

**THE ROLE OF MOCK EXAMINATION IN PREDICTING
PERFORMANCE IN KENYA NATIONAL EXAMINATION RESULTS
(2008-2012). A CASE OF PUBLIC SECONDARY SCHOOLS IN MIGORI
COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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KENYATTA UNIVERSITY.**

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DECLARATION

This is my original work and has not been presented for award of a degree or any other award in any university.

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DEDICATION

This project is dedicated to my fiancé Truphena, my brothers Jacob and Kerry, my sisters Melvin and Levina whose undying love, encouragement and selfless determination enabled me to be where I am today.

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ABBREVIATIONS AND ACRONYMS

BECE	Basic Education Certificate Examination
CA(MOCK)	Continuous Assessment
CEE	Common Entrance Examination
CPE	Certificate of Primary Education
DEOs	District Education Officers
EACPE	East Africa Certificate of Primary Education
HODs	Head of Departments
KCSE	Kenya Certificate of Secondary Education
KACE	Kenya Advanced Certificate of Education
KAPE	Kenya Africa Preliminary Examination
KCE	Kenya Certificate of Education
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examination Council
MOE	Ministry of Education
NAPE	National Assessment Program of Education
NCEOP	National Committee on Education Objectives Policies
NCST	National Council of Sciences and Technology
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNEB	Uganda National Examination Board
WAEC	West Africa Examination Council
PSSs	Public Secondary Schools

ABSTRACT

The role of examination to any nation is to determine whether students have achieved the learning objectives. The examinations were administered at the end of the education (learning) system or periodically before the end of a system. This gave rise to the use of mock just before the KCSE examination is administered. The purpose of this study was therefore to investigate the role played by mock examination result in predicting students' performance in the national examination in secondary schools (K.C.S.E) in Migori County. The study was triggered by the call of the then minister of education Hon. Prof. Sam Ongeru in 2012 that mock examination results in all schools be forwarded to the ministry of education and the KNEC to be used to benchmark the students' performance and check if there were cheating in the examination. The objectives of the study were to establish the perception of the teachers towards mock examination in Migori County, to compare students mock and KCSE results in Migori County between 2008-2012 and whether mock and KCSE examination results were related and to identify issues and challenges facing mock examinations in Migori County. The study employed a descriptive survey research design. The sample size consisted of 30 schools randomly selected from a population of 153 schools in the County. The respondents consisted of 30 principals, 30 Head of departments and 150 classroom teachers who gave their views and opinions as far as the mentioned objectives were concerned. The study was carried out to check the relationship between the two examination results between the years 2008-2012. Data were collected using the questionnaire for the principals, HODs and teachers and interview schedule for the DEOs and the County Commissioner. Data analysis was done using descriptive statistics after cleaning and coding. The findings were presented using frequency distribution tables, bar graph and pie chart. The study established that there was a trend of performance by the students within the five years under study in that there was a slight improvement of student's performance in the national examination result compared to that of the same student in the mock. The study also established that there were challenges faced by the mock examination thus affecting its reliability and validity thus it could not be effectively used as a benchmark to the national examination result. Teachers also noted that if adopted then unscrupulous teachers would always influence the mock results so as to gain advantage in the decision making. The study recommended that doing of mock in secondary school in the County should continue as its purpose is to prepare the students in readiness to the national examination but faulted the idea of using mock as a benchmark to the KCSE. Based on the challenges faced by the mock, it was recommended that mock should not be used to predict the students KCSE performance as this would lead to biasness. The study finally recommended that the ministry of education should have a well elaborate means and system to establish the reliability of the national results rather than the use of mock.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The aim of any education system in any nation is to ensure that the learners are categorized according to their academic ability. To ascertain these achievements, different countries have their examinations to which objectives to be attained by the learners are set. These examinations are only done by the end of an education period and are mainly national examinations. According to Wasanga, P. (2009), he observed that KCSE performance has seriously been dwindling for a series of years. This was due to insufficiency in examining the learners as they prepare for the national exams. To have proper preparation for national examinations, each country must therefore adopt the use of mock examinations to prepare students for the national examination. It was therefore necessary that a research of the relationship between the mock and the national examination be done to find out the relation between the two examinations. In this section, the researcher introduced this study by briefly discussing the roles of national examination in different countries as well as that of mock in the global, international and finally the national perspective of the examination results in Secondary Schools. According to Havnes (2000), Centre for staff and Learning Development Oslo University College, in his definition of the purpose of the study, said that teachers might assume that it was their teaching that directed students learning, but students oriented themselves as learners in relation to what was assessed in an examination. Exams, despite the function of assessing what the students had learnt, it tended to define what was worth learning. According to Shepard (2000), the purpose of

examination was to define the way a teacher achieved the objectives in teaching as this was manifested in the results outcome. Assessment had been noticed to be pushing other aspects of education among other things being, prompting objective teaching in schools.

Mock on the other hand made the students to prepare for the national examination as it was used as a tool to improve on students' learning habit. According to the source Max Eckstein (1992), Great Expectation in a Global Comparison of End-of-Secondary School Examination in comparative and international education series, Background Paper Prepared for a Conference of the Office of Education Research and Innovation, Department of Education, Washington, D.C. submitted on February 3rd, (1994), National Examination represented general expectation for study achievement, reflected standards and provided stimulus to establishing overall qualities in Education. This view was also shared by educationists in Great Britain. This study stipulated that a good exam should focus on: Content, Format and Skills. Initially General Certificate of Education in England or Wales were instituted to serve three purposes i.e. taken at the end of secondary schooling to certify the completion of secondary study level and as a mean to unify quality control within education system in Britain. National Examination fulfils a third function related to their broader social, economic and political implications.

As it was known, Examination while not always conclusive, were powerful tool in influencing individual success in adult life. Usually National Examination served as a

gauge of quality of a Nation's Education Effort and its workforce. Standard Evaluation System of Primary and Secondary Education in Indonesia and the equality of education level was conducted by the Centre for Education Assessment. Indonesia Nomor-20-Tahun stated that in order to control the quality of education, nationwide be evaluated by one examination body as a form of accountability of education providers to the parties concerned. The government also stated that evaluations conducted by independent agencies on regular basis comprehensively, transparently and systematically allowed the country to access the achievement of the national educational standards and monitoring process of evaluation therefore it should be done continuously.

Evaluations carried continuously (CA) would be able to fix the quality of education as they would improve standards. This was said to be due to the fact that the CA led to check as the learner awaited the national examination. In Africa, according to Emmanuel Bonney, in the Ghanaian Daily Graphic (16th January 2013-05:12): *Collective Action Necessary to Stem BECE malpractice*; The Basic Education Certificate Examination (BECE) which begun in 1989 is the first major nationwide examination to be written by Ghanaian secondary school which was being done at the end of the three years of junior high school. The examination was described by some as not fair because students who were prepared under better facilities and environment should be writing the same exams with those who do not have full competent teachers and facilities.

To improve on performance, the examination body introduced CA as a means to enhance preparation by the students as National Examination was being waited by the students. According to the West Africa Examination Council (WAEC), a body that was responsible for providing examination for Nigeria, Sierra Leon, Liberia, Ghana and Gambia through Dr. Adeyegbe of WAEC Nigeria (2004), they said that for valid examination result to be obtained there must be a well trained personnel to handle the examination and for that their council has developed a team of well trained and highly motivated staff to provide valid and relevant educational aspiration of a number countries in a year which had been done by over 300 students and pupils from the subscribing countries.

In Uganda, the National Examination Board (UNEb) organizes all National Assessment of Progress in Education (NAPE). National Assessments refers to an assessment done at the National level. National Assessment carried out on the education system refers to the assessment of performance of the whole education System of a Country. It was meant to determine the achievement levels of learners on the curriculum over period of time. In Uganda the national assessment of performance of education system was called NAPE. Uganda had special interest in monitoring the performance of learners in its education system, particularly in primary and secondary school for two reasons; First, Uganda spends an appreciable amount of resources on education, considering it to be the key to success and development. Secondly, there were many reforms in Uganda Education System and therefore there was need to assess their performance like Kenya, Uganda introduced free basic education in 1996-1999 through the Uganda's Ministry of

Education. NAPE was then established and mandated to determine the educational standards as reflected by achievement levels of students and hence monitoring the changes in the standards over time.

In the year 2007, the government declared Universal Secondary Education (USE) starting with junior one student. Just like it was for UPE, it was necessary to monitor the effect of such a big reform on student's achievements. At the Education Sector Review (ESR) workshop held on October 2006, it was agreed that UNEB would conduct assessment in junior two to determine the student's achievement levels in the compulsory subjects. This was a systematic objective and comprehensive way of regularly collecting and accumulating information about students' learning achievement over period of study and using it to guide the students learning and determine their level of attainment. It is done per term and the Mock is done in the second term of the upper senior class.

The CA and Mock are done in Uganda as a supportive assessment strategy, CA/Mock provides many opportunities of enhancing learner's achievements in a case where examination are high stake, the practice of determining learners achievement using one-shot examination was reduced and with it, the stress, anxiety and fear associated with examinations diminished. Through the use of mock learners earned credit and accumulate them over a period of time. Mock therefore, being part of the CA, it could be used to determine the academic holistic part of the learners.

1.1.1 The Kenya National Examination Council

According to the Kenya National Examinations Council website (2013), the Kenya National Examinations Council was established on 1st August, 1980 under an Act of Parliament following the collapse of the East African Examinations Council.

Historical records reveal that the issuance of educational certificates in Kenya begun through the Education Ordinance 1924. In 1927, the Ministry of Education was mandated to conduct the Cambridge School Certificate and other examinations which were being set by overseas examination bodies. The Education Ordinance of 1931 empowered the governor in council to issue rules laying down conditions for the issue of teachers' certificates for various grades. In the same legislation, the Director of Education was empowered to publish conditions and requirements for an examination (Colony and Protectorate of Kenya, 1949). By 1948, Africans were subjected to examinations at intervals of some four years. These examinations included Common Entrance Examinations at class four, Kenya African Preliminary Examination at the end of junior secondary school or Form Two, the Kenya African Secondary Examination at Form Four.

These examinations were organized, with the approval of the Director of Education, by the Chief Inspector of Schools. Whereas CEE was provincial based, the KAPE and KASE were national examinations which were accompanied with certificates. Competitive entrance examinations were used for purposes of selection of pupils for admission to the primary cycle. No certificates were issued in testimony of CEE. At the same time foreign bodies such as Cambridge Local Examination Syndicate, Makerere

University, London University, London City and Guilds among others (Colony and Protectorate of Kenya, 1949) organized examinations for candidates at Form Four and at Advanced level. By 1960, administration of examinations was still the mandate of the Examinations Officer who worked under the chief inspector of schools. The examinations section of the inspectorate was responsible for the local organization of the Cambridge School and Higher School Certificates Examinations. The chief inspector of schools also took charge of academic, professional, and commercial examinations which were allowed by foreign bodies to be taken locally.

Upon independence, Ominde Commission (1964) in Okumbe (2003) recommended the establishment of an East African Examinations Board. The new Examinations Board would be responsible for all examinations in East Africa. The Ominde Commission (1964) suggested that the East African Examination Board should eventually assume full control of examinations in technical and commercial subjects, taking over, from United Kingdom – based examining bodies, subject by subject. In 1967, Kenya, together with Uganda and Tanzania, formed the East African Community. The three countries adopted a single system of education, the 7-4-2-3, which consisted of 7 years of primary education, 4 years of secondary education, 2 years of high school and 3–5 years of university education. Under the system, which was similar to the British system of education, children began their elementary (primary) education at the age of 7 and completed at the age of 13 after sitting for a regional examination known as the East African Certificate of Primary Education. After primary education those who passed very well proceeded to secondary school which ended four years later with the writing

of the East African Certificate of Education Examination. The highest level of education that qualified one to attend university was attained after two years of high school at that time distinct from secondary school with students sitting for the East African Advanced Certificate of Education.

With the collapse of the East African Community in 1977, the National Committee on Educational Objectives and Policies (1976) recommended establishment of a national examinations council to be known as Kenya National Examinations Council. The national examinations council was to coordinate examinations at all levels except university in Kenya. NCEOP (1976) further recommended additional responsibility for KNEC which would include setting standards and organizing examinations in all areas. Besides, they recommended that KNEC evaluates training and qualifications obtained from outside Kenya. National Committee on Educational Objectives and Policies' (1976) recommendation was implemented on 1st August 1980 when, Kenya National Examinations Council was established with the enactment of the Kenya National Examinations Council Act (Cap 225A, Laws of Kenya). The Council's Act (CAP 225A, Laws of Kenya) was supplemented by the Sessional Paper No.6 of 1988 which formalized the recommendations of the Presidential Working Party of 1988. The paper emphasized on coordination and harmonization of the examinations and certification of all national examinations for school and post school training institutions except the universities. The Council effectively took over the preparation and administration of examinations hitherto conducted by both the former examinations section of the Ministry of Education in Kenya and the defunct East African Examinations Council. It also adopted the exiting examination syllabuses and award regulations for the examinations.

The examination names were changed from their regional identity to a national identity. The East African Certificate of Primary Education became the Certificate of Primary education, the East African Certificate of Education became the Kenya Certificate of Education and the East African Advanced Certificate of Education became the Kenya Advanced Certificate of Education. In 1981, the Presidential Working Party on the Second University was commissioned to look at both the possibilities of setting up a second university in Kenya as well as the reforming of the entire education system. The committee recommended that the 7-4-2-3 system be changed to an 8-4-4 system (eight years in primary, four years in secondary, and four years in university education). Although the 7-4-2-3 system theoretically ended with the introduction of the new 8-4-4 system in 1985, the last batch of students from the former system graduated from Kenyan Universities in 1992. The current 8-4-4 system was launched in January 1985. This system adopted eight years of primary education, 4 years of secondary education and 4 years of university education. With the introduction of the 8-4-4 system CPE became KCPE while KCE became the KCSE. The functions of the Council shall be to:-

- i. Set and maintain examination standards, conduct public academic, technical and other national examinations within Kenya as basic and tertiary levels,
- ii. Award certificates or diplomas to candidates in such examinations; such certificates or diplomas, shall not be withheld from the candidate by any person or institution,
- iii. Issue replacement certificates or diplomas to candidates or diplomas to candidates in such examinations upon acceptable proof of loss original.

- iv. Advise government on any policy decision that is relevant to, or has implications on, the functions of the Council or the administration of examinations in Kenya.

Characteristics of Kenya Certificate of Secondary Education:

1.2 Statement of Problem

The problems of examination irregularities in Kenya have made it practically difficult to predict students' performance in the national examination. As such the national examination council is experiencing a lot of challenges in the facilitation and prediction of the education standards in the country based on the students' performance and results outcome. This made the then minister of education to come up with the idea that mock examination results be forwarded to the ministry and KNEC to be used to bench mark and verify the student's performance in the KCSE. Given that most researchers had carried out researches on the level of preparedness by students and teachers in readiness for mock and KCSE in various districts in the country, very little had been done to show the relationship between the mock and KCSE results among individual students in the country. To address this gap this study was designed to explore the role mock examination played in influencing the students' performance in the national examination in the Kenya. The finding was important since it was to be used to enable the principals to put more emphasis on the mock so as to enable them gauge the results of the school once the mock results were released. It was also intended to enable the nation to assess the overall value of education as well as making the students to identify their strength and weakness so as to better their result in the Kenya Certificate of Secondary Education.

1.3 Purpose of the Study

The purpose of this study was to investigate the roles played by mock in the performance of a student in the KCSE examination results in public secondary schools in Migori County, Kenya.

1.4 Research Objectives

The objectives of this study were to:-

- i. Establish the teachers' perception towards mock examination results in Migori County.
- ii. Compare a student's mock examination results verses Kenya Certificate of Secondary Education results in Migori County.
- iii. Identify issues and challenges facing the mock and the national examination council in Migori County.

1.5 Research Questions

In order to achieve the objectives of the study, the following questions were addressed.

- i. What are the teachers' perception towards mock examination results in Secondary Schools in Migori County?
- ii. What is the relationship between Mock examination results and Kenya Certificate of Secondary Education results in Migori County?
- iii. What are the issues and challenges facing the mock and the national examination council in Migori County?

1.6 Significance of the Study

This study was significant in that its findings was to help policy makers and evaluation team to identify challenges being faced in the implementation and administration of examination hence needs to strengthen the system for valid results to be obtained. The study also highlighted the roles played by mock examination in determining the student's performance in KCSE. The researcher intended to enable the nation make inferences that could help in assessing the overall value of education as well as making the students to identify their strength and weakness so as to better their result in the Kenya Certificate of Secondary Education. Above all, the outcome of this research was also meant to open ways for other new researchers and scholars to conduct further research in relation to the two examination results dependence.

1.7 Assumption of the Study

Since this study was new and directly involved the actors in the system they might have not given accurate information even though the information given was treated to be the most accurate e.g. a teacher may not accept that there can be weakness in the invigilation process of mock if she/he is the one who took part in the invigilation.

1.8 The Scope of the Study

The participants was a section of selected schools in Migori County (i.e. 30 PSS) which had consistently done KCSE and Mock for at-least the past five consecutive years. In this paper the schools which had not been doing the two examinations for the past five years were not included in the data collection for the research. But the results was

extrapolated to cover them. In terms of time, the entire work was scheduled to be done as in the table shown in the appendix I (the research schedule).

1.9 Delimitations of the study

The study only targeted 30 public secondary schools in the whole county of which only the public schools were involved in the study. Since only the schools that had done both the examinations consistently for five years were used in the study, it left a gap for the new schools. Since the Principals, HODs, Teachers and Education Officers were the only people involved, other stakeholders like Students were not involved.

1.10 Limitations of the study

Given that this research was a new area of study especially in Kenya, there were inadequate researches that had already been done on the relationship between the two examination since it was only until the minister saw the need for the Mock to be submitted to KNEC in the year 2011 that the researchers started paying attention in this area, thus it was not possible to have elaborate and adequately related literature to adequately provide support for the study. The challenges of the scope were expected because the secondary schools that were used were scattered all over the County. Therefore the schools which took take part are those that are in town or along the main roads.

1.11 Theoretical Framework

The study based its argument on “Bloom’s Taxonomic Theory” specifically cognitive domain as a process in learning. According to Bloom in his book Bloom et al 1956, cognitive domain revolves around knowledge, comprehension and critical thinking. In this theory Bloom said that all examinations should be used to test; knowledge, comprehension, application, analysis, synthesis and evaluation. This study was therefore based on the roles played by mock examination in determining a learner’s overall performance in KCSE and if the setting in the Mock examination also applies the principles of Bloom during its setting for the comparison to be reliable.

1.12 Conceptual Framework

Conceptual frame work is a model presentation where a researcher represents the relationships between variables in the study and shows the relationship graphically or diagrammatically. Orodho J. A. (2004).Conceptual framework assists the reader to quickly see the proposed relationship between variables. This was an explanation of the relationship between the variables of interest in the study as was indicated in the data collection techniques. Factors affecting expected valid results were also discussed in this chapter. The factors for discussion like teacher qualification were looked at under; experience, academic and professional qualification to handling these results were discussed. In the figures below factors that may affect a result are shown. Factors that may influence an examination result validity.

Figure 1.1: Factors affecting an examination result

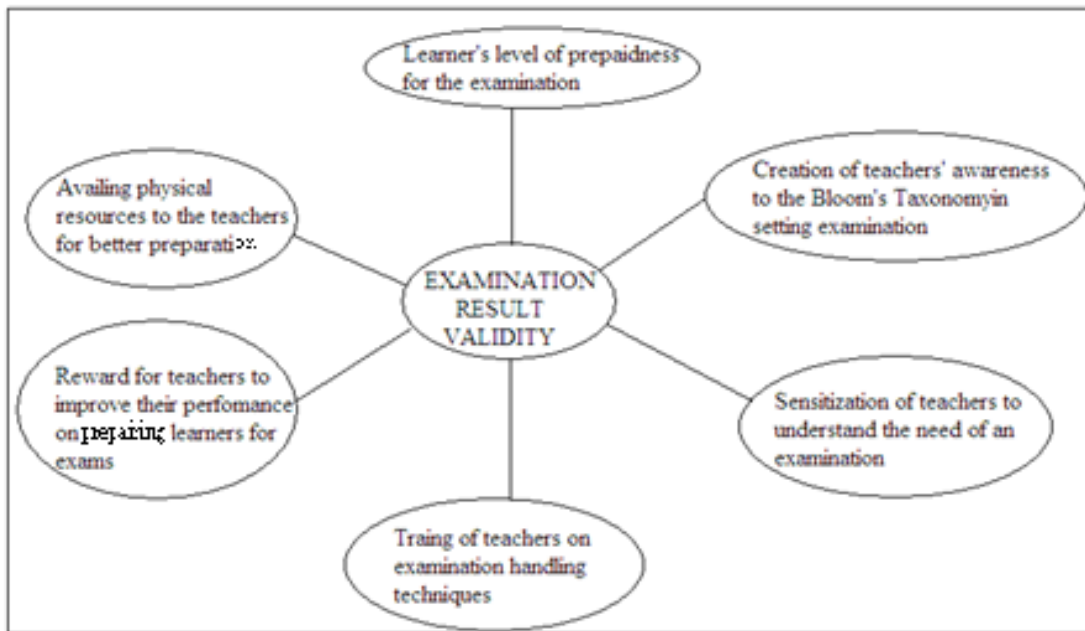
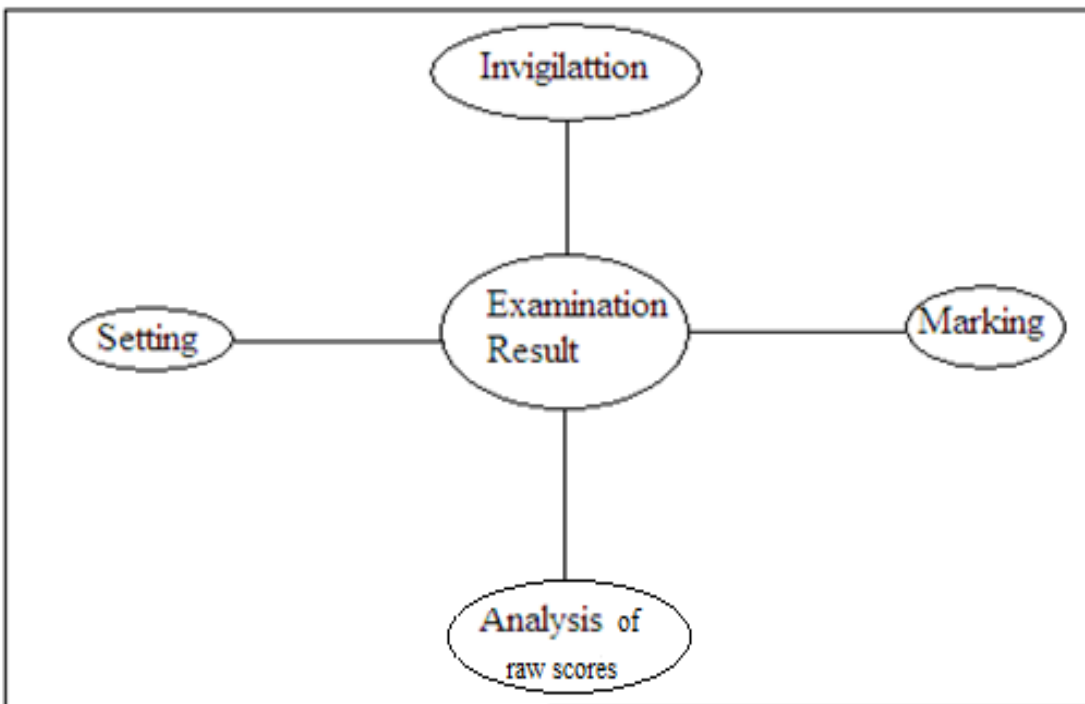


Figure 1.2: Challenges faced in the examination administration



From the conceptual framework summary above, the researcher came up with a relationship showing if the dependent variable which was the examination result for the Mock and KNEC would improve with improvement in independent variables. So the result outcome and validity was a function of the six and four factors respectively as shown in the two figures.

- a) Setting: According to the national examination body, setting of examination involves coming up with the relevant questions that meet the goals of a national exam. An examination must meet all the examination criteria.
- b) Invigilation: This where the process of examination is checked to avoid leakage.
- c) Marking: The process of distributing scores in an examination process.
- d) Analysis of raw scores: this is done so as to come up with a distribution curve, it help in understanding students' performance and in the objective of the exam was met.

1.13 Operational Definitions of Terms

The following terms were frequently used in this paper and thus defined:

Administration	is the interpretation and implementation of the policies set by an organization so as to efficiently accomplish the set goals.
HODs	are teachers responsible for the smooth running of the examinations department in a secondary school in Kenya.
Mock examination	is an examination done at some time interval so as to assess formative development of the learner
KCSE examination	is the official secondary school national examination
Relationship	is where facts are connected or associated.(American Dictionary, 2009)
Role	is the part played by a performance.
Performance	is the achievement attained after an education system.
A result	is the outcome of any examination activity.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

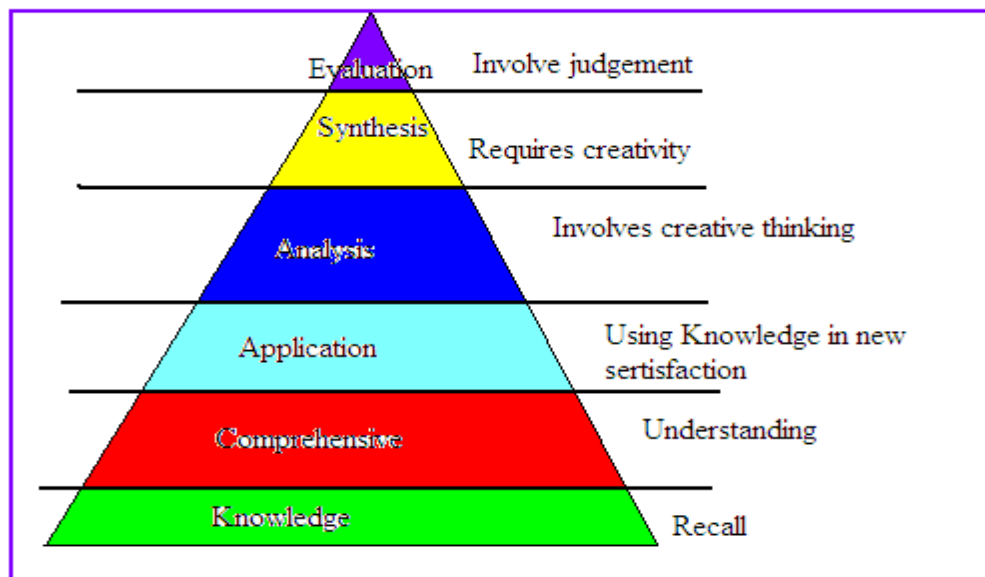
This chapter begun by reviewing the broader concept of the relationship between the mock and the national examination i.e. KCSE and was based on various factors that a standard or national examination should possess. The factors included: invigilation criteria, setting and marking. The other areas to be focused included; examination designs i.e. if the test certifies the six taxonomic domains of Bloom. The research found that the mock met this taxonomy and therefore the results reflected what was obtained in the KCSE. This chapter focused on the above factors in the global, international and national perspective, policy guidelines and institutional factors on the policy and conduct during examinations. Theoretical and conceptual framework for the study and finally the summery of literature review concluded the chapter.

2.2 Overview of Examination; KCSE and Mock Results

The relationship between these results brought about similarities and a reflection between the two examinations and thus was used to conveniently justify one's results or else the comparison would become misleading. There was no clear difference or discrepancies between the two results, therefore they were related and therefore that call from the Minister for Education Hon. Sam Ongeru in 2011 was revoked. The study was based on three areas which were compared in the two exams concurrently i.e. setting (here the following will be considered; evaluation, synthesis, analysis, application, comprehensiveness, knowledge), invigilation criteria and marking. These penalties

especially the first two were applied in both Mock and KCSE to avoid irregularities hence quality results. During the setting of either of the examinations the following Bloom's Taxonomy was taken into consideration.

Figure 2.1: Bloom's Taxonomy



For the Mock Results to resemble KCSE, then the setting model followed this design from Bloom's Taxonomy. The figure showed the number of questions in each section with majority of questions coming from recall and very few from evaluation in a single paper as shown. After a successful setting and administering the examinations, marking should be done by professionals who understand the needs of the questions. The research was meant to find out if the personnel employed to carry out the activities in the two examinations were qualified and therefore could be entrusted with the obtained results. After finding out the relationship between these examinations in different areas, this work tried to find out the solutions if indeed the two results were related in any way.

2.3 MOCK as a bench mark to KCSE results

In Kenya, there was need to focus on high quality achievement in education sector especially as far as the national examination was concerned, thus this paper came up with recommendations as to whether the two results were dependent, the use of mock to evaluate the KCSE result could only be adopted with proper guidelines and comparison.

The comparisons was based on the following;

i. Invigilation and Timing

According to American English Dictionary (2000), invigilation is a process that involves keeping watch or overseeing the condition under which examination is conducted. According to KNEC (2013), in the KCSE time table, there are various aspects that were taken into consideration both by the invigilators and the students taking part in the examination, it's thus in order that if the mock results were to be involved in the decision making for the KCSE results then they should also be done under similar conditions. As such this research work tried to find out if the conditions under which KCSE and MOCK were done were similar. The two examinations needed to have similar approaches in invigilation to be considered related.

ii. Marking of Examination

Marking should be done by professionals who understood the needs of the questions. The research found out that personnel employed to carry out the activities in the two examinations were qualified and therefore were entrusted with the obtained results. After finding out the relationship between these examinations in

different areas, this work tried to find out the solutions if indeed the two results could be related in any way.

2.4 Factors that may influence the results outcome

This section dealt with the various factors that influenced the examination results and if these factors affected both the MOCK and the KCSE. In this subtopic, the solutions to the four research questions as in section 1.5 were discussed. The recommendations were made based on the findings obtained from the data section after the analysis of the research questions outcome.

2.5 Policy guideline on setting used in KCSE

This paper discussed and assessed the policy guidelines used in setting the KCSE in secondary schools and checked if the Mock panel also emphasized on the same criteria.

2.6 Summary of the Literature Review

This section involved reviewing relevant literature on the relationships between the mock and the national examination based on the research questions. This was done with special reference to the meaning, rationale and application both locally and internationally. It evaluated factors and policy guidelines influencing the examinations results in an educational institution. In this summary, setting, invigilation, marking and analysis of the raw scores also discussed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, the description of the process and method used in carrying the research study were provided and the chapter organized along the following subheadings namely; research design, locale, target population, instruments, questions, data collection procedure and data analysis techniques.

3.2 Research Design

The study design adopted for this study was descriptive survey. According to Cohen and Manion (1994), they said that the design determines and reports things/findings the way they are. This design was used to assess attitude, response, opinions and procedures. Mugenda O. M. and Mugenda A. G. (2003), in their book research methodology, they add that survey are best methods for collecting original data for the purpose of describing a population which is too large to be observe directly. Since this research deals with collection of data in only sampled schools rather than all schools, this method was determined to be the most appropriate therefore was adopted.

3.3 Study Locale

This study was based on the public secondary schools in Migori County. The county has eight sub-counties with a total of 153 public secondary schools enrolled for KCSE for the past years from where the schools were randomly selected for the purpose of this research. The study adopted a descriptive survey design to provide information of the

role played by mock result on the determination of student's performance in the national examination in the county. This criterion was used since it allowed for the collection of information, summary of data, presentation and interpretation for the purpose of clarification of the finding of the study (Orodho 2002). The design was also used since it provided clear information about the aspects of education that is needed by the policy makers. (Borg and Gall 19989:5)

3.4 Target Population

The study population comprised the principals, HODs and teachers selected in the secondary schools in the sub-counties in the Migori County Kenya. The statistical records from the ministry of education show that there are 153 public secondary schools in Migori County. The source of the information therefore was the secondary schools, and further information was collected from the county commissioner and the DEOs from the sub-counties. It is from this population that a sample for the study was drawn, study done and the observations generalized based on the findings. Sampling was done given the number of schools in the county and the geographical nature and the influence of financial constraints (Kothari 2003).

3.5 Sample size and Sampling Procedure

According to Mugenda O. M. and Mugenda A. G. (2003), a sample was a small proportion of the target population while sampling was the research procedure that was used to select a given number of subjects from the target population as a representative of the entire population. Purposive sampling elements are selected for inclusion in the

study based on the ease of access and on the researcher's judgment to select an appropriate sample with the required characteristics (Kothari 2003). The study was carried out in Migori County from 30 selected secondary schools and a total of 210 participants were to take part as the respondents. From the 30 schools, 30 principals, 30 HODs and 150 teachers were to be engaged to give their view on this.

To cater for the view of all teachers; the schools were categorized into three, i.e. National Schools, County Schools and District Schools. Each category had a sample size proportional to its population. Respondents were drawn using random sampling for principals, HODs and teachers. In this research, purposive sampling was used. Bein (2004) described purposive sampling as a non-random sampling technique in which participants were selected for study because of desirable characteristics they had. A total of 210 questionnaires were distributed to 30 principals, 30 HODs and 150 teachers.

3.6 Research Instruments

The instruments used for data collection in the study included: questionnaires and interview schedules. The questionnaire contained both structured and one opened-ended questions related to experiences of the respondents. The questionnaires were subjected to validity and reliability tests.

3.6.1 Interview Schedule

Best and Khan (1988) contend that the interview was often superior to other data collection instrument in that it created rapport between the respondent and the

researches. In this study, an oral interview was conducted with government and union officials (like the KNUT) to find out their opinion on the implementation and use of MOCK to certify or justify K.C.S.E result in secondary schools as was suggested by Hon. Sam Ongeru the then Minister for Education.

3.6.2 Questionnaire

According to Kombo and Tromp (2006) questionnaires are appropriate for gathering data over large sample. The questionnaires comprised of part A soliciting general information about the respondents and part B which had questions on the perception towards mock examinations and the results. The questionnaires were administered to the school principals, HODs and teachers. The objectives of the questionnaire was based on the four variables that is; setting, invigilation, marking and analysis of the raw data while still at the marking centre.

3.7 Validity

According to Mugenda O. M. and Mugenda A. G. (2003), validity is the accuracy of influence which is based on the research result. The validity of the instrument was established by use of the result from piloting or pre-testing of the instruments. The rationale behind piloting was to assess the clarity of the instrument so that those items that are found to be inadequate may not be involved in the study or modified to improve the qualities for more reliable out-come thereby increasing validity. Just before the questionnaires were submitted to the respondents, an appraisal was done by the supervisors since they were the expert in that area of study, this helped in minimizing

errors. In that appraisal both face validity and content validity were established. Borg and Gall (1989) say that content validity is the degree to which the sample of the test represents the content that the instrument is designed to measure while face validity was determined by asking a sample of the respondents to answer and comment on the questions.

3.8 Reliability

Reliability of the instruments was determined by the Test-Re-test reliability method. This was obtained by administering the questionnaire to a pilot group consisting of 10% of the respondents who comprised three principals and HODs and 15 classroom teachers. Mugenda (2003) proposes that a pilot sample ranging between 1 % - 10% is acceptable. Questionnaires were administered twice to the same group at an interval of two weeks and the results were correlated by the use of the Pearson correlation coefficient between the two sets of questionnaires. The results gave a coefficient value of 0.75. According to Mbwesa (2006) a coefficient of between 0.7 – 1.00 is considered reliable. Therefore the values of the reliability coefficient obtained from the two trials were 0.75 and were hence considered reliable.

After the proposal went through, permit was obtained from the National Council of Science, Technology and Innovation (NACOSTI) legalizing and allowing the researcher to carry out the research in public secondary schools in Migori County. Copies of the permit was presented to the County Commissioner and the Education Officer of Migori County who finally issued an authority to visit schools and collect the data. The

researcher finally contacted the principals through the letters and thereafter made arrangement to the actual school visit. Self-administered questionnaires were hand delivered to the respondents. Assurance of confidentiality of the respondent was made before the start of the process of the research data collection from them. Given the large number of schools and the size of the county, the process of collecting the data was done within one month, the analysis and submission to the supervisor was also done within one month thereafter.

After collecting the data, the researcher checked the instrument for completeness and clarity. Data was analyzed both quantitatively and qualitatively according to the study objectives. During the analysis editing of the questionnaires, tabulating and coding the responses information was done. Data was finally perfectly processed using the office excel a computer software dealing with data analysis. In this paper quantitative data was analyzed by use of descriptive statistic by computing frequency so as to establish pattern of relationships. In an attempt to further establish magnitude of relationship in variables across, tabulation was done by the use of Chi-Square test to ascertain whether variables such as nature of examination question, timing, marking style, students access to examination before the examination time and school factors together with external factors can influence the relationship between the Mock and the KCSE results thus resulting into similarities or differences. The researcher also processed qualitative data by first categorizing and discussing responses for each item according to the thematic analysis before editing and coding to allow qualitative analysis. Descriptive statistics namely frequency distributions and percentages was also used to analyze the coded

responses. The line graphs, bar graphs and pie-charts were used to represent the coded responses. From the obtained results, emerging trends and patterns detected were used to make inferences, conclusions and recommendations about the research for whether to incorporate the two results in final judgment as per the Ministry of Education expectations. The results was used accordingly in advising the Ministry of education based on the outcome.

3.9 Piloting

Piloting for the study was done in ten public secondary schools in Migori County. Piloting was done three weeks before the actual date of data collection to ensure that the validity and reliability of the instruments that were involved in the data collection were achieved.

3.10 Documentary analysis

In order to obtain the results in this research work, the researcher collected data from secondary schools in Migori County. The documentary data was collected through various stake holders like the school Principals, Head of Examination Departments and the subject teachers using records of examinations.

3.11 Data Collection Procedure

Upon the approval of this proposal by the University, a permit was obtained from the National Council of Science and Technology (NCST), legalizing and allowing the researcher to carry out the research in public secondary schools in Migori County. Copies of the permit was presented to the County Commissioner and the Education

Officer of Migori County who finally issued an authority to visit schools and collect the data. The researcher finally contacted the principals through letters and thereafter made arrangement to the actual school visit. Self-administered questionnaires were hand delivered to the respondents. Assurance of confidentiality of the respondent was made before the start of the data collection from the respondents. As was expected given the large number of schools and the size of the county, the process of collecting the data was done within one month, the analysis and submission to the supervisor was also done within a month there after.

3.11.1 Questionnaire Return Rate

Three types of questionnaires were administered. One of the Principals, the Head of Departments and the last type was the one for Teachers. The principals' questionnaires were administered to 30 respondents of which 25 were returned. This gave a return rate of 83.333%. The HODs questionnaire was administered to 30 respondents out of which 27 were returned giving a 90% return rate. The teachers' questionnaire was administered to 150 respondents and out of which 134 were returned giving 89.3335 % return rate.

Table 3.1: Questionnaire return rate

Questionnaire Return rate	f	%
Principals	25	83.33
HODs	27	90.00
Teachers	134	89.333

3.12 Data Analysis and Presentation

After collecting the data, the researcher checked the instrument for completeness and clarity. Data was analyzed both quantitatively and qualitatively according to the study objectives. During the analysis editing of the questionnaires, tabulating and coding the responses information was done. Data was finally perfectly processed using the Microsoft Excel package. In this paper quantitative data was analyzed by use of descriptive statistic by computing frequency so as to establish pattern of relationships. In an attempt to further establish magnitude of relationship in variables across, tabulation was done by the use of Chi-Square test to ascertain whether variables such as nature of examination question, timing, marking style, students access to examination before the examination time and school factors together with external factors can influence the relationship between the Mock and the KCSE results thus resulting into similarities or differences. The researcher also processed qualitative data by first categorizing and discussing responses for each item according to the thematic analysis before editing and coding to allow qualitative analysis. Descriptive statistics namely frequency distributions and percentages were used to analyze the coded responses. The line graphs, bar graph and pie-charts were used to present the analyzed responses. From the obtained results, emerging trends and patterns detected were used to make inferences, conclusions and recommendations about the research for whether to incorporate the two results in final judgment as per the Ministry of Education expectations. The results will be used accordingly in advising the Ministry based on the outcome.

3.13 Logical and Ethical Consideration

A permit was obtained from the National Council of Science, Technology and Innovation (NACOSTI), legalizing and allowing the researcher to carry out the research in public secondary schools in Migori County. The researcher finally contacted the principals through letters and thereafter made arrangements for the actual school visit. Assurance of confidentiality was made before the start of the research to the respondents and all the information provided was treated with utmost confidentiality, as this research was purely for academic purposes.

CHAPTER FOUR

DATA ANALYSIS RESULT AND DISCUSSIONS

4.1 Introduction

This chapter represented the findings of the study on “*The role of mock examination in predicting the performance in the national examination results (2008-2012). A case of public secondary schools in Migori County, Kenya*”, based on the purpose of this study i.e. to investigate the roles played by mock in the performance of students in the KCSE examination in Migori County, the research questions were addressed. This chapter included the demographic background information of the respondents, data analysis of the views, observations and experiences of the respondents in the role played by mock in determining the role played by mock in KSCE performance. Data was analyzed using the Microsoft Excel. Frequency distribution tables, bar graphs, percentages and pie charts were used to represent the findings upon which interpretations were made. The study addressed the following objectives:

- i. To establish the teacher’s and student’s perception towards mock examination results in Migori County.
- ii. To compare a student’s mock examination results verses Kenya Certificate of Secondary Education results in Migori County.
- iii. To identify issues and challenges facing the mock and the national examination council in Migori County.

In order to meet this objective the following questions were answered:

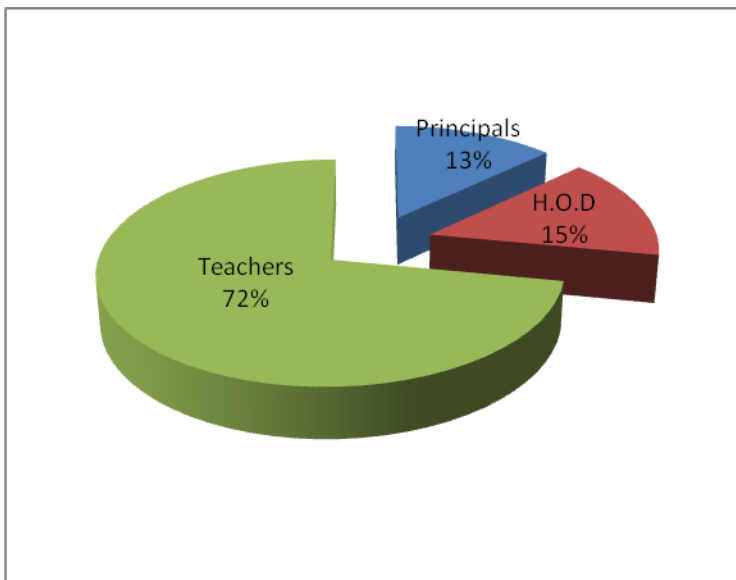
- i. What are the teachers and students perception towards mock examination results in Secondary Schools in Migori County?

- ii. What is the relationship between Mock examination results vis-à-vis Kenya Certificate of Secondary Education results in Migori County?
- iii. What are the issues and challenges facing the mock and the national examination council in Migori County?

4.2 The Profile of the Respondents

The study sought views from 25 Principals, 27 Examination Head of Departments, and 134 Teachers in secondary schools.

Figure 4.1: The Profile of the Respondents



The results in Figure 4.1 showed that 13% of the respondents were principals, 15% were H.O.Ds and 72 % of all the respondents were classroom teachers.

Kombo and Tromp (2006) state that an over 50% return rate is considered appropriate. On overall it can be concluded that the despondences was 88.571% successful and hence considered good.

4.3 Demographic and background information of the respondents

The demographic profile of the respondents namely age, level of education and working experience were analyzed to determine the general classification of the respondents.

4.3.1 Age of the respondents

Due to the sensitivity involved in inquiring into people's ages, the study sought to find out the age of respondents by categorizing them into clusters and the respondents were asked to indicate their age bracket. The underlying premise was that the age of the teachers determines the professional maturity. On matters related to the mock examinations, the responses are illustrated in the Table 4.1 below.

Table 4.1: Age (years) of the respondents

<i>Age</i>	<i>Principal</i>		<i>HODs</i>		<i>Teachers</i>	
	n	%	n	%	n	%
20-39	2	8	6	22.22	113	84.33
40-49	17	68	15	55.55	11	8.21
50-59	6	24	6	22.2	8	5.97
Above 59	0	0	0	0	2	1.49

Table 4.1 above shows that majority 65.05 % of the respondents were within the age of 20 – 39 years. However the sum of respondents for the other years constituted the 34.95 % many of whom were the principals and the HODs and was between the age of 40 – 59 years and above.

4.3.2 Academic qualification of respondents

The level of education of a professional was found to influence their level of understanding of the technical aspects of the handling of the examination and especially the mock examination in regards to how it reflected the national examination standards.

Table 4.2: Academic qualifications of the despondences

Academic qualification	Principal		HODs		Teachers	
	n	%	n	%	n	%
Diploma	3	12	5	18.52	19	14.18
Bachelor	15	60	19	70.37	102	76.12
Masters	7	28	3	11.11	13	9.70
PhD	0	0	0	0	0	0

Table 4.2 above clearly shows that a total of 70.37 % of the Heads of departments have a bachelor degree while the principals and the teacher with similar education background account 60 % and 76.12 % respectively. For master degree, principal, HODs and teachers have 28 %, 11.11 % and 9.7 % respectively.

4.4 Year of experience for the respondents

Table 4.3: Distribution of respondents by their years of experience

Year of experience	Principal		HODs		Teachers	
	n	%	n	%	n	%
5-9	0	0	14	51.85	31	23.13
10-14	1	4	5	18.52	58	43.28
14-19	15	60	4	14.81	28	20.90
Above 19	9	36	4	14.81	17	12.69

The distribution in the Table 4.3 above shows the working experience of the respondents in years. They showed that, of the respondents, the number of principals 4% had experience of between 10 -14 years while 60 % had experience between 15 - 19 years and 36 % had experience of up to above 20 years. For the HODs 51.85% had experience of 5-9 years, 18. 53 % had experience of 10-14 years while 14.81% had experience of 15-19 and above 20 years. For the teachers 23.13 % had experience of between 5-9 years, 43.28 % had teachers have experience of 10-14 years, 20.90 % had teaching experience of 15-19 years and 12.69 % had teaching experience of over 20 years. This showed that the respondents were professionals who had been in the field for long enough and therefore understood well the concepts of the mock handling in the Sub-Counties in the County. This data showed that quite a good number of the teachers had a vast experience of examination handling. This was significant in that it showed the mock examinations was managed by competent teachers. However, this was not reflected in the performance of KCSE Examination in the district, this implies that despite their experience in service, examination results were still not encouraging. This was as a result of the fact that the qualified teachers abandon engaging in setting, administration and marking of the mock examination for the unqualified university students who did not do the work to achieve any goal but only the Goal of making money by the end of the day. All teachers who responded in the questionnaires admitted that their schools do mock examination and that they had done mock examination for the past 5 years. Of the thirty schools that were visited all the respondents agreed that they do mock.

4.5 Teachers' perception towards mock examinations in Migori County

This was the first objective that the researcher purposed to achieve. In order to find out the teachers' perception concerning mock examination results in Migori County, there were a number of questions that were submitted to them to obtain their response. This section illustrated representations from the respondents' feedback using Pie Charts and tabulations of the data obtained for the research questions as presented in the questionnaires attached. This section illustrated the respondents' responses on the role of mock in determining the students' performance in the national examination. And if it is necessary that this examination be continually done so as to enhance the student's performance in KCSE.

This section is done under sub-topics as asked in the research questionnaire. Due to the large number of the respondents, the table shows a combined respondents from all questionnaires. In this case the responses were not clustered as Principals, HODs or Teachers.

i. Teachers' Perception regarding the extent to which Mock examination is a reflection of the syllabus.

The question was asked to find out the teachers perception on regards to the extent to which they agree with whether mock examination reflects the syllabus. The findings were as tabulated below.

Table 4.4: Teachers' Perception regard the extent to which Mock examination is a reflection of the syllabus

Mock examination content reflects the secondary curriculum	n	%
Strongly Agree	177	95.16 %
Agree	9	4.839 %
Disagree	0	00
Strongly disagree	0	00
Not Decided	0	00

Mock examination is a true reflection of the syllabus, this was seen from the outcome of the responses as shown in the Table 4.4 above where 95.16 % strongly agree that mock examination was a reflection of the Kenyan education syllabus and this was as a result that all the set questions are drawn from the curriculum and syllabus. From this data 4.839 %, the respondents agreed with the fact that mock was a true reflection of the syllabus with none or 0 % saying that the mock was set outside the syllabus. Mostly mock was done in these schools but little was done to ensure that other factors are kept constant so as to ensure that the examinations had minimal errors. In this table 0 % of the respondents shows that none of the questions set in mock was set outside the syllabus. The questionnaire also sought to find out the nature of how well the preparation towards making of mock examinations was achieved. The table below shows the response.

ii. **Teachers' perception toward the relationship between Mock and national examination contents**

The findings below shows the perceptions of the teachers in regards to the relationship between mock and national examination in Migori County.

Table 4.5: Teachers perception toward the relationship between Mock and national examination contents

Does mock examination contents relate to the national examination contents	n	%
Strongly Agree	129	69.35
Agree	21	11.29
Disagree	12	6.45
Strongly disagree	16	8.61
Not Decided	8	4.30

According to the data obtain in the Table 4.5 above the highest percentage of 69.35% of the respondents strongly agreed that mock examinations were well prepared to meet the qualities of a standard examination. In the above data it was also found out that 11.29% agreed with the information that mock met the standards of a national examination. Only below 20% disagreed with concept that mock does not reflect the quality of a standard examination. The general perception was therefore that mock can give a reflection of the national examination.

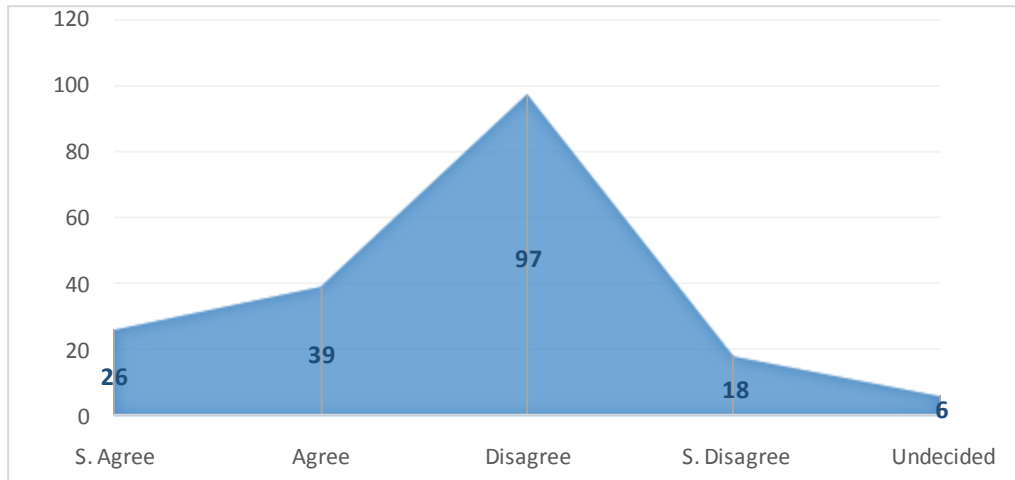
iii. The teachers' perception on the qualifications of the personnel involved in the marking

Mock being marked at the district level, the research tried to find out which personnel was involved in carrying out this activity especially when it comes to the marking of these exams. A good number of the respondents disagreed with this facts that mock was handled by qualified personnel and said that a good number of the personnel used in marking mock were mainly the university students. This took place because the sub-county examination committee officials were not ready to give qualified teachers the type of the rewards they deserved and as such they stayed away, this activity was therefore mainly done by those teacher who took it as the last resort or otherwise the university students who have very little understanding in the way the examinations should have been handled.

iv. The teachers' perception on the qualifications of the personnel involved in the marking

The findings below shows the perceptions of the teachers in regards to the qualifications of the personnel involved in the mock marking examination in Migori County.

Figure 4.2: The teachers' perception on the qualifications of the personnel involved in the marking



In the Figure 4.2 above it can be clearly seen that 97 respondents disagree with the fact that mock was marked by qualified teacher. This shows that a good number had no confidence on the personnel handling the mock examination. It came out from the above information that only 38 respondents agreed with the concept that those handle mock were qualified teachers. This percentage may have resulted from the newly employed teachers who did not want to agree with the facts that they were qualified due to lack of experience. This was because a number of these responses came from teachers questionnaires. This might most likely occurred due to the numerous cases of the errors that had constantly been reported during the administration of the mock examinations at the marking, analysis and ranking stages where that majority were newly employed and the BOM teachers some of whom had just completed their bachelor degree who had minimal idea about the way mock was handled.

i. Teachers' perception on the need to continue with mock in Migori County

The findings below shows the perceptions of the teachers in regards to the need to continue with mockexamination in Migori County.

Table 4.6: Teachers' perception on the need to continue with mock in Migori County

Level of agreement by teachers to Continue having mock examinations in County	n	%
Strongly Agree	157	84.41
Agree	23	12.37
Disagree	4	2.15
Strongly disagree	2	1.08
Not Decided	0	0

The result in the Table 4.6 indicated that quite a number of teachers agreed with the idea of the continuation of mock examination in Migori County. The strong reasons they had was to enable the students be able to be compared with others from the other schools. In the above result it was clear that 96.78 % of teachers across the county agree with the fact that it is necessary that mock was done while only 3.22 % disagree with this idea of continuing with mock examinations. The clear reason frothier disagreement with this idea was the rampant cheating that has always been witnessed in the events. The data was then represented in the figure below to bring out the comparison between the ideas that were possessed by the teachers.

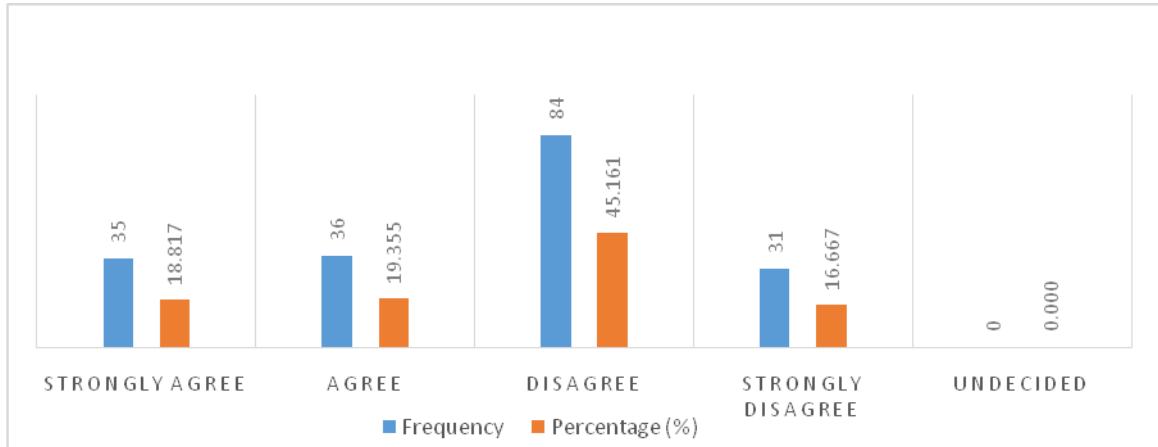
ii. Teachers' perception towards the use of Mock as a bench mark to KCSE

This question was asked to come out with a clear information if teachers also supported this minister's perception on the mock result to be used in bench marking the national examination. This question was asked because teachers were the people who were directly involved in the handling of the mock examination and thus stood a better position to give clear information if mock exams results could be valid and reliable enough to be used in bench marking student's performance in the KCSE. The results from the data collected were as tabulated in the table 4.8 below.

Table 4.7: Teachers' perception towards the use of Mock as a bench mark to KCSE

Teachers' agreement level on the use of Mock to bench mark KCSE results in Kenya	n	%
Strongly Agree	35	18.81
Agree	36	19.36
Disagree	84	45.16
Strongly disagree	31	16.67
Not Decided	0	0

Figure 4.3: Teachers' agreeing with the use of Mock as a bench mark to KCSE



From this result in Table 4.7, it was found that 61.83 % of the teachers do not agree with this minister's ideology. They teachers argued that if that was the case then teachers would be tempted to use any available method to ensure students get good looking mock result and this may compromise the quality of the mock result. From this question, 18.82 % strongly agreed with this perception of the minister, while 19.36 % agreed this give a total of 38.17 % accepting that this minister's idea be given a chance.

iii. Teachers' agreement with the level of content mastery by mock examiners

The findings below shows the perceptions of the teachers in regards to the level of content mastery by mock examiners in Migori County.

Table 4.8: Teachers’ agreement with the Level of content mastery by mock examination

Teachers agreement with the level of content mastery by the mock examiners	n	%
Strongly Agree	162	87.10
Agree	11	5.91
Disagree	4	2.15
Strongly disagree	0	0
Not Decided	9	4.84

According to the findings in the Table 4.8 above, 93.011 % accepted that those who prepare mock examinations were qualified teachers and that they had a strong understanding of the contents and thus set questions that were relevant and served the purpose. It could clearly be seen from this data that only 6.989 % disagreed with the idea that those who handle mock are qualified teachers. The gap between those accepting and those refusing this idea was expected give that the respondent were teachers who also took part in the setting. Using a comparative bar graph, the data was represented as in the figure below.

What needed to be understood was that, a number of the people involved were the teachers and given that mock was only set by majorly TSC teacher, this shows that they were qualified. The few respondents who disagreed with this idea may have been the newly recruited teachers who did not have basic ideas of how mock examinations were being conducted. This small percentage of only 7.99% may have also disagreed with

this idea given the numerous errors that were usually seen due to the high confusion that was seen in the examinations. This type of confusion may predict lack of experience and hence illicit doubt.

4.6 The second objective of this study was to compare a students' mock verses KCSE result in Migori County

The second objective of this study was to find out if indeed there is a direct correlation between the students' relationship in performance between mock and KCSE examination results. In order to find out the teachers' perception concerning the comparison between the mock examination results and that of KCSE for students in Migori County, a number of questions were asked by the researcher and the responses tabulated as per the question as discussed below.

i. The perception of the teachers on whether mock and KCSE results in Migori County

This question was asked to ascertain the perception of teachers in Migori County how they think about mock and KCSE results and if they compare between 2008 and 2012.

The following were the results obtained from the teachers.

Table 4.9: The perception of the teachers on whether Mock and KCSE results in the sub-counties in Migori County compare

The perception of the teachers on whether mock and KCSE results in Migori County compared for the past 5 years	n	%
Strongly Agree	137	73.56
Agree	17	9.14
Disagree	21	11.29
Strongly disagree	4	2.15
Not Decided	7	3.76

The teachers agreed that there was a correlation between the mock and KCSE results in Migori County. The data in the table 4.9 above shows the respondents perception concerning this idea. This was said to be in the set items and also in the results. There was a trend between mock and the national examination performance among the students between 2008 and 2012 and this had enabled the teachers to use mock to effectively predict the students KCSE performance. In this result, it is clear that a total 82.80% in total agreed that the two exams were related and only 17.20 % disagreed with this concept.

This was the second last question that was asked. It was meant to know the teachers' perception regarding how they felt about whether mock had the ability to show that mock objectives meet the one set by the national examination. The following was the data and the presentation

ii. **The teachers' perception on whether mock examination objectives in Migori County compare with the KNEC objectives.**

The findings below shows the perceptions of the teachers in regards to whether mock examination objectives in Migori County compare with the KNEC objectives.

Table 4.10: The teachers perception on whether mock and KNEC objectives compare

Level of agreement by the teachers' on perception of whether mock and KNEC objectives compare	n	%
Strongly Agree	54	29.03
Agree	96	51.61
Disagree	27	14.52
Strongly disagree	6	3.22
Not Decided	3	1.61

From the data in Table 4.10 above, it was clear that a good number of the teachers agreed that mock had the objectives that were similar to those in the national examination. This might have resulted from the fact that both mock and the national examination were set from the same syllabus. From the table it could be seen that 29.03 % strongly agreed with this fact while 51.61% also agreed that mock resembles the national examination in terms of the set item. This gave a total of 80.65 % who agreed with the fact that mock resembled the national examination.

iii. The teachers' response on whether mock results can be used to predict students' KCSE performance

The next question sought to find out if mock results could be used to predict student's performance in the KCSE. The following were the responses as obtained from the questionnaire.

Table 4.11: The teachers' response on whether mock results can be used to predict students' KCSE performance

The teachers' level of agreement on whether mock results can be used to predict students' KCSE performance	n	%
Strongly Agree	82	44.09
Agree	97	52.15
Disagree	3	1.61
Strongly disagree	1	0.52
Not Decided	3	1.61

It was clear from the above data i.e. Table 4.11 that a good percentage i.e. 96.24% agreed that mock can be used to predict the learner's performance in the national examination. This shows that despite the challenges, the mock examination could be used to predict the student's performance in the national examination.

iv. The teachers’ perception on level of standards used in mock and how they compare to that of KCSE

The next question sought to find out whether mock examination was being standardized so as to minimize errors. The responses from the questionnaires were tabulated as shown in the table below.

Table 4.12: The teachers’ perception on level of standards used in mock and how they compare to that of KCSE

The teachers’ level of agreement with whether standards used in mock and ones used in KCSE compare	n	%
Strongly Agree	18	9.68
Agree	14	7.53
Disagree	127	68.28
Strongly disagree	22	11.83
Not Decided	5	2.69

As clearly evident in the above Table 4.12 that the total number of respondents who did not agree with this idea was quite high. A total of 80.11% disagreed with this concept that mock examination was well standardized to minimize the errors. This might most likely have occurred due to the numerous cases of the errors that have constantly been reported during the administration of the examinations at the marking, analysis and ranking stages where majority were newly employed and the BOM teachers some of whom have just completed their bachelor degree who have minimal idea about the way mock is handled. The other reason for this response may be the numerous errors during

the administering of these exams. More than once a number of corrections were been done during the examination process. As such this shows that not very serious commitments were put to ensure that mock examinations were well standardized to minimize errors.

4.6 Issues and challenges facing the mock and national examination in Migori County

In order to come up with clear perceptions of the teachers on this objectives, a number of questions were administered in the questionnaire and the responses were as discussed in the question that follow. Like the other sub-sections, the responses were tabulated and presented as shown under each section.

i. Teachers' perception that there are challenges faced during the administration of the mock examination.

The finding of the study revealed that there were quite a number of challenges faced during the admission of the mock examination. In the Table 4.13 below it can be seen that out of the 186 responses 181 agreed and strongly agreed that there were challenges faced. The table below shows the responses as obtained from the questionnaire.

Table 4.13: Teachers’ perception that there are challenges faced during the administration of the mock examination

Teachers’ level of agreement that there are challenges faced during the administration of the mock examination	n	%
Strongly Agree	153	82.26
Agree	28	15.05
Disagree	5	2.69
Strongly disagree	0	0

From this Table 4.13 it was seen that high proportion of the respondents agreed that there were challenges that face mock. According to the data above, 97.312 % agreed that there were challenges in the mock with very few argue that there were no changes.

The respondents sighted the challenges experienced as follow:

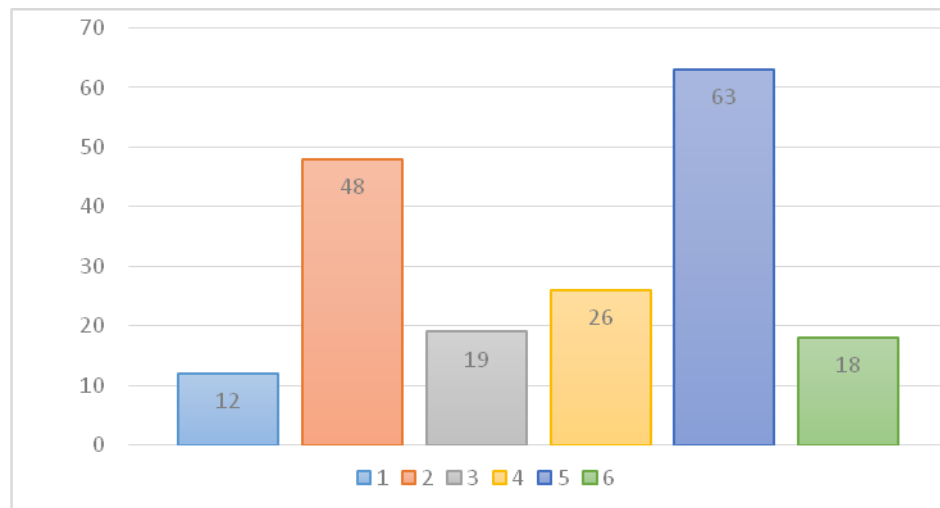
- i. Marking using unqualified personnel.
- ii. In adequate funds leading to the production of poor quality examination, funds also affected during making in that majority of the examiners were unprofessional since these were the ones whom the council could afford to pay. The qualified shied due to minimal pay and poor working condition with others say that the conditions provided for working in mock was below their standards.
- iii. Poor management of the examination materials by the committee e.g. papers.
- iv. Problems related to the invigilation of the examination coming from unreliable teachers.
- v. Leakage and cheating in and during the examination period.
- vi. Others challenges were also stated in small numbers but not as the first five mentioned

On the numerous challenges facing the management of the examination, it was found that majority of the respondents sighted inadequate funds leading to the production of poor quality examination and also how funds affected during making in that majority of the examiners were unprofessional since these were the ones whom the council could afford to pay together with the leakage and cheating in and during the examination period constituted the major challenges faced by the council managing the mock examination in the sub-counties. This information was represented as shown in the figure below.

i. The level of responses of the challenges faced during and in the process of mock examination as presented above

This question sought to find out the challenges faced during the process of mock examinations and the findings were as shown in the figure below.

Figure 4.4: The level of responses of the challenges faced during and in the process of mock examination as presented above



The key under the graph shows the challenges as listed above

The small percentage of the respondents i.e. 2.69 disagreed with the idea that there as cheating might had been those who have either engaged their students in cheating or had no clue about the vices in the mock examination.

ii. **Teachers’ agreement with the level of reliability in mock.**

Table 4.14: Teachers agreement with the level of reliability in mock

Teachers level of agreement that There are challenges faced in the Administration of mock examination	n	%
Strongly agree	80	43.01
Agree	49	26.34
Disagree	31	16.66
Strongly disagree	18	9.68
Undecided	8	4.30

Table 4.14 above shows the results obtained from the questionnaire. From the table above, it was noticed that 69.36 % agreed with the fact that management of mock exams in terms of confidentiality to minimize cheating was not a success. 30.65 % say that the management of the examination was successful. This number came mainly from the questionnaires from the principals and the HODs. This was as a result of them being the ones managing the mock examinations and therefore did not want to admit their failure.

iv. Teachers' perception on the Effects of errors and poorly structured question on mock result

From the questionnaire returned, the data below was extracted and tabulated as shows in the table 4.15.

Table 4.15: Teachers perception on the Effects of errors and poorly structured Teachers' level of agreement that errors and poorly structured question affect the mock result

	n	%
Strongly agree	92	49.46
Agree	61	32.80
Disagree	31	16.67
Strongly disagree	2	1.075
Undecided	0	0.000

From this result i.e. Table 4.15, it could be seen that 82.258 % agreed with the fact that the errors and poorly structured questions in mock examinations compromised its reliability and validity. From the above table, those who opposed this idea was just 17.742%. This shows that the structure is compromised. The figure above was the represented as shown in the diagram below. For this questions, the results were as in the table below.

4.7 Discussion of findings

The sample size was drawn from 30 schools, with 30 principals and HODs as well as 150 teachers were to take part in responding to the questionnaire. In total 25 principals, 27 HODs and 134 teachers took part in this research exercise. This gave a questionnaire return rate of 88.5714%. This was considered to be a successful research since the return rate was above 60%. It could also be seen that most of the teachers who responded had worked for over 10 years with a total of 75.8065% having worked for over 10 years.

The study achieved its set objectives of investigating the role of mock examination in predicting the performance in the national examination results (2008-2012). A case of public secondary schools in Migori County, Kenya. Here personal characteristics of the respondents and other factors that may influence the result outcome were considered. The extent to which mock's quality meet the national characteristics were also established. From the above data analysis, it's clear that there were quite a numbers of challenges and other factors that influence mock examinations. The study also established that despite challenges that mock examination face, there was need to continue having mock in schools as it was the best way to rate students' performance in different schools in the County.

CHAPTER FIVE

SUMMARY DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This purpose of this study was to establish *the role of mock examination in predicting the performance in the national examination results (2008-2012). A case of public secondary schools in Migori County, Kenya.* The study was descriptive and so concentrated in sub counties in Migori County to obtain an in depth information from the County. Questionnaires were used to collect data from secondary school principals, HODs in charge of examinations in the schools and teachers. Document analysis was filled by the researcher to elaborate responses given in questionnaires and the analysis done based on the responses. This facilitated the research.

Data was analyzed through descriptive statistics in which frequencies and percentages were used and interpreted. In this chapter the summary of the findings were highlighted, conclusions made, recommendation given and suggestions for further research studies cited. The study was based on the following objectives and questions.

- i. To establish the teacher's and student's perception towards mock examination results in Migori County.
- ii. To compare a student's mock examination results verses Kenya Certificate of Secondary Education results in Migori County.
- iii. To identify issues and challenges facing the mock and the national examination council in Migori County.

Research Questions

In order to achieve the objectives of the study, the following questions were addressed.

- i. What are the teachers and students perception towards mock examination results in Secondary Schools in Migori County?
- ii. What is the relationship between Mock examination results vis-à-vis Kenya Certificate of Secondary Education results in Migori County?
- iii. What are the issues and challenges facing the mock and the national examination council in Migori County?

5.2 Summary of the Research Findings.

The study aimed to find out the role of mock examination in predicting performance in Kenya national examination result (2008-212) in Migori County. The study specially sought to establish the teachers' perception towards mock examination result, compare students mock results vis-à-vis KCSE and finally to identify issues and challenges and how they affect the reliability of the mock result. The findings of the study could be generalized as those affecting secondary mock examination across the country and the need to adopt the use of mock or not to bench mark the KCSE results in the county as was suggested by the then minister of education Pro. Sam Ongeru. The summery was based on the following objectives.

5.2.1 Teachers' perception towards mock examination results

This was the first object that the researcher sought to find out. The findings are presented as shown below

- i. The majority of teachers in secondary school that were taking part in the management of mock were qualified as it was found that 85.8462 % had bachelor degree and above and this showed good academic background. It was necessary to put to light the qualifications of the type of personnel that manage these examinations. Most of the teachers who took part in this research and had diploma education were mainly the principals and HODs who had worked for over 19 years therefore had the necessary knowledge and skills in this field.
- ii. The finding showed that mock examination had the same contents as the national examinations. This was due to the fact that mock examination were set from the same syllabus as the national examination. For this reason the objectives seemed to be geared towards that of the national examination.
- iii. The last question was asked on whether the teachers support the idea of the then minister of education Hon. Pro. Sam Ongeri on his idea of using the mock results to check learner's performance in the KCSE and his call to have the mock results forwarded to the ministry of education. The finding shows that most teachers disagreed with this perception. The teachers that were contacted said that this could lead to exaggerated mock results to reflect a good performance even if that might not be the case. Some teachers also argued that mock was done by individual teachers. They might influence the result.

5.2.2 Comparison between mock examination results and that of the KCSE

This second objective of the study sought to find out the relationship and the comparison between the mock and the KCSE results of students in Migori County. The findings were discussed as shown below.

- i. There was strong agreement that mock examination was well set and thus can be used to predict student's performance in the KCSE. The majority of responses in this question accepted that it was well prepared. This showed that there was strong trust in the way mock was set. But though mock was well set, there was a cry that handling it by the management in both production and administration was poorly done and this had resulted into issues like cheating and leakage of examinations making mock to lose its credibility.
- ii. On whether mock could provide reliable information in predicting student's performance in K.C.S.E. The respondents agreed that it could, there was a general trend that students' performance in KCSE slightly improved from what the same student got in the mock for those past five years (i.e. between 2008-2012). This trend for the past five years made the teachers to have a general agreement that mock can be used to predict the student's performance in the national examination. Based on this trend then, teachers agreed that it was reliable in predicting the performance. Though notwithstanding, in case where there was leakage in the mock or the national examination, the two results may be incomparable.
- iii. To find out incase mock was well standardized to eliminate flows and errors, the finding showed that very little had been done by the mock examination panel to

eliminate such cases. In most occasions some questions had been found in mock that may have been removed from the syllabus or exempted in the KNEC syllabus and as such raised the question of whether the personnel was qualified or just lack of commitment. Errors had also been seen on the poorly structured questions or typing errors showing that little work was done to authenticate the information in the examination.

- iv. In the study to determine qualifications of the personnel used during marking and preparation for the examination by the teachers, the finding showed that a good personnel used were not well qualified. Most of the personnel used in marking were just employed or BOM teachers most of whom were university students who did not have strong knowledge on the issues and the challenges faced relate with mock.
- v. To get the information of how well mechanisms have been put in place to ensure that mock results were reliable, the finding showed that the teachers agreed that some mechanism placed meet the need to ensure reliability. But the questions that arose were that there were cheating cases that raised the eyebrows on how well these mechanisms were successful.

5.2.3 Challenges facing the mock and national examination

The perceptions of the teachers on the challenges facing mock examinations was the third objective that the researcher sought to find out. The responses showed that there were numerous challenges facing the council. From the responses in this questionnaire, there were numerous challenges that were identified. Most of these challenges were

seen related to the financial and technical parts. The most mentioned challenges were as follow:

- i. Marking using unqualified personnel.
- ii. In adequate funds leading to the production of poor quality examination, funds also affect during making in that majority of the examiners are unprofessional since these are the ones whom the council can afford to pay. The qualified sigh away to minimal pay of poor working condition.
- iii. Poor management of the examination materials by the committee.
- iv. Problems related to the invigilation of the examination.
- v. Leakage and cheating in and during the examination period.
- vi. Based on whether it is still necessary to continue having mock in the secondary schools in Migori County. The finding showed that all the teachers agreed that mock should be done. The reason that maybe attached to this is, mock is the only exam that can be used to compare students' performance across the county as they prepare to sit for national examination.

5.3 Conclusion

Based on the results of the findings, the following conclusions were made:

- i. In view of the findings of this research, the research established that the mock in Migori County was managed by qualified teachers as only 15.0537 % had below bachelor degree. The majority 73.656 % had bachelor degree while 11.290 % had master's degree.

- ii. Based on the findings above it was concluded that there was a strong relationship between mock and national examination. The view of the teachers was that both the mock and the national examination were set from the same syllabus. Based on the Bloom's taxonomy the teachers also had a feeling that both mock and the national examinations had the same pattern and the same objective of setting. On the principles discussed above therefore the feeling of the teachers is that the two examinations are related.
- iii. On whether mock could predict the student's national examination performance, most teachers agreed that mock could be used to predict the national result since from 2008 to 2012 there was a general trend that student's performance in mock is just slightly below that attained by the same student in the national examination. For that reason this assumption could be used on any average student to predict the student's performance in the KCSE based on the mock performance.
- iv. The finding showed that very little had been done by the mock examination panel to eliminate errors in the examination especially in typing and data accuracy. Over 74.193% agreed with the fact that the panel has done very little to minimize examination errors and this made mock lose its credibility. In most occasions some questions have been found in mock that were set from topic that have been removed from the syllabus or exempted in the KNEC syllabus and as such raises the question of whether the personnel was qualified or just lack of commitment. Errors had also been seen on the poorly structured questions or typing errors showing that little work was done to authenticate the information in the examination.

- v. Regarding the challenges faced by the mock examinations panel, like the cheating and rampant irregularities, the finding showed that the mock examination should ensure that all mechanisms were putting in place long before the day mock was done. Those officers who were tested and entrusted with the keeping of these examinations were to those whose honesty have been tested and found to pass the integrity test. It was noticed that those who had been put to take care of these examinations were the same fellows who were found selling these papers to the public. The problems like; marking using unqualified personnel, in adequate funds, Poor management of the examination materials by the committee, Problems related to the invigilation of the examination, leakage cheating in and during the examination period could be overcome only if the panel decided to use the credible personnel rather than anyone who could read and write. Matters to do with examinations need a lot of high integrity otherwise the validity and reliability could highly be compromised.
- vi. Finding showed that following the then minister for education Hon. Prof. Sam Ongeri, the teachers disagreed strongly that if this method was adopted then mock would lose its credibility. Based on the finding, 61.1828 % of the teachers disagree with this idea. Most of them argue that if this was done then, most teachers would they influence their student's results. Another view that was coming out clearly were those schools which took internal mock examinations, ranking them with their internal mock would be very challenging. As such based on the research finding teachers disagreed with this perception of using mock examination in bench marking national examination as suggested by the then minister for education.

5.4 Recommendations

Based on the study findings, the researcher made the following recommendations:

- i. Stakeholders should meet to address poor trend in mock handling to curb cheating. There seems to be laxity on the part of the stakeholders in handling the mock examinations especially when it come to the issues of minimizing the rampant irregularities. This could be achieved by ensuring that those who are entrusted with this task had high integrity beyond compromise.
- ii. Based on the finding in this research work, it is in order that before anything is introduced into the education sector then, all the stakeholders should be considered and they hold all the necessary negotiation need to be done to see how best all the stakeholders may be involved. Though the findings of this research may be validly arguable, it may also be that teachers objected the minister's proposal simply because they were not consulted before the minister hinted out that idea.
- iii. On the quality of the personnel taking part in the marking of mock examination, the recommendations based on the research finding was that, mock panel should have trained examiners and data bank be kept so that they use only recommended personnel rather than using any body as long as one can read or write. Various subjects should also have enough personnel to undertake this activity so that cases of poorly marked question or unmarked questions can be eliminated.
- iv. Based on the finding of this research work, the challenges faced by the mock examination council could minimized by ensuring that the personnel involved in handling mock were vetted to eradicate case of lack of integrity. Cases of teachers

getting involved in examination cheating had been seen in the mock. This was due to lack of integrity and self-respect. The recommendation here was that TSC employed teachers who had undoubtable characteristics would be engaged in the mock examination handling in the sub-county.

5.5 Suggestions for further research

- i. The study was conducted in only one county in the country. Future researchers should extend the study to cover the whole of western region and finally the whole country for the purpose of comparison and determination of undoubtable conclusion.
- ii. A similar study should be carried out on the KNEC officials to compare feeling of the KNEC officials since this was just the feeling of the teachers’.
- iii. A study should be carried out to assess the reliability and validity of MOCK in the county and even beyond to come up with a clear information of the role played mock in this country towards predicting the students’ performance in the national examinations.
- iv. A similar study should be carried out in private school of the county or country for the purpose of comparison.

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APPENDICES

APPENDIX I: RESEARCH SCHEDULE

Item	Activity	Period
1	Writing and handing in of concept paper	Dec. 2012-March 2013
2	Writing and handing in of research proposal	April 2013-July 2013
3	Commencing research up completion	Aug. 2013-Feb. 2014
4	Graduation	June/July 2014

APPENDIX II

PROPOSED RESEARCH BUDGET

S/NO	ITEM	DETAILS	AMOUNT (KES)	COMMENT
1	Paper, stationery	3 Reams of printing paper 1 ream of foolscaps 4 B/w cartridges type hp122. 2 Colored cartridges hp122 1Safaricom modem for internet use. Pens, writing pads.	1,500 400 6,000 3,000 3000 1,000	
2	Travel and meals	Transport , meals night outs	30,000	
3	Reference Materials	Any photo copies, bought text books or materials paid for.	13,000	
4	Binding	Proof reading and binding.	2,500	
6	Emergencies	On operation costs: e.g. Anti-virus, travel, laptop repair.	10% x 60,900 =6,090	
		TOTAL	73,080	

APPENDIX III

QUESTIONNAIRE FOR THE PRINCIPAL

This questionnaire is for the purpose of the research only. It seeks to establish the teachers' perception on "*The role of mock examination in predicting the performance in the national examination results (2008-2012). A case of public secondary schools in Migori County, Kenya.* Please put a tick (V) in the appropriate bracket or fill in the information as your response to the question. Kindly respond to the questionnaire as honestly as possible. Do not write your name or the name of the institution anywhere on this paper since the Information is to be treated with high confidentiality. The information is only taken for the purpose of this research

Part A: respondents background information:

1. Your age in years?(tick)

30-39 () 40-49 () 50-59 () Above 59 ()

2. Indicate your highest academic achievement.

PhD () Master degree () Bachelor degree ()

Diploma ()

3. Period you have served as a teacher.

5-9 () 10-14 () 15-19 () Above 20 ()

Part B: Respondents background information:

Please indicate your opinion by showing to which extent you agree or disagree with the following statements. Use the code of the level of agreement as your response as provided in the key below.

1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree 5. Undecided

1	Mock examination content reflect the secondary curriculum syllabus.					
2	Quality of mock examination compare with that of the national examination (KCSE).					
3	Qualifications of the personnel involved in the marking good.					
4	Mock is prepared and marked by qualified teachers.					
5	Is there need to continue having mock in the Sub-Counties in Migori County.					
6	The former minister of Education Hon. Prof. Sam Ongeru in 2012 KCSE results release said that there is need to call all the mock examination results across the country to the Ministry to be used to predict and bench mark students KCSE results so as to enhance the reduction of cheating in the KCSE. To what extent do you agree with this statement?					
7	Those who are involved in preparing the mock examination are qualified teacher with versed idea in					

	their areas of specialization.					
8	Mock and KCSE results in the sub-counties in Migori County compare.					
9	Mock examinations are well prepared.					
10	Mock exams administration and marking are reliable.					
11	Mock examinations are validated by experienced teachers.					
12	Mock examinations are reliable in predicting student's performance in K.C.S.E					
13	Mock results are true reflection of K.C.S.E result?					
14	Mock examination result meet the objectives in determining how students finally performance in KCSE examination?					
15	Mock examination result be used to predict the student's performance in K.C.S.E?					
16	Mock examination result be used to predict the student's performance in K.C.S.E?					
17	Mock examination is well standardized to minimize errors thus match KCSE examination result?					
18	Are there challenges that are faced during the administration of the mock examination?					
19	The management of mock exams in terms of					

	confidentiality to minimize cheating in sub counties in Migori County a success?					
20	Errors and poorly structured questions in mock examinations compromise its reliability and validity?					
21	The set items in the Mock Examinations are true predictions of the KCSE questions and thus are reliable predictions to KCSE.					
22	Rampant cheating has made mock exams to lose credibility.					
23	The invigilation of mock exams has failed and thus made mock to fail to meet its objectives.					
24	The issue of leakage has reduced the reliability of mock examination results in secondary school in Migori country.					

APPENDIX IV

QUESTIONNAIRE FOR THE HOD EXAMINATIONS

This questionnaire is for the purpose of the research only. It seeks to establish the teachers' perception on "*The role of mock examination in predicting the performance in the national examination results (2008-2012). A case of public secondary schools in Migori County, Kenya.* Please put a tick (V) in the appropriate bracket or fill in the information as your response to the question. Kindly respond to the questionnaire as honestly as possible. Do not write your name or the name of the institution anywhere on this paper since the Information is to be treated with high confidentiality. The information is only taken for the purpose of this research

Part A: respondents background information:

1. Your age in years? (tick)

30-39 () 40-49 () 50-59 () Above 59 ()

2. Indicate your highest academic achievement.

PhD () Master degree () Bachelor degree ()

Diploma ()

3. Period you have served as a teacher.

5-9 () 10-14 () 15-19 () Above 20 ()

Part B: Respondents background information:

Please indicate your opinion by showing to which extent you agree or disagree with the following statements. Use the code of the level of agreement as your response as provided in the key below.

1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree 5. Undecided

1	Mock examination content reflect the secondary curriculum syllabus.					
2	Quality of mock examination compare with that of the national examination (KCSE).					
3	Qualifications of the personnel involved in the marking good.					
4	Mock is prepared and marked by qualified teachers.					
5	Is there need to continue having mock in the Sub-Counties in Migori County.					
6	The former minister of Education Hon. Prof. Sam Ongeru in 2012 KCSE results release said that there is need to call all the mock examination results across the country to the Ministry to be used to predict and bench mark students KCSE results so as to enhance the reduction of cheating in the KCSE. To what extent do you agree with this statement?					
7	Those who are involved in preparing the mock examination are qualified teacher with versed idea in					

	their areas of specialization.					
8	Mock and KCSE results in the sub-counties in Migori County compare.					
9	Mock examinations are well prepared.					
10	Mock exams administration and marking are reliable.					
11	Mock examinations are validated by experienced teachers.					
12	Mock examinations are reliable in predicting student's performance in K.C.S.E					
13	Mock results are true reflection of K.C.S.E result?					
14	Mock examination result meet the objectives in determining how students finally performance in KCSE examination?					
15	Mock examination result be used to predict the student's performance in K.C.S.E?					
16	Mock examination result be used to predict the student's performance in K.C.S.E?					
17	Mock examination is well standardized to minimize errors thus match KCSE examination result?					
18	Are there challenges that are faced during the administration of the mock examination?					
19	The management of mock exams in terms of					

	confidentiality to minimize cheating in sub counties in Migori County a success?					
20	Errors and poorly structured questions in mock examinations compromise its reliability and validity?					
21	The set items in the Mock Examinations are true predictions of the KCSE questions and thus are reliable predictions to KCSE.					
22	Rampant cheating has made mock exams to lose credibility.					
23	The invigilation of mock exams has failed and thus made mock to fail to meet its objectives.					
24	The issue of leakage has reduced the reliability of mock examination results in secondary school in Migori country.					

APPENDIX V

QUESTIONNAIRE FOR THE TEACHERS

This questionnaire is for the purpose of the research only. It seeks to establish the teachers' perception on "*The role of mock examination in predicting the performance in the national examination results (2008-2012). A case of public secondary schools in Migori County, Kenya.* Please put a tick (V) in the appropriate bracket or fill in the information as your response to the question. Kindly respond to the questionnaire as honestly as possible. Do not write your name or the name of the institution anywhere on this paper since the Information is to be treated with high confidentiality. The information is only taken for the purpose of this research

Part A: respondents background information:

1. Your age in years? (tick)

30-39 () 40-49 () 50-59 () Above 59 ()

2. Indicate your highest academic achievement.

PhD () Master degree () Bachelor degree ()

Diploma ()

3. Period you have served as a teacher.

5-9 () 10-14 () 15-19 () Above 20 ()

Part B: Respondents background information:

Please indicate your opinion by showing to which extent you agree or disagree with the following statements. Use the code of the level of agreement as your response as provided in the key below.

1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree 5. Undecided

1	Mock examination content reflect the secondary curriculum syllabus.					
2	Quality of mock examination compare with that of the national examination (KCSE).					
3	Qualifications of the personnel involved in the marking good.					
4	Mock is prepared and marked by qualified teachers.					
5	Is there need to continue having mock in the Sub-Counties in Migori County.					
6	The former minister of Education Hon. Prof. Sam Ongeru in 2012 KCSE results release said that there is need to call all the mock examination results across the country to the Ministry to be used to predict and bench mark students KCSE results so as to enhance the reduction of cheating in the KCSE. To what extent do you agree with this statement?					
7	Those who are involved in preparing the mock examination are qualified teacher with versed idea in					

	their areas of specialization.					
8	Mock and KCSE results in the sub-counties in Migori County compare.					
9	Mock examinations are well prepared.					
10	Mock exams administration and marking are reliable.					
11	Mock examinations are validated by experienced teachers.					
12	Mock examinations are reliable in predicting student's performance in K.C.S.E					
13	Mock results are true reflection of K.C.S.E result?					
14	Mock examination result meet the objectives in determining how students finally performance in KCSE examination?					
15	Mock examination result be used to predict the student's performance in K.C.S.E?					
16	Mock examination result be used to predict the student's performance in K.C.S.E?					
17	Mock examination is well standardized to minimize errors thus match KCSE examination result?					
18	Are there challenges that are faced during the administration of the mock examination?					
19	The management of mock exams in terms of					

	confidentiality to minimize cheating in sub counties in Migori County a success?					
20	Errors and poorly structured questions in mock examinations compromise its reliability and validity?					
21	The set items in the Mock Examinations are true predictions of the KCSE questions and thus are reliable predictions to KCSE.					
22	Rampant cheating has made mock exams to lose credibility.					
23	The invigilation of mock exams has failed and thus made mock to fail to meet its objectives.					
24	The issue of leakage has reduced the reliability of mock examination results in secondary school in Migori country.					

APPENDIX VI

KENYATTA UNIVERSITY LETTER OF APPROVAL



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 20th September, 2014

TO: Mr. Otura Evans Odhiambo
C/o Educational Mngt. Policy & Cur. Studies Dept.
Kenyatta University

REF: E55/MIG/CE/25924/11

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board at its meeting of 17th September, 2014 approved your Research Proposal for the M.Ed. Degree, entitled "The Role of Mock Examination in Predicting Performance in Kenya National Examination Results (2008-2012). A Case of Public Secondary Schools in Migori County, Kenya".

You may now proceed with your Data collection, subject to clearance with the Principal Secretary, Higher Education, Science and Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking Forms per semester. The form has been developed to replace the progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

DAVID N. NJOROGE
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Educational Management, Policy & Curriculum Studies Dept.

Supervisors:

1. Dr. Onyango George
C/o Educational Mngt. Policy & Cur. Studies Dept.
KENYATTA UNIVERSITY
2. Dr. Otieno Mary
C/o Educational Mngt. Policy & Cur. Studies Dept.
KENYATTA UNIVERSITY

DNN/cao

Committed to Creativity, Excellence & Self-Reliance

APPENDIX VII

KENYATTA UNIVERSITY LETTER OF AUTHORIZATION TO CARRYOUT RESEARCH



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

OUR REF: E55/MIG/CE/25924/11

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Date: 20th September, 2014

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. OTURA E. ODHIAMBO REG. NO. E55/MIG/CE/25924/11

I write to introduce Mr. Odhiambo who is a Postgraduate Student of this University. He is registered for M.Ed. Degree programme in the Department of Educational Management, Policy & Curriculum Studies in the School of Education.

Mr. Odhiambo intends to conduct research for a proposal entitled, "The Role of Mock Examination in Predicting Performance in Kenya National Examination Results (2008-2012). A Case of Public Secondary Schools in Migori County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Lucy N. MBAABU', written over a blue circular stamp.

for MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

DNN/cao

Committed to Creativity, Excellence & Self-Reliance

APPENDIX VIII

NATIONAL COUNCIL OF SCIENCE AND TECHNOLOGY

LETTER

Otura Evans Odhiambo
Kenyatta University
Department of Education Management
Policy and Curriculum Studies
P. O. Box 43844 – 00100 Nairobi

25th September, 2014

Cabinet secretary
Ministry of Education
P. O. Box
Nairobi

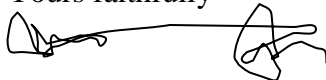
Dear sir/Madam

Re: Application for a Research Permit for Data Collection

I am a post graduate student of Kenyatta University pursuing a degree in education administration and management. I am to start collecting Data for my research titled, “The role of Mock in Predicting the performance in Kenya national Examination results (2008-2012). A case of public Secondary Schools in Migori County, Kenya.” I am therefore kindly requesting that I be provided with a research permit to enable me carry out the above activity.

Thank you in advance for your assistance.

Yours faithfully




Otura Evans Odhiambo
E55/MIG/CE/25924/2011
0726363939

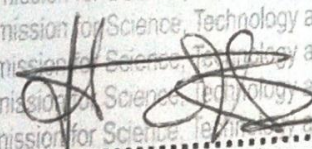
APPENDIX IX
RESEARCH PERMIT

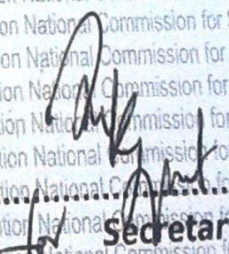
THIS IS TO CERTIFY THAT:

MR. OTURA EVANS ODHIAMBO of **KENYATTA UNIVERSITY, 609-40405** **AWENDO**, has been permitted to conduct **research in Migori County** **on the topic: THE ROLE OF MOCK EXAMINATION IN PREDICTING PERFORMANCE IN KENYA NATIONAL EXAMINATION RESULTS (2008-2012). A CASE OF PUBLIC SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA** **for the period ending: 31st December, 2014**

Permit No : NACOSTI/P/14/2009/3655
Date Of Issue : 21st October, 2014
Fee Received :Ksh 1,000




.....
Applicant's Signature


.....
Secretary
National Commission for Science, Technology & Innovation

APPENDIX X

NCST RESEARCH AUTHORIZATION



28 OCT 2014

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

21st October, 2014

NACOSTI/P/14/2009/3655

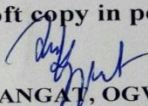
Otura Evans Odhiambo
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The role of mock examination in predicting performance in Kenya National Examination Results (2008-2012). A case of public secondary schools in Migori County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Migori County** for a period ending **31st December, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Migori County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Migori County.

APPENDIX XI

COUNTY DIRECTOR OF EDUCATION'S LETTER



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY State Department of Education

Telephone: (059) 20420
Fax: 05920420
When replying please
quote

COUNTY DIRECTOR OF EDUCATION
MIGORI COUNTY
P.O. Box 466-40400
SUNA – MIGORI

REF: MIG/CDE/ADMN./1/VOL.II/ 185

DATE: 7th October, 2014


**OTURA EVANS ODHIAMBO
KENYATTA UNIVERSITY**

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "The Role of Mock Examination in Predicting Performance in Kenya National Examination Results ". I am pleased to inform you that you have been authorized to undertake research in Migori County for a period ending 31st December, 2014.

On completion of the research, you are expected to submit one hard copy and a soft copy of the research report/Thesis to this office.

Thank you.


Asyago B. A. (Mrs.)
COUNTY DIRECTOR OF EDUCATION
MIGORI COUNTY

APPENDIX XII

INTRODUCTORY LETTER

Otura Evans Odhiambo
Kenyatta University
Department of Education
Management Policy and
Curriculum Studies
P. O. Box 43844 – 00100
Nairobi

Dear participant,

The role of Mock in Predicting the performance in Kenya national Examination results

I am a post graduate student of Kenyatta University pursuing a masters Degree in education administration and management in the Department of Education Administration, Policy and Curriculum Studies. I am to start collecting Data for my research titled, “The role of Mock in Predicting the performance in Kenya national Examination results (2008-2012). I kindly request you to take part in this study. Your responses to the items in the questionnaire will be treated with utmost confidentiality, and will not be used for any other purpose except this study. You may also request the researcher to inform you about the findings of the study.

Thank you very much for accepting to participate in this study. Please sign in the space provide on this letter.

Yours faithfully,

Otura Evans Odhiambo

Participant

Date

APPENDIX XIII

RESEARCH AUTHORIZATION

**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF
NATIONAL GOVERNMENT**

Telephone: (059) 20511
FAX (059)20361
Email:
countycommissionermigori@yahoo.com



**OFFICE OF THE COUNTY COMMISSIONER
MIGORI COUNTY
P.O. BOX 2 - 40400
SUNA- MIGORI.**

When replying please quote

Ref No: ED.12/9 VOL.I/47

Date: 29th October, 2014

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

Otura Evans Odhiambo of Kenyatta University has been authorized to carry out a research on ***"The Role of Mock examination in predicting performance Results 92008-2012). A case of public Secondary schools in Migori County, Kenya"*** for a period ending 31st December, 2014.

Accord him the necessary assistance.

J.L. FEDHA
FOR: COUNTY COMMISSIONER
MIGORI COUNTY

DISTRICT COMMISSIONER

P. O. Box 2

TEL: 20952, 20512

MIGORI

Cc The County Director of Education
MIGORI COUNTY.