

**A RELATIONSHIP ANALYSIS BETWEEN EXAMINATION ORIENTED SYSTEM
DYNAMICS AND WASTAGE OF THE MARGINALIZED CHILDREN IN PUBLIC
PRIMARY SCHOOLS OF MATUNGU SUB – COUNTY**

NYANGWESO OMARY JAPHARY

MED/2013/45638

**A PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT FOR THE AWARD
OF A MASTERS OF EDUCATION DEGREE IN EDUCATION PLANNING OF MOUNT
KENYA UNIVERSITY**

APRIL 2015

ABSTRACT

Was there a relationship between examinations oriented system and wastage of marginalized children? This was what the researcher wanted to investigate. The purpose of the study was to find out possible ways through research of minimizing wastage of resources caused by grade repetition and dropout for marginalized children in public primary schools in Kenya. The five objectives gave rise to the five research questions derived from indicators of independent variable. The objectives included: To examine the relationship between examination performance and wastage of the marginalized children; to investigate the relationship between the high cost of examinations and wastage of the marginalized children; to survey the level of examination preparedness and wastage of the marginalized children; to inspect the relationship between the quality of examinations and wastage of the marginalized children; and; to analyze the relationship between examination irregularities and wastage of marginalized children in public primary schools. The rationale of the study was to address the issue of dropout and grade repetition which in turn proved significant in avoiding wastage of resources. The scope of the study was limited to public primary schools in Matungu sub – county. It was limited to randomly chosen sample population from which generalization for the whole country was to be made. The assumption of the study was that the relationship between exam oriented system and wastage of the marginalized children was predominant in rural settings. In chapter two, empirical literature review was done on independent variable, dependent variable and the five indicators of independent variable. The researcher employed input-output systems theory of L.Von Bertanffy,(968) to show how an examination as an independent system related with other systems in the environment. In the conceptual framework, the researcher drew the relationship between independent variable’s indicators and the dependent variable. In between the two existed intervening variables? Mixed research methodology was employed. Triangulation research design was employed in which quantitative and qualitative data was collected at the same time. The quantitative data collection methods included closed–ended questionnaires. Qualitative ones were open–ended questionnaires, document analysis checklist, and interviews. The questionnaire was the data collection instrument which was piloted in four schools before being rolled out in randomly sampled out schools. Validity was established through pilot testing while reliability was established from the consistency of the results obtained from the field. Descriptive and inferential data analysis methods were used. Descriptive ones included the mean, mode, median and standard deviation. Inferential one was Pearson’s coefficient. Content analysis was used in the analysis of qualitative data. Based on the objectives of the study, and guided by the research questions, the following were the findings of the research: All schools where research was conducted emphasized on better grades; Students paid for examinations before they were allowed to sit for them; All schools administered more than one examination per term to prepare students for the final examination at standard eight; There was no relationship between the internal examination scores and the KCPE score. These were some of the findings just to mention but a few. The conclusions of the study based on the objectives included the following: Insisting on better performance in tests led to wastage of the marginalized children through dropout and grade repetition; Examination costs hindered children from Marginalized backgrounds a chance to proceed with their education as they were unable to pay for them; Examination preparedness and the examinations involved made the marginalized children vi dropout of school due to non- payment of the needed levies. This led to wastage. Finally; Quality of examinations in public primary schools was low which led to high

disparities between the internal examinations and KCPE. Children from Marginalized families who heavily relied on them were wasted since they in most cases failed in KCPE examination and so they were either to repeat or dropout altogether. This constituted educational wastage especially of the marginalized children who had no other place to better their skills. This was to mention just but a few.