

# The Phenomenon of “Missing Marks” and its Implications in Institutions of Higher Learning in Kenya

Dr Julia Situma

Senior Lecturer, School of Education, Koitaleel Samoei University College, Kenya

Email: juliasituma3@gmail.com

DOI Link: <http://dx.doi.org/10.6007/IJARPED/v15-i2/28141>

*Published Online:* 30 April 2026

## Abstract

In Kenya there has been an outcry of missing marks in both public and private universities which consequently leads to hundreds of students missing graduation. Most of the problems of missing marks are experienced in public universities. Missing marks refer to absence of recorded marks for a student in a particular course unit or examination that was either done or not done. The purpose of this study was to investigate and establish the existence, causes and implications of missing marks in institutions of higher learning in Kenya. The study was carried out in five public universities in Kenya using the descriptive survey research design. The study used university students, ICT officers, administrators in charge of Examinations at the university and chairpersons of academic departments as respondents. The study sampled fifty students, two ICT officers, four administrators in the Examination offices and five chairpersons of five departments from each of the five Universities. Therefore the total number of respondents used in the study was 250 students, 20 administrators in charge of Examinations and 25 chairpersons of departments, 10 lecturers and 10 ICT officers totaling to 315 respondents. Data was collected by use of Interview schedule and Questionnaires. University Students, lecturers and examination administrators filled open-ended Questionnaires while chairpersons of academic departments and ICT officers were interviewed. Data was analysed qualitatively and presented thematically. The findings indicate that there many causes of missing marks including the following: some students writing wrong registration numbers, wrong entry of marks, part-time lecturers fail to submit marks due delay in payment, lecturers wrong entry of students registration numbers, students' failure to register for units, technical errors. The findings show that some of the implications of missing marks include the following: many students fail to graduate, some unrests in a few universities, frustrations by students and parents, demotivation for some students, some students give up and drop out of universities, misunderstanding between parents and students, poor public image of universities. The study concluded that actions need to be taken to save our institutions of higher learning from this problem. This study recommends the following among others to curb the problem: proper induction to all first year students on issues of exams, proper training for heads of departments on matters of entry of marks, sensitization of lecturers on all matters to do with exams, payment of part-

time lecturers on time, proper and safe keeping of answer booklets, universities to have electronic backups, proper documentation and record keeping procedures, come up with clear procedures for addressing missing marks, students who sit for exams and fail to submit booklets to be disciplined.

**Keywords:** Missing Marks, Institutions Of Higher Learning, Implications, Causes, Universities

### **Introduction**

Universities are institutions of higher learning which grant academic degrees in a variety of courses and provide both undergraduate and post-graduate education. The main objective of university education is to furnish the student with the requisite knowledge and skills to enable them to contribute effectively to the national development effort. This training demands periodic assessment and evaluation in form of examinations in order to ascertain the level of knowledge and competence of students. After assessment and evaluation, marks for various units for students are recorded and uploaded in the system in preparation for students' graduation.

For many students gaining admission to an institution of higher learning signifies the beginning of endless opportunities with graduation being the cherry on top (Ngari, 2024). Graduation marks the culmination of one's academic journey and signals the start of professional phase of life. However this dream can turn into a nightmare if you are informed of a missing mark (Ngari, 2024).

'Missing marks' refer to absence of recorded marks for a student in a particular course unit or examination that was either done or not done. Missing marks occur when grades or scores or mark for a student's course work or examinations are not recorded or are lost leading to incompleteness of the course (Orucho & Ondabu, 2023).

About 90 percent of Kenyan universities have experienced the problem of missing marks (Orucho & Ondabu, 2023). Every year prior to graduation, there have been many complaints from students for missing marks. Missing marks are a dread by students especially in public universities. Quite a number of students struggle when it gets to graduation time due to a missing mark on the transcript somewhere along their academic journey. Basically several students in public universities in Kenya fail to graduate due to the problem of missing marks.

### **Statement of the Problem**

Most of Kenyan Universities have experienced the problem of 'missing marks'. Many students have raised complaints prior to graduation that they have missing marks. Missing marks are a dread in public Universities in Kenya. A number of students fail to graduate due to a missing mark on the transcript. In most cases public Universities are the most affected with the dread. A report by the Commission for University Education (Kenya) in 2017 found that some universities had a chronic problem of missing student marks, leading to delayed graduation for students. It is against this background that this study sought to investigate and establish the causes and implications of missing marks in order to make recommendations that can help curb the problem. Therefore the significance of this study was to investigate and come up with recommendations that can help to solve the problem of missing marks in institutions of higher learning.

### *Objectives of the Study*

- i. To establish the causes of missing marks in institutions of higher learning in Kenya
- ii. To establish the impact of missing marks in institutions of higher learning in Kenya
- iii. To make recommendations on how universities can curb the problem of missing marks

### **Literature Review**

Examinations are vital procedures in determining the performance of learners in learning institutions (Kiprono & Gichuhi, 2021). Since examinations are the life of University education, the process of examination and the resultant records are classified among the vital records that must be well managed (Kiprono & Gichuhi, 2021). In Kenya, because of the importance of university examinations, the Commission for University Education (CUE, 2014) demands for an elaborate description of examination processes.

The phrase 'missing marks' has been coined within University circles to describe a growing trend where a student sits for an examination but does not get the results of some units in time or at all (Ngari, 2020). Missing marks is a prevalent issue in Kenyan universities that has significant implications for both students and the institutions (Orucho & Ondabu 2023). According to Jalang'o (1996) the most affected are public Universities.

A research done by Kiprono & Gichuhi (2021) established that a majority of lecturers and examination coordinators had no training in records management and lack of ICT competencies led to loss of valuable data hence leading to missing marks, wrong entry, incomplete grades and distorted marks.

A report by the Commission for University Education in 2017 found that some universities had a chronic problem of missing students marks, leading to delayed graduation for students at all levels, lengthy procedures for obtaining examination results and transcripts and questions regarding validity of degrees (Ngari, 2024)

According to research by Orucho & Ondabu (2023) indicates that one of the main causes of missing marks in Kenyan Universities is poor record keeping. The study further established that malpractices by some lecturers were a contributing factor to missing marks. According to their study, some lecturers deliberately withhold marks for students who fail to bribe them or for personal reasons.

A research by Murigi (2024) on 'Effects of Missing Marks on Students' Performance at Grets University' established that sixty percent of missing marks were attributed to lecturers not submitting marks on time, with workload and lack of incentives being the main reasons for these delays. Delayed marks led to delayed graduations.

A research by Emaikwu & Mando (2023) established that missing scores could arise during script movement between lecturers who do team teaching, when students do not follow instructions carefully to indicate their individual information correctly and secretay who types results mistakenly omit some students' vital details and scores. The study further established that carelessness on the part of lecturers could lead to the incidence of missing scripts which leads to missing scores.

Ngari (2020) established that one of the causes of missing marks is misplacement of scripts. According to his report, in most cases the lost scripts are found misplaced somewhere in the examination office.

Studies by Kamau (2019) and Owino (2020) have shown that missing marks can lead to a delay in graduation and even expulsion from the University. Similarly a research by Gisesa (2012) reported that missing marks had delayed some students' dreams of graduating.

The consequences of missing marks are far reaching and can negatively impact on students academic performance and motivation. Studies by Kibet (2021) and Oborah (2018) as quoted by Orucho & Ondabu (2023) established that missing marks can lead to a loss of confidence and motivation among students, leading to reduced academic performance in subsequent semesters.

According to research by Makworo (2013) the phenomenon of missing marks had negative impacts on students. The study established that several students missed lifetime opportunities and even graduation because of mistakes of those responsible for taking care of examination answer booklets.

On the impact of missing marks, Murigi's research (2024) established that students with missing marks reported high levels of stress and anxiety. The study further established that missing marks led to delays in job offers or further education applications with employers and scholarship committees citing incomplete academic records as a major concern

According to Emaikwu & Mando (2023) the consequence of missing scripts and scores in Universities is that, no matter whose fault it is, the affected students are compelled by the University authority to bear the brunt of the situation. The study established that the incidence of missing scripts affects students negatively as it leads them to a state of misery, hopelessness and worry.

A research by Kiprop & Gichuhi (2021) on missing marks established that lack of regular updates of the examination records management procedures could be one of the issues affecting management of examination records as policies relating to exams might change and the manual is not updated to capture the issues at hand for example how to upload incomplete grades.

According to Kiptanui (2026) a 2017 report by the commission for University Education flagged missing marks as a widespread problem in Kenyan public Universities, linking it to delayed graduations. Between 2024 and 2025 the high court awarded students between 850,000 and 1.4 million Kenya shillings in compensation after universities failed to release exam results for years. Kiptanui (2026) further reported that missing and delayed marks rob students of opportunities, delay careers and cause real financial and emotional harm.

### **Theoretical Review**

The study was guided by several theories. Missing marks in academic settings are best explained by multi-faceted theory incorporating elements of systems theory, attribution

theory and organizational behavior, recognizing the interplay between institutional processes, individual responsibility and communication effectiveness.

Systems theory is a theory of interacting processes and the way they influence each other over time to permit the continuity of some larger whole. Systems theory is based on the idea of interconnection. To understand the implications of missing marks, one must observe the whole system and how it works ie the whole process of examination starting with induction of students, course registration.

Attribution theory explains how people interpret the causes of events and behavior, whether they attribute them to internal factors like personality or external factors like the situation. Attribution theory is a framework that seeks to explain how individuals interpret and understand the causes of events and behaviours both their own and those of others. The theory suggests that people attribute events and behaviours to either internal factors or external factors. The theory can be used to explain the causes and implications of missing marks in institutions of higher learning.

Organizational behavior theory is a branch of academic study that aims to figure out how and why people act in certain ways within different types of professional groups. This theory can also be used to explain the causes of missing marks.

Communication theories are frameworks that scholars and practitioners use to understand, explain, and predict how information is conveyed, interpreted and understood within various contexts. Communication theories can be used to explain the causes of missing marks.

### **Research Methodology**

The study was carried out in five public universities in Kenya using the descriptive survey research design. The Universities were: Moi University, University of Eldoret, Koitaleel Samoei University College, Kaimosi Friends University and Alupe University. The study used university students, administrators in charge of Examinations, ICT officers, lecturers and chairpersons of academic departments at the university as respondents. The study sampled fifty students, four administrators in the Examination offices, two ICT officers, two lecturers and five chairpersons of departments from each of the five Universities. Therefore the number of respondents used in the study was 250 students, 20 administrators in charge of Examinations, 10 ICT officers, 10 lecturers and 25 chairpersons of departments leading to a total of 315 respondents. The students' sample consisted of students from first year to fourth year and postgraduate students. The students were selected from the five universities using purposive random sampling while the administrators and chairpersons of departments were also selected by use of purposive random sampling. Lecturers were selected using simple random sampling. Data was collected by use of Interview schedule and Questionnaires. University Students, lecturers and administrators in examination offices filled the open-ended Questionnaires while chairpersons of academic departments and ICT officers were interviewed. Data was analysed qualitatively and results presented thematically. A thematic data analysis approach was used to analyse the data. The data was coded, categorized and organized into themes and sub-themes. The themes and sub-themes were developed based on the research objectives and emerging issues from the data. According to Creswell &

Creswell (2023) reporting themes or conducting a “a theme analysis” is a distinct method approach.

Table 1

*Summary of Sampled Respondents*

S/NO	CATEGORY OF RESPONDENTS	NO PER UNIVERSITY	TOTAL
1	Undergraduate students	40	200
2	Postgraduate students	10	50
3	Examination Administrators	4	20
4	ICT Officers	2	10
5	Lecturers	2	10
6	Chair of Departments (CODs)	5	25
	GRAND TOTAL		315

**Findings and Discussions**

This study sought to establish the causes and implications of “missing marks” in public universities in Kenya. Findings are presented on the same as follows:

*Causes of Missing Marks*

The study established that the causes of missing marks are several and are associated with students, members of academic staff and system related causes. Some of the most common causes of missing marks included the following:

*Student Related Causes*

Some students especially first years write wrong registration numbers on their examination booklets. When the marks are uploaded, they end up being uploaded to wrong persons. In some universities it takes time before this error is corrected because it requires thorough check up. This finding is similar to findings by Murigi (2024) who established that data entry errors resulted to missing marks. The finding is also similar to findings by Emaikwu and Mando (2023) who established that missing marks were also caused by students who do not follow instructions carefully to indicate their individual information correctly.

Some students especially first years who are still new to university life forget to write their registration numbers on the exam booklet. If the class is large, the lectures concentrate on processing results for those who have written registration numbers and forget to look for those who have not because it involves a long process. This leads to missing marks. This finding concurs with what Emaikwu and Mando (2023) found that missing scores could arise when students do not follow instructions carefully to indicate their individual information correctly.

Some students sit for exams, sign the attendance sheet but they do not collect their exam answer booklets. This happens especially when the student realize the exam is hard. This leads to missing marks. This finding is similar to what Jalang’o (1996) established that some students don’t sit for the examination they claim to have done leading to missing scores.

Some students fail to do exams because of genuine reasons for example fee problems, pregnancy problems or health related issues, or family related issues. This leads to incompleteness of the course and missing of some marks. This finding is similar to what Mito

(2022) says that on some occasions students fail to graduate because they defer their courses for personal reasons such as illness, pregnancy or career demands.

There are some types of students who fail to do continuous assessment tests or course work but are able to do regular exams. This makes them to have incomplete marks hence missing marks. This finding is supported by Jalang'o (1996) who quoted a Moi University lecturer who stated that some of the blame for missing marks would go back to students.

Some students fail to sit for Continuous Assessment Tests (CATS) but they do regular examinations. This leads to incompleteness therefore leading to missing marks because regular exam cannot be uploaded without course work marks. This finding is similarly supported by Jalong'o (1996) who stated that some causes of missing marks are caused by students.

Students' failure to register units into the Students Management Information System ( SMIS) or Electronic Registration of Persons (ERP ) system sometimes leads to missing marks. This is because most systems do not upload the unregistered units until they have been formally registered. The registration after exams sometimes takes some time leading to missing marks.

Some students contribute to their problem of missing marks by late submission of papers, assignments, continuous assessment tests, project work making them vulnerable to omission

#### *Academic Staff related causes*

Some heads of departments have limited ICT skills and therefore make mistakes during entry of students' marks hence the students end up having missing marks. This finding is related to findings by Kiprono and Gichuhi (2021) who established that that a majority of lecturers and examination coordinators had no training in records management and also lack ICT competencies and this leads to loss of valuable data hence missing marks.

Lecturer's wrong entry of student's registration numbers has led to missing marks. This is especially common in cases where lecturers handle very large classes. This finding concurs with findings by Orucho and Ondabu who established that one of the main causes of missing marks in Kenyan universities is poor record keeping by lecturers.

Some lecturers are careless and loose the students' exam scripts during marking. This leads to missing marks. This finding is similar to findings by Emaikwu & Mando (2023) who established that missing scores could arise during script movement between lecturers who do team teaching and marking.

Some lecturers make errors during entry of students marks on mark sheets, This makes the marks not to be uploaded or to be uploaded to wrong students making the genuine student to have missing marks. This finding is similar to findings by kiprono & Gichuhi who established that missing marks are also caused by wrong entry in the system.

Some part-time lecturers fail to submit students' marks or results due to delayed or non-payments by the universities. This makes students to have missing marks in the unsubmitted

units. This finding concurs with what Orucho and Ondabu established that some lecturers deliberately withhold marks for students for various reasons.

In some Universities some lecturers refuse to submit marks for students who refuse to have sexual relationships with them. This finding concurs with that by Orucho and Ondabu (2023) who established that some lecturers deliberately withhold marks for students who fail to bribe them or for personal reasons. Similarly Emaikwu and Mando's (2023) also established that missing scores could occur if a female student refuses sexual advances of a male lecturer.

Use of part-time lecturers who taught and left and cannot be traced has contributed to missing marks. Sometimes students who have missing marks are asked to look for lecturers who taught them and sometimes the students cannot trace them leading to missing marks. This finding is supported by findings by Emaikwu and Mando (2023) who established that carelessness on the part of lecturers could lead to the incidence of missing marks.

The huge number of students that lecturers have to content with especially in common course units is one of the major causes of missing marks. This finding is supported by Murigi's (2024) study which established that staffing shortages contributed to delay in mark recording leading to missing marks

Late submission of results by some lecturers also lead to missing marks. This finding concurs with findings by Murigi (2024) who established that sixty percent of missing marks were attributed to lecturers not submitting marks on time

#### *System & administrator's related causes*

Technical issues of the SMIS or ERP system sometimes leads to missing marks. This is what sometimes leads to marks disappearing from the system. Some universities have systems which are not so strong so marks just disappear from the system leading to missing marks. These findings are similar to findings by Kiprono and Gichuhi (2021) who established that lack of regular updates of the examination records management procedures by universities could be one of the factors causing missing marks. Similarly Murigi (2024) established that some students experienced issues with online mark submission system, such as system outages and data entry errors.

In some universities students who sit for special or supplementary examinations cause some confusion during entry of their marks leading to missing marks. This is because entry of marks for supplementary examinations or retake exams is different from the entry of regular exam marks. This finding concurs with Jalang'os (1996) who established that sometimes students who sit for special or supplementary exams cause some confusion in entry of marks leading to missing marks.

Human errors during data entry or record by exam administrators or ICT officers in some Universities has also led to missing marks. This finding is similar to findings by Kiprono & Gichuhi (2021) who established that lack of ICT competencies could lead to loss of valuable data hence leading to missing marks, incomplete grades, distorted marks and wrong entry in the system.

Shifting administrators from one department to another especially those who handle students marks could also lead to missing marks. This finding concurs with what Orucho and Ondabu (2023) who established that poor record keeping leads to missing marks.

Delays in processing students results makes students to realize they have missing marks far much later. Similarly Murigi (2024) also established that missing marks were also attributed to lecturers not submitting marks on time, with workload being one of the reasons for delay.

Some scripts are lost during external moderation of results leading to missing marks. This mainly takes place in hotels where moderation takes place. This finding is similar to what Ngari (2020) established that in most cases lost scripts are found misplaced somewhere in the examination office or somewhere. Similarly Emaikwu and Mando (2023) established that missing scores could arise during script movement between lecturers who do team teaching and marking.

### *Implications of Missing Marks*

The study found that the problem of missing marks has several implications which included the following:

A good number of students fail to graduate as a result of missing marks. There are also students who take longer to graduate or several years before they graduate. This has made some students to miss lifetime employment opportunities. This finding are similar to those by Orucho and Ondabu (2023) who established that a large number of students fail to graduate as a result of missing marks.

It has led to frustrations by students and parents over non-graduations and delays in graduations. This finding is similar to studies by Kamau (2019), Owino (2020) , Murigi (2023) and Gisesa (2012) who established that missing marks has led to a delay in graduation.

Some students who chase for missing marks for years sometimes give up and drop out of University. The finding is similar to that of Orucho nd ondabu (2023) who established that some students give up and drop out of institutions because of missing marks.

The problem of missing marks has led to misunderstandings between parents and students. This is because parents do not understand why their children have missing marks, they therefore end up blaming their children for not doing exams yet it might not be the learners mistake.

Some students have been forced to resit for some units which they had done and marks cannot be found or traced. This finding concurs with that of Emaikwu nd Mando (2023) who established that students with missing marks are expected to carry over and resit.

The students who have missing narks become frustrated, demotivated and some even go through psychological torture. This in the end affects their performance in the subsequent units. This finding is similar to those by Kibet (2021) and Oborah (2018) as quoted by Orucho and Ondabu (20230 who stated that missing marks lead to loss of confidence and motivation among students leading to reduced academic performance.

The study established that students are forced to run up and down departments looking for lecturers to upload marks for the missing units. This makes the students to be really frustrated. This finding is similar to that by Emaikwu and Mando (2023) who established that the incidence of missing scripts affects students negatively as it leads them to a state of hopelessness and worry.

Has led to delays in employment. This has mainly affected those trained to teach because their employment is based on the year of graduation. This finding is similar to that by Makworo (2013) who established that missing marks made some students miss lifetime employment opportunities.

Has led to poor public image of public universities in Kenya. This has made some parents to prefer taking their children to private universities which it is said have few cases of missing marks.

There have been students unrests in some public universities in Kenya because of missing marks. This finding concurs with Orocho's (2023) who also established that there have been a few strikes in some universities because of missing marks.

The phenomenon of unexplained missing marks has led to withdrawal of financial support by some parents and guardians leading to university dropouts. These are parents or guardians who may not understand that it might not be caused by students.

Some lecturers and ICT staff have taken advantage of students who have missing marks. Some male lecturers and even ICT staff have tried to seduce female students in exchange for uploading their marks for their missing units. This mainly affected fourth year students who were desperate to graduate but have one or more missing marks preventing them from graduating.

Some students have been forced to give some cash to either lecturers or ICT staff so that their missing marks can be uploaded.

Parents/guardians get frustrated and lose trust in universities and their children because they do not understand the phenomenon of missing marks. Similarly Orucho and Ondabu (2023) established similar findings.

### **Conclusions**

It is true that the problem of missing marks has been reported in several Universities across the country. It is a significant challenge that continues to affect the academic performance and motivation of students in Kenyan Universities. The problem has had significant adverse effects on students. Universities need to come up with ways of solving this problem.

If heads of departments and lecturers followed all the examination procedures as stipulated in the examination manual, there would be a great reduction in cases of missing marks in Universities. If universities invested in periodic training of heads of departments, lecturers and administrators who handle exam marks, then cases of missing marks would reduce. If Universities invested heavily in training staff on processes and procedures of exams, then the

problem of missing marks would reduce. If Universities invested in periodic induction of students on issues to do with exams, then there would be reduced cases of missing marks

### **Recommendations**

To curb the problem of missing marks the study recommends the following:

- All heads of departments to be periodically given proper training on exam processing. The training could include handling of student's marks, proper entry and uploading of marks and how to handle missing marks.
- Lecturers should be periodically trained and reminded on marking, proper entry and submission of learner's marks.
- Students should periodically be reminded on processes and procedures of doing exams in universities. This can include course registration, proper writing of registration numbers, the importance of continuous assessment tests or course work
- Institutions of higher learning should ensure proper training, induction and sensitization to all first year students on issues to do with exams with emphasis on the issue of missing marks.
- Universities should ensure that part-time lecturers are paid on time but after they have fully submitted student exam marks and answer booklets.
- Universities should organize to teach students on the virtue of integrity right from first year. This can be done in the various courses which are taught at the university or through workshops and seminars for students
- Universities should make heads of departments to be accountable for the missing marks in their departments. They should even be able to give reports on causes of missing marks and how they have handled missing marks issues reported in their departments
- Universities should make it clear that students who sit for exams and fail to submit exam booklets are suspended by the university once thorough investigation is done and the student found guilty
- Heads of department should make lecturers in their departments to account for all their students in terms of class attendance and exam marks
- Universities should ensure that heads of departments are given ICT support during entry of marks
- Universities should ensure that the administrative systems for students exam marks are fully stabilized and checked regularly
- ICT officers in charge of entry of marks should create an electronic system backup for students marks
- Universities should ensure and facilitate proper documentation and record keeping procedures, investing in technologies that can reduce the likelihood of errors in data entry and recording
- Universities should facilitate and ensure that students' exam answer booklets are properly stored in a safe place in case marks need to be confirmed. This is especially important in cases where students accidentally to write their registration numbers or errors in entry of marks.
- Heads of departments and deans of schools should have electronic backup of students marks in case of system failure

- Universities should make it clear that students who fail to sit for exams deliberately without a good reason should face disciplinary action.
- Universities should come up with clear procedures for addressing missing marks including how and where the students should report, communication with affected students, process of investigation and entry of marks
- Universities should provide support and counseling services for affected students so that they can cope and navigate through the situation
- Universities should foster a culture of academic integrity and ethical behavior among students, academic and non-academic staff
- Students with missing marks should start looking for the missing marks from first year and not wait until they are in their fourth year. But this can only take place if Universities process and release students results in good time
- Students in Common units should be divided into smaller manageable sizes of 300 and below students for easy processing of marks by lecturers
- Universities should establish marking centres where lecturers go to mark scripts. This can help reduce on cases of lost scripts during movement.
- In cases where the fault of missing marks lies with a member of staff, disciplinary action should be taken
- Universities should be able to release students' results in good time and provisional transcripts should be given to students right from first year so that students can understand how the progress in their academics and if there is an issue of missing marks it can be tackled immediately.

## **References**

- Commission for University Education (2014). Universities Standards and Guidelines.
- Creswell, J. W., & Creswell, J. D. (2023). Research Design: Qualitative, Quantitative & Mixed Methodds Approaches. California{ Sage Publications.
- Emaikwu, I. H., & Mando, P. N. (2023). Incidence of Examination Missing Scores in Universities in Benue State, Nigeria: Implications for School Administration. *International Journal of Research and Innovation in Social Science*, 7(3), 570-581.
- Gisesa, N. (2012). Missing Marks Delay University Students' dreams of degrees. *The Sunday Nation*, 1st December 2012.
- Jalang'o, I. (1995). Missing Marks Haunting Kenyan Universities. *The Standard EPAPER*
- Kamau, E. (2019). The Effect of Missing Marks on Students' Academic Performance:A Case Study of Moi University. *Journal of Education Policy and Entrepreneurial Research*, 6(3), 69-77.
- Kibet, C. K. (2021). An Investigation into the causes of Missing Marks in Kenya Certificate of Secondary Education in West Pokot County, Kenya. *International Journal of Education and Practice*, 10(3), 1-10.
- Kiprono, S.S., & Gichuhi, Z. W. (2021). Gaps in Examination Records Management Procedures: The Reasons for Missing Marks Syndrome in Universities in Kenya. *International Journal of Professional Practice*, ((1), 79-89.
- Kiptanui, J. (2026). Missing Exam Marks ? How Kenyan University Students Can Get Help from Ombudsman. *Edupoa.com*
- Makworo, G. (2013). Missing Marks. <https://www.facebook.com>
- Mito, w. (2022). 5 Reasons why Students fail to Graduate in Kenyan Universities. [Kenyans.co.ke](http://Kenyans.co.ke)

- Murigi, C. M. (2024). Effect of Missing Marks on Students' Performance at Grets University. Unpublished Undergraduate Project, Grets University.
- Ngari, J (2024). The Nightmare of Missing Marks in Kenyan Universities, Daily Nation, 27th September, 2024.
- Ngari, J (2020). Mystery of 'Missing Marks' at Universities. Daily Nation, 2nd July, 2020
- Oborah, A. N. (2018). A study on the Impact of Missing Marks on students' Academic Performance in Kenyan Universities. International Journal of Scientific Research and Publications, 8(5), 278-283.
- Orucho, JA & Ondabu, FK (2023). Understanding the Causes and Consequences of Missing Marks in Kenyan Universities: A qualitative analysis. IOSR Journal of Humanities and Social Science, 28(5), 9-14.
- Owino, C. (2020). The Effect of Missing Marks on Students' academic Performance: A case Study of the University of Nairobi. Journal of Education. Journal of Education and Practice, 11(16), 10-18.