does not illustrate how academic performance is influenced by appraisal on examination management.

Research Methodology

The study employed a mixed approach methodology. Since the study was based on an interpretive naturalistic approach (Johnson & Christensen, 2008) qualitative analysis was done. Mixed approach methodology upheld the strengths of quantitative and qualitative approaches and offsetting their weaknesses as well.

Research Design

The study utilized a cross-sectional descriptive survey design as well as phenomenology design. As per Bryman (2006) collect information from a sample that has been drawn from a predestined population at a time. The research design was selected because the researcher only aimed at collecting data on the existing state of affairs from the target population without manipulating any variables (Kombo & Tromp, 2006). The cross-sectional descriptive survey design was suitable in the collection of qualitative as well as quantitative data. The research was geared towards the collection of first-hand information in relation to quantitative data concerning the teachers' examination management on learners academic performance in public primary schools in Mitubiri Education Zone. The descriptive analysis studies brought to the fore the relationship that exists between variables at a given point in time. The study sought to come up with the relationship linking the influence of teachers' examination management on learners academic performance in public primary schools in Mitubiri Education Zone is concerned. As posits Mugenda & Mugenda (2008), surveys bring out information that describes the existing phenomenon by way of asking individuals about the perceptions, behaviors, attitudes, or values held regarding the aspects being studied.

Location of the Study

The research study was conducted in Muranga County, Gatanga sub-county, and specifically in Mitubiri Education Zone. The locality was surrounded by Delmonte pineapple plantation and industries around Thika. The area falls under the sub-Saharan type of climate and therefore it was hot and dry. Most of the population lived under one dollar per day. Most of the targeted schools have less than one hundred learners. It is against this backdrop that this study was based. The performance of the target schools in the locale was as summarized in Table 2.

Table 1: Summary of levels of performance since the inception of Appraisal

Year	No. of schools	Schools with rise	Schools with drop
2015-2016	6	3	3
2016-2017	6	1	5
Total	12	4	8

Source: Ministry of Education: Mitubiri Education Office. (2019)

Target Population

Mitubiri Education Zone is comprised of six public primary schools. As a result, the target population was made up of six (6) head teachers, sixty teachers (60), 2 quality assurance officers and 2365 learners. The total population that formed the target population was 2433. In percentage, the headteachers constituted 0.24%, teachers 2.47%, quality assurance 0.082% and learners 97.20% of the target population as shown in Table 3.

Table 2: Target Population

Respondents	No. of respondents	%
Head teachers	6	0.24
Teachers	60	2.47
Quality assurance	2	0.082
Learners	2365	97.20
Total	2433	100

Source: Researcher (2019)

Sampling procedure and Sample Size

This particular section described the sampling procedure and sample size that was employed in the study. A sample was drawn from the target population identified (Orodho, 2008; Creswell, 2008). There were six registered public primary schools in Mitubiri Education Zone as indicated in the sub-county office records (MOE, 2018).

Sample and Sampling Technique

As per Wallen and Fraenkel (2013), a sample is a group from which information is obtained. They further define sampling as a process of selecting a number of individuals from a population. What's more, Kombo and Tromp (2006) state that a successful populace sample is one that endeavors to be as different as could be allowed and should utilize a huge sample so any speculation to the entire populace is finished with certainty.

The schools were chosen using a stratified sampling technique. Stratified sampling is a form of systematic random sampling in which the population is divided into a number of strata and a sample is drawn from each stratum. These sub-samples make up the last sample of the study. The stratified sampling method was used to ensure that all the schools with the greatest rise before the introduction of appraisal and then registered the greatest drop after the inception of the appraisal system, are represented in the sample.

Stratification was in two phases, before (2015-2016) and after appraisal (2016-2017) of the same schools that have registered the greatest drop. Further, the schools in each type were ranked according to their school-based exam performance in the years 2015-2016 and 2016-2017. The ranked schools were then put into two categories of the upper half of best performing (best improved) before the introduction of appraisal and lower half of the least performing group (greatest drop) after appraisal.

Thus, owing to the fact that the schools analyzed are from the same sub-county, the researcher used the rating of 2015-2016, the period just before the introduction of the performance appraisal. Then the immediate period after the culmination of the appraisal process, that is, 2016 – 2017. The appraisal transition saw the schools registering a great drop as Table 2 shows. Therefore 3 out of the 6 schools in the Zone that registered the greatest rise prior to the introduction of the appraisal and was performing well participated in the study. Thus, a representative sample of 3 primary schools which constituted 50% of the entire targeted schools' population was adequate for reliable findings. This was considered adequate for the study.

Since only 3 primary schools were involved in the study the researcher resolved that all the headteachers from the sampled schools took part in the study, hence a sample of 3 headteachers was resolved. The study also involved the 2 QASO in the sub-county.

The researcher used Krejcie and Morgan and Cohen Statistical Power analysis table to determine the sample size for teachers and pupils. Hence the sample size was 52 as adopted from Krejcie and Morgan and Cohen Statistical Power analysis table with the formula for the teachers. The sample size was 331 as adopted from Krejcie and Morgan and Cohen Statistical Power analysis table with the formula for the pupils;

The following formula was used to determine the sample size for teachers and pupils.

$$n = \frac{x^2 * N * P * (1 - P)}{(ME^2 * (N - 1) + (X^2 * P * (1 - p)))}$$

where:

n =sample size

x^2 =chi-square for the specified confidence level at 1 degree

N = population size

ME = desired margin of error (expressed as a proportion) Source, Krejcie & Morgan (1970)

According to Krejcie and Morgan the table in appendix I.

Therefore, the entire sampling matrix comprising of headteachers, teachers, QASO and pupils yielded a total of 388 respondents

Table 3: Sampling Grid

Categories	Sample Population	%
Head teachers	3	0.77
Quality assurance officers	2	0.52
Teachers	52	12.90
Classes(4,6&8) learners	331	85.81
Total	388	100

Source: Mitubiri Sub-county Education Office, (2019)

Research Instruments

Research instruments as indicated by Hinds, (2011) are the devices used to gather information. The analyst utilized polls, talk with control just as record investigation to gather information from instructors, students, quality affirmation officials just as head educator. The survey, talk with guide and report examination being the fundamental research device for this investigation were helpful dependent on the idea of the investigation, time and destinations of the investigation. The things on

the exploration instruments were created based on the goals of the examination. The exploration instruments were isolated into areas proposed to catch every target of the investigation. Kombo et al., (2009) noticed that the utilization of a survey as an instrument of research gives respondents sufficient time to give very much idea reactions in the poll things and empowers huge examples to be secured inside a brief timeframe.

Piloting of the Instruments

As Mugenda and Mugenda (2008) asserts, pilot testing is vital in the process of the study because it forms the trial run of the procedures as well as the instruments that the researcher intends to use. Piloting assisted the researcher in avoiding costly mistakes and therefore a pretest sample that constituted a tenth of the total sample which bears homogeneous characteristics is suitable for a pilot study. In this particular study, 39 respondents equivalent to 10% of the total sample size were interviewed in the piloting exercise. The schools selected for piloting did not participate in the actual collection of data. Formal arrangements were made with authorities in the relevant schools selected for piloting on the date to conduct the pilot study. Questionnaires were administered to the various categories of respondents and the information collected was used to improve on the research instruments to be used in the actual study.

Validity of the Instrument

Validity is characterized as how much an instrument estimates what it should gauge (Mugenda & Mugenda, 2008). As per Nachmias and Nachmias (2005), legitimacy is worried about the inquiry "Am I estimating what it planned to gauge." Validity shows how much an instrument estimates what it should quantify (Kothari, 2004). Friend survey of instruments and utilization of master judgment were utilized to upgrade content legitimacy. Instruments were investigated and affirmed by bosses of instruction, branch of instructive administration and educational plan considers, principle grounds, Thika. Bosses found out whether the instruments are in similarity with the examination goals and helped answer the exploration questions. Their recommendations were used to make them vital redresses in the instruments.

Reliability of the Instruments

Test-re-test method was used in ascertaining the reliability of the instruments where the researcher carried out two different tests using the same tool through piloting. The two tests were subjected to the same group of respondents but after a difference of two weeks. Scores from both tests were interrelated and a coefficient was computed using the Spearman's Rank Correlation method. According to Mugenda and Mugenda (2008) if a coefficient of 0.80 is obtained it indicated that the instruments were reliable.

The formulae for the Spearman's Rank correlation;

$$Rho = 1 - \frac{(6\sum d^2)}{n(n^2 - 1)}$$

Where Rho is the coefficient.

Table 4: Reliability test Results

Variable	Coefficient	Items
Professional documents	0.832	5
Classroom management	0.811	5
Examination management	0.847	5
Time management	0.834	5
Average	0.831	

From the reliability results, all the measurements for the study variables were reliable since all had meet the coefficient threshold of 0.8.

Data Collection Procedure

The researcher then secured a permit from the National Council for Science & Technology which was under the Department of Higher Education before proceeding to collect data from the field. The researcher reported to the office of the County Education Director in Murang'a in order to get permission to visit the schools that were participating and were in his docket. The researcher then collected data from each sampled school with the help of three research assistants. The researcher clarified all areas of the research instruments in order to optimize the response rate. The researcher after administering the research instrument waited for the respondents to fill and then collected immediately in order to avoid a situation where respondents shared responses.

Response Rate

The study targeted 3 headteachers, 2 quality assurance officers, 52 teachers, and 331 learners. The 3 headteachers and the 2 quality assurance officers were successfully interviewed and questionnaires from 47 teachers and 293 learners were completed and returned. This transforms into a response rate of 88.9%.

Table 5: Response Rate

	Frequency	Percentage
Completed	345	88.9
Incomplete	43	11.1
Total	388	100

Appraisal on Teacher's Examination Management

The study aimed at determining the influence of appraisal of teachers' examination management on learners' academic performance in public primary schools.

The teachers were requested to indicate the frequency to which the school head appraises their examination management skills. The views of the teachers as obtained were as in Table 20.

Table 6: Teachers responses on the frequency to which the school head appraises their examination management skills

	Frequency	Percentage
Monthly	36	76.6
Termly	11	23.4
Total	47	100.0

Table 20 shows that the majority of the teachers (76.6%) to indicated that the school head appraises their examination management skills monthly and only a small proportion (23.4%) indicating that the appraisal was done termly. This shows that the school head appraises the teachers' examination management skills monthly. Monthly appraisal confirms that the teachers manage the exams which improves the performance of the learners. The assessment on the examination management is key in improving the performance of the learners, which is also confirmed by a study by Madaline, (2017) who found that examination management appraisal improves the learner's academic achievements. The study further asked the teachers to indicate the extent to which appraisal of their examination management skills assists in improving learners' academic performance. The opinions of the teachers are indicated in Table 21.

Table 7: Teachers response on the extent appraisal of their examination management improve learners' academic performance

	Frequency	Percentage
Large extent	31	66.0
Medium extent	15	31.9
Small extent	1	2.1
Total	47	100.0

Table 21 shows that the majority of the teachers (66%) indicated that appraisal of their examination management skills assists in improving learners' academic performance to a large extent, 31.9% indicated it is to a medium extent while the least 2.1% indicated it is to a small extent. The findings reveal that the appraisal of teachers' examination management skills assists in improving learners' academic performance to a large extent. Consistent findings were established by Greenberg et al., (2017) who observed that existing appraisal on examination management demonstrated that learners' commitment to schools and their academic achievements.

The teachers were required to rate the extent they agree with the subsequent statements on the influence of appraisal of teachers' examination management on learners' academic performance. The rating was on a scale of 1-5 where 1 show strongly disagree, 2 disagree, 3 undecided, 4 agreed and 5 strongly agreed. The teachers' responses were as presented in Table 22.

Table 8: Teachers rating on statements on the influence of appraisal of teachers' examination management

Statements	N	Min	Max	Mean	Std. Dev
The subject/panel head checks on the quality of exams before its administered to the learners.	47	1	5	3.98	0.25
I prepare exams that meets the required threshold by the appraisers	47	4	5	4.23	0.33
I am appraised on my administration of the school exams	47	1	5	3.85	0.22
The school appraises my examination management skills	47	1	5	4.17	0.25
The quality assurance and standards officers appear during examination times to appraise teachers on exam management	47	1	4	1.87	0.34

As outlined in Table 22, the teachers agreed that they prepare exams that meets the required threshold by the appraisers (mean= 4.23, standard deviation=0.33), that the school appraises their examination management skills (mean=4.17, standard deviation=0.25), the subject/panel head checks on the quality of exams before its administered to the learners (mean=3.98, standard deviation=0.25) and that they are appraised on their administration of the school exams (mean=3.85, standard deviation= 0.22). The teachers however disagreed that the quality assurance and standards officers appear during examination times to appraise teachers on exam management as shown by a mean of 1.87 and standard deviation of 0.34.

The findings shed light that the teachers are appraised on their examination management. From the study, examination management improves learners' performance. The findings were supported by Wiggins (2018) who revealed that evaluation improves performance. Wiggins suggested that the assessment should pass judgment on their interest by offering responses when approached and focusing.

Learners' views on Appraisal on Teacher's Examination Management

The learners were requested to state whether teachers mark their work. From the responses, all the learners (293) indicated that their teachers mark their work as shown in the table. The outcomes illustrated that the teachers assess the learners' acquisition of knowledge through examinations and assignments. Consistently, Wilson (2016) opined that teachers have the obligation to survey and assess students.

The study requested the learners to indicate the frequency to which the school head randomly check their work.

Table 9: Learners' responses on the frequency to which the school head randomly check their work

	Frequency	Percentage
Termly	8	2.7
Yearly	12	4.1
Rarely	125	42.7
Never	148	50.5
Total	293	100.0

From the findings, 50.5% had never had their school head randomly check their work, 42.7% indicated that the random check was rarely done, 4.1% indicated the random check was done yearly while 2.7% indicated that the head of the school randomly check their work termly.

The learners were also asked to indicate the extent to which the teachers' examination management assists in improving learners' academic performance. The learners indicated that teacher's examination management assists in improving learners' academic performance to a great extent. They explained that the exams reveal the level of knowledge acquired and the areas that they have not understood. Consistently, Connel and Finn, (2018) found that teachers have a significant task to carry out in bringing up sound learners by cultivating their subjective advancement through examinations and assessment of their knowledge learned.

Headteachers' views on Appraisal on Teacher's Examination Management

From the interviews conducted, the headteachers stated that they appraise teachers' examination management. The appraisal is done every month on the opener, midterm, and end-term examinations. The headteachers further stated that the appraisal of teacher's examination management assists in improving learners' academic performance to a large extent by assisting in the assessment of the knowledge acquired by the learners. The findings corroborate with those of Danielson and Gesch, (2017), who established that assessment on examination management influences the performance of the learners.

Quality assurance officers' views on Appraisal on Teacher's Examination Management

The study sought to find out whether the quality assurance officers check for the appraisal of teacher's examination management by the headteachers. From the interviews, the quality assurance officers stated that,

“When I visit a school I check on the appraising of teacher's examination management by the headteachers.”

The officers supported the opinion of the teachers, the learners, and the headteachers that the appraisal of teacher's examination management assist in improving the learners' academic performance to a large extent which corroborates with Anderson and Sanga (2019) that improvement of learners performance is among the advantages related with teachers examination management.

Summary of the Study

The study found that the teachers mark the learners' work. The majority of the learners had never had their work randomly checked by the headteachers and in most of the learners, the random check was rare. The respondents noted that teachers' examination management assist in improving learners' academic performance to a great extent. The exams reveal the level of knowledge acquired and the areas that they have not understood. The study found that the school head appraises the

teachers' examination management skills monthly. The appraisal is done every month on the opener, midterm, and end-term examinations. The quality assurance officers visit the school and check on the appraising of the teacher's examination management by the headteachers.

The teachers agreed on the statements that they prepare exams that meet the required threshold by the appraisers, the school appraises their examination management skills, that the subject/panel head checks on the quality of exams before its administered to the learner's and that they are appraised on their administration of the school exams. The teachers however disagreed that the quality assurance and standards officers appear during examination times to appraise teachers on exam management.

Conclusions

The study concluded that the teachers are appraised on examination management. The appraisal is done every month on the opener, midterm, and end-term examinations. Teachers' appraisal on examination management assists in improving learners' academic performance to a great extent. The exams reveal the level of knowledge acquired and the areas that they have not understood. The teachers prepare exams that meet the required threshold. The quality assurance and standards officers do not frequently appear during examination times to appraise teachers on exam management. The head teachers rarely randomly check the work of the learners.

Recommendations for Practice

The study recommends that the quality assurance and standards officers should frequently appraise the teachers on examination management more so by appearing during examination times to appraise teachers on exam management. This will improve the effectiveness of the effect of the teacher's appraisal on examination on management on learners' academic achievements.

Recommendations for Further Research

The study focused on the influence of teachers' examination management on learner's academic performance in public primary schools in Mitubiri Education Zone, Murang'a County, Kenya. Further studies should be conducted in other education zones and counties for comparison. More so further studies need to be conducted on the challenges that inhibit the appraisal process.

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