

Teachers' Perceptions of the Role of Examination on Students' Academic Achievement in Public Secondary Schools, Kakamega County, Kenya

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Abstract: Examination is an integral part of the education system, which has certain objectives to be realized. Examinations are useful as they measure a student's progress towards predetermined objectives. Scholars indicate that in Kenya, there are a lot of issues related to examinations. However, examinations have been embraced as an evaluation tool for a long time. These issues include examination irregularities, unfair competition and burning of school property besides other issues. In Kakamega, County academic performance has been below average, the mean score has stagnated, hardly arising beyond C- (below average) for over ten years. The county has also experienced examination malpractices in national examination (K.C.S.E). The purpose of this study therefore was to establish the teachers' and students' perceptions of the role of examinations on students' academic achievements in public secondary schools. Specific objectives were to; examine teachers' perceptions of the role of examination on students' academic achievement and to determine the relationship between the frequency of examination and students' academic achievement. The study was guided by expectancy motivation theory by Victor Vroom (1964). The study adopted descriptive survey design. The main instruments for data collection were questionnaire, document analysis guide, and focused group discussion guide as well as interview schedule guide. Random, purposive and stratified sampling techniques were used to sample schools as units of study and respondents. Validity of instruments was ascertained through consultations with my supervisors and experts in the department of Educational Psychology. Reliability were ascertained through pilot study in selected neighboring schools and split half test. Descriptive statistics included frequencies, percentages, means, and standard deviations. Inferential statistics included the use of ANOVA, Pearson-Product Moment correlation-coefficient (r) linear regression Multivariate and collinearity. Data analysis was aided by SPSS software version 21 and Microsoft excel. The study established that; there is a significant relationship between teachers perception of the role of examination on students' academic achievement, (t-statistics=11.547, p-value =000<0.05) and variation of academic achievement was explained by frequency of examination; (t-test =15.773.p-value=0.045<0.05) therefore the null hypothesis was rejected . The study concluded that examinations have a direct influence on students' academic achievement. Therefore better approaches should be taken into consideration that will enhance the purpose of examination in Education. It is hoped that the study may be useful to the Ministry of Education, Kenya National Examination Council, policy makers, school management, teachers, parents, psychologists and students to come up with better approaches of handling examinations to enhance academic achievement among students. It will also serve as documentary evidence and a source of reference for future researchers wishing to conduct studies in a similar area.

Key words: Academic Achievement, Examinations, Perception, Public Secondary Schools

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I. INTRODUCTION

Conceptualization of Examinations

Examination is an integral part of the education system, which has certain objectives to be realized. It is an ongoing and continuous process that involves both the teacher (educator) and the student (learner) Yuliana, F and Iwan. S ,2018. Examinations are useful as they measure a student's progress towards predetermined objectives (Malik, 2007). Examination is a process geared toward testing the abilities or achievement of the student in any area of academic program. However, there are also some factors, which create obstacles to measure the real performance of the student (Harvey, 2003; Oyieko ,2017). Every educational system consists of an examination system through which the qualities and abilities of the students are assessed by giving them grades and positions (Ahmed, 1993 as cited by Malik, 2007). Mathews (1985) indicates that the ultimate objective of the

examinations to measure the performance level of the students and without this, we cannot know what the students attain from their educational system. Examinations take care of the final appraisal of students' achievement. Examinations are a form of evaluation that is either internal or external. Internal examinations are set by teachers yearly in form of continuous assessment tests, mid and end term examinations. Mock and pre mock examinations are taken during the fourth year prior to external examinations that mark end of the 4 year cycle. Mock examinations are assumed as predictor indicators of the final KCSE examination grade (Otura, 2012). The latter is formative evaluation whose purpose is to monitor students' ongoing progress and provide feedback over the same. Similarly, public or external National Examinations are conducted by a legally authorized corporate body; that is the Kenya National Examinations Council (KNEC) in public interest (Wasanga, 2012). Summative evaluation comes at the end of a term to assess and determine the effectiveness of an education program Del Socorro et al, 2011 as cited by Leemarc. C, et al, 2018. National Examinations are summative evaluation type. The main purpose of an examination is to help learners gauge their ability to develop themselves and the society at large. Examinations are used to assess student's aptitudes, achievements and predict their future achievements (Njoka, 2001, Leemarc, C, et al, 2018). They are also used for grading and certification purpose (Wasanga, 2012).

History of Examinations

Examinations began in China about 3000 years ago for the purpose of assessing competencies of persons recruited in positions of authority. The use of examinations spread to Britain and U.S.A as a fair way of selecting among job applicants for government positions (Njoka, 2001). The Chinese imperial examinations commenced as early as the Han dynasty to recruit members of the national bureaucracy (Cheng and Curtis 2010). The Chinese examination influence was global, and directly impacted bordering countries such as Vietnam and Korea. These rigorous exams were the primary means to procure a government position from the mid-Tang dynasty onward, until they were formally dissolved in 1905 (Sutterby 2012). These exams underwent slight changes as society's understanding of Confucian texts evolved. Gwageo were the National Civil Service Examinations during Korea's Goryeo and Joseon dynasties (Berman 2010). Like their Chinese counterparts, the tests evaluated examinees knowledge of classical Chinese philosophy and literature. In Vietnam, the Confucian examination system commenced during the LY dynasty, and remained in place until the twentieth century. The imperial examination model also garnered the attention of Western thinkers mainly missionaries and envoys who would subsequently implement variations of the system in their own nations. Exam was adopted by the English East India Company, and later by the British government to select public servants (Higgins and Zheng 2002). France, Germany and the United States later adopted similar models to identify candidates for certain jobs (Kaplan and Saccuzzo 2012).

Like the modern examination system adopted by East-Asian nations, the imperial examinations evolved out of unique cultural needs and historical traditions, namely the cultivation of rice, which requires intensive labor and a strict daily routine (Talhelm et al. 2014). There is a long history of private education in China. During the Warring States period, private education became the primary form of education. However, in the Song dynasty, shuyuan (private academies) became commonplace for exam preparation and higher learning (Yao 2015). Of the 714 known shuyuan in the Song dynasty, the Yuelu, Zuiyang, Haoyang, and Bailudong were the most prominent. Students and applicants at these institutions prepared for the imperial examinations, and scholars representing different schools of thought used shuyuan to criticize and refine their viewpoints. In addition to shuyuan, sishu were private schools comprising a single tutor paid by individual families or towns' people, who taught basic literacy and prepared students for the national examinations, generally through the memorization of classical texts (Shin 2012).

During the colonial era, public examinations in Kenya were organized by the colonial government. Over the years, testing for the purpose of assessing aptitudes and intelligence through examination, has taken an important role in the Kenyan system of education. According to Sifuna & Otiende (2007) secondary school examinations were first done in 1940. The first K.C.S.E examinations were held in 1989 as K.A.C.E was being phased out. Since independence in 1963, the government of Kenya has been committed to establishing policies and tackling emerging issues with the aim of enhancing equity, quality and relevance in our education system. Various task forces such as reports of (Ominde, 1964; Gathachi, 1976; Kamunge, 1981; Koech, report 1999; Kilemi, 2008; Odhiambo, 2010; Onger, 2011; Wasanga, 2012) among others have introduced changes. It appears very little has been implemented. The 2014 Education for All Review Report and the Matiangi National Curriculum Policy Report, 2015, aims at reforming the curriculum to suit the current needs of the society.

According to Bongonko (1992) as cited by Nyang'ore (2009), among the many problems that face education planners, curriculum designers, and developers in East Africa is the role of examinations in education, who said that to examine is to test by questioning carefully in order to find out the level of knowledge, skills, or qualifications of a student who has been undergoing a prescribed course of study either privately or in a public institution. They test the ability of students to apply knowledge in some practical skills and demand from them

demonstration of what they understand, can do and know about their subjects. Bongoko also indicated that examinations are a means of mobilizing forces in education and testing its results. The examinations test recognition, ability to recall, to synthesize the content of the subjects studied, organization, analysis and evaluation. Bongonko further declared that examination test the effectiveness of the teaching and teacher preparation. The results of examinations are used as an indicator of the teacher's efficiency and an incentive to students to study. The effort is more easily unleashed when benefits accrue progressively and continuously to the student.

Kenya National Examination Council (KNEC) was established on 1st August 1980 under an Act of Parliament following the collapse of East Africa Examination Council (E.A.E.C) (KNEC, (2013)). Issuance of Education Certificates began through the Education Ordinance in 1924. The Education Ordinance of 1931 empowered the governor in council to issue rules laying down conditions for the issuance of teachers' certificates for various grades. The Director of Education was also empowered to publish conditions and requirements for an Examination (Colony & Protectorate of Kenya, 1949). In 1948, Africans were subjected to Examinations at intervals of four years.

Globally several countries use examinations in their system of education for evaluation, certification and selection purposes and monitor the effectiveness of schools on students' achievements (Nyang'ore, 2005). However, countries like America and Canada do not administer national examinations. Initially, the situation was sober with no examination wrangles. Over the years, there has been too much emphasis on examinations. Despite the historical use of examinations, currently the practice has gone overboard to the extent that they have been abused (Nyang'ore, 2009).

In Africa, public examinations provide a specification for clear goals and standards for teachers and students. They control the disparate elements of the education system, help to ensure that all schools teach the same standards, select students for further studies, certification, underpin change in the curriculum and teaching methods, maintain national standards, accountability for teachers and students, legitimate membership in the global international society and facilitate international mobility (Kellaghan & Greaney, 2004).

The Uganda National Examination Board (UNEB) organizes National Assessment of progress in Education (NAPE). Uganda like Kenya introduced free basic education in 1996-1999 through Uganda's ministry of education. Further, the government declared Universal Secondary Education (USE) starting with junior, to monitor the effect of such big reforms on students' achievement (2007). Continuous assessment tests and mock examinations are done as supportive assessment strategy such as enhancing learners' achievements.

National examination in Indonesian Language (Ujian Nasional) abbreviated as UN is a standard evaluation system of primary and secondary Education. It is catered and administered by the Centre for Educational Assessment. The Ministry of Education and Social Culture based on Undang Undang Republican, Indonesia no 20 in the year 2003 that stated in order to control the quality of Education Nationwide evaluation as a form of accountability of education providers to the parties concerned should be conducted Kemolibud, 2011 as cited by Yuliana .F & Iwan, S, 2018.

Challenges in the education systems

As noted by Madaus et al. (2009), wherever there are exams in education, there will also be fraud. Indeed, since great emphasis was placed on obtaining exceptional credentials, cheating occurred frequently during the exams, as well as within the examination system itself: bribes were offered to exam creators in order to obtain test answers in advance, individuals were paid to take tests under a true examinee's identity, and students frequently wrote answers on walls, papers, or their clothing. For instance, tiny booklets printed on silk were possibly used during the middle of the Qing dynasty (from 1644 to 1911) to assist students in recollecting elements of the Analects of Confucius and other literary works (Noah and Eckstein 2001).

Examination system in Pakistan has some limitations as some factors, which are affecting students' performance in examination. In educational policy of Pakistan (1972) it was stated: "There is an unusual degree unanimity that is a serious limitation of our examination system." Teachers, students and the general public are of the view that examinations either provide an accurate test of the scholastic attainment of the students, nor it is designed to assess the intellectual development. The present examination system does not test real understanding and intellectual growth of the student. (Singha, 1998., Oyieko, J, 2017). This indicates that the inappropriate structure of questions, pattern and type of question papers, subjective marks and individual difference in evaluating the answers, dishonest invigilating staff, wrong marking of scripts, inadequate preparation among others are the main factors which affect student's performance in examination. As a result, many students fail in the examination. Infact students' failure is not their fate but some problems they experience, which becomes a hurdle in their successes. In order to make the present examination system meaningful, it is necessary to control these factors.

Just as global trends in education point to general weakening of grip of educational standards, Kenya is not exempted. Kenyan society that defines education system in terms of grading system must ensure that the

processes that lead to those grades are water-tight or else Kenya losing the link between ability and grades. Studies in Kenya reveal that there are a lot of issues related to national examinations. They include examination irregularities, unfair competition and burning of school property besides other issues, (Odera, Poipoi, Naliaka 2015; Kemeli, 2014 & Mulumbula, 2000). According to the task force reports from 2001 to date, problems in the education sector have been on the increase. Examination irregularity cases have increased. In 2014, 2975 cases were reported and the number shot to 5,101 in 2015 approximately 70% of the total candidature population. The cabinet secretary of education in Kenya speech, during the release of Kenya National Examinations on 29th March 2016, Standard Newspaper, introduced reforms geared towards curbing examination irregularities that triggered arsonic activities such as burning of schools, and boycotting of mock examinations as reported in the Standard Newspaper, Thursday 28th July 2016.

There are several concerns raised as to why the society, institutions of higher learning and schools are still 'ailing' despite implementation of a curriculum that is strengthened by the national goals (Kafwa, 2012). The process of aligning the curriculum by engaging various task forces have been slow, hardly achieving much. The taskforce report chaired by Odhiambo (2012) besides others tried to realign the education sector to vision 2030 and the new constitution. The report reviewed the education act, other relevant policies and legal documents, benchmarking with good practices from countries with national and county governments and submissions by various stakeholders. This is in line with the realization that since the inception of the 8.4.4. System of Education in 1985, several task forces reports have been formed with an objective of aligning the curriculum to market demands but to no avail. Moreover, the task force reports continue to gather dust in the government's archives as the quality of education continues to deteriorate year in year out (Kafwa, 2012). The report identified a number of challenges, gaps and concerns that led to a pertinent question, is the Kenyan education system and its institutions and programs fit for the purpose? In the recent burning of schools' incidences by arsonists, six causes were identified as follows; examination cheating cartels; anxiety over examinations; management wrangles; fears over school audit queries; cabinet secretary of education decisions and school-based programs for teachers, (Standard Newspaper, p 10, July 2016. The National Policy Task Force Report chaired by CS education, 2015 proposed a competence-based curriculum to suit the current needs. With these challenges, it calls for a study to inform curriculum developers because Kenya is in the process of reviewing her curriculum due to rote learning (Muthamia, 2015 Standard Newspaper 16th dec p.14).

In Kakamega County academic performance has been poor, the mean score has stagnated, hardly arising beyond C- for over ten years. The county has also experienced examination malpractices. For instance, from 2010-2014 a total of 118 students' results were cancelled because cheating during examinations. The numbers shot to 154 in 2015. Moreover, the teachers' strike in 2015 paralyzed term three learning prior to examination administration and intensified the problem of cheating since most students were not prepared.

Further, the obsession with examination grades is too much at the expense of learning and mastery of knowledge, skills and values. Despite the many controversial issues about examinations, many questions have been raised about the credibility of examinations and the validity of results especially the most recent 2015 results that were released by cabinet secretary of education in Kenya on 3rd March 2016. He reported that there was massive cheating in all the 46 counties country wide except one county. In his attempt to introduce reforms that would restore sanity in the education sector, it has been met with shocking reactions of burning of schools in certain regions of the country (Oduor & Kajilwa, Standard Newspaper 2016, p 10). This is a worrying trend that leaves a lot to be desired. It is ridiculous and indeed a serious problem that requires a solution. The pertinent question is, are students motivated to do these examinations?

Statement of the Problem

Over the years Kenya has used examinations to measure achievement of students for purposes of testing their knowledge and competence, selection to higher levels of learning, certification, job placement and their academic achievements (Wasanga, 2009). Curriculum developers have used it as a feedback tool to assess the effectiveness and soundness of their objectives (ibid, 2009). There are controversies over the validity of examinations and the credibility of the outcome. Some critics advocate for the abolition of examinations while others advocate for its retention. It is evident that examinations have been associated with poor performance and a number of malpractices such as examination irregularities, unhealthy competition, burning of school buildings and suicidal cases. All of which are associated with examination pressure (Wasanga, 2009 & Odhiambo, 2012). This clearly indicates that there is a problem with examination process that warrants investigation. Despite the many issues to do with examinations, there is a lot of emphasis and questions as to whether examinations influence students' academic achievements.

Studies done have mainly looked at the factors, effects, and role of motivation and how it influences academic performance, but not incorporated examination and how it relates with academic achievement. It was therefore necessary to establish from the psychological view, teachers and students' perceptions of the role of

examinations on students' academic achievements since they are key stakeholders. In education system of a country.

Objectives

The specific objectives of the study were.

- (i) To determine the teachers' perceptions of the role of examinations on students' academic achievement.
- (ii) To examine the student's perceptions of the role of examinations on their academic achievement.
- (iii) To determine the relationship between the frequency of examinations and student's academic achievement.

1.5 Hypotheses

The following are the Null Hypotheses of the Study

- i. HO₁. There is no relationship between the teachers' perceptions of the role of examination and students' academic achievement.
- ii. HO₂. There is no relationship between the students' perceptions of the role of examination and their academic achievement.
- iii. HO₃. There is no relationship between the frequency of examination and students' academic achievement.

Significance of the Study

Kenyan schools experience challenges such as students and teachers' strike, teacher transfers, rejection of teachers by parents, destruction of buildings by students, rebellion, drug abuse, examination irregularities and moral decadence among other factors that disturb the academic atmosphere of students (Mulambula, 2000; Livumbaze, G 2017). Therefore, this study may be beneficial to educationists, psychologists, teachers, school management, Ministry of Education, Kenya National Examination Council (KNEC), students and other researchers wishing to carry out studies in a similar area.

Psychologists may acquire new knowledge from the teachers and students' perceptions of the role of examination on students' academic achievement that may make them serve the society better. Teachers may acquire new knowledge that would help them emphasize the role of examinations to the students and sustain their utmost effort towards reinforcing students endeavor to perform well and have the right attitude. Results of the study may help them to improve their teaching methodology and avoid drilling or coaching learners to pass examinations.

It may awaken secondary school students to have a better understanding of the role of examinations hence change irrational attitudes of emphasizing drilling students to get good grades at the expense of acquiring knowledge, skills and values relevant to the job market. It may also strengthen their level of motivation in order to realize high academic achievements rather than resorting to dubious means of getting high grades such as dishonesty in examinations. Highly motivated students will always have positive achievements. Moreover, it may awaken them to identify and nurture their talents. It may highlight loopholes that hinder effective curriculum implementation and a re-awakening call on the need to ensure the curriculum embraces the three domains which are cognitive, psychomotor and affective in our education system. The Ministry of Education and policy makers may use the findings of this study in making informed and sound decisions concerning the evaluation process in the ongoing competence-based curriculum (C.B.C) curriculum being rolled out in Kenyan education system.

Policy makers may come up with policies that capture perceptions of both teachers and students in education system.

The Ministry of education may also come up with better approaches of supporting both teachers and students in order to realize good performance without compromising integrity. Moreover, the ministry may come up with strategies that will restore the image of teacher identity and professionalism that has been tainted.

Lastly, it may also form part of the information that will be documented for future reference, especially by individuals conducting studies in a similar area and also for the ministry of education and education stakeholders in pursuit of reviewing and making radical changes in the education system.

Theoretical framework

This study based on the Expectancy Value Theory of Motivation by Victor H. Vroom (1964). The theory proposes that an individual decides to act or behave in a certain way because of the outcome. Studies done reveal that Kenyan examinations are cognitive oriented (Mulambula, 2000; Njoka, 2009). Expectancy theory is about the mental processes regarding choice. It emphasizes the need for an organization to relate rewards to performance that also ensure that the rewards are quality and relevant to the needs of the recipients. Vroom (1964) came up with three variables within the expectancy theory that expresses his point of view which

are valence, expectancy and instrumentality. He opines that expectancy is the belief that an individual's effort will result in attainment of performance. In performance, one expresses self-efficacy in the goals set and perceive control over the outcome. Valence which Vroom refers to as the value an individual attach on the rewards of an outcome based on the needs, goals, values and sources of motivation comes last. The value that an individual may place on the outcome matters most.

In reference to the topic under study, this theory is applicable in a sense that it brings out clearly the relationship between the two variables which are examination, and academic achievement. Examination is a motivational force compelling students and teachers to put in a lot of effort in all mechanisms that guarantee achievement of educational goals. They include early completion of the syllabus, thorough revision and scoring quality grades (motivational force, expectancy and instrumentality according to the theory). The outcome of good results will bring rewards. For the students, they will acquire knowledge, skills, values, right attitudes and quality grades such as mean grade A, A- and B+. Such grades will earn them good careers and well-paying jobs such as medicine, engineering, architecture, actuarial science, Bachelor of Commerce and pharmacy. There are education policies, control and measures put in place to help teachers and students arrive at valence level. For instance, irregularities in examination lead to penalties such as disqualification of the victims who are either the individual student or school. A teacher who engages students in such malpractices may lose his/ her job.

Such, measures bring understanding of the correlation between performance of the examination and the outcome of the examination. A study on Examination Rules and Regulations and Examination Malpractices in Secondary Schools by Oyieko, 2017 supports the fact that violation of examination rules attracts penalty as mentioned earlier. ideas. The said study recommends that the ministry of Education should ensure examination rules are adhered to and encourage students and teachers to uphold integrity during examination undertaking. Therefore, the student and teachers' perceptions about the outcome of examination results reflects expectancy, the effort both teachers and students make to produce either good or bad results reflects valence (perception) and the good results obtained reflect instrumentality (Academic Achievements) according to the theory. These perceptions are tempered with the individual's experiences (Learning theory), observations of others (Social learning theory) and self-perceptions. Motivation is the force to perform and it has a degree of intensity and direction. The theory proposes that the force or effort made to perform an action is (E-P Expectancy) and whether the outcome will lead to another outcome, (P-O Expectancy) holding a high value to an individual as reflected in the Fig 1.

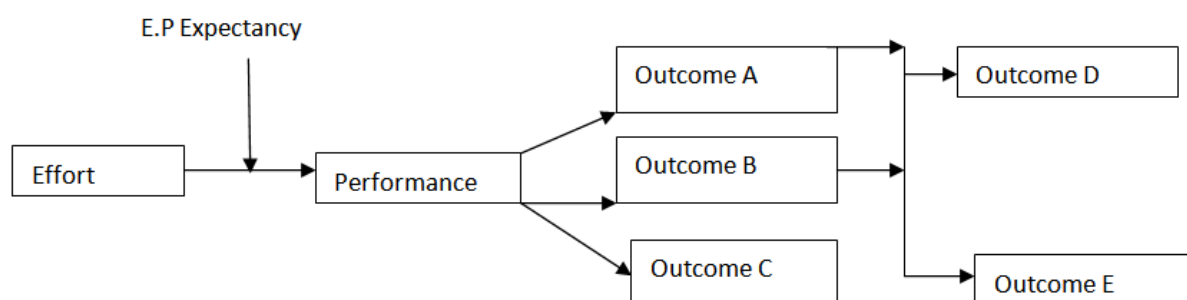


Figure 1 Victor Vrooms' Model

Source: Harkman (1997) in Perspectives of Behavior Organization.

E-P Expectancy- Perceived probability of successful performance gives effects.

P-O Expectancy probability of successful performance gives effects. This study based on the Expectancy Value Theory of Motivation by Victor H.Vroom (1964).

Teachers' Perception of Examination and Students Academic Achievement

Over the years testing for assessing aptitudes such as intelligence and achievement has taken an important part. The grades a student achieves predetermine the academic and professional destiny of the student (Kafwa & Mwaka, Marcella & Musama, 2014). Formative evaluation is done per term to ensure students are well prepared for examinations. It is therefore the responsibility of the teacher to prepare the students well in advance for them to pass examinations. Both internal and external examinations are administered to students. Internal examinations are in form of class tests, end term, midterm, and mock exams. External examinations are taken at the end of the 4 year course termed as Kenya Certificate of Secondary Education (KCSE) (Odhiambo, 2012).

The pressure to perform well in Kenya national examinations is overwhelming. This pressure is pegged on the benefits that are perceived as a result of passing examinations. It is perceived that students who do well realize well-paying jobs and comfortable social lives (Ongeti, 2005 ; Oyieko ,2017 ; Yuliana & Iwan ,2018).

The society also expects schools to register a high-performance index, failure of which, teachers are blamed. There have been cases of teachers being beaten, locked out of school or frog matched by angry parents over failure of their children in examinations (Kemeli, 2013). Teachers' find themselves under duress to ensure that students perform well in their subjects. This is because good results will make them avoid criticism from school stakeholders. As a result, teachers tend to teach what is examinable but not necessarily covering the syllabus for knowledge purpose hence this creates a gap between what has been taught and the goals of education (Otieno, 2007). Moreover, at times they are compelled to drill and coach students that is against the recommended teaching methodology. Such approaches interfere with students thinking ability (Buhere, 2007).

Similarly, students have pressure that could stem from their drive to excel or to please significant others such as parents, mentors, friends and peers in their lives (Kemeli, 2013; Oduor, 2016). The societal pressure for good results in National examinations puts pressure on head teachers too (Munyua, 2007). For this reason, various principals engage in various activities and programs geared towards high academic achievements. Such activities include motivation, bench marking and collaboration among others. According to Amunga (2013) in her study on Collaboration and Benchmarking, study revealed that bench marking was perceived to lead to improved academic progress and performance, enhancing team building and increased quality grades. An interviewed D.E.O in the study explained that schools that go for bench marking trips are happy to learn from other institutions and give students an opportunity to see for themselves the processes that propel other schools to superior performance. Students gain confidence that indeed it is possible to make it. Students whose schools are bench marked are motivated to know that their efforts are recognized and appreciated. This activity is a positive incentive to students. It can push them to work very hard in order to excel in examinations.

A study by Yuliana & Iwan, 2018 on the topic, Students' Perceptions towards National Examinations; A Washback Study. The aim of the study was to investigate the students' perceptions towards the National Examination (Ujian Nasional/UN and its positive and negative effects. The survey study involved grade XI students who had done the examination from some vocational senior high schools in E, Ciputat., South Tangerang, Banten in Indonesia. The results revealed that almost all participants believed that National Examinations could increase their learning intensity or otherwise. National examinations could motivate them to study work harder. However students also questioned the effectiveness and importance of National examinations in creating better teaching and learning processes. This clearly indicates that students perceive National Examinations to have both Negative and positive washback on teaching and learning activities. A similar perception observed in the current study about examination.

Another study by Livumbaze, 2017 on the Topic, Impact of Students Motivation and Discipline aimed at establishing the relationship between the two variables with regard to academic achievement. Descriptive survey approach was adopted. A total of 525 respondents, 12 principals, 383 students, 1 D.E.O, 1 AEO formed the study sample. Study tools included questionnaire, interview schedule and document analysis guide. The results revealed that high motivation for academic achievement and good to excellent discipline are key elements of high academic achievement. This results are similar to the findings of the current study which revealed that highly motivated students performed better than those who had low motivation.

A study by Njoka, (2001) on the title the Distribution of Examinations along the Cognitive Domain; Analysis of the 8.4.4 and KCSE examinations, observed that the examinations are meant to help students achieve knowledge, skills and values to help them in life. However, he noted that the current examinations are bending towards lower order thinking tasks and ignoring the higher order ones. Hence, students are not able to acquire skills that allow them to be innovative, creative, and imaginative and fit for the job market. Teaching should equip the learners with the right attitude, knowledge, skills, values and ways of knowing practical competencies that are needed to function autonomously in the society. This will reflect the goals of education and the vision for the education sector for 2030, to have globally competitive quality education, training and research for sustainability development, (GOK, 2007). The Kenyan system of education has been criticized for attaching a lot of value on grades and certificates at the expense of skills and knowledge. One of the policies listed in the Matiang'i National Curriculum Policy Report, 2015 is to establish mechanisms for conducting both formative and summative evaluation as a means of achieving comprehensive results of learning outcomes, hence the need for the current study.

Students' Perception of Examination and their Academic Achievement

According to McClelland theory of motivation achievement 1958 cited by Njenga & Kabiru (2009), high achievers are intrinsically motivated. One of their major characteristics is that they strive for and attain high levels of excellence and enjoy competition. Moreover, they have high self-esteem and confidence. They have self-goals and standards that they work towards achieving. They are organized and deal with one task at a time and give it an excellent touch. They are resilient and zealous. They are also quick learners. They function best in competitive environment. He concurs with (Atkinson, 2000; Pintrich P.R, 2003) who found out that

motivation influences depend on various factors such as self-drive. Students with these characteristics endeavor to go to high performing schools because that is the environment that suits them. They rejoice and celebrate when they appear top in the ranking and work hard to maintain their status quo. National schools in Kenya are ranked as the best schools followed by Extra-County, County and Sub-County in order of merit. National schools such as Kenya high, Alliance Girl, Alliance Boys School, Mangu, Starehe, and Maseno School among others have been leading for decades. During selection exercise for form ones transiting to secondary schools, such schools are under pressure on who to select because they receive the highest number of applicants wishing to join their schools. Students in such schools display very high sense of discipline which is later translated to high academic achievements. A study on Impact of Motivation and Discipline on Academic Achievement of students by (Livumbaze, 2017) confirms the latter.

Examination and Academic Achievement

A study was done to explore the correlation between academic motivation and academic achievement among Tehra university students. 252 students filled the 43- item questionnaire measuring 8 aspects of motivation. Sub-scales of task, effort, competition and social concern had a significant relationship with academic achievement. Data were analyzed through SPSS Version 21 by Pearson correlation-coefficient. Data analysis indicated positive correlation between academic motivation and academic achievement. However, sub-scales require co-ordination and interaction between different aspects of motivation. The more highly motivated the student is, the better the academic performance.

A study was done by (Boit., Njoki &Kosgei,2012) entitled, The Influence of Examinations on the Stated Curriculum Goals. The purpose was to investigate the influence of examinations on curriculum implementation. From the findings, it was concluded that examinations had a negative effect on curriculum implementation. Examinations play a central role in the entire school program influencing each activity that takes place in school. They also established that due to examination pressure, teachers do not utilize all the pedagogical methods of instructions to attract the learner's interest in class. Teacher-centered methods are used at the expense of learners understanding. Teachers select content to teach. Integration of life skills in various subjects is ignored or rushed over. A study by Yuliana & Iwan highlighted both positive and negative effects of examinations on academic achievement of secondary students However, the study did not look at whether students and teachers perceive examinations as influencing students' academic achievement hence the need for the current study.

A study was done by Oyiek, J. (2017) on the topic Examination Rules and Regulations and Examination malpractices in Secondary Schools. A case study of Schools in Bondo. Kenya.

The study established that learners are motivated to cheat due to pressure to achieve good grades, lack of adequate preparation, teachers teach examination oriented content and they don't cover the entire syllabus, fear of failure and ridicule, competition among peers, pressure from parents and society and lack of confidence among others, The study suggested the following solutions to curb cheating, The Ministry of Education to ensure schools adhere to examination rules and regulations, improve teachers remuneration and their working conditions, reduce social pressure among others. The study further recommended that policy makers in education sector should consider introducing Continuous Assessments to compliment National Examinations so that an individual's future is not determined by one examination. This will reduce pressure of students as well as the high stakes attached to K.C.S.E. The findings of the study are in line with the current study where both teachers and students quoted examination malpractices as one of the demotivating factors that hinder academic achievement. However the study did not look at examination in a broader sense but studied an aspect of its' negative impact i.e cheating, hence creating a gap for the current study that studied on the Teacher's and Students' Perceptions of the Role of Examination on Motivation and Academic Achievement of Secondary School Students .

II. METHODOLOGY

Research Method

According to Teddlie &Tashakkori (2009) mixed methods designs is underpinned by pragmatism and transformative perspectives. This study adopted a mixed research approach that yielded both qualitative and quantitative data. It catered for multiple forms of data collection such as observations, interviews and FGD (qualitative data) with traditional surveys as quoted by Creswell (2015). Mixed methods research has two distinct characteristics. Data is collected in both qualitative and quantitative form (Creswell, 2015; Creswell & Plano Clark, 2011; Hesse-Biber, 2010; Jonson, Onwuegbuzie, & Turner, 2007). Early methods of collecting data had bias and weaknesses and so mixed method research neutralized the weaknesses of each form of data. It involves triangulating data sources thus a means for seeking convergence across qualitative and quantitative method (Clough & Nutbrown, 2012). Clough & Nutbrown indicate that mixed research methods are complementary to one another whereby the strengths of one method is complement for the weakness of another.

Mixed methods approach report results or findings of the study that are both inductive and deductive in nature (Creswell, 2015), presents data that are both numerical and textual in nature (Bazeley, 2009; Creswell & Plano, 2011). Kasunic (2000) describes the purpose of triangulation as being to obtain confirmation of finding through convergence of different perspectives. In triangulation qualitative and quantitative data are collected concurrently in one phase as opined by Creswell (2015). In this study the data was collected concurrent. The researcher collected survey data using questionnaires and interviews data at the same time and compared results. The method was used to confirm, cross validate or corroborate findings (Bazeley, 2018). It was deemed useful in expanding quantitative data through collection of open-ended qualitative data. As explained by Mertler & Charles (2011); Cohen, Manion, & Morrison (2018) the researcher does not manipulate the variables under study but instead, examines the variables in their existing condition. Therefore, the researcher conducted the study within the then existing implementation of inclusive education in the study area. A mixed method research design is sufficient in collecting large amounts of information within the shortest time (Mertler, 2018).

Research Design

A mixed research design was useful in this study as the intention was to collect information about people's attitudes, opinions, habits or any of the variety of education or social issues (Leedy & Ormrod, 2013). The study adopted an explanatory concurrent mixed method research design. The researcher adopted a mixed methods design. The study employed both qualitative and quantitative approaches to answer research questions. The approaches had complementary strengths in collecting data. The data was collected concurrent. Hence, concurrent triangulation design was also used. In triangulation qualitative and quantitative data are collected concurrently in one phase as opined by Creswell (2013). The researcher collected survey data using questionnaires and interviews data at the same time and compared results. The method was used to confirm, cross validate or corroborate findings. It was deemed useful for the study because it was useful in expanding quantitative data through collection of open-ended qualitative data.

This is one in which the researcher first conducts quantitative research, analyzes the results and then builds on the results to explain them in more qualitative data. It is considered explanatory because the initial quantitative data results are explained further with the qualitative data. It is considered sequential because the initial quantitative phase is followed by the qualitative phase.

This is a two – phase mixed methods design which employs different stages in the study. In this study the researcher used focus group discussion, interviews, document analysis guide and questionnaires to explore teachers' and students' perceptions on the role of examinations on motivation and academic achievements of students.

Location of study

The study was carried out in Kakamega County that has 12 Sub-counties. The type of schools within the County are in four categories namely National, Extra –County, County and Sub-County. The county has single sex schools for both boys and girls and co-educational schools. It also has both boarding and day schools. Her neighboring counties include Bungoma, Busia, Vihiga, Trans-Nzoia, Nandi, Uasin Gishu and Siaya.

It covers an area of 1,394.8 km². The County receives heavy rains and it is fertile. Indigenous people speak Luhya language, although there are varieties of dialects. The County has mineral production potential such as gold mining. It is enriched with Kakamega forest which attracts tourists. Economic activities practiced mainly include farming of maize, sugarcane and tea among others. They also practice animal farming i.e. dairy and poultry farming. Trade is also practiced. The researcher chose Kakamega County because, for the last ten years, performance has been low. It has stagnated at a mean of c-. Moreover cases of cheating have been evident. According to statistics from 2010-2014, a total of 118 students results were cancelled due to examination irregularities and had to repeat (Kakamega County Academic Committee, 2010-2014). In 2015 the number increased to 154 out of 5,101 cases of irregularities countrywide (KNEC, 2016). Further, compared to her neighboring counties namely; Bungoma, Vihiga, Busia, Trans-Nzoia, Nandi, Uasin Gishu and Siaya for the last three years, Kakamega County has been second last with a performance index of 33.07 in 2012, 33.39 in 2013 and 5.691 in 2014 hardly rising beyond C-, only did better than Bungoma County. The researcher is convinced it is a suitable area for the current study.

Study Population

The study population comprised 3,970 Form four students, 389 teachers, 389 DOS and 1 County Director of Education (C.D.E). The respondents were drawn from the four school categories which include national, extra-county, county and sub-county. The form Four class was quite ideal for the study because of their level of understanding. They were able to reason logically according to Piaget (1969) theory of cognitive development compared to form 3, 2&1. They had been exposed to more examinations compared to the rest of

the students, so they were better placed to give reasonable views. The teachers were to participate because they were directly involved in the teaching and learning process.

Sample Size and Sampling Technique

Table 1: presents the study units distribution

Table 1: Study Units Distribution

Category of school	No of Schools	Sampled Schools	Sampling technique	% of Sampling
Nationals	2	2	Census	100
Extra- County	11	11	census	100
County	24	24	census	100
Sub-County	352	35	Stratified random sampling	
Total	389	72		

Sampling Procedure for Respondents

The researcher used stratified random sampling, census and purposive sampling. Stratified sampling is a technique which identifies sub-groups in the population into separate homogenous sub-sets which share similar characteristics in order to ensure equitable representation of the population in the sample after dividing into homogenous strata (Franklen & Wallen, 2010). Random sampling using secret ballot was used to ensure each member in a population had an equal chance of inclusion in the sample (Orodho, 2005). Purposive sampling was used since the study was mainly looking at public schools that were purposively selected. It was also used to sample directors of studies in each school. According to (Mugenda, 2008), this technique allows for a researcher to use in cases that have the required information with respect to the objectives of the study. Stratified and random sampling was used to select students from schools in the strata of their categories of National, Extra County, County, and Sub County. Students were further categorized into their strata namely boys or girls. According to (Chinedu, 2015) sample size ranging between 10% to 30% is a good representation of the entire population. However, further categorization of schools into their stratum gives a total number of 72 schools from which the study sample was drawn The study sample comprised of 694 students, 331 teachers 72 D.O.S and 1 director of education. A total of 1,078 respondents formed the study sample. Table 2 presents the sampling frame and sample size

Table 2 sampling size for Respondents

Category	of Population	Sample size	Percentage (%)	Sampling Techniques
Participants				
Students	3,970	694	20	simple random
Teachers	1476	331	30	Purposive
Director of Studies	72	72	100	Census
C.D.E	1	1	100	Census
Total	5519	1078		

Data Collection Instruments

Data were collected using a questionnaire, focus group discussion, interviews and document analysis guide.

Data Collection Procedures

The researcher sought permission from the National Research Council of science and Technology in the Ministry of Higher Education, through the Directorate of Postgraduate Studies (D.P.S), Masinde Muliro University of Science and Technology. Notification letters to the County director of Education and also to the principals of sampled schools was done. The researcher proceeded to visit the sampled schools for data collection Once consent and briefing had been done, the researcher went to the sampled schools to begin the exercise prior to administration of the instrument. The researcher deemed it courteous to introduce herself and state the purpose of the research. Thereafter, arrange the respondents according to groups and then administer the questionnaire. The researcher appreciated the respondents in each school for their co-operation, and of the Principals soon after the exercise then left.

Data analysis

This refers to examination of the coded data critically and making inferences (Kombo & Tromp 2006). Data collected was sorted, edited, coded and classified or tabulated in readiness for analysis. Data was analyzed using SPSS Software Version 21. Qualitative data from the Likert Questionnaire was quantified for analysis. Quantitative data was summarized using descriptive statistics such as frequency, counts, percentages and means. Hypothesis was tested using inferential statistics; one-way ANOVA, and Pearson – Product Moment Correlation-Coefficient (r).

Ethical consideration

The researcher ensured permission from relevant authorities has been sought before data collection. The researcher observed originality of the study to the latter in order to avoid plagiarism. Briefing and debriefing during data collection period was done. Issues of confidentiality were upheld, for instance the respondents were asked not to indicate their names on the questionnaire. The rights and wishes of respondents on whether to participate in the study or not were taken into consideration. The researcher kept time during administration of the questionnaire in order to avoid interference with school programs. The researcher took responsibility over any eventuality. Upon completion of the entire exercise, the respondents were appreciated. Finally giving feedback to respondents was taken into consideration.

Findings

Teachers' perception of the role of examination and students' academic achievement

Table 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.412 ^a	.170	.168	4.09118

Source: (Researcher, 2019)

From the study findings in Table 1, the value of R-square is 0.170. This implies that, 17.0% of the variation was explained by the perception of the teacher on the role of examination and students' academic achievement

Table 2: ANOVA test

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1492.910	1	1492.910	57.597	0.00 ^b
	Residual	8216.664	317	25.920		
	Total	9709.574	318			

a. Predictors: (Constant), Perception of the teacher on the role of examination

b. Dependent Variable: Students' academic motivation

Source: (Researcher, 2019)

From the findings in table 2, at 0.05 level of significance the ANOVA test indicated that in this model the independent variable namely teachers; perception of the role of examination is important in predicting student academic achievement as indicated by significance value = 0.00 < 0.05 level of significance. According to the teachers this indicated that the regression model used could significantly predict the variations in the outcome of the KCSE results making it fit a good fit for the data. Therefore, it shows that regular examination leads to student academic achievement and can prior and roughly reveal KCSE performance outcomes. Moreover, the student and teachers' perceptions about the outcome of examination results reflects expectancy, the effort both teachers and students make to produce either good or bad results reflects valence (perception) and the good results obtained reflect instrumentality (Academic Achievements) according to Vrooms' expectancy theory.

Table 3: Coefficients Model of Teachers' perception of the role of examination and academic achievement.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.147	.958		31.476	.000

Teachers' Perception on the role of Examination and Student academic Achievement	.857	.074	.412	11.547	.000
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a. Dependent Variable: Students' Academic Achievement.

Source: (Researcher, 2019)

From Table 3, the study revealed that the teachers; perception on the role of examination had a significant influence on students' academic achievement of public secondary schools in Kakamega County (t-statistics = 11.547, p-value = 0.000 < 0.05). Therefore at 5% level of significance the null hypothesis was rejected, indicating that perception of the teacher on the role of examination had a positive influence on students' academic achievement in public secondary schools in Kakamega County. Similarly, for every unit increase in examination administered there was a corresponding increase in students' academic achievement by 0.857.

Students' Perception of the Role of Examinations on their Academic Achievement

The study sought to establish the students' perception of the role of examination on their academic achievement. The study used the parameters where 1= Strongly Agree (SA), 2 = Agree (A), 3 = Undecided (U), 4 = Disagree (D) and 5 = Strongly Disagree (SD). A summary of findings is shown in Table 1

Table 4: Responses on the students' perception on the role of examination on their academic achievement.

Examination and Student Academic Achievement.	N	SA (%)	A (%)	U (%)	D (%)	SD (%)
Class assignments help me to improve in continuous assessment tests.	655	337(51.5)	210(32.1)	39(6.0)	39(6.0)	30(4.6)
Continuous assessment tests help me to do better in the mid-term examinations.	655	282(43.1)	270(41.2)	52(7.9)	28(4.3)	23(3.5)
Mid-term examinations encourage me to improve in end term examinations.	655	377(57.6)	198(30.2)	36(5.5)	22(3.4)	22(3.4)

Source: (Researcher, 2019)

The study findings in Table 4 shows that, 337(51.5%) of the students agreed that class assignments help them to improve in continuous assessment tests. The students strongly agreed that continuous assessment tests help them to do better in the mid-term examinations. This was depicted by 282(43.1%) of the students. Lastly, 377(57.6%) of the students strongly agreed that mid-term examinations encouraged them to improve in end term examinations.

Table 5 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.312 ^a	.070	.168	2.0568

Source: (Researcher, 2019)

From the study findings in Table 5, the value of R-square is 0.0706. This implies that, 7.06% of the variation was explained by the perception of the student on the role of examination and their academic achievement.

Table 6: ANOVA test

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	563.667	1	563.667	133.322	.000 ^b
	Residual	2760.797	653	4.228		
	Total	3324.464	654			

a. Predictors: (Constant), Perception of the students on the role of examination and their academic achievement.

b. Dependent Variable: Students' motivation

Source: (Researcher, 2019)

From the findings in table 6, at 0.05 level of significance the ANOVA test indicated that in this model the independent variable namely students' perception on the role of examination is important in predicting their motivation as indicated by significance value = $0.00 < 0.05$ level of significance.

Table 7: Coefficients Model of Students' perception of the role of examination and academic achievement.

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	4.589	.708		6.482	.000
	Perception of the student on the role of Examination and their academic achievement.	.198	.017	.412	11.547	.000

a. Dependent Variable: Students' Academic Achievement.

Source: (Researcher, 2019)

From Table 7, the study revealed that the students' perception of the role of examination had a significant influence on students' academic achievement of public secondary schools in Kakamega County. (t-statistics = 11.547, p-value = $0.000 < 0.05$). Therefore at 5% level of significance the null hypothesis was rejected, indicating that the perception of the students on the role of examination had a positive influence on their academic achievements in public secondary schools in Kakamega County. Similarly, for every unit increase in examination administered there was a corresponding increase in students' academic achievement by 0.198.

Results from interview schedules with the student on the students' perception of the role of examination on their academic achievement had the following to say; the students confessed that examination help in realizing the academic performance. They also help students to lay proper measures on weak areas in various subjects. Examination help them to realize their academic ability. It also makes students to compete favorably with each other and with other classes and schools across the County. Students also pointed out that examinations help them in career choice. Examinations relate them with the mind of the examiner. The also commented that examination help them to gain language skills, improve their academic discipline and boost their creativity.

Some students indicated that examinations help an individual to find solutions to problems hence develop problem solving skills. Students also said that examinations help them to develop a consultative attitude and in the process of doing that, they are able to improve in their academic achievement. They further reiterated that examinations help them to develop critical thinking and decision-making skills as well. Moreover, the students echoed that examination help them be distinguished from the crowd especially when they receive sterling results. A student confessed that continuous assessment tests are good because they help them understand the topics which have been covered. He noted that random assessment tests (Rats) which some teachers give sometimes discourage students because they are ambushed and not prepared psychologically. However, Rats and Cats prepare students for mid-term examinations; they also relieve tension of examination. They also help them to familiarize with the setting of questions. These findings are in line with Njokas's findings on the distribution of examinations along the cognitive domain. He says, 'the more examinations the students are exposed to the better the performance'. However, he feels there is a mismatch in the type of questions that are administered. The focus is more on the lower order level than the higher order level. of questions. He is of the view that there should be a balance in the type of questions administered to students. He further says that the examinations should not just emphasize on grades at the expense of skills and knowledge that are highly needed in the 21st century.

On Mid-term examination contribution to the students' academic achievement, one student had this to say.

"Mid-term examinations are tests covering what has been done half of the term work. They reflect a summary of the topics covered mid-way through the term."

Some of the students interviewed said that mid-term examinations help them to understand what they have learned halfway the term This mid-term examinations also helps them to identify their weakness of various subjects. They said that the midterm examination acts as a reminder that one is getting closer to the end of the term and therefore makes them prepare for the end term examination. They also reported that the mid-term exams help them develop a high chance of improving in the end of term examinations. In addition, the students hinted that mid-term examination help them to set targets for the end term hence prepare well for the end-term examination".

About end-term examination contribution to the students' academic achievement, the students had this to say; 'the examinations give students a starting point for the next examination to be done with an aim of improving their grades. It helps them to summarize what they have learned during the term and on how to improve on their weak areas. Examinations also make it possible for parents to get involved in their students'

academic affairs since the students have to present a report card showing their academic performance throughout the term. The examinations help teachers to monitor syllabus coverage and students, on their part, are able to assess how they manage their time in order to improve.

Relationship between the Frequency of Examinations and Academic performance

The study sought to establish the relationship between the frequency of examination and academic achievement. The data was analyzed in terms of frequency of examinations for three consecutive years obtained with the help of the Director of Studies. Form 4 mean scores in pre-mock and mock examinations were compared with their K.C.S.E results (KNEC, 2016) in order to make an opinion based on the trends and relate to the variables under study. A conclusion as to whether their views on the role of examinations tally with their academic achievement was made. Comparison was made on the number of examinations done in each of the sampled schools and were compared with their K.C.S.E results to ascertain whether the frequency of examinations an individual is exposed to determines the motivation to higher achievement.

To test for differences in achievement, the mean percentage of correct answers from the test questions for all students in the weekly group were compared to those of the monthly group. The weekly group received weekly tests (weekly exam), while the monthly group received monthly tests (does one exam in the month). The overall means were calculated and compared three times at 80-question intervals to determine if changes occurred throughout the term. As shown in Table 8, the overall means for the weekly group were between 2.7% and 5.3% greater than the overall means for the monthly group.

Table 8: Comparison of Test Means Between the Weekly Group and the Monthly Group

Test	Mean test grades		Difference	Standard deviation	
	Weekly ^a	Monthly		Weekly ^a	Monthly
1	77.0	71.7	5.3	9.9	11.8
2	73.8	68.9	4.9	12.2	11.7
3	68.1	65.4	2.7	12.1	10.2

^a Each weekly test is four tests combined to be comparable with one monthly test

Source: (Researcher, 2019)

The differences were compared using multivariate analysis of covariance with grade point average as the covariate. Table 5 shows that the overall means for the weekly group were significantly greater ($\alpha = .05$) than the overall means for the monthly group. The univariate tests of significance show that all three of the weekly test means were higher than each of corresponding monthly test mean. Table 9: Summary Table for Multivariate Analysis of Covariance--Comparison of Test

Means Between the Weekly Group and the Monthly Group using mean scores as the Covariate

Multivariate Tests of significance					
Test Name	Value	Treatment DF	Error DF	F	P
Hoteling	.152	3.00	86.00	4.33	.007 ^a
Univariate Tests of significance					
Variable	Treatment MS	Error MS	F	P	
Test 1	1154.89	89.62	12.89	.001 ^a	
Test 2	1029.19	121.30	8.49	.005 ^a	
Test 3	455.48	102.84	4.43	.038 ^a	

^a Significant at the .05 level

Source: (Researcher, 2019)

Therefore, from Table 9, there was a difference in achievement between students given weekly tests and students given monthly tests. This research showed a significant difference in achievement between the weekly and the monthly groups in favor of the weekly group, as measured by the mean grade earned on each test. Therefore, it can be concluded that there is a difference in achievement between students given weekly tests and students given monthly tests.

Table 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725 ^a	.325	.323	5.84502

Source: Researcher (2019)

From the study findings in Table 10, the value of R-square is 0.325. This implies that, 32.5% of variation of academic achievement was explained by frequency of examination.

Table 11: ANOVA test on frequency of examination

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8499.715	1	8499.715	248.790	.046 ^b
	Residual	7686.955	225	34.164		
	Total	16186.670	226			

a. Dependent Variable: academic achievement

b. Predictors: (Constant): frequency of examination

Source: Researcher (2019)

From the findings in Table 11, at 0.05 level of significance the ANOVA test indicated that in this model the independent variable namely; frequency of examination is important in predicting of students' academic achievement as indicated by significance value=0.045 which is less than 0.05 level of significance ($p=0.045 < 0.05$).

Table 12: Coefficients of the Model

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.602	1.848		2.489	.014
	frequency of examination	.372	.062	.725	15.773	.045

a. Dependent Variable: academic achievement

Source: Researcher (2019)

From Table 12, the study findings revealed that frequency of examination had significant influence on students' academic performance (t -statistic=15.773, p -value=0.045 < 0.05). Therefore at 5% level of significance the null hypothesis was rejected, indicating that frequency of examination had significant influence with academic performance. Thus, for every unit increase in frequency of examination there was a corresponding increase on academic performance by 0.372.

One D.O.S quoted a scenario where, in 2015, they did away with C.A.TS. During End term examinations students really failed examinations until they had to reintroduce the C.A.Ts. They also revealed that examinations help students to be familiar with the type of questions to expect hence this helps them to have confidence. However, some opined that examinations should be minimal especially in form four to allow students more time to revise, discuss and internalize the knowledge acquired. They acknowledged the fact that too many examinations make some students get confused and fatigued and this may affect their performance. Moreover, too many examinations increase teacher's workload which is already heavy hence limiting them, from preparing the students effectively.

The more examinations they are exposed to the better the grades they achieve. Teachers also said that; frequent examinations prepare students on how to tackle examination questions. Examinations help students have confidence and erase fear of failure. Frequent examinations help them to set targets to achieve in their final examinations. They also help them gauge their ability in various subjects. They help students revise frequently. Lack of preparation sets pressure on students and anxiety.

In the recent release of K.C.S.E results of Dec 18th 2019, the Chairman Board of Management (B.O.M) of Kenya High School said the school was top nationwide because they did a number of examinations in preparation for the main examination .

CONCLUSION AND RECOMMENDATIONS

Teachers' perceptions of the role of examination and students' academic achievement

From teachers' perceptions, it implies that, 17.0% of the variation was explained by the perception of the teacher on the role of examination and students' academic achievement. Further, at 0.05 level of significance the ANOVA test indicated that in this model the independent variable namely teachers; perception of the role of examination is important in predicting student academic achievement as indicated by significance value = 0.00 < 0.05 level of significance. This indicated that the regression model used could significantly predict the variations in the outcome of the KCSE results making it fit a good fit for the data. Therefore, it shows that

regular examination leads to student academic achievement and can prior and roughly reveal KCSE performance outcomes.

Students' Perceptions of the Role of Examination and their Academic Achievement

From the study findings, the value of R-square is 0.0706. This implies that, 7.06% of the variation was explained by the perception of the student on the role of examination and their academic achievement. Further, at 0.05 level of significance the ANOVA test indicated that in this model the independent variable namely students' perception of the role of examination is important in predicting their academic achievement as indicated by significance value = $0.00 < 0.05$ level of significance. The study revealed that the students' perception of the role of examination had a significant influence on their' academic achievement of public secondary schools in Kakamega County.

Relationship between the Frequency of Examination and Academic Achievement

From the study findings, the value of R-square is 0.325. This implies that, 32.5% of variation of academic achievement was explained by frequency of examination. Similarly, at 0.05 level of significance the ANOVA test indicated that in this model the independent variable namely; frequency of examination is important in predicting of students' academic achievement as indicated by significance value=0.045 which is less than 0.05 level of significance ($p=0.045 < 0.05$). The study findings further revealed that frequency of examination had significant influence on students' academic performance (t-statistic=15.773, p-value=0.045< 0.05). Therefore at 5% level of significance the null hypothesis was rejected, indicating that frequency of examination had significant influence with academic performance Thus, for every unit increase in frequency of examination there was a corresponding increase on academic performance by 0.372.

Conclusions

1. Teachers perceive examination to play a key role in the academic achievement of students. For instance, over 85% of the teachers agreed that subsequent examinations help students to improve on their grades and marks.
2. Students perceive examination to influence their academic achievement. For instance over 80% agreed that class assignments, continuous assessment tests, and mid- term tests help them to improve in their performance.
3. The study also found out that there was a strong relationship between the frequency of examination and academic performance hence the null hypothesis was rejected.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. The examinations done by the learners should help them acquire knowledge, skills and values and not just mere grades. In this era of technological advancement, the 21 st century student ought to be thoroughly prepared to fit in the system.
2. More stringent measures should be adopted to ensure integrity of examination is upheld. Dishonesty in examination has been one of the most demotivating factors to all education stakeholders. Therefore, the fight must continue in order to root out this evil.
3. The government bodies like KICD and KNEC among others, should come up with strategies that ensure balanced and suitable examination programs are put in place, motivate learners and demystify the 'giant animal in the name of examination.
4. Schools should expose students to more examinations as a way of preparing them to perform better in their examinations. Although they should balance with the other activities so that students have 'breathing space'. Examinations should not 'choke' but 'inspire'. In a nutshell, examinations per se are not bad. The challenge could be with the implementation approaches and poor attitude instilled in the learners that generate negative competition and dishonesty in examination administration and results that taint examinations.

Recommendations for Further Studies.

1. A longitudinal approach study on the relationship between the frequency of examination and academic achievement should be done.
2. A study on Teachers and students' perceptions of the role of examination on motivation and academic achievement of secondary school students in private schools should be done.
3. A study on Examination of the same cohort of students can be done at the University level.

4. A comparison analysis of a similar study can be done among gender.

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