AN ANALYSIS OF COMPUTER-BASED ITEM BANKING IN KCPE EXAMINATION IN KENYA

BY

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ABSTRACT

Background: The current manual assessment leads to numerous weaknesses. This study demonstrates the fact that there are many opportunities and challenges that face the introduction of item banking in Kenya.

Aim: This study was investigating the possible opportunities and challenges of the introduction of item banking in Kenya. The study focused on the Kenya National Examination Council staff and primary school teachers.

Method: This was a descriptive study with data collected using questionnaires, focused group discussions, oral interviews and source documents from the institutions. Validity of the tools was established by piloting the tools to determine their consistency among a few study respondents. This enabled the researcher to get a deeper understanding of the topic and come up with very independent opinion on the area of study. Automatic inclusion, purposive sampling and random sampling were employed in sampling all respondents. The data was analyzed descriptively with the use of SPSS and the findings are presented in figures, tables and percentages.

Findings: Two major findings of the study were the lack of adherence to internationally set criteria for item banking by the national examiner in developing KCPE test items. Low skill levels among education practitioners in use of item banking.

Conclusion: There is urgent need for the national examiner to embrace technology in assessment of KCPE. This will be in tandem with the changes in assessment practice world over.