

Poor performance by students in secondary schools examinations and their poor attitudes towards certain subjects has aroused a lot of concern in the teaching fraternity. School examination grades from certain sampled papers have certain benefits, which may be used to alleviate the situation. School examination should be used to improve their future performance by helping the students to interpret their misconceptions through their performance.

This may be possible if the examination administered to all the students in the district met the standards of Kenya Certificate of Secondary Education (KCSE) examination. A quality examination may be obtained if the district has subject panel setters and Kenya National Examination Council (KNEC) markers. However, very few schools use these grades with an aim of effectively improving the final KCSE examination grades for their students.

This study therefore sought to find out the effectiveness of school examination grades (Mock) as a prediction of KCSE examination grades in terms of enhancement of students' attainment of learning objectives and retention of their contribution.

The sample Mock examinations were matched with corresponding final grades scored at the end of form four. The schools were randomly selected from Ainamoi Division of Kericho District.

The study was done in three secondary schools with students' population of eight hundred and eighty. Samples were taken over a period of ten years.

The results were presented in tables of frequency distribution, means and percentages. Product moment test was used to test if the correlation between KCSE and Mock examination results existed.

The research findings showed that school examination grades predicted KCSE results as they maintained or enhanced students' attainment of learning objectives.

The greatest problem facing the effectiveness of Mock examination is lack of enough qualified subject setters who are trained KNEC markers in Kericho District.

The district has no trained KCSE setters and the Mock papers they do may not be up to KCSE standard.

Good performance in Mock examination influences students' attitudes in all subjects. The findings led to the primary recommendation that more teachers be trained as KNEC markers and that subject panels be formed in the district to set, moderate, proof read, and to mark Mock examination. Efforts should also be made to regulate syllabus coverage in the district