

# Influence of Examinations Oriented Approaches on Quality Education in Primary Schools in Kenya

Caleb Imbova Mackatiani

School of Education, University of Nairobi, P.O Box 30197, Nairobi, Kenya

## ACKNOWLEDGEMENT

This is to acknowledge that this study is original and it is part of my PhD study component at the University of Nairobi. This study was also presented to the 60<sup>th</sup> CIES conference held in Atlanta, Georgia in March 2017.

## Abstract

This paper provides a critical appraisal of the influence of examinations oriented approaches on quality education in primary schools in Kenya. The purpose of the study was to determine effects of examination oriented teaching approaches on learning achievement among primary school pupils in Kakamega County, Kenya. It explored the assumptions underlying pedagogical approaches as well as the negative influences of exam-oriented approaches in Kenyan schools. Examination oriented approaches don't address acquisition of practical skills, values, and attitudes in learners. The approaches merely concentrate on passing of national examinations by pupils. Globally, primary education is recognized as the pillar of any country that is expected to have the stable economy. Due to the role played by education in economic development and promotion of peace development, the United Nations (UN) general assembly in 1948 endorsed education as a fundamental human right. The purpose of the study is to interrogate the influence of examinations oriented approaches on quality education in primary schools. The paper examined the advances of United Nations Educational Scientific and Cultural Organization (UNESCO) in defining and actualizing quality education. The paper further assessed the role played by examinations in determining teaching approaches in schools. Instructional approaches play the crucial role in learning achievement of pupils. Appropriate approaches enhance achievement of competencies during the learning process. However, inappropriate methods affect knowledge retention negatively and lead to rote learning. The study was guided by transactional analysis theory as advanced Eric Berne in 1950. Transactional analysis is a method that facilitates communication between learners and teachers in a classroom environment. The theory illustrates how people have developed and how they treat themselves. It further outlines how people relate and communicate among themselves. This is actualized in the provision of suggestions and interventions which enable people to change and adjust to the environment. Flanders (1970), notes that teachers as initiators of communication adopt teaching methods based on their cognitive orientation. Through the pedagogy selected, the teacher communicates to learners in the classroom. Pupils are stimulated in order to achieve learning objectives. Flanders further developed a system of interaction analysis on the transaction that goes on in the classroom. The analysis came up with teacher-centered and learner-centered approaches. This study adopted by transactional analysis theory in order to analyze the influence exam oriented model of education on the use of convectional approaches by teachers in Kenyan primary schools. The qualitative property to be acquired is quality oriented model in primary school education. Inputs which lead to quality education in primary schools are the independent variables of this study. The outputs which culminate into outcomes of quality education are realized in quality indicators. The study had to examine the challenges of educational quality that arise due to pressure from examinations excellence. The study further examined how enrolment in primary schools influences examinations oriented approaches. Particular attention was given to the crises in inputs and processes that affect the output of quality primary education. These crises are reflected in class size, teacher establishment and physical resources that influence quality education. The study, therefore, focused on teaching approaches practiced by teachers in primary schools. The study adopted mixed methods of study. Both quantitative and qualitative approaches to research were used. Descriptive survey design was therefore adopted. It targeted a population of 536000 in Kakamega County, Kenya. The target population comprised of head teachers, teachers, and pupils. Purposive and simple random sampling was adopted to obtain the desired sample size. Using the descriptive survey design, data was collected using three sets of questionnaires. The reliability was estimated through use of Cranach's Alpha Coefficient using Statistical Package for Social Sciences (SPSS) version 19.0.

Findings of the study revealed that examinations oriented approach negatively affect pupils' learning achievement. It is therefore anticipated that this study is significant as findings of the study may help in the formulation of education policies and legal framework which are geared towards curbing inequalities leading to the qualitative approach to primary school education. The policy implementers would also understand and appreciate education policies within which they are supposed to operate in providing effective leadership and management practices in the implementation of quality-based education at primary level. The study is also significant to the field of comparative and International education as it provides data on what the Kenyan

government is doing in addressing equality and inequality in education leading to the development of quality based approach to primary school education. The study suggests moderate pressure to excel in school, as exam oriented approach can stifle a student's imagination, creativity and ultimate success the learning process. Inefficiency has infiltrated primary schools due to exam oriented system. It is there recommended that the government should come up with clear policy to redress inefficiency in primary schools to entrench quality education.

**Keywords:** Approaches, Examinations oriented, Instructional methods, Primary education, Quality education.

### Objectives of the study

The objectives of this study are to;

- i) determine effects of the application of instructional approaches practiced by teachers in primary schools.
- ii) investigate the effects of examinations oriented approaches on learning achievement.
- iii) Assess teachers' attitudes in the application of instructional methods in primary schools.

### Hypothesis

**H<sub>0</sub>.** Examinations oriented approaches do not significantly influence quality education in primary schools

### 1.1 Introduction

Kenya inherited the education system from the colonial British government. This can be traced back at the time of establishment of the first missionary education center at Rabai in 1846 (Mackatiani et al, 2016). This was during the period of selective education borrowing when the imperialists planted their education systems in their colonies. The structure of imperial education system was 4-4-6-3. According to this structure, lower primary had four years, intermediate covered 4 years, secondary education covered 6 years (ordinary level- 4 years and Advanced level-2years) and university-3years. According to this structure, there was an examination at every level. At the end of lower primary, there was the competitive entrance examination (CEE). The Kenya African preliminary examination (KAPE) was administered at the end of the intermediate segment. East Africa school certificate (EASC) was administered in form four. While East Africa advanced school certificate (EAASC) was administered at the end of form six. A student would not transit to the next educational level unless they had passed the respective examination of the segment. The main purpose of these hurdles was to have a few graduates at every level. This was done in order to serve the colonial interests. The few graduates were to serve as artisans and clerical officers in white settlers' farms, churches, and government institutions. This system of education was adopted by the government for the purpose of denying Africans higher education.

With the attainment of independence in 1963, Joseph Otiende, the then minister for education constituted an education commission chaired by Prof. S. Ominde. In the terms of reference for the commission, the existing educational resources were to be surveyed. The commission was also to advise the government of Kenya on how to formulate and implement national policies for education. In its report, the commission recommended the 7-4-2-3 system of education. The primary segment was to have seven years while the secondary section had to be divided into two segments (4 years for ordinary level and 2 years at the advanced level. There was the certificate of primary education (CPE) at the end of the primary segment. East Africa certificate of education (EACE), which was later renamed Kenya certificate of education (KCE), was administered in form four. East Africa advanced certificate of education (EAACE), which was later referred to as Kenya advanced certificate of education (KACE) was administered in form six. However students in Harambee schools (self-help schools) as recommended by the Ominde commission (Mackatiani et al, 2016) were to have another examination in form two that would promote them to form three. The students had to do the Kenya junior secondary examination (KJSE). The purpose of these examinations was to enable students to transit from one level to another promotional examination. The university segment covered the last three years of the education structure. This system of education was operational until 1984 when the 8-4-4 education was introduced in Kenya. The system has got three segments: primary (8 years), secondary (4 years) and university (4 years). There is an examination at every educational segment to warrant promotion to the next level. At the end of the primary segment, Kenya certificate of education (KCPE) is examined. Kenya certificate of secondary education is examined after the secondary segment. This is a reflection of the education system in Kenya, the exam oriented model.

Exam oriented model is referred to as 'backwash'. Qi (2007) views backwash as the way testing influences teaching and learning. This implies that backwash influences teaching and learning since results of the test impact on the future life a student's life. In light of this, exam results determine which secondary schools and universities a student may attend. It also determines the employment opportunity one is able to secure. Andrews et al (2002) indicate that the impact of testing may be immediate or delayed. This is in light of Fulcher and Davidson (2007) when they noted that the testing has either positive or negative influence on teaching and

learning. It positively influences teaching when proper pedagogical approaches are applied. However, if teacher-centered approaches are applied by teachers then the negative influence is realized.

### **1.2 The Role of Examinations in educational system of Kenya**

Teachers and the entire education stakeholders put emphasis on examination results, as an indicator of efficiency in education. The Ministry of Education and the entire political fraternity insist on the passing of examinations as a sign of a school's efficiency or quality. The Kenya government has established Kenya national examinations council (KNEC) to administer examinations. KNEC is a state corporation under the state department of education. Under section 10.(1) of the KNEC Act (GOK,2012), the functions of the Council shall include; setting and maintaining examination standards, conducting public academic, technical and other national examinations within Kenya at basic and tertiary levels; and awarding certificates or diplomas to candidates in such examinations. It is, therefore, the responsibility of the Kenya national examinations council to control examinations at primary, secondary and technical levels. In spite of this Peter Hill (2010), noted that governments use examinations as gatekeepers. This implies that examinations are used to access schools at a higher level. Examinations results are used as indicators of learning outcomes. The results also act as a means of quality control. However, this is an indication of the persistence of policy and philosophy gap in education system.

A part from university examinations, all the others fall under the jurisdiction of KNEC. The 8-4-4 education system in Kenya emphasizes a nine-year free and compulsory education. At the end of the eight-year period, KCPE examinations are administered to pupils. The government has also taken the responsibility of paying registration fees for the examinations. This examination determines the pupil's transition to the next level of education (secondary). The pupil's performance also determines the type of school one can join after KCPE. Schools have been categorized as national, extra county and county. The national schools being considered as the best while county secondary considered as the worst. The consideration is based on facilities and equipment endowed by these schools.

### **1.3 Effect of Examinations oriented model in Kenya**

A study conducted by Schmitz, R. in 2011 reveal that exam oriented model leads to students losing their imaginations and creativities. This is as a result of teachers resorting to convectional approaches at the expense of quality education. Since examinations are considered as being crucial in determining children's future, the public perceives exam oriented model as a determinant for better future. However, the exam oriented system cause stress teachers and students because tests are regarded as provident for bright future. It is a filtering process that selects a few to transit to the next educational level. It leads to oppression to teachers and pupils in order to produce the best results. Learners are over-burdened with homework on a daily basis. This leads to memorization of work. Pupils end up in reciting knowledge. Dore (1997) notes that examination-driven school cultures have emerged. In Kenya, tutoring in form tuition coaching has developed at primary school level. During tuition coaching a shortcut to learning has been put in place. Teachers devise approaches to repetitively review past lessons. Drilling exercises are given to learners. Subsequently notes are dictated learners. Revision of past examination paper analysis is also conducted. Learners memorize the answers for the purpose of passing national examinations. Tuition coaching has therefore been institutionalized in all schools. Parents, teachers and pupils subsequently adhere to the provisions of remedial coaching.

In order for pupils to pass examinations, the phenomenon of cheating has cropped up. The culture of cheating has taken root due to the high competition for slots in the national schools and also excelling as the best schools. This scenario has been displayed recently when the cabinet secretary for education released the 2016 examinations results on 29/12/2016. The cabinet secretary had put structures in place for the purpose of curbing examinations multi practices. As a result 141 candidates out of 5771254 candidates who sat for the examinations scored grade A. This was an inverse proportion as compared to 2685 candidates who scored similar grade in 2015. It was also reported that 89929 candidates managed get grade C+ which is the minimum requirement for university admissions. This is contrary to 169492 candidates who had attained grade C+ in 2015.

The exam oriented model also led to inefficiency in education, repetition. According to an economic survey conducted by the KNBS in 2016, the Pupil completion rate (PCR) and Primary to Secondary Transition (PSTR) are common features in the primary school education system. KNBS(2016) indicate that the PCR increased from 78.5 per cent in 2014 to 82.7 per cent in 2015, while the PSTR rose from 80.4 per cent in 2014 to 82.3per cent in 2015. Learners are forced to repeat in various grades and especially in class seven. The practice is encouraged by head teacher to ensure that those students enrolled for national examinations, excel. This has influenced repetition, completion, dropout and transition rates of learners. This has culminated in having over aged students in the Kenyan education system. In Kenya, the maximum primary school age is 13 years while the maximum for secondary school age is 20 years. However, in the cabinet secretary's report on 29/12/2016, 21 percent of the KCSE candidates in 2016 were over aged. These effects have negatively impacted on education.

They have led to inefficiency malpractices in schools. The exam oriented model has negatively influenced critical thinking which the main aim of education.

#### **1.4 Role of Instructional methods on learning achievement**

Various researchers on pedagogical approaches (Farkas, R. (2003); Chang, 2010; Snehi, N.,2011; Kang'ahi et al., 2012) note that instructional methods used by teachers significantly influence learning achievement. Pedagogical approaches used by teachers can either be teacher-centered or learner-centered. According to Watson (2003), teachers use approaches that ease their work. The choice is based on teachers' beliefs and preferences in relation to excelling in national examinations. These approaches can either be appropriate or inappropriate. Appropriate approaches facilitate effective learning while inappropriate approaches constrain the learning process. These instructional approaches subsequently fall under learner-centered approaches and teacher-centered approaches.

Various studies (Curtin, 2005; Froyd, 2007; Ahmad & Aziz, 2009; Dufresne, et al., 2010) associate Learner-centered approaches with creative skills, participation and subsequently learning achievement). Learner-centered approaches are therefore most effective in influencing learning. Teacher-centered methods are inappropriate approaches teaching. However other studies (Adeyemi, 2008; Tella, et al., 2010) indicate that teacher-centered approaches lead to cramming and rote learning. These methods encourage memorization and reproduction of information. They fall short of knowledge that can tackle contemporary problems. These methods are the traditional pedagogical approaches. The teacher dominates the teaching-learning process. Teachers are totally involved in the classroom activities through explanations and discussions. Learners participate in the learning process when only called upon to answer questions. These approaches cause stress to learners as there is a mismatch of teaching approach and the learning process. This ultimately leads to learners losing interest in learning and can drop out of school. It can also contribute to indiscipline among learners. It is, therefore, important for teachers to lean on instructional approaches that influence learning achievement.

#### **2. Statement of the problem**

The current education system of Kenya has got deep roots in British colonial system of education. The British system was marred by hierarchical hurdles that were to be passed before advancing from one educational level to another level. The system is predominantly examinations oriented. This is the exam oriented model. This is the model that independent Kenya inherited from Britain and is being practiced in the post independent Kenya. However, with the global conference in Jomtien, Thailand; the issue of quality education was impressed. Quality education was endorsed as an improvement of learning that ensures excellence realized by all learners, especially in literacy, numeracy, and essential life skills. UNESCO (2005) had to devote quality education as learners' characteristics; processes; infrastructure and equipment and human resource. Teaching approaches as processes facilitate learning achievement. While appropriate pedagogical approach enhances learning achievement, inappropriate approaches are applied by teachers due to pressure to excel in national examinations. In Kenya, no effort is made by teachers to improve their instructional methods due to the outcome of results in national examinations. Teachers tend to impress orthodox instructional methods for the purpose of passing national examinations. It is against the background that this study investigated the influence of exam oriented model on instructional approaches applied by teachers.

#### **3. Theoretical context**

The study was guided by transactional analysis theory. The theory was advanced Eric Berne in 1950. Transactional analysis is a method that facilitates communication between learners and teachers in a classroom environment. The theory illustrates how people have developed and how they treat themselves. It further outlines how people relate and communicate among themselves. This is actualized in the provision of suggestions and interventions which enable one to change and grow. Flanders (1970), notes that teachers as initiators of communication adopt teaching methods based on their cognitive orientation. Through the pedagogy selected, the teacher communicates to learners in the classroom. Pupils are stimulated in order to achieve learning objectives.

Flanders further developed a system of interaction analysis on the transaction that goes on in the classroom. The analysis came up with teacher-centered and learner-centered approaches. Exam oriented models cause stress to teachers and pupils since tests determine their worth because tests are regarded. These subsequently make teachers adopt convectional approaches which will make learners excel in examinations at the expense of quality education. This study therefore adopted by transactional analysis theory in order to analyze the influence exam oriented model of education on the use of teacher-centered approaches by teachers in Kenyan primary schools.

#### **4. Methodology**

The study adopted mixed method (qualitative and quantitative) research approach. The approach incorporated

documentary analysis, observation schedules, and questionnaires. The study targeted pupils and in primary schools teachers in Kakamega County. The target population included head teachers and teachers. Kakamega County was targeted because it is second largest county in Kenya. It has got 12 sub counties. It is also cosmopolitan and characteristics found in Kakamega County cut across the country. It was, therefore, possible for the findings to be generalized. Thus, the findings of the study represented a national image. Kakamega County has got 700 public primary schools and 100 private primary schools. The target for teachers is 10866 while the target for pupils was 524928. The total target population was 536794. The purpose of the target was to have respondents with experiences and information about exam oriented model and classroom pedagogical approaches. Using the sampling guide developed by Krejcie and Morgan (1970), a sample size of 24 public primary schools (two per Sub County) and 12 private primary schools (one per Sub County) was selected. 36 head teachers (one head teacher per school) ,144 teachers (four teachers per school)and 144 pupils (four pupils per school) were randomly sampled. This was to conform to the confidence Interval of 0.05, confidence level of 95 percent which is a Z-score of 1.96 and standard of deviation of 0.5

The study objectives led to the collection of partly quantitative and qualitative data. In this case, quantitative data, attitudes, and opinions of respondents were analyzed and generalized in order to derive descriptive statistics. This led to the coding of collected data. The coded data had to be entered in the computer and the statistical package for social sciences software (SPSS version 19) was used to analyze the data. Qualitative data was classified according to variables of the study such as recommended pedagogical approaches and convectional approaches. The Cronbach's alpha test of variable reliability from SPSS was used to determine the relevance coefficient at 0.812 on all standardized items (SPSS,2010). Descriptive statistics gathered included means, frequencies, standard deviations, and regressions. Findings were depicted using tables and graphs. Regression analysis was used to determine the relationship between independent variables of teaching approaches and the dependent variable of quality education.

## 5. Results and Discussion

The purpose of this study was to determine the influence of exam oriented approaches on quality education in primary schools. Primary data was collected from 36 head teachers, 144 teachers, and 144 pupils in primary schools. This total number of respondents was 324 . Bivariate analysis of one-way ANOVA was conducted. F statistic and cross-tabulations with  $\chi^2$  statistic were generated. Multivariate analysis obtained  $\beta$  coefficients. The study therefore sought information on pedagogical approaches used by teachers during classroom teaching. The findings are presented in the table below on a five Likert scale: Used (U), commonly used (CU), Rarely used (RU), Not used (NU) and Fairly used (FU).

**Table 5. 1: Pedagogical approaches**

Approaches	n	U		CU		RU		NU		FU	
		F	%	F	%	f	%	f	%	F	%
Teacher centered methods	324	54	17	144	45	33	10	18	6	75	22
Maintenance of professional records	324	54	17	151	47	32	10	18	6	69	21
Use of teaching aids	324	18	6	27	8	90	28	127	39	62	19
Checking pupils' exercise books	324	81	25	171	52	18	6	18	6	36	11
Frequent testing	324	48	15	171	52	18	6	18	6	69	21

From the findings in the above table, 81 %, of the respondents indicated that teacher centered methods were used by teachers. This was corresponded by another 88 percent of the respondents who indicated that teachers frequently administered tests to learners 85 percent of the respondents, noted that teachers maintained professional records. The professional records maintained were records of tests previously administered. Teachers are to ensure that revision of tests is done by learners. Subsequently, 88 percent of the respondents indicated that teachers checked learner's work. 33 % of the respondents noted that noted teachers use learning aids The data results subsequently suggest that in all the sampled schools teachers use traditional methods of teaching. These approaches deny learners opportunity to actively participate in the learning process. This is an indication that learning is basically teacher centered.

Findings of the study reveal that pedagogical approaches employed by teachers are mainly teacher centered approaches. Learners mainly do frequent tests and concentration is on revision of past papers. The purpose of these approaches is excelling in national examinations. Approaches applied lead to boredom amongst learning and learners develop negative attitude towards learning. This therefore impacts negatively on quality education.

### 5.1 Testing Hypothesis of the study

The study hypothesis was  $H_0$ . Examinations oriented approaches do not significantly influence quality education in primary schools. In order to determine influence of examinations oriented approaches on quality education in primary schools regression analysis was done. Results of the analysis were as indicated in the table below:

**Table 5.2: Model of exam oriented approaches**

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Durbin-Watson
1	.249 <sup>a</sup>	.062	-.094	.395	1.521

a. Predictors: (Constant), assessing learners work, use of teacher centered approaches, maintenance of professional records, use of learning aids, frequent testing and revision of past papers

b. Dependent Variable: Quality education

The results from the table above revealed that there was no significant relationship between the influence of examinations oriented approaches and quality education in public and private primary schools. This was supported by the Durbin-Watson statistical test. The Durbin-Watson statistical is always between 0 and 4. The DW of  $H_0: \rho > 0$ . P was 1.521. This indicates negative autocorrelation. The null hypothesis is therefore accepted. The variables in the study subsequently predicted quality education in public and private primary schools. The analysis of variance (ANOVA) was also done and is represented in the below table:

**Table 5.3 : ANOVA<sup>b</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.311	5	.062	.398	.846 <sup>a</sup>
Residual	4.689	30	.156		
Total	5.000	35			

From the table above on analysis of variance, F is 0.398, DF numerator is 5 and DF denominator is 30. The significance level is .05. Therefore the p value is .846. It is not significant at  $p < .05$ . The null hypothesis is therefore accepted and the variables predicted the quality of education in public and private schools

The regression analysis incorporated coefficients which revealed the extent of increase the dependent variable increased when the independent variable increased holding other independent variables. The results are reflected in the table 5.4 below:

**Table 5.4: Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.563	.519		3.013	.005
	maintenance of professional records	-.102	.101	-.262	-1.006	.322
	use of teacher centered approaches	.037	.114	.082	.328	.745
	use of learning aids	-.111	.159	-.239	-.699	.490
	checking pupils exercise books	.179	.145	.474	1.235	.226
	frequent testing	-.112	.122	-.207	-.920	.365

a. Dependent Variable: Quality education

From the table above, maintenance of professional records, use of teacher centered approaches, use of learning aids, checking pupils exercise books and frequent testing were not significant to quality education as indicated by beta coefficients. The p values were greater than .005 which was the significant level. The study, Collinearity Statistics further revealed that variance was highly inflated. The variance inflation factors (VIF) ranged from 1.628 to 4.716,  $p > 0.05$ . The VIF was therefore non significant. This correlates with earlier findings that the null hypothesis is accepted and the variables predicted the quality of education in public and private schools.

Regression analysis (residual) between the observed value of the dependent variable ( $y$ ) and the predicted value ( $\hat{y}$ ) was conducted. Findings are indicated in the table below:

**Table 5.5 : Residuals Statistics**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.01	1.33	1.17	.094	36
Residual	-.330	.801	.000	.366	36
Std. Predicted Value	-1.695	1.728	.000	1.000	36
Std. Residual	-.834	2.026	.000	.926	36

In regression, Residual = Observed value - Predicted value

$$\text{Therefore } e = y - \hat{y}$$

Both the sum and the mean of the residuals are equal to zero. That is,  $\sum e = 0$  and  $e = 0$ .

From the results in the table, the difference between observed value of the dependent variable (Residual) = 0. The findings therefore indicate that exam oriented approaches do not influence quality education.

## 6. Conclusion

From the findings of this study, it is evident that teaching approaches applied by teachers are as a result of

examination oriented model. The examinations oriented model does not help school pupils to realize learning achievement as expected. This is as a result of teachers concentrating on the impartation of knowledge through traditional approaches that concentrate on theoretical skills. The rote learning approaches enable pupils pass national examinations. Pupils spent most of the time doing a series of examinations. Drilling then follows through revising the examination papers. This enables learners to reproduce the acquired knowledge when national examinations are being administered. The main purpose is to enable pupils get good scores in national examinations at the expense of achievement of learning competencies. These traditional pedagogical approaches don't provide holistic approaches to educational experiences. Pupils are enslaved through reliance on teachers who provide knowledge by use of teacher centered approaches. This has resulted in institutionalization of schooling. The in institutionalization has led to mental torture to learners.

It can therefore be concluded from the findings that Kenya's approach to education requires overhaul to sustain the prevailing educational relevance globally. In other words, the system has to benefit both pupils and teachers by changing the existing examinations oriented model to quality oriented model. The quality oriented model will develop students through recognition of special skills, individual talents and creativity.

## 7. Recommendations

- The modern examinations oriented system of Kenya is a direct replication of the old imperial examination system which was adopted in Kenya in 1908 for the purpose of selecting religious catechists and administrative officials. Currently, the ministry of education ignores crucial issues pertaining to quality education. Quality education in Kenya is perceived as passing of national examinations (KCPE and KCSE). It is therefore prudent that Kenya should decolonize education and impress the quality oriented education system.
- The study established that Backwash is manifested in exam oriented model. It impresses the way testing influences teaching and learning. This implies that traditional methods are used by teachers in order to excel in examinations. It is therefore recommended that in order for teachers to adopt learner-centered approaches, quality oriented model should established in Kenya.
- Since the examinations oriented model cause psychological torture to pupils, learner-centered approaches should be embraced in order to assist weak pupils to walk alongside their colleagues. It is therefore recommended that national education policy guidelines on in-service courses and sensitization of teachers be developed.
- The study has established that exam oriented model lead to in efficiencies in education. These in-efficiencies have influenced repetition, completion, dropout and transition rates of learners. In order to curb in-efficiency malpractices in schools, it is recommended that there should be a paradigm shift in addressing educational issues.
- From the study findings, examinations are aimed at selecting a few individuals for slots set aside in institutions of excellence or acquisition of employment posts. It is therefore recommended that there should be a shift from perceiving examinations as promotional measures to that of learning achievement.

## References

- Adeyemi, B. (2008). "Effects of cooperative learning and problem-solving strategies on junior secondary school students' achievement in social studies". *Journal of Research in Education Psychology, Vol. 16, No. 3, pp. 691-708.*
- Ahmad, F. & Aziz, J. (2009). "Students' perceptions of the teachers' teaching of literature communicating and understanding through the eyes of the audience". *European Journal of social sciences, Vol. 7, No. 3. Pp. 17-39.*
- Andrews, S. et al (2002). Targeting washback; a case study. *System, 30, 207-223.*
- Curtin, E. (2005). "Instructional styles used by regular classroom teachers while teaching recently mainstreamed ESL students: Six urban middle school teachers in Texas share their experiences and perceptions". *Multicultural Education, Vol. 12, No. 4, pp. 36-42.*
- Dufresne, J. et al (2010). *Classroom talk: A classroom communication system for active learning.* Doi.
- Eken, D. K. (2000). "Through the eyes of the learner: Learner observations of teaching and learning". *ELT Journal, Vol. 53, No. 4, pp. 66-80.*
- Fulcher, G., & Davidson, F. (2007). *Language testing and assessment.* Routledge
- Flanders, N. (1970). *Analyzing Teaching Behavior.* Addison-Wesley.
- Farkas, R. (2003). Effects of traditional versus learning styles instructional methods on middle school students. *The Journal of Educational Research, 97(1), 42-51.*
- GOK (2012). *The Kenya national examination council Act.* Government Printer.
- Hill, P. (2010). *Examination systems.* UNESCO.
- Kang'ahi, M., et al (2012). Teaching Styles and Learners' Achievement. *International Journal of Academic*

- 
- Research in Progressive Education and Development, Vol. 1, 3, 62-82.*
- KNBS (2016). *Economic survey*. Government printer.
- Kumar, M. (2006). Constructivists epistemology in action. *Journal of Educational Thought*, 40(3), 246-262.
- Mackatiani, C. et al (2016). Development of Education in Kenya: Influence of the Political Factor Beyond 2015 MDGs. *Journal of Education and Practice Vol.7, No.11, 55-60.*
- Qi, L. (2007). Is testing an efficient agent for pedagogical change? *Assessment in Education*, 14, 51-74.
- Schmitz, R. (2011). *The downside of exam-based education in China*. Market place.
- Snehi, N. (2011). Improving teaching/learning process in schools: A challenge for the 21st century. *Learning community*, 2(1), 1-12.
- Tella, J., Indoshi, F. C. & Othuon, L. A. (2010). "Relationship between students' perspectives on the secondary school English curriculum and their academic achievement in Kenya". *Journal of Educational Research, Vol. 1, No. 9, pp. 382-389.*
- Watson, M. (2003). *Learning to trust: Transforming difficult elementary classrooms through developmental discipline*. Jossey-Bass.