AN INVESTIGATION INTO THE USE OF MOCK EXAMINATION AS A PREDICTOR OF KCSE PERFORMANCE IN KISWAHILI IN RONGO DISTRICT: KENYA.

BY:

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DECLARATION

I declare that this research is my own original work and that it has not been submitted before for any degree or examination in this or any other university.

…….. ……..

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DECLARATION BY SUPERVISORS

This research has been presented with our approval as University supervisors.

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ABSTRACT

This study sought to investigate the use of mock examination as a predictor of Kenya Certificate of Secondary Education (KCSE) performance in Kiswahili. The objectives were: to establish whether formative evaluation can be used to predict summative evaluation among students in Kiswahili. Specific objectives were: one, to establish whether or not there was a relationship between mock and KCSE performance grades in Kiswahili. Two, to establish whether or not students scores in KCSE can be predicted using their mock scores. The main research question was, can mock examination performance be used to predict KCSE performance in Kiswahili? The research was guided by the Bandura (1997) Self-Efficacy Theory of social learning in collaboration with Ajzen (2002b) Theory of Planned Behaviour. The study was carried out in Rongo district, Nyanza. The district has 41 secondary schools in total consisting of 1085 students. A total of 4 schools (85 students) which is 10% of the entire population were used in piloting. This left the researcher with 37 schools for research. Purposive sampling was used to select schools which had done mock and KCSE through the research time span (2007-2010). A total of 11 schools (235 students) were purposively sampled out leaving the researcher with 26 schools (850 students). A total of 234 students were used in the study who were 30% of the population. The main data collection instrument was document analysis. However, questionnaires were used to supplement it. Validity and reliability of instrument was tested before actual data collection through pilot testing. Both descriptive statistics and inferential statistics were used. Descriptive statistics used means, frequencies represented in percentages, graphs and charts. Inferential statistics of correlation and regression analysis were used to test the degree of relationship between mock and KCSE and the ability to predict KCSE results given mock results respectively. The study found out that those students who performed well in Mock exams performed well in KCSE exams. The study will help education policy planners and stakeholders find the rationale of mock abolishment or incorporation in the school evaluation system in Kiswahili. Besides, it will help stakeholders productively use the time used for mock hence step up the mock examination.

DEDICATION

I dedicate this work to my dear parents; Mrs. Jane Kwamboka and her dear husband the late Maroa Mahiri who did not only give me a chance into this world when other parents neglected their children but also gave me a good foundation to hold on. Without you, I would not have known the motto: ‘Today’s preparations determine tomorrow’s achievements.’ Thanks Mummy. Daddy, may God rest your soul in eternity.

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LIST OF ABBREVIATIONS

K.C.S.E: Kenya Certificate of Secondary Education.

M.O.E.S.T: Ministry of Education Science and Technology.

N.T.E: National Teacher Education.

R.A.U.J.E.T: Rongo, Awendo and Uriri districts Joint Evaluation Test

S.A.T: Scholastic Aptitude Test.

T.E. : Teacher Examination.

TPB : Theory of Planned Behaviour.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY.

1.1 Introduction

This chapter provides a general overview of the study in terms of introduction, statement of the problem, assumptions, expected benefits of the study, delimitations of the study, scope of the study, theoretical and conceptual frameworks and the operational definition of the terms that were used in the study.

1.2 Background to the study.

Evaluation is a necessary process in curriculum development and implementation through which quality and type of knowledge, skills and attitudes that students acquire are measured. Formative assessment leads to increased learning (Bell & Cowie, 2001; Black & Wiliam, 2004; Shephard 2000). Mutebi (1993) says that evaluation involves a formal appraisal of the quality of a program.

Student assessment practices began to spring up in the early 1900's. The United States government was a predominant driver. These early tests focused more on determining what one was capable of rather than assessing learning, as is the trend today. Scholastic Aptitude Tests (SATs) were created in the 1920's to determine a potential student's ability to benefit from higher education. In USA, assessments started in the mid 1980s. Assessment has become increasingly important in higher education in the past fifteen years with pressure to turn attention to student learning from many directions. The Virginia government (USA)

directed all public institutions in the Commonwealth states to establish assessment programs to measure student achievement in Senate Joint Resolution 1983, and in April 1987 the State Council for Higher Education in Virginia mandated guidelines for a statewide campus-based assessment program, the first of its kind in the United States.

The University of Arkansas at Little Rock in USA began assessment practices in 1984, beginning with the Writing Proficiency Examination installed as graduation requirement. Indiana Wesleyan University coordinated assessment activities for the first time in 1989 in preparation for a North Central Association accreditation visit in 1999 (College of Arts). Shepard (2000) emphasized the importance of focusing not on the kind of assessments used to give grades or to satisfy the accountability demands of an external authority, but rather the kind of assessment that can be used as part of instruction to support and enhance learning. Shepard (ibid) noted that the transformation of assessment practices cannot be accomplished in separate specific tests and measurement courses, but rather should be a central concern in teaching methods courses. Formative assessment is that assessment that gives teachers information for instructional decisions and gives pupils information for improvement' (Brookhart 2007, p. 43). According to Karen (2005) and Morrison, (2002) SAT test (Scholastic Aptitude Test) is a valid predictor of success in college in America. In this study, mock was used in the place of SAT, and was used to determine its predictive ability in relation to performance in KCSE final examination in Kenya in Kiswahili.

According to Mooney (2006), examination day is not the time to decide to take the ordinary level paper - the mocks are a great way of preparing to learn from one’s mistakes and parents need to know how to help rather than hinder it. Mooney (ibid), said that the purpose

of mock examinations is to ensure that you experience what it is really like to sit external examinations, day after day for two weeks in June, without having to come back next year in order to succeed. According to Mooney (2010), the results of the mocks are not an end in themselves. One can make 1,000 mistakes during the mocks, learn from the experience, and perform much better in the final examination. A student should follow the analysis of the mocks in consultation with the teacher and parents decide on a plan of action over the coming months and stick with it, unless the teacher advises otherwise.

In Kenya student assessment has had a stake in the school programme since independence. Kiswahili on its side came to be examined much later after independence. According to the Mackay Report, (Government of Kenya 1981) it was recommended that Kiswahili be made compulsory and examinable in both primary and secondary schools in the new education reforms that brought the 8-4-4 system replacing the 7-4-2-3. It was however, ignored by both teachers and pupils as it was not examinable at the primary level. Gachathi report (1976) noted that, though Kiswahili was expected to be made a compulsory and examinable subject, it was not until in 1985 that this recommendation came to be effected. From 1985, the primary schools could no longer ignore the teaching of Kiswahili because it became a compulsory and examinable subject for all students in Kenya, with effect from the first Kenya Certificate of Primary Education examinations in 1985. Starting from January 1986 all secondary schools were forced to teach and examine Kiswahili because to get a KCSE certificate required that a student must have passed in Kiswahili (government of Kenya 1981). The government directed that Kiswahili be made a compulsory and examinable subject at the primary level thus changing its status (Chimera, 2000). This change in status influenced Kiswahili in two main ways: the implementation of the language policy as

recommended by the Gachathi Commission which facilitated Kiswahili to be used as a medium of instruction from class one to three (Republic of Kenya 1976). Two, the number of lessons per week increased from two to the current five. Currently, Kiswahili is examined in three main papers: Kiswahili composition (Insha), Kiswahili grammar (Ufahamu, Ufupisho, Matumizi ya Lugha na Isimu Jamii) and Kiswahili literature (Fasihi).

According to Otunga and Barasa (2011), the compulsory and examinable status was phenomenal as Kiswahili started playing a role in the future of the students in national examinations and as pre-requisite for some programs in the universities such as Bachelor of Arts, Bachelor of Education Arts. Otunga and Barasa noted that, the status was followed immediately by the production of a comprehensive curriculum which was for the first time written in Kiswahili based on the curriculum produced. Such improved status has led to the need to improve its performance too. The search for academic prowess brought about the need for strategies to perform well in national examinations. One of the strategies laid down for better performance is the introduction of mock examinations at district levels. It is aimed at acquainting learners with the external look of the exams as they wait for KCSE. However, citing financial pressure on parents and students' related stress, the government blamed mock exams for school unrest in Kenyan schools (MOEST, Task Force Report 2001) suggesting its abolition. The parents' union complained of teachers' extravagance in using this test to exploit them. However, schools in Kenya do take part in these mock exams despite the ban.

1.3 Statement of the Problem.

A study by Gay (1996) in USA found out that school grades can be used to predict students' scores in college. Hunter (1984) confirmed that Scholastic Aptitude Test (SAT) is a significant predictor of academic performance. In Nigeria, Ubokobong (1993), Adesoji (1999) Adeyemi (2010) and Itsoukor (1994) found that general certificate exam (GCE) and secondary certificate examination have provided the best predictor of university performance. In Kenya, Othuon and Kishor (1994) found that Certificate of Primary Education scores had a moderate positive linear relationship with East Africa Certificate of Secondary Education. In the same way, district coordinated mocks have been used in Kenya (Rongo district included), to gauge whether a student is likely to perform in his/her KCSE examinations.

From these studies, the findings have conflicting standpoints in relation to validity, usefulness and mock's predictive ability to KCSE examination. According to the Ministry of Higher Education, Science and Technology (MOEST) task force report (2001), mock exams only come to add to already overloaded second term with co-curricular activities. The report argued that mock causes stress to students and unnecessary expenditure which is often passed on to poor parents. Murray (2006) argues that mock causes horror to students. According to Mooney (2010), mocks are of absolutely no significance.

On the other hand, researchers have associated good performance in KCSE with the good mock performance results. Research findings (Turner, 1997) revealed that, giving test assessment to students would lead them to consistently revise for their final exam. Mooney (2010) says that the mock results act as a wake-up-call to those who are not doing well in readiness for the final year. He added that mock results give a student their first experience

of a state examination. This experience is ultimately the real benefit for a student who sat for the mock.

Shivachi (2006) found out that mock could be used to predict KCSE. He argued that, because of circumstances like tribal clashes, mock results could help estimate the student's score in KCSE necessary for job and educational placement. According to Keriga (2009), mock (SAT) predicted college performance among students hence many students who did not do well in the district mocks expressed fear that the mock performance would be used to determine their grade in the final year. It is based on such contradictory research findings on the predictive ability of mock on KCSE that it became necessary for this study to investigate the use of mock's performance in Kiswahili in predicting students' performance in their KCSE examination in Kiswahili.

1.4 **Purpose of the Study.**

The purpose of this study was to investigate the predictive ability of mock performance on KCSE performance in Kiswahili in Rongo district among secondary schools using correlation research design. This was done with a view to justify the rationale of mock examinations in students' evaluation process in Kenya's education system in Kiswahili.

Performance was characterized by; quality grades, mean grades, performance factors, correct symbols usage, correct marking, syllabus bound test items and un-biased item distribution. In view of these operations, the study sort to determine the use of mock results to predict KCSE student scores in Kiswahili in Rongo district, Nyanza province.

1.5 Research Objectives.

The main objective of the research was:

a. To establish whether mock exam is a good predictor exam for KCSE performance in Kiswahili.

The specific research objectives therefore were:

i. Is mock a good predictor exam for student's KCSE performance in Kiswahili.
ii. To establish whether there is a relationship between student's mock and KCSE performance in Kiswahili.
iii. To establish whether student's mock performance can predict her/his KCSE performance in Kiswahili.

1.6 Research Questions

1. Is there is a relationship between student's mock and KCSE performance in Kiswahili.
2. Can student's mock exam performance predict his/her performance in KCSE in Kiswahili?

1.7 Assumptions.

The researcher made the following assumptions:

i. That the parameters used in KCSE examination analysis are the same with those used in mock examination.

ii. That mock examination results will not be affected greatly by the hallo effect since in KCSE such is guarded by the use of random numbers.

1.8. Significance of the Study

Findings of this research will form a basis of understanding the whether or not schools should invest money and time on mock exams. The findings of this research will help students and parents to know whether or not to rely or use mock results as a revision yardstick knowing where they are and where they are targeting after establishing mock's predictive ability on KCSE performance.

1.9 Justification of the Study

Mooney (2006) argues that mock is a waste of time and has no value being done. Murray (2010) says that mock serves a wakeup call for candidates. Such research findings are confusing. It's based on such confusion research findings that there was a need to establish the relationship between mock and KCSE performance. This study was intended to provide an informed finding as to whether or not mock can predict students' grades at KCSE examinations in Kiswahili.

1.10 Scope of the Study

The study was conducted in 30 schools which were doing both KCSE and mock exams in Rongo among the 41 secondary schools in the district. The study was used to results of 2007– 2010 both Mock and KCSE students' performance results.

1.11 Limitations of the Study

The major limitation of this study was the number of schools used for research. If all schools had participated the researcher would have used 41 schools with 1085 students on average for wider generalization. However, students from some schools never did either mock or KCSE. However, the use of the entire 26 schools (765 students on average) was the best in the circumstance to boost generalizability of the study.

1.12 Theoretical Framework

The study was guided by Bandura's (1994) Self- Efficacy Theory and Ajzen (2002b) Theory of Planned Behavior (TPB). Self- efficiency is an estimate of a person's own ability to successfully perform target behaviors to provide desired outcome. According to Davis (1993), self-efficacy is operationally defined as a student's degree of confidence in performing various school-related tasks to produce a desired outcome, such as passing an examination. The theory of planned behavior is a theory about the link between attitudes and behavior. It was proposed by Ajzen (2002b) as an extension of the theory of reasoned action. According to the TPB theory, attitude toward the behavior, subjective norm and perceived behavioral control lead to the formation of a behavioral intention. In particular, perceived behavioral control is presumed to not only affect actual behavor directly, but also affect it indirectly through behavioral intention (Ajzen, 2002b). By this, Ajzen means that if a student is able to do what he/she is required of in Kiswahili during mock (perceived behavioral control), he/she is likely to move rightly (actual behavior) and attain the desired results at KCSE (behavioral intention).

Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. In

addition to serving as benchmarks with which students can plan their activities, expectations can also be indicators of plans that are already in action (Bachman2008). Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through: cognitive, motivational and selection processes.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deeply engrossed in activities. The theory argues that students set themselves challenging goals and maintain strong commitment to them. Students heighten and sustain their efforts in the face of failure. Students quickly recover their sense of efficacy after failure or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. In this study if students have positive feeling about their abilities in passing in Kiswahili will be motivated to working hard to perform well in Kiswahili during mock examination. If this desire is met during mock it then becomes a great inspiration to performing even better in KCSE. This is in tandem with Ajzen's T.P.B. assertion that the more favorable the attitude toward behavior and subjective norm, and the greater the perceived behavioral control, the stronger the person's intention to perform the behavior in question should be. Finally, given a sufficient degree of actual control over the behavior, people are expected to carry out their intentions when the opportunity arises (Ajzen, 2002b).

According to Bandura (1997), learners approach threatening situations with assurance that they can exercise control over such situations. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

Expectations, including assessments of task difficulty, self perceptions, and expectations of success, are often implicated in volitional behaviors, including educational behaviors such as choosing courses (Eccles 1983). Students can compare their expectations across various tasks to select goals and engage in behaviors that they evaluate as most likely to result in success. Because previous educational experiences prepare students for their future educational pursuits, academic achievement, school engagement and educational aspirations are likely related to the chances of entering an unexpected pathway. For instance, in a study of lowered educational expectations, Trusty (2000) found that high academic achievement predicted stable rather than lowered educational expectations over time. Of course, even in the seemingly homogenous group of students who aspire to graduate from college, there is variation in academic success; some students may drop out of college after poor achievement in college (Baker & Velez, 1996).

In contrast, learners who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, the learners do dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. Learners slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. They view insufficient performance as deficiency in the learner’s aptitude.

1.13 Operationalization of Terms.

Assessment: The measurement of knowledge, skills and beliefs to determine the level of student achievement in a particular content area.

Formative assessment: Process used by teachers to determine how to adjust instruction in response to student needs, and by students to adjust learning strategies.

Mock – mock exam was taken to mean a standardized exam that is jointly set, moderated, done, marked and analyzed at the district level by district exam panels.

Predictor: a condition that helps to make inferences of future event.

Self-Efficacy: This was used in this study to refer to people's beliefs about their capabilities to produce desired outcomes.

1.14 Chapter Summary

This chapter provided a general overview of the study in terms of introduction, statement of the problem, assumptions, expected benefits of the study, delimitations of the study, the scope of the study theoretical and conceptual frameworks and operationalization of the terms that will be used in this study. Chapter two discusses in details the relevant literature related to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter dealt with the relevant literature and criticism given for or against mock, it looked at mock's ability to predict KCSE results. By exploring existing literature for and against.

2.2 Qualities of a Good Predictor Exam.

A good assessment is supposed to show what we have truly learned. There are four qualities of good assessments. Educators should ensure these qualities are met before assessing students. They are:

2.2.1 Reliability

Reliability is defined as the extent to which an assessment yields consistent information about the knowledge, skills, or abilities being assessed (Parkes 2000). He argues that, an assessment is considered reliable if the same results are yielded each time the test is administered. For example, if we took a test in History today to assess our understanding of World War I and then took another test on World War I next week, we would expect to see similar scores on both tests. This would indicate the assessment was reliable. Reliability in an assessment is important because assessments provide information about student achievement and progress. There are many conditions that may impact reliability. They include: day-to-day changes in the student, such as energy level, motivation, emotional stress, and even hunger; the physical environment, which includes classroom temperature, outside noises, and distractions; administration of the assessment, which includes changes in test instructions and differences in how the teacher responds to questions about the test; and subjectivity of the test scorer. In this study, reliability index was 0.843(84.3%) which was beyond the threshold index of 0.80 as suggested by Mugenda & Mugenda (1999, pg96)

2.2.2 Standardization.

Standardization refers to the extent to which the assessment and procedures of administering the assessment are similar, and the assessment is scored similarly for each student. Standardized assessments have several qualities that make them unique and standard. First, all students taking the particular assessment are given the same instructions and time limit. Second, the assessments questions from same course content or topics. And third, the assessments are scored, or evaluated, with the same criteria. Standardization is beneficial for several reasons. First, standardization reduces the error in scoring, especially when the error is due to subjectivity by the scorer. Second, the more attempts to make the assessment standardized, the higher the reliability will be for that assessment. And finally, the assessment is more equitable as students are assessed under similar conditions. KCSE is standardized through pilot testing process. Mock on the other hand, is standardized during the setting process. Questions are set from the syllabus, ambiguity checked among other standard aspects. For standard marking, it was established that dummies are marked and marking schemes are coordinated to ensure that halo effects are removed.

2.2.3 Validity.

Validity refers to the accuracy of the assessment. Specifically, validity addresses the question of: Does the assessment accurately measure what it is intended to measure? Test items in this study had a validity index of 0.8625 between mock and KCSE performances in Kiswahili. This showed that test items measured the same concepts both at mock and during KCSE. Hence there for mock is a valid predictor exam for KCSE in Kiswahili.

2.3 Mock Ability To Predict KCSE.

According to Mooney (2010) exam day was not the time to decide to take the ordinary level paper - the mocks are a great way of preparing to learn from your mistakes and parents need to know how to help rather than hinder the process of mock examinations in their students' evaluation process. Mooney said that the purpose of mock exams was to ensure that you

experience what it is really like to sit exams prior to the final examination rather than having to come back next year in order to succeed. According to Mooney, the results of the mocks are not an end in themselves. One can make 1,000 mistakes during the mocks, learn from the experience, and perform much better in the final exam. He added that, a student should follow the analysis of the mocks in consultation with the teacher and parents to decide on a plan of action over the coming months and stick with it, unless the teacher advises otherwise. The teacher as expert interprets the meaning of a mock result. He can thereafter advise that performance in the mocks was below set targets, he can tighten performance strategies, revision or even change instruction methods all together to salvage the expected performance. “I would suggest you take that advice to heart and plan to take the ordinary level paper in June,” Mooney (2010) advises. This is because Mooney says that mocks will reflect almost directly what will occur in KCSE and a student who fails in mock and does not take relevant remedial actions will automatically fail or perform dismally in his/her KCSE. To this end Mooney is saying that mock exam is a perfect predictor of KCSE.

For both Junior and Leaving Certificate students, the mock results will help one to decide on higher or ordinary level. It will also help you identify the subject areas which need more attention. The mocks have one other benefit – they can act as a timely wake-up call for those sleepwalking through the year. Should students take higher or ordinary level? Take each paper at the level you have studied it over the past two years. Do not drop down to ordinary or foundation level this week if you have studied the higher level up to now. If you don’t do well at higher level in the mocks, get the best advice from your teacher on the issue of higher or ordinary in June. Mooney (2010).

According to Mooney (2010) parents can also support their children by helping them to put the mocks and next June's exams in context. He emphasized that the mocks and the exams in June are simply steps on the road to their development, to enable them to build a successful career for themselves at the end of it all or when they do their final course exams in this case KCSE. Ideally, students preparing for their mocks should be protected from all this gloom about the recession and unemployment. Parents should reassure their children that hard work and study will be worth it as the economy improves in the coming years. This is in agreement with Ajzen's theory of planned behaviour that when students gain high self esteem (self efficacy as used in Bandura's theory) he will do the exam with a lot of expectations to pass. When he passes the esteem is even boosted higher such that by KCSE he would be targeting even higher grades than was the case in mock. This can be interpreted to mean that mock results propel students either positively or negatively to perform in the same trend in KCSE depending on the mock score and the attitude thereafter developed. Positive results yield positive self efficacy hence leading to positively schewed performance in KCSE.ie have ability to predict KCSE from mock scores.

According to Estrada (2002) mock or SAT should not face radical criticism and more so threats to scrap it. Estrada said that, College Board officials passionately defended the test from criticism in recent years that it is out of date and unfair to minorities. For decades, white and Asian students have scored significantly higher than black and Hispanic students. College Board officials cite their own studies showing that the test is an accurate predictor of college performance. Estrada (2002) argued that in all fairness SAT has been used to predict accurately students' performance in college from across the racial divide. The fact

that the test was used over decades means that it's a proven predictor of final exam performance.

According to Karen (2005) and Morrison, (2002) SAT test is a valid predictor of success in college in America. In this study, mock took the position of SAT. All intervening factors kept constant the results of mock (an equivalent of SAT) can be used to predict performance in KCSE final examination in Kenya just like SAT does in America.

Shivachi (2006) says because of the unavoidable circumstances like tribal clashes, mock results will help estimate the student's score in KCSE necessary for job and educational placement. To this end, Shivachi (2006) argues that mock examination should not be scrapped of like the MOEST task Force of 2001 advised. He said relatively the scores obtained by students in mock do not differ much with their scores in KCSE examination of the same student cohort and year but rather those of KCSE tend to assume the trend of mock. Just like the Bandura(1997) and Ajzen(2002b), he proposes that those who pass in mock build their self -efficacy which propel them to even do well in KCSE and the reverse is true according to Shivachi (2006).

According to Keriga (2009) students who did not do well in KCSE were against mock results being used to grade and place them at higher learning institutions and jobs. They argued of different examination environments. On a positive perception it can be seen that even according to the students there is a common understanding that the only exam that can compare with KCSE is only mock. This is because apart from mock there are other exams done- post mock and pre- KCSE. Their argument is as a result of a thought of relationship between mock and KCSE which this study sought to establish through a scholarly manner.

Moreover, Keriga (2009) only talks of those who did not excel in mock the reverse could be true that those who did well in mock but dropped in KCSE due to own reasons like strikes would be wishing to be graded using mock than KCSE.

Findings of Gay (1996) in USA indicated that school grades can be used to predict students' scores in college. Other research findings like Hunter (1984) confirmed that scholastic aptitude test (SAT) is a significant predictor of academic performance. Findings of Karen (2005) and Morrison, (2002) that Scholastic Aptitude Test was a valid predictor of success in college in America.

In Nigeria, research findings by Ubokobong (1993) and Itsoukor (1994) found that GCE and secondary certificate examination have provided the best predictor of university performance. In Kenya, Othuon and Kishor (1994) found that Certificate of Primary Education (CPE) scores had a moderate positive linear relationship with East Africa Certificate of Secondary Education (EACSE).

Conversely, mocks have been taken as a waste of time and resources arguing that they have no bearing to KCSE. When the mocks begin, those who haven't studied come to know the folly of their ways, and those who have looked forward to rubbing it in everybody else's face. Mock exams make people confused between Mendel's first and second law of segregation and of course motifs A through G in Tchaikovsky's Overture, Murray (2006). Recalling her examination horror caused by mock examination Murray notes: "In the past few weeks I've come to the realization that I have absolutely no life outside school. These days I watch the news as relief from the rigor of study, read the papers for fun, and step outside the house as a treat. All sports have been sidelined. Last year I was at a hockey

training at least four times a week. It was with shock when I realized a while ago that I hadn't been outside in three days except to get to and from the car." This serves a clear indication how terrifying mock exams can be to students. Such exam anxiety can easily lead them to strikes in a way of releasing the anxiety. Failure from exam anxiety can act as a spurious effect and lead to failure in KCSE- fear mock, leading to exam anxiety then out of this anxiety fail KCSE which by any measure is different from mock from the markers, environment among other variables.

According to Keriga (2009), many students who did not do well in the district mocks expressed fear that the mock performance would be used to determine their grade in the final year. This was because they felt the two exams have nothing in common such that when one does not do KCSE, one cannot use mock to fix his/her grade from mock exam. The reason was the examination environments are different hence one should expect different performance means. During this time he adds syllabus coverage differs and there are a myriad of factors which come into the interplay to swing performance of a student.

Mooney (2006) argued that the results of the mocks were of absolutely no significance. The real benefit is that the mocks are a dry run for June and a mere waste of students' time. For Junior certificate students, it is their first experience of a State exam; they will learn a huge amount about exam technique from the trial run. Because this exam has no significance, it therefore should not be taken with any seriousness towards students' final performance.

According to MOEST task force report (2001), mock exams only come to add to already overloaded second term with co-curricular activities. The report revealed that mock causes stress to students and unnecessary expenditure which is often passed on to poor parents.

Students interviewed by a special commission instituted by the government to investigate the causes of school unrest, (MOEST Task Force Report 2001) called for scrapping of mock examinations saying that they were too difficult and only served to demoralize them ahead of the national examinations. For example the task force argued that in a period of ten (10) years in Kenya (1998-2008) there were numerous strikes in schools leading to massive loss of lives and property. For instance, in Rift Valley 55 schools, Central 66, Nairobi 10, Eastern 39 and Coast Province 15 schools were affected.

The parents' union has complained of teachers' extravagancy in using this test to exploit them on one side and on the other hand school Board of Governors, Parent Teachers Association and teachers who supposedly are keen on performance resist this ban. Responding to the MOEST Task Force of 2001, they argue that second term is already packed with numerous co-curricular activities that putting mock exams in June as it is always the case adds more stress and fatigue to the students. Besides, there are teachers who take advantage of this to levy unnecessarily exorbitant levies for the same. They therefore reputed mock examinations based on the cost implications.

From our literature review it is clear that there is a sharp divide on whether or not mock should be done and its results significance is even highly contested. It is based on such contradiction of the researchers' findings that this study was sought to find out the true significance of mock on KCSE in Kiswahili in Rongo district. The findings will fill in the gap of knowledge about mock's ability to predict KCSE performance in Kiswahili.

2.4 Chapter Summary.

According to Bachman et al (2008), Self efficacy serves as benchmark with which students can plan their activities. Students' self-expectations can also be indicators of plans that are already in action. This can affects a student's performance between KCSE and Mock because Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. The contradictory research findings even worsen the situation about the position of mocks in school evaluation. Research findings (Mooney 2010, Murray 2006, Estrada 2002, Karen 2005, Morrison 2002, Shivachi 2006) supported mock examination. They have argued that mock is a wake- up call to the underperforming students, builds students self efficacy, foretells what a student is likely to score in KCSE exam, is used to enable teachers up their teaching strategies and that is a perfect predictor of KCSE performance (Karen 2005, Morrison 2002). Based on these findings then mock finds a reason in the evaluation of students' performance mainly because of its predictive ability, motivational role and its ability to build students, self- efficacy necessary for their performance as the theory of planned behaviour advocates.

For researchers like Mooney (2010) Keriga (2009), MOEST (2001), mock has no significance at all. It only serves as a catalyst for school strikes and riots, acts as a loophole for parents to spend more. These researchers' finding contradicts the former findings over the same topic- mock. The contradiction is more to the extent that individual researchers appear undecided whether mock has or has no significance in predicting KCSE performance. For instance, Mooney (2010) argues that mock has no value and goes on saying that it acts as a wake-up call to underperforming students.

The foregoing has shown the analysis of data for this study. The predictive strength of mock examination on KCSE in Kiswahili in Rongo district in Nyanza province, Kenya. Findings of this study revealed that there was a significant relationship between mock scores and KCSE score in Kiswahili among students in particular years of study. This shows that the higher the score was in mock the higher it became in KCSE of the same student cohorts. These findings were in agreement with findings of Afolabi (2002), Shivachi (2006), Adesoji (1999). These research findings also revealed that mock or SAT could be used to predict senior examination performance.

This research has however differed with findings like; Mooney (2010), Keriga (2009) MOEST task Force Report (2001) whose findings revealed that there was no relationship between mock and KCSE. It's based on this contradiction that this study sought to investigate mock predictive ability on KCSE performance among students in Kiswahili in Rongo district, Nyanza Province in Kenya. From a predictive index of 96 cases out of 100 the researcher concluded that there is a strong relationship and that mock performance can be used to predict KCSE performance in Kiswahili among students of same year.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section outlines the procedure and methods the researcher used in obtaining data. It comprises the research design, the area of study, the study population, the sample and sampling techniques, instruments of data collection procedures and methods of data analysis.

3.2 Research Design

A research design is the blueprint upon which data is collected, measured and analyzed in research (Kothari, 2003). This study used Correlation design and regression analysis. According to Kisilu & Tromp (2006) a correlation design is a strategy in which the researcher seeks to assess the degree of relationship between two or more variables. Correlation strategy was adopted because the study sought to establish whether there was a relationship between mock and KCSE performance in Kiswahili. After establishing the relation between mock and KCSE which was in the first objective the researcher went a head to establish the ability of mock results predicting KCSE among students in Kiswahili i.e. objective two. In doing this regression analysis was adopted.

3.3 Area of Study

The study was conducted in Rongo district in Migori County. Rongo district is one of the districts that comprise of Migori County. Economically it is mainly agriculture dominated

with its main economic activity being large scale sugar-cane farming. On small scale it produces maize, bananas, groundnuts, kales for domestic consumptions. Cattle, sheep and goats rearing, both on free range and zero grazing is done in the area. Given this economic base therefore, all school going students were expected to be going to school. Two, the state of economy enables the parents pay the mock exam fee. This therefore meant that, more than 80% of students took part in the mock exam hence the researcher expected to meet over 70% response rate so as to be able to generalize findings. It is bordered by Homa-bay district to the north, Gucha district to East, Trans-Mara district to the South East, Awendo district to the South and Uriri district to the West. This border diversity gives the district a diversified catchment nature. This state works against the belief that, the area has a generally negative attitude toward Kiswahili. Even more interestingly, Rongo district has a unique school set up in the sense that it's the only district in the Large Migori County with more mixed schools (35), only one girl's boarding school and five boys' schools. It is such unique features that necessitated us to choose the district as our study area. The total area is approximately 468.3km^2. The district lies between longitude and latitudes 1450m-1700m with a temperature average annual range of 17^0c to 20^0 c. .

3.4 Study Population

Study population is the group of individuals, items, respondents from which samples are taken for the research (Kisilu and Tromp 2006). The district has 41 secondary schools out of which 30 had been doing both KCSE and mock for the last four years. The district registers a population of about 1085 form four students yearly and has about 40 Teachers Service Commission teachers of Kiswahili. A total of 234 students' results were used in this study to represent 30% of the purposively population (Tromp & Kisilu 2006). Even though the results are for students, teachers of Kiswahili formed the study respondents. This is because after examinations (K.C.S.E.) it is not possible to access the students who join other higher learning institutions or otherwise start up life away from school. Further, Teachers of Kiswahili are in a position to describe performance trends both in mock and KSCE among student cohorts over the years. Teachers of Kiswahili formed part of the experts used to test validity of the research tool.

3.5 Sample and Sampling Techniques.

A sample is a group of individuals selected to take part in the research on behalf of the entire population. Sampling technique is the process of selecting a sample to take part in the study such that the selected group is representative of the entire population (Kisilu and Tromp 2006). According to Nachmias and Chava (1992), ten percent of the entire population is used for piloting to check validity and reliability before the actual research. Then, 10% of 41 schools were four schools and in 850 students, 10% was 85 students. Hence, pilot study involved 85 respondents from four schools in Rongo district. The four schools did not take part in the final sample in order to avoid pre-test-post test effect on the respondents which

likely improve final scores. This process left us with thirty-seven school from which we drew our data. The researcher used purposive sampling to select respondents who had taken part in both mock and KCSE in the research duration (2007-2010). As a result, eleven (11) schools consisting of 235 students were purposively sampled out leaving the researcher with respondents of twenty- six schools (850 students). From these, the researcher decided to used simple random sampling to obtain 30% of the remaining population after taking 10% for piloting (765 students) from the remaining schools (26). This was as advised by Kisilu & Tromp 2006). The 30% was 224 students. From Krejcie & Morgan (1970) sample size tables it was advised that for 765 the sample size be 244. The researcher decided to use a middle figure of 234 respondents.

3.6 INSTRUMENTS FOR DATA COLLECTION.

This research used document analysis and questionnaires as tool of data collection. Questionnaires were used because they cover large areas like the one under study and data captured could be used in analyzing the relationship using both inferential and descriptive statistics. Because most of the data used was secondary data, document analysis was the main tool by which the data was collected.

3.6.1 Document Analysis.

The main source of data in this study was document analysis. This involved use of past results of mock and KCSE performance results which have been documented in the sample schools.

3.6.2 Questionnaire

Questionnaires are lists of set question items administered to the respondent in written form. The questionnaire was preferred suitable to this study as it allowed the researchers to reach a large sample within a short time and no extra personnel training was required (Creswell, 2003). There was a questionnaire for teachers of Kiswahili. The questionnaire was designed to investigate mock performance prediction on KCSE performance.

3.7 Validity and Reliability of the Research Instruments.

3.7.1 **Validity.**

Before embarking on data collection, the instruments were pilot tested in four schools within the study population to ascertain validity of the research tools. Four schools constituted the 10% of the study population as advised by Nachmias and Chava (1992) as the right pilot size. Validity refers to the ability of a tool to measure what it is intended to measure (Kisilu & Tromp 2006).

To test validity (predictive validity and content validity), experts (teachers from the pilot schools) were asked a sample of questions: number of mock items that predicted KCSE exam, mock test items that were relevant to the syllabus, percentage distribution of mock test items in KCSE and the syllabus among other questions. A total of 80 test items (20 from each year) were studied. On the likert scale of: Very relevant (4), Quite relevant (3), some-what relevant (2) and not relevant. In response, 69 items were either Very relevant or Quite relevant. Using Content Validity Index (C.V.I) $n_{3/4}/N$, the researcher found a validity index of 0.82.

Where $n^{3}/_{4}$ = number of items rated between 3 and 4 by all judges (69)

N= total number of items in the research tool (80)

i.e. $^{49}/_{60}$ x 100 = 86% or 0.8625. This validity index was seen to be far and above 70% as advised by Onen & Oso (2009) hence the tools were considered valid and adopted for this research.

3.7.2 **Reliability.**

Reliability refers to dependability of research tools that is, the level to which a tool will produce similar results tested at different locations or areas. In other words, how consistent results from a test are (Kisilu & Tromp 2006). For internal consistency the researcher used Crombach Alpha formula to estimate how consistent test items were. Variance of 85 student results (10%) was determined as shown below.

$KR_20 = K (S^2 - \sum s_2) / S^2 (K-1)$

Where KR20 = reliability coefficient.

K = number of items used to measure a concept

S^2= variance of all scores

s_2= variance of individual scores.

From the research the researcher found:

KR20= 85(6-1) / 6(85-1)

= 425/504

= 0.843 (84.3%)

This translated to 84% a coefficient that was far beyond the 80 % recommended Mugenda & Mugenda (1999 pg 96). This index was considered by the researcher as proof enough that the tools were reliable for the study.

3.8 Data Collection Procedure

Before undertaking the actual study in the respective public secondary schools in Rongo the researcher sought permission from the relevant authorities which include District Education. Office Rongo district and head teachers of schools under study. The researcher visited the schools for familiarization, introduction, distribution and collection of questionnaires and documents relevant to the study. The questionnaires were delivered to the respondents in person; the researcher self administered them so as to overcome the possibility of respondents discussing among themselves, the appropriate answer to write. It also laid a basis of good rapport to accessing the documents to be analyzed.

3.9 Methods of Data Analysis and Presentation.

Data collected from the questionnaire were coded using SPSS according to the objectives of the research to be analyzed. Descriptive statistics including means, frequencies herein presented in percentage, charts and graphs were used to enable the researcher to come up with clear counts concerning the responses. Correlation and regression analyses were conducted to determine relationship between mock results and KCSE results and the ability of mock to predict KCSE performance in Kiswahili.

1.1 Ethical Consideration.

Data was gathered according to an ethical framework of 7 criteria (Patton 1990), including informed participant consent, guaranteed anonymity, plagiarism, data integrity and misuse, interference, responsibility of the researcher and confidentiality. No particular school or teacher was targeted for any political exposure. And so all matters studied under this study were purely for academic purposes. All data collected were handled with confidentiality and

utmost discretion. The questionnaire was used to collect data for research purposes only. Similarly, responses from the interviews were recorded with approval from the respondents. The recorded information was only used within the requirements of the study. For this reason, respondents were not required to indicate their name or identification on the questionnaire.

3.11 Chapter Summary.

This chapter outlined the procedure and methods that the researcher employed in order to obtain data needed for the study. It comprised the research design, the area of study, the study population, the sample and sampling techniques, instruments of data collection procedures and methods of data analysis. These methodologies used and the sampling techniques determined the analysis and interpretation as was seen in chapter four.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION.

4.1 Introduction

This chapter present the data collected from the field. It contains: introduction, background information of respondents, performance in mock in relation to KCSE, mock and KCSE examiners' marking skills, setting patterns in mock and KCSE, data presentation, analysis interpretation, discussion and chapter summary. The main purpose of the study was to examine the performance of students in Kiswahili in mock and KCSE in relation to the subject's curriculum implementation in secondary schools in Rongo district in Migori County. The study was guided by the following objectives. Firstly, to examine whether or not there is a relationship between students' mock and KCSE performance in Kiswahili, secondly to find out whether mock results can be used to predict KCSE performance in Kiswahili.

Documents were analyzed alongside administration of the questionnaire for a period of three weeks in 26 schools in a population of 850 students on average (789, 784, 776 and 827 in the years 2007- 2010 respectively). 234 students' data was analyzed to constitute 30% of 850 population. This was done through hand-delivery method so as to give the respondents a chance to query anything that needed more information. After the whole exercise a total of twenty-five fully answered questionnaires were collected out of the twenty-six questionnaires. This formed 96.2% of the respondents. This response rate (96.2%) was deemed by the researcher adequate for valid generalizations over the study. The decision was guided by Bell (1993) and Nachmias & Chava (1992). Bell (1993) said that an adequate response rate should be about $^{1}/_{3}$ of the total population elements (which translates to at least

9 respondents). On their side, Nachmias and Chava advised that an adequate response rate should be 70% and above. From the above scholars, 96.2% was far beyond the two thresholds preferred hence deemed adequate for the study.

4.2 Background Information of the Respondents.

Background information was collected and analyzed to give a clear understanding of the background of the respondents who participated in the study. This was measured by establishing the gender of the respondents, professional qualification, class size, number of Teachers of Kiswahili, number of lessons taught per week, syllabus coverage and finally mocks relevancy. Background information was important as it laid a basic foundation on which interpretation of the study was based. Furthermore, background information of the respondents enables both the researcher and the readers to have confidence in the study.

4.2.1 Gender of the Respondents

It was prudent for the researcher to find out the gender of the respondents. Results in Fig.4.1 shows that most of the teachers 16 (64%) were male teachers while 9 (36%) were female. This shows that majority of the teachers in secondary schools in Rongo district are male. The consideration of gender was reliable in the study so as to get the views from both genders which have great importance. These findings showed that there was no biasness during the research because at least both genders were represented.

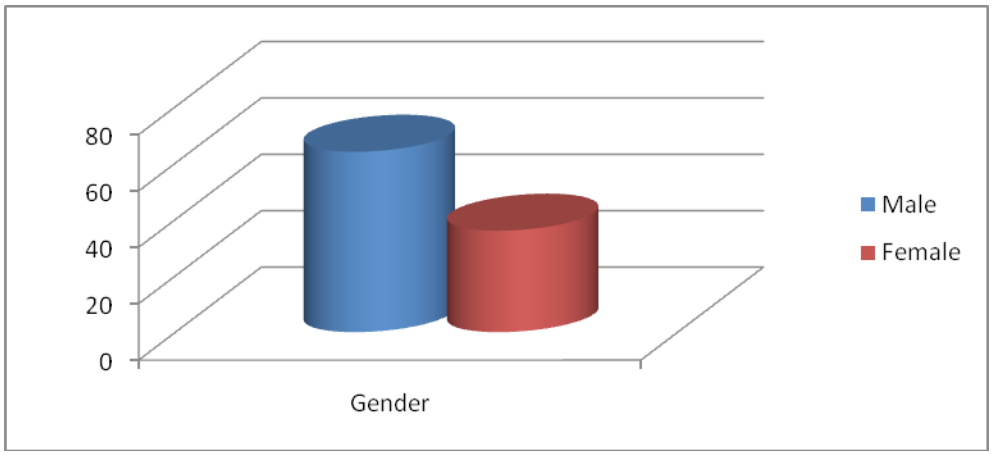

Figure 4.1 Gender of the Respondents

4.2.2 Professional Qualification

The researcher wanted to find out from the sampled respondents their level of education. Education level of the respondents in relation to the performance of student in mocks and KCSE was very prudent. Findings indicate that most of the respondents 23 (92%) were graduates from various universities, 1 (4%) were each denoted by Masters and diploma qualifications but there was no untrained teacher in the study. This shows that most of the teachers were graduates and thus able to answer to the research objectives and state the true picture on the performance of students in Kiswahili language in Mock and KCSE also the results indicates that the teachers were literate because all of them returned dully filled questionnaires as shown in Fig.4.2.

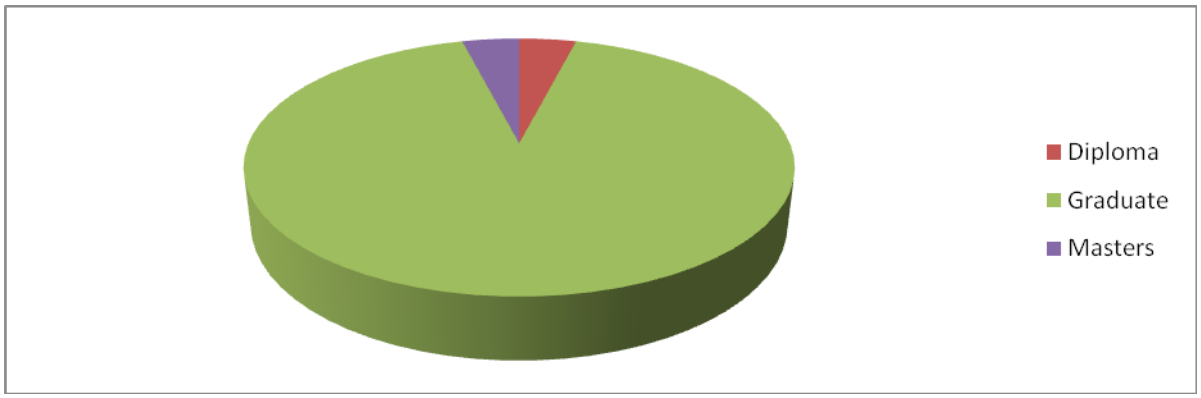

Figure 4.2 Professional Qualifications.

4.2.3 Class Size

The researcher also looked at the class size of the sampled population. Results shows that most of the teachers 16 (64%) said that they had a class size of more than 55 students, 5 (20%) said they had a class size of less than 55 students while 4 (16%) said they had exactly 55 students in a class. This is as shown in Fig.4.3

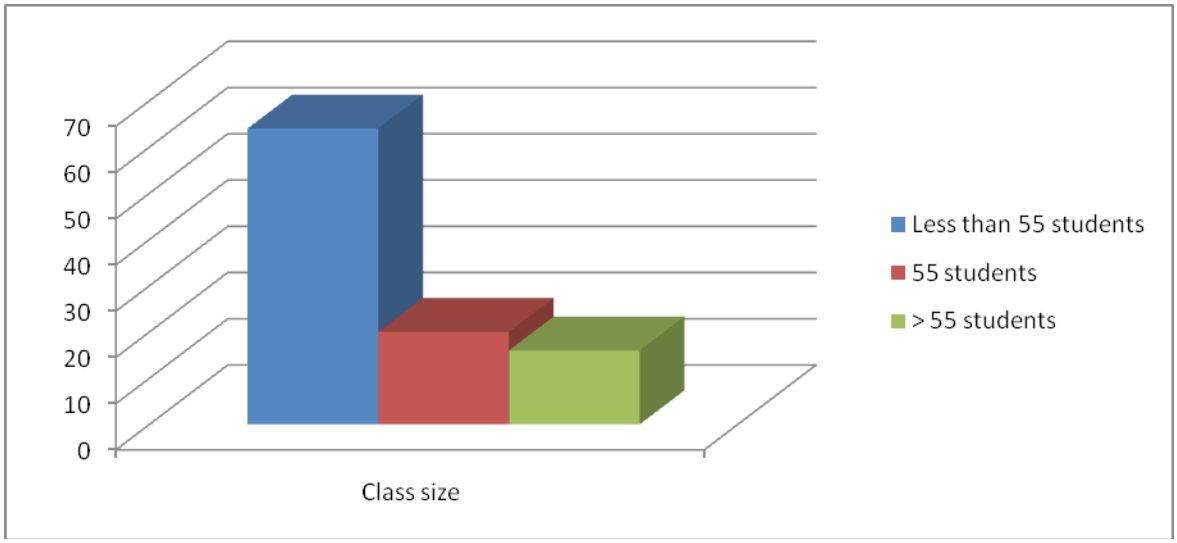

FIGURE 4.3 CLASS SIZE

4.2.4 Number of Teachers of Kiswahili

The researcher also wanted to find out the number of teachers who teach Kiswahili, results below indicate that most of the schools in Rongo district 15 (60%) had one teacher in school teaching Kiswahili, 6 (24%) said two teachers, 2 (8%) said they had five teachers while 1 (4%) of the results was each denoted by three and six teachers as the number of teachers who teach Kiswahili in a school in Rongo district. This indicates that the number of teachers who teach Kiswahili are few compared to the classes because in a class in Rongo district they have a class size of more than 55 student and hence this may be a factor that affect the performance of students in Kiswahili as indicated in Fig 4.4.

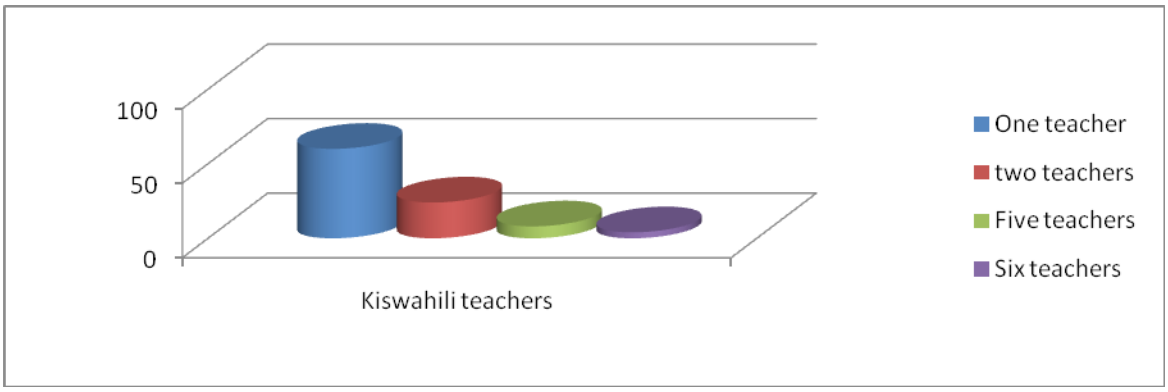

FIGURE 4.4 NUMBER OF TEACHERS OF KISWAHILI.

4.2.5 The Workload.

The researcher also wanted to find out the number of lessons taught in a week by the teachers, results show that most of the teachers 17 (68%) said that they taught 21-25 lessons, 6 (24%) had less than 20 lessons per week and 2 (8%) had 26-30 lessons. This shows that most of the teachers taught between 21-25 lessons per week as shown in Fig. 4.5.

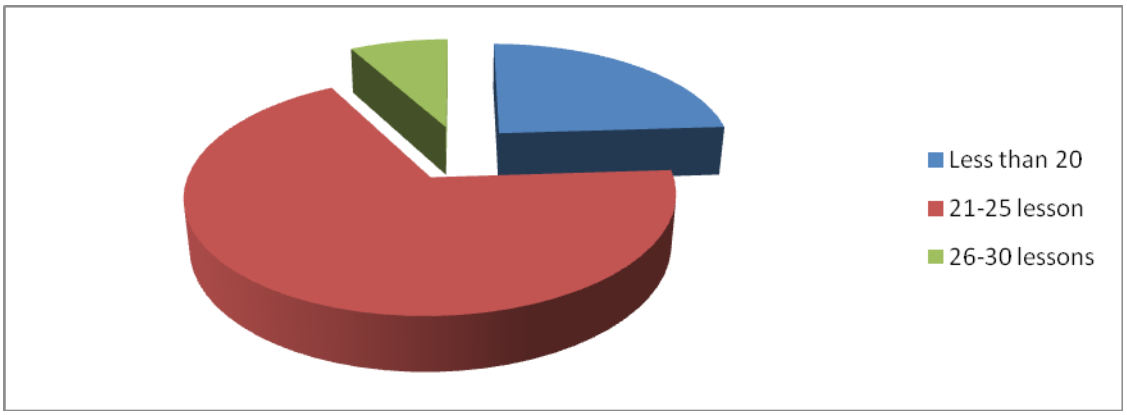

FIGURE 4.5 LESSONS TAUGHT PER WEEK.

4.2.6 Syllabus Coverage

The researcher also sought to find out the time when the teachers complete their syllabus. Results show that most of the teachers 10 (40%) said they completed their syllabus in the mid- second term and a similar percentage said they completed their syllabus in third term, 5 (20%) said they never complete their syllabus on time. This shows that most of the teachers complete their syllabus in second and third term as indicated in Table 4.1. From the findings, it's clear that by the time mock is done, almost 40% of syllabus is not yet completed. This could have a bearing towards their performance difference between mock and KCSE. According to the theory of planned behavior, a fail in the mock could lower their self efficacy, create exam fear which would definitely result to a fail in KCSE hence the ability then of mock predicting possible outcome of a student's KCSE performance.

TABLE 4.1 SYLLABUS COVERAGE.

Time	**Frequency**	**Percentage**
First term	0	0
Second term	10	40
Third term	10	40
Never	5	20
Total	**25**	**100**

4.2.7 Abolition of Mocks

It was paramount for the researcher to find out the teachers opinion if mock examinations should remain abolished. It is seen that majority of the teachers in Rongo district 21 (84%) said that the mocks should not be abolished and 4 (16%) agreed. This indicates that mocks should not be abolished because it adds educational value to the students. Moreover, it can be used to predict the performance in KCSE as shown in Fig.4.6.

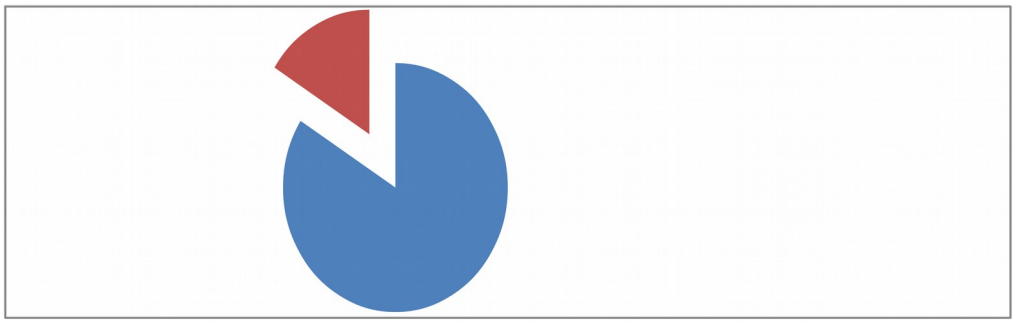

FIGURE 4.6 ABOLITION OF MOCKS

4.3 Performance in Mocks In Relation To KCSE

The researcher's second objective was to examine whether mock student's performance can be used to predict student's performance in Kiswahili in KCSE. To put insight on the objective, the researcher wanted to find out the mean score in Kiswahili and if the mean

scores in mocks can be used to predict KCSE examinations in Kiswahili among students in Rongo district. Using linear regression, the relationship between mock and KCSE was determined and the results are summarized in Table 4.2.

Table 4.2 Relationship between Mock 2007 and KCSE 2007 Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.973(a)	.947	.945	.44828

a Predictors: (Constant), MOCK2007

The results of linear regression analysis yielded a regression co-efficient of R=0.973. This value is the co-efficient at which the independent variable that is MOCK 2007 predicts the dependent variable which is KCSE 2007. This co-efficient of prediction is multiplied by 100 (0.973x100) to indicate the percentage of prediction which is 97.3%. This implies that MOCK 2007 results predict KCSE 2007 results 97.3 times for every 100 studies. Thus, MOCK 2007 was a predictor of KCSE 2007 in Rongo district.

Still using linear regression, the relationship between MOCK 2008 and KCSE 2008 was computed and the results were presented in the model summary in Table 4.3

Table 4.3 Relationship between Mock 2008 and KCSE 2008 Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.996(a)	.992	.992	.19575

a Predictors: (Constant), MOCK2008

The co-efficient of determination in regression of the above model is 0.996. This implies that the independent variable, MOCK 2008, predicts the dependent variable (KCSE 2008) 99.6 times in every a hundred (.996 x 100). This shows that there is significant prediction ability between MOCK 2008 and KCSE 2008 in Kiswahili in Rongo district. The researcher then sought to determine the predictive relationship between MOCK 2009 results and KCSE 2009 results using linear regression model. The results of the linear regression model are summarized in Table 4.4

Table 4.4 Relationship between Mock 2009 and KCSE 2009 Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.987(a)	.974	.973	.28509

a Predictors: (Constant), MOCK2009

The co-efficient of determination in regression of the above model is 0.987. This implies that the independent variable, MOCK 2009 predicts the dependent variable (KCSE 2009) 98.7 times in every a hundred (.987 x 100). This shows that there is a significant relationship between MOCK 2009 and KCSE 2009 results. This implies that MOCK 2009 could be used as a predictor in KCSE 2009 in Rongo district. Lastly, the researcher wanted to determine the relationship between MOCK 2010 results and KCSE 2010 results using linear regression model. The results of the linear regression model are summarized in Table 4.5

Table 4.5 Relationship between Mock 2010 and KCSE 2010 Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873(a)	.763	.753	.85332

a Predictors: (Constant), MOCK2010

The results of linear regression analysis yielded a regression co-efficient of R=0.873. This value is the co-efficient at which the independent variable that is MOCK 2010 predicts the dependent variable which is KCSE 2010. Thus MOCK 2010 has a significant relationship with the results in KCSE 2010 and significantly predicts KCSE performance in Rongo district. The co-efficient of prediction (0.873 x 100) was 87.3% in a hundred times. This implies that there is a relationship between the MOCK 2010 and KCSE performance.

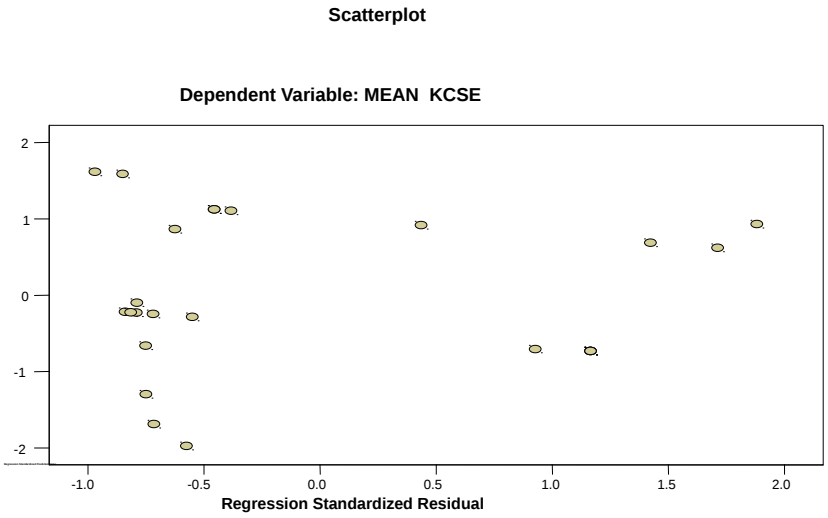

Fig. 4.7 Scatter gram of mock and KCSE.

In figure 4.7 it shows a strong relationship of almost a perfect relationship. The figure shows that almost 100% of mock accounts for 100% KCSE results. Drawing the line of best fit in figure 4.8 was obtained confirming the same results.

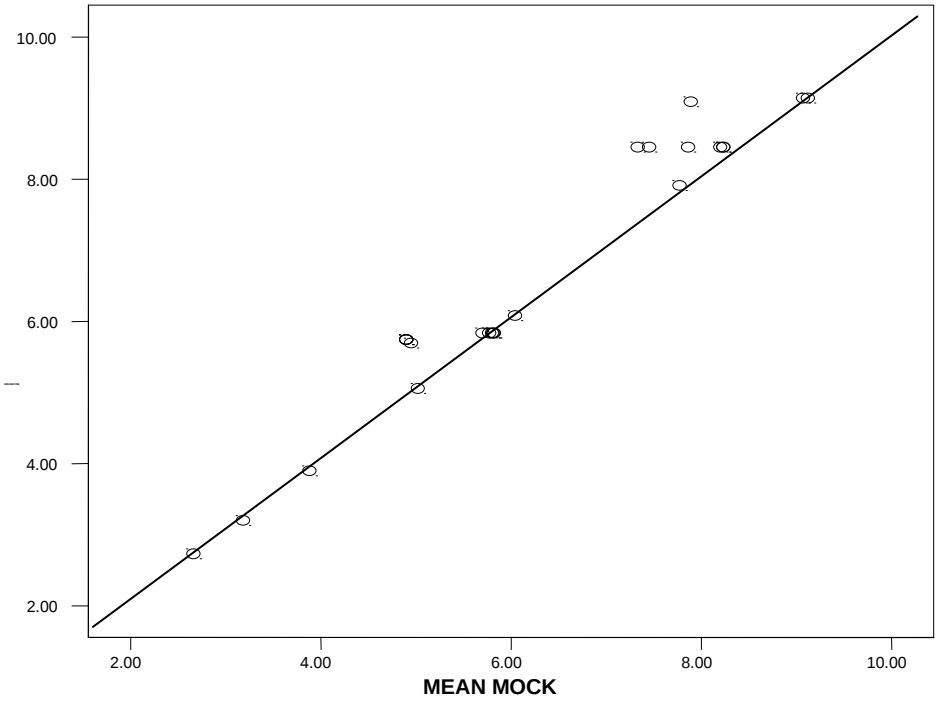

Fig. 4. 8. Regression Line of Mock and KCSE Correlation.

From the graph it is evident that an increase in the performance in mock leads to an increase in KCSE performance in the same cohort in the same year. It also depicts a positive strong relationship between mock mean scores considering the line of best fit in figure 4.8.

4.4. Relationship in Examiners Marking Skills between mock and KCSE.

The researcher's first objective was to find out whether there is a relationship between mock and KCSE. Here the researcher wanted to investigate that relationship in the skills of evaluation. Samples of mock and KCSE papers were examined and the results showed that; that 44% of the sampled population oftenly mark with hallo effects, 40% always marked with hallo effects and 16% rarely or never marked with hallo effects. Finding out if examiners are accurate in their marking 56% are never accurate in their marking, 40% oftenly are while only 4% was always accurately in marking. Finding out if examiners

indicate with authorized symbols, learner's mistakes while marking 36% never indicated authorized symbols, 32% oftenly indicated the symbols while 12% always indicated the symbols while marking learner's mistakes. On penalizing overstated answers and understated answers 48% oftenly penalized the students over and understated answers. Findings also show that 48% of the teachers oftenly put more emphasis on the key terms in test items, 38% never while 24% always emphasized on key terms in test items as examiners. Still on examiners marking skills the teachers were asked to state if they attend training before being recruited for marking. This result indicate that the teachers do not attend training for marking mock exams that's why their mean deviation in the mean mark of mock and KCSE results. Finally looking at if the teachers are orientated to mark through marking dummies, 52% said they are never orientated, 28% oftenly are orientated and 20% are always orientated. The results were tabulated in Table 4.6

Table 4.6 Relationship in Examiners Marking Skills between mock and KCSE.

	Never		**Rarely**		**Often**		**Very often**		**Always**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Mark with hallo effect	0	0	4	16	10	40	1	4	10	40
Are accurate in their marking	3	12	11	44	8	32	2	8	1	4
Indicate with authorized symbols, learner's mistakes marking	3	12	6	24	8	32	5	20	3	12
Penalize overstated answers and understated answers	3	12	5	20	4	16	8	32	5	20
Put more emphasis on the key terms in the test items	0	0	7	28	6	24	6	24	6	16
Attend training before being recruited for marking exercise	9	36	9	36	2	4	2	4	3	12
Are oriented to mark through marking dummies	5	20	8	32	4	16	3	12	5	20

4.5 Relationship in Setting Patterns between Mocks and KCSE

The researcher's last objective was to examine the examination setting patterns of joint district mocks and and their ability to predict those of KCSE in Kiswahili. Test items were compared in mock and KCSE and the results are as shown in the Table 4.7.

TABLE 4.7 RELATIONSHIP IN SETTING PATTERNS BETWEEN MOCKS AND KCSE

	Most unlikely		**Unlikely**		**Average**		**Likely**		**Most likely**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Mock exam items ability to project on KCSE test items	0	0	0	0	5	20	7	28	13	52
Mock level of ambiguity in test items/out of syllabus	8	32	6	24	10	40	1	4	0	0
Mock's test items level of objectivity	1	4	4	16	5	20	14	70	1	4
Test items distribution across the syllabus.	1	4	1	4	0	0	13	52	10	40

Findings in the Table 4.7 show that majority of the teachers, 80% said that mock exams items had the ability to project on KCSE test items was a setting pattern between the mock and KCSE while 20% said it averagely rate that the mock item project in KCSE test items. At mock level ambiguity in test item out of syllabus, 56% unlikely rated it as a setting pattern, 40% averagely rated it as a setting pattern while 4% likely saw it as a setting pattern. Results also indicate that most of the sample population (60%) said they likely saw mocks test item level of objectivity while 20% each said they averagely and unlikely saw mock test item level of objectivity as a setting pattern between mock and KCSE. Still looking as the test items distribution across the syllabus content as a setting pattern between mock and

KCSE, 92% said they likely saw test items distribution across the syllabus content as a setting pattern between mock and KCSE while 8% unlikely saw it as setting pattern. Lastly on the consistence in awarding /deviations in marks awarding as a setting pattern 40% saw it as a likelihood pattern, 32% unlikely while 28% saw it as a setting pattern. These show that the consistence in awarding was a setting pattern used between mock and KCSE.

TABLE 4.8 COMMON SITUATIONS IN RAUJET MOCK

	Never		**Rarely**		**Often**		**Very often**		**Always**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Mark with hallow effect	2	8	0	0	8	32	10	40	5	20
Are accurate in their marking	2	8	4	16	2	8	1	4	16	64
Indicate with authorized symbols, learner's mistakes marking	0	0	2	8	2	8	1	4	16	64
Penalize overstated answers and understated answers	0	0	8	32	10	40	5	20	2	8
Put more emphasis on the key terms in the test items	7	28	15	60	2	8	0	0	1	4
Attend training before being recruited for marking exercise	8	32	14	56	1	4	1	4	1	4

It was also prudent for the researcher to find out the common situations in RAUJET mock. Finding out if all test items are given the opportunity to become compulsory questions, 72% (18) said the test items oftenly are given the opportunity to become compulsory questions, (5) 20% always given while (2) 8% never are given the opportunity to become compulsory questions. This shows that RAUJET mocks question are oftenly given the opportunity to become compulsory questions and this indicates that mock test items are common in KCSE. Results also show that 60% of the sampled respondents said that test items out of the syllabus are tested, (8) 32% rarely tested and (2) 8% oftenly used the questions from the new syllabus in RAUJET mocks. Still on the common situations in RAUJET mocks the

researcher sought to find out if all the items tested had an equal chance in appearing in the test, 48% said all the test item always tested with an equal chance of appearing in the test, (11) 44% oftenly, while (2) 8% never. On the tested items in mock and appearance in KCSE exams, (15) 60% said they oftenly appear, (8) 32% rarely and 8% always tested items in mock examinations that appear in KCSE exams. This implies that the test items in RAUJET mock oftenly appear in KCSE.

The researcher also sought to find out if compulsory questions in RAUJET mock come from area/books always taught first, (22) 88% said they rarely come, 8% oftenly, while only 4% rarely. This shows that the compulsory questions in RAUJET mocks do not always come from books/area taught first which means that the questions the common questions/situations in RAUJET mock do not come in KCSE. Lastly, looking at the common items composition in RAUJET mock, the researcher wanted to find out if at least a hard question is set to prevent students from getting 100% in examinations. Most respondents (22) 88% rarely saw it as a common situation in RAUJET mocks (2) 8% always while 4% oftenly saw that teachers set hard questions to prevent students from getting 100% as the common situation in RAUJET mocks. This may mean that the teachers set at least one hard question so that the student do not score 100% in their examinations.

4.6 Is Mock as a Predictor exam?

A good predictor exam is supposed to show what learners have truly learned. There are four basic qualities of good predictor exam. Educators should ensure these qualities are met before assessing students. They are: Reliability, Standardization, Validity and Practicality.

Reliability is defined as the extent to which an assessment yields consistent information about the knowledge, skills, or abilities being assessed (Parkes 2000). Reliability in an assessment is important because assessments provide information about student achievement

and progress. There are many conditions that may impact reliability. They include: day-to-day changes in the student, such as energy level, motivation, emotional stress, and even hunger; the physical environment, which includes classroom temperature, outside noises, and distractions; administration of the assessment, which includes changes in test instructions and differences in how the teacher responds to questions about the test; and subjectivity of the test scorer. In this study, reliability index was 0.843 (84.3%) which was beyond the threshold index of 0.80 as suggested by Mugenda & Mugenda (1999, pg96)

Standardization refers to the extent to which the assessment and procedures of administering the assessment are similar, and the assessment is scored similarly for each student. Standardized assessments have several qualities that make them unique and standard. First, all students taking the particular assessment are given the same instructions and time limit. Second, the assessments questions from same course content or topics. And third, the assessments are scored, or evaluated, with the same criteria. Standardization is beneficial for several reasons. First, standardization reduces the error in scoring, especially when the error is due to subjectivity by the scorer. Second, the more attempts to make the assessment standardized, the higher the reliability will be for that assessment. And finally, the assessment is more equitable as students are assessed under similar conditions. KCSE is standardized through pilot testing process. Mock on the other hand, is standardized during the setting process. Questions are set from the syllabus, ambiguity checked among other standard aspects. For standard marking, it was established that dummies are marked and marking schemes are coordinated to ensure that halo effects are removed.

On validity requirement, test items in this study had a validity index of 0.8625 between mock and KCSE performances in Kiswahili. This showed that test items measured the same concepts both at mock and during KCSE. Hence there for mock is a valid predictor exam for KCSE in Kiswahili.

4.7 DISCUSSIONS.

The foregoing has shown the analysis of data for this study. The predictive strength of mock examination on KCSE in Kiswahili in Rongo district in Nyanza province, Kenya. Findings of this study revealed that there was a significant relationship between mock scores and

KCSE score among students in particular years of study. This shows that the higher the score was in mock the higher it became in KCSE of the same student cohorts. These findings were in agreement with findings of Afolabi (2002), Shivachi (2006), Adesoji (1999). These research findings also revealed that mock or sat could be used to predict senior examination performance. Other findings that revealed the same results included; findings of gay (1996) in USA indicated that school grades can be used to predict students' scores in college. Other research findings like hunter (1984) confirmed that scholastic aptitude test (sat) is a significant predictor of academic performance. In Nigeria, research findings by Ubokobong (1993) and Itsoukor (1994) found that GCE and secondary certificate examination have provided the best predictor of university performance. In Kenya, Othuon and Kishor (1994) found that certificate of primary education (CPE) scores had a moderate positive linear relationship with east Africa certificate of secondary education (EACSE). With the change in curriculum from EACSE to KCSE, mock examinations are prepared by examination panels at the district level, moderated and administered to students especially during second term to assess the extent to which the four year course objectives are being achieved before the KCSE examination is done. The predictive index in this study was 0.873 2007 mock to KCSE 2007. In 2008, mock predicted KCSE performance accurately 99 cases out of 100 cases (0.996). In 2009, the prediction index was 0.987 that is in every 100 good performances cases of KCSE, mock predicted 98.7 cases. In 2010 the prediction index was 0.873. The average prediction index in the entire study period (years) was 0.956 meaning that in every 100 cases of KCSE done in the four years of study, mock predicted rightly 96 cases. This prediction index was high enough hence proving a relationship between mock and KCSE performance in Kiswahili in Rongo district. It is from such findings that this

study concluded that mock performance is a good predictor of KCSE performance in Kiswahili.

4.8 CHAPTER SUMMARY.

This chapter presented data collected from the field. It contained: introduction, background information of respondents, performance in mock in relation to KCSE, mock and KCSE examiners' marking skills, setting patterns in mock and KCSE. Data was presented, discussed and analyzed showing the relation and the predictive ability of mock results in their relative KCSE performance among students in Kiswahili in Rongo district. All the mock results showed strong correlation coefficient between mock and KCSE meaning that mock performance result are actually a predictor of KCSE performance in Kiswahili in Rongo district. These analysis findings were summarized in chapter five with recommendations and conclusions made by the researcher.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the entire study findings, conclusions that were drawn on the basis of research objectives, recommendations and suggestions for further research.

5.2 Summary of the Findings

The researcher's first objective was to examine the extent to which mock student's performance can be used to predict student's performance in Kiswahili in KCSE. The results

established that there is a relationship between the MOCK and KCSE exams. The results of linear regression analysis yielded a regression co-efficient of R=0.973. This value is the co-efficient at which the independent variable that is MOCK 2007 predicts the dependent variable which is KCSE 2007. This co-efficient of prediction is multiplied by 100 (0.973x100) to indicate the percentage prediction which is 97.3%. This implies that MOCK 2007 results predicted KCSE 2007 results, 97.3 times for every 100 studies. Thus, MOCK 2007 was a predictor of KCSE 2007 in Kiswahili in Rongo district. It was also found out that the co-efficient of determination in regression of the 2008 mock against 2008 KCSE was 0.996. This implies that the independent variable, MOCK 2008, predicted the dependent variable (KCSE 2008) 99.6 times in every a 100 studies. This shows that there is a significant relationship between MOCK 2008 and KCSE 2008 in Rongo district. This implies that MOCK 2008 results were used as a basis of KCSE 2008 in Rongo district. The study also determined that there was a relationship between MOCK 2009 results and KCSE 2009 results using linear regression model. The co-efficient of determination in regression yielded a 0.987 result. This implies that the independent variable, MOCK 2009 predicted the dependent variable (KCSE 2009) 98.7 times in every a hundred studies (100). This shows that there is a significant relationship between MOCK 2009 and KCSE 2009 results. This means that MOCK 2009 could be used as a predictor in KCSE 2009 in Rongo district. Lastly, the results of linear regression analysis yielded a regression co-efficient of R=0.873. This value was the co-efficient at which the independent variable that is MOCK 2010 predicted the dependent variable which is KCSE 2010. Thus MOCK 2010 had a significant relationship with the results in KCSE 2010 and significantly predicts KCSE performance in Rongo district. The co-efficient of prediction (0.873 x 100) was 87.3% in a hundred times. This implied that there is a relationship between the MOCK 2010 and KCSE performance.

The findings generally established that MOCK results could be used to predict KCSE results in Rongo district. These findings were in line with Karen (2005) and Morrison, (2002) that Scholastic Aptitude Test was a valid predictor of success in colleges in America.

Findings also indicated that common situations in RAUJET mocks (72%) said the test items oftenly became compulsory questions. The study showed that RAUJET mocks question oftenly appeared in KCSE as compulsory questions and this indicate the mock test items are common in KCSE. Results also indicated that 60% of the test items out of the syllabus are tested. Still on the common situations in RAUJET mocks, it was seen that if all the test items tested had an equal chance in appearing in the KCSE, 48% said the entire test item always tested with an equal chance of appearing in the KCSE. On the tested item in mock and appearance in KCSE exams, 60% said they oftenly appear. This implies that the test items in RAUJET- mock oftenly appear in KCSE. The researcher also established that compulsory questions in RAUJET mock come from area/books always taught first, 88% said they rarely did. This showed that the compulsory questions in RAUJET mocks do not always come from books/area taught first which means that students are left to read wide across the syllabus. Lastly, looking on the common items distribution in RAUJET mock Kiswahili exam, the researcher wanted to find out if at least a hard question is set to prevent students from getting 100% in examinations 88% rarely saw it as a common situation in RAUJET mocks. This may mean that the teachers set at least one hard question so that the student do not score 100% in their examinations so as to make students see the need to continue reading.

The study found out that the mean of KCSE results improved and was higher than that of the mock examinations. The standard deviation that is deviations from the mean was lower in KCSE examinations than in the mock exams and indication of less spread of KCSE exams

results than in the mock exams. The study found out that Pearson Correlation (product moment correlation) coefficient between the mock results and KCSE national exams was highly significant at 0.956. This indicates a strong positive correlation. The spearman's rho correlation coefficient was found to be 0.942 indicating a strong positive correlation when the results of both mock and KCSE exams are ranked. It shows that as the mock examinations results improve (increase), the results of the KCSE examinations also improve and vise versa. This is an indication that mock examinations can be used to predict what a student would get in the main examinations

There is a significant positive correlation at 0.01 levels (2-tailed) between the performance of the individual students at the mock and the KNEC examinations. This is a clear indication that the mock examinations can be used to predict the KNEC examinations for individual students as long as the judgment is based on specific structures which are well understood.

5.3 Conclusions

From the study findings, it was concluded that Mock examination performance can predict the performances in KCSE in Kiswahili. Kiswahili performance also increases general prediction that the higher the score on one variable, the higher the score on the second variable can be made (Cozby, 2003). However, it is not an exact perfect relationship because if you know a student's score on the first variable you cannot perfectly predict what the student's score will be on the second variable. Mock results will help estimate the student's score in KCSE necessary for job and educational placement. The study showed that students who did not do well in KCSE were against mock results being used to grade and place them at higher learning institutions and jobs. On a positive perception, it can be seen that even

according to the students there is a common understanding that the only exam that can compare with KCSE is mock. Their argument is as a result of a thought of relationship between mock and KCSE. Many students who did not do well in the district mocks expressed fear that the mock performance would be used to determine their grade in the final year. This was because they felt the two exams had nothing in common such that, when one does not do KCSE, one cannot use mock to fix his/her grade from mock exam. The reason was that the examination environments are different hence one should expect different performance abilities. The findings also indicated that the teachers do not attend training for marking mock exams, that's why their mean deviation in the mean mark of mock and KCSE results were higher. The results also show that the test items in Rongo, Awendo and Uriri Joint Examination Test (RAUJET) mock oftenly appear in KCSE. Also, the compulsory questions in RAUJET mocks do not always come from books/area taught first which means that the questions the common questions/situations in RAUJET mock do not come in KCSE and finally the study established that the teachers set at least one hard question so that the student do not score 100% in their examinations. This is to make them feel that there was still a reason to continue reading and revising.

5.4 Recommendations

In the light of the above findings and conclusion, the following recommendations are preferred for improved operation of the Kenya's educational system.

i. Mock be examined at county level to benefit a large student scope.
ii. Abolish KCSE and instead use mock because there is a perfect positive relationship. Further those who pass mock end up passing KCSE so no need to do the two exams.

5.5 Suggestions for Further Studies.

i. Further studies should be focus on the performance of students in mock and KCSE in relations to other subjects in the curriculum implementation in secondary schools

ii. A study should be done to explore the possibility of having a County mock examination.

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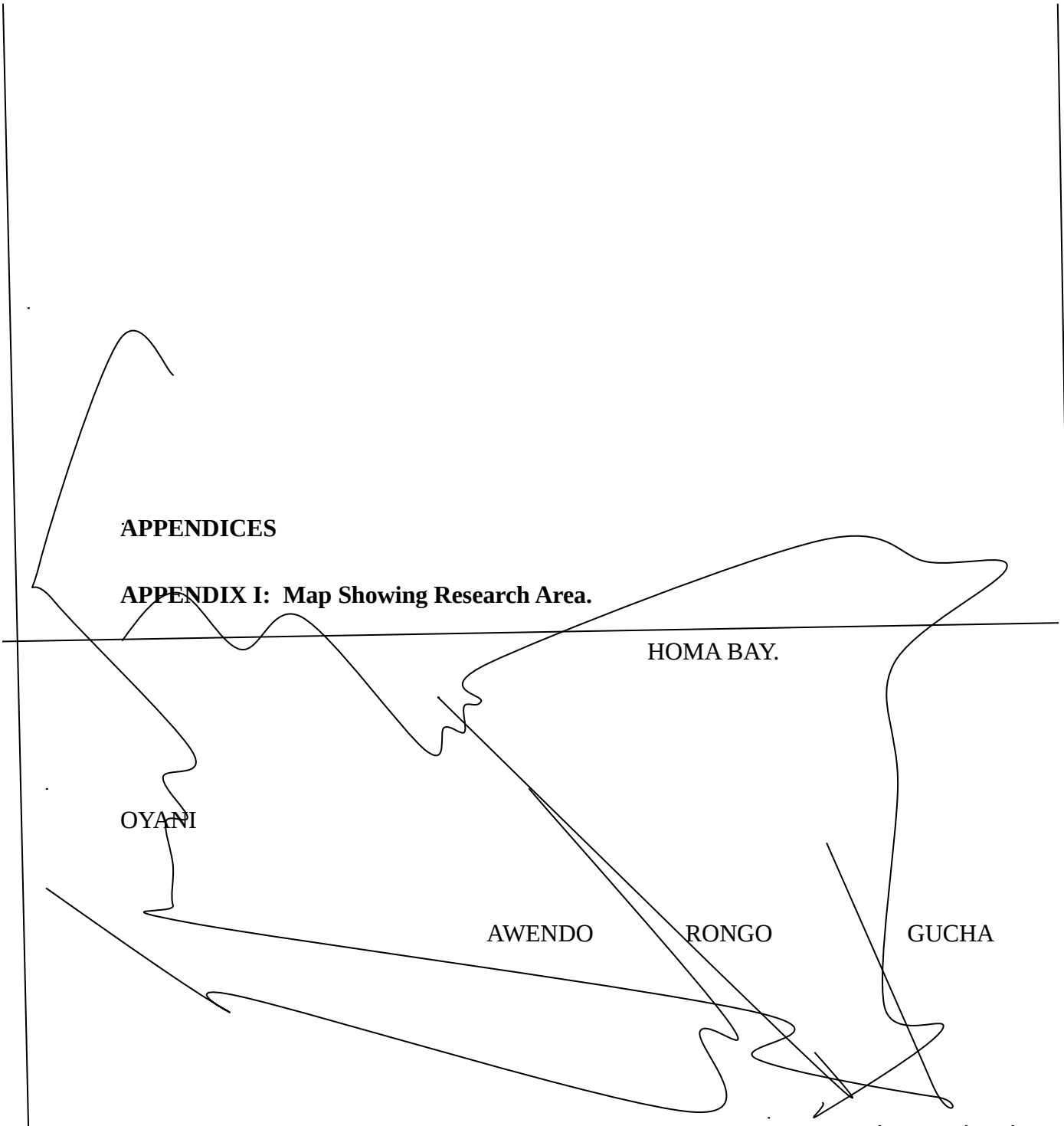
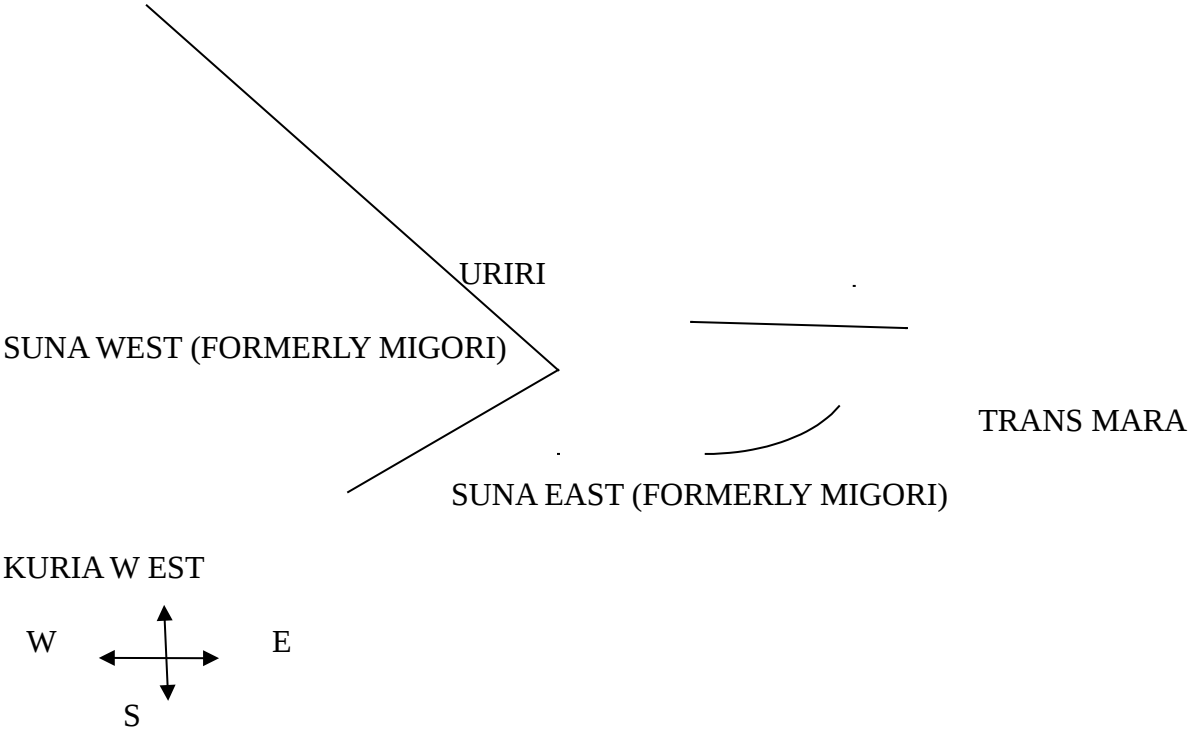
APPENDICES

APPENDIX I: Map Showing Research Area.





SOURCE: MIGORI COUNTY ADMINISTRATIVE BOUNDARIES; Rongo District.

APPENDIX II: QUESTIONNAIRE TEACHERS OF KISWAHILI.

The purpose of this questionnaire is to examine the performance of students in Kiswahili language in mock and K.C.S.E in relation to the subject's curriculum implementation in secondary schools in Rongo district in Migori County. Responses given by any respondent is assured utmost confidentiality and will only be used for the purposes of this study herein stated. Please feel free and give the view you feel is best for this study in helping the future Kenyan child.

SECTION A: **Personal Information**.

Please fill in the blank spaces and tick where appropriate.

a) Gender: male ( ) female ( )

b) Professional qualification UT ( ) Diploma ( ) Graduate ( ) M. Ed ( )

c) Average pupils in each class/stream (<55) (55) (>55)

d) Number of teachers teaching Kiswahili ……

e) Number of work load per week……

f) For how long have you taught Kiswahili after graduation……

g) When do you usually finish the syllabus? ( ) in first term ( ) mid-second term ( ) in third term ( ) we never finish.

h) In your opinion should mock exam be abolished? ( ) yes ( ) no.

SECTION B: **Performance in Mock in relation to KCSE.**

h) What were your mean scores in Kiswahili in the following exams and years?

Year	Mock	KCSE	Deviation
2007			
2008			
2009			
2010			

i) Give an explanation for the deviations in **h** above.

……

……

……...

j) a) Do you use test specifications while constructing a test in Kiswahili? Yes------ No-------

b) List them

k) The following factors can alter students' performance between mock and KCSE. Using the scale given, rank them in order of least affecting to most affecting performance in Kiswahili.

Factor	Never affect	rarely affect		oftenly affect		very oftenly affect	always affect
	1	2	3	4	5	6	7
Student's and teacher's self efficacy.							
Teacher competence.							
Student's study style.							
Teacher/ student's attitude towards Kiswahili							
Resources/ facilities/ teaching aids provision							
Test anxiety							
Frequency of testing students							

l) The number of quality grades scored in mock or KCSE depends on a number of resources at learners' disposal. From the table below have they influenced quality grades in mock and KCSE in your school?

Key: 1- Strongly disagrees 2. Disagree. 3. Undecided.

4. Agree 5. Strongly agree.

	1	2	3	4	5
a) Class text books availability and adequacy.					
b) Enough teaching and learning aids.					
c) Adequate reference books.					
d) Enough class readers.					
e) Set books availability and adequacy.					
f) Well balanced student-book ratio.					
g) Staffing of Kiswahili teachers					
h) Adequate dusters, boards, classrooms, chalks.					
i) Continued participation in mock exercise.					

m) Taking quality grades to be grades above university entry requirements grade (C+), fill in the table below. (Use 30% of the candidates' population in each case) .

Year	**No of quality grades in mock**	**No of quality grades in KCSE**	**deviation**
2007			
2008			
2009			
2010			

SECTION C. Setting Patterns between mock and KCSE.

n) How do you rate the mock's test items in relation to KCSE test items in the past years? 1. Most unlikely 2. unlikely 3.average 4. Likely 5. Most likely.

	1	2	3	4	5
Mock exam items ability to project on KCSE test items.					
Mock's level of ambiguity in test items/ out of syllabus.					
Mock's test item level of objectivity.					
Test items distribution across the syllabus content.					
Consistence in awarding / deviations in marks awarding.					

o) Which papers' test items closely related between mock and KCSE in 2007-2010?

		Relating test item between mock and KCSE.		
Year	Paper	In mock	In KCSE	Total marks

p) How common are the following situations in RAUJET Mock?

Key: 5- Always. 4- Very Often. 3- Often. 2-Rarely 1-Never.

	1	2	3	4	5
All test items are given the opportunity to become compulsory questions					
Test items out of the new syllabus are tested.					
All test items are tested with equal chances of appearing in the test.					
Tested items in mock come in KCSE examination.					
Compulsory questions come from certain area / book always taught first.					
At least a hard question is set to prevent students from getting 100%.					

SECTION: D- Examiners' Marking Skills.

q) Mock examiners: Key: 5- always, 4- Very Often, 3- Often, 2- Rarely, 1- Never.

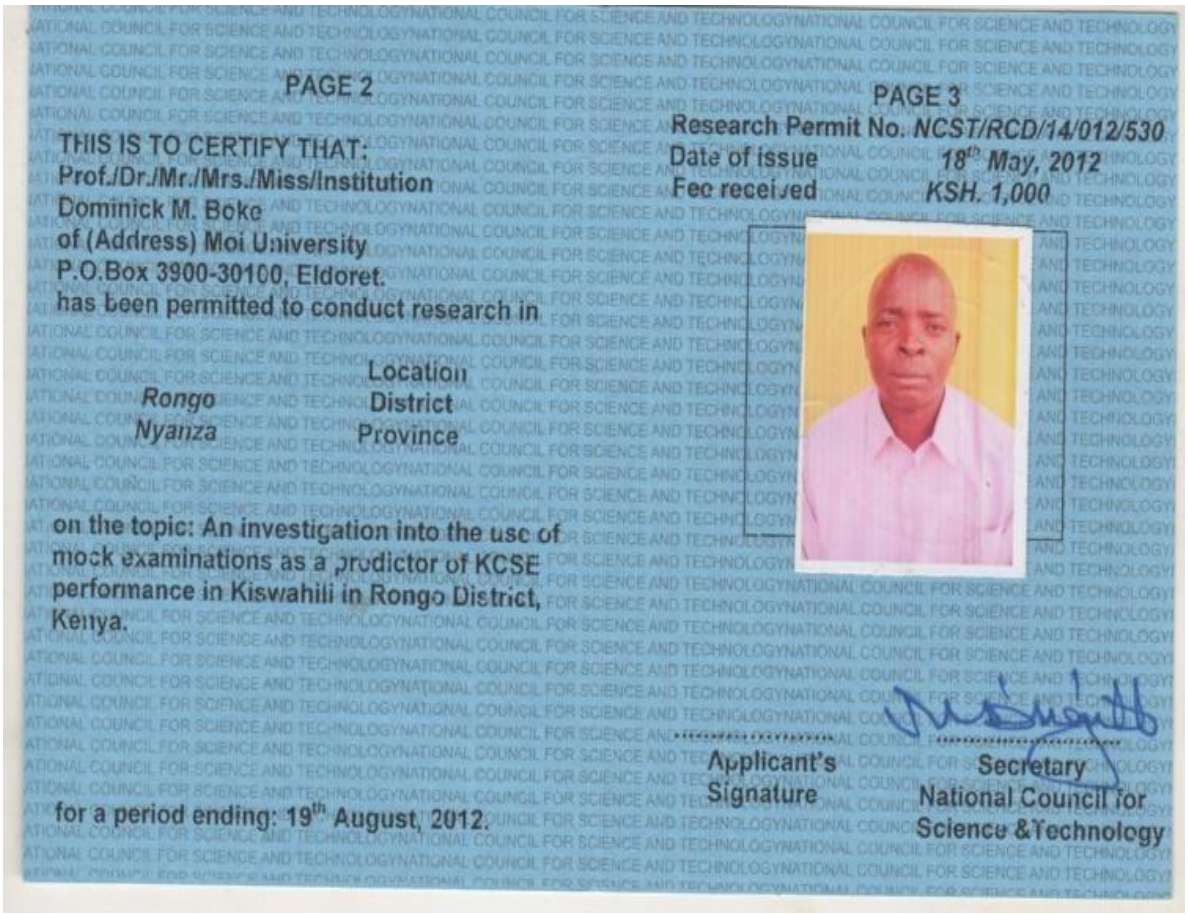
	1	2	3	4	5
Mark with halo effect.					

Are accurate in their marking.					
Indicate with authorized symbols, learners' mistakes while marking.					
Penalize overstated answers and understated answers.					
Put more emphasis on the key terms in the test items.					
Attend training before being recruited for marking exercise.					
Are oriented to mark through marking dummies					

r) Mock Chief Examiners, Team Leaders and Examiners are chosen on the basis of?

	No	Yes
Qualification / training.		
Availability.		
Favoritism.		
Are trained teachers only.		

APPENDIX III: RESEARCH PERMIT.



PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Dominick M. Boke
of (Address) Moi University
P.O.Box 3900-30100, Eldoret.
has been permitted to conduct research in

Location *Rongo*
District *Nyanza*
Province

on the topic: An investigation into the use of mock examinations as a predictor of KCSE performance in Kiswahili in Rongo District, Kenya.

for a period ending: 19th August, 2012.

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Research Permit No. *NCST/RCD/14/012/530*
Date of issue *18th May, 2012*
Fee received *KSH. 1,000*

Applicant's Signature

Secretary
National Council for
Science &Technology

APPENDIX IV: RESEARCH SAMPLE DATA.

2007		2008		2009		2010		2007		2008		2009		2010	
		m	K	m	K	m	K		K			m	K	m	
m	K							m		m	K				K

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110	**6**	**6**	**6**	**9**	**5**	**9**	**6**	**9**	**231**	**7**	**11**	**9**	**12**	**9**	**11**	**4**	**9**
111	**7**	**7**	**5**	**9**	**6**	**9**	**5**	**9**	**232**	**9**	**12**	**9**	**12**	**9**	**11**	**6**	**9**
112	**7**	**6**	**4**	**9**	**6**	**9**	**4**	**9**	**233**	**9**	**12**	**9**	**12**	**9**	**10**	**5**	**9**
113	**7**	**7**	**6**	**8**	**6**	**9**	**6**	**8**	**234**	**9**	**12**	**9**	**12**	**9**	**12**	**4**	**9**
114	**6**	**7**	**6**	**8**	**6**	**9**	**6**	**8**									
115	**4**	**9**	**7**	**8**	**9**	**12**	**7**	**8**									
116	**5**	**9**	**7**	**8**	**7**	**11**	**7**	**8**									
117	**6**	**9**	**6**	**8**	**7**	**12**	**6**	**8**									
118	**6**	**9**	**7**	**8**	**8**	**11**	**7**	**8**									
119	**6**	**9**	**6**	**7**	**7**	**10**	**6**	**7**									
120	**6**	**9**	**8**	**11**	**8**	**11**	**9**	**11**									

APPENDIX V: RESEARCH POPULATION AND SAMPLE.

year		**2007**		**2008**		**2009**		**2010**
school	**pop**	***sample***	**pop**	***sample***	**pop**	***sample***	**pop**	***sample***
1	58	***15***	54	***13***	43	***12***	50	***15***

2	35	***11***	33	***10***	32	***10***	32	***10***
3	44	***12***	46	***14***	48	***14***	50	***12***
4	40	***12***	42	***12***	48	***13***	46	***12***
5	16	***4***	18	***4***	15	***4***	12	***4***
6	41	***12***	50	***15***	55	***16***	50	***12***
7	24	***9***	21	***7***	20	***7***	21	***7***
8	30	***9***	30	***9***	30	***9***	30	***9***
9	38	***10***	42	***12***	40	***12***	41	***12***
10	40	***12***	39	***10***	40	***12***	41	***12***
11	24	***8***	22	***6***	30	***9***	39	***12***
12	34	***12***	34	***10***	30	***9***	25	***8***
13	8	***3***	10	***3***	12	***4***	10	***3***
14	18	***4***	14	***4***	10	***3***	10	***3***
15	26	***7***	20	***6***	20	***6***	30	***9***
16	45	***13***	44	***12***	46	***13***	46	***13***
17	48	***13***	49	***13***	46	***14***	56	***14***
18	40	***12***	42	***12***	40	***12***	42	***12***
19	30	***9***	30	***9***	32	***9***	30	***9***
20	26	***7***	25	***6***	27	***7***	24	***6***
21	33	***10***	32	***10***	29	***9***	50	***13***
22	22	***6***	26	***8***	22	***6***	38	***11***
23	15	***5***	13	***3***	14	***4***	10	***3***
24	20	***6***	16	***5***	14	***3***	12	***3***
25	24	***6***	20	***6***	21	***7***	20	***6***
26	10	***3***	12	***4***	12	***4***	12	***4***
	789	230	784	223	776	228	827	234

Hali hii pia, imeathiri shughuli ya uchukuzi na mawasiliano
Jambo linalowahofisha wanamazingira kuwa watalipoteza ziwa hili.

7

Nakala safi:

Wataalamu wengi wametafiti kuhusu ziwa Viktoria. Utafiti umeonyesha kuwa ziwa hili linaangamia taratibu. Utafiti wa Taasisi ya masuala ya Bahari na Uvuvi unaonyesha kuwa linaangamia kwa kasi ya mita tatu kila mwaka. Kuangamia huku kumeathiri wanaolitegemea. Aidha, rasilimali za samaki ziwani zimeendelea kudidimia huku wavuvi wakiwa maskini. Hali hii imewafanya kwenda kuvua katika maji ya nchi jirani na kuhatarisha maisha yao. Shughuli ya uchukuzi na mawasiliano imeathirika na kuangamia kwa ziwa hili hali ambayo imewahofisha wanaharakati wa mazingira kulipoteza ziwa hili.

(Maneno 73)

07

Misemo ya rangi huimarisha mpambo na mvuto nyumbani kutokana na ujumi wake katika chumba. Hata hivyo rangi

BUDGET.

S/No	ITEMS	TOTAL COST
1	Transport	-fare to and fro Eldoret to meet supervisors 1000x2x5 = 10,000 -lodging at Eldoret 1000x5 = 5,000 -fare to research schools 1000x2x10 =20,000 -lunch at Eldoret 1000x2x10 =20,000 **55,000**
2	Research analysis	Cost for research analysis expert 20,000 **20,000**
3	Printing and binding	-six copies for proposal defense 50x25x6 =7,500 - printing abstract for proposal defense 1x3x30=90 - printing edited copy after defense 50x25x6=7500 - printing thesis defense copies and final copy 50x25x10=12500 - binding costs 70x12 copies **28, 430**
4	Stationery	Pens, white out, pencils, rubbers, files =2000 **2,000**
5	Questionnaires	-Typing and printing questionnaires 10cpx10x 40 = 4000 - cost of administering the questionnaires =20,000 **24,000**
6	Research guides	1,000per school x 10 schools =10000 **10,000**
	Total cost	**139 ,430**

RESEARCH WORK PLAN.

2010	Oct- Dec	Identification of a research problem.

2011	Jan-Mar	Review of related literature.
	Mar-Apr	First proposal draft.
	Apr-May	Review of proposal draft, second and third drafts.
	May	Presentation of proposal draft to research supervisors.
	June	Writing reviewed copy of the proposal.
		Presentation of the proposal for approval by the panel.
	July	Making changes as advised by the approval committee.
	Aug-Sep	Pilot study and review of instruments.
	Oct-Dec	Collecting data in the field.
2012	Jan-Feb 2012	Data interpretation and analysis.
	March	Writing and typing of my first draft of thesis
	April	Supervisors perusal and corrections
		Making on the supervisors corrections.
	May	Submission and defense of the thesis.
	Dec	Graduation.