



INTERNATIONAL JOURNAL OF BUSINESS, SOCIAL SCIENCES & EDUCATION

**THE ROLE OF EXAMINATIONS ON THE DEVELOPMENT OF HOLISTIC
LEARNERS IN SECONDARY SCHOOLS, KIAMBU COUNTY, KENYA**

JOSEPHINE KAGWIRIA KIRIMI

PhD Student

MOUNT KENYA UNIVERSITY

CITATION: Kirimi J.K (July 2016) The role of examinations on the development of holistic learners in secondary schools, Kiambu county, Kenya: *International Journal of Social Sciences & Education (IJSSE)* 2 (3), 205-255. ISSN 2105 6008.

ABSTRACT

The purpose of the study was to investigate the role of examinations on the development of holistic learners in secondary schools, Kiambu County, Kenya. The research study employed mixed methodology which assisted in the collection and analysis of both qualitative and quantitative data. The target population for this study was 30 selected public secondary school principals, 450 teachers and the 1200 form three students in Kiambu county Kenya. Purposive sampling was used to select the study groups. The principals were purposively selected using this technique as their number was small enough. The use of this sampling technique assisted in the selection of respondent's categories with the much needed information concerning this study with a population of diverse group of respondents. The study found that In a bid to assess teachers and principals opinions on the contributions of examinations in the holistic development of learners in Kenya the researcher gathered their views and established that both teachers and principals believed that examinations are mainly used to measure a learners uptake of subject contents as well as their intelligence, while others include informing learners future careers, evaluating the effectiveness of teaching methods and selecting learners for the next level of education.

Keywords; *Anti-education, Certification, Development, Education, Examinations, Holistic, Learners and Moral*

Background to the Study

Education is considered a fundamental tool for national development. Stakeholders in Education regard it as an important vehicle to socio-economic and political development (Muola, 2006). The general aims of Education in Kenya strive to foster nationalism, patriotism, and promoting national unity, promoting social, economic, technological and industrial needs for national development and self-fulfillment promoting respect for development of Kenya's rich and varied cultures. Whereas aims of Education gear towards furnishing individuals with appropriate knowledge skills and attitudes , the realization of the goals can only be possible if individuals to strive to make deliberate efforts towards acquisition of the same. Pedagogy in this regard should provide opportunities for the fullest development of individual talents and abilities through holistic learning so that the learners adjust well to the rapidly changing environment

Pykett (2010).

Examinations form one of the most common tool around which entire systems of education revolve. Every educational system uses examination as an indicator of performance (Khan et al., 2011); additionally, the exams are used to promote learners to the next academic level. Teacher judgment and examination results form the grading system by which all the students are classified periodically (Khan et al., 2011). An examination is not only a process of assessing the progress of students but also a motivator that helps a learner to know his/her academic strengths and weaknesses. Such exams are also used to provide teachers with opportunities to try new instructional methods. The use of examinations to promote learners to the next level of education is the reason most of them engage in examination malpractices since examination is also the tool used to facilitate decision making in the performance, educational advancement and job opportunity for an individual (Fasasi, 2006, Wilayat 2009).

Examination Practices in Selected Countries

This section presents an overview of examination practices in Finland, China, and Pakistan for purposes of gaining insights on possible lessons to be learned concerning the interest of this study which are discusses as follows:

Examination Systems in Finland

In Finland, a school-leaving certificate, awarded after completion of basic education enables learners to transit into upper secondary school. Students with the highest marks attend general education while the rest attend vocational schools. Both groups of students then have the option to attend higher education at universities or polytechnic training schools (Ministry of Education and Culture, 2010).

Finland's Examinations system adopts the use of Formative, Summative, and Evaluative Practices in its assessment of schools as described in the National Curriculum (MoE and Culture, 2011). According to Black, Harrison, Lee, Marshall & Wiliam (2003), these formative assessments produce significant, and often substantial, learning gains in the country. Black et al., (2003) observed in their study that the pressure of national assessments can hinder the development of formative assessment.

Normative assessment in Finland is used to identify students with possible learning disabilities and therefore need for special education support (Kupiainen et al., 2009). Through normative assessment, students are taught in an inclusive classroom with an additional teacher present in the classroom to assist underachieving students (Grubb, 2007).

The assessment system of Finland is based on improving instruction, and the majority of the evaluation is formative or used to improve teaching and learning (Grubb 2007). Student assessment is done within classroom practices, as the final comprehensive assessment of student progress, and during the matriculation examination. Grubb (2007) further notes that the national curriculum is evaluated with external evaluators help using data from a national standardized examination while teachers and schools use self-evaluation to improve education locally.

There are two categories of classroom evaluation in the National Core Curriculum for Basic Education 2004 which include evaluation during the course and final assessment (Finnish National Board of Education, 2004). FNBE (2004) notes that the two categories are nationally mandated to align with national criteria, while serving different objectives. Formative assessment encourages learners' growth and self-assessment (ibid). According to FNBE, the national

curriculum provides criteria to be used in classroom assessment. It is the teacher's responsibility to evaluate students' conduct and school work along this national criterion. FNBE further notes that yearly assessment, based on a variety of student work, provides feedback to students about progress in learning and suggestions for improvement. The study also shows that one last type of assessment that is not included in the National Curriculum is the matriculation examination which is the only high-stakes standardized test taken by students. According to FNBE (2004), the matriculation examination is administered upon completion of upper secondary school if the student intends to complete further education.

The aim of examination is to encourage studying and self-assessment skills (FNBE 2010). Assessment measures educational progress, work skills, and behavior (Finnish National Board of Education, 2010). Classroom assessment practices in Finland enable educators to assess and amend instructions in line with student needs. In class, teachers employ formative assessment and summative approaches, giving students examinations set by the textbook company and teacher's associations (Kupiainen et al., 2009).

Kasanen et al., (2003), notes that instructors frequently employ test-like situations but fail to present these situations as tests. In such circumstances, students view the test situations as educational experiences instead of summative assessments (ibid). In these situations, the results are often not provided to students or parents; instead they are used by the teacher for planning purposes (ibid). The only genuine test cases are presented in the second half of the school year which provide a summary of what has been learned (Kasanen et al., 2003).

According to the Finnish National Board of Education (2004), the role of assessment is to encourage studying and to show how well the pupil achieves established objectives for growth and learning. Thus, within the classroom, frequent feedback is provided to students regarding their progress in the curriculum (FNBE 2004). As the study shows, behavior, work skills, and content knowledge are assessed based on student and teacher interactions and outcomes communicated to parents regularly.

Evaluation provides feedback that serves to improve student learning and feelings of self-efficacy (Black & Wiliam, 1998). Student growth and progress are monitored and shared with students and parents to encourage further student growth and development of self-evaluation skills (Finnish National Board of Education, 2010). Through supportive feedback, students receive a report at the end of each school year and sometimes at the middle of the school year. The report is often used as guidance for studying. Further, frequent formative assessment enables teachers to identify weak learners. Such intervention helps weak students adapt to the learning environment to enhance learning. Where need be, learners are offered individual assistance by a teacher with tutoring after classes (Grubb, 2007).

Formative class evaluation encourages learners' self-evaluation. The Finnish National Board of Education (2004) encourages evaluation that assists learners become aware of their academic progress through the curriculum. Thus, student self-evaluation is a significant skill that students need to develop through teacher guidance (FNBE 2004). The final examination is considered high-stakes, as it determines which students earn a certificate of completion and transits to secondary school (Kupiainen et al., 2009). Compiled by the subject teacher, the final assessment is a portfolio containing students' yearly reports as well as diverse evidence of students' work (Kupiainen et al., 2009). The National Core Curriculum requires the final assessment to be "nationally comparable and treat the pupils equally. Examinations must be aligned with national criteria for each subject, showing that students have met the required objectives for the course (Kupiainen et al., 2009).

Test scores are not acceptable as the sole criteria for assessment (FNBE 2010). Further, the final evaluation contains verbal comments and numerical score on a scale of four to ten. A score of an eight shows good performance while a five shows an adequate achievement (Finnish National Board of Education, 2010). A standardized matriculation test is undertaken by learners upon completion of secondary school before entering post-secondary academic institutions (Grubb, 2007; Ministry of Education and Culture, 2010). This assessment measures the knowledge and maturity gained through the upper secondary education curriculum (Finnish National Board of Education, 2010). The final assessment is the only time that standardized examinations are used

to evaluate individual students in Finland. To determine future school placements in the Country, students take an advanced or general school-leaving examination (Brekke & Zambulionis, 1995).

Examination Systems in China

The main aim of learning focuses on passing examinations among the Chinese students (Kristofk, 2011). The process begins early with Formal Chinese education emphasizing testing that begins at age two, and it starts with the initiation of the “three-point life” of home Language (Kristofk, 2011). Chinese students have eight classes each school day. On account of high daily homework assignments, each class has 3 or 4 tests per subject, allowing for few extracurricular activities (Kristofk, 2011). The Chinese education system is highly examination-oriented which may affect the learning process, socialization, and ability to learn beyond studying for testing requirements (Kristofk, 2011).

As Luxia (2004) notes, examinations play a pivotal role in student success. In China, students face numerous examinations the moment they start their schooling (Luxia Qi, 2004). With the rapid growth in primary education enrollment, retention and transition rates, the need for secondary education has risen. Therefore, regional governments use examinations means for individuals to access schools, show learning outcomes and for quality control (Peter, 2010).

In China, the National Higher Entrance Examination is taken by students at the end of grade 12 (Luxia Qi, 2004). Only top-performing students in high-stake tests get admission into better campuses, get well paying jobs and enjoy limitless opportunities that are off-limits to lower scoring students (ibid). A highly selective educational system is adopted in china with few students at the higher end of the educational ladder benefitting (Luxia Qi, 2004).

In China, scores, not people, define worth (Luxia Qi, 2004). Chinese academic stakeholders consider scores as the only evaluating criteria for learners. Therefore, high scorers are praised whereas underachievers are punished (Luxia Qi, 2004). Enrolling into a university is viewed by Chinese teachers, parents, and students as the only means to success. According to the study, 70% Chinese high school students who do not meet college entrance examinations requirement have limited career prospects (Luxia Qi, 2004).

Chinese high school students are overburdened with homework on a daily basis that exceeds their normal capacities to memorize (Luxia, 2004). Such homework forces students to recite knowledge, but lack the intellectual depth to synthesize or appreciate abstract concepts. Therefore, to pass exams, students turn to cheating, a common thing in secondary schools and universities (Luxia, 2004). Majority of examination malpractices are normally reported in high schools. At this academic level, competition for slots in the best colleges is high as high test scores on standardized tests are the most significant criterion for admission (Luxia, 2004).

As Luxia (2004) observes, ghost-written essays and test questions can be bought, not to mention a hired test taker who will assume the student's identity for the grueling during college entrance exam. Andrew Jacobs, (2010) mentions that there are so many high school students cheating because of the nature of the competitive educational system. These systems demand high test scores above everything else (Andrew, 2010) as students worry about low performance. Therefore, they attempt to mitigate the risk of failed testing by cheating on examinations (ibid). Secondly, some students want to pass the exam without studying. In both cases, the psychological pressure caused by evaluation process constitutes the primary drawbacks of exam-oriented education (Andrew, 2010). Too many examinations do not allow students time to digest acquired knowledge and therefore, to escape the punishments and pass examinations, students choose to cheat (Andrew, 2010).

Statement of the Problem

The development of Kenyan's education sector has had various challenges and for this reason commissions and task forces have been given the mandate of reviewing the ever changing demands in education. Key among them is the Ominde Commission (1964) which was the first after Independence. Among its many other recommendations was that education be freed from the stratification that the colonial government had established. At the same time, the commission encouraged a child centered education that would prepare the youth with knowledge, skills and expertise to enable development of individual talents and personality for national development. Prior to the commission, education was elitist and

individualistic with many striving for white collar jobs on completion of school. Though this commission was to eradicate this stratification, a lot needs to still be done as it stratification remains quite glaring. School has remained a ladder to formal employment and this hung up lives with us up to today hence failure to promote development of holistic learner.

The Kenya Education Sector Support Programme (KESSP) 2005 – 2010 (ROK, 2005) placed strategies to address key issues among them support for children with special talents. Other Education Commissions maintain relative silence on the question of nurturing talents of the child. Advocacy for holistic approaches to learning remain a myth with the formal dimension taking precedence over the informal and non-formal dimensions of the curriculum. Eshiwani (1993) observes that Kenya suffers from a certificate syndrome in which one paper certificate fails to secure an individual a vacancy to the next level.

Criticism against over emphasis on the formal aspect of education was captured in the disgruntlement of the stakeholders in the Kenya Secondary Schools Heads Association Conference held in Mombasa in June 2010 whose theme was ‘The Role of Education in Vision 2030’. The delegates observed that there were high numbers of candidates who scored D+ and below, a pointer to mass wastage. In the year 2009 for example 896,000 candidates scored mean grade D+ and E which could hardly allow them placing even in the middle level colleges. The summative evaluation report (KIE, 2009) revealed that there is poor implementation of the curriculum leading to over emphasis of examinations, at the expense of the students’ holistic development (The Standard, 2010).

The same feelings were reiterated in fora such as Kenya Schools and Colleges Drama festival in April 2010 in Kisumu and the Kenya Music Festival of August 2010, in Kakamega. It was against this background that the Ministry of Education (MOE) and Ministry of Youth and Sports (MOYAS) with the support from United Nations International Education Fund (UNICEF) endorsed the establishment of a pioneer talent academy in Kasarani with satellite centres in the counties. Research undertaken by UNICEF established that the youth are the

majority in Kenya. They suffer from frustration and are evidently a vulnerable lot going by the violence they exuded in the post election violence of 2007 /2008. It was also a follow –up measure to the talent and potentials exhibited in schools in the areas of non- formal curriculum activities. Schools must continue to re-address issues of NFCAS to cater fully for learners of all categories.

According to the Kenya Ministry of Education (2011), examination systems in Kenya tend give insufficient attention to formative monitoring in teaching and learning. As a result, schools ignore aspects of learning that are not tested but yet stipulated in the curriculum. Both the KCPE and KCSE examinations are mainly used for selection and certification, and this makes the systems biased towards further education and training (ibid). The violent reactions by some stakeholders like parents and learners’ following underachievement go against the spirit of education. Such reactions indicate situations in which aspirations of the people of Kenya, as expressed in the goals of education, are not being obtained (MoE, 2011). As such, there is a problem of self-destruction as opposed to self-growth and development for both the individual and the society. In this way then, examinations have perhaps become anti-thesis of education in Kenya. However, given the very role of examination as a feedback providing mechanism in the practice of education, the function of examinations need to be nurtured in ways that are not only consistent with the purpose of education but also meet the overall expectations of the society. This study sought to establish the implications of examination-oriented system of education on the development of holistic learners in secondary schools, Kiambu county, Kenya

Purpose of the study

The purpose of the study was to investigate the role of examinations on the development of holistic learners in secondary schools, Kiambu county, Kenya

LITERATURE REVIEW

Examinations as a Control Mechanism

Jagero (2013) writes that examinations help control the disparate elements of the education system by specifying goals and standards of education. According to Kelleghan (2004), by providing a specification of clear objectives and standards for teachers and students, examinations control the disparate elements of the education system by helping to ensure that all schools teach to the same standards. This role is well illustrated in Finland, where the National Core Curriculum for Basic Education 2004 separates classroom assessment into two assessments during the course and final assessment. Both assessments are nationally mandated to align with national criteria, but they serve different purposes.

Examination practices in Finland permit teachers to evaluate and change instruction based on student needs. In class, teachers use formative assessment as well as summative assessment, issuing exams created by textbook companies or by teacher's associations (Kupiainen et al., 2009). According to Kasanen et al., (2003), teachers often use tests-like situations in primary schools but avoid presenting the situations as tests. Students view test situations as learning experiences rather than summative assessments. Numerical grading is not used on these tests, but the tests are often scored or marked as "excellent" or "needs practice." Results are often not provided to students or parents but are used by the teacher for planning. Examination, therefore, is used to facilitate decision making in the performance, educational advancement and job opportunity (vide Fasasi, 2006, Wilayat 2009).

As a control mechanism, examinations are used by the Chinese government across the region as gatekeepers of access to schooling, indicators of learning outcomes, and as a means of quality control (Hill, 2010). This is in the view of the rapid growth in primary education enrollment and improvements in retention and transition rates, which leads to the increased demand for secondary education, hence secondary schools.

In 1967, the umbrella of the East African Community adopted a single education system (the 7-4-2-3) which consisted of 7 years of primary education, 4 years of secondary education, 2 years of high school and 3 to 5 years of university education. Through this system, examinations were used to control the number of entrants to each level of education. For instance, Akaranga and Ongong (2013) noted that under the system, children began their primary education at the age of 7 and completed by age 13 after sitting for East African Certificate of Primary Education (EACPE) regional examination. Learners who passed their primary education national exams then proceeded to secondary schools which took four years to complete after sitting for the East African Certificate of Education Examination (EACE). Passing a two-year high school East African Advanced Certificate of Education (EAACE) (KNEC) Examination enabled learners to join a university. This way, examinations were used to control access to each level of schooling. Bloom et, al. (1971) also pointed out that continuous assessment assist in pacing the student learning, motivates them to study, reveals specific areas of learning difficulties and provides feedback to the students and teachers as earlier shown. Continuous examinations should be considered as a process that offers comprehensive evaluation of the student learning in terms of assessing extensive syllabus coverage, using several assessment techniques and finishing remedial work where necessary. This form of assessment helps to control both the learning pace of learners and the instructional methodology used after receiving feedback from tests and examinations.

Examinations also contribute to controlling study habits. This is due to the fact that examinations enable students to demonstrate their knowledge, abilities, and even characters such that after teachers knowing their pupils' examination results, they can have a better understanding of their students and, therefore, be able to find a more suitable teaching method for purposes of improvement. The students can also use examination scores to improve learning strategies and study styles. For instance, if your performance is not impressive in literature, you need to spend more time reading books and writing; or if you are poor in Mathematics, you can practice more to pick up a job about mathematics in the future (<http://bachlongbff.wordpress.com>).

As argued by Iqbal (2011), examinations are too important to be underrated. Examinations are conducted to assess learner's achievement and establish if they possess the expected standard of

academic learning and knowledge. An examination is a critical process of assessing students progress which motivates and helps them know their strengths and weaknesses, and while providing opportunities to the educators to try new ways of improving their instructional methods. This way, examinations offer a platform for control both the learners and teachers endeavors towards achieving the desired goals and objectives of education.

Examinations by and large control education instead of the other way round (Nyichomba & Mkilaha 1992, Murthy, 2011). In most part, a case teaching is subordinated to examinations and teachers habitually teach exclusively to facilitate learners pass examinations. Parents send their children to school to get an education where teachers work year in and year out to fulfill the task that the society entrusts to them (Charterjee, 2012). The students are expected to study hard throughout the session. If there are no examinations to be done, teachers and students would not know the results of their efforts. Examinations also present a goal before students so that they know the amount of work that must be put in within a defined period. Examinations, therefore, act as the inspiration to students and teachers. The examination helps to organize the way studies are carried out systematically therefore their place and importance in the educational system cannot be challenged.

Examinations as Certification of Achievement

Jagero (2013) writes that examinations are used to certify the achievement of students, providing evidence a student may need in the marketplace. Kelleghan (2004), emphasizes that examinations have a certification function though this is often lost sight of because of the emphasis on their use for selection. Formal certification of academic achievements, however, can be critical for some students in gaining access to employment or training. Kupiainen et al., (2009) reported that in Finland, final school examinations are high-stake because they determine whether students earn a completion certificate and proceed to the next level of education or not. Set by the subject teacher, the final exams are a portfolio containing students' yearly reports as well as diverse evidence of students' work.

Nyaga and Bundu (2006) point out that an examination is a central part of academics. Examinations are used to measure learner's academic achievement and certify the candidates' for future training and employability. Tests also provide the basis for evaluating the cost

effectiveness of the curriculum both at school and national levels. However, life today has become so difficult that most students are afraid of examinations as they are seen to expose learners' private abilities and capacities. The passing of an examination is at the same time viewed as a quality related to one's future success. Success in an examination indicates one's ability to express one's thoughts and ideas in a manner that others can understand. Succeeding in exams also shows that the student has gained knowledge in the studied areas. Tests exercise the mind of students, and even if the mind is dull, it receives a good exercise when the learner prepares for an examination. A student's examination success assists employers and others to assess his mental or general ability.

As pointed out by Iqbal et al., (2011), tests are conducted and managed to assess learners' performance and establish whether they have gained the expected required academic knowledge. The evidence to this is the results attained by a learner in an examination and the eventual certification. The seriousness of examination as the primary end of formal education at the institutions of learning involves the students in a competitive manner to achieve good results and satisfy the expectations of every academic stakeholder. However, passing examinations and obtaining certificates are essential for the success of the examinees in today's competitive world. The success of learners needs to be measured by good grades and not merely the acquisition of certificates, because, for one to join any reputable training program or university, success in a standard grade test is required.

The Selection Function of Examinations

According to Akaranga and Ongong (2013), an examination is the most common tool around which the entire system of education revolves. There is hardly any educational system that does not include one form of assessment or another as an indicator of the said system of education. An assessment is an instrument used to decide who proceeds to go to the next academic level. The results of examinations and teachers' judgments form the grading system in which all the students are classified regularly (Iqbal et al., 2011).

Normative assessment in Finland is undertaken in comprehensive schools to identify students

with possible learning disabilities and require special education support (Kupiainen et al., 2009). Students are in the same classroom irrespective of their disabilities, and an additional teacher is present in the classroom to assist the weak students (Grubb, 2007). Student assessment in the Country place within classroom practices, as the final comprehensive assessment of student progress at the end of basic education, and during the matriculation examination to serve as a criterion for college admission.

In Finland, test scores are not considered as the sole criteria for assessment. The final examination consists of verbal comments and numerical score on a scale of four to ten. The score of eight reflects good performance while a score of five shows an adequate level of performance enabling students to earn the certificate of completion (Finnish National Board of Education, 2010). Students take a standardized matriculation examination upon completion of Secondary School to be enrolled in Post-Secondary academic institutions for further education (Grubb, 2007; Ministry of Education and Culture, 2010). This exam weighs the knowledge and maturity acquired in upper secondary education curriculum (Finnish National Board of Education, 2010). The test marks the only time that such a test is used to make a decision regarding individual students in Finland. Students are allowed to choose between advanced or general school-leaving exam to determine future school placement (Brekke & Zambulionis, 1995).

In China, the National Higher Entrance Examination is taken by students at the end of grade 12. Only top-performing students in the exams enroll in good universities, get well-paying jobs, and enjoy several opportunities unavailable to lower scoring students. A highly selective educational system is adopted in China, with fewer students at the higher end of the educational ladder. Only students who have passed various competitive examinations such as the NMET can be found at the higher institutions of learning (Luxia, 2004).

By 1948, Africans were subjected to examinations at intervals of some four years. These examinations included Common Entrance Examinations (CEE) in class four, Kenya African Preliminary Examination (KAPE) at the end of junior secondary school or Form Two, the Kenya African Secondary Examination (KASE) at Form Four. These examinations were organized by

the Chief Inspector of Schools with the approval of the Director of Education. Whereas CEE was provincial based, the KAPE and KASE were national examinations. Competitive entrance examinations were used to select pupils for enrollment into primary schools. No certificates were issued in the testimony of CEE.

In 1967, the East African Community countries adopted a single system of education (the 7-4-2-3). This system consisted of seven (7) years of primary education, four (4) years of secondary education, two (2) years of high school and 3–5 years of University Education. Under the system, children began their elementary education at the age of 7 and completed at the age of 13 after sitting for the East African Certificate of Primary Education (EACPE). After primary education candidates who passed this exam proceeded to secondary school which ended four years later after taking the East African Certificate of Education Examination (EACE). The high school examination enabled one to qualify for university after taking the East African Advanced Certificate of Education (EAACE) (KNEC).

The significance of examination as the primary end of formal education can never be underrated. Examinations normally engage the students in a competitive manner to achieve good results. However, excelling in exams and obtaining certificates are critical for the success of the examinees in today's world. An examination is not merely the acquisition of certificates; its success needs to be measured by good grades. Passing exam is a requirement for joining reputable training program or university.

Public Examinations in Kenya are mainly used for selection and certification purposes, thus, these examinations create undue competition which affects the teaching and learning process as a lot of time has been spent on the preparation for examinations rather than covering the syllabus to achieve the curriculum objectives (Akaranga and Ongong, 2013).

The Accountability Role of Examinations

Jagero (2013) writes that examinations may serve an accountability function for teachers and schools. Formative assessment promotes student self-evaluation. The Finnish National Board of Education (2004) encourages evaluations that assist students to become aware of their thinking as well as their academic progress. Thus, student self-assessment is a necessary attribute for students to develop. Learning how to self-assess also necessitates teacher guidance.

According to a study by World Bank (2005) and Hunushek, (2003) exams are crucial for measuring education quality and relevance, diagnosing system weaknesses and motivating policy reform. Public exit examinations can provide achievement information that can hold both schools and students accountable. Murthy (2011) argued that examination is the time of demonstration where students show the examiners that they know the answers to the questions set in the papers by expressing ideas and feelings in the form of written answers. To secure good marks students should be able to express oneself well this, therefore, encourages learners to develop power that helps in nurturing the aspect of personality. When students are answering questions, they are required to give reasons for their views, and they cannot do so without giving due thought to the various arguments. Learners use their intelligence a reflection that examinations develop the power of thinking, reasoning and making the right judgment. Examinations provide incentives for hard work and regular work because learners read far and wide as they prepare for examinations because no single book can supply all the required information on a particular topic. This way, learners are held accountable for their learning and study efforts.

Examinations as a Legitimization of Membership

According to Jagero (2013), examinations may at the end of secondary schooling legitimize membership in global international society, and facilitate international mobility. Frequent formative examinations enable educators to identify learners who are weak with particular topics and provide them with timely intervention. The teacher works with individual students or small groups to help them with particular topics. The teachers have relevant post-secondary training required to assist weaker students, and cooperatively with the classroom teachers. Thus, immediate remedies serve weaker learners by adapting the learning environment to enhance learning. If need be, students are provided with individual assistance by a special needs teacher, with tutoring after school, or both (Grubb, 2007).

f) Examinations in Distribution of Educational Benefits

World Bank (2001) indicates that the first written public examination was introduced over 2000 years ago in China to select the ablest citizens for positions in the civil service and to reduce the

effects of patronage. As Omolewa and Kellaghan (2003) point out, the continued existence and central importance of public examinations in Africa can be attributed to some factors. They are perceived to allocate scarce educational benefits in an objective and unbiased way, though concern has sometimes been expressed that they may discriminate against minorities, rural populations, girls, and students whose first language differs from that of the examination.

Examination Oriented Teaching/Learning and Academic Aspirations

Learning should not be geared towards passing examinations but instead should aim at inculcating a holistic educational experience that imparts desired knowledge, values, attitudes and practical skills in learners. The main purpose of education is to produce good citizens who are respectful of the human rights laws and fairness (International Institute of Planning, 2003). The education system is supposed to prepare learners to contribute positively to the development of the society and to acquire attitudes of national values such as patriotism, adoptability, self-respect, self-reliance, cooperation a sense of purpose driven life among others (Sifuna, 1990). Learning in the recent times is about passing examinations which has domineered the Kenyan education system because the gate way to each level is guarded by examinations. According to Peter, 2005, a reward for success and penalty for failure in these examinations is substantial hence a lot competition and also affecting the easiest method of teaching in order to cover the syllabus. In the society today, more often than not, examination results decide people's future; forgetting that every individual is unique; some may excel academically while others can rely on hands-on expertise. Grades are all that matters in an examination-oriented education (Peacock). The major function of examination in an education system is the selection and placement in various institutions and stations in society which leaves the society with products that are not qualified and without hands-on experience in their areas of specialization. It also measures the output of the educational system in which it operates among others hence dictates the level of a country's economy. The quality of an education system is judged according to how well its output performs their jobs and the quality of social life they lead there after school life (Eshiwani, 1993).

According to Bray (2003), the conducted research has revealed that examination oriented teaching is becoming a matter of global concern because it has diverted the main purpose of education. Countries like Romania, Egypt, India and other Asian countries where education is prized, there appears to be a rising concern on the effects of examination oriented teaching in their education systems which has compromised the quality and relevance of the education system. In reference to China's education system, Travellers (2011) points out that, when test scores become the goal rather than self-regulated learning, students invest disproportionate value and effort in examinations hence neglecting other aspects of life relevant in the society. The most fundamental problem with exam-oriented education system is that examination distorts students' motivation and learning; by over emphasizing the importance of the scores as outcomes and measures of students' abilities (ibid). This creates a dependency syndrome where students tend to rely on private tutors for any activity especially home work and examination tips hence making the students lazy and docile cannot think for their own. Eshiwani (1993) argues that Kenya like many 3rd world countries suffer from a certificate syndrome which is a result of an adopted education system. Due to this, there has been a rising demand to make examinations more relevant to Kenya's needs and the learners' environment. Abagi (1997) puts it that in Kenya, the perception of efficiency in education is through an examination index which is one sided hence not assessing the learner comprehensively which does not give the true picture of the learner. This is supported by the fact any school that performs academically is counted to be an efficient school where learners score A grades and not less than that.

Peacocks (2011) posits that in Kenya examinations generally, determine people's future, in that those who pass are assured of proceeding to pursue prestigious courses at the university. Those who fail feel useless and this affects their self-esteem and loss of hope life to a point of committing suicide. They believe nothing good can come out of their efforts because they have not performed well in their academic field hence their hopes are crushed. In fact suicide cases have been reported in Kenya resulting from a failure to pass in Kenya Certificate of Primary Education (KCPE). Findings of a task force on the Framework for Education and Training indicates that the current education system is examination oriented as it selects students for higher education and often exclude the majority, depicting them as failures. It also develops wrong attitudes and divides the nation into white-collar workers and labourers, leaving little

room for technical education. Kenya being an agricultural economically driven country is on the losing end because students are not taught to spear head that rather their training is inclined to white-collar job hence slowing the economy growth of the country (Kagwiria, 2016).

According to Peter (2005) grades at whatever level are indicators of an individual's academic ability and those who do well are held in high esteem by teachers, pupils, parents and the public at large. For this reason teachers and parents will do anything at their disposal to ensure good grades are attained, thus putting the teachers and students in Kenyan primary and secondary schools under great pressure to produce good results. The importance laid on grades has forced some head teachers into using very unscrupulous methods such as registering weak candidates in other schools or forcing them to repeat a class.

Educational officers also expect teachers to attain good result and in turn the teachers and parents push the learners to optimum ability; especially those in examination classes. For instance during the 2009 Kenya Secondary School Heads Association Conference held in Mombasa education officials speakers, warned head teachers of dire consequences unless they attained satisfactory results in Kenya Certificate of Secondary Education (KCSE) . This concern is also brought out by Abagi (1997) who observed that parents are indifferent to school curriculum, but are concerned with the steps schools and teachers take to improve performance in examinations. In addition, the Ministry of Education and the politicians send direct or indirect signals to schools that children must pass examinations as a sign of a school's efficiency or quality. Peacocks explains that if the goal is high grades in tests, other activities will have to be sacrificed hence denying the system the ability to produce holistic learners. Teachers are bound to cut on extra-curricular activities such as sports or discourage creative activities so that the students can study longer and perform well publicly. They then concentrate on aspects that are to be examined and skip core values hence not implementing curriculum to the letter.

Makokha (2009) posits that undue emphasis that has been laid on examinations, undermines effective learner assessment. The school overburdens learners with frequent continuous assessment, extra tuition, remedial teachings and loads of assignment which is the daily routine. Some learners are enrolled for private tuition by parents over the weekend and holidays leaving

no time for relaxation and internalization of they have learnt. There is a lot of concern expressed in that examination classes are taken through mock past papers, from districts that logged excellent performance in KCSE, in cramming lessons for the sake of passing the exam. Instead of learning for understanding, learners are taken through theoretical knowledge and skills without any time to assimilate and apply what they learn. Practical instructions receive insufficient emphasis, and students have little opportunity to develop technical competencies and problem solving experiences. Teachers have concentrated on the teaching of examination content rather than teaching the learner for holistic growth. The commonly used methods for teaching are lecture, dictation of notes, memorisation of answers for better results. All this ends up producing learners who have not acquired any acknowledged for transfer hence contributing very little to the country`s economy rendering our education system meaningless.

RESEARCH METHODOLOGY

The research study employed mixed methodology which assisted in the collection and analysis of both qualitative and quantitative data. Quantitative research design was very helpful in seeking empirical support for research questions while quantitative research design emphasized the necessity of looking at variables in their natural setting. This approach helped in the collection and analysis of numerical data and narrative data in order to address objectives under investigation (Creswell, 2003). Structured questionnaire was used to collect qualitative and quantitative data through closed ended and open ended questions. A similar form of data was gathered through structured interview schedules. This approach was further used to draw from the strengths and minimize the weaknesses of the quantitative and qualitative research approaches (Johnson & Onwuegbuzie, 2004). A small informative sample was selected among different respondent categories for both qualitative and quantitative research. Inferential statistics was further used to quantify quantitative results.

Location of the Study

The study was conducted in Kiambu County one of Kenya`s 47 counties. Kiambu town is the capital of Kiambu county located North East of Nairobi city at 1 degree 10 minutes South, 36 degree 50minutes. Kiambu county covers area total of 2,449.2 square km with a population of

around 2,250,000. The county is 40% rural and 60% urban owing to Nairobi's consistent growth northwards. Kikuyu are the dominant tribe in the county. The sub-counties in Kiambu include: Githunguri, Kiambaa, Kabete, Limuru, Lari, Gatundu North, Gatundu South, Ruiru, Kikuyu, Juja, Thika, and Kiambu. Several universities, colleges, secondary and primary schools both public and private are found in this county.

Kiambu County has a total of 303 secondary schools, 227 public secondary schools and 76 private schools. The study was carried out in secondary schools of Kiambu County. The secondary schools were chosen as research sites because of the existence of evidence that individuals who have completed secondary school education experienced some problems in life indicating that they did not achieve any form of holistic development from education. The study was therefore inclined to establish the implications of examination-oriented systems on the development of holistic learners in secondary schools in Kiambu county.

3.4 Target Population

The target population for this study was 30 selected public secondary school principals, 450 teachers and the 1200 form three students in Kiambu county Kenya. These groups were selected to participate in this study as they had the much needed information and were more knowledgeable on the subject matter under investigation.

Table 3. 1:Target population

Categories	Number
Principals	30
Teachers	450
Form three students	1200
County Director Education	10
Total	1690

Source: Author 2015

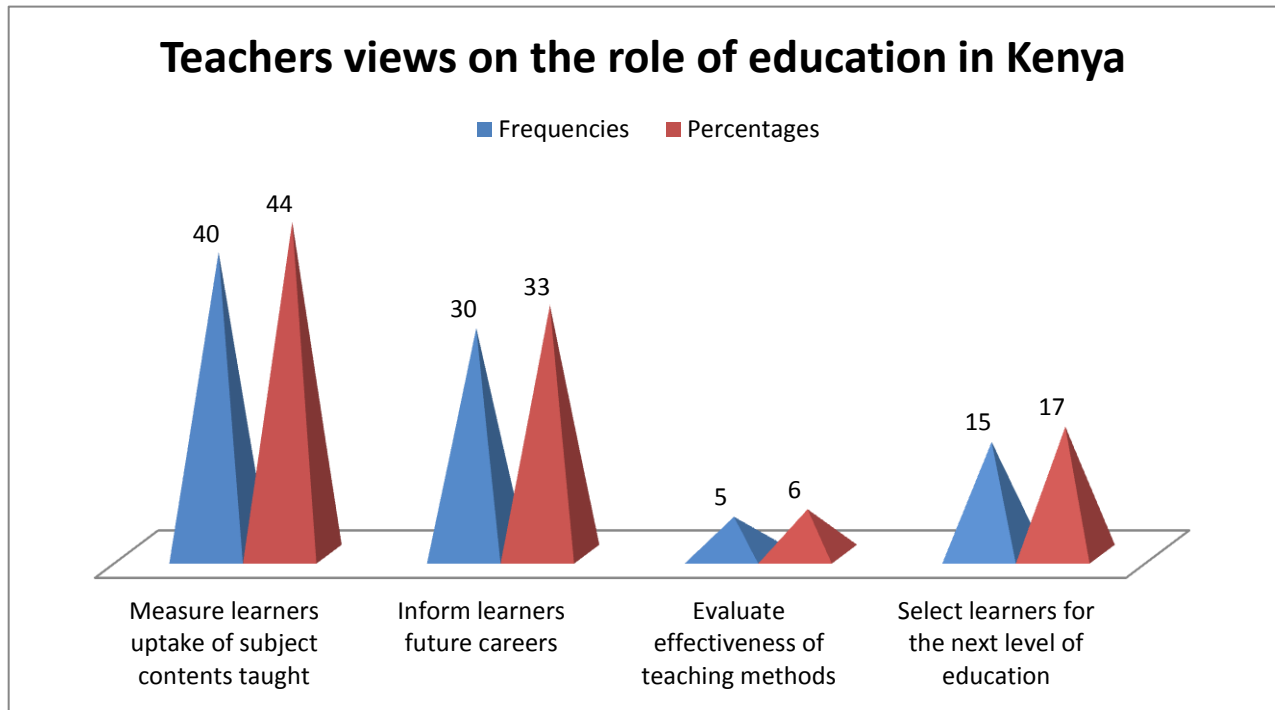
STUDY FINDINGS

Two groups of respondents were asked to indicate what they thought was the role of examination in regard to teaching methodologies in Kenyan secondary schools and its implications on development of holistic learner. These were the teachers and the principals, and the results indicate that a majority of 44%, n=40 teachers believed that the role of examination was to measure a learners uptake of subject contents as well as their intelligence, 33%, n=30 mentioned that it is used to inform learners future careers, 6%, n=5 observed that it is used to evaluate the effectiveness of teaching methods while the remaining 17%, n=15 mentioned that examination in Kenyan secondary schools was being used purposefully to select learners for the next level of education as the results in figure 4.3.1 shows.

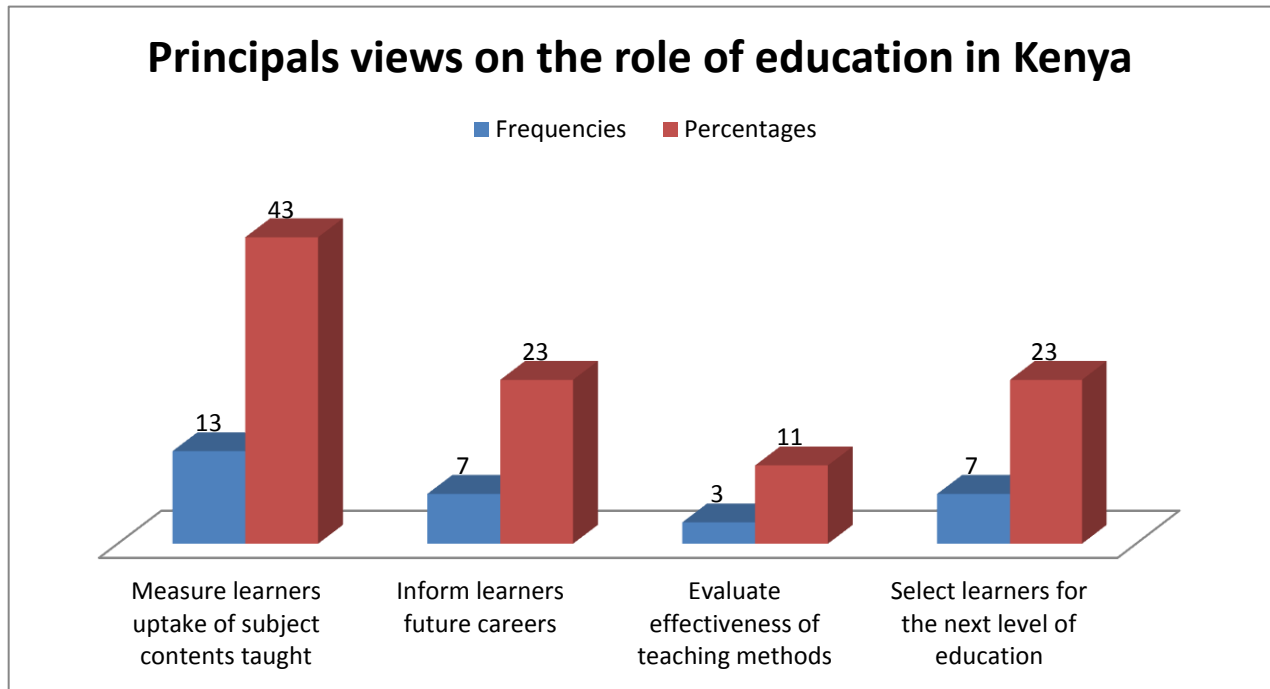
Results from the principals yielded similar outcome with a majority of 43%, n=13 believing that examinations role was to measure a learners uptake of subject content taught, 23%, n=7 mentioned that it is used to inform learners future career choices, 11%, n=3 observed that it is used to measure the effectiveness of teaching methodologies while the remaining 23%, n=7 mentioned that examination was being used to select learners for the next level of education as findings presented in figure 4.3.2 indicates.

According to Akaranga and Ongong (2013), an examination is the most common tool around which the entire system of education revolves. Nyaga and Bundi (2006) point out that an examination is used to measure learner`s academic achievement and certify the candidate`s for future training and employability. The researcher findings concurs with the study carried by Iqbal (2011) that examinations are conducted and managed to assess learner`s performance and establish whether they have gained the expected required knowledge which is evidenced by the results attained in an examination and the eventual certification. Therefore passing examinations and obtaining certificates are essential for the success of the examinees in today`s competitive world. The researcher therefore posits that success of learners need to be measured by good grades and not merely acquisition of certificates, because, for one to join any reputable training program or University, success in a standard grade test is required.

Teachers views on the effects of role of examinations on development of holistic learners in secondary schools in Kenya



Principals views on the role of examinations in Kenya

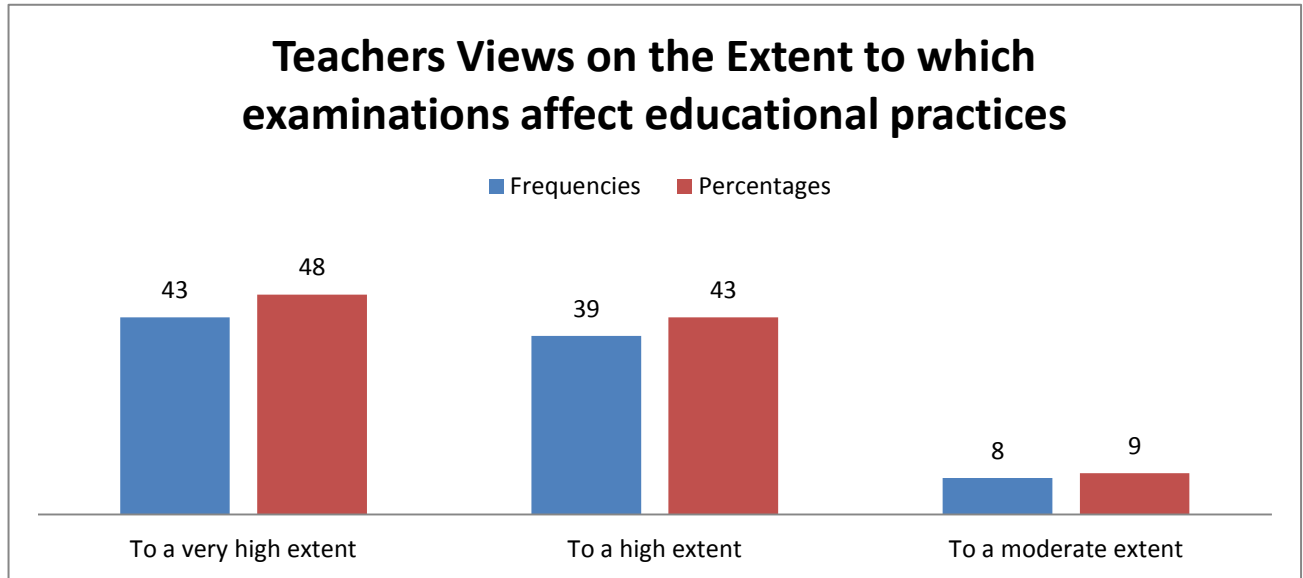


Educational practices within secondary schools is informed by various variables the most important one being examinations which are normally given to learners on a termly basis, and the end of academic year and the end of their four year education in high school. Findings from teachers as presented in figure 4.3.3 show that examinations in Kiambu county secondary school has significant effect on educational practices, this is because a slight majority of the teachers, 48%, n=43 said that it affected educational practices to a very high extent and another 43%, n=39 mentioned that it affected the practices to a high extent. These and more findings are as shown in the mentioned figure.

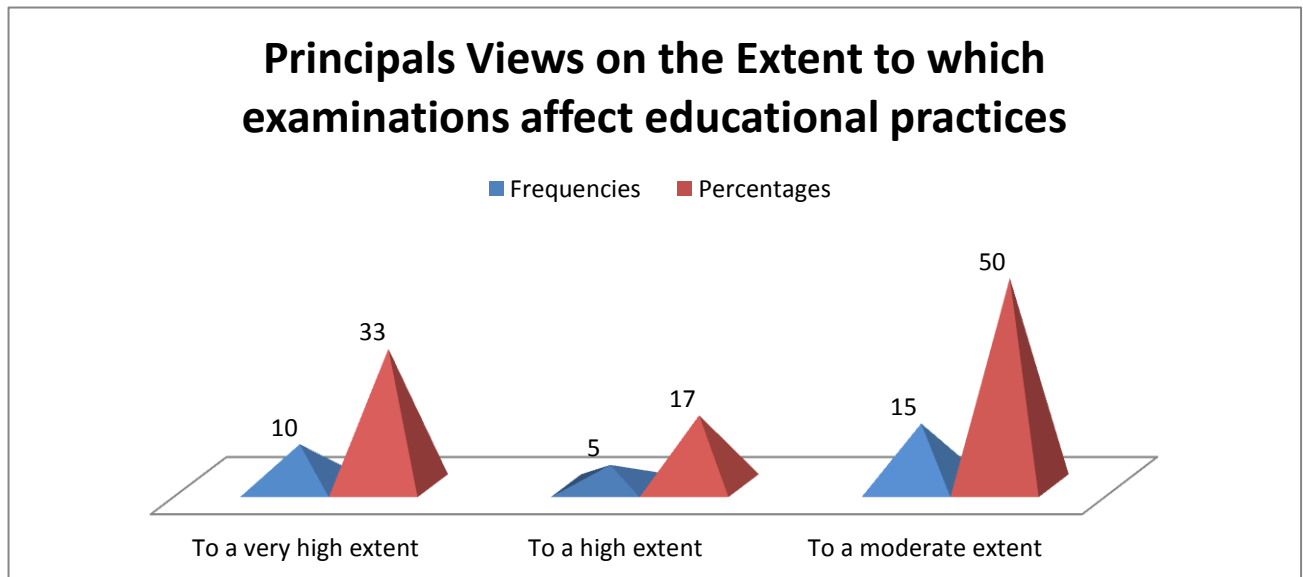
Results from the principals slightly differs from those of the teachers as majority of the principals 50%, n=15 mentioned that examinations affected educational practices to a moderate extent while 33%, n=10 observed that it affected the practices to a very high extent. These and other findings are as presented in figure 4.3.4. However, data gathered from students agree with those of their educators in that a majority of 40%, n=97 agreed that examination influenced

educational practices employed in their schools to a high extent as findings in figure 4.3.5 revealed.

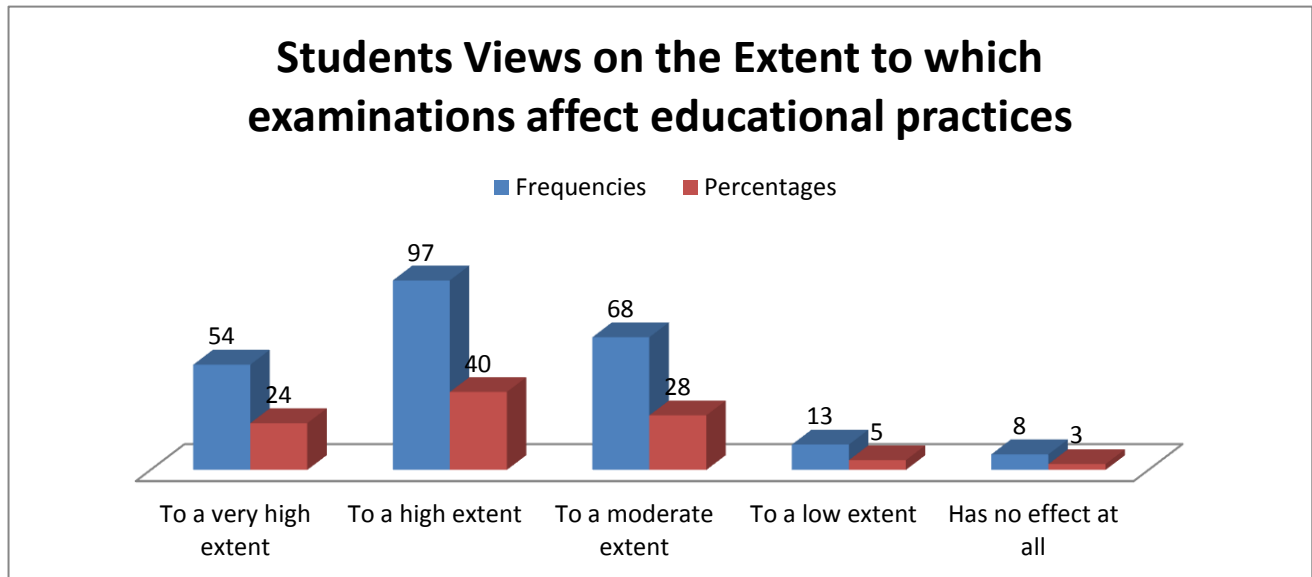
Teachers Views on the extent to which examinations affect educational practices



Principals Views on the extent to which examinations affect educational practices



Students Views on the extent to which examinations affect educational practices

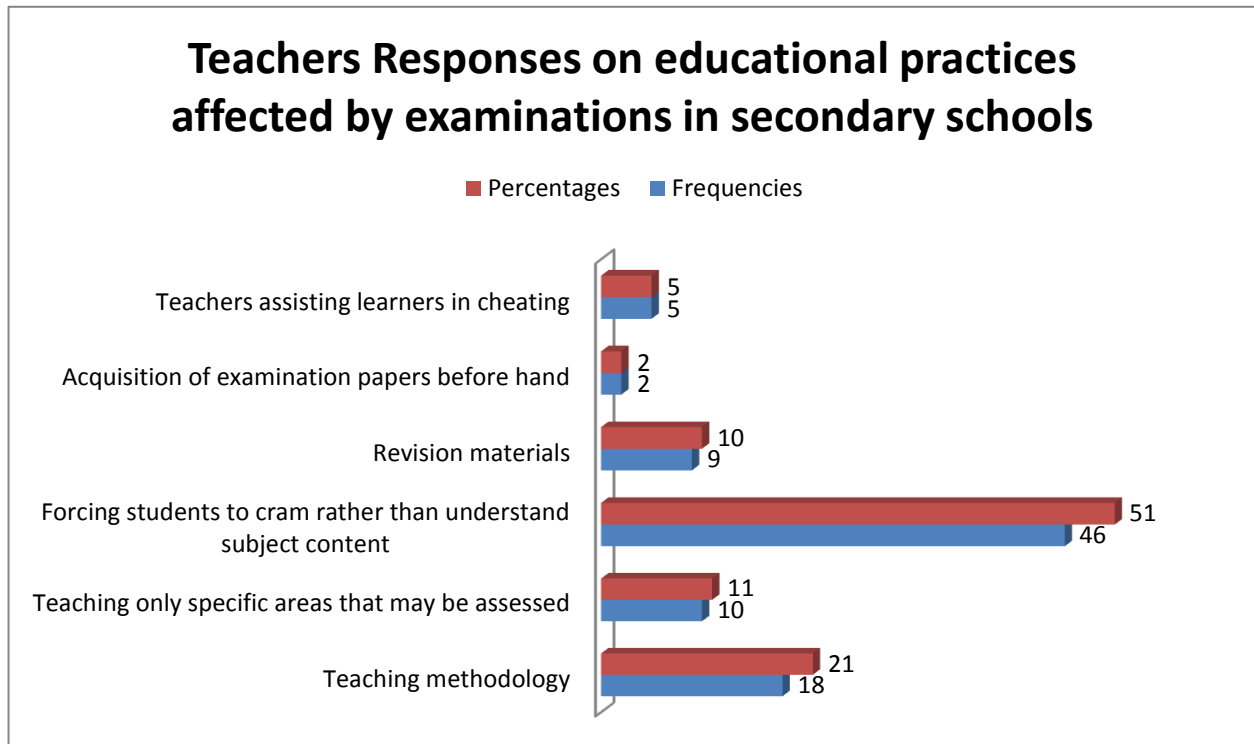


The researcher further sought to establish from the study participants gathered across Kiambu county secondary schools specific educational practices normally affected by examinations and as findings indicate, most teachers 51%, n=46 mentioned that cramming was mostly encouraged with the least used practice being acquisition of examinations before hand by teachers as 2%, n=2 mentioned. Several other practices were provided by teachers and they are as presented in figure 4.3.6. According to the results in figure 4.3.7, most principals 50%, n=15 mentioned that examinations forced teachers to focus only in areas that may be assessed especially in national examination rather than covering the entire syllabus while 13%, n=4 observed that teaching methodologies employed by teachers were informed by the teachers need to ensure students grasped subject contents so as to excel in their examinations. On the other hand, results from students revealed that the most commonly used educational practice within secondary schools in Kiambu county was forcing students to cram subject content as 29%, n=69 mentioned while the least used practice was found to be acquiring examination papers before hand as 4%, n=11 mentioned. More findings from students are presented in figure 4.3.8.

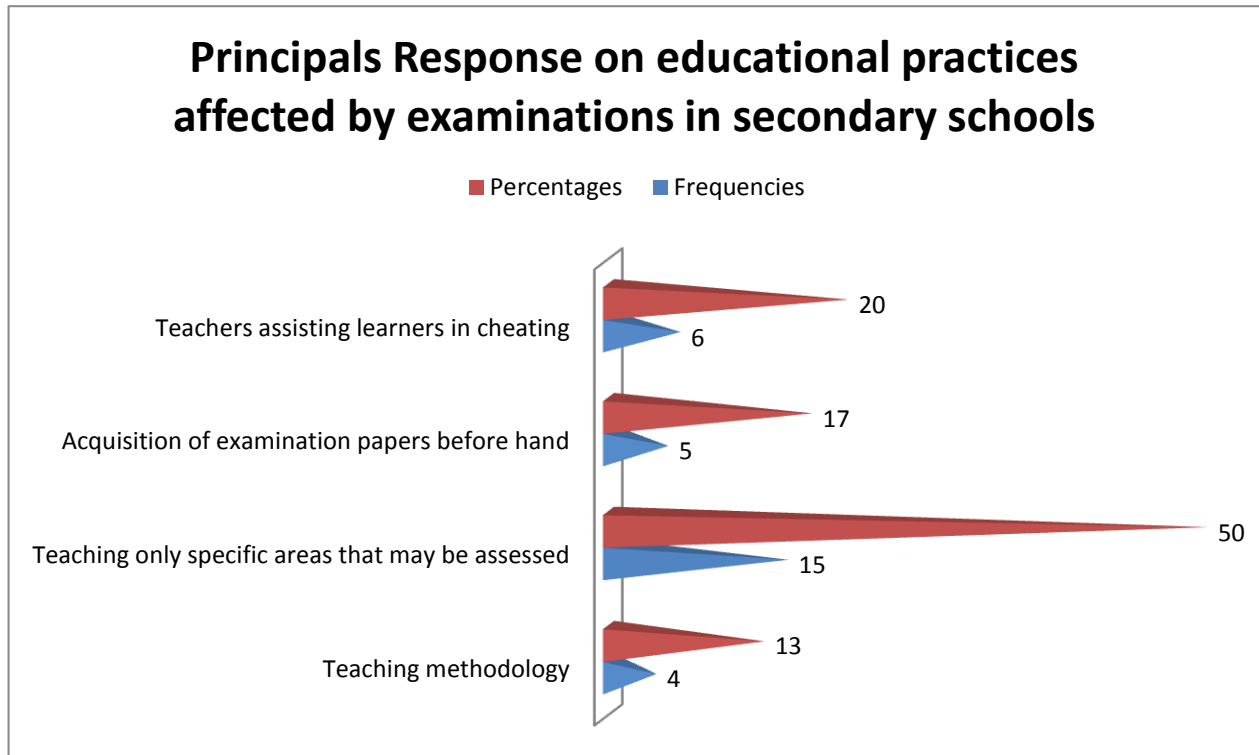
Some scholars have called for the abolishment of examinations on grounds that they undermine the very role of education. While discussing teaching and learning in China, Kristofk (2011), noted that the aim of learning focuses solely on passing examinations among the Chinese

students. The process begins early; indeed, Formal Chinese education emphasizes testing that begins at age two, and it starts with the initiation of the “three-point life” of home Language. Chinese students have eight classes each school day. Each class has 3 or 4 tests per subject on average, allowing for few extracurricular activities on account of the high volume of daily homework assignments. This highly examination-oriented practice affects the education process, socialization, and ability to learn beyond studying for testing requirements. The researcher points out that the education system in Kenya is so much examination-oriented leaving learners with no time for co-curricular activities which is in support with the research findings.

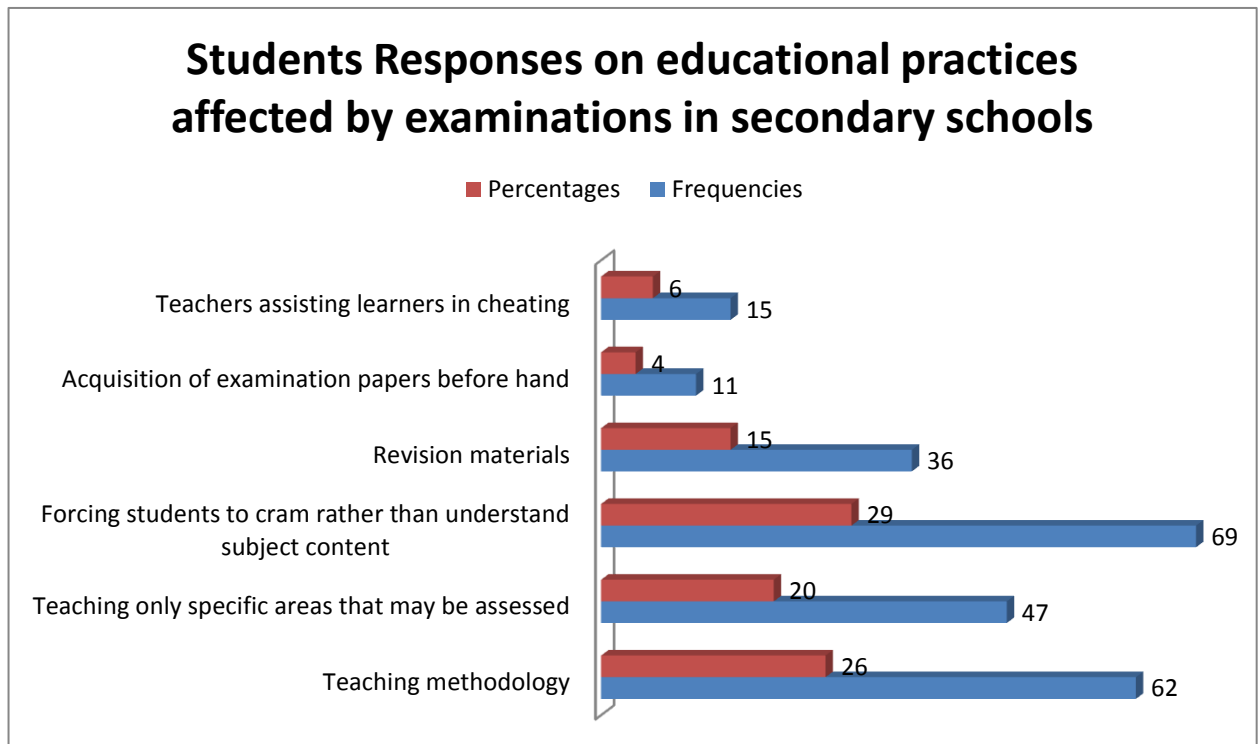
Teachers Responses on educational practices affected by examinations in secondary schools



Principals Response on educational practices affected by examinations in secondary schools



Students Responses on educational practices affected by examinations in secondary schools



Various statements were used by the researcher to find out the effects examinations had on schools and based on the findings from the teachers and presented in table 4.3.1 below, a majority of the teachers 70, n=63 strongly agreed that exams forced teachers to focus on passing exams rather than acquisition of knowledge among learners, 63%, n=57 strongly agreed that teachers chose the best methodology that allows them to cover the syllabus quickly in time for examinations rather than for enabling learners to master subject content, majority of the teachers 49%, n=44 further strongly agreed that examinations force teachers to teach only specific areas that may be assessed and neglect covering the entire syllabus as required. These and other responses from the teachers are as presented in the mentioned table.

With respect to the principals, a majority of 50%, n=15 agreed that examinations forces teachers to focus on passing exams rather than in acquisition of knowledge, another 50%, n=15 agreed that teachers chose the best methodology that allows them to cover the syllabus quickly in time for examinations rather than for enabling learners to master subject content, 30%, n=9 A that examinations force teachers to teach only specific areas that may be assessed and neglect covering the entire syllabus as required while 20%, n=6 SA that examinations makes schools to force students to cram rather than understand subject content. Other results obtained from the principals in the study area are presented in table 4.3.2.

Lastly, various views were obtained from the students as well on how examination affects educational practices in their schools through several statements. The findings presented in table 4.3.3 indicate that on similar statements, a majority of 57%, n=137 students strongly agreed that examinations forces teachers to focus on passing exams rather than in acquisition of knowledge while 47%, n=112 SA that teachers chose the best methodology that allows them to cover the syllabus quickly in time for examinations rather than for enabling learners to master subject content. These results and many more gathered from the students are presented in table 4.3.3.

Teachers’ response on the effects of examination malpractices

Research Items	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Examinations forces teachers to focus on passing exams rather than in acquisition of knowledge	63	70.0	21	23.0	1	1.0	3	3.0	2	2.0
Teachers chose the best methodology that allows them to cover the syllabus quickly in time for examinations rather than for enabling learners to master subject content	57	63.0	25	28.0	5	6.0	2	2.0	1	1.0
Examinations force teachers to teach only specific areas that may be assessed and neglect covering the entire syllabus as required	44	49.0	27	30.0	12	13.0	4	4.0	3	3.0
Examinations makes schools to force students to cram rather than understand subject content	44	49.0	27	30.0	9	10.0	7	8.0	3	3.0
Because of examinations, schools main focus is in	43	48.0	26	29.0	12	13.0	4	4.0	5	5.0

acquisition of examination revision materials rather than textbooks that has all the information										
Pressure arising from examination forces students, teachers and parents to acquire examination papers before hand	39	43.0	25	28.0	14	15.0	7	8.0	5	5.0
Some teachers assist learners in cheating due to fear of negative evaluation by peers	17	19.0	46	51.0	15	17.0	9	10.0	3	3.0

Principals response on the effects of examination on educational practices in secondary schools

Research Items	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Examinations forces teachers to focus on passing exams rather than in acquisition of knowledge	11	37.0	15	50.0	1	3.0	1	3.0	2	7.0
Teachers chose the best methodology that allows them to cover the syllabus quickly in time for examinations rather than for enabling learners to master subject content	11	37.0	15	50.0	2	7.0	2	7.0	0	0.0
Examinations force teachers to teach only specific areas that may be assessed and neglect covering the entire syllabus as required	6	20.0	9	30.0	6	20.0	8	27.0	1	3.0
Examinations makes schools to force students to cram rather than understand subject content	6	20.0	9	30.0	4	13.0	9	30.0	2	7.0
Because of examinations, schools main focus is in	9	30.0	8	27.0	4	13.0	7	23.0	2	7.0

acquisition of examination revision materials rather than textbooks that has all the information										
Pressure arising from examination forces students, teachers and parents to acquire examination papers before hand	9	30.0	8	27.0	1	3.0	4	13.0	8	27.0
Some teachers assist learners in cheating due to fear of negative evaluation by peers	8	27.0	4	13.0	7	23.0	7	23.0	4	13.0

Students response on the effects of examination on educational practices in secondary schools

Research Items	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Examinations force teachers to focus on passing exams rather than in acquisition of knowledge	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
Examinations direct the content the teachers teach in the classroom	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0

Emphasis on grades has encouraged rote learning and memorization in the classrooms	70	29.0	59	25.0	59	25.0	32	13.0	20	8.0
Emphasis on examinations have contributed to malpractices in the national examinations	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
Examination reduces credibility of Kenyan certificates outside the country	112	47.0	93	39.0	23	10.0	12	5.0	0	0.0
Examination malpractices reduces healthy competition among examinees	112	47.0	93	39.0	23	10.0	12	5.0	0	0.0
Denies admission to deserving students in the colleges	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
Leads to ineffective study habits among students	70	29.0	59	25.0	59	25.0	32	13.0	20	8.0
Teachers chose the best methodology that allows them to cover the syllabus quickly in time for examinations rather than for enabling learners to master subject content	112	47.0	93	39.0	23	10.0	12	5.0	0	0.0

Examinations force teachers to teach only specific areas that may be assessed and neglect covering the entire syllabus as required	73	30.0	89	37.0	36	15.0	32	13.0	10	4.0
Examinations makes schools to force students to cram rather than understand subject content	70	29.0	59	25.0	50	20.0	32	13.0	10	4.0
Because of examinations, schools main focus is in acquisition of examination revision materials rather than textbooks that has all the information	61	25.0	86	36.0	53	22.0	30	13.0	10	4.0
Pressure arising from examination forces students, teachers and parents to acquire examination papers before hand	58	24.0	70	29.0	60	25.0	40	17.0	12	5.0
Some teachers assist learners in cheating due to fear of negative evaluation by peers	57	24.0	58	24.0	55	23.0	33	14.0	37	15.0

	F	%	F	%	F	%	F	%	F	%
Exams help the learners to improve their knowledge	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
Ranking of the students by their scores cultivates health competition in schools	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
Exams are of great help for your study	70	29.0	59	25.0	59	25.0	32	13.0	20	8.0
The frequency of the exam administration administered in your class enhances knowledge acquisition	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
How important about exam for a subject you think	112	47.0	93	39.0	23	10.0	12	5.0	0	0.0
I am interested in cheating, provided the examination is difficult	112	47.0	93	39.0	23	10.0	12	5.0	0	0.0
Cheating is good since most people who cheat often pass their examinations without repeating or even being punished	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0

I cheat in examinations because I lack the necessary confidence in myself	70	29. 0	59	25 .0	5 9	25.0	32	13 .0	20	8.0
I will cheat in examinations if my parents support the idea	11 2	47. 0	93	39 .0	2 3	10.0	12	5. 0	0	0. 0
Cheating is good in competitive examinations because passing will please both parents and friends	73	30. 0	89	37 .0	3 6	15.0	32	13 .0	10	4. 0
Most parents encourage their children to cheat in examinations	70	29. 0	59	25 .0	5 9	25.0	32	13 .0	20	8.0
The Kenyan system of education seems to encourage cheating in examinations	61	25. 0	86	36 .0	5 3	22.0	30	13 .0	10	4.0
Only those who cheat have high grades in examinations:	58	24. 0	70	29 .0	6 0	25.0	40	17 .0	12	5.0
Cheating is recommendable for difficult examinations	57	24. 0	58	24 .0	5 5	23.0	33	14 .0	37	15. 0
If I do not cheat, those who cheat in the same examination will have an advantage over me	70	29. 0	59	25 .0	5 9	25.0	32	13 .0	20	8.0
Cheating is the only way	13	57.	58	24	1	8.0	9	4.	17	7.

out if a lot of work done over a long period of time is to be examined once in a short time	7	0		.0	9			0		0
Cheating is helpful for people who are very nervous about examinations	13 7	57. 0	58	24 .0	1 9	8.0	9	4. 0	17	7. 0
It is good to arrange to sit next to someone in order to copy from his /her paper	70	29. 0	59	25 .0	5 9	25.0	32	13 .0	20	8.0
I can take examinations for another person	13 7	57. 0	58	24 .0	1 9	8.0	9	4. 0	17	7. 0
If the question paper is availed to me before the examination, I will definitely pass	11 2	47. 0	93	39 .0	2 3	10.0	12	5. 0	0	0. 0
If I am offered to buy the examination question paper ahead of the examination, I will definitely be interested	11 2	47. 0	93	39 .0	2 3	10.0	12	5. 0	0	0. 0
Some teachers encourage cheating in examinations	13 7	57. 0	58	24 .0	1 9	8.0	9	4. 0	17	7. 0
A few teachers help their students to pass examinations	70	29. 0	59	25 .0	5 9	25.0	32	13 .0	20	8.0
It is in fact difficult to	11	47.	93	39	2	10.0	12	5.	0	0.

eradicate cheating in examinations in the Kenyan Secondary Schools	2	0		.0	3			0		0
Smuggling unauthorized materials in an examination hall is a common way of cheating in examinations	73	30.0	89	37.0	36	15.0	32	13.0	10	4.0
Cheating in examinations is a proof of moral decadence of a society that leads to corruption	70	29.0	59	25.0	59	25.0	32	13.0	20	8.0
Any cheating in examinations is a fraudulent act that should be severely punished	61	25.0	86	36.0	53	22.0	30	13.0	10	4.0
I am interested in cheating in examinations because I do not have sufficient time to prepare for the examination	58	24.0	70	29.0	60	25.0	40	17.0	12	5.0
Cheating in examination makes me feel pretty guilty	57	24.0	58	24.0	55	23.0	33	14.0	37	15.0
. I may not feel guilty to	70	29.0	59	25.0	55	25.0	32	13.0	20	8.0

cheat if the teacher does not teach properly		0		.0	9			.0		
Cheating is not necessary if a candidate has adequately prepared before the examinations	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
Buying certificates is alright, provided one is not caught	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0

Students response on the effects of examination malpractice on development of holistic learner in secondary schools

Research item	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Exams help the learners to improve their knowledge	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
Ranking of the students by their scores cultivates health competition in schools	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
Exams are of great help for your study	70	29.0	59	25.0	59	25.0	32	13.0	20	8.0

The frequency of the exam administration administered in your class enhances knowledge acquisition	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
How important about exam for a subject you think	112	47.0	93	39.0	23	10.0	12	5.0	0	0.0
I am interested in cheating, provided the examination is difficult	112	47.0	93	39.0	23	10.0	12	5.0	0	0.0
Cheating is good since most people who cheat often pass their examinations without repeating or even being punished	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
I cheat in examinations because I lack the necessary confidence in myself	70	29.0	59	25.0	59	25.0	32	13.0	20	8.0
I will cheat in examinations if my parents support the idea	112	47.0	93	39.0	23	10.0	12	5.0	0	0.0
Cheating is good in competitive examinations because passing will please both parents and friends	73	30.0	89	37.0	36	15.0	32	13.0	10	4.0

Most parents encourage their children to cheat in examinations	70	29.0	59	25.0	59	25.0	32	13.0	20	8.0
The Kenyan system of education seems to encourage cheating in examinations	61	25.0	86	36.0	53	22.0	30	13.0	10	4.0
Only those who cheat have high grades in examinations:	58	24.0	70	29.0	60	25.0	40	17.0	12	5.0
Cheating is recommendable for difficult examinations	57	24.0	58	24.0	55	23.0	33	14.0	37	15.0
If I do not cheat, those who cheat in the same examination will have an advantage over me	70	29.0	59	25.0	59	25.0	32	13.0	20	8.0
Cheating is the only way out if a lot of work done over a long period of time is to be examined once in a short time	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
Cheating is helpful for people who are very nervous about examinations	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
It is good to arrange to sit next to someone in order to copy from his /her paper	70	29.0	59	25.0	59	25.0	32	13.0	20	8.0

I can take examinations for another person	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
If the question paper is availed to me before the examination, I will definitely pass	112	47.0	93	39.0	23	10.0	12	5.0	0	0.0
If I am offered to buy the examination question paper ahead of the examination, I will definitely be interested	112	47.0	93	39.0	23	10.0	12	5.0	0	0.0
Some teachers encourage cheating in examinations	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
A few teachers help their students to pass examinations	70	29.0	59	25.0	59	25.0	32	13.0	20	8.0
It is in fact difficult to eradicate cheating in examinations in the Kenyan Secondary Schools	112	47.0	93	39.0	23	10.0	12	5.0	0	0.0
Smuggling unauthorized materials in an examination hall is a common way of cheating in examinations	73	30.0	89	37.0	36	15.0	32	13.0	10	4.0
Cheating in	70	29.0	59	25.0	59	25.0	32	13.0	20	8.0

examinations is a proof of moral decadence of a society that leads to corruption		0						0		0
Any cheating in examinations is a fraudulent act that should be severely punished	61	25.0	86	36.0	53	22.0	30	13.0	10	4.0
I am interested in cheating in examinations because I do not have sufficient time to prepare for the examination	58	24.0	70	29.0	60	25.0	40	17.0	12	5.0
Cheating in examination makes me feel pretty guilty	57	24.0	58	24.0	55	23.0	33	14.0	37	15.0
. I may not feel guilty to cheat if the teacher does not teach properly	70	29.0	59	25.0	59	25.0	32	13.0	20	8.0
Cheating is not necessary if a candidate has adequately prepared before the examinations	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0
Buying certificates is alright, provided one is not caught	137	57.0	58	24.0	19	8.0	9	4.0	17	7.0

Conclusions of the Study

In recent decades, many educational theorists have been researching and advocating a holistic education, which emphasizes not only propositional knowledge and skill acquisition, but also other generic skills. Learning objectives and learning outcomes in arts education curriculum in countries like the United States and New Zealand have included creativity, critical thinking skills, problem solving skills, and a lifelong learning ability.

Kenya should borrow a leaf from the United states and New Zealand to ensure all students are given the opportunity. The curriculum should be diverse so as to allow students of different aptitudes, needs, and abilities to reach their full potential. Apart from subjects in the eight key learning areas, more subjects should be availed in the Applied Learning field, thus diversifying the learning opportunities available to students. Physical Education should be included as one of the subjects in Applied Learning. Under formal educational context, five essential curriculum pillars are stated in the curriculum framework for Applied Learning: career-related competencies, foundational skills, thinking skills, people skills, and values and attitude. This is an indication of the migration towards holistic education which should be implemented in our schools today to enhance development of holistic learner.

The findings of the study revealed that Kenya`s education system need a holistic approach since its purely a examination-oriented system of Education. The reasons behind this argument are: student centred learning education is a human activity where youngsters are raised to be equipped with essential qualities needed in the society.

Therefore, it is crucial to accurately address students` needs according to their interests and personalities, and respond to social movements such as ideology, political changes, and technology advancements. The essence of student-centered learning theory is reorienting the entire school around the child, which means school curriculum should be determined according to the needs and interests of the learner, rather than those of teachers, principals, school subjects, parents, or politicians (Schiro, 2008). The following themes are important for a holistic approach: **Global perspectives:** Education is socially, culturally, and historically constructed. A suitable curriculum should meet the following criteria: a) Evolve with

social/cultural and global movements and changes, since what seemed to be best in the 2000s may not be best in the coming decades. b) Educate children so that they can develop what is needed in society.

REFERENCES

- Abagi, O & Olweya, J. (1999). *Education reform in Kenya for the next decade: Implementing policies for adjustment and revitalization*. Nairobi: Institute for Policy Analysis Research. Special Paper No. 3.
- Achoka J.S.K, Otuya & P, Otuya, W. (2005). "Food Insecurity in Public Boarding Secondary schools in western region of Kenya: A threat to Development And peaceful Existence." *Paper presented at the 6th ATWS conference*.
- Achoka, J. S. K., Odebero, S.O., Maiyo, J.K. & Mualuko, N. J. (2007). "Access to basic education in Kenya: inherent concerns." *Educational Research and Review Vol. 2 (10)*, pp. 275-284, October 2007.
- Achola. P., Pillai, V. (2000). *Challenges of Primary Education in Developing Countries: Insights from Kenya*. Aldershot: Ashgate, 2000.
- Aisha. (January 2, 2012). Kenya: *KCPE Results Kill*. Retrieved Friday, May 17, 2013 from <http://oleafrica.com/education/kenya-kcpe-results-kill/3809>
- Akrofi, A. et al. (Vol. 19 2007). Quiet, Do not Disturb Prying Open the Door to Examine our World of Testing and Assessment. Retrieved 23rd June, 2009 from http://www.usca.edu/essays/vol.19_2007/anisch.pdf.
- Amissah – Ocran, D. (n.d). Experience of Examinations Authorities in Controlling Examinations Irregularities. The West African Examinations Council.
- Amutabi, M.N. (2003). The 8-4-4 system of education. *International Journal of Educational Development*. 23(2003) pp.127-144. April, 2005).
- Anushka, A. (2007). "Call to ban all school exams for under-16s." <http://www.guardian.co.uk/uk/2007/jun/10/sats.schools>.
- APA News. (n.d.). *PM Condemns the recent attacks on teachers over the poor KCPE results*. Nairobi, Kenya. Retrieved Friday, May 15, 2013 from <http://www.apanews.net/photo/en/photo.php?id=165288>
- Bailey, K., (1994). *Methods of Social Research*, Fourth Edition, New York: The Free Press.

Bampoh, R. (n.d). Detection of Examination Irregularities. The West African Examinations Council

Bedi, A.S, Kimalu, P.K, Manda, D.K, Nafula, N. (2003) “The decline in primary school enrollment in Kenya. KIPPRA Discussion paper No.14.”
[URL://www.Kippr.org/Download/DPN0.14.pdf](http://www.Kippr.org/Download/DPN0.14.pdf) (April, 2005).

Bennaars, G. A(1992). *Schools in Need of Education*. Nairobi. Transafrica.

Bennaars, G.A. (1995), “Philosophy and Educational research: The Question of Methodology”, in Mwiria and Wamahu (Eds.). *Issues in Educational research in Africa*, Nairobi, East African Publishers.

Bogonko, S.N. (1992). *A history of modern education in Kenya (1895-1991)*. Nairobi: Evans Brothers (Kenya) Ltd.

Buchmann, C., (1999). “The state and schooling in Kenya: Historical developments and current challenges.” *Africa Today* 46 (1), 95-117.

Buhere, K. (Oct. 27th 2008). “Learning Fatigue: Drilling Killing Quality of Education”. The Daily Nation

Desouza, H.S. (1987). *Kenya education in its context*. New York : Vantage Press Vol. 2 p.120.

Eisemon, T.O.(1988). *Benefiting from basic education, school quality and functional literacy in Kenya*. Oxford: Pergamon Press.

Eshiwani, G. (1992). *Education in Kenya since Independence* Nairobi. East African Educational Publishers.

Feigl, H., Sellers, W. and Lehrer, K. (1972). *New Readings in Philosophical Analysis*. New York, Appleton-cwentyury-Crofts.

Findlay, J.N. (1970). *Hegel: A re-Examination*. London, Unwin Brothers Ltd.

Gitau, M.J. (2005). “How to understand inequality in Kenya.” *Partner NEWS Vol. 8 no. 1* 2005

Githinji, R. (March 23, 2012). Kenya: *Cheating in Exam Is Rife in NEP, Says Knut Boss*. Retrieved May 18, 2013 from <http://allafrica.com/stories/201203231275.html>

- Greengrass, J. (n.d) *The Use of New Technologies and their Effect in Examinations Irregularities*. Phambili Information Technologies. South Africa.
- Grix, J. (2001). *Demystifying Postgraduate Research*, Birmingham: University of Birmingham University Press.
- Gunga, S. O. (1998). "Philosophy of Mathematics and its Pedagogical Implications." Unpublished PhD Thesis. University of Nairobi, Kenya.
- Hakim C. (1982). *Secondary Analysis in Social Research, A guide to Data Sources and Methods with Examples*, Boston: Allen and Unwin.
- Hakim, C. (1987). *Research Design, Strategies and Choices in the Design of Social Research*, Boston: Allen and Unwin.
- Harvey, L. (1990). *Critical Social Research*, London: Unwin Hyman.
- Illich, I. (1970). *Deschooling Society*. London: Allen and Unwin Inspire Kenya.
<http://www.inspire-kenya.com/>
- Jary, D. & Jary, J. (1991). *Collins Dictionary of Sociology*, Glasgow: HarperCollins Publishers.
Kenya Institute of Education (KIE) website. Retrieved Friday, May 17, 2013 from
<http://www.kie.ac.ke/>
- Kanjee, A. (2003). *Using assessment Resources Banks to Improve the Teaching and Learning Process*. Pretoria: Research Triangle Institute.
- Kenya National Examinations Council (KNEC) website. Retrieved Friday, May 17, 2013 from
[http://www.knec.ac.ke/main/index.php?option=com_content&task=view&id=44
&Itemid=67](http://www.knec.ac.ke/main/index.php?option=com_content&task=view&id=44&Itemid=67)