EFFECTS OF FREQUENT ASSESSMENT ON ACHIEVEMENT AND ATTITUDE IN MATHEMATICS IN KENYA

A CASE STUDY OF MIGORI DISTRICT

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ABSTRACT

The purpose of the study was to establish whether frequent mathematics assessment enables the learner to achieve high scores in form four. Most schools are employing this method yet they are not sure whether performance in mathematics can improve on using frequent testing. The findings will enable the teachers to employ those methods that have positive effects on the performance of learner and avoid those that are not fruitful to the learners in motivating high achievement in mathematics.

The researcher selected senior mathematics teachers and form students from public schools in Migori District. The sample was determined using simple random sampling technique recommended by Krejcie, 1970 (Appendix 4).

The instrument that the researcher used was a questionnaire for each selected student and the senior mathematics teacher in every school. The questionnaire consisted of closed ended questions to collect the primary data. Questionnaires were preferred by the researcher because they are relatively cheap, it is free from bias of the interviewer, the respondents have adequate times to give a well thought out answer to the question and communication to respondent is easier through a questionnaire.

The questionnaire was administered by the researcher. The study established that frequent assessment leads to improved performance at KCSE level. Most of the respondent strongly agreed that frequent assessment leads to higher achievement. Roediger and
FACTORS INFLUENCING CHEATING BEHAVIOR IN EXAMINATIONS AMONG SECONDARY SCHOOL STUDENTS IN KILIFI, KENYA

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ABSTRACT

Despite various efforts being put in place to try to curb the problem of cheating in the secondary education examinations, still the vice is rampant in Kenya. This study sort to investigate the factors influencing cheating behavior in examinations among secondary school students in Kilifi District.

To achieve this, the research was focused on the influence of Social factors, Curricular factors, Peer pressure, and Teachers’ practices. Descriptive survey method was chosen for this study. The target population was students and teachers in public secondary school level. Purposive sampling techniques was used to select five schools. The sample size was 240 respondents, 200 students and 40 teachers who were randomly sampled. Teachers and students instrument had a reliability coefficient of 0.9 and 0.7 respectively.

Data collected was organized, analyzed and interpreted using both descriptive and statistical analysis. SPSS statistical package and MS Excel for Windows was used for the analysis. From the research data it was established that social factors and teachers’ practices had the greatest influence on the cheating behavior in the examinations. Curricular factors were third and peer pressure fourth in that order. Neutralizing attitudes which were the moderating factors had insignificant influence on the cheating behavior. Cheating behavior was prevalent in both gender and across the ages.

It was recommended that the school teachers can revitalize the classroom experience in such a way that students will see the relevance and importance of their learning and the self-defeating nature of cheating.
NATURE AND PRACTICE OF TEST WISENESS
THE CASE OF KENYAN SCHOOLS

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ABSTRACT

The skills that tests attempt to measure are not directly observable, but must be elicited by an observable tool (test). The decision on an individual's ability depends on the information gathered or the competence of this tool. However, independent factors, which are not supposed to be involved in the ability measured, may obstruct or contribute to the information required by this tool. One of these factors is test-wiseness.

Test wiseness is defined as a subject's capacity to utilize the characteristics and formats of the test and/or the test-taking situation to receive a high score. It is logically independent of the examinee's knowledge of the subject matter for which the items supposedly measure." Basically then, test wiseness suggests a cognitive ability (or abilities) that one may employ on a variety of tests, regardless of the nature of the tests' subjective content. Millman et al. developed test wiseness taxonomy which has since been adopted as a conceptual framework for the construct of test wiseness. It's development consisted of a synthesis of the literatures of test construction principles, and problem solving styles of examinees. Test wiseness encompasses both the method of measurement (tests testing situation), and characteristics of examinees (states-traits).

The first half of the outline contains principles of test wiseness which are independent of the test-constructor or test purpose. The elements presented here are applicable in most testing situations, regardless of previous exposure (or a lack of it) to either the test-maker, or other tests with a similar purpose. The first subdivision suggests time-using strategies