

**EXAMINERS' PERSONALITY AND EFFECTIVENESS ON CONVEYOR BELSYSTEM OF MARKING:
A CASE STUDY OF NAMUNGOONA HIGH SECONDARY SCHOOL IN KAMPALA DISTRICT**

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ABSTRACT

The study is 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 three specific objectives, that are; to examine the effect of Examiners' attitudes on effectiveness of conveyor belt system of marking, to establish the effect of Examiners' values on effectiveness of conveyor belt system of marking and, to assess the effect of Examiners' beliefs on effectiveness of conveyor belt system of marking. This research used a descriptive correlational 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. From the findings, the linear regression results shown that the correlation between examiners' attitudes and effectiveness of conveyor belt system of marking was positive and significant. The regression coefficient for examiners' attitudes and effectiveness of conveyor belt system of marking was 0.264, indicating that for every one-unit increase in examiners' attitudes would on average led to 0.264 increases in effectiveness of conveyor belt system of marking.

Keywords: examiners' personality, values, beliefs and conveyor belsystem of marking

Background of the Study

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 (Sylvia & Peter, 2023): One of them is the understanding of individual differences in specific personality characteristics, such as sociability or irritability. The second is an understanding of how the different parts of a person come together as a whole (W Laverne 1990). Personality is a relatively stable set of behaviors, attitudes, and

emotions exhibited over time that make people different from others (Chuck Williams, 2003). Personality is the totality of characteristic ways of thinking, feeling and behaving, which form a unique way of relating to the environment of an individual. (Jerome, 1995). Personality is the unique patterning of behavioral and mental processes that characterizes an individual (Gibson, 1973). The operational definition of personality stands; the sum of behaviours, attitudes, beliefs and values that are characteristic of the examiner: personality traits to consider are examiners' assessment speed, female and

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male personality, avoidance of work and tardiness, time management, talking during assessment. Attitude Bohner (2014) defined attitude as an expression of favor or disfavor towards a person, place, thing or event (attitude object). Attitude is the evaluation of the object of the attitude, from extremely negative to extremely positive. Most current views of attitudes also admit that people can also be conflicted or ambivalent about an object by simultaneously holding both positive and negative attitudes toward the same object. This has led to some discussion as to whether UNEB examiners may hold different positions on marking. According to Vogel (2014), beliefs are at the core of who a person is, what they do, and the success they achieve. He also explains that there is one common element among the many cultures and religions he has researched. All people, whether primitive or civilized, have shared a certain philosophy that is central to their culture. People of all ages have subscribed to the idea that if they believe something will happen, it will. It is the power of faith that makes things happen in our lives. Beliefs are internal beliefs, a feeling of certainty about what something means. They are what we hold and are rooted deep within, and faith is both mental and emotional, rooted in the mind and heart. According to

Alice (2005), values are a set of personal principles, standards, concepts, beliefs and ideas that can be used in everyday decisions. Personal values develop from the circumstances around people and can change over time. People who apply their values appropriately regardless of the arguments or negative comments of others are said to have integrity. Values are applied correctly when they are applied in the correct area. For example, it would be appropriate to apply religious values in times of happiness as well as in times of despair. Shelly (2005) noted that understanding and acknowledging personal values and interests is important to help make healthy and responsible decisions for the future. At the moment there is general dissatisfaction among examiners with the newly introduced marking system. Delay in marking due to little time devoted to the marking process and money is given only after the marking process. 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 (UNEB report, 2011).

Statement of the Problem

Efficiency in the grading of examiners using CBS is still a major challenge. This often manifests in a candidate's poor mark total, examiners leaving some candidates' papers unmarked due to excessive speed, some bands (groups) or members having piles of papers (script) in front of them while others would have finished, and others (Bukonya, 2006). 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 bedbugs in some resorts, personality differences of individual examiners, being fed repetitive diets, absolute restrictions on what to drink, eat and talk, creating boredom. 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 prompted a researcher to conduct a study on examiner personality and the effectiveness of a 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

Methodology

This study 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 (Oso & Onen, 2008). It dealt with testing of hypothesis and development of generalizations and use of theories that have universal validity. It also involved events that had to take place and relate to the present conditions (Amin, 2005). 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 Ntina. The researcher moved to UNEB office to get information. The examiners conducted at their various departments at school and after getting data from the departments. Data was collected using both interview guides and questionnaire; Questionnaires both closed and open ended. Open ended questions were advantageous in that they present no response options to respondents. Respondents are to be instructed to respond in their own style (Boyd et al, 2000). Both structured and unstructured questionnaires were to be used to collect data. The frequency and percentage distributions were used to

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determine the demographic characteristics of the respondents and data was coded and tabulated using SPSS and STATA (Nelson et al., 2022). The mean and standard deviations were applied in Order to assess the extent of Examiners' personality and efficiency of conveyor belt system of marking.

The following mean ranges and descriptions were used to interpret responses:

For the extent of Examiners' personality

Mean Range	Response Mode	Interpretation	
3.26-4.00	Strongly agree	Very satisfactory	
2.51-3.25	Agree	Satisfactory	
1.76-2.50	Disagree	Unsatisfactory	
1.00-1.75	Strongly disagree	Very unsatisfactory	

For the effectiveness of conveyor belt system of marking

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very Low

the researcher used Pearson's linear correlation coefficient (PLCC) to analyze the relationship between Examiners' personality and efficiency of conveyor belt system of marking.

RESULTS

Table 1: Linear Regression Results for examiners' attitudes on effectiveness of conveyor belt system of marking

Model	R		R Square	Adjusted R Square	Std. Error of the Estimate
1	.843		.710	.707	.27958
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.369	.140		16.945	.000
examiners' attitudes	.264	.042	.396	6.361	.000

Source: Primary Data, 2023

Ho: There is no significant relationship between examiners' attitudes and effectiveness of conveyor belt system of marking

The linear regression results show that the correlation between examiners' attitudes and effectiveness of conveyor belt system of marking is positive and significant. The regression coefficient for examiners' attitudes and effectiveness of conveyor belt system of marking is 0.264, indicating that for every one-unit increase in examiners' attitudes would on average lead to 0.264 increases in effectiveness of conveyor belt system of marking (Nelson et al., 2023). The adjusted R-squared value of 0.707 suggests that approximately 71% of the variation in examiners' attitudes can be explained by the variation in effectiveness of conveyor belt system of marking

Table 2: Correlation between examiners' values on effectiveness of conveyor belt system of marking

		of conveyor belt system of marking	examiners' values
of conveyor belt system of marking	Pearson Correlation	1	.806**
	Sig. (2-tailed)		.004
	N	113	113
examiners' values	Pearson Correlation	.806**	1
	Sig. (2-tailed)	.004	
	N	113	113
**. Correlation is significant at the 0.05 level (2-tailed).			

Source; Primary Data, 2023

Ho: There is no significant relationship between examiners' values on effectiveness of conveyor belt system of marking

The correlation between examiners' values on effectiveness of conveyor belt system of marking is positive and significant at the 0.05 level (2-tailed). The Pearson correlation coefficient between the two variables is 0.806, indicating a strong positive relationship between them. This suggests that as examiners' values improves, there is a corresponding increase on the effectiveness of conveyor belt system of marking

Table 3: Correlation between examiners' briefs and conveyor belt system of marking

		conveyor belt system of marking	examiners' briefs
conveyor belt system of marking	Pearson Correlation	1	.606**
	Sig. (2-tailed)		.000
	N	113	113
examiners' briefs	Pearson Correlation	.606**	1
	Sig. (2-tailed)	.000	
	N	113	113
**. Correlation is significant at the 0.05 level (2-tailed).			

Source; Primary Data, 2023

Ho: There is no significant relationship between the examiners' briefs and conveyor belt system of marking

The correlation between conveyor belt system of marking and examiners' briefs is positive and significant at the 0.05 level (2-tailed). The Pearson correlation coefficient between the two variables is 0.606, indicating a strong positive relationship between them. This suggests that as conveyor belt system of marking improves, there is a corresponding increase in the examiners' briefs.

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