Influence of Classroom Control Practices on The Development of Holistic Learners in Public Secondary Schools in Kenya

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Abstract— Effective curriculum implementation in schools should be geared towards nurturing and promoting development of holistic learners which is the desire of every education system worldwide. The same is able to instill practical skills, knowledge, desired values, beliefs and attitudes in learners who in turn become useful members in the society. There little or no information at all in regard to the influence of curriculum implementation dynamics on the development of holistic learners in public secondary schools in Kiambu County, Kenya. The purpose of the study was therefore to establish the influence of classroom control practices on the development of holistic learners in public secondary schools in Kiambu County, Kenya. The objectives of the study was to establish the influence of classroom control practices on the development of holistic learners in public secondary schools in Kiambu County, Kenya. The study was informed by the holistic development theory and instructional design theory. The study employed mixed methodology and concurrent triangulation design that enabled the researcher to triangulate the findings. The target population comprised 1200 respondents: 100 principals, 300 teachers and 800 form three students. Stratified, purposive and simple random sampling techniques were used to select the required sample size which was 360 respondents comprising 30 principals, 90 teachers and 240 students. Questionnaires were administered to teachers and students while interview guides were used for the principals. Piloting of research instruments was conducted in schools not included in the actual study during data collection. Reliability was tested by use of test-retest method where Cronbach`s Alpha coefficient determined the reliability coefficient value r=0.7 an indication of high internal reliability hence the instruments were suitable to collect data. Validity of the research instruments was determined by considering the judgment of experts and supervisors. To ensure dependability of the instruments, comparable data was collected via a follow up study carried out in the same context using same process on the same respondents. To guarantee the gathered data were credible, concurrent research design was used. Qualitative data was analyzed thematically while quantitative data was analyzed using descriptive and inferential statistics (Correlation Coefficient with the help of SPSS version 23). Quantitative results collected through questionnaires from teachers and students were presented in figures and frequency tables generated through Microsoft excel version 2010. Pearson product moments correlation coefficient (r) was used to test for strength of association at 95% confidence level. The findings revealed that there was a correlation between curriculum implementation dynamics and the development of holistic learners in secondary schools of Kiambu county Kenya. Assessment practices, classroom control practices and co-curricular activities were found to have negative correlation

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with the development of learner`s spirituality, cognitive, personality, self-efficacy, inter-personal values among other aspects of a holistic learner. However, there was a strong and positive correlation between teaching methods, remedial teaching and engagement in co-curricular activities and the development of holistic learners in Kiambu County. The study concluded that in public secondary schools in Kiambu County, curriculum implementation dynamics employed are correlated with the development of holistic learners. The study therefore recommended that teachers` in-service training programmes must be adjusted to reinforce classroom control practices that contribute positively to the development of holistic learners and eliminate school related practices that affect the development of holistic learners negatively.

Index Terms— Classroom control practices, development, education, holistic learner, social interaction.

I. INTRODUCTION

Undue emphasis has been laid on curriculum implementation dynamics which undermine the development of holistic learners in schools today. The schools put a lot of emphasis on frequent continuous assessment, remedial teaching and give loads of assignment to the learners which became a daily routine to ensure that learners are able to achieve high grades which are considered of worth by the parents, teachers and the entire society (Bundu, 2009). This has further culminated to rote learning and memorization which is being emphasized by teachers for better grades that earns promotion or monetary at the expense of developing holistic learners.

This has called for use of quick revision guides which have flooded the market on how to pass examinations which have had serious implications on curriculum implementation hence hindering development of holistic learners. Instead of learning for understanding, learners are taken through theoretical knowledge that is expected to be regurgitated to assist them attain good grades in their examinations which determines their worth. The learners are fully involved in learning having no time to assimilate and apply what they have learnt hence clogging the mind without of scattered information hence not able to comprehend that might affect the performance of the learner in social set up and also in class (Kabaji, 2010). Teachers concentrate on teaching examination content rather than teaching to promote development of holistic learners.

According to Omolewa (2011), the current schools concentrate on teaching and drilling the learners to pass

examinations and pays little attention to promoting development of holistic learners; schools have therefore inclined towards producing good grades in the examinations which determines the worth of the learners abandoning the aspect of inculcating interpersonal skills, problem-solving skills among others that help them to resilient in the society. Globally education is considered as basic tool that acts as a springboard for national development hence every country must take care of her education system. According to United Nations (2012), a well-organized education system has the mandate of producing well trained human resources with the required values and the ability to foster national and social cohesion.Many young people are leaving school without having attained the skills required for them to thrive in the society or find decent jobs. This undermines equitable economic growth and social cohesion that prevents many countries from benefiting from their growing youth populations. The various interested parties in the education sector put high value to education because they see it as a vehicle to socio-economic and political development (Freire, 2006).

Muola (2006) established that education system of any country should organized in such a way as to encourage development of holistic learners who acquire skills and values that give the capacity to meet the requirements of a knowledge-based economy which is being be advocated for twenty first Century (21st Century) education. The same sentiments have been supported by the stakeholders in the education system that is ready to foresee the implementation of the same during the classroom instruction. The advocacy for effective implementation of the curriculum in the schools works towards fulfilling the coming of effective schools for the 21st century education that prepares holistic learners with transformative skills for the promotion of social, economic and political development of the society.

The American system of education through the help of government is working to replace the traditional methods of teaching used with best practices and new techniques where the role of the teachers are transformed in a way that it fosters development of holistic learners (Anushka, 2008). The adaptation of this will change the purely traditional forms, methods and means of instruction that do not meet the current demands of promoting holistic learners. The current status in the education as implementation in the schools with the unchanging curricula and pedagogy are not adequate to meet the demands of a changing society due advancement in technology and other emerging issues (Kaahwa, 2005). These rapid changes concern the People as both objects and subjects of educational activity; experience the new socioeconomic, ecological, regional, and global issues that are too fast to keep up by changing the content and process of education (Kappa, 1997). Training of teachers in America education programmes are organized in such as to expose the teachers to holistic training by involving purpose, personality, context, and culture which is transformed and inculcated in the learners during the classroom instruction.

The teachers and students are so advanced technologically where teachers teach for democracy and interact well with the learners promoting conducive environment for acquisition of skills, values, attitudes that culminates to promotion of holistic learning which is emphasized in the schools and given first priority (Punie, 2009). Likewise, in Europe, the educators work towards equipping learners with the aspects of creativity and leadership that concern all aspects of life hence preparing holistic learners who are useful members in the society. They are geared towards establishing in the learners human civilization on creativity, leadership, innovation, cultural diversity, teambuilding, and technological innovation so as to meet the goals of the changing economy and global requirements (Ferrari, 2010).

The Russian education training also concentrates on establishing a humanistic and democratic society by emphasizing aesthetics in educational reform; the beauty of nature, of people, of human thought, of relationships, and of things that people make rather than concentrating on examinations alone as a mode of evaluation which ends up bringing holistic learners (Cachia, 2011). They employ a very comprehensive and integrative evaluation by engaging performance assessment, projects and portfolios (http://www.thirteen.org) which give exhaustive feedback of a learner hence able to strengthen the weak areas so that learners can enjoy learning without feeling embarrassed. The outcome of this initiative fosters development of holistic learners who are compatible with the societal requirements hence making valuable contributions to the society. There is advocacy for a practical based teacher training curriculum against the theoretical and examination oriented curriculum that incorporates reflective practice and includes active learning, innovation and partnership building among the learners with value addition (Punie, 2009). If well implemented can produce teachers who will shun rote learning techniques in their teaching and learning process that discourage learners to regurgitate what is taught, thereby denying them opportunities to create and recreate knowledge that is required in the twenty first Century (21st Century) (Capper, 1997).

Examinations have taken the central lead in the education system where teachers teach not considering the interests and needs of learners but in regard to what the composition of examinations will be tested. All these have led to the emergence of anti-examination callsandexaminationmalpractices that divert crucial role of education hence affecting the ultimate goal of developing holistic learners in the society. According to Anushka (2007), a study carried out in England and Wales called for the reported that there werecalls to the elimination of allnationalexaminations administered to learners below 16 years. This suggestion was based on the fact that these learners were over tested which affected their attitude towards education negatively and caused stress among the learners that culminated to suicidal threats and actions. This posed an impression that examinations failed to uplift the standards of learning leading to learners who were

demotivated, stressed and massive school drop-outs (Fassi, 2010). According to the GTC report learners in England education system are the most tested in the world where learners are subjected to 70 testsandexaminations before they attain the age of 16 years. The report further established that the teachers resulted to engaging drilling methods of teaching in order to pass the tests but there was outcry that theexistingassessmentregimeneeds to be changed so that the attitude of the learners can be reverted in order to promote development of holistic learners (ibid).

According to Kabaji (2009), established that the demand to produce good result enticed a teacher to assist learners to cheat in an examination who afterwards committed suicide for fear of being exposed after the act. This is an impression that the demand for good results and accruing a lot of value to examinations resulted to various examination malpractices hence lowering the integrity and moral standards in the society. The education system in Britain also suffers because globally examinations are viewed as determinant of one`s future success and hence treated with a lot of work hence passing the tests take the front line failure to which your life is doomed to fail.

According to Omolewa (2003), curriculum implementation in schools actualizes the written curriculum as planned in the syllabi, course of study, curricular guides and subjects and the teachers are supposed to ensure that learners acquire intended knowledge, skills and attitudes in order to make effective contribution to the society. On the other hand examination sallocatescarce educational benefits in an objective and unbiasedway hence hindering development of a holistic learner. The examinations therefore should be organized in such a way as to support curriculum implementation and at the same foster the development of holistic learner if education is to be of great value to the society.

Acccording to Kabanji (2004) there is no system of education that produce positive results without engaging various assessment practices; he therefore advocates for administering examinations that do not discriminate against minorities, ruralpopulations, girls, andstudentswhosefirstlanguagediffers from that of theexamination because this creates the aspect of equity and fairness to all learners despite their background. The teachers should be encouraged to integrate best teaching methods and inculcate best skills to the learners that can be examined during the assessment practices.During the curriculum implementation process teachers should be in cognizance of the generalaims ofEducationinKenya that strivetofosternationalism,patriotism,and promotingnationalunity,promotingsocial,economic,technolo gical and industrialneeds for nationaldevelopmentand self-fulfillmentpromotingrespectfor developmentof Kenya's rich andvariedcultures (Oluoch, 2000). All these aspects should not be ignored by curriculum implementers so as to improve the quality of the expected outcome in the education system which a great contribution to the society. The teacher should aim at furnishing learners with the appropriate knowledge, values, skillsandattitudes and these can only be realized if curriculum implementation is done effectively.

The learners also need to be made aware of what is expected of them as they go through school so that they can work towardsacquiringthesame. The content offered to the learners should be well packaged to ensure that fullestdevelopment ofindividualtalentsandabilitiesthroughholisticlearning where the learners are trained on how to adjustwelltotherapidlychanging society (Pykett, 2010).

According to Khan et al., (2011), content of administered examination is guided by the objectives of the implemented curriculum which is not only a process of assessingtheprogress of learnersbutacts as extrinsic motivation that enable learners to appreciate their academicstrengthsandweaknesses that calls for strategies of sorting out the challenges and encouraging them to soldier on until they achieve their ultimate goal of making positive contributions to the society. The assessment practices used expose teachers to employ different and new instructional methods to ensure that learners are able to acquire the appropriate skills, values, attitudes and habits that make them holistic learners. Fassi (2006) posits that a lot of reliance on examinations to promote learners to the next level and make decisions has instigated vices that learners engage in so as to attain the grade required for promotion. Both teachers and learners have resulted to engagement in examinationmalpractices hence eroding the morals and integrity of the systems concerned.

Wilayat (2009) disputed that assessment encompass a noteworthyposition all through thehistory of contemporaryclassroom instruction. Such assessment provides severalpurposes; themainlysignificantfunction is to assist the commencement of learners to thesubsequent level of education. Examinations in Africa replicate thesocialandeducationalbackground in which theyare conducted. Foremost, examinations are employed to managethedifferentelements of theeducationsystem as well as ensuringthatallschoolsinstruct to thesamestandards. Subsequently,examinations are employed to chooselearners in pyramidal educationsystems in which thenumber of placesreduces at eachconsecutive level. The third function of examination is for certification providing evidence that a learner went through the education programme to completion (Kabaji, 2008). The function of formal certification of academic success is vitalto a number of learners in accessing employmentortraining. Nevertheless, certificates attained at lower levels are no longer valued in thecurrentlabormarket because there are many people who possess hence congesting the labour market (Anushka, 2010). He further emphasized that examination play an accountability function where teachers and the schools are held accountable when the results of the learners` performance on examination are circulated.Regardless of the essentialrole of examinations, disapprovalshavebeenmade of their suitability and quality which triggers unacceptance of the same hence misinterpreting the main purpose of examination in regard to the implemented curriculum.

Wilayat (2009) further argued that examinations are restricted to the aspects of knowledge and skills acquired by

the learners which form the scope of examination content tested in the schools. He further argued that assessment testsincludemodestorientation to theknowledgeandskills that learner'srequirement in their everydaylife outside theschool and suchtests are meant to measureachievement at a low taxonomic level which leads to complexity in the system that is expected to promote development of holistic learners. There are so many factors considered in regard to the examination being administered such as the validity, objectivity and reliability of the content of examinations which are always put in question to ensure the examinations administered are in line with the content in the curriculum and there is surety of their authenticity.

Teaching methods, co-curricular activities, classroom control practices are among the curriculum implementation dynamics that should be well managed to influence development of holistic learners in schools. Kabaji (2012) asserts that theextent to which the assessment practices are predisposed in relation to thetesting of competencies required by learners so that we can advance to subsequent level of education. He further noted that the inability to replicatethegoals of curricula forlearnerswhoare not able to move to the next level translates to the questioning of the validity of such examination and their ability to prepare holistic learners.Kellaghan (2003) argues that teachers should be trained further to divert from paying attention to the content that will be tested during their classroom instruction because currently they focus examination content due to the significantconsequencesattached to performance, and this has raised concerns in regard to thecharacterandquality of teachingandlearning processes in schools which value examinations at the expense of the development of holistic learners and their enormous contributions to the society.

The research findings obtained by Bundu (2013) established that the disjointed implementation of curriculum and the great attention given to examinations has created pressure among the learners which has led to the mutilationindividualdevelopmentand self-fulfillment of the learners and deterred the development of holistic learners in the schools. This is evidenced by two incidences where students committed suicide for failing to achieve their expected grades in the main examination provingthatschools are mutilatingindividualdevelopmentand self-fulfillment of thecitizens because grades are the determinants of one success in the society.

Bennaars (1992 as sited in Muola, 2010) commended that curriculum implementation need to be well integrated and inclusive of the social, cognitive, psychomotor and affective domains so as to promote development of holistic learners in the schools who will make enormous contributions in the society. The teachers should therefore be sensitized as they implement the curriculum to have holistic learners in mind and work towards attaining such goals instead of teaching to the test which does not add value to the nation. The quality of education is based on the qualifications of the teachers implementing the curriculum which culminates with the

learners produced by the same system. The preset concept must be transformed for the betterment of the nation. Therefore, whathappens in our schools has strangelylittle to do with the development of holistic learners rather passing in the examinations which need to be transformed. Thesituationappears to be hopeless according to the outcome of the education system and there is strong feeling that the matter need to revisited to ensure the learners who are taken to the market are productive and able to contribute to the development of the nation in all aspects economically, socially, politically and technologically so as to actualize the vision 2030 (Njoroge, 2000).

II. STATEMENT OF THE PROBLEM

Education should focus on the promotion of the development of the holistic learner by paying attention to the following aspects; physical, intellectual, social, affective, moral and spiritual qualities of all learners which can only be attained through effective curriculum implementation which involves engagement of classroom control practices that are geared towards promoting development of holistic learners in schools. This enables the learner to develop into a complex person for their own personal fulfillment and the good of the society. The curriculum implementers should therefore be very careful to ensure that the classroom control practices employed are with high regard to the development of holistic learners. The education offered in the schools should therefore be geared towards shaping the lives of learners so that they become more fully human by learning survival skills rather than only being centred on passing examinations. The current Kenyan curriculum does not provide flexible pathways for identifying and nurturing the talents and interests of learners early enough to prepare them for the world of work, career progression and sustainable development. The implementation of the curriculum is inclined towards passing examinations which dictates what the teachers offer during classroom instruction and the outcome judges the worth of life the learner is supposed to lead. Assessment is limited to summative assessment which concentrates on assessment of learning; teachers hardly use formative assessment, synoptic, ipsative or diagnostic which are said to be very informative and supportive in enhancing the development of holistic learners; whilst effective teaching should focus on the assessment for learning so as to make any adjustments as the learners progress. The current status in schools has inclined to teacher-centredness methods of teaching which emphasize on the concept of banking where the learner is seen as a recipient of knowledge and the teacher deposits information and retrieves the same during assessment time. This therefore encourages rote learning and memorization for higher grades and inhibits the acquisition of life skills, values, knowledge hence detrimental to development of holistic learners. There is little provision for recognition of learner`s potential, gifts and talents due to the unnecessary focus on examinations. Effective curriculum implementation should be able to prepare learners holistically and the same time obtains good test scores that promotes them to the next level or places them in certain career fields and not only dictates their worth. This has led to the neglect of

the development of spiritual, emotional and other social aspects of life that learners require in order to be successful in life during education at secondary school level. This has motivated learners to concentrate on external factors that trigger their psyche to put effort and finish their task instead of learning for inquiry, application, reflection and process which results to better academic performance but little acquisition of life skills, values, morals and personality. The learning institutions have retained a calm notion on matters regarding promotion of development of holisticlearners but a lot of emphasize has been put on rote learning that enhances learners to pass examinations that determine the worth of a person in the society today. A learner can have all the best grades possible but if they cannot cope or deal with the harsh realities of modern life then the school examination practices are failing them. This is supported by Bundi (2013) who argued that due to frequent continuous assessment, loads of assignments, examinations pressure, and schools in Kenya have mutilated individual development and self-fulfillment of citizens where examinations are taken seriously to an extent of influencing negatively on growth and development of learners. Many have dropped out of school; some have taken away their lives simply because they have taught about resilience in the schools.The curriculum implementation dynamics require revisiting to ensure that they are geared towards promoting development of holistic learners. This is translated by two incidences which were witnessed in Kiambucounty in 2012 where two candidates committed suicide following poor performance in national examinations an indication of poor development of holistic learners who are said to be mature and ready to accept the outcome because they are supposed to be all round and well integrated citizens.

The holistic implementation of the curriculum is compromised because the content of examinations have unconscious level of control on what is being taught in the schools hence determines the teaching methods and learning strategies to be used. This culminates with the negative effects of examinations which establish the domains to be assessed that ultimately affects the quality of teaching hence hindering development of holistic learners. These aspects influence the implementation of the curriculum because traditionally the areas that are not tested do not receive attention in during classroom instruction such as oral and listening skills in languages which are rarely examined hence neglected during teaching. The teaching that goes on is superficial where teachers use any means to ensure the learners score high grades hence forced to use past papers, quick revision materials geared towards teaching to the test and encourages rudimental drilling techniques as main methods of teaching rather than fostering development of holistic learners. Therefore for the schools to assist learners to acquire complex and analytical skills for the 21st Century, teachers must learn to teach in ways that develop higher-order thinking and performance (Darling-Hammond, 2009). Otherwise examination pressures and certificate syndrome will continue to escalate in public secondary schools. All this led to increased school drop-outs and wastage rates and high unemployment in Kiambu County. There was an escalation of

social vices, increased crime rates, drug abuse and antisocial behaviours and failure to enhance productivity and accelerate economic growth of most learners passing through Kiambu County public secondary schools. These were indicators of poor holistic development among learners at the schools. This study therefore embarked on assesseing the influence of curriculum implementation dynamics on the development of holistic learners in secondary schools in Kiambu County.

III. PURPOSE OF THE STUDY

The purpose of the study was to assess the influence of classroom control practices on the development of holistic learners in public secondary schools in Kiambu County, Kenya.

IV. OBJECTIVE OF THE STUDY

To establish the influence of classroom control practices on the development of holistic learners in public secondary schools, Kiambu County, Kenya

V. RESEARCH QUESTION

To what extent does the influenceof classroom control practices influence the development of holistic learners in public secondary schools, Kiambu County, Kenya?

VI. SIGNIFICANCE OF THE STUDY

The findings of the study may to add theoretical and practical knowledge to the already existing literature on curriculum implementation dynamics and development of holistic learners at various levels of academic pursuance either regionally, nationally or globally. The information obtained from the study may be useful to policy makers in the education sector to engage the strategies and techniques revealed by the study to transform the mindset of the curriculum implementers who should be more concerned about the development of the holistic learners instead of laying a lot of emphasis on the passing of examinations and acquisition of good grades that are assumed to determine the worth of a person.

The findings of the study might give insights to the curriculum implementers and developers that emphasis put on the coverage of the syllabus in preparation of examinations has no value addition if they are to promote development of holistic during classroom instruction and out-door activities. In order to prepare learners who fully to fit in the society their pedagogical skills need a paradigm shift which is informed by the study as per the findings. Thisstudymay createcomplimentaryenergies towards thebestpractices in theuse of assessmentand evaluation tools that encourage development of holistic learners with inter-personal relation skills, problem solving skills, social interaction skills that are required in the twenty first century (21st C) system of education.

This study might alsocreate a complementaryimpact to the divisions mandated with theobligation of monitoring and evaluating implementation of curriculum in the schools that

ensures that the curriculum being implemented is incorporating the psychological, social, physical and cognitive and affective domains according to bloom`s taxonomy so as to produce holistic learners who makes positive contribution to the national development among others. Thefindings of thestudy might informbestpractices in Education institutionsregardingassessmentand evaluation hencepositiveapplication of examinations towards the development of holistic learners in the education system in Kenya so that the society`s mindset of defining the worth of a learner by the grade they acquire in school can be altered by divulging them to approving the facets of developing a holistic learners who are broadly versed in all traits of life.

VII. LITERATUREREVIEW

This section highlights the relevant literature categorized into the study variable comprising influence of assessment practices, teaching methods, classroom control practices, remedial teaching strategies and co-curricular activities.

a) Curriculum implementation dynamics on the development of holistic learner

In promoting development of holistic learners, the educators should consider the intellectual, social, emotional, and physical development in an atmosphere that is supportive, challenging, and safe. The school curriculum is designed to nurture the learner in all dimensions of his/her life-spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical (DES, 1999). The vision of the curriculum in education is based on the following aims: to enable the child to live as a child and to realize his/her potential as a unique individual; to enable the child to develop as a social being through living and co-operating with others and so contribute to the good of the society; to prepare the child for further education and lifelong learning. When children are accorded a positive school experience such as development of literacy, numeracy and communication skills this enhances their self-esteem and confidence and also their motivation to learn is boosted.

The Association for Supervision and Curriculum Development (ASCD) is a non-profit member based organization, founded in 1943, with more than 175,000 members from over 100 countries. The ASCD develops programs, products, and services for educators in regard to fostering the development of holistic learners. Early in 2007, the ASCD launched a Whole Child Initiative to help ensure that children are healthy, safe, engaged in learning, supported by caring adults, and academically challenged (Brown, 2008). There is ample evidence suggesting that the elementary school years are crucial for learners to develop social, emotional, intellectual, and physical skills and sensibilities in order that they may lead healthy and active lives (Graber, Locke, Lambdin, &Solmon, 2008). Scholars, educators, and philosophers who hold a holistic view of child development share the view that education in elementary school should be education for life.

Dewey (1966) also claimed that the role of education was not only to prepare students for later life, but also to engage students wholly in life at the present moment. For Dewey, this engagement was most effective when it involved what he called the four occupations of childhood: conversation, inquiry, making things, and artistic expression. Dewey described how children develop and learn through play, through movement, and through the creation of imaginary worlds. He observed how the instinct for investigation grows out of these early forms of play, claiming that there is "no distinction between experimental science for little children and the work done in the carpenter's shop". Dewey regarded children's artistic impulses as an expression of their need to communicate. These observations, made over a hundred years ago, are made every day by parents and teachers the world over as they watch children learn through play, through conversation, through constructions, and through investigation.

Like Dewey, Noddings (1992) suggests that many aspects of daily life should be explored as part of the formal curriculum. Such a holistic view of education also focuses on relationships, such as those between mind and body, teacher and student, and between various domains of knowledge (Noddings, 1992). The development of the holistic learner also means that teachers must attend to what might be termed spiritual development and education provides a vehicle to do this by engaging the right curriculum implementation dynamics professionally. As Shirley Thomson (1999), then Executive Director of the Canada Council for the Arts, noted over a decade ago: We are fighting a new barbarism, not of dark ignorance but of information glut and too many diversions. Arts education is essential to discernment and judgment, and in the broadest sense, arts advocacy is the fight for the return of the life of the spirit to the centre of our existence people forget that art and artists render life bearable.

Another aspect of the development of the holistic learner is that of developing a strong citizen with a finely attuned sense of social responsibility through proper curriculum implementation. Not coincidentally, some of the most prevalent movements in early childhood education were fueled by this aim. The approaches of Reggio Emilia, Montessori, and Steiner, while different in a number of defining respects, share fundamental features and histories; the founders of these three approaches each articulated an explicit vision and corresponding curriculum, still followed, to a great extent, in contemporary versions of these schools (Edwards, 2002). In addition, each approach was developed in Europe in direct response to violence, with the goal of creating citizens motivated by peace and civility. Teachers involved with these approaches recognize children as intelligent, creative, and complex beings with predictable patterns of intellectual, social, emotional, physical, and spiritual development (Edwards, 2002; Upitis, 2010).

Physical, emotional, social, intellectual and spiritual well-being are the aspects that define a holistic learner. All the five are clearly spelt out in the National Educational Goals in Kenya that a classroom teacher is obligated to attain (Republic of Kenya, 2012). The spiritual component is

usually attained through the Religious Education that is compulsory to the learners in Kenya from Early childhood development education (ECDE) to Secondary schools levels at Form II and this situation is similar across a number of African countries and some European countries such as Norway. Many countries globally encourage freedom of worship which is a way of ensuring spiritual growth of its citizens that translates into a holistic person a moral obligation (UNCRC, 1989). The teacher is the implementer of the curriculum that contributes to the holistic development of the learner. In this perspective it becomes paramount that the teacher's role/function in contributing to the holistic development of the learner must be interrogated based on how the teacher is trained in preparation for developing a holistic learner.

b) Influence of classroom control practices on the development of holistic learners

Classroom control with respect to holistic development of learners has received less attention but is nevertheless a concern for educators. Effective classroom control strategies (CCS) support and facilitate effective teaching and learning hence promoting holistic development of learners. Effective class control practices result to well-disciplined learners and enhance integrated social learners who can work with others amicably. Montessori believed that creating classrooms that are orderly enhance effective learning and behavior modification (Weinstein, 2006). She advocated that the classroom culture should permit control and enhance discipline among the learners (Follari, 2011). Effective classroom control is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships. Evertson and Weinstein (2006) define classroom controlas the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. This definition concentrates on the responsibility of the teacher and relates the use of classroom control strategies to multiple learning goals for students.

Larrivee (2005) noted that classroom control is a critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning. Successful teachers employ strategies for establishing rules and procedures, organizing groups, monitoring and pacing classroom events, and reacting to misbehavior. Research has consistently indicated that new teachers feel unprepared when it comes to classroom control skills and that they are often unprepared to function successfully in today's classrooms with regard to managing administrative tasks, curriculum, and behavior problems (Bauman & Del Rio, 2006; Kirkpatrick, Lincoln, & Morrow, 2006; Duck, 2007; Stoughton, 2007).

The findings of numerous studies have shown that teachers play a key role in shaping effective education (Hattie, 2009). The differences in achievement between students who spend a year in a class with a highly effective teacher as opposed to a highly ineffective teacher are startling. Marzano (2003) synthesized 35 years of research on effective schools and found the following results. Consider the following case: a student attends an average school and has an average teacher for two years. At the end of these two years, the student's achievement will be at the 50th percentile. If the same student attends an ineffective school and has an ineffective teacher, the student's achievement will have dropped to the 3rd percentile after two years. If the student attends an effective school but has an ineffective teacher, his or her achievement after two years will have dropped to the 37th percentile. Therefore, an individual teacher can produce powerful gains in student learning. Effective teaching and learning cannot take place in poorly managed classrooms (Jones & Jones, 2012; Van de Grift, Van der Wal, &Torenbeek, 2011).

Effective CCS focuses on preventive rather than reactive classroom control procedures. An example of a widely used and generally effective preventive strategy among teachers in primary education is that classroom rules are negotiated instead of imposed (Marzano et al., 2003). Teachers, however, also frequently use reactive strategies (punishing disruptive students), whereas it is unclear whether these strategies effectively change students` behaviour. This may be caused by a lack of knowledge about the effectiveness of preventive strategies, or by a lack of belief in their effectiveness (Shook, 2012; Peters, 2012). On the other hand, teachers do not always believe in the effectiveness of particular strategies despite ample empirical evidence that the strategy has been implemented successfully in many classrooms (Smart & Brent, 2010). One example is that beginning teachers are generally advised to be as strict as possible in the first week of their internship and then slowly to become less authoritarian, whereas first establishing positive teacher-student relationships has been proven far more effective in regulating student behaviour (Bohn, Roehrig, & Pressley, 2004).

O'Neill and Stephenson (2012) emphasize that completing focused coursework units on classroom control in teacher training programs leads to increased feelings of preparedness, familiarity, and confidence in using CCS among student teachers. However, they stress that student teachers reported that they were confident in using only half of the strategies they were familiar with, and that they only felt partially prepared to manage the misbehaviour of students. When teachers feel uncertain about using preventive strategies, for instance, negotiating about classroom rules, they often keep using the (presumably less effective) reactive strategies which have negative impacts on holistic development of learners (Woodcock &Reupert, 2012).

Klamer-Hoogma (2012) stresses that good teachers need to master a broad range of CCS, and that teacher training programs should provide student teachers with a large "toolbox" of CCS from which they can pick and apply particular strategies when necessary. Which strategies should (at least) be part of this so-called toolbox in currenteducational settings is still unclear. The reason for this is that the books that are used in teacher training programs (Jones & Jones, 2012; Klamer-Hoogma, 2012; Teitler& Van

Brussel, 2012) generally refer to studies that were conducted decades ago or used anecdotal evidence rather than empirical evidence. However, daily practice in education has changed rapidly. It is increasingly characterized by student-centred approaches to learning (as opposed to teacher-centred), with a large emphasis on students' metacognitive skills such as self-regulated learning strategies and cooperative learning (Dignath, Büttner, &Langfeldt, 2008; Wubbels, Den Brok, Veldman, & Van Tartwijk, 2006). Moreover, more and more technology is finding its way into classrooms, for example, the use of interactive whiteboards, tablets, and laptops (Schussler, Poole, Whitlock, &Evertson, 2007). These changes presumably have had a large impact on the demands placed on teachers' classroom control skills (e.g., rules and procedures to facilitate cooperative learning).

School-wide positive behavior support (SWPBS) was developed in the USA, where over 16,000 schools, now in various stages of implementation, have adopted the program (Bradshaw, Waasdorp, & Leaf, 2012; Horner et al., 2009). It is a whole-school (and system-wide) approach, intended to create a social culture and to provide intensive behavioral support, both of which are needed for all students to achieve academic and social success. It is preventive rather than reactive, and it combines primary, secondary, and tertiary prevention measures regarding student behaviour. The primary tier involves defining, teaching, monitoring, and rewarding a small set of behavioural expectations for all students across classroom and non-classroom settings (Horner et al., 2009). Classroom control strategies continually monitor students' social behaviour, which permits early intervention and supports further decisions. In this way, they work on a data-driven basis. If more severe individual problems are identified or structural changes are needed, a secondary tier is brought into action. This secondary tier includes behavioural support for students 'at risk' and focuses on problem behaviour. The tertiary tier provides highly individualized interventions to address higher intensity problem behaviours when necessary (Horner et al., 2009).

At class level, teacher practice may, for example, typically consist of teaching expectations and target behaviours to students in classroom settings as well as in other target school environments, on the one hand, and systematically providing acknowledgment for successfully meeting those behavioural expectations, on the other hand (Solomon, Klein, Hintze, Cressey, &Peller, 2012). Although evaluation reports concerning SWPBS thus far are positive and show the approach to be implementable, real experimental evidence regarding its effects is new (Chitiyo, May, &Chitiyo, 2012; Bradshaw et al., 2012; Solomon et al., 2012).

The Fast Track Promoting Alternative Thinking Strategies (PATHS) as a classroom control intervention was developed in the USA as a universal service from an initial Fast Track selective prevention model for children at risk for behavioural problems. In this program, small-group social skills interventions are combined with academic teaching in which parenting support classes are provided and home visits are conducted. The PATHS intervention is aimed at preventing the (further) development of violent and aggressive behaviour in children, lowering the risk of later juvenile and adult violence as well as other social and academic maladaptive outcomes. It is mainly school-based, as schools are the only setting with almost universal access to children (Crean& Johnson, 2013). The central component in the PATHS universal intervention is the school-based PATHS curriculum, which is a scripted curriculum in social and emotional skills taught on a regular basis throughout the school year. The PATHS curriculum contains 131 lessons in which the focus is on skills related to understanding and communicating emotions. The program aims to increase positive social behaviour, and to enable children to achieve self-control and other steps in social problem solving.

The PATHS lessons may be flexibly implemented over the primary school years. In these lessons, skill concepts are presented by various means, such as direct instruction, discussion, modelling stories, and video presentations. Subsequently, the skills are practiced by pupils in discussions and role-playing activities (Greenberg and Kusché 2002). In addition to this lesson-based curriculum, the PATHS intervention emphasizes the need to implement the PATHS principles during the rest of the school day. As part of the program, school-based support for teachers as well as consultation activities with school principals are provided by the PATHS project staff (Crean& Johnson, 2013; Greenberg et al., 2010).

PATHS is based on the Affective-Behavioral-Cognitive-Dynamic (ABCD) model of development (Greenberg &Kusché, 1993). In this model, early emotional development is identified as a precursor to other ways of thinking. Moreover, the curriculum places special emphasis on neurocognitive models of development, by promoting the development of children's inhibitory control and having them verbally identify and label feelings and emotions in order to manage these (Riggs, Greenberg, Kusché, &Pentz, 2006). In the USA, a considerable amount of research has been done on the effectiveness of the program since the nineties. In general, positive effects on students' social and emotional competence and behaviour have been found. In the Netherlands, a Dutch version of PATHS, called PAD, was developed by 'SeminariumvoorOrthopedagogiek', Utrecht, and has been introduced in regular and special primary education. The first research outcomes on the effectiveness of the program after the program had been implemented for one year - showed moderate positive effects (Louwe, Van Overveld, Merk, De Castro, &Koops, 2007).

Discipline's "most typical current meaning seems to be most associated with the notion of bringing children into line" (Skiba& Peterson, 2003) how teachers accomplish that is often determined by their assumptions about how children learn, grow, and develop. Texts on classroom control and discipline often suggest strategies that are organized into models that reflect philosophical approaches that are commensurate with these assumptions. On the behavioristic

end of the continuum is the position that humans are by nature bad and greatly in need of control, and on the humanistic end of the continuum is the position that humans are basically good and need to be guided. Teacher beliefs and assumptions about children fall somewhere along this continuum, and ultimately these philosophical assumptions are likely to influence the discipline model or control practices that a teacher chooses to employ. On the humanistic end of the continuum are democratic models that see misbehavior as an opportunity to learn. On the behavioristic end of the continuum are strategies that make use of punishment, coercion, and rewards. Thus, how a teacher manages student behavior is impacted by his or her assumptions about children, the models he or she adopts, and the strategies that are commensurate with these models.

Research indicates (Fajet, Bello, Leftwich, Mesler, & Shaver, 2005) that pre-service teachers develop perceptions about classroom control from their own experiences as students, and that they bring these perceptions with them when they enroll in teacher preparation courses. Research also indicates that these perceptions persist well into teachers early years of teaching. A second place that teachers learn classroom control practices is in the schools where they do field observations and student teaching. It can be assumed that the impact of this learning is determined by the variety and quality of what students observe in actual classrooms. If the modeling of veteran teachers is all of one sort, or if it is of poor quality, pre-service teachers may have a limited set of skills to emulate, some of which may be of uncertain value.

Barbetta, Norona, and Bicard (2005) note that when teachers find their response to student misbehavior isn't working, instead of trying an alternative approach, they usually "try harder negatively". The authors suggest that teachers who find themselves in this situation try other tactics such as "redirecting, proximity control, reinforcing incompatible behaviors, changing academic tasks, and providing additional cues or prompts". Ultimately, repeating ineffective behavioral control strategies may cause the escalation of problem behaviors that could lead to bullying on the part of the teacher and/or the student. Several of the major recommendations of PBS focus on classroom control practices such as the development of rules and consequences, and the teaching of social skills.

"Classroom rules should be simple, specific, clear, and measurable" (Barbetta et al., 2005), limited in number, and should be created with student input. Rules should be stated positively, posted and reviewed routinely, and role-played and practiced so that students know what to do to follow them. PBS also advocates teaching students social skills such as empathy, anger control, social problem solving, and conflict resolution. Assuming that students know these skills when they may not, sets them and their teachers up for reactive and negative, rather than proactive and positive, disciplinary situations. As noted above, a contributing factor to teacher stress, classroom chaos, and interrupted learning is the atmosphere that is created when a conflict develops between

a teacher and a student. Barbetta et al. (2005) noted that when students misbehave, "it often feels like a personal attack", and as such can set up an ill-prepared teacher for a situation where the reaction is likely to be coercive.

In Kenya, Nabwire, Obondo and Sella (2015) noted that communication is central to teaching and learning. It involves the decoding and encoding the message/content from the teacher to the learner and vice versa. In this context, communication should be interactive and could be verbal, visual or non-verbal that must be effectively utilized to impact positively to the learner. The dialogue for example between teacher and learners should invoke thinking and the teacher in his/her capacity must be effective communicator. In an interactive communication feedback is used to improve communication unlike in monologue communication where the teacher is perceived to be the authority and dominates communication through transmission of content- that is not interactive. An effective teacher communicates decisions clearly and unambiguously and articulates objectives and expectations of the learners in clearest form that sets the conditions and achievement of instructional objectives. In the process the teacher involves learners in the active dialogue. This means the learner must be actively be part of the activities in communication.

Schools where teachers interact freely with students tend to perform well. Students who trust their teachers are more motivated and hence perform better in school (Crosnoe& Glen 2004). According to the United Nations Educational Scientific and Cultural Organization (UNESCO) report of Kenya's education sector inMureithi et al. (2013), poor performance in examinations results from limited resources allocated to the actual instruction each year. The results show students and teachers opinions on their level of agreement with given statements on factors influencing development of moral competence of students. Based on the findings, majority of the students and teachers strongly agreed or agreed that school factors influenced development of student moral competence. The findings reveal that schools play a pivotal part in shaping the morals of the next generation. School factors that influence development of moral competence of students include; punctuality in lesson attendance by teachers since it develops honesty in students, teachers commitment to work which develops the virtue of respect in students, friendly interaction between school teachers and students to develop responsible students, clear rules and regulations to develop obedient students and the integrity of the teacher which determines the general moral development of students because teachers are supposed to be role models who teach by example.

VIII.   THEORETICAL FRAMEWORK
a) Holistic development theory by Huitt

Huitt (2001) in his theory holistic development provided an overview of innate capacities of learners that could be exhibited through directed school-based experiences. He maintained that if the learner is exposed to the right curriculum he/she will be developed holistically at the end of

the programme. The theory lay emphasize on the development of holistic learners through various school practices in regard to learning experiences. If the learning process is not directed on the realization of the innate capacities of the learners then development of holistic learners would be futile. Curriculum implementation determines the learning outcomes in a school set up if not effectively implemented the schools objectives will not be realized. The theory therefore emphasizes on the strengthening of intrapersonal intelligence, cognitive intelligence, emotional intelligence, physical intelligence which are key foundations for the development of holistic learners through various school practices.

b) Instructional Design theory by Reigeluth 1999

The study further adopted instructional design theory which guided the current research as it acknowledged that variables within the school environment could be used by educators to enhance the development of holistic learners. The theory clearly indicated that effective use of variables within the school environment could aid in developing other aspects of learners` lives such as, temperament personality, and self-esteem, cognition/thinking, affect/emotion, conation/volition (or self-regulation), physical/bodily-kinesthetic, social/interpersonal, spiritual/transpersonal,moralcharacter and Citizenship as opposed to just academic achievement. Curriculum implementation must be conducted professionally to bear positive results in a school set up. The implementation actualizes the purpose of education system in any country because curriculum is meant to control and organize education so as to produce learners who are productive in the society; therefore the learner should be well integrated.

IX. RESEARCH METHODOLOGY AND DESIGN

a) Research Methodology

The research study employed mixed methodology, which assisted in the collection and analysis of both qualitative and quantitative data. Mixed methodologyis an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks (Prank, 2013). The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone.

Mixed methodology was chosen because of its strength of drawing on both qualitative and quantitative research and minimizing the limitations of both approaches.The methodology was a useful strategy to have a more complete understanding of research problems/questions by comparing different perspectives drawn from quantitative and qualitative data (Creswell, 2014). The researchdesign selected was very useful in obtainingempiricalsupportfor the researchquestionsand also stressed on the importance of

scrutinizing the variables in theirnaturalset up.

The methodology used the study assisted very much in the collection of required data and also theanalysis of numerical data while the narrative data was analyzed thematically in a way that it addressed the objectives of the study that were being investigated (Creswell, 2003). The study administered closed ended and open ended questionnaires to collect quantitative data and interview guide to collect qualitative data from the respondents. The mixed methodology used in the study helped to pull from thestrengths of the quantitative and qualitative researchapproaches henceminimizingtheweaknesses that would have affected the findings of the study (Johnson &Onwuegbuzie, 2004).

b) Research Design

The study applied the concurrent triangulation research design which was very helpful in the long run. The concurrent triangulation design used in the study enabled the researcher to collect qualitative data and quantitative data at the same which made it easy for comparison and filling the any gaps in the process (Creswell, 2003).Thedesign further assisted the researcher to collect original data based on the relationships and was able to establish the extent to which variables studied in the sample size influencedeachother within the study.

The researcher collected qualitative and quantitative data at the same time of research process and merged them later for overall interpretation which proved to be very productive in giving integrated findings. Creswell (2009), established that the use of transformation model in any study engages the researcher to collect data separately after which analysis of quantitative and qualitative data is also done independently which culminates with the transformation of one data type into the other data type in order to enable comparisons and interrelations of the two of data sets.

c) Target Population

The study had a target population of 1200 respondents which consisted of 100 school principals, 300 teachers, and 800 form three students from secondary schools in Kiambu County Kenya. The composition of target population was selected on the basis of the wealth experiences they had and the researcher found them very well informed on thesubjectmatter that was being investigated.

Table 1: Target Population

Category	Number
Principals	100
Teachers	300
Students	800
TOTAL	**1200**

d) Sampling Size and Sample Procedures
Sample Size

The sample size of the study was calculated from the target population so as to have an adequate representation of the population that was being examined in order to make general conclusions of the study. According toRodeo, (2005), a goodrepresentativesample size should constitute at least 30% of thetargetpopulationwhere thepopulation is small. The nature (homogeneity or heterogeneity) of the target population should also be put in consideration when calculating the sample size because in the event it is ignored it

can influence the study negatively. Table 2 represents the samplesizeforthestudy.

Table 2:Sampling size

Categories	Target population	Percentage (%)	Sample size
Principals	100	30	30
Teachers	300	30	90
Form three students	800	30	240
Total	**1200**	**30**	**360**

Source: Researcher, 2017

Table 2 shows thatthestudyused a samplesize of 360 participants, which constituted 30% of thetotalnumber of respondents in thetargetpopulation.

e) Research Instruments

Different instruments were used to collect different data from the respondents. For quantitative data, structured questionnaires were used and for qualitative data, interview guide was used. For quantitative instrument, the instrument was structured to have both open ended questions and closed ended questions. However, the qualitative instruments were mainly composed of open ended questions. These instruments were as discussed below;

f) Piloting of research instruments

Pilot testing of the research instruments before the actual study was conducted in the selected schools which was not included in the sample size of the actual research study. The selected sample for the purpose of testing the research instruments comprised 10% of the target population in secondary schools in Kiambu County. The pilot study assisted the researcher to verify on the validity and reliability of the research instruments before engaging them in the actual study. Any possible deficiencies detected with the instruments were adjusted in readiness for the actual study. The pilot study too assisted the researcher to identify the pitfallsanderrors that might have provedcostly during theactualstudy because they were identified andsorted out with the assistance of thesupervisor and subject experts. Mugenda&Mugenda postulate that a pretest sample of between 1% and 10% is adequate depending on the sample size and the nature of the target population that is heterogeneity and homogeneity of the population.

g) Validity of the researchinstruments

The researcher was able to establish the validity of the research instruments by consulting the supervisor and the subject experts in the area whose judgment qualified the validity of the instruments used for the study. This helped to confirm that the questionnaire content was measuring what they are supposed to measure in regard to study being carried out. Validity of research instruments is very vital because is safeguards the degree to which the empirical measure or several measures of the concept, accurately measure the concept in question.

The consulted experts examinedtheitems and the appropriateness of content engaged in the instrument after which they suggested areas that needed to be adjusted so that the objectives of the study could be addressed adequately. This helped to authenticate the validity of the research instruments which helped the researcher to induce meaningful and justifiable inferences from scores about a selected sample (Creswell, 2005). The researcher was therefore assured of the collecting authentic information by administeringthe research instruments with thehelp of qualified and trained field research assistants. Leedy&Ormrod, (2005) affirms that the testing of the validity of the research instruments was mainly purposed to assure the researcher that theinstruments being administered measuredwhatthey weresupposed to measure in relation to the requirements of the study.

h) Reliability of the research instruments

The researcher engaged in testing the reliability to determines the stability and consistency of the items included in the questions to be administered to the respondents. The reliability of the research instruments is the degree to which a particular research instrument yields consistent results or data after repeated several times like after a span of two weeks. To establish the reliability of the research instruments, the researcher employed the test retest method where Cronbach`s Alpha reliability was used to estimate the internal consistency by determining how items on a test relate to all the other test items and to the total test (Gay et al., 2009).

Therefore the researcher was able to make judgement on the reliability of the research instruments by assessing the consistency of the responses on the pilot instruments. The method employed evaluated for the appropriateness of items in the questionnaire in order to so as to detect any errors. The researcher ensured that the detected errors were corrected to make sure that once the questionnaire is administered the respondents clearly understood the questions and gave correct

information required for the study. The researcher attained the reliability coefficient value of 0.7 and above which indicated high internal reliability. However, if the r value obtained was lower than 0.7 the research instruments would be reconstructed and retested to ensure the required r value of 0.7 was attained.

i) Dependability in qualitative data

Dependability in qualitative data is determined by the supervisor who establishes whether the researcher has been consistent in the research process to produce dependable results. This focuses on verifying that the findings are consistent with the raw data collected ensuring that there was nothing missed in the research study. The technique used to assess the dependability was supervisor who examined the processes of data collection, data analysis, and the results of the research study to establish how well the processes for meeting the credibility and transferability standards had been adhered to. Gay (2000) posits that, if the researcher does not maintain any kind of audit trail, the dependability cannot be assessed hence dependability and trustworthiness of the study are diminished.

The researcher therefore worked hand in hand with the supervisors to ensure that nothing was overlooked and consistency was keenly observed. This is done to confirm the accuracy of the findings and to ensure the findings are supported by the data collected. All interpretations and conclusions are examined to determine whether they are supported by the data itself. Supervisors are beneficial because they allow an outside researcher to examine, explore, and challenge how data analysis and interpretation occurred

j) Data Analysis Procedures

Qualitative data was analyzed thematically while quantitative data was analyzed through inferential statistics. Quantitative data collected was coded, entered and analyzed by use of the Statistical Packagefor SocialSciences [SPSS] software version 23.0 to produce findings that were presented in frequency tables and charts forfurtherinterpretation. The researcher pointed out several errors during data processing which were adjusted by matching tabulated information with information in the research instruments so as to determine an accuraterepresentation of thecollected data.The researcher was then able to analyze the data and came up with findings that were presented in the form of frequencies, percentages by use of generated using SPSS (Version 23), andfiguresproducedusing Microsoft Excel 2010. Pearson Product Moment Correlations Coefficient r was used to test for correlations between each independent variable and dependent variable under investigation at 95% confidence level.

Qualitative data collected from the principals by use of interview guide was analyzed thematically based on the objectives of the study. During the analysis the researcher used themes derived from the objectives of the study and the

questions that addressing each objective after which the findings were presented under the same themes or subheadings. The purpose of thematic analysis was to assist in establishing the meaningful patterns in the analyzed data. After the analysis of both qualitative and quantitative data the results were triangulated and integrated to produce the significant findings. The results obtained were supposed further subjected to corroboration and interpretation of the findings using the qualitative data generated through interview guides and questionnaires (Creswel, 2012, Bizimana&Ndayambaje, 2015). The findings obtained were supposed to be discussed in link with the reviewed literature based on the study objectives and research questions that guided the study.

X. RESEARCH FINDINGS AND DISCUSSIONS

a) Introduction

This chapter presents data analysis and discussion of findings on the assessment of curriculum implementation dynamics on the development of holistic learners in public secondary schools in Kiambu County. The chapter comprises; response rate, demographic information, and discussion of findings by objective. The study targeted the principals, teachers and students from public secondary schools in Kiambu County. Data was obtained through the use of questionnaires and interview guides. The findings were presented in frequency distribution tables, graphs, pie charts and figures. The study used Pearson Product Moment Coefficient Correlation r to establish the strength of the relationship between the independent and dependent variables within each study objective at 95% confidence level.

b) Response Rate

The study sample was 360 respondents which comprised 30 principals, 90 teachers, and 240 students. Out of the 360 respondents the return rate was 92% which was considered adequate to make conclusions for the study. According to Mugenda (2008) a response rate of 50% is adequate for analysis and consequently reporting, while a return rate of 60% is good but a return rate of 70% and above is very good. Babbie (2004) further reiterated that a response rate of 50% is acceptable to analyze and publish, 60% is good and above 70% is rated very good. Therefore, the response rate of 92% was very good and adequate for analysis. This was as a result of careful data collection procedures where questionnaires were administered physically by the researcher. The results are presented in Table 3.

Table 3:Participants` Questionnaire Return Rate

Respondents	Target	f	%
Teachers	90	83	93
Students	240	218	91
Total	**360**	**301**	**92.0**

n=360
d) DEMOGRAPHIC INFORMATION

The researcher through the use of questionnaires collected demographic data from teachers and students from public secondary schools in Kiambu County. The demographic information collected covers on gender and work experience. The use of this data was simply to highlight the characteristics of the study participants from whom information on the study objectives was gathered. All the collected information in the two demographic traits was scored in frequencies that are on the basis of response to a particular question. Presentation of the demographic data was done starting with data on gender and later teaching experience.

e) Gender Composition of respondents

The study revealed that the gender composition of the respondents was a good representation sample that was contributed to the establishment of the influence of curriculum implementation dynamics on the development of holistic learners. Table 4 shows the responses.

Table 4: Gender composition of the respondents

Gender	Students		Teachers		Principal	
	F	%	F	%	F	%
Female	130	54	51	57	18	60
Male	110	46	39	43	12	40
Total	**240**	**100**	**90**	**100**	**30**	**100**

Table 4 shows that majority, 130 (54%) of the respondents were females while 110 (46%) were males. Majority of 51 (57%) were females while the remaining 39 (43%) were females. This could be attributed by the fact that females are more receptive than males hence willingness to participate in the study. The information was gathered from the females who were open and contributed a lot to the study that sought to establish the influence of curriculum implementation dynamics and the development of holistic learners.

The findings concur with those obtained by Giudice (2012) that established females are more sensitive and open than males when it comes to sharing information posting of the teachers in the region where majority of the schools had male teachers as compared to females which implicates that males are more reserved and do not disclose information easily. The study gathered most information from the females in order to make inferences of the study.

This was further supported by the findings of the study carried out by Bundi (2011) that established teaching profession is dominated by females contributing to the gender inequality in the schools nationally.

f) Teaching experience of the respondents

The researcher further collected data on teachers` and principals` teaching experiences and the findings are presented in Figure 2.
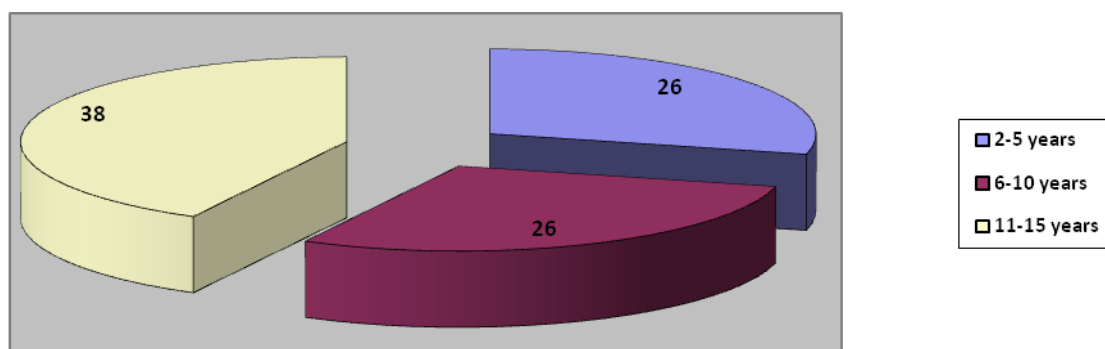
Figure 2: Respondents teaching experience

Table 5: Teaching experience of the respondents

o. Years	Teachers		Principals	
	F	%	F	%
2-5 years	26	29	6	20
6-10 years	26	29	8	27
11-15 years	38	42	16	53

Figure 2 show that majority of the respondents 38 (42%) worked for a period of 11-15 years, 26 (29%) worked for 6-10 years while for 2-5 years. another 26 (29%) worked. The study revealed that majority of the respondents had a teaching experience of over eleven years. The period of time spent in the teaching profession builds and enriches ones experiences in the implementation of the curriculum that should be geared towards promoting the development of holistic learners in the learning institutions.

The findings of the study were supported by the information obtained by Rebecca &Cheryll (2006) that established teaching experience largely determines the effectiveness of teachers in matters of curriculum implementation and the understanding of incorporating the aspects of holistic learners. The long experience therefore helps the teachers to elucidate the influence of curriculum implementation dynamics on the development of holistic learners.

g) Influence of Classroom Control Practices on the Development of Holistic Learners

The researcher further sought to address the fifth objective of this study which was to evaluate the influence of classroom control practices on the development of holistic learners in public secondary schools, Kiambu County, Kenya. The indicators of the variable assessed were emotional support, classroom organization and instructional support. Various quantitative data was gathered from the teachers and students while qualitative data was gathered from the principals through interview guides. Both descriptive statistics in the form of frequencies and inferential statistics in the form of Pearson spearman product Moment correlation coefficient (r) have been used to present the collected quantitative data while qualitative data are presented in a narrative form.

h) Emotional support on development of holistic learner

The study gathered information from the participants on the influence of emotional support on the development of holistic learner. The variable had the following indicators-positive climate, negative climate, teacher sensitivity and regard for learners perspectives. For quantitative data gathered, frequency based scores was used and the findings presented in Table 5.

Table 5: Indicators on emotional support in percentage

Indicator	Female		Male	
	f	%	f	%
Positive climate	50	56	40	44
Negative climate	40	44	50	56
Teacher sensitivity	45	50	40	44
Regard for learner`s perspectives	42	38	44	40
Concentration level	40	44	50	56

From Table 5, the study established that positive climate in the classroom enhances enjoyment and emotional connections between teachers and learners and nurtures positive peer interactions for girls and boys was 58% and 42% respectively, negative climate of the level of expressed negativity like anger, hostility, aggression exhibited by teachers/ learners in the classroom 56% and 44%, teacher sensitivity of responsiveness to learners academic and emotional needs was 50% and 50% while regard for learners perspective was at 40% and 58%. The study revealed that girls were affected by negative climate, lack of teachers` sensitivity, lack of regard of learners` perspectives which explains why more girls are vulnerable to stress hence low self-esteem and lack of confidence.

The study further established that lack of emotional support from teachers culminated to low level of concentration and participation in class and also involvement in the co-curricular activities. The study further revealed that 39(43%) teachers mentioned that positive climate encouraged promoted development of holistic learners. 74(31%) students and 25(28%) teachers mentioned discipline control while 75(32%) students mentioned instructional methods as the main classroom control practices employed in classroom

control in their schools.

The study established that teachers who have positive interaction with their students create classroom environments more helpful to learning and meet students` developmental, emotional and educational needs. Positive teacher-learner interaction fosters acceptance, understanding, affection, intimacy, trust, respect, care and cooperation which are tenets of holistic learner (Krause, Bochner, & Duchesne, 2006).

From the interview guide administered to the principals the following was expressed that;

P1 observed that*;*

emotional support employed by the teachers help the learners to cultivate warm, supportive relationship, experience enjoyment and excitement about learning, feel comfortable in the classroom and experience appropriate levels of autonomy``.

P2, P3 was in agreement with the observations of the P1 that when teachers employ emotional support in class it cultivates warmth, supportive relationship, enjoyment and excitement in the learning process hence high levels of autonomy.

P4 stated that;

"teachers in this school apply teachers responsiveness to learners academic and emotional needs to enforce holistic learners in the society who can transform the nation"

The observations were supported by P5, P6, P7, P8 and P9 that schools apply teachers' responsiveness to learners academic and emotional needs to reinforce holistic learners in the society hence transform the nation.

Further, P10 stated that;

"Teachers in this school mainly employ strategies that promote development of holistic learners through instructional strategies to manage classroom discipline and encourage self-regulation during the lessons mostly"

The same sentiments were echoed by the P11, P12, P13, P14, P15 and P16 that the selected instructional strategies employed manages classroom discipline and encourages development of self-regulation among the learners.

P17 stated that;

``Classroom organization is key to development of holistic learners but the situation on the ground cannot allow that because most of The classes are congested and the government funds are inadequate to supply the right environment for learning``.

Similar sentiments were voiced by P18, P19, P20, P21 and P24 that classroom organization is a vital component in the development of holistic learners so the atmosphere has to be conducive to promote such.

The study revealed that various classroom control practices

are being used; however, the most common ones are the teaching methods, discipline control and different ability groupings. However, these results have also been given weight by those of other authors around the world. The findings are in line with Larrivee (2005) who noted that classroom control is a critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning. Successful teachers employ strategies for establishing rules and procedures, organizing groups, monitoring and pacing classroom events, and reacting to misbehavior.

The findings of research has consistently indicated that new teachers feel unprepared when it comes to classroom control skills and that they are often unprepared to function successfully in today's classrooms with regard to managing administrative tasks, curriculum, and behavior problems (Kirkpatrick, Lincoln, & Morrow, 2006; Duck, 2007).

i) Influence of Classroom organization on development of holistic learners

The indicators of classroom organization were behavior management, instructional learning formats and productivity. Data was collected to establish ways through teachers help learners to develop skills so as to regulate their own behavior, get most learning out of each school day and maintain interest in learning activities that enables them to develop holistically.

The data obtained from teachers and students was scored into frequencies and presented in Table 6.

Table 6: Classroom organization on development of holistic learner

Indicator	Gender			
Male			Female	
	f	%	f	%
Behaviour management	90	56	50	46
Productivity	68	42	44	58
Instructional learning formats	79	40	56	43
Teacher-learner interaction	98	43	60	50
Level of concentration	75	50	57	49

From Table 6, the study established that behavior management at 56% of the boys and 46% of girls and productivity at 58% for the girls and 42% for boys were the highest indicators of classroom organization. 50% of the boys and 49% of the girls experienced high levels of concentration in class. Teacher-learner interaction was at 43% for boys and 50% for girls. For teachers 48(51%) females and 42 (49%) males observed that instructional learning formats employed greatly improved the development of holistic learners, 110(46%) students and 12(13%) teachers mentioned that it improves while 19(8%) students observed that the practices had moderate improvement on the development of holistic learners.

The study established that classrooms that run with respect to routines where learners best understand the routines provide activities and direction to maximize on time usage leading to development of responsible learners who can manage their time effectively. Therefore classroom organization is very key in promoting development of holistic learners because a well organized classroom setup allows for integrative implementation of the curriculum that cares for the cognitive, psychomotor, affective and social domains that a learner requires to perform effectively in the society.

Based on the interview guides administered to the principals the following results were elicited:

P1 noted that;

"Behavior management influenced the development of

holistic learners by promoting inter-personal relations promoting good morals among learners."

This was supported by P2, and P3 that behavior management influences development of holistic learners by promoting inter-personal experiences that triggers good morals which alsoencourages health peer interactions and promoted self-discipline and responsibility.

P4 stated that;
"The employed instructional learning formats influence the development of holistic learners in this school by promoting the development of self-regulation, cognition, citizenship, leadership skills, personality, social interaction, interpersonal skills as well as spirituality."

P5 and P6 supported this observation that instructional learning formats influence the development of holistic learners hence reinforces self-regulation, citizenship among learners.

P7 observed that;
"The use of productivity as classroom organization indicator encouraged well run classrooms where learners observed and respected routines that led to the improved development of citizenship among students as they develop desired appropriate for productive members of the society"

P8, P9 and P10 concurred with the sentiments of the P7 that productivity as a classroom organization indicator encourage well run classrooms and learners respect rules and routines and develops desired appropriate members of the society.

P11 reiterated that;
Good classroom organization leads to higher academic achievement and positive social-emotional adjustment and health interaction among thepeers.

P12, P13 supported the reiteration by P11 b the fact that good classroom organization leads to higher academic performance and a positive social-emotional adjustment and health interactions among the peer learners in class.

The findings were supported by Hattie, (2009) who argued that classroom organization play a key role in promoting the development of holistic learners because teachers are obliged to help learners develop skills to regulate their own behavior and maintain interest in learning. The differences in achievement between students who spend a year in a class with a highly effective teacher-learner interaction and good classroom organization as opposed to a highly ineffective teacher-learner interaction and poor classroom organization are startling.

Marzano (2003) synthesized 35 years of research on effective schools and found the following results. Consider the following case: a student attends an average school and has an average teacher for two years. At the end of these two years, the student's achievement will be at the 50th percentile. If the same student attends an ineffective school and has an ineffective teacher, the student's achievement will have dropped to the 3rd percentile after two years. If the student attends an effective school but has an ineffective teacher, his or her achievement after two years will have dropped to the 37th percentile. Therefore, an individual teacher –learner interaction can produce powerful gains in learner holistic learning. Effective teaching and learning cannot take place in poorly organized classrooms (Jones & Jones, 2012).

j) Influence of instructional support on development of holistic learners

The study was concerned with the following indicators-concept development, quality of feedback and language modeling to establish the influence of instructional support on the development of holistic learners. Findings from teachers and students are presented in Table 7.

Table 7: Instructional support on the development of holistic learners

		SA	A	N	D	SD
Concept development	Students	121	77	36	6	0
	Teachers	77	13	0	0	0
Learning supporting organizational structure	Students	70	114	47	9	0
	Teachers	13	77	0	0	0
Quality feedback	Students	70	120	46	4	0
	Teachers	39	51	0	0	0
Discipline control	Students	70	102	64	2	2
	Teachers	64	26	0	0	0
Preventive control procedures	Students	112	78	33	13	4
	Teachers	13	64	13	0	0
Level of concentration	Students	140	68	26	4	2
	Teachers	0	51	39	0	0
Positive teacher-student relationship	Students	70	96	68	4	2
	Teachers	52	38	0	0	0
Negotiating classroom control rules with learners	Students	119	95	20	2	4

	Teachers	65	25	0	0	0
Students focused learning approaches	Students	147	76	13	2	2
	Teachers	51	39	0	0	0
Promoting Alternative Thinking Strategies	Students	126	93	17	4	0
	Teachers	51	26	13	0	0
Establishing classroom rules	Students	105	67	62	4	2
	Teachers	64	26	0	0	0
Clear communication approaches and channels	Students	133	69	32	2	4
	Teachers	64	13	13	0	0

From Table 8 the study revealed that 121(50%) students and 77(68%) teachers strongly agreed that concept development were used to develop holistic learners in their schools, 114(46%) students and 77(68%) teachers agreed that quality of feedback was in use, 120(50%) students and 51(57%) teachers mentioned the use of language modeling, 112(47%) students and 13(14%) teachers strongly agreed that reactive control procedures were in use while 119(50%) students and 65(72%) teachers strongly agreed that negotiating classroom control rules with learners was being used to develop learners holistically in Kiambu County public secondary schools.

The study established that teachers should employ instructional support to effectively support learners` cognitive development and language growth. Higher order of thinking skills and cognition need to be promoted too among the learners and demystify focus on rote instruction.

The proper classroom control practices should also be employed to expand participation and learning through efficient feedback to the learners. Other studies carried out before the current study argued that effective CMS focuses on preventive rather than reactive classroom control procedures. An example of a widely used and generally effective preventive strategy among teachers in primary education is that classroom rules are negotiated instead of imposed (Marzano et al., 2003).

Teachers, however, also frequently use reactive strategies (e.g., punishing disruptive students), whereas it is unclear whether these strategies effectively change student behaviour. This may be caused by a lack of knowledge about the effectiveness of preventive strategies, or by a lack of belief in their effectiveness (Shook, 2012; Peters, 2012). On the other hand, teachers do not always believe in the effectiveness of particular strategies despite ample empirical evidence that the strategy has been implemented successfully in many classrooms (Smart & Brent, 2010). One example is that beginning teachers are generally advised to be as strict as possible in the first week of their internship and then slowly to become less authoritarian, whereas first establishing positive teacher-student relationships has been proven far more effective in regulating student behaviour (Bohn, Roehrig, & Pressley, 2004).

k) Influence of Classroom control practices on development of holistic learners

Data was further collected from the respondents on the influence of classroom control practices on the development of holistic learners. Findings from teachers and students are presented in Table 8.

Table 8:Influence of Classroom control practices on development of holistic learners

		Influence of Classroom control practices on development of holistic learners				
		SA	A	N	D	SD
Spirituality	Students	98	86	43	9	4
	Teachers	52	12	26	0	0
Cognition	Students	91	63	54	26	6
	Teachers	13	77	0	0	0
Self-esteem	Students	70	96	48	20	6
	Teachers	64	26	0	0	0
Self-efficacy	Students	98	110	23	7	2
	Teachers	39	51	0	0	0
Self-regulation	Students	105	61	57	13	4
	Teachers	38	52	0	0	0
Morality	Students	77	49	58	43	13
	Teachers	78	12	0	0	0
Citizenship	Students	84	60	44	39	13

	Teachers	0	64	26	0	0
Identity	Students	63	77	50	46	4
	Teachers	25	39	26	0	0
Temperament	Students	56	104	54	20	6
	Teachers	13	64	13	0	0
Personality	Students	70	108	45	17	0
	Teachers	77	13	0	0	0
Affection/emotion	Students	77	79	60	20	4
	Teachers	52	25	13	0	0
Physical/bodily-kinesthetic	Students	105	67	59	7	2
	Teachers	39	26	25	0	0
Inter-personal	Students	84	88	51	13	4
	Teachers	90	0	0	0	0

On the influence of classroom control on the development of holistic learners, findings in Table 23 show that 98(41%) students and 52(58%) teachers strongly agreed classroom control practices influenced the development of spirituality, 91(38%) students and 13(14%) teachers strongly agreed that these practices influenced cognition development, 105(44%) students and 38(42%) teachers strongly agreed that the practices influenced self-regulation while 105(44%) students and 39(43%) teachers strongly agreed that the practices helped to develop bodily kinesthetic within public secondary schools of Kiambu County Kenya. Therefore, most of the employed classroom control strategies greatly influence the development of holistic learners in the entire Kiambu county public secondary schools.

P13 stated that;

"I believe that personality, inter-personal relationship, citizenship, spirituality, self-confidence, self-regulation, personality, cognition, integrity, honesty, and spirituality are the main aspect of holistic development among students in this school that are normally affected by the employed classroom control practices"

Similar sentiments were voiced by principals P15, P16, p17 and P18 that development of personality, inter-personal relationship, citizenship among learners are determined by classroom control practices employed.

Principals, P19 stated that;

"Employed instructional strategies as a classroom control practices by teachers during classes have positively affected students' cognition and interpersonal relationship in this school"

The same observations were shared by P20, P21, P23 and P24 that control classroom practices have positive influence on the development of cognition and interpersonal relations among learners.

P 25 observed that;

"In this school, positive teacher student interaction as a classroom control strategy has greatly improved students spirituality, self-esteem and interpersonal relationships alongside the learners' academic performance"

This also observed by P26, P27, P29 and P30 that positive teacher student relationship has great influence on the development of spirituality, self-esteem and academic achievement of learners.

The above opinions were in line with those obtained by O'Neill and Stephenson (2012) findings that emphasized proper classroom control practices well-articulated lead to the development of holistic learners. Teachers should therefore complete focused coursework units on classroom control practices in the teacher training programs which leads to increased feelings of preparedness, familiarity, and confidence in using CMS among student teachers inorder to foster the aspect of developing a holistic learner.

However, they stress that student teachers reported that they were confident in using only half of the strategies they were familiar with, and that they only felt partially prepared to manage the misbehavior of students. When teachers feel uncertain about using preventive strategies, for instance, negotiating about classroom rules, they often keep using the (presumably less effective) reactive strategies which have negative impacts on holistic development of learners (Woodcock &Reupert, 2012). The Classroom Assessment Scoring System (CLASS) describes the dimensions of teaching that are linked to student achievement and social development. Each dimension falls into one of three broad categories: emotional support, classroom organization, and instructional support.

The study established that every day, teachers should make countless real-time decisions and facilitate dozens of interactions between themselves and their students to ensure development of holistic learners. The Classroom Assessment Scoring System (CLASS), developed at the University of Virginia's Center for Advanced Study of Teaching and Learning, helps educators view classroom control practices as avenues of providing support for improving the quality of teacher-student interactions and, ultimately, student learning. The CLASS describes ten dimensions of teaching that are linked to student achievement and social development. Each of the ten dimensions falls into one of three broad categories: emotional support, classroom organization, and instructional

support as established in the study.

When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre, 2001). Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity (Pianta, 2004). Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development (Hamre&Pianta, 2009). The relationships with peers, and developing self-esteem and self-concept are a secure relationship where students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations. Students in low-income schools can especially benefit from positive relationships with teachers because when teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Murray &Malmgren, 2005). Positive teacher-student relationships are classified as having

the presence of closeness, warmth, and positivity and where students have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially and take on academic challenges and work on social-emotional development (Murra, 2001).

l) Correlation between Classroom Control Practices and Development of Holistic Learners

A correlations coefficient test was carried out between classroom control practices and the development of holistic learners by the use of Pearson Product Moment Correlation Coefficient (r) to test for the strength of relationship at 95% confidence level. The Pearson Correlation Coefficient (r) was chosen since the collected data met the main assumptions underlying Pearson Product Moment Correlation. Such assumptions include the fact that the two variables under investigation must be quantitative and scores relevant scores acquired from each variable. The variables much further be in interval or ratio measurement and be linear related. Results are as presented in Table 23 and Table 9.

Table 9:Correlation between classroom control practices and development of holistic learners

Spearman's rho	Main classroom control practice	Spirituality	Cognition	Self-esteem	Self-efficacy	Self-regulation	Morality	Citizenship
Main classroom control practice	1							
Spirituality	-.188	1						
Cognition	-.277	.805	1					
Self-esteem	-.065	.555	.783	1				
Self-efficacy	-.098	.896	.853	.561	1			
Self-regulation	-.313	.803	.887	.809	.732	1		
Morality	.122	.717	.792	.853	.745	.730	1	
Citizenship	-.381	.842	.884	.659	.798	.843	.713	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
N	330	330	330	330	330	330	330	330

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 9 shows that classroom control practices generally have negative correlation with the development of holistic learners. The study established that there was a weak negative relationship between emotional support and development of spirituality in a learner, $r(330) = -0.188$, p<.001, at the 0.05 level, a negative relationship between the development of cognition in a learner $r(330) = -0.277$, p<0.001 at 0.05 level. The study revealed a negative correlation between classroom control practices and development of citizenship in a learner, $r(330) = -0.381$, p<0.001 at 0.05 level or at 95% confidence

level. More results are presented in the above Table 23

In the USA, a considerable amount of research has been done on the effectiveness of the program since the nineties. In general, positive effects on students' social and emotional competence and behaviour have been found. In the Netherlands, a Dutch version of PATHS, called PAD, was developed by 'SeminariumvoorOrthopedagogiek', Utrecht, and has been introduced in regular and special primary education. The first research outcomes on the effectiveness of the program after the program had been implemented for one year - showed moderate positive effects (Louwe, et al., 2007).

Table 10:Correlation between classroom control practices and development of holistic learners

Spearman's rho	Main classroom control practice	Identity	Temperament	Personality	Affection/ emotion	Physical/ bodily-kinesthetic	Inter-p ersonal
Main classroom control practice	1						
Identity	-.328	1					
Temperament	-.366	.839	1				
Personality	.081	.741	.803	1			
Affection/emot ion	-.051	.631	.671	.731	1		
Physical/bodily -kinesthetic	-.319	.704	.808	.684	.565	1	
Inter-personal	.125	.743	.722	.908	.810	.660	1
Sig. (2-tailed)	**.023**	**.000**	**.000**	**.000**	**.000**	**.000**	**.**
N	**330**	**330**	**330**	**330**	**330**	**330**	**330**

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

More results on the correlation between classroom control practices and holistic development of learners show a negative correlation between the studied variables. The study established a negative relationship between classroom control practices and development of identity in a learner, *r(330)*=-0.328, p<0.001 at 0.05 level, a negative relationship between classroom organization and development of temperament in a learner, *r(330)*=-0.366, p<0.001 at 0.05 level, a negative relationship classroom organization and development of interpersonal skills in a learner, *r(330)*=-0.319, p<0.001 at 0.05 level or at 95% confidence level. This indicates that classroom control practices in secondary schools in Kiambu County have either dismal impact on the development of holistic learners or negatively affects the development of holistic learners. Based on the results, the researcher established that the classroom control strategies employed in public secondary schools in Kiambucounty have no noticeable association with the development of holistic learners at present. This is because there is a slight negative correlation between classroom control practices in place and each and every aspect of the development of a holistic learner. Therefore, a unit change in CMS can have either a positive or negative impact on the development of holistic learners in the study area depending on the direction of the mentioned CMS change.

The findings were also in line with those of other studies. PATHS as a CMS are based on the Affective-Behavioral-Cognitive-Dynamic (ABCD) model of development (Greenberg &Kusché, 1993). In this model, early emotional development is identified as a precursor to other ways of thinking. Moreover, the curriculum places special emphasis on neurocognitive models of development, by promoting the development of children's inhibitory control and having them verbally identify and label feelings and emotions in order to manage these (Riggs, et al., 2006). In the USA, a considerable amount of research has been done

on the effectiveness of the program since the nineties. In general, positive effects on students' social and emotional competence and behaviour have been found. In the Netherlands, a Dutch version of PATHS, called PAD, was developed by 'SeminariumvoorOrthopedagogiek', Utrecht, and has been introduced in regular and special primary education.

The first research outcomes on the effectiveness of the program after the program had been implemented for one year - showed moderate positive effects (Louwe, et al., 2007). Teacher-learner interaction has an impact on classroom management and affects learning and growth. According to developmental perspective, the establishment of the relationship aids a learner`s cognitive, social and emotional and enhances mental well-being (Brazelton& Greenspan, 2000).

m) Discussion of study findings

The study also assessed the influence of Classroom Control Practices on the Development of Holistic Learners in Public Secondary Schools of Kiambu County. The main classroom control practices employed were found to be numerous as 39(43%) teachers mentioned that different ability grouping was the main classroom control practices, 74(31%) students and 25(28%) teachers mentioned discipline control while 75(32%) students mentioned instructional methods as the main classroom control practices employed in classroom control in their schools. These results have also been given weight by those of other authors around the world.

Larrivee (2005) noted that classroom control is a critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning. Inferential statistics showed that there was a weak negative correlation between classroom control practices and development of holistic learners in Kiambu

County. The study established that there was an *r*=-0.188 correlation between development of spirituality in a learner and classroom control practices, *r*=-0.277 correlations between development of cognition in a learner and classroom organization and *r*=-0.381 correlations between development of citizenship in a learner and classroom emotional support at 95% confidence level.

XI. SUMMARY, CONCLUSSIONS AND RECOMMENDATIONS

A summary of the study findings based on the objectives of the study assessed were presented as follows.

a) Influence of classroom control practices on the development of holistic learners

While addressing the fifth objective of this study which was to evaluate the influence of classroom control practices on the development of holistic learners in public secondary schools, Kiambu County, Kenya, it was established that several classroom control practices were being employed in Kiambu County public primary schools. For instance, less than half of teachers mentioned that different ability grouping was the main classroom control practices used, slightly over quarter of students and slightly over quarter of teachers mentioned discipline control while slightly over quarter of students mentioned instructional methods as the main classroom control practices employed in classroom control in their schools.

The study further established that classroom control practices employed by teachers in Kiambu County public secondary schools generally improved the development of holistic learners. Based on the results, less than half of students and over three quarter of teachers observed that classroom control practices employed greatly improved the development of holistic learners, less than half of students and less than an eighth of teachers mentioned that it improves while less than an eighth of students observed that the practices had moderate improvement on the development of holistic learners.

Data was also collected on the use of classroom control practices on the development of holistic learners. The results revealed that slightly over half of students and over three quarter of teachers strongly agreed that powerful teaching strategies were being used to develop holistic learners in their schools, less than half of students and over three quarter of teachers agreed that learning supporting organizational structure was in use, half of students and slightly over half of teachers mentioned the use of curriculum control, less than half of students and an eighth of teachers strongly agreed that reactive control procedures were in use while half of students and slightly less than three quarter of teachers strongly agreed that negotiating classroom control rules with learners was being used to develop learners holistically in Kiambu County public secondary schools.

As far as the influence of classroom control on the development of holistic learners is concerned, the study revealed that less than half of students and slightly over half of teachers strongly agreed that classroom control practices influenced the development of spirituality, less than half of students and an eighth of teachers strongly agreed that these practices influenced cognition development, less than half of students and less than half of teachers strongly agreed that the practices influenced self-regulation while less than half of students and less than half of teachers strongly agreed that the practices helped to develop bodily kinesthetic within public secondary schools of Kiambu County Kenya.

Classroom control practices was further correlated with development of holistic learners and the results revealed that classroom control practices generally had negative correlation with the development of holistic learners. The study established that there was negative correlation between spirituality and classroom control practices, correlations between cognition and classroom control practices and correlations between citizenship and classroom control practices. The study also established a correlation between identity and classroom control practices, a correlation between temperament and classroom control practices and between physical and classroom control practice in Kiambu County. This indicates that classroom control practices in secondary schools in Kiambu County Kenya have either dismal impact on the development of holistic learners or negatively affects the development of holistic learners.

XII. CONCLUSIONS

The researcher also concludes that classroom control practices influences the development of holistic learners in public secondary schools of Kiambu County. It is also important to note that numerous classroom strategies are being used within public secondary schools. Such classroom control strategies mainly improved the development of holistic learners in the schools in terms of fostering cohesion and integration, social interaction, interpersonal relations and control and control of discipline in class and entire school. Correlation coefficients however indicate a negative correlation showing that classroom control despite its positive improvement is negatively correlated with the development of a holistic learner in Kiambu County.

XIII. RECOMMENDATIONS FOR PRACTICE

Given the results presented and summarized, the researcher recommends the following;

i. Given the fact that the assessment methods practiced have strong influence on the development of holistic learners in public secondary schools of Kiambu County, it is essential for the school administrators and teachers to ensure that such influence is positive and not negative by adopting examination assessment methods that not only enhance achievements in exams but also develop learners holistically.

ii. There is a need for the school administration to offer teachers in-service training on the best teaching methods for improving academic achievement and development of holistic learners. This is because the

teaching methods currently being employed have a moderate influence on the development of holistic learners a situation that can be improved through a concerted effort.

iii. Examination malpractices recorded in the study need to be addressed by the school administrators immediately. This is because they have the potential of negatively influencing the development of holistic learners by encouraging immoral behaviors, lowering self-esteem among others

iv. Remedial teaching being offered needs to focus more than just on the passing of examinations. Materials used in such sessions must cover every aspect of the curricular in details rather than past examination questions as such acts may have negative influence on the development of holistic learners.

v. Classroom control practices need to be improved in schools. This is because the available classroom control practices are negatively correlated with the development of holistic learners within the public secondary schools. Teachers and principals therefore need more training on the most effective and or appropriate classroom control practices to use so as to improve not only learners academic achievement but also the development of such learners holistically

vi. All learners must be encouraged to participate in at least one co-curricular activity. This is informed with the fact that co-curricular activities can help develop numerous aspects of holistic growth such as spirituality, personality, bodily-kinesthetic, affections among others.

vii. It should be a Curriculum Policy requirement that schools make it compulsory that learners participate in at least in one co-curricular activity that must be well structured under the supervision of a teacher.

viii. The Curriculum Policy should explicitly make schools be aware that co-curricular activities are important elements of the curriculum and should not be treated as extra activities but as part of teaching and learning process.

ix. Resources should be made available so that learners' participation in co-curricular activities is made more meaningful and beneficial to future life and the society at general.

x. Schools should offer a variety of co-curricular activities so that given the benefits of such activities learners are able to choose activities that they are interested in.

xi. Learners who excel in co-curricular activities should be given the same recognition as those who excel in other school activities particularly academics.

XIV. RECOMMENDATIONS FOR FUTURE RESEARCH

Results of the current study offers grounds for future research work on various areas. While the study explored on the influence of school examination practice on the development of holistic learners in public secondary schools in Kiambu County, Kenya, probable future research may focus on the following areas:-

i. Another study is needed to clearly assess whether the assessment methods being employed in public secondary schools have a positive or negative influence on the development of a holistic learner

ii. It is also appropriate that a further study be carried out on measures that could be used to ensure that assessment methods employed positively improves the development of holistic learners

iii. It is at the same time necessary for a study to be carried out to categorically show which teaching methods have the most positive influence on the development holistic learners

iv. The researcher also recommends that a more thorough research is required in Kiambu County on the reason why examination malpractices have strong association with the development of holistic learners. This will show whether such strong positive association means that the holistic traits among learners are strongly being distorted or improved in a manner that makes the learners productive members of the society.

v. A study must be carried out on measures for improving the development of holistic learners using classroom control strategies in Kiambu county as currently the association between the two variables are negative

vi. A further study is required on how specific classroom control strategies in Kiambu county public secondary schools is affecting the development of holistic learners

vii. Another study is needed in order to find ways of improving the influence of co-curricular activities on the development of holistic learners in Kiambu County as the current study offers mixed findings.

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