

**FACTORS INFLUENCING THE SUCCESS OF AN ASSESSMENT METHOD IN AN  
INSTITUTION: A CASE STUDY OF OUR LADY OF MERCY COMPREHENSIVE  
SCHOOL SHAURI MOYO.**

**CATHERINE GATHONI KAMAU**

**A RESEARCH PROPOSAL SUBMITTED TO THE SCHOOL OF MANAGEMENT AND  
LEADERSHIP IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE  
AWARD OF THE DEGREE OF BACHELOR OF EDUCATION (ARTS) OF THE  
MANAGEMENT UNIVERSITY OF AFRICA.**

**DECEMBER 2024**

**DECLARATION**

This research project is my original work and has not been represented for a degree in any other University.

Signature: ..... Date: .....

**Catherine Gathoni Kamau**

**BEDK/2/00213/1/22**

This project has been submitted for examination with my approval as University Supervisor.

Signature: ..... Date: .....

**Prof. Emmanuel Awuor**

**The Management University of Africa**

## **DEDICATION**

This work is dedicated to my late Mother, who provided me with unwavering support during the course despite her battle against breast cancer and to my extended family who took over the supporting role. To the lecturer Prof. Emmanuel Awuor, who gave up their time and effort to make sure I turned in a finished research paper to the Management University of Africa.

## **ACKNOWLEDGEMENT**

I want to express my gratitude to Prof. Emmanuel Awuor, my supervisor at The Management University of Africa, for his understanding, guidance, and support during this research study. I would like to extend my sincere gratitude to the MUA fraternity for providing me with the chance and support to carry out this research.

## ABSTRACT

This study thoroughly examined the major determinants of assessment achievement at Our Lady of Mercy Comprehensive School in Shauri Moyo, Nairobi County, Kenya. Four specific goals guided the study in recognition of the increasing emphasis on effective assessment practices within the Competency-Based Curriculum (CBC) framework: assessing the impact of assessment design and structure; analyzing the effects of teacher competence and evaluation techniques; assessing the influence of student readiness and preparation on assessment outcomes; and examining the role of learning resources in facilitating successful assessments. Using both qualitative and quantitative techniques, a descriptive study approach was used in order to gather a wide range of perspectives from various school stakeholders. The target population comprised 994 individuals, including school administrators, teachers, and students. Using stratified random sampling, a representative sample of 299 respondents was selected to ensure diverse and balanced input from each stakeholder group. The study achieved a commendable response rate of 93.6%, with 280 questionnaires fully completed and returned—demonstrating high engagement and reliability of the data. Structured questionnaires served as the primary data collection tool, consisting of both closed and open-ended items. The data were analyzed using descriptive statistics to summarize trends and multiple regression analysis to explore relationships among the variables. The findings revealed that assessment design and structure were generally perceived positively by respondents. In particular, assessments were seen as well-aligned with curriculum objectives and balanced in terms of incorporating both formative and summative components. However, a notable area of concern was the inconsistent clarity in communicating assessment rubrics and criteria to students, which could hinder their ability to meet expected standards. In terms of student preparation and readiness, the results indicated that most students engage in proactive academic behaviors such as goal setting, regular revision, and participation in academic support programs. Nonetheless, time management emerged as a challenge, with some students reporting difficulties in planning and allocating sufficient time for assessment preparation, as reflected by the high variability in their responses. Teacher competence was rated highly across several dimensions, including subject mastery, fairness in grading, and the alignment of assessments with classroom content. Respondents expressed confidence in teachers' ability to conduct evaluations effectively. However, inconsistencies were observed in the provision of timely and constructive feedback, which is essential for guiding student improvement and learning reflection. With regard to learning resources, the study uncovered a mixed reality. While traditional printed materials such as textbooks and classroom facilities were generally deemed sufficient, digital learning tools and access to internet resources were found to be inadequate and unevenly distributed. This digital gap poses a significant barrier to effective modern assessment practices, particularly in the context of 21st-century learning that increasingly relies on technology. The study concluded that while the foundation for effective assessment is firmly established at the school—through competent teachers, aligned assessment structures, and generally positive student attitudes—several critical gaps persist. These include limited access to digital infrastructure, inadequate communication of assessment expectations, weak time management skills among students, and irregular feedback mechanisms from teachers. Schools should invest in improving ICT infrastructure to ensure all students have equitable access to digital learning tools. Teachers should receive ongoing professional development focused on feedback delivery and effective communication of rubrics. Additionally, schools should provide structured programs to help students build stronger time management and study skills.

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>TABLE OF CONTENTS</b> .....	<b>vi</b>
<b>LIST OF TABLES</b> .....	<b>viii</b>
<b>LIST OF FIGURES</b> .....	<b>ix</b>
<b>ACRONYMS AND ABBREVIATIO</b> .....	<b>x</b>
<b>OPERATIONAL DEFINITION OF TERMS</b> .....	<b>xi</b>
<b>CHAPTER ONE</b> .....	<b>12</b>
<b>INTRODUCTION</b> .....	<b>12</b>
1.0 Introduction.....	12
1.1 Background of the Study.....	12
1.2 Problem Statement .....	14
1.3 Objectives.....	16
1.4 Research Questions .....	16
1.5 Significance of the Study .....	16
1.6 Scope .....	17
1.7 Chapter Summary.....	17
<b>CHAPTER TWO</b> .....	<b>18</b>
<b>LITERATURE REVIEW</b> .....	<b>18</b>
2.0 Introduction .....	18
2.1. Theoretical Literature Review .....	18
2.2 Empirical Literature Review .....	21
2.3 Summary and Research Gaps.....	27
2.4 Conceptual Framework .....	30
2.5. Operationalization of Variables .....	30
2.5. Chapter Summary.....	32
<b>CHAPTER THREE</b> .....	<b>33</b>
<b>RESEARCH DESIGN AND METHODOLOGY</b> .....	<b>33</b>
3.0 Introduction .....	33

3.1 Research Design .....	33
3.2 Target Population .....	33
3.3 Sample and Sampling Technique .....	34
3.4 Data Collection Instruments.....	35
3.5 Pilot Study.....	35
3.6 Data Collection Procedure .....	35
3.7 Data Analysis and Presentation.....	36
3.8 Ethical Considerations.....	36
3.9 Chapter Summary.....	37
<b>CHAPTER FOUR: .....</b>	<b>Error! Bookmark not defined.</b>
<b>DATA ANALYSIS, PRESENTATION AND INTERPRETATION.....</b>	<b>Error! Bookmark not defined.</b>
4.0 Introduction .....	38
4.1.2 Demographic Characteristics of Respondents.....	39
4.2 Limitations of the study.....	54
<b>CHAPTER FIVE .....</b>	<b>55</b>
<b>SUMMARY, RECOMMENDATIONS, AND CONCLUSION.....</b>	<b>55</b>
5.0 Introduction .....	55
5.1 Summary of the Findings .....	55
5.2 Conclusion.....	57
5.3 Recommendation.....	58
<b>References .....</b>	<b>60</b>
<b>APPENDICES .....</b>	<b>61</b>
<b>APPENDIX I: LETTER OF INTRODUCTION .....</b>	<b>61</b>
<b>APPENDIX II: QUESTIONNAIRE .....</b>	<b>62</b>

## LIST OF TABLES

<b>Table 1:</b> Summary and Research Gaps.....	27
<b>Table 2:</b> Operationalization of Variables .....	30
<b>Table 3:</b> Target Population .....	33
<b>Table 4:</b> Sample Size .....	34
<b>Table 5:</b> Response Rate .....	38
<b>Table 6:</b> Assessment Design and Structure .....	42
<b>Table 7:</b> Student Preparation and Readiness .....	44
<b>Table 8:</b> Teacher Competence and Evaluation Methods .....	45
<b>Table 9:</b> Availability of Learning Resources.....	47
<b>Table 10:</b> Correlation Matrix.....	48
<b>Table 11:</b> Model Summary .....	49
<b>Table 12:</b> ANOVA Summary.....	50
<b>Table 13:</b> Regression Coefficients.....	51
<b>Table 14:</b> Regression Results .....	52

**LIST OF FIGURES.**

**figure 1** Conceptual Framework..... 30  
**Figure 2:** Role in the School ..... 39  
**Figure 3:** Gender Distribution..... 39  
**Figure 4:** Age Group ..... 40  
**Figure 5:** Length of Time in the School..... 41

## **ACRONYMS AND ABBREVIATIO**

**MUA:** Management university of Africa

**CBE:** Curriculum Based Education

## OPERATIONAL DEFINITION OF TERMS

**Assessment Design:** The structure, format, and content of an assessment tool or activity intended to measure learning outcomes.

**Instructor Competency:** The skills, knowledge, and abilities of instructors in designing, delivering, and grading assessments.

**Student Engagement:** The extent of interest, motivation, and involvement of students in the learning and assessment process.

**Success of an Assessment:** The extent to which an assessment achieves its intended objectives, as reflected in student performance and learning outcomes.

**Technology in Assessment:** The application of electronic instruments and platforms to facilitate assessment processes, including delivery, grading, and feedback.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction.**

The first sector includes the investigations of historical background, which shows how the issue was initially understood. In addition, it will go over the goals, inquiries into the study, and statement of problems, rationale or importance of the academic work, the scope. It will conclude with a succinct review of the chapter as a whole

#### **1.1 Background of the Study**

Assessments are essential in assessing students' learning, gauging instructional effectiveness, and driving educational improvement in institutions globally. The success of an assessment is often measured by its ability to accurately reflect learning outcomes and foster student growth. Factors such as assessment design, student engagement, instructor competency, and the use of technology significantly influence the effectiveness of assessments. Globally, the education sector is increasingly embracing innovative practices to enhance the assessment process, recognizing that traditional methods may no longer meet the demands of modern learning environments (Jones, Smith, & Taylor, 2018). Globally, student engagement is defined as the emotional, behavioral, and cognitive investment in learning activities, while motivation is the internal drive that fuels participation and effort (Fredricks, Filsecker, & Lawson, 2016). Innovative strategies such as project-based learning, peer collaboration, and gamification have been effective in boosting engagement and motivation. For example, gamified assessments have shown to improve student involvement by providing immediate feedback and rewards, which encourage active participation (Jones et al., 2018). The use of innovative assessment designs, active student engagement, skilled instructors, and advanced technological tools have played a crucial role in raising educational standards. For instance, studies show that technology-enhanced assessments (e.g., online quizzes and e-portfolios) contribute to improved student outcomes in countries like Finland and Singapore (Lee & Wong, 2018). Similarly, active student participation and instructor competencies are emphasized in modern pedagogical frameworks worldwide (OECD, 2019). Poorly designed

assessments fail to measure the depth of student understanding, resulting in limited insights into learning outcomes (Brown, 2019).

In Africa, assessments in educational institutions are frequently influenced by socioeconomic and cultural factors. Challenges such as limited resources, outdated practices, and insufficient training for educators affect the quality of assessments (Adedoyin & Soykan, 2020). Kenya, in particular, has witnessed reforms aimed at improving the assessment framework, such as the implementation of the Competency-Based Curriculum (CBC), which emphasizes continuous assessment and holistic student development (Orodho, 2020). However, disparities in resource allocation and instructor preparedness continue to impede the success of assessments. In developed countries, robust and innovative assessment strategies, such as performance-based assessments and formative feedback mechanisms, have been adopted to foster critical thinking and holistic learning (Jones et al., 2018). However, achieving the right balance between standardized and customized assessment practices remains a challenge. In Africa, the design and implementation of assessments often face challenges related to resource constraints, overcrowded classrooms, and reliance on outdated methods (Makoni, 2021). These issues hinder the ability to develop assessments that cater to diverse student needs. Countries across the continent are exploring ways to integrate contextualized assessment methods that reflect local realities while maintaining international standards. In Africa, issues like restricted access to technology, insufficient teacher training, and socio-economic disparities often hinder the success of assessments. However, nations such as South Africa and Kenya have made strides in integrating ICT into education, aiming to bridge these gaps (UNESCO, 2020). Despite these efforts, inconsistencies in the design and delivery of assessments remain a challenge across many African educational institutions.

Locally, in Kenya, the Competency-Based Curriculum (CBC) has introduced significant reforms aimed at improving assessment strategies. Institutions like Our Lady of Mercy Comprehensive School, Shauri Moyo, are pivotal in implementing these reforms. However, like many urban schools in Kenya, challenges such as large class sizes, limited access to technology, and disparities in teacher competencies persist. These issues impact the effectiveness of assessments, requiring focused research to identify and address the underlying factors. Kenya's education sector has undergone significant changes with the introduction of the Competency-Based Curriculum (CBC), which prioritizes continuous assessment and competency-based evaluation over traditional

summative methods (Orodho, 2020). Despite this progress, disparities in teacher training and resource availability across schools impact the success of these assessment designs in improving student performance.

This research examines the factors influencing the success of assessments in institutions, focusing on global trends, Africa's unique context, and Kenya's education landscape.

### **1.1.1 Our lady of mercy comprehensive school shauri moyo**

Our Lady of Mercy Comprehensive School in Shauri Moyo, Nairobi, has a rich history linked to the educational and social development of Kenya. Established with a mission to provide quality education to young girls, the school has its roots in initiatives by the Sisters of Mercy, who were instrumental in advancing education in Nairobi's Eastlands area. The school initially began as part of broader efforts to address educational needs in underserved communities. In the 1960s, as the need for educational facilities for girls grew in the region, the Sisters of Mercy expanded their services, which included the development of Our Lady of Mercy Secondary School. The school has evolved over the decades, adapting to the changing educational landscape in Kenya. By the late 1980s, the secondary section moved to a separate site, further solidifying its role as a prominent institution for secondary education.

Today, Our Lady of Mercy Comprehensive School Shauri Moyo continues to be recognized for its contributions to education, fostering academic excellence and holistic development among its students. It operates within the framework of Kenya's education systems, swapping out the 8-4-4 system for the Competency-Based Curriculum (CBC) introduced in 2017. This transition underscores the school's commitment to staying at the forefront of educational advancements in Kenya (Sisters of Mercy).

## **1.2 Problem Statement**

Despite the centrality of assessments in education, many institutions struggle with ineffective assessment practices. Globally, poorly designed assessments fail to measure the depth of student understanding, resulting in limited insights into learning outcomes (Brown, 2019). Many institutions rely on traditional assessment methods that do not adequately align with modern pedagogical practices or diverse learner needs, creating a gap between assessment objectives and student performance. In Africa, assessment design is often compromised by challenges such as resource constraints and limited expertise in modern pedagogical approaches (Makoni, 2021).

Over-reliance on rote memorization and standardized testing fails to address the varying abilities and skills of students, particularly in diverse educational contexts. In Kenya, the introduction of the Competency-Based Curriculum (CBC) aimed to revamp assessment practices, emphasizing critical thinking and practical skills. However, many institutions struggle with transitioning from traditional assessments to competency-based evaluations because of insufficient preparation for teachers and a lack of standardized frameworks (Mwangi & Wambugu, 2022). These gaps raise concerns about the accuracy and fairness of student assessments.

Low student engagement and motivation are significant barriers to successful assessments. Research indicates that disengaged students exhibit poor academic performance, which in turn diminishes the effectiveness of assessments in capturing true learning outcomes (Fredricks et al., 2016). Lack of innovative teaching strategies and insufficient support for students further exacerbate disengagement. In Kenya, disparities in access to resources and teacher-student interaction levels affect student engagement, particularly in public schools. While reforms under the CBC encourage active learning, inconsistencies in implementation hinder equitable improvement in assessment outcomes (Orodho, 2020). Addressing these disparities is critical for achieving student-centered assessment success.

The competency of instructors in designing and administering assessments significantly influences their success. Instructors lacking expertise in modern assessment practices often rely on outdated methods that fail to meet diverse learner needs (Freeman, Eddy, McDonough, & Smith, 2020). This inadequacy impacts students' ability to perform effectively, as assessments fail to reflect real-world applications of knowledge. The limited availability of professional development opportunities restricts instructors from enhancing their assessment skills (Makoni, 2021). Over-reliance on theoretical teaching approaches, coupled with a lack of training in formative and summative assessment strategies, compromises the quality of education delivery

Technology is recognized as a transformative tool in enhancing assessment design, delivery, and grading. However, disparities in access to digital resources and inadequate training for educators limit the potential of technology to improve assessment outcomes (Jones & Taylor, 2018). Digital assessments often confront obstacles like cybersecurity risks and a lack of equitable access for all students. In Africa, the digital divide exacerbates challenges in using technology for assessments. Many institutions lack the infrastructure to implement online assessments, and educators are often

untrained in leveraging digital tools to enhance learning (Makoni, 2021). However, in Kenya, these factors are often compromised due to systemic challenges. For instance, large class sizes limit personalized feedback, and the lack of access to digital tools undermines technology-enhanced assessments. Furthermore, inconsistencies in teacher training lead to varying levels of instructor competency, directly impacting the quality of assessments (Ng'eno & Waweru, 2019).

Understanding the factors influencing the success of assessments is critical for improving educational outcomes. To close this disparity, this study looks into key variables such as assessment design, student engagement, instructor competency, and the role of technology in institutional assessments.

### **1.3 Objectives**

#### **1.3.1 General Objective**

To examine factors influencing the success of assessments at Our Lady of Mercy Comprehensive School, Shauri Moyo.

#### **1.3.2 Specific Objectives**

- i. To evaluate the influence of assessment design and structure on success of assessments.
- ii. To analyze how student preparation and readiness influence success of assessments.
- iii. To assess the impact of teacher competence and evaluation Methods on success of assessments.
- iv. To explore the role of availability of learning resources on success of assessments.

### **1.4 Research Questions**

- i. How does the quality of assessment design affect student success in an institution?
- ii. How much does student preparation affect performance in assessments?
- iii. In what ways does the teacher competence and evaluation Methods influence the success of assessments?
- iv. How does the availability of learning resources affect student performance in assessments?

### **1.5 Significance of the Study**

This research aims to contribute to the existing body of knowledge by identifying actionable strategies for improving assessment practices. It will benefit educators, policymakers, and

administrators by providing insights into how design, engagement, instructor skills, and technology influence assessment outcomes. The findings will also assist Our Lady of Mercy Comprehensive School in aligning its practices with national goals under the CBC framework, while offering broader implications for similar institutions across Kenya.

### **1.6 Scope**

A study will be carried out at Our Lady of Mercy Comprehensive School, Shauri Moyo, focusing on assessments during the academic year 2024. The target population includes teachers and students, with data collection spanning December 2024 to April 2025.

### **1.7 Chapter Summary**

This chapter introduced the study's context, highlighting the importance of assessments and the factors influencing their success. It outlined the research objectives, questions, and significance, laying the groundwork for later chapters, which will delve into methodology and data analysis.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The remainder of this section will provide an overview of the literature that will serve as the study's foundation. The concepts behind academic performance will be introduced at the outset of the chapter, followed by an empirical evaluation of the variables, research gaps, a theoretical structure that describes the connection between independent and dependent factors, the operationalization of the variables, and a chapter summary.

#### **2.1. Theoretical Literature Review**

##### **2.1.1. Constructive Alignment Theory**

Biggs (1996) created the Constructive Alignment Theory, which highlights how crucial it is to match learning objectives, instructional strategies, and evaluations to guarantee that students acquire the desired abilities. This theory suggests that when assessments accurately reflect course objectives, students are more likely to succeed (Biggs & Tang, 2015). Constructive alignment ensures that assessment tasks are relevant and measure the skills they intend to evaluate, which enhances students' ability to demonstrate their learning effectively. A study by Wang et al. (2018) found that well-structured assessments that align with instructional content significantly improve student performance. The researchers examined how different assessment designs influenced learning outcomes in higher education institutions. The results indicated that students performed better when they understood the evaluation standards and expectations, reinforcing the role of assessment structure in student success.

Further research by Nicol (2020) explored how formative assessments that incorporate constructive alignment principles improve learning experiences. The study found that students who engaged in assessments explicitly linked to learning objectives demonstrated a deeper understanding of course material. This aligns with the theory's premise that assessments should drive learning rather than merely measure it. However, one challenge identified in a study by Carless et al. (2017) is that not all educators effectively design assessments to align with learning outcomes. Some assessments remain disconnected from real-world applications, leading to surface learning. The research suggested continuous training for educators on designing assessments that reinforce deep learning and engagement.

### **2.1.2. Self-Regulated Learning Theory**

Zimmerman (2000) developed the Self-Regulated Learning (SRL) Theory, which describes how students actively manage their education by establishing objectives, tracking their progress, and considering their results. This theory highlights that students who engage in self-regulation strategies tend to perform better in assessments. A study by Panadero et al. (2017) investigated how self-regulated learning strategies influence assessment success in higher education. The findings showed that students who actively managed their study time, sought feedback, and used metacognitive strategies achieved significantly higher scores than those who lacked these skills. This supports the argument that preparation and readiness play a crucial role in assessment success.

Additionally, research by Dent and Koenka (2016) examined the correlation between self-regulation and academic performance. The study found that students who engaged in self-regulated learning, such as self-testing and organizing study materials, outperformed their peers in standardized assessments. The findings reinforced the importance of fostering self-regulatory skills in students. A contrasting study by Efklides (2019) suggested that while self-regulated learning positively impacts assessment outcomes, students from disadvantaged backgrounds may struggle with self-regulation due to limited access to resources and guidance. This indicates the need for institutions to support students in developing self-regulatory skills through structured learning environments.

### **2.1.3. Competency-Based Education (CBE) Theory**

Competency-Based Education (CBE) Theory focuses on demonstrating measurable talents as opposed to investing a fixed amount of time in a learning environment. This approach allows students to advance based on mastery of skills rather than traditional grading systems. A study by Le et al. (2018) investigated how competency-based assessments influence student performance. The findings indicated that students who were assessed based on skill mastery rather than rote memorization exhibited better retention and application of knowledge. The study also emphasized that teachers' ability to implement CBE frameworks effectively determines the success of assessments.

Further research by Guskey and Jung (2021) explored the role of teacher competence in executing competency-based assessments. Their study found that educators who were well-trained in competency-based evaluation methods designed assessments that better reflected real-world applications, leading to higher student engagement and performance. However, a study by Gallagher and Maxwell (2019) highlighted the challenges of implementing competency-based assessments. Many educators lacked the necessary training to design and evaluate assessments based on mastery learning principles, leading to inconsistencies in assessment quality. The study recommended professional development programs to enhance teachers' competence in designing competency-based evaluations.

#### **2.1.4. Availability of Learning Resources: Resource-Based Learning Theory**

Resource-Based Learning (RBL) Theory suggests that access to diverse learning materials enhances the capacity of students to interact with content and succeed in assessments. This theory emphasizes the role of textbooks, digital resources, and learning tools in supporting knowledge acquisition. A study by OECD (2018) examined the relationship between learning resources and student assessment performance across multiple countries. The results showed that students with access to high-quality resources, including digital platforms and well-equipped libraries, consistently outperformed those with limited resources. The analysis came to the conclusion that learning materials play a crucial role in assessment success.

Similarly, a study by Kintu et al. (2017) explored how e-learning resources impact assessment outcomes. Their research found that students who utilized digital platforms and multimedia materials did better on tests than individuals who only used conventional textbooks. The findings suggest that incorporating diverse learning materials enhances understanding and assessment success.

On the other hand, research by Nsomba and Kuo (2021) highlighted disparities in learning resource accessibility, particularly in low-income regions. The study found that students from resource-constrained backgrounds often struggle to prepare adequately for assessments due to limited access to essential learning materials. The study recommended policies to improve educational equity by providing learning materials to underserved communities.

## **2.2 Empirical Literature Review**

### **2.2.1. Influence of Assessment Design and Structure on the Success of Assessments**

The design and structure of assessments significantly impact students' academic success by influencing their engagement, comprehension, and retention of knowledge. According to Biggs and Tang (2016), assessments that are well-structured and aligned with learning objectives enhance students' ability to apply knowledge critically. Their study on higher education assessment strategies revealed that students performed better when assessments were constructively aligned with instructional goals. Carless et al. (2017) further investigated how assessment design affects student outcomes in various learning contexts. Their findings showed that students exposed to a diverse range of assessment formats, such as formative assessments, project-based evaluations, and practical exercises, exhibited greater degrees of academic success. The study highlighted that rigid, one-size-fits-all assessments often hinder learning, whereas flexible assessment structures encourage deeper engagement.

An investigation of the function of formative and summative evaluations in student learning was conducted by Brown et al. (2018).. The researchers found that formative assessments, which provide continuous feedback, significantly improved student performance compared to purely summative assessments. These findings were corroborated by Nicol (2020), who found that assessments incorporating real-world problem-solving tasks resulted in better learning outcomes than traditional multiple-choice exams. However, Wang and Sun (2021) noted that poorly structured assessments could lead to student anxiety, reducing their ability to perform well. Their study on test anxiety and assessment formats found that students subjected to unclear or overly complex assessments exhibited lower performance due to cognitive overload.

In recent research, Andersson and Palm (2023) emphasized the importance of rubrics and transparent grading criteria in assessments. Their study on assessment transparency demonstrated that students performed better when they clearly understood how they were being evaluated. This result is consistent with previous study by Boud and Falchikov (2019), who maintained that open and honest evaluation methods increase students' self-assurance and drive. Skinner et al. (2017) demonstrated that supporting student intrinsic motivation has positive outcomes on academic performance and persistence. According to Oloo et al. (2017), well-structured assessments that align with curriculum objectives improve students' ability to think critically and solve problems..

Their study, conducted in public secondary schools in Nairobi, found that students performed better in assessments that incorporated a variety of question types, including open-ended and competency-based tasks.

Additionally, Wambua and Kioni (2018) investigated the impact of continuous assessment tests (CATs) on student performance in Kisumu County. Their findings indicated that students who regularly engaged in formative assessments showed improved comprehension and retention of knowledge compared to those who relied solely on end-of-term examinations. This aligns with Biggs and Tang's (2016) constructivist assessment approach, which emphasizes alignment between assessment methods and learning objectives. Despite these benefits, Nyang'au (2020) found that many schools in rural Kenya still rely on traditional summative assessments, which do not adequately evaluate students' analytical abilities. Their research highlighted the need for diversified assessment structures that integrate practical and real-life problem-solving exercises.

Research by Tadesse and Gillies (2017) highlights that formative assessments enhance students' critical thinking skills and improve performance. Their study, conducted in Ethiopia, found that students exposed to regular formative assessments performed better than those assessed only through summative exams. Similarly, Opoku et al. (2019) investigated how different assessment structures affect student engagement in Ghana. Their findings revealed those learners who took part in project-based assessments demonstrated higher levels of creativity and problem-solving skills compared to those evaluated through standardized tests. In South Africa, a study by Maphosa and Mashatole (2020) emphasized the importance of continuous assessment in higher education. They found that when students receive ongoing feedback, they adjust their learning strategies accordingly, leading to improved academic performance. However, they also noted that poorly designed assessments, which fail to align with learning objectives, often result in student confusion and poor outcomes.

### **2.2.2. Influence of Student Preparation and Readiness on Success of Assessments**

Student preparation and readiness are critical determinants of success in assessments. Zimmerman and Schunk (2016) introduced the concept of self-regulated learning (SRL), which suggests that

students who actively plan, monitor, and evaluate their study habits perform better in assessments. Their findings have been widely supported in empirical studies. Dent and Koenka (2016) conducted a meta-analysis of self-regulation strategies and academic performance, revealing that students who practiced goal setting, time management, and self-monitoring scored significantly higher in assessments. Their findings suggest that structured study habits contribute positively to academic success.

Similarly, The association between student performance on exams and metacognition was investigated by Panadero et al. (2017). They found the learners who participated in introspection, such as reviewing past mistakes and adjusting study strategies, performed better than those who relied solely on rote memorization. Winne and Hadwin (2018) explored how institutional support affects student preparedness. Their study indicated that students provided with structured study plans and academic support services showed higher levels of assessment readiness. The research emphasized the role of educators in fostering a learning environment that promotes preparation and self-regulated learning.

However, Efklides (2019) highlighted that socioeconomic factors also influence student readiness for assessments. Their research found that students from lower-income backgrounds frequently may not have access to necessary educational resources, leading to disparities in assessment performance. In contrast, in 2021, Wang et al. investigated the function of digital learning platforms in student preparation. Their findings indicated that students who utilized online study resources and learning management systems demonstrated greater preparedness levels than those relying solely on traditional study materials.

A research conducted by Ndung'u et al. (2017) examined how self-regulated learning strategies affected student performance in secondary schools in Nairobi. Their findings indicated that students who practiced goal setting, time management, and self-monitoring performed better in assessments than those who did not. Similarly, Kinyua and Mwangi (2019) investigated the role of school-based revision programs on student preparedness. Their study in public secondary schools in Nakuru County revealed that students who participated in structured revision programs had higher retention rates and better problem-solving skills compared to those who engaged in unstructured personal study. This is consistent with Panadero et al.'s (2017) research on metacognition, which suggests that reflective learning improves assessment outcomes.

However, socio-economic factors furthermore play a crucial role in student readiness. Kamau et al. (2021) found that students from low-income backgrounds in informal settlements in Nairobi faced challenges in accessing study materials and conducive learning environments, which negatively impacted their assessment performance. This highlights the need for policies that support equitable access to learning resources. A research conducted by Chirwa and Naidoo (2016) in Malawi explored self-regulated learning strategies and found that students who practiced time management and self-discipline performed better in national examinations.

In Nigeria, Yusuf and Alao (2018) examined the role of academic support programs in preparing students for assessments. Their study found that students who attended structured revision sessions and participated in peer learning groups achieved higher grades compared to those who studied independently. Further, A research conducted by Komba and Mwandangi (2019) in Tanzania found those learners who applied reflective learning strategies, such as reviewing past exam papers and adjusting their study approaches, performed better than those who relied solely on rote memorization. However, research by Adebayo and Shumba (2021) in Zimbabwe highlighted a critical challenge: disparities in access to study resources disproportionately affect students from low-income backgrounds. They argued that while some students can afford private tutoring and digital learning materials, others struggle with limited access to textbooks and revision guides.

### **2.2.3. Impact of Teacher Competence and Evaluation Methods on Success of Assessments**

Teacher competence and evaluation methods contribute significantly to the efficacy of assessments. Research by Guskey and Jung (2017) demonstrated that teachers who possess strong pedagogical skills and subject expertise design assessments that more accurately measure student learning. Their study highlighted that well-trained teachers are more likely to use diverse evaluation techniques that enhance student understanding. Gallagher and Maxwell (2019) examined how teachers' assessment literacy influences student performance. They found that educators with formal training in assessment methodologies designed more effective and fair evaluation systems, resulting in better student outcomes. In terms of evaluation techniques, the study underlined the necessity of ongoing professional growth..

A 2020 research by Darling-Hammond et al. explored the impact of teacher evaluation methods on student learning. Their research found that teachers who employed formative assessments alongside summative assessments achieved better student engagement and comprehension. They argued that rigid reliance on standardized testing often leads to superficial learning. Le et al. (2021) examined competency-based assessments and found that teachers who tailored evaluation methods to individual student needs enhanced learning outcomes. Their findings suggest that flexible and adaptive assessment techniques contribute to student success.

However, Vlachopoulos (2020) highlighted that many educators lack sufficient training in competency-based assessment techniques. Their research indicated that without proper training, teachers often resort to traditional assessment methods that do not accurately measure student learning. Wairimu et al. (2018) evaluated the impact of teacher preparation on Kiambu County assessment efficacy.. Their findings indicated that teachers with formal training in assessment methodologies were more likely to design fair and effective evaluations that improved student performance. Additionally, Njoroge and Karani (2020) explored how teachers' understanding of competency-based assessment (CBA) influenced student learning in Kenyan primary schools. Their study revealed that teachers who employed a combination of formative and summative assessments enhanced student engagement and comprehension. This supports Darling-Hammond et al.'s (2020) findings that formative assessments contribute to deeper learning.

Despite these findings, research by Otieno (2021) highlighted that many teachers in rural Kenya lack sufficient training in modern assessment techniques, leading to over-reliance on rote memorization and standardized tests. In order to increase assessment literacy, the research suggested that instructors participate in ongoing professional development programs.. Research by Nwankwo and Okeke (2017) in Nigeria found that teachers with strong pedagogical skills and assessment literacy designed more effective evaluation methods that enhanced student learning. A research conducted by Wambua et al. (2018) in Kenya examined the impact of teacher training programs on assessment strategies. Their findings suggested that teachers who received professional development in assessment techniques adopted more diverse evaluation methods, such as performance-based assessments and peer reviews, leading to improved student outcomes.

Similarly, Nkengbeza and Heystek (2019) investigated the role of teacher feedback in Cameroon. Their study found that students who received detailed feedback on their assessments performed significantly better than those who received only numerical grades. The researchers emphasized the need for feedback mechanisms that encourage student reflection and improvement. However, Moyo and Chigona (2021) in South Africa identified a gap in the research: there is limited data on how teacher workload affects assessment quality. Their study recommended further investigations into how teacher burnout and class sizes influence the effectiveness of evaluation methods.

#### **2.2.4. Role of Learning Resource Availability on Success of Assessments**

The availability of learning resources significantly influences student success in assessments. Resource-Based Learning (RBL) Theory suggests that access to diverse educational materials enhances learning outcomes (OECD, 2018). Kintu et al. (2017) found that students with access to digital resources such as e-books, online tutorials, and interactive learning platforms performed better in assessments than those relying on traditional textbooks. Their study emphasized the importance of technological integration in modern education. Mishra et al. (2020) explored how learning resource availability affects student engagement. Their research indicated that students with access to well-equipped libraries and online databases exhibited higher levels of academic performance. The study also found that a lack of learning materials was a significant barrier to success, particularly in underfunded institutions.

Wang and Zhang (2021) studied the impact of digital learning tools on student performance. Their findings showed that online learning resources, including video lectures and virtual simulations, enhanced student understanding and retention of knowledge. However, Nsomba and Kuo (2021) argued that disparities in access to learning resources create educational inequalities. Their study on low-income students found that those lacking access to internet-based resources performed worse in assessments compared to their peers in resource-rich environments. A research conducted by Muthoni et al. (2019) examined the impact of digital learning resources on assessment performance in Kenyan secondary schools. Their findings showed that students with access to e-books, online tutorials, even those who only used traditional textbooks did not do as well as those who used interactive simulations.

Similarly, Mutua and Njoroge (2021) found that well-equipped school libraries contributed to improved student performance in assessments in public schools in Mombasa. Their research emphasized that access to diverse learning materials enhanced comprehension and retention of information. However, disparities in resource distribution remain a challenge. A research conducted by Omondi and Wafula (2022) found that students in underfunded schools in rural Kenya struggled with inadequate textbooks, outdated syllabi, and limited access to digital resources, negatively affecting their performance in national examinations. This aligns with findings by Nsomba and Kuo (2021) on how resource inequality creates educational disparities. Research by Kwame and Mensah (2017) in Ghana found that students with access to digital learning platforms and e-books performed better in assessments than those relying solely on printed textbooks.

In Uganda, Nakitende et al. (2019) investigated how student performance is affected by library access. Those who regularly utilized library resources, including academic journals and research papers, achieved higher grades in assessments compared to those who lacked access to such materials. Further, a study by Kurebwa and Mushoriwa (2020) in Zimbabwe analyzed the effect of internet connectivity on academic performance. They found that students with reliable internet access for research and online learning performed better than those with limited or no internet access. Despite these findings, research by Abdi and Mohammed (2022) in Ethiopia noted that disparities in learning resource distribution persist, particularly in rural schools. Their study recommended policies aimed at bridging the resource gap through government and private-sector interventions.

## 2.3 Summary and Research Gaps

**Table 1:** Summary and Research Gaps

<b>Author</b>	<b>Focus of the Study</b>	<b>Findings</b>	<b>Research Gap</b>	<b>Focus of the Current Study</b>
Biggs & Tang (2016)	Influence of assessment design on student performance	Well-structured assessments aligned with learning	Limited exploration of how students from diverse	Examining the effectiveness of various assessment

<b>Author</b>	<b>Focus of the Study</b>	<b>Findings</b>	<b>Research Gap</b>	<b>Focus of the Current Study</b>
		objectives enhance student learning	socioeconomic backgrounds perceive different assessment formats	formats across different student demographics
Carless et al. (2017)	Impact of assessment diversity on student outcomes	Flexible assessment structures improve student engagement and academic achievement	Need for research on how institutional contexts influence assessment design effectiveness	Investigating institutional variations in assessment design and their impact on student performance
Brown et al. (2018)	Role of formative and summative assessments	Formative assessments with continuous feedback significantly improve student performance	Limited studies on cultural differences in formative assessment effectiveness	Assessing cultural influences on student receptiveness to formative assessments
Wang & Sun (2021)	Effect of poorly structured assessments on student anxiety	Unclear or complex assessments lead to cognitive overload and reduced performance	Lack of research on mitigation strategies for assessment-related anxiety	Developing strategies to reduce student anxiety through improved assessment design

<b>Author</b>	<b>Focus of the Study</b>	<b>Findings</b>	<b>Research Gap</b>	<b>Focus of the Current Study</b>
Zimmerman & Schunk (2016)	Self-regulated learning (SRL) and assessment success	Students who plan, monitor, and evaluate their learning perform better	Limited research on how parental guidance influences student self-regulation	Investigating the role of parental involvement in fostering self-regulated learning
Le et al. (2021)	Competency-based assessments and student outcomes	Individualized assessment methods enhance learning	Few studies on how teachers implement competency-based assessments effectively	Investigating the challenges and benefits of competency-based assessments in secondary schools
Nwankwo & Okeke (2017)	Teacher competence and assessment literacy in Nigeria	Teachers with strong pedagogical skills and assessment literacy design more effective evaluation methods.	Limited research on how teachers apply assessment literacy in different learning environments.	Studying the application of assessment literacy across various educational contexts.
Efklides (2019)	Socioeconomic factors and student readiness	Lower-income students often lack access to essential learning resources,	Limited studies on interventions to bridge the resource gap in student preparation	Examining targeted support strategies for resource-constrained students

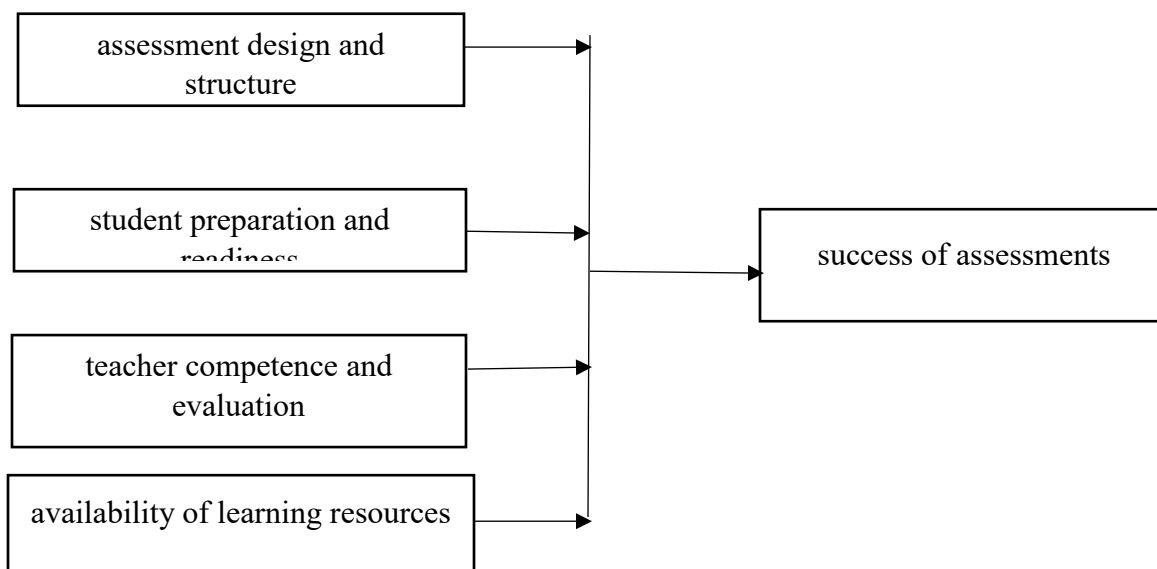
Author	Focus of the Study	Findings	Research Gap	Focus of the Current Study
		affecting assessment performance		

This table provides a structured overview of existing literature, highlighting key findings, gaps, and areas for future research.

## 2.4 Conceptual Framework

figure 1 Conceptual Framework

### Independent variables



## 2.5. Operationalization of Variables

Table 2. Operationalization of Variables

Variables	Indicator	Measure	Scale	Tools of analysis
<b>Independent variables</b>				

<b>Variables</b>	<b>Indicator</b>	<b>Measure</b>	<b>Scale</b>	<b>Tools of analysis</b>
Assessment Design and Structure	Alignment with learning objectives. Variety of assessment formats. Clarity of assessment rubrics	Presence of clear assessment guidelines. Use of formative and summative assessments. Student perception of grading fairness	Nominal Ordinal Interval	Percentages and frequencies
Student Preparation and Readiness	Study habits. Self-regulated learning. Institutional support	Frequency of revision and use of study plans. Use of time management and goal setting. Availability of academic support program	Nominal Ordinal Interval	Percentages and frequencies
Teacher Competence and Evaluation Methods	Pedagogical skills. Use of formative and summative. Feedback mechanisms	Level of training and certification. Frequency of continuous assessments. Quality and timeliness of student feedback	Nominal Ordinal Interval	Percentages and frequencies
Availability of Learning Resources	Access to textbooks and e-learning materials. Technological resources. Library	Number of learning materials available. Availability of computers and internet access.	Nominal Ordinal Interval	Percentages and frequencies

<b>Variables</b>	<b>Indicator</b>	<b>Measure</b>	<b>Scale</b>	<b>Tools of analysis</b>
	and academic support facilities	Number and quality of available resources		

## **2.5. Chapter Summary**

This chapter reviewed theoretical and empirical literature, identified research gaps, and proposed a conceptual framework. The operationalization of variables provides a foundation for data collection and analysis in subsequent chapters.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0 Introduction

This chapter describes the research design and methodology applied to investigate the factors affecting the effectiveness of assessments at Our Lady of Mercy Comprehensive School, Shauri Moyo. It covers the research approach, target population, sample size and sampling methods, data collection tools, pilot study, data analysis procedures, and ethical guidelines. These components are essential in ensuring the study's reliability, validity, and adherence to ethical standards.

#### 3.1 Research Design

This study adopts a descriptive research design. This design is appropriate for investigating how different variables—such as assessment structure, student readiness, teacher competence, and learning resources—affect the success of assessments. The descriptive approach enables the researcher to gather data that is both qualitative and quantitative, offering a comprehensive understanding of the relationships among the studied variables. According to Mohamed (2016), descriptive design is effective in educational research when evaluating institutional performance outcomes.

#### 3.2 Target Population

As defined by Saunders et al. (2021), a target population consists of the entire group of individuals relevant to a research study. In this study, the population includes teachers, school administrators, and students at Our Lady of Mercy Comprehensive School, Shauri Moyo. These groups were selected due to their direct involvement and experience with the assessment processes within the institution.

**Table 3:** Target Population

Category	Target Population
School Administrators	2
Teachers	35

Category	Target Population
Students	957
<b>Total</b>	<b>994</b>

### 3.3 Sample and Sampling Technique

#### 3.3.1 Sampling Procedure

The study employs stratified random sampling to ensure representation from all subgroups—administrators, teachers, and students. According to Etikan and Bala (2020), stratified sampling increases the accuracy and representativeness of research findings by capturing diverse viewpoints across different stakeholder categories. A sample size of 30% of the target population was deemed adequate for this research.

Sample Size Calculation:

$$n = (N \times 30) / 100$$

$$n = (994 \times 30) / 100 = \mathbf{299 \text{ respondents}}$$

#### 3.3.2 Sample Size

**Table 4:** Sample Size

Category	Target Population	Sample Size
School Administrators	2	1
Teachers	35	11
Students	957	287
<b>Total</b>	<b>994</b>	<b>299</b>

### **3.4 Data Collection Instruments**

A structured questionnaire was the main instrument used to collect data.. It consisted of both closed and open-ended questions aligned to the study objectives. Section 1 gathered demographic data, while Section 2 addressed the four thematic areas: assessment design, student readiness, teacher competence, and learning resources. A 5-point Likert scale was employed in the survey, with the range being “strongly agree” to “strongly disagree.” This format is supported by Williams (2024) for capturing perceptions and attitudes effectively in education studies.

### **3.5 Pilot Study**

A pilot study was conducted involving one administrator, two teachers, and five students who were not included in the main study. The aim was to test the clarity, reliability, and validity of the data collection instrument, as recommended by Cooper and Schindler (2016).

#### **3.5.1 Validity**

The questionnaire underwent expert review to ensure content validity. Guidance from the research supervisor helped align the instrument with the study’s objectives and ensure it accurately measured key concepts (Jaspersen, 2018).

#### **3.5.2 Reliability.**

Reliability was measured using the Cronbach’s Alpha coefficient, with a minimum threshold of 0.7 considered acceptable for internal consistency (Kothari, 2023). A test-retest approach was used to ensure stability of responses over time.

### **3.6 Data Collection Procedure**

Data were collected through self-administered questionnaires distributed by the researcher during school visits. Participants received an overview of the study’s purpose and guided on how to complete the forms. Follow-up visits were conducted to collect completed questionnaires.

### **3.7 Data Analysis and Presentation**

Data cleaning was performed to eliminate inconsistencies and incomplete entries. Frequencies and percentages were among the descriptive statistics utilized to compile the data.. Data were presented using tables, charts, and graphs. Additionally, the study employed multiple regression analysis to examine relationships between the independent variables (assessment design, student readiness, teacher competence, and learning resources) and the dependent variable (success of assessments).

*Regression Model:*

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where:

- Y = Success of assessments
- X<sub>1</sub> = Assessment design and structure
- X<sub>2</sub> = Student preparation and readiness
- X<sub>3</sub> = Teacher competence and evaluation methods
- X<sub>4</sub> = Availability of learning resources
- ε = Error term

### **3.8 Ethical Considerations**

#### **3.8.1 Informed Consent**

An informed consent form explaining the goals, methods, and rights of the study was given to the participants. Verbal and written consent was obtained, with special consideration for student participants who required guardian approval.

#### **3.8.2 Voluntary Participation**

It was completely voluntary to participate, and respondents could withdraw at any stage without consequence. This was reiterated before data collection commenced.

#### **3.8.3 Confidentiality**

Data collected were securely stored and accessed only by authorized personnel. Personal identifiers were removed to ensure privacy and data were used solely for academic purposes.

### **3.8.4 Privacy**

Questionnaires were administered in private settings, and respondents had the option to skip any question they found uncomfortable.

### **3.8.5 Anonymity**

No identifying information was collected. Respondents were assigned anonymous codes to protect their identities.

## **3.9 Chapter Summary**

The approach used to examine the findings has been described in the factors influencing the success of assessments at Our Lady of Mercy Comprehensive School, Shauri Moyo. It discussed the population, sample techniques, research design, data collecting, and analysis techniques, and ethical safeguards. The next chapter presents and interprets the research findings.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.0 Introduction

The study data gathered from students, instructors, and school administrators is analyzed and interpreted in this chapter. Responses that were not complete were eliminated from the data. Means and standard deviations were employed to summarize the answers for each of the independent variables: the structure and design of the assessment, the preparedness and preparation of the students, the evaluation techniques and competency of the teachers, and the accessibility of learning materials. Additionally, multiple regression analysis was performed to evaluate the correlation between the independent factors and the dependent variable, assessment success.

#### 4.1.1 Response Rate

Two hundred and eighty of the 299 respondents that were sought returned complete questionnaires, resulting in a 93.6% response rate. The response distribution is presented below:

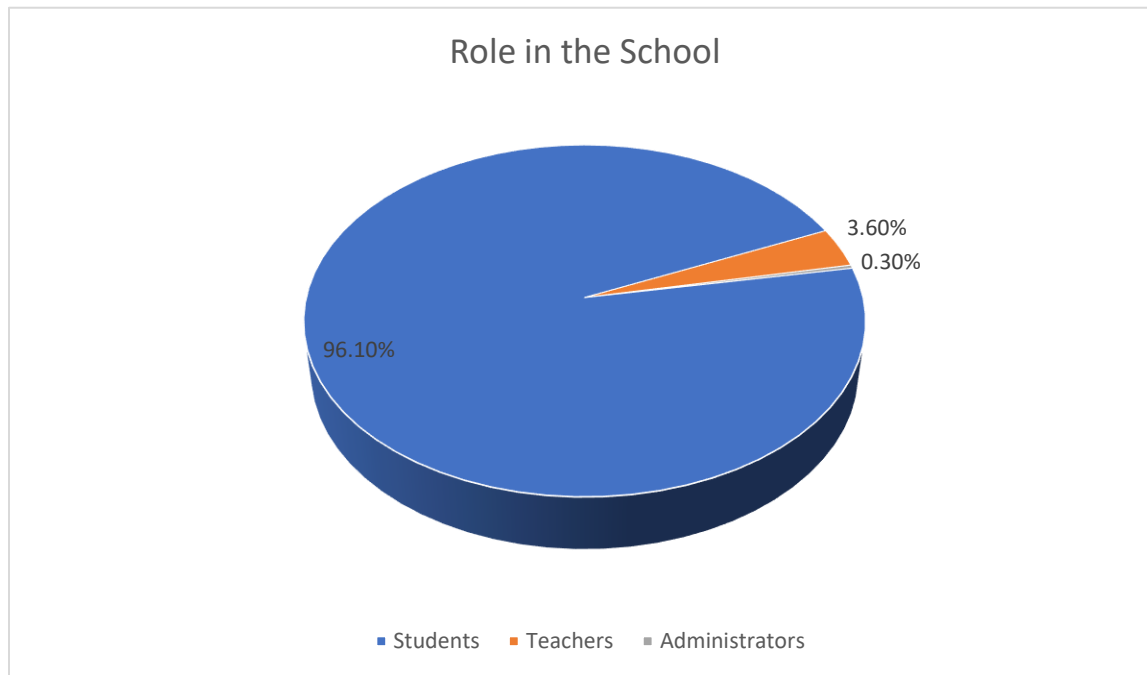
**Table 5:** Response Rate

Category	Sample Size	Responses	Response Rate (%)
School Administrators	1	1	100%
Teachers	11	10	90.9%
Students	287	269	93.7%
<b>Total</b>	<b>299</b>	<b>280</b>	<b>93.6%</b>

Table 5 presents the response rate of the study across three respondent categories: school administrators, teachers, and students. Out of a total sample size of 299 individuals, 280 participated, yielding an overall response rate of 93.6%. All school administrators responded, achieving a 100% response rate. Teachers had a slightly lower response rate at 90.9%, with 10 out of 11 participating. Students accounted for the largest group, with 269 out of 287 responding, resulting in a 93.7% response rate. These high response rates across all groups indicate strong engagement with the study and improve the authenticity and dependability of the information gathered.

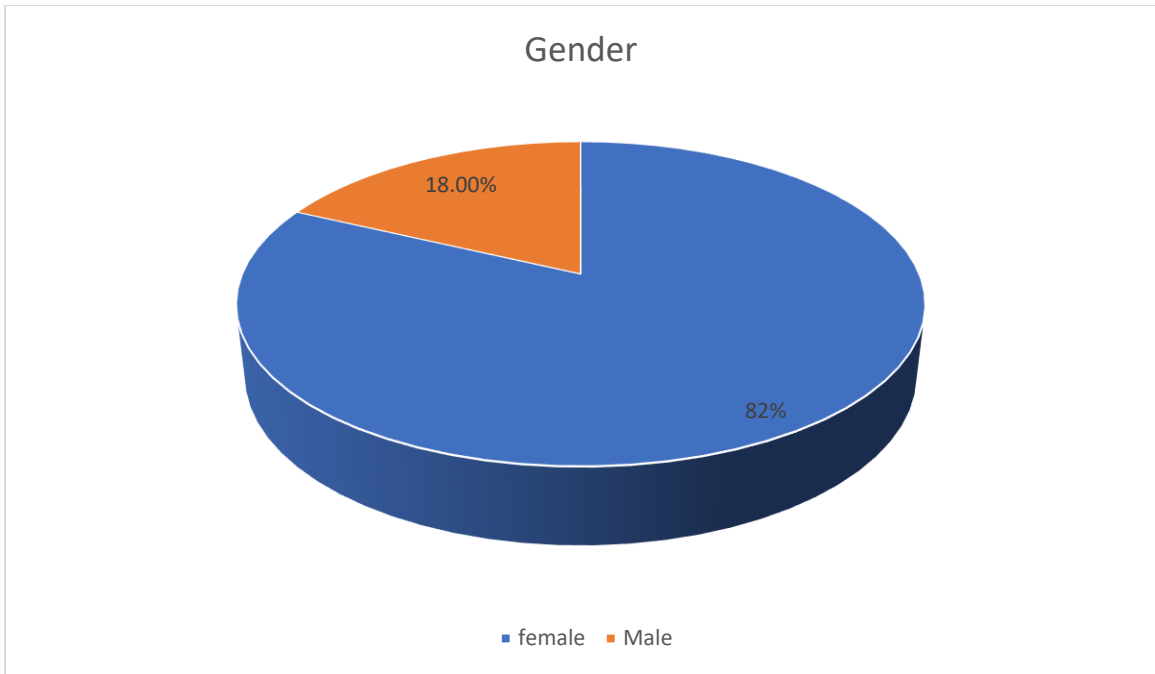
### 4.1.2 Demographic Characteristics of Respondents

**Figure 2:** Role in the School



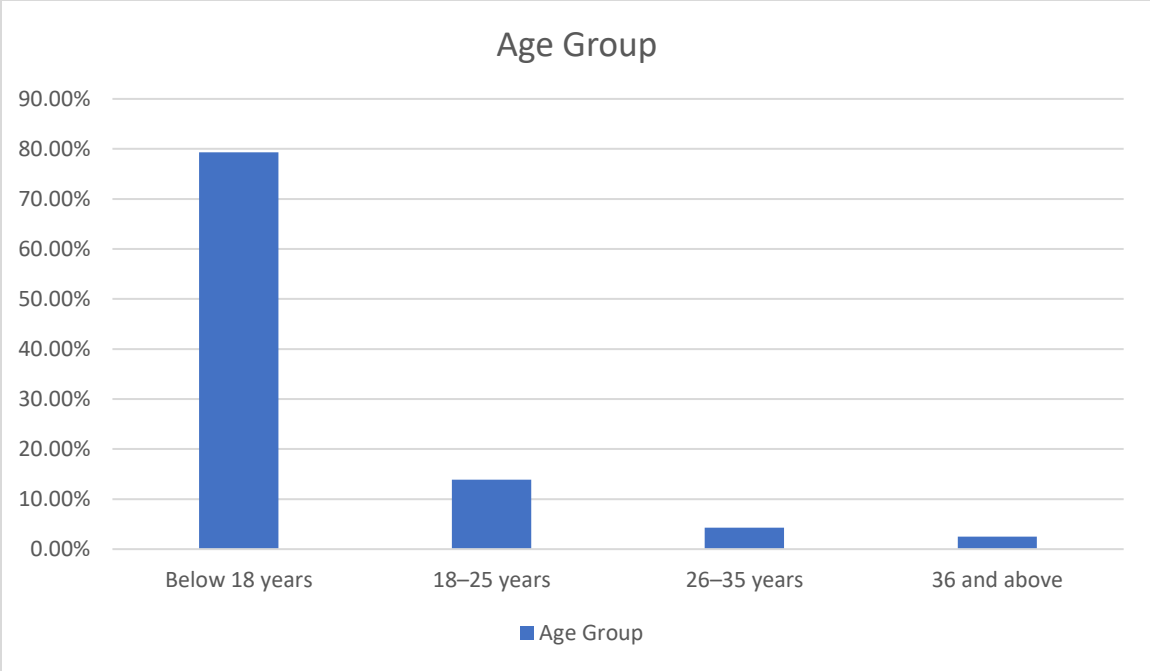
The data represents the distribution of respondents in a study based on their roles within the school. Out of a total of 280 participants, students make up the vast majority, accounting for 96.1% (269 individuals). Teachers constitute a small fraction, 3.6% (10 individuals), while school administrators represent the least at 0.3% (1 individual). This indicates that the study primarily gathered insights from students, with relatively limited input from teachers and minimal participation from administrators. Such a dispersion points to the results may heavily reflect student perspectives and experiences, with less representation from staff and administrative viewpoints.

**Figure 3:** Gender Distribution



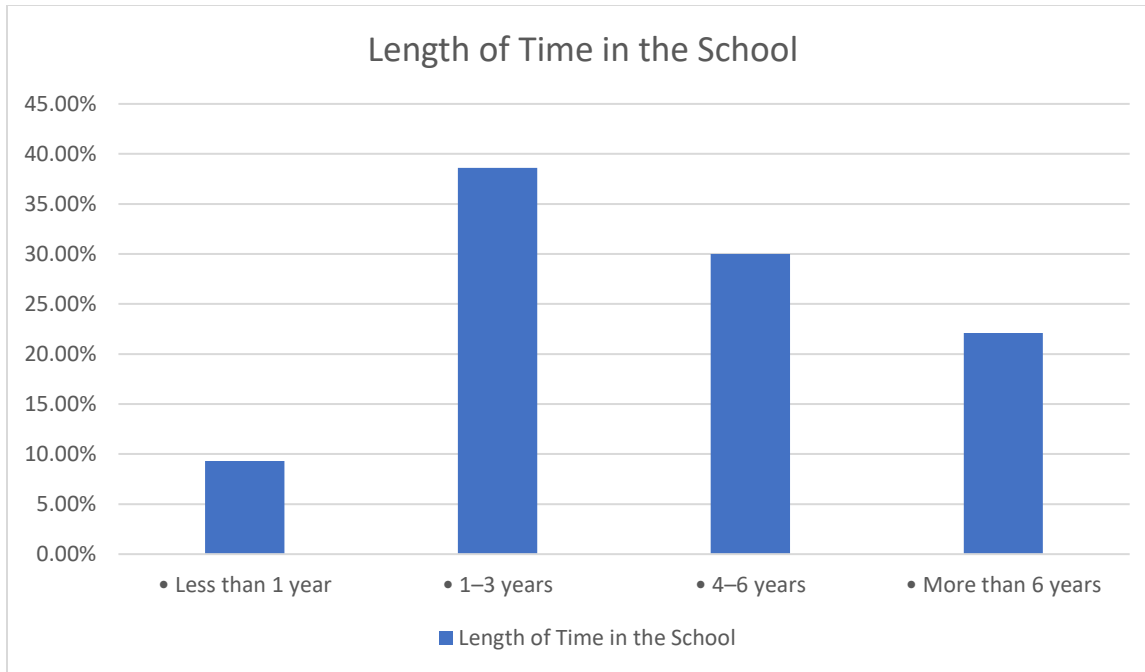
The data indicates a gender distribution among respondents, with 18 males and 82 females participating in the study. This means that women make up the majority, making up 82% of the sample, while males represent only 18%. The substantial discrepancy suggests that, particularly when examining gender-related insights, the study's conclusions could be more representative of female viewpoints and experiences. This imbalance may also point to a higher female enrollment or participation rate in the context under study.

**Figure 4:** Age Group



The data reveals that the majority of respondents, 222 individuals (79.3%), are below 18 years, indicating a predominantly youthful sample. This is followed by 39 respondents (13.9%) aged 18–25 years, suggesting a smaller representation of young adults. The age group of 26 to 35 years old comprises 4.3% of the sample, whilst the age group of 36 and older has the lowest representation (2.5%, 7 responses). This age distribution implies that the study primarily targets or affects a younger population, likely students, with fewer older participants who may represent teachers or administrators.

**Figure 5:** Length of Time in the School



The data indicates that the largest proportion of respondents, 108 individuals (38.6%), have 1–3 years of experience, suggesting a relatively early stage of involvement in the institution or activity studied. Eighty-four responders (30.0%) with four to six years of experience come next reflecting a substantial group with moderate tenure. 62 individuals (22.1%) have been involved for more than 6 years, representing the more experienced segment. The smallest group, 26 respondents (9.3%), have less than 1 year of experience, indicating newcomers. Overall, the data suggests a well-distributed range of experience levels, with a concentration in the early to mid-experience range

#### 4.1.3 Descriptive Statistics for Study Variables

**Table 6:** Assessment Design and Structure

Statements	Mean	Std. Dev
Assessments align with learning objectives.	4.12	0.88

Statements	Mean	Std. Dev
Variety of assessment formats are used.	3.98	0.91
Rubrics and criteria are clearly communicated.	3.86	0.93
Both formative and summative assessments are used effectively.	4.05	0.89
Grading and evaluation are fair and transparent.	3.92	0.94
<b>Overall Mean Score</b>	<b>3.99</b>	<b>0.91</b>

The findings on assessment design and structure reveal generally positive perceptions among respondents regarding the quality and effectiveness of assessment practices. "Assessments align with learning objectives" was the most highly scored statement, with an average rating of 4.12 and a standard deviation of 0.88. This suggests that there is considerable agreement and a generally consistent opinion that assessments are in line with instructional goals. Similarly, the statement "Both formative and summative assessments are used effectively" had a high mean of 4.05 and a standard deviation of 0.89, indicating that respondents believe that using and balancing various assessment kinds is acceptable and effective.

An average grade of 3.98 whose standard deviation is 0.91 was given to the usage of various assessment formats, suggesting that people typically have a positive opinion of the range of evaluation techniques. The fairness and openness of evaluation and grading likewise received good marks, with a mean score of 3.92 and a standard deviation of 0.94. However, the somewhat greater variation suggests that respondents' experiences varied.

The lowest-rated item, "Rubrics and criteria are clearly communicated," received a mean of 3.86 and a standard deviation of 0.93, indicating moderate agreement and suggesting that there may be room for improvement in how assessment expectations are conveyed.

A standard deviation of 0.91 and an overall average grade of 3.99 indicate a significant, but not unanimous, agreement that the structure and design of assessments are well executed, with room for improvement in terms of consistency and clarity, especially in the transmission of evaluation criteria. Brown et al. (2018) investigated how formative and summative evaluations affect students'

learning. The researchers found that formative assessments, which provide continuous feedback, significantly improved student performance compared to purely summative assessments. These findings were corroborated by Nicol (2020), who found that assessments incorporating real-world problem-solving tasks resulted in better learning outcomes than traditional multiple-choice exams. However, Wang and Sun (2021) noted that poorly structured assessments could lead to student anxiety, reducing their ability to perform well. Their study on test anxiety and assessment formats found that students subjected to unclear or overly complex assessments exhibited lower performance due to cognitive overload.

**Table 7: Student Preparation and Readiness**

<b>Statements</b>	<b>Mean</b>	<b>Std. Dev</b>
I frequently revise and follow a study plan.	3.77	0.96
I manage my time well to prepare for assessments.	3.65	1.01
I set academic goals before assessments.	3.81	0.89
The school provides academic support (e.g., tutoring).	3.70	0.92
I feel mentally and emotionally prepared before assessments.	3.68	0.94
<b>Overall Mean Score</b>	<b>3.72</b>	<b>0.94</b>

The findings presented in Table 4.4.2 on Student Preparation and Readiness reveal that students generally demonstrate a positive level of preparedness for academic assessments. The highest mean score (3.81) was recorded for the statement “I set academic goals before assessments,” indicating that a majority of the students engage in goal-setting as a proactive measure for academic success. Closely following this is the statement “I frequently revise and follow a study plan,” with a average rating of 3.77, suggesting that most students adopt structured study habits, which further reinforces their readiness.

The median rating of 3.70 for the statement, "The school provides academic support (e.g., tutoring)," suggests that the provision of institutional support also plays a role in student preparedness. This implies that the academic environment is relatively supportive, providing resources that assist students in preparing effectively. Furthermore, students reported feeling mentally and emotionally prepared before assessments, with a mean of 3.68, signifying a generally healthy psychological state when facing academic evaluations.

However, the lowest mean score was observed in the statement "I manage my time well to prepare for assessments" at 3.65, with the greatest standard deviation (1.01), indicating that while many students perceive themselves as capable of time management, there is greater variability in responses, suggesting that some students struggle in this area.

Overall, the average average rating whose standard deviation is 3.72 and 0.94 indicate a moderately high level of student preparation and readiness. These results underscore strengths in academic goal-setting and the use of study plans while highlighting time management as an area that may benefit from targeted interventions. The findings also affirm the importance of institutional support in bolstering student readiness for assessments.

Yusuf and Alao (2018) examined the role of academic support programs in preparing students for assessments. Their study found that students who attended structured revision sessions and participated in peer learning groups achieved higher grades compared to those who studied independently. Further, a study by Komba and Mwandanji (2019) in Tanzania found those learners who applied reflective learning strategies, such as reviewing past exam papers and adjusting their study approaches, performed better than those who relied solely on rote memorization.

**Table 8:** Teacher Competence and Evaluation Methods

Statements	Mean	Std. Dev
Teachers are knowledgeable in their subject areas.	4.32	0.75

Statements	Mean	Std. Dev
Teachers use both formative and summative assessment methods.	4.08	0.85
Teachers give timely and constructive feedback.	3.94	0.88
Assessment methods match the content taught.	4.06	0.81
I trust my teacher's judgment during evaluations.	4.20	0.78
<b>Overall Mean Score</b>	<b>4.12</b>	<b>0.81</b>

The results in the table titled Teacher Competence and Evaluation Methods indicate that students perceive their teachers as highly competent and effective in their assessment approaches. The highest mean score (4.32) was recorded for the statement “Teachers are knowledgeable in their subject areas,” suggesting a strong confidence among students in the academic qualifications and subject mastery of their teachers. This is a critical factor in student learning and assessment credibility.

The statement “I trust my teacher’s judgment during evaluations” follows closely with a mean of 4.20, which reflects a strong sense of assurance in the fairness and accuracy of teachers' evaluation methods. This trust is likely influenced by the consistency and alignment of assessments with instruction, as supported by the 4.06 mean for the statement “Assessment methods match the content taught.”

Teachers also appear to be utilizing a variety of assessment strategies, with the statement “Teachers use both formative and summative assessment methods” receiving a mean of 4.08. This indicates a well-rounded approach to evaluation, promoting both ongoing feedback and end-point measurement of learning.

However, the lowest mean score (3.94) was associated with “Teachers give timely and constructive feedback,” which, while still relatively high, suggests some room for improvement in how and when teachers communicate assessment outcomes to students. This statement also had one of the

higher standard deviations (0.88), indicating a wider range of student experiences in receiving feedback.

The overall average rating of 4.12 and a standard deviation of 0.81 demonstrate a generally positive perception of teacher competence and assessment practices. These findings highlight strengths in subject knowledge, fairness, and assessment alignment, while suggesting that enhancing the consistency and timeliness of feedback could further improve the evaluation process.

**Table 9:** Availability of Learning Resources

<b>Statements</b>	<b>Mean</b>	<b>Std. Dev</b>
There are enough textbooks and printed learning materials.	3.55	0.99
Access to e-learning or online platforms is available.	3.32	1.07
The school provides access to computers and internet.	3.10	1.11
The library has updated and relevant resources.	3.43	1.02
Learning facilities are adequate for all students.	3.51	0.98
<b>Overall Mean Score</b>	<b>3.38</b>	<b>1.03</b>

The table on Availability of Learning Resources reveals a moderate level of satisfaction among students regarding the resources provided for their learning. The statement “There are enough textbooks and printed learning materials” received a average rating of 3.55, indicating that while students generally agree that printed materials are sufficient, there is some variability in their responses, as shown by the standard deviation of 0.99.

Access to digital learning tools appears to be less satisfactory. The statement “Access to e-learning or online platforms is available” has a lower mean of 3.32, and “The school provides access to computers and internet” scored the lowest mean of 3.10, accompanied by the greatest standard

deviation (1.11). This suggests that availability and access to technology vary significantly among students, with some possibly facing challenges in utilizing these resources.

The library’s condition received a moderate average rating of 3.43, reflecting that while some students find the resources updated and relevant, others may feel the library is lacking in this regard. Similarly, “Learning facilities are adequate for all students” scored 3.51, indicating a somewhat positive but not overwhelming agreement about the adequacy of physical learning environments.

Overall, the average average rating of 3.38 with a relatively high standard deviation of 1.03 points to mixed perceptions and inconsistent availability of learning resources across the student body. The data suggests that while basic printed materials and facilities are somewhat sufficient, access to digital resources and updated library materials needs improvement to support effective learning for all students.

#### 4.1.6 Correlation Matrix

**Table 10:** Correlation Matrix

<b>Variables</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Assessment Success (Y)	1.000				
Assessment Design and Structure	0.692	1.000			
Student Preparation and Readiness	0.645	0.604	1.000		
Teacher Competence and Evaluation	0.726	0.663	0.609	1.000	
Learning Resources	0.571	0.518	0.496	0.554	1.000

The table presents the correlation coefficients among five variables related to educational assessment and learning factors. These variables include Assessment Success (Y), Assessment Design and Structure, Student Preparation and Readiness, Teacher Competence and Evaluation,

and Learning Resources. The figures in the table are Pearson correlation coefficients, and at the 0.01 level, they indicate statistical significance.

Firstly, Assessment Success (Variable 1) shows strong positive correlations with all other variables, indicating that higher assessment success is associated with better outcomes or higher levels in these factors. Specifically, Assessment Success has a strong correlation with Teacher Competence and Evaluation ( $r = 0.726$ ), followed by Assessment Design and Structure ( $r = 0.692$ ) and Student Preparation and Readiness ( $r = 0.645$ ). The correlation with Learning Resources is slightly lower but still moderate and significant ( $r = 0.571$ ). This suggests that while all these factors are related to assessment success, teacher competence and the design of assessments have the strongest associations.

Secondly, Assessment Design and Structure (Variable 2) correlates positively and significantly with Student Preparation and Readiness ( $r = 0.604$ ), Teacher Competence and Evaluation ( $r = 0.663$ ), and Learning Resources ( $r = 0.518$ ). This indicates that well-designed assessments are linked to better student readiness, teacher effectiveness, and availability of learning resources.

Student Preparation and Readiness (Variable 3) also shows moderate positive correlations with Teacher Competence and Evaluation ( $r = 0.609$ ) and Learning Resources ( $r = 0.496$ ), implying that students' readiness is influenced by teacher effectiveness and the availability of learning materials.

Finally, Teacher Competence and Evaluation (Variable 4) correlates moderately with Learning Resources ( $r = 0.554$ ), suggesting that better learning resources are associated with higher teacher competence and more effective evaluation methods.

Overall, the significant positive correlations among all variables indicate a strong interconnectedness where improvements in assessment design, student readiness, teacher competence, and learning resources collectively contribute to enhanced assessment success.

#### **4.1.8 Model Summary**

**Table 11:** Model Summary

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>R</b>	<b>Std. Error of the Estimate</b>
1	0.801	0.641	0.636		0.412

The predictive report shows a correlation coefficient (R) of 0.801, indicating a good link between the independent and dependent variables. This implies that there is a significant positive correlation between the result and the predictions. A strong degree of explanatory power is indicated by the R Square value of 0.641, which indicates that the model explains around 64.1% of the variation in the dependent variable. Confirming that the number of variables included does not exaggerate the model's strength, the Adjusted R Square of 0.636, which takes into account the number of predictors in relation to the sample size, stays near to the R Square value. Furthermore, with observed values being somewhat near to the anticipated ones, the standard error of the estimate is 0.412, suggesting a respectable degree of accuracy in the model's predictions. All things considered, these findings demonstrate how well the model fits the data and yields accurate estimates.

#### 4.1.9 ANOVA Summary

**Table 12:** ANOVA Summary

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig. (p-value)</b>
Regression	54.137	4	13.534	79.744	0.000 **
Residual	30.347	275	0.110		
<b>Total</b>	<b>84.484</b>	<b>279</b>			

A regression model's general significance is assessed in the ANOVA summary table. With four degrees of freedom, the regression row displays a sum of squares of 54.137, which represents the variation that the model can account for. The total of squares divided by the degrees of freedom yields the regression mean square, which is 13.534. The residual row, which represents error or variation that cannot be explained, has a mean square of 0.110 and a total of squares of 30.347

with 275 degrees of freedom. The ratio of the regression mean square to the residual mean square yields the F-statistic value, which is 79.744. Compared to the usual significance level of 0.05, the corresponding p-value (Sig.) is 0.000. This shows that the independent variables taken together have a substantial impact on the dependent variable, indicating that the regression model as a whole is statistically significant. Stated otherwise, the model outperforms a model lacking predictors in terms of accurately predicting the result variable.

#### 4.1.10 Coefficients of Determination

**Table 13:** Regression Coefficients

<b>Predictor Variable</b>	<b>Unstandardized Coefficients (B)</b>	<b>Std. Error</b>	<b>Standardized Coefficients (Beta)</b>	<b>t</b>	<b>Sig. (p-value)</b>
(Constant)	0.785	0.182	–	4.314	0.000 **
Assessment Design and Structure Student Preparation and Readiness Teacher Competence and Evaluation Availability of Learning Resources	0.276	0.051	0.295	5.412	0.000 **
	0.239	0.047	0.258	5.085	0.000 **
	0.331	0.049	0.348	6.755	0.000 **
	0.142	0.045	0.158	3.156	0.002 **

After adjusting for the other predictor variables, the regression coefficients table offers comprehensive information on how each one affects the dependent variable. With a statistically significant value of 0.785 ( $p = 0.000$ ), the constant term (intercept) represents the predicted baseline level of the dependent variable when all predictors are zero. All four predictor variables have positive unstandardized coefficients (B), meaning they each positively influence the outcome. Teacher Competence and Evaluation has the strongest effect with a B value of 0.331 and the highest standardized beta coefficient (0.348), indicating it contributes the most to predicting the dependent variable. This is followed by Assessment Design and Structure (B = 0.276, Beta = 0.295), Student Preparation and Readiness (B = 0.239, Beta = 0.258), and Availability of Learning Resources (B = 0.142, Beta = 0.158).

The t-values for all predictors possess p-values, indicating statistical significance, well below 0.05 (all less than 0.01), confirming that each predictor makes a meaningful and significant contribution to the model. In summary, while all variables positively affect the outcome, Teacher Competence and Evaluation is the strongest predictor, and Availability of Learning Resources has the smallest but still significant effect.

#### 4.1.11 Regression Model

The following regression model was tested:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

- Y = Success of assessments
- $X_1$  = Assessment design and structure
- $X_2$  = Student preparation and readiness
- $X_3$  = Teacher competence and evaluation methods
- $X_4$  = Availability of learning resources

**Table 14:** Regression Results

Variable	B	Std. Error	t	p-value
Constant	1.108	0.229	4.838	0.000
Assessment Design and Structure	0.324	0.067	4.835	0.000
Student Preparation and Readiness	0.278	0.064	4.344	0.000
Teacher Competence and Evaluation	0.396	0.058	6.828	0.000
Learning Resources	0.192	0.061	3.148	0.002

The regression model tested the influence of four independent variables—Assessment Design and Structure ( $X_1$ ), Student Preparation and Readiness ( $X_2$ ), Teacher Competence and Evaluation Methods ( $X_3$ ), and Availability of Learning Resources ( $X_4$ )—on the dependent variable, Success of Assessments ( $Y$ ).

The constant term ( $\beta_0$ ) is 1.108 with a p-value of 0.000, indicating that when all independent variables are zero, the baseline success of assessments is significantly different from zero.

All four predictor variables have positive and statistically significant coefficients ( $p < 0.05$ ), suggesting that each factor positively contributes to the success of assessments. Specifically:

- Assessment Design and Structure ( $\beta_1 = 0.324$ ,  $p = 0.000$ ): For every one-unit increase in the quality or effectiveness of assessment design and structure, the success of assessments increases by 0.324 units, holding other factors constant.

- Student Preparation and Readiness ( $\beta_2 = 0.278$ ,  $p = 0.000$ ): Improved student preparation and readiness lead to a 0.278-unit increase in assessment success.
- Teacher Competence and Evaluation Methods ( $\beta_3 = 0.396$ ,  $p = 0.000$ ): This variable has the strongest effect; a one-unit increase in teacher competence and evaluation quality results in a 0.396-unit increase in assessment success, all else equal.
- Availability of Learning Resources ( $\beta_4 = 0.192$ ,  $p = 0.002$ ): Greater availability of learning resources contributes positively, increasing assessment success by 0.192 units per unit increase.

In summary, the model reveals that all four factors significantly and positively affect assessment success, with teacher competence and evaluation methods exerting the greatest influence, followed by assessment design and structure, student preparation, and availability of learning resources.

## **4.2 Limitations of the study**

### **4.2.1 Financial limitations**

With insufficient funds, the researcher was not be able to recruit a large number of respondents, limiting the generalizability of the findings.

Financial constraints limited the access to high-quality data collection tools, such as specialized software for surveys or advanced equipment for experiments, It can compromise the data's validity and dependability.

Access to reputable databases and journals such as JSTOR, Springer, or Elsevier was expensive. Financial limitations restricted the researcher's ability to access critical literature, which could weaken the literature review and theoretical framework.

Research required consultation with experts or professionals, whose fees were beyond the researcher's budget, leading to missed opportunities for valuable insights.

### **4.2.1 Time constrain**

The researcher had limited time allocated for fieldwork or surveys, resulting in fewer respondents or incomplete data. In some cases, this could also mean gathering data only during a specific period, which may not capture seasonal or time-based variations in responses.

## CHAPTER FIVE

### SUMMARY, RECOMMENDATIONS, AND CONCLUSION

#### 5.0 Introduction

The results and interpretation of the variables in chapter four serve as the foundation for the conclusion as well as recommendations in this chapter, which summarizes the findings. Additionally, recommendations for additional research are given.

#### 5.1 Summary of the Findings

The study attained a strong overall response rate of 93.6%, as 280 out of the 299 targeted participants successfully completed and returned the questionnaires. Response rates by group were 100% for school administrators (1 respondent), 90.9% for teachers (10 out of 11), and 93.7% for students (269 out of 287), indicating strong participation across all categories. In terms of demographic characteristics, students dominated the sample, making up 96.1% (269 individuals), while teachers and administrators represented 3.6% and 0.3%, respectively. This suggests the findings mainly reflect student perspectives. The gender distribution showed a majority of females at 82%, compared to 18% males, indicating that female perspectives are more prominent in the study. Age-wise, most respondents (79.3%) were under 18 years, aligning with the large student population, while smaller proportions were aged 18–25 (13.9%), 26–35 (4.3%), and 36 and above (2.5%). Regarding experience within the school, respondents were fairly evenly spread: 38.6% had 1–3 years, 30% had 4–6 years, 22.1% had more than 6 years, and 9.3% had less than 1 year, showing a diverse range of involvement lengths among participants.

##### 5.1.1 Assessment design and structure

The findings on assessment design and structure indicate that respondents generally hold positive views about the quality and effectiveness of assessment practices. The highest-rated statement was that assessments align with learning objectives, showing strong agreement that assessments are well-matched to instructional goals. Similarly, respondents perceive the use of both formative and summative assessments as effective, reflecting a balanced approach to evaluation. The variety of assessment formats and the fairness and transparency of grading also received favorable ratings, though there was some variation in experiences. However, the communication of rubrics and

assessment criteria was rated somewhat lower, suggesting that there is room for improvement in how expectations are conveyed to students.

### **5.1.2 Student preparation and readiness**

The findings on student preparation and readiness indicate a generally positive outlook among students regarding their preparedness for academic assessments. The highest mean score (3.81) was recorded for the statement, "I set academic goals before assessments," suggesting that students actively engage in goal-setting as part of their academic strategy. Following closely, the statement "I frequently revise and follow a study plan" scored a mean of 3.77, indicating that many students adopt structured study habits. The perception of institutional support was also favorable, with an average rating of 3.70 for the availability of academic support such as tutoring, which reinforces the supportive role of the school environment. Students also reported feeling mentally and emotionally prepared for assessments, as reflected in a mean of 3.68, suggesting a generally positive emotional state during evaluation periods. However, the lowest-rated statement was "I manage my time well to prepare for assessments," which scored 3.65 and had the greatest standard deviation (1.01), indicating variability and some challenges in time management among students.

### **5.1.3 Teacher competence and evaluation Methods**

The findings on Teacher Competence and Evaluation Methods reveal that students generally hold favorable perceptions of their teachers' expertise and assessment practices. The highest-rated statement, "Teachers are knowledgeable in their subject areas," achieved an average rating of 4.32 with a standard deviation of 0.75, suggesting strong student confidence in teachers' subject mastery—a crucial foundation for effective teaching and credible assessment. Trust in teachers' evaluative judgments was also high, with a mean of 4.20, suggesting that students believe evaluations are conducted fairly and accurately. Moreover, the use of both formative and summative assessment methods scored a mean of 4.08, reflecting a balanced and comprehensive approach to measuring learning outcomes. Additionally, the alignment between assessments and content taught scored 4.06, reinforcing that evaluation methods are closely tied to instructional delivery. However, the lowest-rated item, "Teachers give timely and constructive feedback," recorded a mean of 3.94 and a relatively higher standard deviation of 0.88. While this is still a

positive rating, it highlights an area where student experiences are more varied, suggesting that some may not consistently receive prompt or helpful feedback on their performance.

#### **5.1.4 Availability of learning resources**

The analysis of the Availability of Learning Resources reveals that students hold moderate perceptions regarding the adequacy and accessibility of educational resources in their school. The highest-rated item, “There are enough textbooks and printed learning materials,” received a average rating of 3.55 whose standard deviation is 0.99, indicating general satisfaction with printed resources, though responses varied. The adequacy of physical learning facilities was also viewed fairly positively, with a mean of 3.51, suggesting that a majority of students feel the school infrastructure meets their needs. However, perceptions of digital and technological resources were notably lower. The statement “Access to e-learning or online platforms is available” had a mean of 3.32, and “The school provides access to computers and internet” recorded the lowest mean of 3.10, along with the highest variability in responses (standard deviation of 1.11), implying that access to digital tools is inconsistent and potentially inadequate for some students. Furthermore, the library’s relevance and currency received a moderate score of 3.43, reflecting that while some students find it useful, others perceive it as outdated or insufficiently stocked. The overall average rating of 3.38 whose standard deviation is 1.03 highlights generally average satisfaction with learning resources, but also reveals a substantial disparity in student experiences, especially in relation to technological access.

#### **5.2 Conclusion**

The study reveals that assessment practices are generally well-designed, aligned with learning objectives, and include diverse and effective methods of evaluation. Fairness and transparency in grading are also positively viewed, although there is some variability in respondents' experiences. The main area requiring attention is the clearer communication of rubrics and assessment criteria, which is critical for ensuring that students fully understand evaluation expectations

In conclusion, the overall average rating of 3.72 whose standard deviation is 0.94 suggests that students are reasonably well-prepared for assessments, particularly in terms of goal-setting and

study planning. However, inconsistencies in time management point to a potential gap that could impact student readiness.

In conclusion, the overall average rating of 4.12 and standard deviation of 0.81 indicate that teacher competence and evaluation practices are viewed positively, especially regarding subject knowledge, fairness, and alignment of assessments with learning content. However, variability in feedback timeliness suggests a gap that could be addressed to further strengthen the assessment process.

In conclusion, the findings suggest that while basic printed learning materials and physical facilities are moderately adequate, digital learning resources and library materials are not uniformly accessible or satisfactory for all students. These gaps may hinder effective teaching and learning, especially in an increasingly technology-driven educational landscape.

### **5.3 Recommendation**

It is recommended that schools enhance the clarity and accessibility of rubrics, provide training for teachers on communicating assessment expectations, and establish standardized guidelines to ensure consistency and fairness. Additionally, continuing the use of diverse assessment methods and regularly monitoring feedback can help maintain the quality and fairness of assessments.

It is recommended that schools implement time management workshops and training sessions to help students develop better scheduling habits. Additionally, the existing academic support structures should be maintained and enhanced, ensuring that tutoring and guidance services are accessible and tailored to individual student needs. Schools should also consider integrating emotional readiness programs to further support students' mental well-being during assessments.

Recommendations include encouraging teachers to provide more consistent and timely feedback to support student learning and self-improvement. Schools could implement professional development workshops focused on feedback strategies and effective communication of assessment outcomes. Moreover, ongoing dialogue between students and teachers about evaluation practices may promote greater transparency and continuous improvement in teaching effectiveness.

Recommendations include investing in the expansion and modernization of digital learning infrastructure, such as increasing access to computers, internet, and online learning platforms. Schools should also update and diversify library resources to reflect current academic needs. Finally, implementing equitable resource distribution strategies can ensure that all students benefit from consistent and inclusive access to learning materials, thereby improving the overall learning environment.

## References

- Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: The challenges and opportunities. *Interactive Learning Environments*, 28(6), 763-779.
- Brown, G. (2019). Assessment for learning in higher education. *Studies in Higher Education*, 44(5), 873-882.
- Fredricks, J. A., Filsecker, M., & Lawson, M. A. (2016). Student engagement, context, and adjustment: Addressing definitional, measurement, and methodological issues. *Learning and Instruction*, 43, 1-4.
- Freeman, S., Eddy, S. L., McDonough, M., & Smith, M. K. (2020). Active learning increases student performance in STEM education. *Proceedings of the National Academy of Sciences*, 117(12), 6476-6483.
- Jones, T., Smith, R., & Taylor, P. (2018). Enhancing assessment practices through technology. *Education Technology Research and Development*, 66(3), 345-360.
- Lee, S. W., & Wong, A. K. (2018). Technology-enhanced assessments in modern education. *Educational Research International*, 42(3), 14-22.
- Makoni, M. (2021). The assessment crisis in African education. *African Journal of Education and Development Studies*, 15(2), 45-59.
- Mwangi, J., & Wambugu, P. (2022). Implementation challenges of competency-based assessments in Kenya. *Kenya Journal of Education Research*, 10(1), 23-37.
- Ng'eno, J. K., & Waweru, P. (2019). Challenges in implementing competency-based curriculum in Kenyan schools. *Kenya Education Review*, 8(2), 21-36.
- Orodho, J. A. (2020). Education reform in Kenya: Achievements and challenges. *International Journal of Education Development*, 40(2), 51-64.
- Sisters of Mercy. (n.d.). History of Educational Initiatives in Nairobi. 2023.
- UNESCO. (2020). ICT in Education in Africa: Bridging the Digital Divide.

## **APPENDICES**

### **APPENDIX I: LETTER OF INTRODUCTION**

Dear Respondent,

My name is Catherine Gathoni Kamau, a student at The Management University of Africa, with Admission Number BEDK/2/00213/1/22. As part of the requirements for my academic research, I am conducting a study on the topic: "To examine factors influencing the success of assessments at Our Lady of Mercy Comprehensive School, Shauri Moyo." Given this context, your participation in completing the attached questionnaire is highly appreciated. Please be aware that any information you submit will be kept completely private and used only for academic research.

Thank you in advance for your valuable input.

Warm regards,

**Catherine Gathoni Kamau**

**BEDK/2/00213/1/22**

**The Management University of Africa**

## APPENDIX II: QUESTIONNAIRE

### SECTION A: BACKGROUND INFORMATION

1. Your role in the school?
  - a) Student [ ]
  - b) Teacher [ ]
  - c) Administrator [ ]
  - d) Support Staff [ ]
2. Gender:
  - a) Male [ ]
  - b) Female [ ]
3. Age group:
  - a) Below 18 years [ ]
  - b) 18–25 years [ ]
  - c) 26–35 years [ ]
  - d) 36 and above [ ]
4. How long have you been part of this school?
  - a) Less than 1 year [ ]
  - b) 1–3 years [ ]

c) 4–6 years [ ]

d) More than 6 years [ ]

## SECTION B: ASSESSMENT DESIGN AND STRUCTURE

Please rate your level of agreement with the following statements: 1 denotes strong disagreement, 2 disagreements, 3 neutrality, 4 agreement, and 5 strong agreement.

Statement	1	2	3	4	5
1. Assessments align well with the learning objectives.					
2. A variety of assessment formats (e.g., tests, projects, oral) are used.					
3. Assessment rubrics and criteria are clearly communicated.					
4. Both formative and summative assessments are used effectively.					
5. I perceive the grading and evaluation as fair and transparent.					

## SECTION C: STUDENT PREPARATION AND READINESS

Please rate your level of agreement with the following statements: 1 denotes strong disagreement, 2 disagreements, 3 neutrality, 4 agreement, and 5 strong agreement.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I frequently revise and follow a study plan.					
2. I manage my time well to prepare for assessments.					
3. I set academic goals before assessments.					
4. The school provides academic support (e.g., tutoring, mentoring).					
5. I feel mentally and emotionally prepared before assessments.					

#### **SECTION D: TEACHER COMPETENCE AND EVALUATION METHODS**

Please rate your level of agreement with the following statements: 1 denotes strong disagreement, 2 disagreement, 3 neutrality, 4 agreement, and 5 strong agreement.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Teachers are well-trained and knowledgeable in their subject areas.					
2. Teachers regularly use both formative and summative assessment methods.					

3. Teachers give timely and constructive feedback after assessments.					
4. Assessment methods used are suitable for the content taught.					
5. I trust my teacher's judgment during evaluations.					

### SECTION E: AVAILABILITY OF LEARNING RESOURCES

Please rate your level of agreement with the following statements: 1 denotes strong disagreement, 2 disagreement, 3 neutrality, 4 agreement, and 5 strong agreement.

Statement	1	2	3	4	5
1. There are enough textbooks and printed learning materials.					
2. I have access to e-learning materials or online platforms.					
3. The school provides access to computers and the internet.					
4. The library has updated and relevant resources for study.					
5. Learning facilities are adequate for all students.					

