

TEACHERS AND STUDENTS PERCEPTION ON SCHOOL RANKING ON SECONDARY
SCHOOL: A CASE STUDY OF MAVOKO DIVISION,

STUDENT NUMBER: BEDA/112/03850

STUDENT NAME: PHILIP CHEGE MIANO

SUPERVISOR: AMIR

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION AS PARTIAL
FULFILLMENT FOR AWARD OF BACHELOR OF EDUCATION ARTS OF MOUNT
KENYA UNIVERSITY.

OCTOBER, 2015

ABSTRACT

Over the recent times, school ranking in Kenyan Education system has become one of the contentious issues in the education sector. The aim of the study was to investigate the teachers' and students' perception of ranking schools and students in national examinations. The study adopted a descriptive survey design to collect data in secondary schools of Mavoko Division in Machakos County. The sample frame consisted of 10 secondary schools was selected through a simple random sampling and 100 respondents were selected purposively from 10 secondary schools. Data collection instruments were questionnaires. Reliability was established by use of test retest technique. Most of the students and teachers approved of ranking. Despite this stand on ranking, both the teachers and students felt that ranking should be improved and thus called for a system of assessment that encompassed all the aspects instead of focusing on academic performance only. This would ensure that ranking of schools and students did not glorify academic achievement at the expense of talent and other virtues.