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**PERCEPTIONS ON THE EFFECTS OF PUPILS' RANKING
IN KENYA CERTIFICATE OF PRIMARY EDUCATION
(KCPE) ON TEACHERS' MOTIVATION****BETTY CHEPNG'ETICH TONUI**

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ABSTRACT

School performance has drawn the attention of significant stakeholders in the recent past as a measure quality of its products as system. The ranking of Schools especially in national examinations which used to indicate the top performing preferred schools was eliminated and replaced with Top individual candidate ranking. Studies done by the researcher in Eldoret Municipality shows that school performance shows tremendous drop in pupils' performance in KCPE since the abolition of schools ranking. This raises a concern on whether pupils' ranking in national examination has an influence on the teachers' motivation. The objective of this study was to investigate primary school teachers' and pupils' perception on the influence of pupils ranking in K.C.P.E on the teachers' motivation in selected public primary schools in Eldoret Municipality. Stratified and simple random sampling method was used to selects 30% of the fifty public primary schools in Eldoret Municipality where all its head teachers participated in the study. Purposive, stratified and simple random sampling methods was used to select four teachers teaching in upper primary schools. Also stratified and simple random sampling methods were used to select standard seven pupils where a total of 160 pupils participated. Questionnaires and interview schedules were used to collect data from the teachers and pupils but the 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 with the help of the Statistical Package for

Social Science (SPSS) computer programme. It was recommended that teachers should be rewarded with good pay and recognition. 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. 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.

Key words: *Effects, perception, influence, pupils' ranking, teachers' motivation*

Background Information

Ranking of schools for academic and professional purposes is not a new phenomenon. Leiter (2007) says the excellence of the faculty and professional opportunities afforded by an education must be both traditional and central markers of academic excellence in any professional school. Ranking of schools nationally, internationally and globally has and continues to make education competitive in the world. It shows the competence and performance of schools thus learners and teachers performance. Ranking of schools and faculties done in Europe and America was used as a benchmark of learners and teachers performance and effectiveness. Africa has not been left out in school rankings as Chuku (2007) states that four South African schools were rated among the world's best in 2008 Financial Times Business ranking. Lagos Business School in Nigeria was the African Institute to appear in that year's ranking rated 48TH in the open enrolment programme category. Overall, the ranking was led by Business schools in Europe and North America (Chuku2008). In East Africa, Uganda for example in New Vision 2003 Entitled Uganda top schools dominated in Final examination, Uganda Martyrs S.S and Namugongo had emerged the best in previous years A level examination out of 62 schools. Private schools were among the best 20 of the ranked schools. In developing countries, emphasis on education gained credence following the 1961 Addis Ababa conference, Thompson (1981).

Kenyan Education Commission (1964) strongly recommended FPE which was implemented in 2010. It was the onset of challenges of massive influx of pupils like over enrolment, reduced personal teacher pupil interaction and low staff motivation among others. Ranking of schools in Kenya for 8-4-4 curriculum started in 1989. Its aim was to help schools and teachers know how they fared mainly in national examinations as administered by Kenya National Examination Council (KNEC) MOE (2006). KCPE results release by the ministry was predictable. Others would be celebrating their good performance while others would regret their poor performance based on the ranked position while still others would feel no difference (otieno 2010).

KNEC has viewed KCPE School ranking as a tool to encourage good performance. However, over time, this system has generated unethical practices like forced repetition, drilling of pupils and examination cheating and unhealthy competition. This has negated the goal of examination of testing skills and knowledge and providing a basis for selection and certification MOE (2006). Hence the government therefore proposed to abolish this system and adopt an individual pupil ranking in 2004 to curb these challenges. However, the pressure to perform in national examination in Kenya is overwhelming because of the benefits expected from passing by both the learners and the teachers since their performance is synonymous.

Ranking of schools is blamed for the cheating in National Examinations. According to The Standard Friday, 20th March 2009, the only advantage of ranking was that schools would use it as a motivation to work hard to stay at the top. Ranking of schools has also been blamed for only encouraging unhealthy competition. However, it is evident that school performance in Eldoret Municipality has drastically declined according to educational stakeholders during the period of ranking of schools (EMC 2010). This is shown in Table1.

Table 1: KCPE analysis for years 2006-2009 (Eldoret Municipality)

School category	Year			
	2006	2007	2008	2009
Private schools	347	377	342	360.5
Public schools	213	207	210	200
Out of 500	280	292	276	280.25

From the KCPE of year 2009 results analysis, it was observed that only 12 out of 37 public schools had a mean score of over 250 marks and that out of the 51 candidates who scored 400 marks and above, only 6 of them came from public schools. In contrast, 579 candidates from public schools as compared to 56 from private schools scored below 200 marks (EMC, 2010). This indicates that the academic performance of pupils in public schools is wanting as compared to their counterparts in private schools in Eldoret municipality. The low academic performance in the municipality can be attributed to many factors like Free Primary Education, shortage of teachers and lack of teachers' commitment to their work. However, the present study sought to investigate primary school teachers' and pupils' perception on the effects of pupils' ranking in KCPE on the use of instructional methods by teachers in Eldoret Municipality.

Statement of the Problem

There has been increased concern on school performance in the recent times. School ranking especially at K.C.P.E level which used to show top performing schools was abolished and replaced by top candidates ranking. According to Siringi (2010) ranking of schools promoted unhealthy competition since schools could do all it takes to appear in the national dailies. A survey by the researcher in Eldoret Municipality indicates that schools performance has declined tremendously since the abolition of schools ranking MOE 2010. Teacher motivation is paramount in learners performance as a reflection of the teachers efficacy therefore this research specifically sought to establish teachers and pupils perception on the influence of pupils ranking in KCPE on teachers motivation.

Objective

The objective of this study was to establish the influence of pupils' ranking in KCPE on teachers' motivation in public primary schools in Eldoret municipality.

LITERATURE REVIEW

Pupils' Ranking and Teacher motivation

Pupils' ranking can be defined as the ordinal placement of pupils in a list where their positions have a significance based on marks attained in examination to determine who made the highest and lowest score in an examination. Teachers rank pupils by assigning them a number based on the number of marks they score in comparison to their classmates or peers on examinations in all the subjects (Mchazime, 2003). Assessment of performance is achieved through a well considered list of specific performance criteria that enables an informed judgement to be made. The performance criteria should specifically relate to the relevant syllabus outcome. Peer and self assessment are valuable strategies that can be employed in conjunction with performance assessment. Some teachers say they rank pupils so that they can identify the brightest and weakest pupils in order to assist those pupils who are weak. Teachers and pupils alike expect that the pupil at the top of the class is the brightest pupil and the fastest learner.

Conversely, they expect that the child who ranks 30th out of 70 pupils has failed. A pupil in 6th position is considered a good student if the test in which the marks are based has been fair, but the ability of a pupil in 20th position is uncertain.

Okoye (1983) opined that motivation holds the key to the understanding of human behavior. According to him, motivation explains why one individual dodges work, another works normally satisfactorily enough to reach the height, while yet others resort to illegal and unconventional methods of achieving social, academic, economic and political recognition. In a school scenario, this could explain why the teachers' motivations are common and why teachers teach examination to have their pupils in the top rankings during national examinations. He added that motivation should be carefully manipulated in the study situation, so that our learners are neither under motivated nor over motivated but appropriately motivated so as to be useful to themselves in their society and the world at large. Human beings are said to be extrinsically or intrinsically motivated. Intrinsic motivation is said to be derived internally in the job itself. It is that which occurs while a person is performing an activity in which he takes delight and satisfaction in doing. Intrinsic motivation is seen as internal reward, while extrinsic motivation is incentive or reward that a person can enjoy after he finishes his work.

Motivation is the willingness to do something and is conditioned by actions and ability to satisfy some need for an individual (Orora, 1997). Care and Cyril (1987) cited by Ngala (1997) say that good schools are characterized by high teacher morale and standards. The fact that staff in some schools appears more enthusiastic and energetic than others is noticeable. What causes this? It's motivation. According to Orora (1997), signs of high motivation include high performance, consistent achievement of results, energy, enthusiasm and determination to succeed. These seem to be lacking in most schools in Eldoret Municipality. Joshua et al (2006) worked on the use of student achievement scores as a basis for assessing teachers' instructional effectiveness. Test scores of students are used as a measure of not only student achievement but also of teacher achievement, performance and effectiveness. Therefore, the ranking of schools and of individual pupils reflects the performance of the teachers as well.

Yungungu (2010) postulates out that a teacher who has adequate and relevant teaching materials and facilities will be more confident, effective and more productive. Teachers might also have the competence and positive attitude but if there are not enough resources, their efforts will come to naught. An A.C.C.O report (1979) cited in Kagwa (2005) also argued that it is of paramount importance that instructors get the required materials early enough to be able to give quality services. In most of the vocational training institutions, there are inadequate physical facilities for training coupled with lack of sufficient modern equipment, expensive training materials and text books (Blaug, 1973). This affects the motivation of teachers in public schools.

Adesina (1986) cited by Ngala (1997) says that productivity, behaviour and discipline of staff are influenced by the assessment of their economic worth as well as the extent to which their basic individual needs are met. This is basically similar to Maslow's hierarchy of needs. Hunter and Highway (1986) say that head teachers should motivate teachers and not wait for the government to do this. The motivation crisis among primary school teachers in most low-income countries must be tackled if the 'education for all' MDGs is to be achieved. Therefore, one of the main roles of employers and head teachers is to motivate teachers to extend their time and energy at innovative effort. This is supported by Vroom 1960 (in Cole, 1993) who said that people are motivated to work if they believe that their efforts will be rewarded and if they value the rewards that are being offered. Thus, head teachers should possess motivational skills to assess the value that teachers place on the rewards they are offered as some rewards may be viewed negatively.

A book issued by the UK Department for International Development reports the main findings and recommendations of an international research project involving case studies on teacher motivation and incentives in

South Asia and sub-Saharan Africa. The studies were carried out in Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra Leone, Tanzania, Zambia, Bangladesh, India, Nepal and Pakistan. Interviews were held with key education stakeholders including head teachers and teachers, and extended case studies were carried out in six countries, involving surveys in primary schools in rural and urban areas. The research reports that a large proportion of primary school teachers experience low job satisfaction and poor motivation levels, especially in sub-Saharan Africa. As a result, millions of children are not being taught properly and do not receive an education that is even minimally acceptable. Most schooling systems face a teacher motivation crisis that has serious implications for achieving the MDGs for basic education.

Taylor (1990) says that the output of a highly productive person would decrease when she/he discovers that he was receiving the same compensation as that of a person who produces less. If the MDG is to be reached, an adequate number of teachers need to be competent and committed to delivering high quality basic education for all children. Primary school teachers now face enormous pressure to provide a high standard of education, but the question is whether they will rise to this challenge, given current poor salary levels and living and working conditions. There is growing concern that teachers are becoming increasingly demotivated, leading to declining teacher performance and poorer learning outcomes.

Promotion of teachers based on ranking is a motivator. Kiragu (1982) says promotion makes teachers work harder for higher achievements. The reward could be a higher salary. Cubb and Moe (1990) and Fuller (1986) say that there is a positive relationship between pupil academic achievement and teacher salaries (Cited in Ngala, 1997). This explains why private schools, which pay higher salaries and public schools that give rewards of various forms get better results. Other rewards include public recognition as in giving certificates at organized district education days and trips to tourist sites in and outside the country. Apart from the motivation derived from anticipated rewards, head teachers, Science teachers and learners need to have an inborn or natured great determination to succeed. For instance, the head teacher of Kianda School said the following while commenting on her school's performance: "Teaching is a vocation that needs resilience and patience in moulding teenagers. I'm determined to keep my school at the top," (Chuku The Standard March 15, 2005 page 16). On the same note, the last words of the late Dr. Griffin to his Starehe boys would make a big difference in performance if heeded by head teachers and teachers. These were: - This world is full of people who do their duties half heartedly, grudgingly and poorly. Don't be like them" (Siringi The Standard May 14, 2005 page 19).

Teachers mourn that their profession is not respected and complain that they are inadequately paid for the duties they are required to do. They look over their shoulders at other professions and conditions of service and sigh for a better life (Farrant 1980: 224) yet the relationship between the learner and the teacher should be personalised for effective learning.

Since students' academic scores are not the only predictors of teachers' effectiveness, researchers have sought other fairer ways of evaluating teachers' effectiveness. Students, administrators, colleagues and the teachers' self evaluation have been used to evaluate teachers' effectiveness. However, studies have shown that students' ratings are valuable indicators of teachers' effectiveness (Barnett et al., 2003; Imhanlahini and Aguele, 2006; and Pozo-Munoz et al., 2000). Despite the fact that there is research reports in support of learners' rating of their teachers' effectiveness, Nuhfer (2004) and Pozo-munoz et al. (2000) warned that students rating should be one of a comprehensive evaluation system and should never be the only measure of teachers' effectiveness.

There is undue pressure from the society on teachers concerning learners' examination performance. It has frequently been reported that some teachers have been beaten, locked out of school or frog-matched by angry parents over failure of their children in examinations (East African Standard, January 2004). Parents have

attributed to laxity among teachers whom they accuse of engaging in private business at the expense of teaching. Learners with external locus of control are likely to join their parents and the community in casting blames on teachers over their failure in examinations. When schools across the country reopened on December 3, 2012, parents whose children attend schools that performed dismally directed their anger towards the teachers blaming them for the poor results. In some schools, teachers had to flee as rowdy parents threatened to beat them up. Some parents also withdrew their children from schools that had performed poorly. The climax of this was the beating up of a teacher in Kisii, after he attempted to save the headmaster who was being roughed up by parents for the school's poor performance and the saving of Nyeri's Primary School head teacher by police after angry parents stormed the school baying for his blood (Muindi 2011).

The school administrators' evaluation has also been used to evaluate teachers' effectiveness. The accuracy of school administrators' evaluation of teachers' effectiveness has also been studied. Jacob and Lefgren (2006) found a positive correlation between a principal's assessment of how effective a teacher is at raising pupils' achievement and that teacher's success in doing so as measured by the value-added approach. With the introduction of individual pupils' ranking system in KCPE examinations in Kenya, there would be positive and negative effects that can emerge there from. The current study examines the effect of individual pupils' ranking in KCPE on teachers' motivation as to whether teachers' are motivated to work hard and embrace their work compared to the previous system of ranking of schools based on national examinations.

Methodology

A descriptive survey research design was adopted for this study. This design gathers data at a particular point in time with the intention of describing the nature of the existing conditions, identifying the standards against which existing conditions can be compared and determining the relationship that exists between specific events (Orodho, 2005). A descriptive Survey research design was suitable in this study since the population to be studied was too large to be observed directly. Here, the natural setting was the selected public primary schools which provided the required data. Koul (1992) argues in favour of descriptive survey research design because it is efficient in collecting a large amount of information within a short time. This study adopted a quantitative research methodology.

Target Population

The target population for this study were pupils, teachers and head teachers in public primary schools in Eldoret Municipality. The study targeted 50 head teachers, 600 teachers and 1,600 standard seven pupils in selected Public primary schools in the Municipality making a total of 2,250 respondents.

Sampling Techniques and Sample Size

For the purpose of getting a representative sample, the schools were stratified into 5 Zones. A Stratified sampling technique is a useful blend of randomization and categorization, which enables both quantitative and qualitative process of research to be undertaken (Cohen, 2003). The advantage in stratified proportionate random sampling is that it ensures inclusion, in the sample of subgroups, which otherwise, would be omitted entirely by other sampling methods because of their small numbers in the population (Cohen, 2003). Simple random sampling was then used to select 30% of the schools from each zone. This agrees with Kerlinger (1986) who noted that. Purposive sampling was used to select the 15 head teachers from the selected schools. Upper primary school teachers were purposively selected to participate in the study. The study also included those teachers who have been in the profession for the last five years. Therefore 15 head teachers, 60 teachers and 160 standard seven pupils participated in this study making a total of 235 respondents as shown in Table 2.

Table 2: Target Population and Sample Size

ZONE	No. of					
	Public primary schools	Schools Selected	Head teachers	Head teachers selected	Teachers selected	Pupils selected
Kapsoya	8	2	8	2	8	16
Chepkoiel	9	3	9	3	12	27
Pioneer	12	4	12	4	16	37
Kapyemit	10	3	10	3	12	43
Kibulgeny	11	3	11	3	12	37
TOTAL	50	15	50	15	60	160

Table 3: Responses from teachers on the influence of Ranking of Pupils in KCPE on Teacher Motivation

Ranking of pupils in KCPE encourages teachers to:	Responses							
	A		U		D		TOTAL	
	f	%	F	%	f	%	F	%
Set examination-related questions for their learners	44	80.0	1	1.8	10	18.2	55	100
Revise with learners in preparation for KCPE	48	87.3	3	5.4	4	7.3	55	100
Complete syllabus in time	25	45.5	1	1.8	29	52.7	55	100
Instil in learners examination tackling techniques	25	45.5	2	3.6	28	50.9	55	100
Promotes healthy competition amongst schools and teachers.	9	16.4	4	7.3	42	76.3	55	100

Table 3 shows that 44 teachers (80.0%) agreed, 1 (1.8%) was undecided while 10 (18.2%) disagreed that ranking of pupils in KCPE encourages teachers to set examination-related questions for their learners. It is evident that majority of teachers have been encouraged to set examination-related questions for the learners as suggested by 44 (80.0%) of the respondents. This implies that the focus of teaching has shifted to examination.

When asked on their level of agreement if ranking of pupils in KCPE makes teachers to revise with learners in preparation for KCPE, 48 teachers (87.3%) agree, 3 (5.4%) were undecided while 4 (7.3%) disagreed. This is a clear indication that teachers are motivated to revise with learners so as to have them ranked highly as suggested by 48 (87.3%) of the respondents who were in agreement with the statement.

On finding out if ranking of pupils in KCPE encourages teachers to complete syllabus in time, 25 teachers (45.5%) agreed, 1 (1.8%) was undecided while 29 (52.7%) disagreed. This implies that in most schools the syllabus is not cleared on time as indicated by 29 (52.7%) of the respondents who disagreed with the statement. This may call for a need for more time for completion of syllabus and revision. However, some schools complete the syllabus in time as indicated by 25 teachers (45.5%). It can be concluded from this table that, syllabus coverage is completed in a few of the primary schools in Eldoret municipality.

On if ranking of pupils in KCPE influences teachers to instil in learners examination tackling techniques, 25 teachers (45.5%) agreed, 2 (3.6%) were undecided while 28 (50.9%) disagreed. This means that most teachers in many schools do not instil in learners examinations tackling techniques as represented by 28 (50.9%) of the respondents who disagreed with this statement. This explains the reason teachers should conduct revision exercises for learners before they sit for KCPE examinations to prepare them adequately so as to improve the wanting school academic performance in Eldoret Municipality.

Lastly in promotion of healthy competition amongst schools and teachers, 9 teachers (16.4%) agreed, 4 teachers (7.3%) were undecided while 42 teachers (76.3%) disagreed. This is an indication that majority, 42 teachers (76.3%) think that the ranking system does not promote a healthy competition amongst schools and teachers in the schools. This explains why teachers strive to spend the time with learners revising with them so as to outdo other schools and teachers in other subjects. Failure to attain this can be due to inadequacy of resources, facilities and differences in the entry behaviour of the learners among other factors. This failure can cause teachers to become frustrated and to feel inferior before other schools and fellow teachers. Teachers from highly ranked schools are thought to be better than those from non-performing schools.

Influence of Ranking of Pupils in KCPE on Teacher Motivation According to Head Teachers

From the interviews conducted, head teachers said that the system of pupils ranking in KCPE discouraged teachers from schools without good facilities especially the marginalised schools. With a uniform national examination, KCPE, some head teachers felt that teachers from schools with inadequate facilities and resources did not stand a good chance to have their learners' ranked top in KCPE, a sign of good teacher performance. Head teachers were also of the view that ranking of pupils in KCPE was good publicity for both performing schools and teachers teaching in those schools. This implies that, by having pupils' ranked top, the school could become the choice for many pupils and parents who want a good performing school.

Findings

The fact that staff in some schools appears more enthusiastic and energetic than others is noticeable. This could be caused by motivation. Based on the findings, performance in KCPE is the concern of many teachers. Having their pupil's ranked top is all they wish to witness. Since it is achievable, teachers will set examination related questions which they are confident will sharpen their learners' examination tackling skills as they constantly revise with them so as to excel in KCPE. Teachers think that the ranking system promotes unhealthy competition amongst learners, schools and teachers of those schools. These explain why teachers are motivated to spend most of the time revising with the bright learners so as to have them shine in KCPE examination. The teachers, learners and schools that are ranked highly feel more superior to their counterparts. The desire to have learners appearing top in KCPE has therefore has been a big blow to slow learners. According to the findings of the study, teachers seem to concentrate more on bright learners. This means that the other learners are seen as mere passengers in the classroom.

Recommendations

Teachers should be rewarded by good pay, promotions and even recognitions so as to administer their teaching objectively. Therefore, one of the main roles of employers and head teachers is to motivate teachers to extend their time and energy at innovative efforts and to do this on all learners equally.

Conclusions

teachers have taken the leading role in teaching and preparation of pupils in KCSE and that they desire to see their pupils emerge top when ranked in KCPE and as a result; they are involved even in the revision and entire preparation of pupils for KCPE. Teachers, however, have abused their responsibility of teaching learners equally as required by the national goals of education. Instead, they focus on bright learners leaving the weak learners to struggle on their own. Slow learners don't benefit from the bright learners since the bright learners are treated favourably by the teachers so that they can appear in the national dailies.

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