

Understanding The Causes And Consequences Of Missing Marks In Kenyan Universities: A Qualitative Analysis

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ABSTRACT

Missing marks is a prevalent issue in Kenyan universities that has significant implications for both students and the institutions. Missing marks occur when grades or scores for a student's coursework or exam are not recorded or are lost, leading to confusion and frustration for both the student and the university. The consequences of missing marks are significant, including delays in graduation, academic penalties, financial implications, and damage to the university's reputation. Given the importance of accurate grading in ensuring academic integrity and fairness, it is essential to explore the causes and consequences of missing marks and to identify measures to prevent and address them effectively. This study aimed to investigate the causes and consequences of missing marks in Kenyan universities and to provide recommendations for policy and practice. The study used a qualitative research design and conducted focus group discussions with university students and examination officers. Purposive sampling was used to select participants, and data was collected through audio recording and transcription of the interviews and FGDs conducted. Thematic analysis was used to analyze the data, and ethical considerations were observed throughout the study. The findings revealed that common causes of missing marks include administrative errors, technical issues, and academic misconduct. The study recommends that universities should implement measures to prevent missing marks and adopt best practices for addressing missing marks when they occur. The findings of this study contribute to the existing knowledge on missing marks in Kenyan universities and provide insights for policy and practice.

KeyWords: *Missing marks, Academic integrity, Academic misconduct, Administrative errors, Technical issues and Consequences.*

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I. INTRODUCTION

Missing marks is a significant challenge that continues to affect the academic performance and motivation of students in Kenyan universities. Missing marks refer to the absence of recorded marks for a student in a particular course unit or examination. This problem has been reported in several Kenyan universities, including Kenyatta University, the University of Nairobi, and Moi University (Oborah, 2018). Despite efforts by university administrators and stakeholders to address the problem, it continues to persist, leading to frustration among students and a negative impact on their academic outcomes.

The problem of missing marks is multifaceted and can be attributed to several factors. For instance, a study conducted by Nyamwange (2018) identified factors such as poor record-keeping, inadequate supervision during examinations, and malpractices by lecturers as contributing to missing marks. Additionally, the use of manual record-keeping systems, as opposed to digital systems, has also been identified as a contributing factor (Moraa & Mirie, 2021; Kathambi, 2019).

The consequences of missing marks are far-reaching and can negatively impact students' academic performance and motivation. Studies have shown that missing marks can lead to a delay in graduation, academic probation, and even expulsion from university (Kamau, 2019; Owino, 2020). Moreover, missing marks can lead to a loss of confidence and motivation among students, leading to reduced academic performance in subsequent semesters (Oborah, 2018).

BACKGROUND

Missing marks have been a long-standing challenge in Kenyan universities. The problem has been reported in several universities across the country. Missing marks refer to the absence of recorded marks for a student in a particular course unit or examination. This problem has serious implications for students' academic

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**Paula J. Massood,Angel Daniel
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[Media Crossroads](#) Paula J. Massood, Angel Daniel Matos, Pamela Robertson Wojcik, 2021-02-08 The contributors to [Media Crossroads](#) examine space and place in media as they intersect with sexuality race ethnicity age class and ability Considering a wide range of film television video games and other media the authors show how spaces from the large and fantastical to the intimate and virtual are shaped by the social interactions and intersections staged within them The highly teachable essays include analyses of media representations of urban life and gentrification the ways video games allow users to adopt an experiential understanding of space the intersection of the regulation of bodies and spaces and how style and aesthetics can influence intersectional thinking Whether interrogating the construction of Portland as a white utopia in [Portlandia](#) or the link between queerness and the spatial design and gaming mechanics in the [Legend of Zelda](#) video game series the contributors deepen understanding of screen cultures in ways that redefine conversations around space studies in film and media Contributors Amy Corbin Desir e J Garcia Joshua Glick Noelle Griffis Malini Guha Ina Rae Hark Peter C Kunze Paula J Massood Angel Daniel Matos Nicole Erin Morse Elizabeth Patton Matthew Thomas Payne Merrill Schleier Jacqueline Sheean Sarah Louise Smyth Erica Stein Kirsten Moana Thompson John Vanderhoef Pamela Robertson Wojcik

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