

**TEACHERS' AND PUPILS' PERCEPTIONS ON THE INFLUENCE OF
RANKING PUPILS IN KENYA CERTIFICATE OF PRIMARY EDUCATION
(KCPE) ON THE INSTRUCTIONAL PROCESS IN PUBLIC PRIMARY
SCHOOLS IN KENYA.**

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A
MASTER OF PHILOSOPHY DEGREE IN EARLY CHILDHOOD AND
PRIMARY EDUCATION**

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ABSTRACT

The purpose of this study was to investigate primary school teachers' and pupils' perception on the effects of pupils ranking in K.C.P.E on the instructional process in selected public primary schools in Eldoret Municipality. The study sought to determine the influence of pupils ranking in K.C.P.E on learners' and teachers' motivation, on the use of instructional methods by teachers and on examination cheating. The study was guided by Rogers (1995) theory of Stages in the Innovation Decision Process and it adopted a descriptive survey research design. The study adopted both qualitative and quantitative Research methodology. There being fifty public primary schools in Eldoret Municipality, 30% of them were selected through stratified sampling technique and simple random sampling method. All the head teachers of the selected schools participated in the study. Four teachers teaching in upper primary schools in the selected schools were selected through purposive, stratified and simple random sampling methods. Also stratified and simple random sampling methods were used to select standard seven pupils. A total of 160 pupils participated. Questionnaires and interview schedules were used to collect data. The questionnaires were administered to the teachers and pupils. Head teachers were interviewed. The data collected was analyzed using descriptive statistical techniques which included frequencies and percentages. Data was presented by use of frequency tables, percentages and descriptions. This was done with the help of the Statistical Package for Social Science (SPSS) computer programme. The study findings were that most of the learners are motivated to revise on the areas where examination questions are likely to be set from as teachers set examination-related questions; that teachers vary their teaching methodologies; that there is unfair competition in schools amongst learners which is a big challenge to the slow learners and that there is prevalence of examination cheating. It was recommended that teachers should strike a balance between teaching for meaningful learning and teaching for the sake of passing examinations to avoid drilling and grilling; that teachers should be rewarded with good pay and recognition; that teachers should embrace current pedagogical skills; that examinations that cut across the curriculum be adopted; that to minimise examination cheating it is crucial to test learners through both oral and written questions and that Evaluation should be done through both formative and summative evaluation. The findings of the study will be useful to the school management, the Ministry of Education and other researchers wishing to carry out a study on a similar area.