

THE INFLUENCE OF EXAMINATIONS ON CURRICULUM  
IMPLEMENTATION IN SECONDARY SCHOOLS IN BOMET DISTRICT,  
KENYA

B O I T N I A R Y K E M B O I

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE  
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ABSTRACT

The purpose of this study was to investigate the effect of examinations on curriculum implementation. This task was accomplished by collecting data and analyzing perceptions from teachers and students from various secondary schools in Bomet

District.

The Theoretical framework for the study was adopted from Wiggins and Mc'L'ighe (1999) backward design model which involves identifying the aims and goals of the school program before decision making. Data for this study were collected through

the use of questionnaires, in accordance with the set objectives.

The study established that examinations have had a backwash effect on the curriculum. For instance, the teachers cannot engage all the methods of instruction to attract the learners' interest in class, selection of the content is determined by examinability, integration of life skills in the various subjects was also ignored or rushed over, and unexamined subjects like P.F., are not taught. These are contrary to

the education goals which are expected to be achieved in the school system.

The study recommends that: the examination setters should attempt to set balanced examination questions to include all areas of the syllabus, and test questions which do not require procedural skills alone but also require thinking skills; teachers should not prepare students just to pass examinations but also to be innovative, creative, and imaginative; the MOE should launch a campaign to sensitize the students and all the education stakeholders about the importance of the stated goals of education; MOE should also initiate and enact a policy to integrate continuous assessment tests in the

final evaluation of student achievement.