

TEACHERS' PERCEPTIONS OF THE EFFECT OF SCHOOL RANKING IN TRANS

NZOIA WEST SUB COUNTY, KENYA

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ABSTRACT

According to World Bank, the pressure of examinations and ranking of schools according to performance are blamed for lack of depth in learning and the teaching process worldwide. Focusing on examination results ignores many other important outcomes of schooling like physical wellbeing, life skills, integrity, confidence and deportment. Despite attempts to do away with ranking, it has defied the test of time. The purpose of this study was to establish teachers' perceptions of the effect of ranking public secondary schools based on national examinations in Trans Nzoia West Sub County. Specifically, the study undertook to establish teachers' perception of the effect of ranking on teachers' self-esteem, teaching practices, career progression, and students' performance in examinations. The study was anchored on expectancy theory by Vroom. The study used descriptive survey design. The target population comprised of 91 secondary school principals and 910 teachers from 91 public secondary schools in Trans Nzoia Sub County. A sample of 27 principals and 108 teachers were selected for the study. Data was collected using a semi structured teachers/principals questionnaire and analyzed using both descriptive and inferential statistical methods. Pilot testing and expert judgment were used to ascertain content validity of the research instrument. Using the split half technique, the questionnaire was found reliable ($\alpha = 0.79$). Both teachers and principals affirmed that teachers from low rank schools appear to have less self-confidence when interacting with other teachers due to low self-esteem. It was also found that teachers in low ranked schools tend to develop apathy on improvement in their subjects. Majority of teachers affirmed that teachers from low ranked schools are disadvantaged during promotion interviews due to students' low mean marks. However principals disagreed with that notion. Both teachers and principals affirmed that ranking enhances team spirit as students uplift each other to improve the overall school grade. A two tailed t-test at 95% confidence level showed that there was a statistical significant difference between teachers and principals perception on the effect of ranking on career progression ($t(114) = 3.913, p < 0.05$). The study recommends and supports remarks from some respondents that school ranking should also consider other crucial factors such as completion rate, extra curriculum activities, and students' entry behaviour.

Keywords: Ranking of schools, Teachers' perceptions, Self-esteem, Career progression