

**INFLUENCE OF SUMMATIVE ASSESSMENT ON LEARNER MOTIVATION  
AMONG PRIMARY SCHOOL PUPILS IN WEST POKOT COUNTY, KENYA**

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**DECLARATION**

I, Peleng'ura Moses Pkorkor, hereby assert that, the project is my own and never has it been presented to any other institution for some academic honor.

Sign..... Date.....

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**Declaration by the Supervisor**

This research project has been submitted to the University of Nairobi with my own approval as the University of Nairobi Supervisor.

Sign..... Date.....

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## **DEDICATION**

To my own family.

## **ACKNOWLEDGEMENTS**

It is my pleasure to recognize individuals who impressively made this project to be successful. I really escalate my household for their immeasurable patience, support and understanding. Thanks to my colleagues exclusively Asewe George and Mutisya Joseph for the moral support and inspiration. Sincere thanks to Dr. Japheth O. Origa of the University of Nairobi who is my supervisor for his patience, guidance, personal interest and productive criticism during this study, his readiness in going through the project. I can't forget his awesome remarks and input towards the work of this project.

## ABSTRACT

The project purposed to ascertain the influence of summative assessment towards learner motivation among primary school pupils in the county of West Pokot within Kenya. Objectives here comprised of: to analyze the effect of high-stake assessment on student motivation; to examine the impact of final examinations on pupil motivation; to ascertain the influence of Annual Examination on pupil motivation; and to find out the extent to which repeated practice tests influence learner motivation. The study embraced descriptive survey design and the target population for the research encompassed primary schools of the government within West Pokot County in Kenya. It involved 12 public primary schools in West Pokot County including two public primary schools for pilot study and applied simple random selection method to get the respondents for the questionnaires. Main instrument for collecting data utilized was questionnaire. Instrument was authenticated in terms of face and content validity. Test re-test technique was applied in estimating reliability of the instrument. Statistical Package for Social Sciences (SPSS version 11.5) was employed for data analysis. Tables, graphs and pie-charts were utilized in presenting results. The research revealed that high-stake testing motivate pupils to learn. 70% of the respondents supported the idea that it motivates the learners. The study also found out that final examinations motivate the pupils to learn. Most of the respondents (1= 288 degrees) supported the idea that final examinations motivate their learners. Similarly, the research established that annual examination motivates the pupils. Repeated practice tests were also found to motivate them. In overall, the study revealed that summative assessment motivates pupils to learn. The research suggested that the government of Kenya should continue with the use of summative assessment since the study reveals that it motivates the learners to study. Furthermore, it is recommended that more resources and teachers are needed to implement summative assessment in primary schools. This is because the study shows learners like it. Therefore it is worth invested into.

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## **ABBREVIATIONS/ACRONYMS**

<b>KCPE</b>	Kenya Certificate of Primary Education
<b>NCLB</b>	No Child Left Behind
<b>CST</b>	Carlifornia Standards Test
<b>SPSS</b>	Statistical Package for Social Sciences
<b>USA</b>	United States of America

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

In this area, an overview of project is provided. Subsections covered here consist of: research background, declaration of problem, research purpose, objectives of research, and questions of research, importance of research, limitations and delimitations, basic assumptions and terminologies' definitions.

#### **1.1 Background to the Study**

Education means compilation and products of the many and varied resources. Among these, educators stand out as key to realizing the high standards that are progressively stressed in class and school systems across countries (Rice, 2003). Kenya's strategic set up popularly referred to as 'vision 2030', singles out education as a method for remodeling the state into associate industrialized middle-income economy by the year 2030 (GOK, 2008).

Assessments are becoming increasingly significant for educators within primary schools since administrators as well as parentages need thorough information about youngsters' literacy progress including achievement. Instructors are certain that their main mission is teaching and supporting child's entire development. Numerous teachers are frustrated because of the pressure required to evaluate as well as report test grades which just offer partial proof, prevent test time utilization. People need to comprehend the limitations and difficulties of initial evaluations and the need for proof. A lot of educators prefer standardized assessment because they believe that they are more valuable to parents and students than other forms of assessment (Scott, 2004). Pupil study is more significant in comparison to their scores, position that holds learning plays a vital role to acquire what they want to use it in their education career and farther in professional life (Ayesha et al., 2018).

The effect of summative tests on pupils' motivation may be either indirect or direct. A direct influence may be either through inducement or anxiety while indirect influence may be because of a lot of stress which they inflict to educators. Any negative effect on learner motivation is extremely undesirable especially at this current time when formative assessment is more embraced than summative assessment. It is claimed that use of test scores remain to have an adverse negative consequences of the learner of

today (Wynne & Ruth, 2002). In U.S currently, most young kids commit suicide and use of test scores in standardized testing is to blame.

Assessment could be any test that covers some activities within which an evidence of learning is gathered in a systematic manner, and usually employed in creating judgment concerning learning process. In case its aim is to assist in selections concerning the way to advance learning and make judgments about the next course of action in learning process, then is said to be formative. In case the aim of that assessment is to summarize learning that has occurred over a period of time then it is said to be summative (Wynne & Ruth, 2002). Summative assessment comes at the end of teaching in every session or year. It assesses the extent to which the educational are attained provides info to guide grading of pupils and evaluates teacher effectiveness (Dembo, 1994).

For most pupils in several Western nations, summative assessment is not just a one year occurrence with minor purpose (Stiggins, 2001), instead, it is a recurrent practice which might cause great negative effect to learner motivation. Furthermore, a lot of studies show that the negative impact of summative assessment is greater in low achievers than high achievers. This is claimed to broaden the gap between high and low achievers (Madaus, 1992). As far as backwash is concerned, this could be used either in a positive or negative manner, by applying learners' passion on assessment so as encourage suitable learning practice. This happens for a well-planned assessment, designed, and aligned to evaluate identified results. Therefore, concentrating on assessment can ensure that pupils are learning and indicating the desired outcomes (Biggs & Tang, 2007).

According to Great Schools Partnership (2014), most of the well-known including widely debated summative assessments examples are standardized tests managed by states as well as testing organizations, usually in reading, mathematics, science, and writing. Additional summative assessments examples comprise: chapter tests or end-of-unit, semester tests or End-of-term, high stake tests used for purposes of institute accountability, school admissions and end-of-course evaluation (for example, International Baccalaureate exams or Advanced Placement) and culminating learning activities or other types of "achievement assessment," including portfolios of pupil

work collected after some time and assessed by educators or projects of capstone that learners work on for extended duration of time.

While many summative tests are administered at the end of teaching period, other summative assessments could be applied diagnostically. For instance, the rising availability of learner information which is made possible thru online grading schemes and databases enables educators to access assessment grades from past years or some courses. Through reviewing this information, instructors can identify students who struggle in some subjects or with some concepts. Furthermore, pupils can be permitted to do certain summative assessments repeatedly, and educators can use results to prepare learners for forthcoming test administrations. It can be noted that colleges and districts might use “benchmark” or “interim” exams to monitor learning progress and determine if they are mastering the content that is to be evaluated from end-of-course exams or standardized exams. Other educators perceive interim tests as formative because they are usually employed diagnostically to update instructional adjustments, while others may perceive as summative. There is constant debate in education system concerning this discrepancy, and interim tests may be described otherwise from one place to another (Great Schools Partnership, 2014).

Summative tests are given after a lot of learning has taken place and the results are normally used to evaluate the teacher, learner or an institution. Feedback to either the pupil or parentage is not immediate and response to the learner is typically limited. The pupil generally has no chance of being reassessed. Therefore, summative tests have the little effect on improving either pupil's performance or understanding. Parents usually use outcomes from summative tests to help them know the achievement level of their children in relation to criteria set. Educators/institutions may use these tests for identifying weaknesses and strengths of instruction and curriculum. The improvements made can only affect the subsequent term's/year's pupils (Andrea, 2018).

Motivation is a very important factor educators need to consider so as to make learning better. Many cross-disciplinary models have been suggested to elucidate motivation. Whereas all these models have certain truth, none of them seems to sufficiently explain human motivation. Human beings and learners in specific are complex beings with multifaceted necessities and wants. According to teachers, very little learning/teaching can happen unless pupils are motivated consistently (Kaylen & Caroline, 2015).

Testing in an institution is usually conducted for assessment, to grade or rank students according to their capacities. Tests serve other functions in learning settings that largely improve academic performance. Most instructors view exams and other assessment forms including essays, papers and homework as undesirable. True, pupils learn and study more when they do tests and assignments, though they pose an ordeal to both the learner (who has to complete the tests) and the educator (who has to create and grade the tests). Tests and quizzes are given regularly in rudimentary schools, usually every week, though testing reduces infrequency as the learner rises in educational system. At the period students join college, the learners may do just a midterm test and final test in many preliminary stage courses. Standardized exams are done by learners to assess the relative achievement relative to other pupils in their nation and assign percentile ranking to them (Henry et al, 2011).

Motivation is usually concerned with either a drive, enticement or power to achieve a particular goal. Motivation isn't a sole entity but holds e.g. self-efficacy, effort, self-regulation, and interest, self-esteem, learning disposition and goal orientation. Education is also a complicated phenomenon that can't be perceived as a sole unit but is understood best as an area or just as a biological composite. There are many issues that affect learning and pupils. They include metacognitive factors, cognitive factors, affective factors, motivational factors, social and developmental factors, and learner difference factors. Learners can either be motivated extrinsically or intrinsically. Learners that study for external gifts are claimed to stop learning once the reward is achieved and normally get demotivated when the set target is unattainable. For learning to continue, the drive is supposed to be inherent, the incentive being in learning process and in recognition that learners take charge of their own learning and remain accountable for their own learning process (Wynne & Ruth, 2002).

## **1.2 Statement of the problem**

Vision 2030 and also constitution of Kenya (2010) clearly put emphasize on the cohort and knowledge management, and the desire to improve productivity and competence. Technology, Science and Innovation remain critical to application and creation of information in a way that allows a nation to create a set of tradable services and goods. In Kenya, just as in most African nations, achievement in exams has remained to be used for judging learner's capability and also a way of assortment for advancement in

education and employment projections. For the past years, discrepancies have been witnessed in the examinations performance by learners at various levels of educational system, whereby some pupils performing better while others perform dismally. Persistent inequalities in academic achievement in West Pokot County in many years have raised a pronounced concern to teachers, students and other participants in educational sector. A part from these disparities, there are varied views concerning the influence of summative assessment on learner motivation. Bishop (1997) provided an evidence which shows that application of summative assessment motivates students and improve the academic performance while Rothstein (2002) provide evidence that summative assessment demotivate student and raise the proportion of learners who quit school early. This creates a gap that motivates the researcher to investigate the influence of summative assessment on learner motivation among primary school pupils in the county of West Pokot in Kenya.

### **1.3 Purpose of the Study**

Research aimed at analyzing the effect of summative assessment on learner motivation among primary school pupils in the county of West Pokot found in Kenya.

### **1.4 Objectives of the Study**

Research was intended to realize the objectives below.

- a) To investigate the consequence of high-stake tests on learner motivation amongst primary school learners.
- b) To examine the impact of final examinations on learner motivation among primary school children.
- c) To examine the influence of Annual Examination on learner motivation among primary school pupils.
- d) To establish the extent to which repeated practice tests influence learner motivation among primary school kids.

### **1.5 Research Questions**

Research demands which guided study consisted of:-

- a) What is the consequence of high-stake tests on learner motivation amongst primary school learners?



- b) What is the impact of final examinations on learner motivation among children in primary schools?
- c) To what extent does Annual Examination affect learner motivation for learning among primary school pupils?
- d) To what extent do repeated practice tests influence learner motivation for learning among primary school kids?

### **1.6 Significance of the Study**

Research outcomes are vital to the officers in research fields and Kenyan schools, teachers, and strategic planners, parentages and students. The findings of this study will also assist in creating awareness amongst pupils about opportunities to increase KCPE examination performance. The findings will also open additional research holes for forthcoming research in educational field particularly concerning the influence of summative tests on learner motivation amongst primary school children.

### **1.7 Limitations of the Study**

Research took place in the county of West Pokot which is amongst semi-arid areas in North Rift Region of Kenya and therefore the findings are inapplicable in other counties in Kenya. It seemed quite difficult to conduct study among primary schools in the entire county due to cost factor and the time factor. The researcher will therefore carry out the study in only 14 public primary schools. Furthermore, it was hard for the researcher to control feelings of respondents during the study. This affected study discoveries adversely because the respondents might have just given information to please the researcher.

### **1.8 Delimitations of the Study**

Mugenda and his friend Mugenda (1999) define delimitations as boundaries to any study. The scientist might have not taken into account all the educational resources within the teaching learning method. Also, the study was restricted to only 1 county and further confined solely to fourteen public day primary schools. Therefore, the findings from this study don't seem to be a mirrored image performance in KCPE in West Pokot County or the country as whole.

### **1.9 Basic Assumptions of the Study**

The assumptions for which study was conducted include: The challenges faced by primary schools which are for government concerning KCPE performance are the same. The respondents were honest when filling the questionnaires. The environment was safe for conducting the research since cattle rustling is rampant in West Pokot

### **1.10 Definitions of Significant Terms**

**End-of-term exams** are exams given at the end of every term.

**High-stake testing** is any exam which is used by either learners, teachers, institutions or districts in decision making.

**Learner** is a pupil who is ready and willing to accept an information from the teacher.

**Motivation** is a student's drive to prosper in learning process.

**Primary school** is a place where pupils go to receive education from the teacher.

**Repeated practice tests** are tests given frequently to evaluate pupils' progress in learning

**Summative assessment** is an assessment that occurs after a lot of learning has taken place and the results are basically for school's or teacher's use

**Annual system of Examination** is the one which conducts one examination once a year.

**Final Examination** is a test utilized for making an ultimate review of topics taught or learned by a pupil in a particular subject area.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This area seeks to analyze relevant literature plus theories with regards to the influence of summative assessment on learner motivation.

#### **2.1 Concept of Motivation for Learning**

Each and every thing learners perform is underscored by some type of motivation. These include learners and their incentive for learning. The act of motivation is crucial for learning because it is what drives pupils to learn. It is the determining issue in learning since learners who don't wish to be told won't learn despite the teacher's caliber, and learners who do wish to be taught can. However, pupils' motivations might change in such a way that even learners who are not interested in learning may change their thoughts upon contact with stimulating surroundings. To ensure students fully engaged, learners need to be active participants in the learning process. As compared, surface learners gravitate in the direction of individualized learning and mostly perform well when people motivate them. The best way to teach learners is to bring the knowledge they have acquired outside into classroom learning. Active learning involves learner's interaction with social environment and the teacher. These interactions have proven to motivate pupils (Chi, 2008).

In order to facilitate active learning, Ward and his friend Bodner (1993) suggest for educators to evaluate learners based on the set criteria instead of comparing learners themselves. They also advice instructors to stress active learner participation and self-evaluation as a means of motivating them. They go further to suggest that teachers need to incorporate questions which expect pupils to explain as well as justify their answers instead of those that encourage memorization. Brown (1987) explains that motivation is a drive towards a specific goal. He further states that a learner who is driven towards a desired goal and is willing to invest his energy and time to realize that set goal is a motivated one. Additionally, he puts it clear that everyone has a drive that is internal. However, the strength of that drive depends on the external environment.

As far as Dweck (2008) is concerned, learners who always believe that knowledge is a constant thing normally fear facing tasks that tend to be a challenge to themselves. They always believe that when they face a challenge then they will be unable to accomplish

their tasks while. On the other hand, learners who believe that challenge is part of learning do learn better. These learners understand the reason of working hard and how this makes them develop their learning abilities. The idea here is to make pupils understand that brain is just a muscle that becomes stronger with more use.

Ryan, Arbuthnot & Sammuel (2007) believed that students become actively involved in learning process based on their capabilities and prospects. This applies also to growth and learning motivation. Learners are strongly motivated to learn when they know that they have a support from their communal environment and a good environment that supports mastery learning as opposed to that which encourages memorization. Motivation together with learning have a strong relationship. Motivation is fundamental for student's aspirations and performance. Thus, it is vital to prosper in learning and without it nothing is probable not just in school but also in real life. The process of learning is endless. Achieving high motivation continuously is crucial. It is what inspires pupils to encounter all the challenged and tough situations. Motivation is an enormous need to satisfy (Juliana et al, 2017).

Many factors affect learning a language. However the greatest on in the motivation to study it. Studies together with experiences indicate that pupils with a strong drive to achieve a goal will achieve it no matter the situation. Whether motivation is intrinsic or extrinsic, these pupils always set long term goals and are at all times focused to achieving them. They are very easy to teach and educator only needs to help set goals and sustain the motivation which they already possess within them. Though, not every pupil is strongly motivated and knows how to set his or her own goals clearly. Motivation may originate from previous experiences including parent's attitudes, community members, and learner's attitude to target language and even peers themselves. The educator's attitude as well as his or her behavior seem to be of great importance for such learners. Educators are placed at a better position to motivate learners especially through ensuring that school room atmosphere is conducive for learning process and even by ensuring that classroom activities are interesting to learners. A part from these, the teacher can also try to build a good rapport with his or her learners, help learners set achievable short-term goals and handle learners with decorum through fair treatment, respect and a sense of care. Instructors also need to create an environment of success which makes learners strive for better performance (Nina et al, 2011).

## **2.2 High Stakes Testing and Learner Motivation**

Any test which helps in making vital decisions concerning students, educators or an institution is referred to as a high-stake test. This test also assist in evaluating the effectiveness of curriculum as well as teachers. It ensures that learners are placed in right schools and taught by qualified teachers. Furthermore, it helps fix the required penalties including sanctions or reduction in funding. At the same time it can also be used to reward better performing schools and compensate teachers, institutions or learners for better academic achievement. The aim of designing high-stake testing was to ensure that tests are taken seriously by both educators, school children and even administrators. It also aimed to improve an organization's performance by advising on better ways to improve to make test scores better (Maddolyn, 2016).

In high-stake testing, educators do emphasize transmission of knowledge rather than active learner involvement. This style of teaching favors pupils who like learning in this manner while disadvantaging those who like creative learning which completely engages them and this may bring their self-esteem down (Wynne & Ruth, 2002). High-stake tests cause learners to have performance goals which requires them to have higher scores rather than learning goals which require learners to apply what they have learnt in real life situations. In this manner, it motivates only pupils with achievement goals and not those who have learning goals. These learners tend to be motivated most by external exams. Learners who are motivated by high-stake exams tend to prefer rote learning as opposed to learning to learn which is for pupils having learning goals. (Kellaghan et al, 1996).

High-stake examinations were created by NCLB law because they wanted to check in pupils were meeting the expected goals of learning. This helped to hold institutions responsible thus ensuring equity among various schools in the districts and amongst different clusters of pupils. It also helped to provide necessary resources to learners with special abilities within the school system. It was a legislative requirement that test scores were to be tracked and the same reported to assist in motivating the better performing schools and help improve the schools that were underperforming. NCLB legislation created a sense of accountability among the institutions. This motivated the invention of standardized testing. Just like many countries across the world, California became the first to develop and use standardized exams. California's intention for developing standardized tests was to improve learner attainment thru adoption of

content standards and measuring if pupils were meeting these set standards. This was made possible by the use of California Standards Test (CST). On the test grades, a sanction or a reward was attached. However, this supposition is improbable to hold in case pupils aren't motivated to achieve high marks in these exams (Ryan et al, 2007).

Bishop (1997) cited that employing high-stake exams improved pupils' mathematics scores that he credited to upsurges in pupils' efforts as well as assistance from teachers, parents, and administrators. North Carolina educators interviewed by the government's teacher association showed high stress levels and low drive among pupils after high-stake testing introduction in the state. As per the study, 63% of educators and school administrators stated that the concentration on testing increased pupils' stress level. Critics say that high-stake examinations perpetrate anxiety on scholars and educators, making classrooms factories for test-preparation rather than laboratories for meaningful learning (Annie, 2015).

Positive effects of high stake exams include: provide learners with rich information concerning their skills, make pupils motivated to learn, provide clearer information to learners concerning what to learn, enable pupils relate & align individual hard work with rewards, and bring competition within learners themselves. Negative effects of high stake exams include: makes learning more competitive, make pupils devalue score, frustrate learners and dishearten them from attempting (Hamilton & Klein, 2002).

At first federal law makers thought that high-stake examination would increase learner performance and motivation to learn. However, there is enough evidence to prove really that it demotivates them and raises dropout rate among pupils. High-stake examination performance in more than 18 states has not improved despite high marks achieved in state owned exams. Researchers have found that sanctions and rewards are connected to tests score by saying that they make learners less driven to acquire knowledge and less engaged in creative thinking. Additionally, they established that high-stake exams cause educators to take charge of students' learning, denying them opportunities to control their learning. Once the stake gets higher, instructors stop encouraging learners to explore thoughts and topics which they like. The supposition that high stake exams motivate pupils appears flawed due to the fact such exams frequently decrease pupil motivation and results to high dropout rates. Dropout rates rise in the whole U.S and high-stake exams to blame (Rothestein, 2002).

Failing high stake exams meaningfully increase the probability that even pupils with improved academic records may quit school. In nations where learners are promoted based on whether they pass tests of the states, the number of learners who quit school increases. High-stake exams also cause further complications for many schools. Institutions usually stress drilling practices for learners to pass these high-stake tests. Regrettably, these tests make some teachers and students dishonest and even compel them to cheat. High-stake examination accepts that, consequences and rewards which are attached to difficult exams will motivate pupils to learn (Orfield & Kornhaber, 2001).

Any test is primarily meant to encourage learning and teaching within the schoolroom. Assessment has become an instrument for implementing accountability in teaching process and it even goes outside the class. Saleable exams remain applied in measuring curriculum mastery, norm referenced exams are utilized in comparing learners to national goals, and criterion referenced exams are applied in evaluating the achievement of state attainment standards (National Commission on Testing and Public Policy, 1990). In the previous twenty centuries, the use of standardized exams for accountability purposes has drastically increased (Linn, 2000).

### **2.3 Final Examination and Learner Motivation**

The function of final exam is to make a concluding evaluation of the learnt topics and make judgment on whether students understood the topics learnt. A final refers to a larger form of a "unit test". Unit tests and final tests have a similar purpose except finals are larger. Not all curricula or courses end in final exams. Teachers can allocate a final project or term paper in certain courses. The weight of final exams vary. It could be large or just a factor in student's unit grade; in some cases, it might have a similar weight as mid-term test, or the pupil may be excused. Not entire finals is to be cumulative, though, some just cover the course presented since last exam. For instance, a microbiology material might simply cover a topic in parasites and fungi in final test if this is the rule of the teacher, and all additional subjects available in the unit would not be examined in final exam. In the United Kingdom, majority of schools give "Finals" at the culmination of the whole degree course. In Australia, exam period changes, with secondary institutes normally assigning 1 or 2 weeks for final exams (Horror, 2003).

Scholars don't like final exams instead, they like exams for just a unit that covers the only few areas taught before the exam began. Learner would be very happy if the final exam covers just one unit taught previously rather than that which is comprehensive. A lot of studies show that pupils don't like final exams even though people believe that it promotes learning as well as retention which is long term (Lawrence, 2013).

#### **2.4 Annual Examination and Learner Motivation**

Annual system of Examination is one that conducts one Examination at the closure of the year. Annual system lets educators to teach a pupil while getting help not only from books but also from multimedia, modern technologies, internet facilities in order to learners get into the detail of any subject area and to increase knowledge (Ayesha et al., 2018). It is usual that annual exams influence the pupil's attitudes (Higgins et al., 2001). Educators believe the fact that standardized exams cause pupils to experience stress, fatigue, burnout, misbehavior, physical illness as well as psychological distress (Smith & Rottenberg, 1991). Irrespective the level of penalties attached to a test, there are more undesirable than desirable consequences of examination, including stress and as well as a lot of testing (Clarke et al., 2003).

The annual system provides quality learning in terms of conceptual knowledge due to long duration academic year, retention of knowledge, the involvement of curricular & extracurricular activities, acquisition of practical skill, on other hand high marks, concentrated short quick learning study. Examination system is a systematic process to create pillars for society, conjures up an image of fear and dread. Different examination system was used all over the world mainly semester & annual systems were in focused with their unique characteristics used to evaluate student and quality of education as students had to grab knowledge concepts of in short duration of time in semester as compare to annual system, but at same time students felt convenient in semester system as course divided & learnt in short form as compare to annual system whole course learnt & evaluated at end of year became master of course. Each examination system has its own importance in different regards; as the annual examination system gives an opportunity to grasp concepts and in the study of texts. In this system, students get enough time to do mastery over subjects, but in semester system students built concepts in short duration (Ayesha et al, 2018).



## **2.5 Repeated Practice Tests and learner Motivation**

Repeated testing is an influential practice that straightly enhances thinking and learning skills and it can be beneficial to pupils with a feebler academic background (Gosling, 2014). The testing does not just promote the memory of facts. The act of obtaining information from modular oblongata also fosters deep learning. Pupils involved in bottomless learning can to make inferences from and connections among the realities they discern and can to utilize their knowledge in many contexts (transfer learning) (Wynne & Ruth, 2002).

Having recurrent tests, quizzes, or assignments stimulates pupils to learn. Every teacher and e student is aware that many pupils procrastinate and frequently do not learn till the nighttime before an exam (Henry et al, 2011). Recurrent testing motivates learners to learn and also allows them to understand some gaps existing their knowledge. Repeated testing promotes accuracy in learners when selecting what to learn in some situations, but then again in other circumstances they can make meagre choices (Karpicke & Blunt, 2011). Butler (2010) in his research exposed that repeated exams result to better transfer as well as retention on final tests relative to repeated learning. The outcome showed that the gains of a test to improve learning aren't restricted to retention of a specific response examined during first learning but slightly extend to knowledge transfer in many contexts.

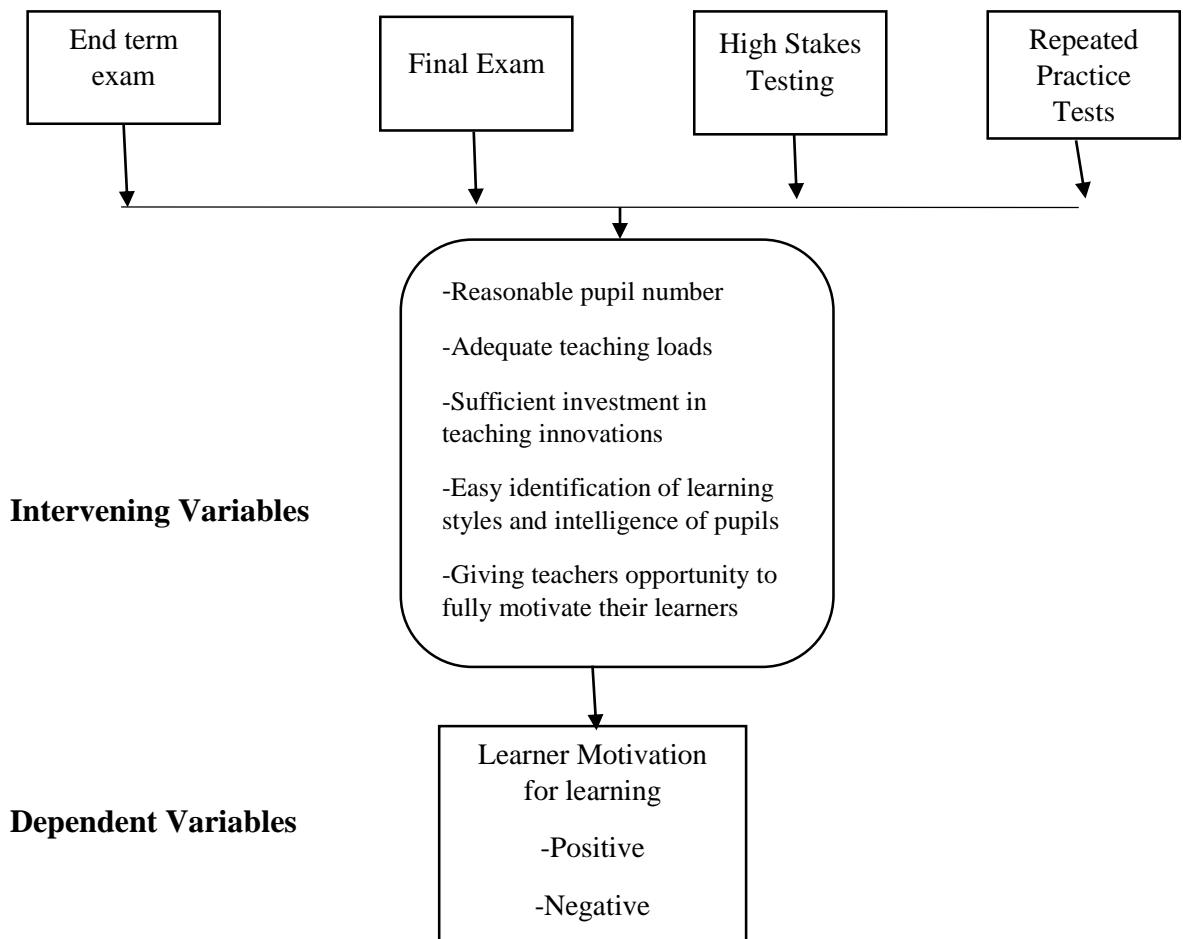
## **2.6 Theoretical Framework**

This research was steered by extrinsic motivation theory. This form of motivation occurs when learners are motivated by a consequence that is outward or functionally unconnected to the act in which learners are involved (Cheryl, 1992). When pupils work hard in order to win parents' favor, obtain teachers' approval, or receive rewards including pocket cash, we may conclude that the motivation is mainly extrinsic, the reason for achievement and learning lie largely outside them and the goal of learning isn't for knowledge but the external rewards so as to increase self-esteem. The outward rewards and praises encourage pupils to actively learn more (Yuan, 2009). Extrinsic motivation means that the behavior is motivated by outward rewards like fame, grades, cash and praise. This kind of motivation ascends from the learner externally (Kendra & Steven, 2018). The implication of the theory to the study is that if the pupils are aware that summative assessment is approaching, they become more motivated to learn than if summative assessment were not there. The summative

assessment is a form of extrinsic motivation since the student is motivated by external factors such as final exam, end-term exams, and high stake testing and repeated practice tests. The pupils will be motivated by better grades in these tests.

## 2.7 Conceptual Framework

### Independent variables



**Figure 2.1: Conceptual Framework**

Source: Field work (2018)

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

Research methodology denotes systematic way of solving research problems. Techniques of study applied by a specific academic area. It can be assumed as a discipline of study, how research is conducted in a systematic manner (Kent, 2012). Besides discussing, this section presents research methodology. It also labels research design and process, process of gathering data, methods of analyzing data, as well as moral consideration in research process.

#### 3.1 Research Design

Kumar (1999) tries to define design as procedural strategy that is implemented by researchers so that they can answer questions accurately, objectively and with cogency. An outmoded research design refers a blueprint of how a study needs to be accomplished; operational variables for choosing a sample, measurement, collecting raw data and examining the outcomes of attention to the research, as well as testing hypotheses (Thyer, 1993). The study applied descriptive survey design. This describes occurrences as they are. Descriptive studies usually take data that is raw and recapitulates it in useable form (Ahuja, 2006). The design was utilized for the reason that it's descriptive in nature so as to assist research worker in data collection from the sample members (Miriam, 2013).

#### 3.2 Target population

Populace is a collection of people or objects with f characteristics which are of interest for the study (Ogula, 2005). The target populace for the research was illustrated as in the table that follows.

**Table 3.1: Target populace**

Public Primary Schools	Teachers	Pupils
240	2,400	19,234

**Source:** Opendata, MoE (2017)

### **3.3 Sample size and sampling technique**

A process of selecting variety of objects for a particular study in such a manner that the individual elect characterize the big cluster from where they were obtained is known as sampling (Miriam, 2013). This research involved twelve schools and sixty academics within West Pokot County Public Primary institution. These excluded 2 schools for pilot study. The study applied purposive sampling to pick out the twelve institutions for the study and simple random sampling to select 5 academics from every college to get the respondents for the questionnaires.

### **3.4 Description of Data Collection Instruments**

Main assortment instrument for data employed for this research was questionnaire. A questionnaire was utilized for reasons which comprise: a) it is able to be used with many respondents within a short allotted time; b) it gives the respondents adequate time to answer the items in the questionnaire; c) it assures maximum confidentiality to the respondents in the research process and; d) it evades biasness because it is normally objective just like interview (Owens, 2002).

### **3.5 Instrument's Reliability and Validity**

#### **3.5.1 Validity**

This is level by which an instrument measures what it purports to measure in a given study. As per Mugenda and his colleague Mugenda (1999) statement, validity refers to meaningfulness as well as correctness of data gathered in any study. The validation was done by the supervisor in form of face and content validities. The content technique tries to measure the level to which item questions replicate specific parts covered.

#### **3.5.2 Reliability**

Reliability is the extent to which the instrument produce the same result in subsequent tests. It refer to level by which a study instrument produces dependable outcomes after recurrent trials. In case the scientist administers an assessment to an individual twice and obtains similar score, then the assessment is reliable (Mugenda & Mugenda, 1999). It is all about dependability stability, or consistency of an instrument (Nachmias & Nachmias, 1996). The test-retest approach was applied in estimating the consistency of the questionnaire. This involved giving the same form two times to the identified respondents for that purpose.

### **3.6 Data Collection Process**

All the authorization materials were availed by the researcher before the process commenced including a note introducing researcher that was obtained from the department of psychology. The researcher then sought permission from NACOSTI as well as the ministry of education at the county level. He then went to the schools to seek an audience with the head teachers. After that, the researcher proceeded with issuing of questionnaires which were then collected the following day. Questionnaire eased data collection process since most of respondents were reached in good time and were given enough time to respond to queries. During the instrument issuance, purpose of study was clarified to respondents.

### **3.7 Data Analysis Procedure**

A combination of qualitative together with quantitative techniques were applied in analyzing the data obtained. Coding was carried out for the quantitative data and then entered into pc for computation. Statistical Package for Social Sciences (SPSS version eleven point five) was utilized for running descriptive statistics including percentages and frequency in order convert quantitative data into graphs, tables and pie-charts according to research queries. Qualitative data were categorized into themes according to research goals. Qualitative data helped reinforce quantitative one.

### **3.8 Ethical Considerations**

It was clarified that study was academic whereby utmost confidentiality was taken not to disclose the identity of the respondents. Participation in the research was by option and in this case, respondents were allowed to get involved research or else withdraw from it without coercion.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.0 Introduction

The section deliberates research outcomes as well as study discussions.

#### 4.1 Background information

##### 4.1.1 Response rate

This research was involved twelve schools in West Pokot County Public Primary schools. Sixty questionnaires were delivered to teachers from randomly selected primary schools. Out of these, 56 were successfully collected which is equivalent to 97% response rate. This is satisfying for data analysis as recommended by Mugenda (2003). The rate of questionnaire return was summarized in table 4.1 below.

**Table 4.1: Questionnaire return rate**

<b>Respondent</b>	<b>Sample</b>	<b>Returned</b>	<b>Percentage (%)</b>
Teachers	60	56	97

##### 4.1.2 Knowledge about summative assessment

The question intended to know whether educators have good knowledge about summative assessment. Out of the questionnaires distributed, 100% asserted that they know the meaning of summative assessment. The respondents cited that this is a frequently used national exam and all the teachers are aware about it.

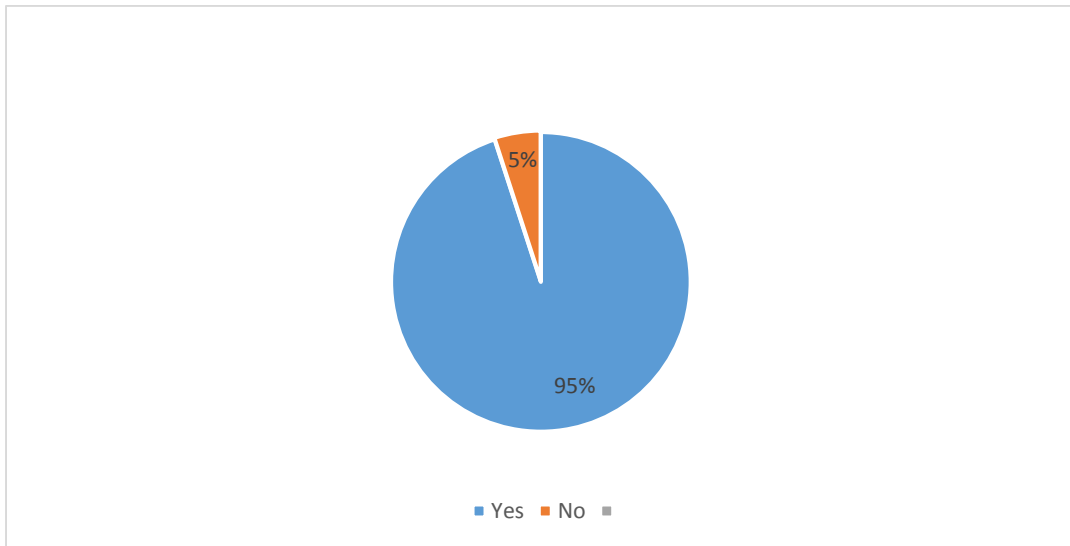
##### 4.1.3 Frequency of using summative assessment

The respondents were asked how often they use summative assessment to gauge their learners' achievement. Out of 56 respondents issued with questionnaires 30% indicated that they give summative tests monthly, 20% were in agreement that they give it termly, 30% concurred that they administered summative test yearly while 7% agreed that they administer it in all the above periods.

##### 4.1.4 Thoughts on whether summative assessment motivates learners.

In order to know whether summative assessment motivates learners, those who were answering the questionnaire were requested to indicate if they agree with the fact that

summative assessment motivates the learners. The question was in form of yes or no. The pie chart below summarizes the response from the respondents.



**Figure 4.1: Thoughts on summative assessment**

The findings as shown in the pie chart indicates that 95% of the respondents supports the fact that summative assessment motivates the learners while 5% disagree with the statement. This is in disagreement with Wynne & Ruth (2002) that highlights that a direct impact of summative assessment is that it induces test anxiety and demotivates low score learners.

#### **4.1.5 Attitude of learners towards summative assessment**

For the attitude of learners towards summative assessment to be known, it was requested that the respondents indicate whether learner's attitude is very good, good, poor or very poor towards summative assessment and the outcome is as shown in the table below.

**Table 4.2: Learner's attitude towards summative assessment**

Attitude rate	Very good	Good	Poor	Very poor	Total
Number	6	36	14	0	56
Percentage	11	64	25	0	100

According to the findings as shown in the table above, 11% , 64%, 25 and 0% suggested that learners attitude towards summative assessment is very good, good, poor and very poor respectively. Majority (64%) of the respondents said that learners attitude towards summative assessment is good. None of the respondents (0%) agreed with the fact that learner's attitude towards summative tests is very poor. There was an insignificant number (11%) and 25% which agreed that the pupil's defiance towards these tests is very good and poor correspondingly.

#### **4.1.6 Effect of Summative Assessment on Learner's Performance**

OECD (2013) states that prudent strategic interventions for assessment with proper defined learning goals and ensures that pupil remains at focal point of learning, proves to be able to improve pupil's performance as well as ensuring that there is equality in learning activity. This view is supported by the study's findings which show that 61% of the respondents supported an idea that their learners performance improved after giving summative assessment tests. However, this is against the view of Andrea (2018) which states that summative tests have little influence on improving learner's performance. This was in line a small number (24%) which opposed this idea because they don't see the performance of their learners improve after several summative tests.

#### **4.1.7 Demotivation of Summative Assessment to Learners**

The respondents were requested to show whether summative assessment demotivates their learners. 25% of the respondents supported the statement that conventionally it demotivates the learners while 70% disagreed with the statement by supporting the idea that it motivates the learners. This is in agreement with Wynne & Ruth (2002) which states that there is an assumption that summative examinations and tests motivate learners. However, this is against the thoughts of Rothstein (2002) that provides evidence that summative assessment demotivate students and increase school drop-out rates.

#### **4.2 Influence of Summative Testes on Learner Motivation**

For the researcher to examine influence of summative assessment on learner motivation, the questions related to the effect of high-stake tests on learner motivation, impact of final examinations, impact of annual examinations as well as the impact of achievement tests were asked.



#### 4.2.1 Learners Motivation by High-Stake Tests

So as to examine if learners are motivated by high-stake tests, a request was made to respondents to show whether they support the idea that high-stake tests motivate their learners. The responses were classified as Yes-1, No-2 And Unanswered- 3.The outcome was presented below.

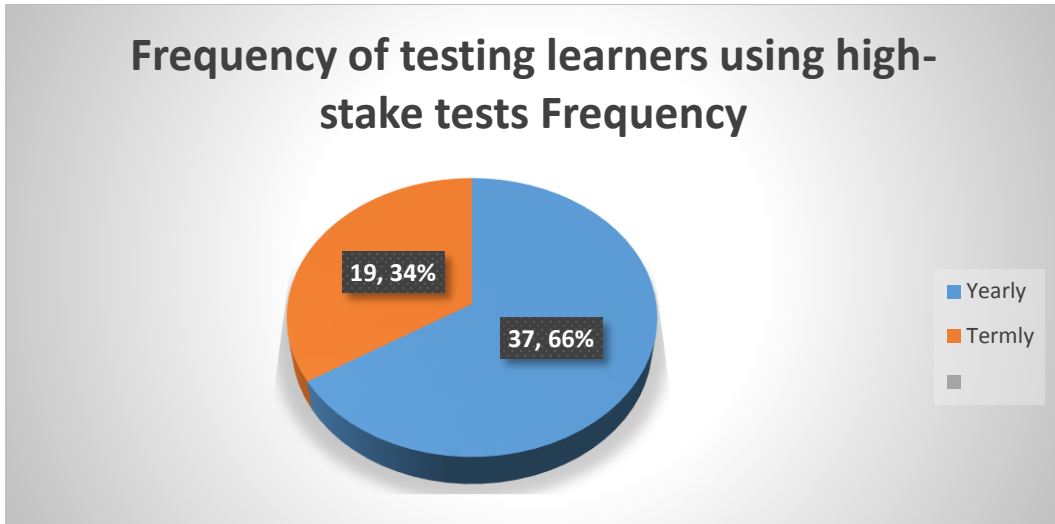
**Table 4.3: Impact on high-stake Tests on Learner Motivation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	45	80.4	80.4	80.4
2.00	8	14.3	14.3	94.6
3.00	3	5.4	5.4	100.0
Total	56	100.0	100.0	

The table reveals that majority of the respondents (yes- 80.4%) agree that high-stake tests motivate the learners while few (14.3%) agree that they demotivate the learners. There was a small number (5.4%) that never responded to the questions for unknown reasons. According to table 4.4, it is evident that high-stake tests have motivates and demotivates learners but the positive impact is greater than the negative impact by 76.1%. Hamilton & Klein (2002) suggest that positive effects of high-stakes examinations are numerous. First, they provide pupils with strong information concerning their skills, motivate schoolchildren in order to work harder. Second, they give purer information to pupils on what to learn. Lastly, they help learners to align individual hard work with rewards and create competition among pupils. They further stated that undesirable effects of high-stakes examinations are many. Making pupils more competitive, making pupils diminish assessments and grades, frustrate pupils and dishearten them from making attempts (Hamilton & Klein, 2002).

#### 4.2.2 Frequency of Testing Learners Using High-Stake Tests

The respondents were requested to signpost how often high-stake tests are administered to pupils. The responses were in the form of yearly-1 and termly-2. Results were as shown below.

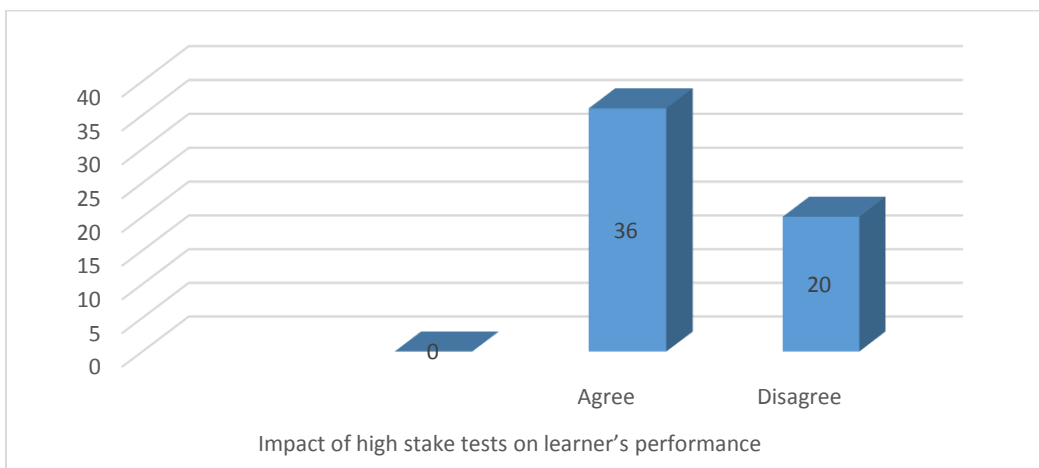


**Figure 4.2: Pie chart showing the Frequency of Using High-Stake Tests**

The table and the pie chart indicate that majority of the respondents (66%) do administer their high-stake exams on a yearly basis while a few of them (34%) administer it on a termly basis. In the past two decades, the use of high-stake tests as accountability measures has increased significantly (Linn, 2000).

#### 4.2.3 Impact of high Stake Tests on Learner’s Performance

The respondents were asked if the performance of their learners improve after high-stake examinations. This means that if the performance is improved after high-stake tests then it means that they motivate learners. The responses were in form of No- 1 Yes-2. The outcomes were summarized in the bar graph below.



**Figure 4.3: Bar graph showing the impact of high-stake exams on learner’s performance**

As per the bar graph, most of the respondents (36) disagreed that after high-stakes the performance of their learners improve while some of them (20) agreed that it improves the performance of their learners. This is an indication that high stake tests demotivate the pupils. David (2003) in their study concluded that high-stake testing hurt schoolchild learning rather than promoting it. However, this is in contrary to the findings of Bishop (1997) which revealed that the high-stake exams better pupils' math marks.

#### 4.2.4 Impact of High-Stake Tests on Learner's Stress

As one way of knowing if high-stake exams do have an effect on pupil's motivation, the respondents were asked to state whether high-stake exams increase learner's stress or not. The responses were given in terms of Yes-1 for those who agree that it increases learner's stress and No-2 for those who believe that it does not increase their stress. The outcomes were abridged as follows.

**Table 4.4: The Impact of High-Stake Tests on Learner's Stress**

Statistics	56
	0
Mean	1.5000
Median	1.5000
Mode	1.00 <sup>a</sup>
Std. Deviation	.50452
Skewness	.000
Std. Error of Skewness	.319

According to the table 4.6, it is apparent that high-stake exams have neutral influence on learner motivation. The mean and the median are equal. This means that 50% of the population supports the statement while 50% disagrees with the statement. There is a divided opinion and it is not clear about the real impact of high-stake tests. The standard deviation was 0.5 indicating that the responses were evenly dispersed. The skewness is also equals to zero showing that the data from the responses were normally distributed. However, the error of skewness is 0.319 showing that the responses had some huge error.

#### 4.2.5 Learner's liking of high stake tests

As part of the interview questions about high-stake tests, the respondents were asked to indicate if their pupils like high-stake tests. The outcomes were in form of Yes-1 (like) and No-2 (don't like). The outcomes were summarized as exposed in the schedule below.

**Table 4.5: Learners liking of high stake tests**

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	36	64.3	64.3	64.3
Valid 2.00	20	35.7	35.7	100.0
Total	56	100.0	100.0	

The outcome shows that 64.3% of the respondents supported the fact that learners like high-stake tests while 35.7% of the respondents had a different opinion.

#### 4.2.6 High Stake Exams Deny Pupils the Opportunity to Learn

The respondents were asked to state whether high-stake tests deny pupils an opportunity to learn. According to the findings, most respondents (90%) were disagreed with the declaration that they deny pupils an opportunity to learn while few of them (10%) agreed that they deny learners a chance to learn. Previous studies suggest that ascribing significant penalties to test achievement prompts learners to put more effort on learning (Angrist & Lavy, 2009). Bishop (1997) exposed a proof that high-stake exams increase learners' math marks, which he credited to growths in pupils' hard work and assistance from parentages, educators, and institute administrators. However, Hamilton & Klein (2002), suggest that high-stake tests make scholars more competitive triggering the pupils to diminish assessments and grades, frustrate schoolchildren and dishearten them from attempting.

#### 4.2.7 Promotion of Teaching and Learning by High-Stake Exams

According to David (2003), high-stake testing strategies discourage students from learning and interferes with the teaching process. In order to find out if high-stake testing promote teaching together with learning, respondents were requested to signpost their position as Yes=1 or No=2 response.

<b>Table 4.6 Promotion of teaching and learning by high-stake tests</b>					
Codes		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	53	95.0	95.0	95.0
	2.00	3	5.0	5.0	100.0
	Total	56	100.0	100.0	

From the outcomes, it is clear that high-stake testing promote learning as well as teaching. This is because 95% supported the statement. The research undertaken by Kellaghan et al (1996) revealed that pupils that are enthused by high stake testing are probable of having performance goals rather than learning goals. This view was supported by the small number of respondents (5%) who indicated that high stake tests do not promote teaching and learning.

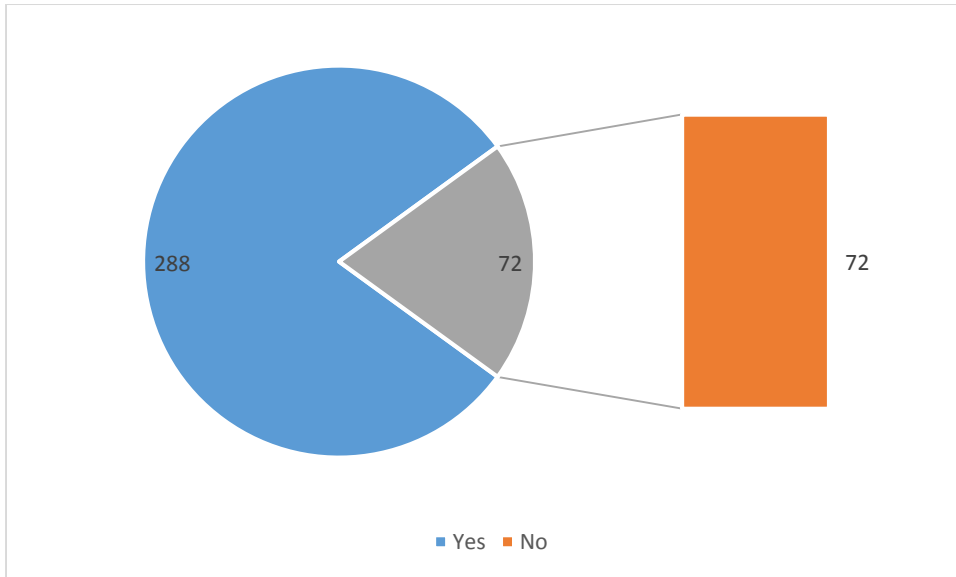
### **4.3 Final Examination and Learner Motivation for Learning**

#### **4.3.1 Difference between High Stake Testing and Final Examination**

Those answering questionnaires were asked to give their opinion if they know the difference between high stake testing and final examination. Most of the respondents (90%) showed that they understand the difference between the two terms while few of them (10%) did not know their difference. The researcher had to explain their difference as explained by Horror (2003) and Maddolyn (2016) in order to enable all the respondents to correctly fill the questionnaires issued to them. The purpose of final examination is to make an ultimate evaluation of covered subject areas as well as assessment of all pupils' understanding in a subject (Horror, 2003) while High-stake testing is a test used to determine punishments or rewards or compensation (Maddolyn, 2016).

#### **4.3.2 Liking of Final Examination**

The liking of final examination helped the researcher to know if the pupils are motivated by final examination. Liking it means that they are motivated and not liking it means that they are not motivated by it. The respondents were asked to show if they like final examination by indicating Yes-1 or No-2. The feedback was gathered and presented in pie chart form of as shown in the figure that follows.



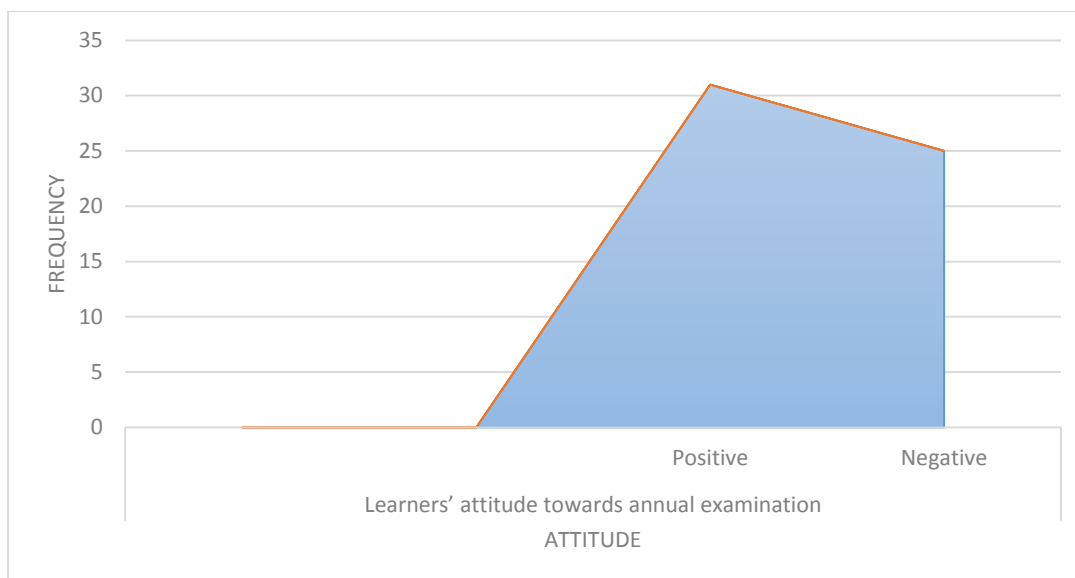
**Figure 4.4 Liking of Final Examination**

The pie chart indicate that most of the respondents (288 degrees) support the idea that final examination is liked by their learners while an insignificant number (72 degrees) were of contrary opinion. Lawrence (2013) cited that students prefer final unit tests that contain only a small content taught to final exams that are cumulative.

#### **4.4 Annual Examination and Learner Motivation**

##### **4.4.1 Learners' Attitude towards Annual Examination (n=56)**

Learners' attitude helps to determine if they are motivated by annual examination. If they have a positive attitude then it indicates that they are motivated and if they have a negative one then it shows that they are not motivated by it. In order to establish learners' attitude towards annual examination, the respondents were questioned about the attitude of their learners towards annual examination. Positive was coded with 1 and negative was coded with 2. The results were presented in the bar graph below.



**Figure 4.4 Liking of final examinations**

According to the study, it is evident that most of the respondents (31) support the fact that learners do have positive attitudes towards annual examination. Though, there is a small number (25) who believe that learners do have a negative attitudes towards it. This is contrary to Smith & Rottenberg (1991) who report that teachers believe that annual exams make pupils experience stress, fatigue, physical illness and misbehavior.

#### 4.4.2 Learners' Feeling about Annual Examination.

Learners' feeling will help to know if they are motivated by annual examination or not'. The respondents were asked to show how their learners feel about annual examination. The questions were on agree or disagree on issues related to learner's feelings about the annual examination. The outcomes were abridged in the schedule that follows.

**Table 4.7: Learners' Feeling about Annual Examination (n=56)**

Codes	Response	Frequency		Percentage		Total percentage
		Agree	Disagree	Agree	Disagree	
1	Stressed	31	25	55	45	100
2	Fatigued	17	39	30	70	100
3	Physically ill	8	48	14	86	100
4	Misbehaved	11	45	20	80	100
5	Psychologically distressed	31	25	55	45	100
6	Happy	22	34	39	61	100
<b>Total</b>		120	216	213	387	600

According to the data collected, 55% (31) agreed that annual examination causes stress to the learners while 45% (25) disagreed with the statement. 30% (17) of the respondents said that it makes the learners fatigued and 70% (39) were of contrary opinion. 14% (8) indicated that annual examination causes learners to become physically ill while 86% (48) of them opposed that. 20% (11) of the respondents supported the idea that annual examination makes the learners misbehave while 80% (45) disagreed. On psychological distress, 55% (31) agreed while 45% (25) disagreed. Further question inquired if it makes the pupils happy and 39% (22) agreed while 61% (34) disagreed. In overall, the report about the learners' feeling over annual examination reveal that most of them (387% out of 600%) have a positive feeling about annual examination while a small number (213% out of 600%) believe that learners have a negative feeling about it. Interviewees reported more negative than positive consequences of annual testing, such as stress and too much testing (Clarke et al., 2003).

#### 4.5 Repeated Practice Tests and Learner Motivation

All respondents were required to give their views on the influence of repeated practice tests. The question wanted them to state whether repeated practice tests motivate their learners in form of Yes-1 or No-2 response.

**Table 4.8: Impact of Repeated Practice Tests on Learner Motivation**

Response	Frequency	Percentage
Yes-1	48	86
No-2	8	14
<b>Total</b>	56	100

Table 4.8 shows that majority (86%, n= 48) of respondents believe that repeated practice tests motivate their learners to learn. This outcome is supported by Wynne & Ruth (2002) who cited that repeated exams improve learner's self-esteem. The small percentage of the respondents (8%) believed that they don't motivate their learners. Butler (2010) in his study revealed that repeated testing resulted to greater transfer and retention on the final exam relative to recurring studying.



#### **4.6 Summary of the Chapter**

Here, research findings were presented and influence of summative assessment on learner motivation was identified. Preceding chapters recapitulate the results, provide deduction together with recommendations and proposals for additional study.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This part presents findings' summary, conclusion, recommendations and suggestions for other research.

#### 5.2 Summary of the Study

The research was steered by objectives comprising: to explore the consequence of high-stake exams on learner motivation among primary school learners, to examine influence of final examinations on learner motivation, to determine influence of Annual Examination on learner motivation for learning and determine the extent to which repeated practice tests affect learner motivation for learning among primary school pupils. The research involved 12 schools and 60 teachers in West Pokot County Public Primary schools which constituted the sample size. Descriptive survey as a design was applied and respondents were picked thru sampling known as simple random. The instrument utilized was questionnaire that was own constructed for teachers in schools that were chosen for the research. Findings were presented in tabular forms, charts as well as graphs. The data obtained was as processed and analyzed by descriptive statistics including percentages, mean scores and frequency tables.

#### 5.3 Summary of the Findings

The study's questions were four. First one tried to investigate influence of high-stake examination on learner motivation amongst primary school pupils within West Pokot County in Kenya. The results evidently show that high stake testing motivate pupils to learn. 25% of the respondents supported the statement that conventionally it demotivates the learners while 70% disagreed with the statement by supporting the idea that it motivates the learners. The table 4.4 also revealed that most of the teachers who responded to the questionnaire (yes- 80.4%) agree that high-stake tests motivate the learners while few (14.3%) agree that they demotivate the learners. It is also evident according to table 4.4 that high-stake tests possess both negative and positive impact on learner motivation. However, positive impact is greater than the negative impact by 76.1%.

The second question intended to examine the impact of final examinations on learner motivation amongst primary school pupils within West Pokot County in Kenya. Figure

4.4 reveals that final examinations motivate the learners to learn. It indicates that most of the respondents (1= 288 degrees) support the idea that final examinations motivate their learners while an insignificant number (2= 72 degrees) were having a contrary view.

Third question wanted to determine the effect of Annual Examination on learner motivation for learning. The research found out that most of the respondents (387% out of 600%) have believe that their pupils have a positive feeling towards annual examination while a small number (213% out of 600%) believe that learners have a negative feeling about it. This denotes that it motivates the learners.

The last question was meant to find out the extent to which repeated practice tests influence learner motivation for learning among primary school pupils in West Pokot County, Kenya. The study found out that repeated practice tests motivate the learners to learn. Table 4.10 shows that majority of teachers (86%, n= 48) believe that repeated practice tests motivate their learners to learn

#### **5.4 Conclusion of the Study**

Founded on outcomes, the study strongly concludes that summative assessment motivates the learners to learn. It is also concluded that learners like summative assessment.

#### **5.5 Recommendations of the Study**

Considering conclusions, the research proposes that:-

- i. The government should continue with the use of summative assessment since the study reveals that it motivates the learners to learn.
- ii. More resources and teachers are needed to implement summative assessment in primary schools. This is because the study shows learners like it. Therefore it is worth invested in.

#### **5.6 Suggestions for Further Research**

Based on results, the investigator suggests that more studies can be done in these areas:

- a. The same study can be repeated for the whole country.
- b. Another study can be conducted involving primary school pupils alone.
- c. Additional research can be conducted on the effect of formative evaluation on learner motivation.

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## APPENDIX

### APPENDIX I: QUESTIONNAIRE FOR TEACHERS

The purpose of this is to determine the Influence of Summative Assessment on Learner Motivation for Learning among Primary School Pupils within West Pokot County in Kenya. The information you provide is confidential and will be used only for this research. Kindheartedly, respond to questions here as honestly as you can.

**Tick one**

#### SECTION A: Background Info

1. Do you know summative assessment?

Yes  No

2. How often do you use summative assessment to gauge your learners' achievement?

Monthly  Termly

Yearly  All of the above

3. Do think summative assessment motivates your learners?

Yes  No

4. What is the attitude of your learners towards summative assessment?

Very good  Good

Poor  Very poor

5. Does the performance of your learners improve after giving them a summative assessment?

Yes  No

6. Conventionally, it's said that summative assessment demotivates learners. Do you agree with this statement?

Yes

No

Not sure

**SECTION B: INFLUENCE OF SUMMATIVE ASSESSMENT ON LEARNER MOTIVATION AMONG PRIMARY SCHOOL PUPILS**

**Tick one here**

7. Are your learners motivated by high-stake tests?

Yes

No

8. How often do you assess your learners by high-stake tests?

Yearly

Termly

After two years

After three years

After four years

9. After high- stake tests, does the performance of your learners improve?

Yes

No

10. Do you think high-stakes tests represent your learners' ability?

Yes

No

11. Have high-stake tests increased your learners' stress?

Yes

No

12. Do you think your learners like high-stake tests?

Yes  No

13. High-stake tests deny learners opportunity to learn.

Agree

Disagree

14. Do you agree with the fact that high-stake tests promote teaching/learning?

Yes  No

15. Do you know difference between final examination and high-stake tests?

Yes  No

16. Do your learners like final examination?

Yes  No

17. How does annual examination impact your learners' moods?

Positively

Negatively

18. How does annual examination cause your learners to feel?

**Tick one**

<b>Effect</b>	<b>Agree</b>	<b>Disagree</b>
Stressed		
Fatigued		
Physically ill		
Misbehaved		
Psychologically distressed		
Happy		

19. Do you use repeated practice tests to motivate your learners?

Yes  No

20. Do you think frequent testing encourages your learners to study?

Yes  No

**Thank you for your participation**



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