

**Examiners' Personality And Effectiveness On Conveyor Belt System Of Marking: A Case Study Of
Namungoona High Secondary School In Kampala District**

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ABSTRACT:

The study was to establish the effect of Examiners' personality and effectiveness on conveyor belt system of marking in Uganda that looked at Namungoona High Secondary School as a case reference. The study was guided by a secondary objective of to examine the effect of Examiners' attitudes on effectiveness of conveyor belt system of marking and to establish the effect of Examiners' values on effectiveness of conveyor belt system of marking. This research was based on a descriptive research design to describe the effect of Examiners' personality on effectiveness of conveyor belt system of marking. The study used a research population of 260 and a sample size. The findings showed out that there exists a positive and significant relationship between Examiner's attitudes and effectiveness of CBS of marking, which implied that positive Examiners attitudes increase on the effectiveness of CBS of marking and negative Examiner's attitude reduces it, the findings revealed that there is a significant relationship between Examiner's values and effectiveness of CBS of marking and this implied that good Examiner's values significantly increases the effectiveness of CBS of marking, the findings proved a positive significant relationship between Examiners values and effectiveness of CBS of marking, the finding proved a positive significant relationship between Examiner's beliefs and effectiveness of CBS of marking, this therefore implies that favorable. The researcher concluded that; positive examiners attitudes increase the effectiveness of CBS of marking and negative can reduce it, the researcher also concluded that; positive examiners attitudes increase the effectiveness of CBS of marking and negative examiners attitudes reduce it. The researcher also concluded that good examiners values significantly increase the effectiveness of CBS of marking, and lastly; the favorable examiners beliefs can improve on the effectiveness of CBS of marking and unfavorable examiners beliefs reduce it. The researcher recommended that; Institution should train the examiners about other marking systems or techniques, this will help them believe that using a CBS of marking is not the only best way of marking the examinations, Institution should always organize orientations specifically for new markers, Institution should always put rules and regulations governing the examiners arrival in the marking room

Key words: Personality and Conveyor belt system

Background of the Study

Globally, the belt marking system can be traced back to the USA in 1967 where each belt marking team consisted of ten (10) members (Augustine et al., n.d.). This removed script marking and the National Board of Examinations suggested that in the past traditional marking where each font was marked with a single marker led to hasty and sloppy marking as markers were paid according to the number of scripts they would mark (Salimini & Susan, 2023). The USK Examination Board implemented a conveyor belt and to ensure reliability of marking, markers were trained and sat for the exam they intended to mark so that their content level could be assessed (Branch et al., n.d.). In this grading system, an envelope containing scripts of candidates' answers in a paper from a particular school was given to one examiner for grading. The examiner marked the answers to all the questions attempted by the candidates. Once all the scripts in that envelope had been marked, he gave the examiner another envelope of scripts to mark. The process continued until all scripts were marked. Afterwards, non-examiner reviewers were employed to check the marked responses to detect any marking errors. Such errors were corrected by USA Examination Council officials responsible for review (Moreen et al., 2023). At the moment there is general dissatisfaction among examiners with the newly introduced marking system. Delays in labeling due to little time devoted to the labeling process and money is given only after the labeling process (Bridget & Geophrey, 2023). Examiners have different values, beliefs, behaviors and attitudes and manifest themselves in personality traits such as absentee examiners, lateness in marking, illness, drunkenness and lack of marking skills, which greatly disrupt CBS marking, leading to unexpected variations in results and marks of some scripts, which is not easy due to cost. Personality is the sum of behaviors, attitudes, beliefs, and values that are characteristic of an individual. Personality refers to individual differences in characteristic patterns of thinking, feeling, and behaving. The study of personality focuses on two broad areas: One is the understanding of individual differences in specific personality characteristics such as sociability or irritability. The second is understanding how the different parts of a person come together as a whole. Personality is a relatively stable set of behaviors, attitudes, and emotions displayed over time that make people different from others (Peterson & Sarah, 2023). This system was in place until November 2010 for Level 0' and June 2011 for Level A' until a new system called Conveyor Belt Marking (Belt Marking) was introduced to ensure fair rapid marking.

Statement of the Problem

Efficiency in the grading of examiners using CBS is still a major challenge. This is often manifested by a candidate's poor mark total, examiners leaving some candidates' work unmarked due to excessive speed, some bands (groups) or members having a stack of papers (script) in front of them while others would finish, and others (Rasmas & Jocab, 2023). This leads to some students getting more or less marks than they should, demotivating examiners at a low rate and so on. Some factors that reduce the effectiveness of CBS labeling include; poor lodging facilities with bed bugs in some centers, personality differences among examiners, feeding repetitive diets, absolute restrictions on what to drink, eat and talk, creating boredom (Christine et al., n.d.). Of the above factors, the personality of the examiner plays a decisive role in reducing the effectiveness of CBS marking. Examiners have different values, beliefs, behaviors and attitudes and manifest in personality traits such as examiner absenteeism, lateness in marking, illness, drunkenness, smoking among others greatly disrupt CBS marking (UNEB, 2010). This is what attracted the researcher to conduct a study on the personality of the examiners and the effectiveness of the conveyor belt marking system.

Specific Objectives

1. To examine the effect of examiners' attitudes on effectiveness of conveyor belt system of marking
2. To establish the effect of examiners' values on effectiveness of conveyor belt system of marking
3. To assess the effect of examiners' beliefs on effectiveness of conveyor belt system of marking

Research Questions

1. What is the effect of examiners' attitudes on effectiveness of conveyor belt system of marking?
2. What is the effect of examiners' values on effectiveness of conveyor belt system of marking?
3. What is the effect of examiners' beliefs on effectiveness of conveyor belt system of marking?

Methodology.

This study was focused on descriptive correlation research design to establish the relationship between Examiners' personality and effectiveness of conveyor belt system of marking in Uganda. Descriptive correlation involves ascertaining the relationship between variables. It dealt with testing of hypothesis and development of generalizations and use of theories that have universal validity. It also involved events that have to take place and relate to the present conditions. The choice of the design was based on the researcher's intention to investigate the relationship between two variables. The study aimed at Examiners of UCE and UACE at Namungoona High Secondary School. Five different UNEB officials have to be visited at the UNEB headquarters in Ntinda. The researcher moved to UNEB office to get information. The examiners have been conducted at their various departments at school and after getting data from the departments with a sample size of 175 respondents. Data was collected using both interview guides and questionnaire; the questionnaire were both closed-ended and open-ended. Open-ended questions were of merit in a way that they provided no response options to the respondents. Respondents were instructed to respond to in own style (Boyd et al, 2000). Both structured and un-structured questionnaire was used as it contains a list of possible alternatives from which respondents could select answer that suit their best situation. Officials from Examiner's Institution were selected using

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purposive random sampling method. For examiners Snow ball random sampling method will be used. Here the researcher networked with the examiners. Data was collected using both interview guides and questionnaire; Questionnaires both closed and open ended. Ensuring data control effectiveness, the researcher developed the idea of trust and in whatever the respondents produced in the field and promise them that the information that is provided shall remain in them and are going to be used for academic purposes only. The frequency and percentage distributions were used to determine the demographic characteristics of the respondents. The mean and standard deviations were applied in order to assess the extent of Examiners' personality and efficiency of conveyor belt system of marking. All the data analysis was performed under SPSS (Nelson et al., 2022). The researcher as well used Pearson's linear correlation coefficient (PLCC) to analyze the relationship between Examiners' personality and efficiency of conveyor belt system of marking.

Results.

Effectiveness of the CBS of Marking

Effectiveness of the CBS marking is the dependent variable in this study and was measured using three constructs and these are; time (with five questions), quality (with five items) and cost (with five items).

Table 1: Effectiveness of the CBS of Marking

Particulars on effectiveness of the CBS of marking	Mean	Interpretation	Rank
Attitude			
Groups complete their work earlier and do not delay the marking exercise	3.30	Very satisfactory	1
Examiners in a group report on time during early morning time	3.15	satisfactory	2
Members in the belt complete totaling of marks on time for smooth marking in the belt	2.85	satisfactory	3
Members in the belt complete part allocated to them in the right time to enhance marking process to flow smoothly	2.69	satisfactory	4
Examiners in a Centre report on time for marking	2.49	Unsatisfactory	5
Average Mean	2.90	satisfactory	
Quality			
Correct interpretation and usage of marking scheme	3.29	Very satisfactory	1
What examiners have totaled is always what the team leaders confirms	3.18	satisfactory	2
Totaling of marks on a mark script is always correctly done	2.81	satisfactory	3
Examiners count ticks both forwards and backwards to confirm all on a script	2.55	Unsatisfactory	4
Work on a script is left unmarked by examiners while using CBS	2.31	satisfactory	
Average mean	2.85	satisfactory	
Accommodation is always provided to examiners'	3.37	Very satisfactory	1

numeration of examiners' is always done on basis of papers	3.22	satisfactory	2
Examiners transport is always catered for during marking	2.90	satisfactory	3
There is always additional money to cater for examination expenses	2.66	Satisfactory	4
Highly productive and not expensive examiners are used and reliable to CBS	2.47	Unsatisfactory	5
Average Mean	2.92	satisfactory	
Overall Mean	2.89	satisfactory	

Source: Primary data 2020

Regarding cost; this construct was also measured using five questions and it was rated

Satisfactory on average (mean=2.92), hence implying that the CBS of marking always involves the accommodation, remuneration, transport and additional money costs when provided to examiners and these costs are not much compared to the amount of work they produce.

The effect of Examiners' attitudes on effectiveness of conveyor belt system of marking

Table 2: Relationship between Examiners' attitudes and effectiveness of conveyor belt system of marking

Variables correlated	R-value	Sig	Interpretation	Decision on Ho
Examiners attitudes Vs Effectiveness of CBS OF MARKING	.432	.003	Significant correlation	Rejected

Source: Primary Data, 2020

Results in table 2 indicated a strong positive significant relationship between Examiners' attitudes and effectiveness of conveyor belt system of marking, since the sig. value (0.003) was less than 0.05 and which is the maximum level of significance required to declare a significant relationship in social science.

The effect of Examiners' values on effectiveness of conveyor belt system of marking

Table 3: Relationship between Examiners' values and effectiveness of conveyor belt system of marking

Variables correlated	r- value	Sig	Interpretation	Decision on Ho
Examiners' values Vs. Effectiveness of CBS of marking	.896	.001	Significant correlation	Rejected

Source: Primary Data, 2020

Results in table 4.5 indicated a strong positive significant relationship between Examiners' values and effectiveness of conveyor belt system of marking, since the sig. value (0.001) was less than 0.05 and which is the maximum level of significance required to declare a significant relationship in social science (Nelson et al., 2023).

The effect of Examiners' beliefs on Effectiveness of conveyor belt system of marking

Table 4: Relationship between Examiners' beliefs and effectiveness of conveyor belt system of marking

Variables correlated	R-value	Sig	Interpretation	Decision on Ho
Examiners' beliefs Vs. Effectiveness of CBS of marking	.922	.000	Significant correlation	rejected

Source: Primary Data, 2020

The Pearson's Correlation Coefficient results in table 4 indicated a positive significant relationship between Examiners' beliefs and effectiveness of conveyor belt system of marking, since the sig. value (0.000) was far less than 0.05, which is the maximum level of significance required to declare a significant relationship in social sciences.

Regression Analysis

Table 5: Regression Analysis between the Dependent (effectiveness of conveyor belt system of marking) and independent variable (Examiners personality)

Variables regressed	Adjusted r ²	F-value	Sig	Interpretation	Decision on Ho
Effectiveness of CBS of marking VS Examiners personality	.793	29.116	.000	Significant effect	Rejected
Coefficients	Beta	t-value	Sig		
(constant)	1.411	9.335	.000	Significant effect	Rejected
Attitude	.527	7.683	.000	Significant effect	Rejected
Values	.361	4.959	.000	Significant effect	Rejected
Beliefs	.424	5.755	.000	Significant effect	rejected

Source: Primary Data, 2020

Regression analysis results in table 5 above revealed that Examiners' personality accounted for 79.3% on effectiveness of conveyor belt system of marking and this was indicated by adjusted r squared of 0. 793 leading to a conclusion that Examiners' personality significantly affects the effectiveness of conveyor belt system of marking (Nelson et al., 2023). The coefficients table further indicated that among all the aspects of Examiners' personality, the

methods of attitude accounted for the biggest influence on of effectiveness of conveyor belt system of marking ($t=0.527$, $Sig=0.000$).

Discussions

The findings indicated that there exists a positive and significant relationship between Examiners' attitudes and effectiveness of conveyor belt system of marking ($r=.432$; $Sig=0.003$), this relationship therefore implies that that positive Examiners' attitudes increases the of effectiveness of conveyor belt system of marking, and negative Examiners' attitudes reduce it. This finding is also in line with Moira (2011) who noted that use of CBS to mark challenging questions is regarded as a soldier who can shoot with accuracy and precision. This finding is also in line with Williams (2003) who noted that attitude is a way of thinking, acting or feeling of a person. Examiners make judgments about the candidates answer. The results as well indicated a significant relationship between Examiners' values and effectiveness of conveyor belt system of marking ($r=0.896$, $sig=0.001$), the null hypothesis was rejected meaning that good Examiners' values significantly increase the effectiveness of conveyor belt system of marking. This is in line with Ofqual (2011) who argued that the belt supervisor can allow markers to select questions to mark which they are comfortable with and then decide what to do with the remaining questions if any according to their personal values. This is important in that markers would mark those questions they have knowledge, mastery of content and the marking guide. Allocating demanding questions to each marker by the Belt Marking. The findings of this study proved a positive significant relationship between Examiners' beliefs and effectiveness of conveyor belt system of marking ($r=0.922$, $sig=.000$), this therefore implies that favorable Examiners' beliefs can improve on the effectiveness of conveyor belt system of marking and unfavorable Examiners' beliefs reduce it. The study further revealed that Examiners' personality significantly affect the effectiveness of conveyor belt system of marking in, this was also evidenced by the adjusted r squared (0.793) which denoted that Examiners' personality contributed 79.3% on effectiveness of conveyor belt system of marking, the coefficients section also revealed that of all the aspects on Examiners' personality, attitude accounted for the biggest influence on of effectiveness of conveyor belt system of marking ($t=0.527$, $Sig=0.000$).

Conclusions

There was a positive and significant relationship between Examiners' attitudes and effectiveness of conveyor belt system of marking ($r=.432$; $Sig=0.003$), hence concluding that positive Examiners' attitudes increase the efficiency of conveyor belt system of marking, and negative Examiners' attitudes reduce it. There is a positive and significant relationship between Examiners' values on effectiveness of conveyor belt system of marking ($r=0.896$, $sig=0.001$), hence concluding that good Examiners' values significantly increase the effectiveness of conveyor belt system of marking.

There was a positive and significant relationship between Examiners' beliefs and effectiveness of conveyor belt system of marking ($r=0.922$, $sig=.000$), hence concluding that favorable Examiners' beliefs can improve on the effectiveness of conveyor belt system of marking and unfavorable examiners' beliefs reduce it. Also, the researcher concluded that

Examiners' personality contributed 79.3% on effectiveness of conveyor belt system of marking, and their attitude accounted for the biggest influence on effectiveness of conveyor belt system of marking ($r=0.527$, Sig=0.000).

Recommendation

Institution should give bonus payments for examiners who finish marking their parts faster, this will help to make sure that all members in a conveyor belt system of marking have the same/improved marking speed, hence improving on the effectiveness of the CBS of marking.

Institution should train the examiners about other marking systems or techniques; this will help them believe that using a CBS for marking is not the only best way of marking exams.

Institution should always organize orientations especially for new markers through team leaders, and this will help to provide Guidance to these new markers.

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