

Effectiveness of Schools' Examination Practices on KCSE Performance in Public Secondary Schools in Kakamega County, Kenya

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ABSTRACT

The development and implementation of effective internal and external quality assessment standards provide schools with a foundation for monitoring and evaluating their quality programs. The purpose of the quality standards and assessment programme provides a reasonable assurance that the school's activity conforms to the national standards set by the Ministry of Education, through its Directorate of Quality and Standards. The general objective of this study was to establish the effectiveness of schools' examination practices on the Kenya Certificate of Secondary Education performance of secondary schools in Kakamega County, Kenya. The study was guided by School Based Management Theory. Cross-sectional study design was selected because of the advantages that it provides in saving cost and time in data collection and also the reason that it allowed for standardization of interview questions. This allowed for the testing of the hypothesis. The target population was 415 principals, 415 Deputy Principals, 415 Directors of Studies and 33296 form four candidates 2019. A sample size of 700 respondents was selected using Nassiuma's formula for number of schools then stratified sampling technique applied to get the sampled schools. One Hundred Principals 100 Deputy Principals 100 Director of Studies and 400 students were chosen as the sample. The study relied on primary and secondary data collected using semi-structured questionnaire. Descriptive statistical analysis was done using, frequencies and percentages to describe the basic characteristics of the data. Inferential data analysis was done using Pearson's Product-Moment Correlation Coefficient. Correlation analysis was used to measure the relationship between variables. The importance of this was that the results of the analysis can be generalized to the larger population. The coefficient of determination (R Square) of 0.875 indicated that the independent variable constituted 87.5% of the variance in the dependent variable. These results therefore explained 87.5% while the 12.5% is explained by other variables outside the scope of this study. It was concluded that adequate resources were allocated for examinations management and schools ensure that the tests were effectively handled and administered within the schools. It was recommended that secondary schools should ensure that they had in place internal and external examination moderation systems and that examinations were adequately invigilated, tests effectively handled and administered guided by policy.

Keywords: Schools' Examination Practices and KCSE Performance

1.0 Introduction

According to Literature, Student achievement is a very important aspect to highlight as it shows the product of the education process. This is seen through student academic results, transition from school to work and the social and labor-market outcomes of education (Scheerens *et al.*, 2011). Other terms used in different research works included student progression, performance, degree classification, retention and persistence. Aside from the study results, the preliminary assessment of students' knowledge is seen to be important, which includes creating an admission requirement and appropriate faculty qualifications to filter the selection of students (Chua, 2004; Mergen *et al.*, 2000). Aijaz (2011) posits that internal assessment was often called "home examination", Classroom test" or "Teacher made test". According to the author, internal assessment could also be in a form in which all the arrangements are handled by the teachers of the same institution. The author further states that the main aim of internal assessments was to evaluate the progress of school children in different classes at different levels. In assessments of this kind, the teachers themselves frame the questions, and examine the scripts/answers and decide on criteria for success, normally graded: pass, good, credit, high credit, excellent etcetera) or failure (Aijaz, 2011).

Furthermore, educational assessment is the medium through which students are made to document, usually in quantifiable terms, a thing, event, situation or field to enable the teacher to determine the knowledge base of the student. It is an instrument for gathering information through tests of various forms about the performance or capabilities of individuals, which is often used interchangeably with tests. According to Fernley (2015), assessment enables teachers or trainers gauge a learner, learners, learning group, class, organization or the whole system of education (normally referred to as granularity). Assessment as a concept within the framework of education gained popularity after the Second World War (Nelson, 2014).

In every system of education, students were often examined in order to ascertain their level of understanding in lessons taught in class. Within the scope of this study, assessment is understood to imply the medium through which an assessor is able to determine the worth (inferiority and superiority) or recall capacity of students on a subject content they have been taught in the classroom by their teachers or other facilitators or students self-guided studies. Internal assessments have several objectives among which include: to evaluate the cognitive capability of students, and also to estimate students' educational progress, speed of achievement and learning ability (Aijaz, 2011). Internal assessments bring numerous benefits to learners and teachers alike; making it indispensable at school level student performance evaluation. Other researchers have opined that the benefits of student assessments are varied; the most important being the competitive environment it creates among learners at all levels. It equally enables students and teachers know student achievement levels to inform the necessary remedial action; thus, students who are performing consistently well and those lagging behind and by how much. This enables teachers to reorient their teaching methods and try to overcome weaknesses in teaching and learning (Mufanechiya, 2013). Additionally, parents needed to be informed about the progress of their children during each new school year. Through this parents and teachers tackled challenges that confronted teaching and learning in school and finally, through internal assessments teachers identified hidden abilities, capabilities, desires and interests of the students so as to guide them accordingly (Aijaz, 2011).

Schools' Examination Practices

In Botswana, Moloko Mphale, and Mhlauli, (2014) sought to investigate factors which contribute to the decline in students' academic performance in junior secondary schools. The findings of the study showed that there were several factors that can contribute toward students' low academic performance ranging from low staff morale to students unpreparedness for the examinations. The study, therefore, recommended that high teacher's morale, availability of resources and parental involvement were critical for the attainment of

high quality education in Botswana secondary schools. Furthermore, the findings of the study had implications for research and practice.

Additionally, in Zimbabwe, Kasowe, (2014) sought to examine the strengths and weaknesses of the traditional centralized marking and explore possibilities and challenges of introducing conveyor belt marking at Zimbabwe Open University. Individual interviews were carried out for students enrolled in both undergraduate and postgraduate programs in the Faculty of; Arts and Education, Commerce and Law, Applied Social Science and Science and Technology. Lecturers who have been involved in centralized marking were purposefully sampled to answer questionnaires. It was established that students understudy were more supportive of using belt marking unlike the Lecturers who pointed out too many challenges before implementing it.

The challenges identified to be experienced in belt marking were organization and management of the marking process. It was indicated that the varying level of commitment among markers, discipline, their speed at marking and mastery of content related to some questions posed great challenge to belt marking. Belt marking supervisors had to mark their own scripts, moderating those of group members and doing other administrative tasks. The solutions to the challenges involved identifying subject specialists across the University departments, staff recruitment and in service training for Staff. There was need for Departmental Chairpersons and Subject Coordinators across Faculties to liaise with each other for the smooth running of the marking sessions. If ever belt marking was to be introduced in Open and Distance Learning institutions, there is need to revamp the whole system through training, staffing rationalization and recruitment of permanent staff in the departments (Kasowe, 2014).

On the quality of examinations in Public Universities in Kenya, Kathula, *et al*, (2018) sought to examine the effect of internal and external moderation of examination on the quality of examinations in public universities in Kenya. The study also examined the influence of university standards and guidelines on the relationship between internal and external moderation of setting examinations and quality of examinations. The study used the concurrent triangulation research design of mixed method which combines phenomenological research design for qualitative data and cross-sectional survey research design for quantitative data. Both probability and non-probability sampling techniques were used to select the sample for the study. A total of 242 respondents were involved in the study. Data collection instruments included questionnaires, interview guides and document analysis. Qualitative data were organized into themes to make meaningful conclusions of the study. The study found a statistically significant relationship between internal and external moderation and quality of examinations. It was found out that internal and external moderation lacked the seriousness it deserved. University standards and guidelines was found to influence the relationship between internal and external moderation on setting examinations and quality of examinations.

On academic staff's service delivery, Andiva,(2019) sought to establish the influence of ISO 9001:2008 QMS on academic staff's service delivery in public universities in Kenya. Objectives of the study were to; establish the influence of ISO 9001:2008 QMS on teaching, determine the influence of ISO 9001:2008 QMS on management of examinations, determine the influence of ISO 9001:2008 QMS on quality teaching/ learning facilities and establish the influence of ISO 9001:2008 QMS on curriculum review in public Universities. The study established that ISO 9001:2008 QMS accounted for 14.2% of variation in academic staff's services delivery in management of examinations in public universities. ISO 9001:2008 QMS was found to be a significant predictor of quality management of examinations ($F(1, 89) = 15.882$, per every one unit increase in ISO 9001:2008 QMS status management of examinations improved by .689 units. Regression Equation management of examinations = $5.168 + (-.689X1)$). Interview findings and literature concurred with these findings as ISO 9001:2008 QMS was expressed as a catalyst element in examinations improvement.

According to Irira, (2014) determining factors of transformation of management of examinations was the second component of conceptual framework which constituted conducive working environment. The elements in inputs of managing examinations may not be successfully processed without determining factors (such as setting of tests/exams, effective handling of tests, effective invigilation of examinations, moderation of examinations, marking of students exams, and grading of scores) put in place. The first element that falls under determining factors is effective management and evaluation of assignments/tests, invigilation of examinations and marking of examinations. This implies that adequate, competent, trustful and qualified academic staffs are needed to ensure quality assurance and control during evaluation processes period. The second element that falls under determining factors is examinations moderation that examines and determines the clarity, quality and standards of setting, marking and grading examinations.

Moreover, Tandberg, and Hillman, (2014) reported that the government should provide and regulate the essential service of education to its populace. Often time the government, without knowing, contributes to examination cheating in the following ways: inability to fund education properly where the declining funding of the education sectors is a cardinal pioneer to examination malpractice. For instance, Tanzania was reported to spend at 18.33% of its GNP in 2010, on education according to a World Bank report published in 2012. This compares poorly with other developing economies. It had been established that Nigeria's allocation shares for education diverged sharply from regional and international norms. With this state of affairs quality of teaching, infrastructure, governance, innovations in education sector are stifled.

Besides, Chuachua, and Mafumiko, (2013) noted that at The Institute of Adult Education, examinations are regarded as one of the major means of assessing and evaluating students or learners' skills, knowledge and attitude in both general and specific areas of studies. It is on this basis that IAE had established an examination unit responsible for the administration, conduct and effective management of examinations. The IAE Examinations Unit conducts its examinations under the office of Registrar of students. The Examinations Unit works cooperatively with the Examinations Secretariat and all the Internal Examiners (Lecturers). The External Examiners who were drawn from outside the Institute assisted in checking the quality of the examinations. There was also the Examinations Board and the Academic Committee Council of the Institute, which checked examinations processes and approve examinations results before they were processed for public release.

In each subject, alternatively referred to as a module at IAE, the assessment of examinations is conducted under two modalities: Continuous Assessment (CA) and Summative Examination (SE). Continuous assessment includes assessment of all activities in each course while Summative Examination is conducted for each course at the end of each semester. A student or candidate is obliged to sit for examinations after fulfilling the following conditions: registering for the course; attending at least 75% percentage of the official learning sessions of a course as determined by the council of the Institute; completing all exercises which constitute the continuous assessment of a coursework; and completing the Institute's fees for the course. Any one of the students who fulfilled these requirements was provided with an examination identity card and examination number without which one cannot be allowed to sit for an examination (Chuachua, & Mafumiko, 2013).

2.0 Statement of the Problem

Examination scores prepare pupils for further formal education and training. Low student achievement in Kenya Certificate of Secondary Education Examination often generates public outcry with head teachers bearing the blame (Jagero 2013). The introduction of subsidized secondary education in 2008 by the Kenyan government was an effort to improve access and retention of students in secondary schools (ROK, 2013). In addition the Kenyan government has continued to invest a lot of money from its budget allocation to the

Ministry of Education in buying teaching/learning materials, conducting in-service training for head teachers and subject teachers (ROK 2019). However, when it comes to students' performance in secondary school, the results are still poor (KNEC Report 2017). It is then the function of the education managers to identify and solve problems that may work against quality delivery of education (Oyetola *et al* 2012). A case in mind is for example according to Mayieka (2019) the schools' in Mumias Sub-County in Kakamega County recorded 990 A plains in the year 2015 as compared to one (1) A plains in the year 2017. Also, in 2017 the candidates that attained the minimum entry grade to Universities decreased from 2792 to 198 in the year 2018. A study by Lumosi, and Mukonyi, (2015) reported that performance in the Kenya Certificate of Secondary Education (KCSE) is a matter of great interest to all education stakeholders in Kenya. This milestone determines the future career of a KCSE graduate. Over a period of five years from 2009 to 2013, the KCSE mean scores in Kakamega East and Kakamega Central have stagnated below the average of 6.0 (C plain). In addition, according to results published by Advanced Africa (2017) no school from Ikolomani Sub-County also in Kakamega County made it to top 100 schools in the country. It is a clear sign that the students in this Sub-County do not achieve the minimum qualification for university admission, which is C+ and above. The situation shows that majority of form four graduates in the two sub-counties join middle level colleges for diploma courses while a few who score grade B plain and above proceed to university to pursue degree courses. The performance in public secondary schools in Kakamega County has been dismal as indicated by the report on county KCSE mean performance in spite of the huge allocation the government pumps in the sector every financial year (ROK, 2014), Table 1. One reason, among others, is that quality assurance and standards measures have not yielded adequate results. Minimum quality standards are not being achieved, nor are schools being regularly inspected. School managers and teachers are not being held to account. (Sessional Paper no.1 of 2019). This shortcomings has led to the need to carry out a study to establish the effect of school's internal quality and standards assessments on KCSE academic performance of public secondary schools in Kakamega County, Kenya

Table 1: Performance of Students in KCSE Examinations from 2017 to 2019 in Kakamega County

SUB-COUNTY		A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	MS 19	MG	MS 18	MS17	DEV
	TOTAL																	
BUTERE	2472	1	21	70	130	201	243	312	350	340	495	279	27	5.0522	C-	4.020313	3.66	1.031935
MUMIAS WEST	2595	0	19	95	126	203	228	272	362	351	449	454	36	4.8748	C-	4.628	4.24	0.246759
KAK CENTRAL	2275	3	27	67	101	118	152	226	325	395	462	366	27	4.6831	C-	4.11	3.9543	0.57312
LIKUYANI	2693	3	11	41	101	161	204	315	442	493	519	327	39	4.6624	D+	3.948561	3.557231	0.713883
KAK EAST	3639	0	14	49	143	213	292	418	523	594	684	605	79	4.5734	C-	4.091709	3.678398	0.481657
MATUNGU	2654	0	2	19	67	172	217	337	403	432	566	411	28	4.5404	D+	4.103	3.993	0.437408
MUMIAS EAST	2150	0	3	22	55	103	152	262	331	443	475	286	9	4.4988	D+	3.7871	4.1657	0.711733
KAK SOUTH	2639	0	11	38	82	141	179	311	388	442	534	474	34	4.4715	D+	3.648	4.133	0.823526
MATETE	1548	0	6	19	38	65	88	152	203	244	336	350	44	4.1355	D+	3.718188	3.464107	0.417087
LUGARI	2733	0	5	23	63	118	140	278	350	401	609	648	101	4.0702	D+	3.754304	3.354	0.315859
KAK NORTH	3742	0	1	22	79	155	206	295	497	588	919	873	100	3.9716	D+	3.994	3.289	-0.02238
NAVAKHOLO	2535	0	0	17	49	100	149	198	292	460	577	618	60	3.9622	D+	3.341096	3.224	0.621145
KHWISERO	1624	0	2	12	32	66	93	128	212	315	388	252	17	3.9517	D+	3.866461	3.552248	0.085242
COUNTY	33299	7	122	494	1066	1816	2343	3504	4678	5498	7013	5943	601	4.4259	D+	4.06828	3.795	0.357639

3.0 Research Objective

To establish the effectiveness of schools' examination practices on KCSE performance in public secondary schools in Kakamega County, Kenya.

4.0 Research Hypothesis

H0 Schools' examination practices have no statistically significant effect on KCSE performance of public secondary schools in Kakamega County, Kenya.

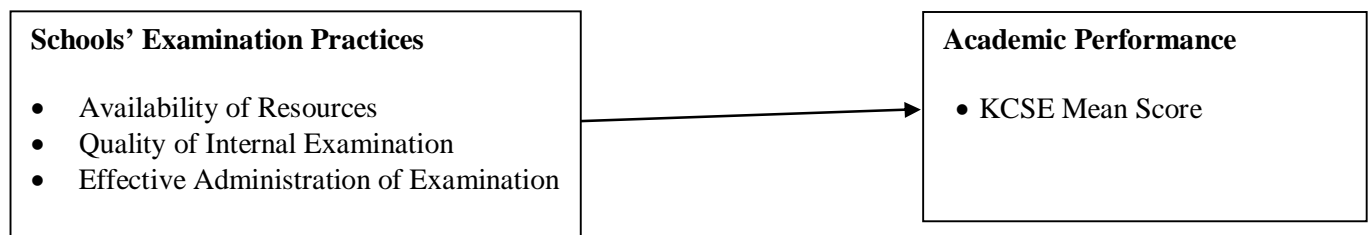
5.0 Theoretical Framework

The study was guided by School Based Management Theory. The principles of the theory are; school based, student-centered and quality focused (Moradia, Hussinb & Barzegarc, 2012). The theory started in the end of the 1980s by Yin Cheong Cheng who happens to be the proponent of this theory. In the words of Malen and Kranz (1990), as cited by (Babara, 2015), School Based Management can be viewed conceptually as a formal alteration of governance structure, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on redistribution of decision-making authority as primary means through which improvement might be stimulated as well as sustained. Based on the theory, there have been many SBM reforms in the developing countries. A review of World Bank Education Portfolio for financial year 2000-2006 reveals that about 10 percent of all projects support SMB.

In supporting these reforms, Cheng (1991) as cited by Kamla, (2012) developed the concept and theory of school-based management and mapped its characteristics of school functioning for facilitating the ongoing discussion and effort for school management reforms in local or international contexts. In his (Cheng, 1991) as cited by (Mapunda, 2011) work, he explained that School Based Management employs theories of “equifinality” and “decentralization” and it assumes that “school is a self-managing system” and regards “initiative of human factor” as well as “improvement of internal process” important. In this concept, he (Cheng, 1991) insisted that school managing strategies should encourage participation and give full pray to members” initiative. Therefore, SBM programs transfer authority over one or more of the following activities: budget (allocating budget), personnel management (hiring and firing teachers as well as other staff), pedagogy (developing curriculum), maintenance and infrastructures (text books and other educational materials), monitoring and evaluating teachers together with students’ performance (Mercy, & Ujiro, 2012).

This theory applies to the present study as it refers to increase of involvement of parents, students, teachers, officials, principals and beneficiary groups of the community and local organizations may increase the independence, responsibility and accountability of the school. As a result, a key characteristic of SBM can be anticipated to improve student academic achievement and other school outcomes as these local community claims closer monitoring of school staff, better student appraisal, a closer match between the school’s requirements and its policies, and a more effective use of resources; in the process of stimulating continuous improvement (Seid moradi *et al* 2012).

6.0 Conceptual Framework



Independent Variable

Dependent variable

Figure 1: Conceptual Framework

7.0 Research Design

This research problem was studied through the use of cross-sectional descriptive study design. Cross-sectional study design was selected because of the advantages that it provided in saving cost and time in data collection and also the reason that it allowed for standardization of interview questions Setia (2016). This allowed testing of the hypothesis.

8.0 Target Population

The target population was 415 Principals, 415 Deputy Principals, 415 directors of studies, 33296 students giving a total of 34541 respondents from four hundred and fifteen (415) secondary schools in Kakamega County, Kenya. The population had been chosen because it defined the characteristics variables of the individuals who qualify for this study, and also provides the scope of the total population. It also sets clear direction on the scope and objectives of the research and data types.

Table 2: Categories of Public Secondary Schools in Kakamega County

Category	No. of Public Secondary Schools	Percentage (%)
National	2	0.5
Extra-County	26	6.5
County Schools	20	5
Sub-County Schools	367	88
Total	415	100

8.0 Sampling Frame

For this study, the sample was drawn from the organizational structures of the secondary schools in Kakamega County. The major focus of this study were the principals and Directors of Studies of the secondary schools in Kakamega County.

9.0 Sampling Size and Sampling Technique

This study employed the Nassiuma (2009) formula to calculate the number of schools to be included in the study as sample size from the target population of 415, thus;

$$n = \frac{Nc^2}{c^2 + (N - 1)e^2}$$

Where n = sample size, N = population size, c = coefficient of variation ($\leq 50\%$), and e = error margin ($\leq 5\%$). Substituting into the formula:

$$n = \frac{34541 * 0.5^2}{0.5^2 + (34541 - 1) * 0.05^2} \cong 100$$

Thus, a sample size of 100 as the number of schools was obtained from the above formula and this was then distributed in a sampling frame as shown in Table 3.2 (Nassiuma, 2000) as cited by (Hungu, & Thuku, 2010). In the second stage, the study used stratified random sampling in order to obtain the required sample size. Stratified random sampling was also ideal for the other respondents as it had the characteristic of providing each member of the target population in their strata an equal chance of being included in the study while at

the same time keeping the size manageable (Kothari, 2004) as cited by Hassan (2017). The number of secondary school in each category was divided by the total number of secondary schools then multiplied by the sample size of 100 to get the sample size of secondary school per category. The sample size was then allocated into various categories according to their relative sizes in the target population as shown in the sampling frame Table 3. The names of secondary schools were put on pieces of paper for each category and the randomly picked.

Table 3: Spreading the Sample across the Study area

Category	No. of Public Secondary Schools	Percentage (%)	Sample size for each Category
National	2	0.5	1
Extra-County	26	6.3	6
County Schools	20	5	5
Sub-County Schools	367	88.4	88
Total	415	100	100

Respondents for the study were selected using stratified random sampling. The main factor that was considered in determining sample size was the need to keep it manageable while being representative enough of the entire population under study. The use of the stratified sampling method as opposed to other sampling procedures had been informed by the need for respondent specificity and also the need for introducing randomness (Mugenda, & Mugenda, 2010). The respondents were 100 Principals, 100 Deputy Principals, and 100 Director of Studies; one from each sampled school; bringing a total of 300, then four students purposively sampled from each sampled school. The Cochran Sample size population formula was adapted due to a large population of form four students in Kakamega County (i.e. 33296 students). The Cochran formula used the margin of error, the required confidence level and estimated proportion in the estimated population to calculate an ideal sample size.

The Cochran formula is:

$$n_0 = \frac{z^2 pq}{e^2}$$

Where; e is the margin of error ($\leq 5\%$), p is the estimated proportion in the estimated population (67%), q is (1-p) and z is the value found in the z table (1.96) (Israel, 2018).

Substituting to the above equation:

$$n_0 = \frac{1.96^2 * 0.67 * (1 - 0.67)}{0.05^2} \cong 340$$

Considering the 100 sampled schools and the above student sample size of 340, approximately four students were chosen from each school. Total number of respondents was 700.

Table 4: Sample size distribution

	Population(N)	Sample size(n)	% of Sample
Principals	415	100	24
Deputy principal	415	100	24
DOS	415	100	24
Students	33296	400	
Total	34541	700	

10.0 Data Collection Instruments

The study relied on primary data and secondary data that was collected using semi structured questionnaire that was administered by drop and pick methods and an interview schedule for the principals. Multiple data collection tools were used for purposes of improving respondent experience and improve data quality. The Principal's interview schedule (PIS), the Deputy Principal's Questionnaires (DPQ), Director of Studies Questionnaire (DOSQ) and student questionnaire (SQ).

Principals Interview Schedule

The principal's interview schedule required that the respondents respond to questions from the objective. The purpose was to get varied responses on any other practices being done in their schools that are unique; regarding each objective. This hopefully enriched the data.

Deputy Principal's Questionnaires

The deputy principals questionnaire had questions on the objective distributed on Likert scale of 1 to 5 where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree. The purpose is to accommodate a large range of different responses.

Director of Studies Questionnaire

The Director of Studies Questionnaires had questions from indicators of the objective and it requested entry KCPE marks for students in the years 2016 2015, 2014, 2013, and 2012. Then also filled the students corresponding exit KCSE marks and grades for the years 2019, 2018, 2017, 2016, and 2015. Internal examination scores at the end of each class were requested. This is secondary data that was gathered by document analysis whose purpose was the provision of background information and covering of broad data (Bowen, 2009).

Students Questionnaire

The student's questionnaire had questions on the objective distributed on a Likert scale of 1 to 5 where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The purpose was to accommodate a large range of different responses from the students.

11.0 Pilot Test

A pilot study was carried out to assess the effectiveness of the data collection instruments which was then subjected to tests for validity and reliability for standardization of the research instruments to be used in the study before data collection. The pilot study was carried out on a population in secondary schools in Kakamega County. Abdinooor, (2012) recommended, 1% to 10% of the sample as adequate for purpose of piloting. Hence, the pilot sample comprised 10% of the sample schools. In this study, out of the 100 respondents targeted 10 respondents from Kakamega County secondary schools were sampled. Modifications, additional questions and other shortcomings found in the questions were corrected.

12.0 Reliability Test

Cronbach reliability coefficient was used to test the reliability of the instruments, because it helped to establish the internal consistency of the responses. It was used to ascertain the reliability of factors extracted from the Likert scale in the questionnaire because it determined the internal consistency or average correlation in a survey instrument. Cronbach alpha was a coefficient of internal consistency used as an estimate of reliability and it ranged in values from 0 - 1. The value

was 0.786. This value exceeded the standard of 0.7 hence the reliability of the model was considered accurate enough (Nunnally, 1978) as cited by (Aroni, 2013). To ensure reliability in the interview schedule the interview schedules were more structured meaning that a systematic approach to interviewing was adopted where same predetermined questions were asked to all candidates in the same order and rated them with a standardized scoring system.

13.0 Validity Test

Content and face validity were determined in this study. The questionnaires, were presented to the Masinde Muliro University of Science and Technology scholars who are authorities in the area for scrutiny and advice. The contents of the instruments was improved based on the advice and comments of the scholars. The questionnaires were then reconstructed in a way that they relate to each research question. To ensure validity in the interview there was a one to one correspondence between interview questions asked and underlying competency. Fraenkel and Wallen (1993) as cited by (Kinaro, 2015) observed that an instrument may be constructed to measure a number of things hence the validity of such instrument must be established.

14.0 Data Analysis and Presentation

The researchers used a mixed method in data analysis. The descriptive analysis involved the use of a measure of central tendency and standard deviation as a measure of dispersion. Data were analyzed using Pearson's Product Correlation and multiple regression model.

Quantitative Data Analysis

Data obtained from the questionnaires was first cleaned and edited before being coded and subjected to further analysis. The Likert scales in closed-ended questions in the questionnaires were converted to numerical codes and scored on a 1-5 point scale in order of magnitude of the construct being measured. They were then entered into the Statistical Package for Social Sciences (SPSS) version 23.0 computer program. Descriptive statistical analysis was done using, frequencies and percentages to describe the basic characteristics of the data. Inferential data analysis was done using Pearson's Product-Moment Correlation Coefficient. Correlation analyses were used to measure the relationship between variables. The importance of this was that the results of the analysis could be generalized to the larger population.

Regression Analysis

In this study regression analysis was done to establish whether independent variables predicted the dependent variable (Doaei, Anuar, & Ismail, 2014). The researcher used multiple regression models to establish if the relationship between the independent variables and the dependent variables is statistically significant. The multiple regression models are assumed to hold under the equation;

$$Y = \beta_0 + \beta_1 X_1 + e$$

Where;

- Y represents Academic Performance
- β_0 represents the regression model Constant
- X_1 represents Schools' Examination Practices
- e represents the estimated error of the regression model
- β_i are the coefficients of the variables determined by the model

15.0 Research Findings and Discussions

This section provides a detailed descriptive analysis of the research data obtained the interpretation and discussion of the findings of the study. The chapter first presents the response rate, presents the respondents' profiles, and the findings of the study variables. The said findings are presented in tables and discussed in this chapter in respect of the specific study objectives.

15.1 Response Rate

Questionnaires were administered as shown in Table 5 and the response rate was outlined per respondent targeted.

Table 5: Response Rate

Respondents	Sample Size	No. of Questionnaires Returned	Response Rate (%)
Principals	100	66	66
Deputy Principals	100	77	77
Director of Studies	100	72	72
Students	400	248	62
Total	700	463	66

From Table 5, the study revealed that 66% of the Principals in schools in Kakamega County were interviewed, while 77% of the questionnaires issued to the Deputy Principals were filled and returned. Further, 72% of the questionnaires issued to the Directors of Studies were filled and returned. Finally, of the questionnaires issued to the students, 62% were filled and dully returned. Of all the 630 questionnaires issued 417 (66%) were duly filled and returned. In this case, the response rate of 66% was considered acceptable as supported by Mugenda and Mugenda (2003) as cited by Khakayi, (2017) who posit that a response rate of 70% and above is excellent, 60-70 is acceptable; 70-85 is very good, and 85 and above is excellent.

15.2 Descriptive Analysis

Students Responses

This section was in line with the objective of the study which sought to establish the effectiveness of schools' examinations practices on KCSE performance in secondary schools in Kakamega County, Kenya Table 6 shows the statistical results in details.

Table 6: Descriptive statistics on students' academic examination practices

	N	Minimum	Maximum	Mean	Std. Deviation
We do many tests that are clearly printed	268	1.00	5.00	4.3250	.99711
We are rewarded for any improvement in an examination	268	1.00	5.00	4.1500	1.29199
We are punished for dropping	268	1.00	5.00	3.6500	1.05125

Our examinations are adequately invigilated and supervised	268	1.00	5.00	4.2250	1.07387
Our tests are marked by different teachers	268	1.00	5.00	4.2250	1.16548
The marking of our exams is professionally done and within a specified time we are given the results	268	1.00	5.00	4.2500	.98058
Those handling our exams are adequate, competent, trustful and qualified academic staff	268	1.00	5.00	4.4500	.84580
The scores we get in our school are an improvement of what we got at primary school.	268	1.00	5.00	3.7250	1.08575
Valid N (list wise)	268				

Source; Research data 2022

From Table 6, the findings of the study established that the participants strongly agreed that they did many tests that were clearly printed within (Mean=4.3250, Std. Dev = .99711). The findings established that they were rewarded for any improvement in an examination done (Mean=4.1500, Std. Dev = 1.29199). It was also established that the respondents agreed that they were punished for dropping from one exam to another (Mean=3.6500, Std. Dev = 1.05125). The findings revealed that the respondents agreed that examinations were adequately invigilated and supervised within (Mean=4.2250, Std. Dev = 1.07387).

Besides, the respondents agreed that their tests were marked by different teachers within (Mean=4.2250, Std. Dev = 1.16548). Also, the respondents agreed that the marking of their exams was professionally done and within a specified time we are given the results within (Mean=4.2500, Std. Dev = .98058). Moreover, the respondents agreed that those handling their exams were adequate, competent, trustful and qualified academic staff within (Mean=4.4500, Std. Dev = .84580). Finally, the respondents were neutral on the statement that the scores they get in their school was an improvement of what they got at primary school (Mean=3.7250, Std. Dev = 1.08575).

Director of Studies Responses

This section was in line with the objective which sought to establish the effectiveness of schools' examinations practices on KCSE performance in public secondary schools in Kakamega County, Kenya. Table 7 shows the statistical results in details. Findings in Table 7 revealed that the respondents agreed that their students fulfilled their roles in the educational setting in terms of the extra-curricular activities (Mean=4.1000, Std. Dev = .87560). Moreover, the respondents revealed that their students were able to realize their potential through positive reinforcement within (Mean=4.2000, Std. Dev = .78881). Besides, the findings revealed that the public secondary schools in Kakamega County admit students as per the policies regulating student admission within (Mean=4.8000, Std. Dev = .42164)

Nonetheless, the respondents reported that they used examinations to measure the level of candidates' achievement within (Mean=4.4000, Std. Dev = .51640). According to Irima, (2014) the first element that fell under determining factors is effective management and evaluation of assignments/tests, invigilation of examinations and marking of examinations. It was established that the respondents reported that they had increased their students' average admission score (Mean=3.9000, Std. Dev = .87560). Finally, the findings revealed that the internal examinations scores were a true reflection of the scores got at KCSE within

(Mean=3.8000, Std. Dev = 1.13529).

Deputy Principals Responses

This section was in line with the objective of the study which sought to establish the effectiveness of schools' examinations practices on KCSE performance in secondary schools in Kakamega County, Kenya. Table 7 shows the statistical results in details.

Table 7: Descriptive statistics on schools' examinations practices from DOSs

	N	Minimum	Maximum	Mean	Std. Deviation
Our students well fulfill their roles in the educational setting in terms of the extra-curricular activities	72	3.00	5.00	4.1000	.87560
Our students are able to realize their potential through positive reinforcement	72	3.00	5.00	4.2000	.78881
We admit students as per the policies regulating student admission	72	4.00	5.00	4.8000	.42164
We use examinations to measure the level of candidates' achievement.	72	4.00	5.00	4.4000	.51640
We have increased our students' average admission score	72	2.00	5.00	3.9000	.87560
Our internal examinations scores are a true reflection of the scores got at KCSE	72	1.00	5.00	3.8000	1.13529

Source; Research data 2022

Table 8: Descriptive statistics on academic examination practices from Deputy Principals

	N	Minimum	Maximum	Mean	Std. Deviation
We ensure that adequate resources are allocated for examinations management	77	1.00	5.00	4.0000	1.00000
Our staff have embraced conveyor belt marking	77	1.00	5.00	3.8108	1.15079
We ensure that we have in place internal and external moderation systems	77	1.00	5.00	3.6757	1.10690
We ensure that our examinations are adequately invigilated	77	1.00	5.00	4.0541	.94122

We ensure that the tests are effectively handled and administered	77	1.00	5.00	4.0000	1.10554
The marking of exams has to be professionally handled and within a specified time frame	77	1.00	5.00	4.1351	.91779
We ensure that those handling the exams are adequate, competent, trustful and qualified academic staffs	77	1.00	5.00	4.0811	.92431

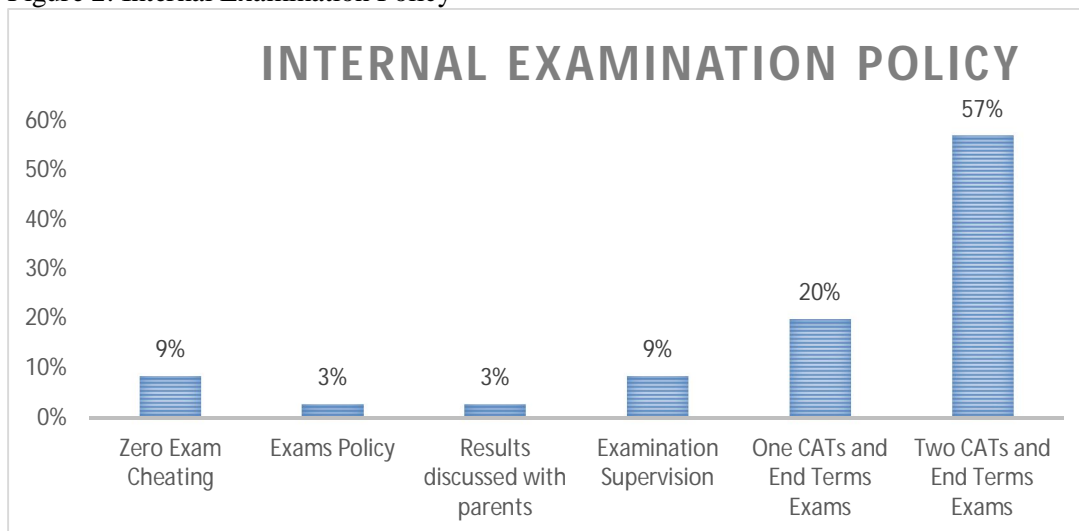
Source; Research data 2022

According to Table 8, it was established that the secondary schools in Kakamega County ensured that adequate resources were allocated for examinations management within Mean=4.0000, Std.Dev = 1.00000). Besides, the findings revealed that the staff at the secondary schools in Kakamega County had embraced conveyor belt marking within (Mean=3.8108, Std.Dev = 1.15079). Also, the study revealed that the secondary schools ensured that they had in place internal and external moderation systems within (Mean=3.6757, Std.Dev = 1.10690). Further, the findings revealed that the public secondary schools ensured that their examinations were adequately invigilated within (Mean=4.0541, Std.Dev = .94122). Moreover, the findings revealed that the schools ensured that the tests were effectively handled and administered within (Mean=4.0000, Std.Dev = 1.10554). The respondents also reported that the marking of exams has to be professionally handled and within a specified time frame within (Mean=4.1351, Std.Dev = .91779). Finally, the findings revealed that the schools ensured that those handling the exams were adequate, competent, trustful and qualified academic staffs within (Mean=4.0811, Std.Dev = .92431)

Principals' Responses

Internal schools examination policy

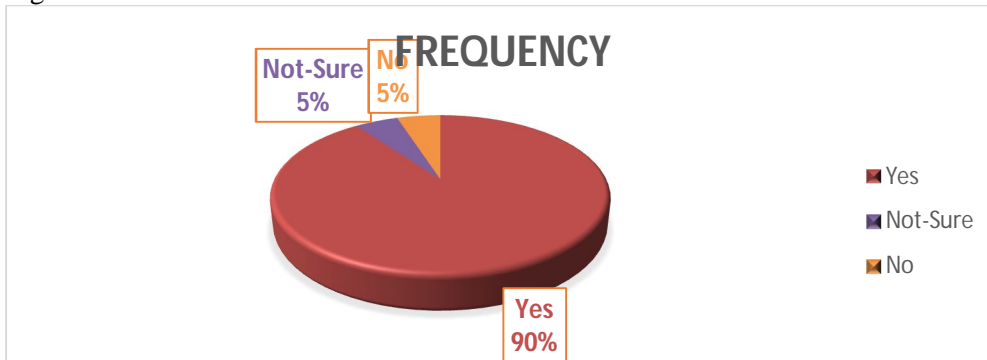
Figure 2: Internal Examination Policy



Source; Research data 2022

The responses were summarized in Figure 2. From the findings in figure 2, it was established that most schools undertook two CATs and one end term exam with a frequency of 57%. Also, the study established that other schools did one CAT and one end of term exams as indicated with a frequency of 20%. Moreover, the study revealed that other internal examination policies that the schools implement to ensure quality and standard are met include zero exam cheating and thorough examination supervision as evidenced by a frequency of 9% respectively. Also, the schools were keen on strict examination policies as well as having the results discussed with parents as evidenced by a frequency of 3%. The principals were asked the relationship between internal examinations and KCSE. Their responses were shown in a pie chart Figure 3. From the findings in Figure3, it was established that majority (90%) of the principals agreed that there was a correlation between internal examinations and KCSE performance.

Figure 3: Correlations between Internal Exams and KCSE



Source; Research data 2022

15.3 Inferential statistics

Pearson correlation statistical analysis was used to determine the relationship of the internal examinations to that of KCSE. Hypothesis testing was also done as explained. The correlation analysis results in Table 9 ,revealed that there was a positive and a strong significant relationship between schools’ examinations practices on KCSE performance in public secondary schools in Kakamega County, Kenya as supported by (r=0.863, p=0.000). This implied that both schools’ examinations practices and KCSE performance change in the same direction positive direction. Increase in the practices increased the probability of increasing performance of KCSE by 86.3%.

Table 9: Correlations between schools’ examinations practices and KCSE performance

		Schools’ Examinations Practices	KCSE Performance
Schools’ Examinations Practices	Pearson Correlation	1	.863**
	Sig. (2-tailed)		.000
	N	72	72
KCSE Performance	Pearson Correlation	.863**	1
	Sig. (2-tailed)	.000	
	N	72	72

** . Correlation is significant at the 0.01 level (2-tailed).

Source; Research data 2022

Hypothesis Testing

The Hypothesis School's examination practices have no statistically significant effect on KCSE performance of secondary schools in Kakamega County, Kenya; was tested by determining the relationship between schools' examinations practices and KCSE performance using multiple regressions whose results are shown on Table 10. The test was done at a significant level 0.05. The beta value from the multiple regression results in Table 10 indicated that there was a significant relationship between the two variables ($\beta = 0.177$, $p < 0.05$). Consequently, we rejected the null hypothesis and this implied that schools' examinations practices had a significant effect on KCSE performance in secondary schools in Kakamega County, Kenya albeit the fact that the variable had the least influence in the model.

Table 10: Multiple linear regression results

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.250	4.759		.473	.638
Schools' teaching practices	.445	.084	.510	5.295	.000
School's examination practices	.177	.103	.181	1.751	.001
Schools quality and control practices	.060	.108	.058	.557	.579
KCPE entry marks	.358	.117	.256	3.494	.000

a. Dependent Variable: KCSE Performance

Source; research data 2022

15.4 Discussion

From the findings presented in the objective to establish the effectiveness of schools' examinations practices on KCSE performance in secondary schools in Kakamega County, Kenya. It was evident that school examination practices were critical in determining performance.

Examination Resources

Resources are required for the proper management of examinations. Management of examinations starts with the preparation stage, administration marking and release of that examination. The resources required are human resource, material resources and financial resources. It was established by the deputy principals sampled that the secondary schools in Kakamega County ensured that adequate resources were allocated for examinations management within Mean=4.0000, Std.Dev = 1.00000).in Kakamega County, Kenya. This corroborating findings of a study In Botswana, by Moloko Mphale, and Mhlauli, (2014) who sought to investigate factors which contribute to the decline in students' academic performance in junior secondary schools. The study, therefore, recommended that high teacher's morale, availability of resources and parental involvement are critical for the attainment of high quality education in Botswana secondary schools. Human resource was required to ensure proper setting invigilation and marking of the set examinations. Enough stationery was required for proper administration of the tests. The stationery and other logistics done during any examination required financing. Enough room for the examination should be provided to prevent the temptations of cheating, the learners should have enough space for comfort and space that disallows any form of examination malpractice'

Examination marking process

The students sampled in this study said that their tests were marked by different teachers within (Mean=4.2250, Std. Dev = 1.16548), the marking of their exams was professionally done and within a

specified time they are given the results within (Mean=4.2500, Std. Dev = .98058). Moreover, the students were in agreement that those handling their exams were adequate, competent, trustful and qualified academic staff within (Mean=4.4500, Std. Dev = .84580). These findings then assured that the examinations done are well managed and the results are credible. These findings were in tandem with Irira, (2014) on determining factors of transformation of management of examinations; the second component of conceptual framework which constituted conducive working environment. This implied that adequate, competent, trustful and qualified academic staffs were needed to ensure quality assurance and control during evaluation processes period. Besides, the findings revealed that the staff at the secondary schools in Kakamega County have embraced conveyor belt marking within (Mean=3.8108, Std.Dev = 1.15079). Additionally, in Zimbabwe, Kasowe, (2014) sought to examine the strengths and weaknesses of the traditional centralized marking and explore possibilities and challenges of introducing conveyor belt marking at Zimbabwe Open University. It was established that students understudy were more supportive of using belt marking unlike the lecturers who pointed out too many challenges before implementing it. The challenges identified to be experienced in belt marking were organization and management of the marking process.

Examination Administration

Examination administration is the giving out of a planned examination according to the laid down schedule at a designated place with the required materials and resources. Examinations are given out to learners following a prepared timetable. Each examination paper has a designated time, learners will follow through the written instructions as they answer the set questions. For the examination to be credible the learners should not be allowed to carry unauthorized materials in the examination rooms and to ensure this the learners are subjected to frisking. More personnel were required to invigilate the examination to make sure learners do not engage in cheating. On completing the examination the answer sheets should be kept under lock and key to prevent any tampering by the students till they are marked, marks recorded then taken back to the students. This study has established that 9% of the principals interviewed said there was zero cheating in examinations. The others were not sure 91 % did not commend. This was worrying in terms of the credibility of the examinations. It has been established that examinations were adequately invigilated within (Mean=4.0541, Std.Dev = .94122) by the deputy principals. The students agreed to the same that their examinations were adequately invigilated within (Mean 4.225, Std Dev 1.07387).The findings corroborated that of Irira, (2014) who said that the elements in inputs of managing examinations may not be successfully processed without determining factors (such as setting of tests/exams, effective handling of tests/ exams, effective invigilation of examinations, moderation of examinations, marking of students exams, and grading of scores) put in place.

Quality of internal examinations

Quality examinations can be said to be those examinations set by a group of teachers basing on the taught content putting in mind all types of learners. The examination should follow the basic regulations of the subject and or the paper and should test all levels of learning. Also, a quality examination should give almost consistent results with the external examinations. For an examination to be of high quality moderation of that exam should be done. Examination moderation is the perusal of an examination with an aim of correcting, adding or removal of whatever questions or marks per question that will make that test to be standard. Quality examination should give predictive results of the final examination. It has been established from the deputy's responses that the secondary schools ensured that they had in place internal and external moderation systems within (Mean 3.6757, Std Dev, 1.10690). The findings are in line with, Kathula, et al, (2018) on the quality of examinations in Public Universities in Kenya and sought to examine the effect of internal and external moderation of examination on the quality of examinations in public universities in Kenya. University standards and guidelines was found to influence the relationship between internal and external moderation on setting examinations and quality of examinations It was also established in this study from the director of studies that they used examinations to measure the level of candidates' achievement within

(Mean=4.4000, Std. Dev = .51640). Besides, Chuachua, and Mafumiko, (2013) noted that at The Institute of Adult Education, examinations are regarded as one of the major means of assessing and evaluating students or learners' skills, knowledge and attitude in both general and specific areas of studies. It is on this basis that IAE has established an examination unit responsible for the administration, conduct and effective management of examinations. Examination scores are used for placement in Kenya and also in the world. The students who score highly in the KCSE examinations are placed in competitive professional courses by the body responsible for placement in Kenya (KUCCPS). The placement at the universities and colleges was done according to the level of achievement. Internal Examinations may be used to predict the performance of students in the main external examination in our case the KCSE examination. The respondents in this study established. The DOSs, findings revealed that the internal examinations scores were a true reflection of the scores got at KCSE within (Mean=3.8000, Std. Dev = 1.13529). The principals were asked the relationship between internal examinations and KCSE. It was established that majority (90%) of the principals agreed that there was a correlation between internal examinations and KCSE performance. If a student did well in internal examinations then the student will do well in the KCSE examinations. The major gap here was for further studies to be done and an analysis that may give an exact prediction or one with a very small margin of error. The ability of these internal examinations to be largely predictive of KCSE, then talks of their quality which we can say are high. This is in line with the findings of Laraib (2015). In his comparison of internal assessment with external assessment that was standardized examination noticed that one of the major disturbing differences between internal assessment and external assessment was that regarding internal assessment teachers within the school could possibly give hints to students about the nature of the assessment, which certainly defeated the aim of assessment which, invariably, was to challenge learners. Also, Ochieng (2012) found out that internal examination scores directly predicted the external examination scores. Ochieng's study specifically pointed out that scores in the fourth year of study were more predictive of the external scores followed by scores in third year then second year. However, 5% of the principals in this study of the respondents were not-sure whether the internal examinations reflected the actual marks at KCSE since they felt most students surpassed the grades they scored internally. An equivalent number 5% reported that there was no correlation between internal examinations and KCSE performance of the students.

Schools examination policy

Each school has its own rules governing examinations. A school's examination policy encompasses the number of examinations per term, type of examinations i.e. CAT, RATS or full paper examinations. The school also has a policy on setting and production of the examinations, the timelines of submission of marks and the official release of the results of the examinations. All these activities constitute a school's examination policy. This policy was not officially written as a document but was known by the DOS and perhaps the examination officer of the school. Schools also have different ways of rewarding or punishing poor performance. Rewarding or punishing poor performance is part of an examination policy of a school. It was established from principals that most schools undertook two CATs and one end term exam with a frequency of 57%. Also, the study established that other schools did one CAT and one end of term exams as indicated with a frequency of 20%. Moreover, the study revealed that other internal examination policies that the schools implemented to ensure quality and standards were met include zero exam cheating and thorough examination supervision as evidenced by a frequency of 9% respectively. The students' respondents in this study also established that they did many tests that were clearly printed within (Mean=4.3250, Std. Dev = .99711). Findings were consistent with a study on, teachers' and students' perceptions by Mwebaza (2010) that showed that there were many continuous assessment strategies to be used which had a positive relationship to students' performance in the final examinations. Also, through assessments, teachers tended to realize their own weaknesses in teaching and those of their students and strived to ameliorate them. Good application of these assessment strategies would help enhanced student performance (Mutua, 2014). According to Khalaf, et al (1992), frequent testing made students work harder throughout the course because they wanted to get good grades in examinations. According to Bangert-Drowns et al (1991) frequent testing

offered the student feedback or knowledge of their results giving them Opportunity to see their areas of strength and weakness and giving students more time to work toward eliminating the areas of weakness. It was also established that the respondents were in agreement that they were punished for dropping from one exam to another (Mean=3.6500, Std. Dev = 1.05125) and were rewarded for any improvement in an examination done (Mean=4.1500, Std. Dev = 1.29199). A reward is something given to someone in recognition of a service, effort or achievement. Salcedo (1989), said that “punishment” was one of the most important factors in controlling behavior as an educational means, punishment was essentially corrective by leading the youth to a proper estimation of his fault and for a position change in his behavior. There were two kinds of punishment: one is moral and other was physical. It was moral when it affected one’s desire to be honored and loved. It was physical when it was either the refusal of that which the learner desired or the injection pain was punishment. There were a multitude of possible reactions that teachers could have toward students who fall below academic standards. Some of these reactions had utilitarian goals, whereas others were punitive. In the research conducted by Cullen J et. al (1975) as quoted by Aquino (2019), 233 students from 14 high school classes were utilized to undertake as respondents of their study and these respondents were either offered points (ranging from 2 to 12) on their final grade of the term for completing an assignment or threatened with loss of points (ranging from 1 to 7) for not completing an assignment. A control class was asked to complete the assignment without gaining or forfeiting any points. Data suggested that grades used as an incentive elicited greater assignment completion than when no incentive was used, that assignment completion was greater when grades were used as a negative as opposed to a positive incentive, and that as the level of incentive utilized rose, assignment completion tended to increase.

Examinations occupy a strategic position in our lives and society today. Infact a school that excelled in examinations in Kenya that is KCSE was deemed to be of high quality and parents would struggle to bring their children to such a school. It was important to always find out the extent the learners had acquired the theoretical and practical skills needed for both personal and national development. The process through which this is ascertained is known as examination. Teachers and the entire education stakeholders put emphasis on examination results, as an indicator of efficiency in education. The Ministry of Education and the entire political fraternity insisted on the passing of examinations as a sign of a school’s efficiency or quality. The Kenya government has established Kenya national examinations council (KNEC) to administer examinations. KNEC is a state corporation under the state department of education. Under section 10(1) of the KNEC Act (GOK,2012), the functions of the Council shall include; setting and maintaining examination standards, conducting public academic, technical and other national examinations within Kenya at basic and tertiary levels; and awarding certificates or diplomas to candidates in such examinations. It is, therefore, the responsibility of the Kenya national examinations council to control examinations at primary, secondary and technical levels. In spite of this Peter Hill (2010), noted that governments use examinations as gatekeepers. This implied that examinations were used to access schools at a higher level. Examinations results were used as indicators of learning outcomes. The results also acted as a means of quality control. However, this is an indication of the persistence of policy and philosophy gap in education system. A part from university examinations, all the others fall under the jurisdiction of KNEC. The 8-4-4 education system in Kenya emphasizes a nine-year free and compulsory education. At the end of the eight-year period, KCPE examinations are administered to pupils. The government has also taken the responsibility of paying registration fees for the examinations. This examination determined the pupil's transition to the next level of education (secondary). The pupil's performance also determined the type of school one can join after KCPE. Schools have been categorized as national, extra county and county. The national schools being considered as the best followed by county secondary schools then sub county secondary schools that are given students with average marks. Considered as the worst. The consideration was based on facilities and equipment endowed by these schools. At secondary level examination outcomes determine which degree course a learner would pursue in the tertiary colleges or universities study conducted by Schmitz, R. in 2011 revealed that exam oriented model led to students losing their imaginations and creativities. This was as a result of

teachers resorting to convectional approaches at the expense of quality education. Since examinations were considered as being crucial in determining children's future, the public perceives examinations as a determinant for better future. However, the exam oriented system causes stress to teachers and students because tests were regarded as provident for bright future. It was a filtering process that selected a few to transit to the next educational level. It led to oppression of teachers and pupils in order to produce the best results. Learners were over-burdened with homework on a daily basis. This led to memorization of work. Pupils end up in reciting knowledge. The new system of education works against this examination focused system of education by insisting on the competencies a learner has learnt and can do. In this Competence based curriculum the assessments are continuous and there is no learner who fails. The current system of summative assessment at the end of the various cycles together with the limited availability of student places at secondary and higher education level dictated the teaching and learning process towards examinations as opposed to assessment of attainment of skills and competences (GOK 2019). Assessment was to inform teaching and learning processes that were in tandem with national goals of Education and to enhance learner achievement, skills and competences to address the above challenges in assessment and examinations, the Government implemented a policy that standardized a framework of assessment of core learning outcomes, transferable skills and subject related knowledge. The Government restructured the Kenya National Examinations Council (KNEC) to respond to emerging global assessment trends, Developed standardized competency-based assessment tests items (Competence Assessment Tests (CATs), assessed core competency areas, and aligned each to all specific levels within the Basic and tertiary Education cycle which required basic and training education institutions to introduce regular cumulative assessment using the Competence Assessment Test items (CATs) Centered on developing innovation creativity and entrepreneurial minds for self-reliance and Promoting recognition of national examination and competency-based assessment internationally based on National Qualifications Framework (NQF) and Promoting monitoring of learning achievement.

16.0 Summary of the findings

The objective was to establish the effectiveness of schools' examinations practices on KCSE performance in secondary schools in Kakamega County, Kenya. Descriptive results revealed that the public secondary schools in Kakamega County ensured that adequate resources were allocated for examinations management. Studies focusing on investigating factors which contributed to the decline in students' academic performance in junior secondary schools. Also, the descriptive results revealed that the secondary schools ensured that they had in place internal and external moderation systems. Moreover, descriptive results revealed that the schools ensured that the tests were effectively handled and administered. An empirical study on determining factors of transformation of management of examinations was the second component of conceptual framework which constitutes conducive working environment. The elements in inputs of managing examinations may not be successfully processed without determining factors (such as setting of tests/exams, effective handling of tests/ exams, effective invigilation of examinations, moderation of examinations, marking of students exams, and grading of scores) put in place.

Nonetheless, descriptive results revealed that the marking of exams had to be professionally handled and within a specified time frame. Moreover, studies had reported that the government should provide and regulate the essential service of education to its populace. Finally, the findings revealed that the schools ensure that those handling the exams are adequate, competent, and trustful and qualified academic staffs within. Empirical studies sought to determine factors of transformation of management of examinations is the second component of conceptual framework which constitutes conducive working environment.

The correlation analysis results revealed that there was a positive and a strong significant relationship between schools' examinations practices on KCSE performance in public secondary schools in Kakamega County, Kenya as supported by ($r=0.863$, $p=0.000$). This implied that both schools' examinations practices and KCSE performance change in the same direction positive direction. Increase in the practices increased

the probability of increasing performance of KCSE by 86.3%. The Hypothesis School's examination practices have no statistically significant effect on KCSE performance of secondary schools in Kakamega County, Kenya; wasted by determining the relationship between schools' examinations practices and KCSE performance using multiple regressions whose was done at a significant level 0.05. The beta value from the multiple regression results in Table 9 indicated that there was a significant relationship between the two variables ($\beta = 0.177$, $p < 0.05$). Consequently, we failed to accept the null hypothesis and this implied that schools' examinations practices had a significant effect on KCSE performance in secondary schools in Kakamega County, Kenya albeit the fact that the variable had the least influence in the model.

17.0 Conclusion of the study

The study concluded that adequate resources were allocated for examinations management. The study concluded that the secondary schools ensured that they had in place internal and external moderation systems. It was also concluded that the schools ensured that the tests were effectively handled and administered within the schools.

18.0 Recommendations of the study

The secondary schools should ensure that they have in place internal and external moderation systems and that their examinations were adequately invigilated. Schools should ensure that tests were effectively handled and administered. Schools should also have an examination policy.

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