

**TEACHER SCHOOL BASED LEARNING AND ITS EFFECT ON KENYA
CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE;
A CASE OF TINDERET SUB COUNTY,
NANDI COUNTY, KENYA**

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ABSTRACT

The purpose of this study was to investigate the effect of teacher school based learning on KCPE performance in Tinderet Sub County of Nandi County. The study was guided by the following objectives: To find out school based learning and its effect on curriculum implementation in Tinderet Sub County; to find out skills acquired through skill based learning and its effect on KCPE performance in Tinderet Sub County and to find out the factors influencing teacher participation in school based learning in Tinderet Sub County. The study adapted descriptive research design and it was conducted in public primary schools in Tinderet Sub County, which is located in Nandi County of the republic of Kenya. The target population comprised of 108 head teachers, 908 teachers and 16,453 pupils. The sample size for the study involved 32 head teachers, 91 teachers and 164 pupils. Purposive sampling was used to sample schools, head teachers and teachers. Data was collected using questionnaires, interview schedules and document analysis. Descriptive statistics involving frequencies, percentages and means were used in analysis. Research findings indicated that teachers who had undertaken school based were highly conversant with requisite skills in curriculum implementation. Job satisfaction was the major factor influencing teacher participation in school based learning programmes. More teachers need to enrol for school based programmes to improve their knowledge and skills aimed at improving their instructional competencies. Such programmes should relate to subject contents, use of teaching aids, lesson preparation and delivery, classroom management and student's evaluation. This will improve curriculum implementation in schools thereby leading to improved academic performance.