

**MOCK EXAMINATION RESULTS AS PREDICTOR OF
STUDENTS' PERFORMANCE IN THE KENYA CERTIFICATE
OF SECONDARY EDUCATION EXAMINATIONS IN LUGARI
DISTRICT – KAKAMEGA COUNTY, KENYA**

MALENYA FRANCISCO ODONGO

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**PROJECT PROPOSAL SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM
STUDIES, IN PARTIAL FULFILMENT FOR THE REQUIREMENTS OF
THE AWARD OF DEGREE FOR THE MASTER OF EDUCATION**

KENYATTA UNIVERSITY

JUNE, 2014



DECLARATION

This proposal is my original work and has not been presented for a degree in any other university

Signature: 
MALENYA, FRANCISCO ODONGO

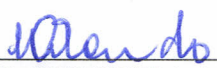
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Date

This proposal has been submitted for examination with our approval as University supervisors

Signature: 
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11/06/2014
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ABSTRACT

Mock examinations have over the years played an important role in the Kenyan Education System at all levels from Primary to Teacher Training Colleges. It has been viewed as a strong indicator of the learner's performance in the final national examinations administered by the national examining body, Kenya National Examination Council (KNEC). A learner who performs below average in Mock examination, normally administered in the term preceding the term for national examinations, is expected to perform minimally in the final national examinations. The Mock examinations have for some time generated a lot of debate in the education sector. They have been associated with strikes in secondary schools and also viewed as a cash cow for teachers in secondary schools especially in Lugari district. But learners who do poorly in these examinations do not necessarily pass well in the final examinations and vice versa. For the last five years, Mathematics, English and Kiswahili compulsory subjects have continued to perform minimally in the Mock examinations, yet performance in KCSE examinations in some schools has been above average in these subjects. To what extent then is mock performance a predictor of the final results? This study therefore seeks to establish the correlation between performance in Mock examinations and the final results in national examinations. A correlation research design will be used for this study. This design is appropriate for assessing the degree of relationship that exists between two or more variables at any given time. The population of study will be all learners, compulsory subjects' teachers, headteachers and examination in-charge teachers in Lugari District. The accessible population will be Headteachers, compulsory subjects' teachers and form four students in the sampled schools who have completed form four in the past 5 years and the current form four students. Out of this number, 209 of the students who have completed form four in the last five years (2008-2012) and 20% of the current form four students in 20 secondary schools, in the district will be randomly sampled for this study. Both County, District Mixed Day and Boarding Schools will be sampled since all schools undertake Mock and KCSE examinations. Schedule of interview will be used to collect views from respondents in the sampled schools. A data sheet will be used to record the sampled student's scores in Mock compulsory subjects and KCSE examinations for the period stated. Data analysis will be done using qualitative and quantitative data analysis method. SPSS version 10.0 computer programme will be used to determine the correlation. The analyzed data will be presented in frequency tables, percentages, pie-charts, bar graphs, line graphs and correlation tables. It is expected that the results of this study will give new dimensions of Mock examinations in the current education system.