ABSTRACT

The study investigated the Assessment of Challenges Affecting IGCSE Examination Among Secondary School Students in Somaliland : Case Study Pharo, Elm, and Amaano Secondary Schools. Exams are an important element of the educational system, since they help students achieve their goals. Exams are beneficial because they track a student's progress toward set goals. According to Iqbal (1996), an examination is a procedure for evaluating students' talents or accomplishment in any academic program. In particular, educational assessment, also known as educational evaluation, is the systematic process of collecting and analyzing empirical data on knowledge, skill, attitudes, and beliefs in order to enhance student learning and modify programs (Allen, M.J. , 2004). The International General Certificate of Secondary Education (IGCSE) is a collection of examinations and an international English language certificate intended for students aged 14 to 16, however, it may be taken at any age.IGCSEs will be familiar to students from outside the UK who are interested in UK education qualifications. The International General Certificate of Secondary Education (IGCSE) is a collection of examinations and an international English language certificate intended for students aged 14 to 16, however, it may be taken at any age.The IGCSE, which evolved from the GCSE in England, Wales, and Northern Ireland, currently provides first language certificates in a variety of foreign languages ( Nord Anglia Education, 2021). Leading colleges and companies all around the world acknowledge it. There are also certain worldwide problems that students encounter during the examination, while some challenges are exclusive to African and Asian pupils. An educationist, Zedua (2016), says that one of the most prevalent problems that students encounter in IGCSE examinations in schools is that institutions associated with IGCSE demand exorbitant prices. The curriculum is extensive and can be stressful; materials such as textbooks and lab for practical skills are sometimes difficult to come by in some schools, particularly in some parts of Africa; the grading method is also a factor; and language barriers for some African countries, particularly those where English is not addressed in their educational careers, pose challenges in the IGCSE examination. Similarly, the student's prior knowledge had an influence on their final grade, and time had an effect on the students' results or final grades. Above all, this study considered the problems of the language barrier, prior knowledge, materials, and time sufficiency. The study found that language barrier [χ2 (2, N = 151) = 11.200, p = .009, C = .262], had significant effect on student performance in IGCSE examination in Somaliland. The study also found that Prior knowledge of the students [χ2 (2, N = 151) = 2.773, p = .250, C = .134], and learning and teaching facilities [χ2 (2, N = 151) = 1.534, p = .464, C = .100], had some significant effect on students performance in IGCSE examination.