

**WASH-BACK EFFECTS OF NATIONAL EXAMINATIONS ON CURRICULUM
IMPLEMENTATION IN SELECTED SECONDARY SCHOOLS
IN NDOLA URBAN, ZAMBIA**

BY

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**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN COLLABORATION
WITH ZIMBABWE OPEN UNIVERSITY IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL MANAGEMENT**

**THE UNIVERSITY OF ZAMBIA
LUSAKA**

2018

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AUTHOR'S DECLARATION

I the undersigned **Milton Siamuzyulu** hereby declare that the research project work presented in this report is my own work and has not been previously submitted to any other university or college for the award of any qualification.

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Date.....

APPROVAL

This dissertation of **Milton Siamuzyulu** is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Management of the University of Zambia.

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ABSTRACT

There is some evidence to suggest that national examinations have wash-back effects on curriculum implementation in selected secondary schools in Ndola urban. The extensive use of tests scores for various educational and social purposes in society nowadays has made the effect of wash back a significant phenomenon. The concept of wash back refers to the positive or negative influence that tests have on teaching and learning (Hughes,2003). Despite an abundance of research into wash back on teachers and teaching, there is a limited number of wash back studies addressing the learning aspect.

This paper presents preliminary research findings on the wash back effect of examinations on curriculum implementation in secondary schools by employing various methodological techniques such as questionnaires and interviews. These were based on an in depth research approach to sampled schools in Ndola urban. The results try to answer the research questions: What is the influence of examinations on the effectiveness of teaching, what is the influence of the examinations on the teachers' selection of classroom activities and what extent do learners acquire skills, values, attitudes and knowledge.

The main findings of the study indicated that examinations had influence on the effectiveness of teaching by selecting teaching methodologies that can help learners pass the examinations. Effectiveness in teaching was also affected by skipping some content in the syllabus which was not examinable. National examinations affect curriculum implementation in schools teachers concentrate on topics which they believe would appear in the examinations.

The study established that the examinations had influence on teacher's selection of class room activities. Teachers centred their class room activities on examination preparation, which means that extracurricular activities are regarded as not very important. Class room activities revolve around examination preparation.

The study also established that learners were drilled in factual information about examinations and as a result most learners came out of school system with no life skills that could sustain them in life. This means that learners lacked belief in their individuality and hard work to succeed in life. The school system is predominantly imparting only factual knowledge. Students only memorize facts from textbooks and are assessed how much of the knowledge they have memorized and produced.

DEDICATION

I would like to dedicate this piece of work to my dearest wife Rabbecca, my children; Choonga, Mainza, Mutinta and Lubomba who supported me during my years of study and throughout the research period and just to make this work a reality.

ACKNOWLEDGEMENTS

I wish to thank the supervisor of this research Dr Innocent Mutale Mulenga for his dedication and educative comments and advice. I wish also wish to thank the Provincial Education Officer for Copperbelt province for allowing me to conduct my research in the selected secondary Schools in Ndola.

I owe my deepest gratitude to Dr Gift Masaiti and the entire team at the Institute for Distance Education (IDE) for their support throughout the years of my study. Finally, I must express my profound gratitude to my family and to my wife for providing me with unfailing support and continuous encouragement throughout the years of my study and through the process of researching and writing this dissertation. This accomplishment would not have been possible without them.

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ACRONYMS AND ABBREVIATIONS

DEBS:	District Education Board Secretary
ECZ:	Examination Council of Zambia
GTM:	Grammar Translation Method
MoGE:	Ministry of General Education
TOEFL:	Teaching of English as a Foreign Language

CHAPTER ONE

INTRODUCTION

Overview

This chapter contains the background information about examinations and curriculum in Zambia, the statement of the problem, purpose of the study, objectives of the study, the significance of the study, delimitations, theoretical and conceptual framework. It further contains objectives, the research questions and the operational definition of terms.

1.1 Background

In Zambia, examinations at grades seven, nine and twelve levels are conducted by the Examinations Council of Zambia. The Examinations Council of Zambia (ECZ) was established under the Examinations Council of Zambia (ECZ) Act of 1983, to set and conduct examinations and award certificates to successful candidates.

Examinations in Zambian schools are very important, because students' educational future depend heavily on their scores in these examinations. Two major high-stakes public examinations are administered to learners by the end of each school year as end-of-stage examinations. One examination is given to grade nine (9) learners and the other one is administered to grade twelve (12) learners of secondary. Passing these examinations is a prerequisite for learners to proceed to the subsequent stages of education, the former to proceed to senior secondary education and the latter to enter university or any other institution of higher learning.

Examinations are important for learners to go either higher grades of studies or find jobs. In the Zambian education system, learners write examinations in grade seven for them to qualify to junior secondary, in grade nine to qualify to senior secondary school and in grade twelve to obtain grades to enter higher education institutions.

Examinations are also important for teachers to show the effectiveness of their teaching, for the employers to select the best suited candidates for jobs, and for the other stake holders too, who in one way or the other, influence or are influenced by the examinations and their results. Davies, (1990:24) stated that, testing is always used in teaching, in the sense that much teaching is related to the testing which is demanded of the student. In addition, a curriculum is very important to a teacher and any institution that is involved in an educational programme. It indicates all kinds of activities that take place in the classroom, playground and community. It is a form, structure or arrangement which follows or is reducible to, some rule or principle, characterised by harmony or proper correspondence between the various parts or elements, marked by steadiness or uniformity of action, procedure or

occurrence, conformable to some accepted or adopted rule or standard (Stenhouse, 1975). Thus, a curriculum is all the planned experiences provided by the school to assist the learners in attaining the designated learning outcomes to the best of their abilities (Neagly and Evans, 1967).

Curriculum refers to the means and materials with which learners will interact for the purpose of achieving identified educational outcomes. It consists of all the planned experiences that the school offers as part of its educational responsibility. In education, a curriculum is broadly defined as the totality of student experiences that occur in the educational process (Jon, 2008). The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or schools' instructional goals. In other words, curriculum can be referred to as a set of learning goals articulated across grades that outline the intended content and process goals at particular points in time throughout the school program. Curriculum may incorporate the planned interaction of learners with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

Thus, learner assessment and evaluation are an integral part of curriculum development. Teachers understand the complexity of curriculum which is expressed in the form of learning outcomes. They further recognise that many learning outcomes cannot be measured using the traditional pencil and paper techniques. As such learners must be assessed and evaluated on the curriculum that has been taught. Teachers translate the learning goals into course objectives and select assessment procedures to reflect the curriculum content designed to achieve those goals and objectives.

A curriculum is considered to be the heart of any learning institution which means that schools or universities cannot exist without a curriculum. With its importance in formal education, curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the "total learning experiences of individuals not only in school, but in society as well" (Bilbao et al., 2008).

Teachers use curricula when trying to see what to teach learners and when, as well as what the guidelines that evaluate learners work should be, what kind of worksheets and teacher worksheets they should make, among other things. It is actually up to the teachers themselves to decide on how these rubrics and worksheets should be made and taught.

It is expected that senior secondary school learners are adequately prepared for tertiary education and the world of work. It is highly desired that entrepreneurial skills are acquired by all learners to contribute positively to the development of the nation and take up adult roles.

In the secondary school curriculum, the content, structure and process of teaching at high school level and the range of co-curricular activities should all be directed towards developing a learner who is accountable, well-educated and capable of communicating effectively in both speech and writing, understanding, interpreting and applying mathematical, scientific and technological concepts; applying the knowledge, skills, positive attitudes and value systems of vocational and life skills in real life.

Education should not be centred on examinations; it should focus on the promotion of the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all learners so that each can develop into a complete person, for his or her own personal fulfilment and the good of society (Ministry of Education, 1996:29). Education should shape the lives of learners so that they become more fully human by learning survive skills than being centred on the examinations. The goals to such an aim as set by MoE (1996:5) are that of producing a learner capable of: ‘Being animated by a personally held set of civic, moral and spiritual values; developing of an analytical, creative and constructive mind; Appreciating the relationship between scientific thought, action and technology on the one hand and sustenance of the quality of life on the other.’

Another aim of the Ministry of General Education is to look at developing the qualities of character of an individual that society regards as important (Kelly, 1999).The goal for such an aim is that the individual can freely express his or her own ideas and also exercise tolerance for other people. The individual can cherish and safeguard his or her own liberties and also promote the human rights. The other aim looks at giving scope to the individuals in order for their potential to be developed (Kelly, (1999). In having such an aim, the goal of making the individual maintain, observe discipline and hard work as the foundation of personal and national development is achieved.

Wash-back is the term used to evaluate the effects of examination on teaching and learning (Alderson and Wall, 1993).Teacher’s selection of methodology is highly influenced by the thought that the learners have to take certain tests/examination. Wash-back effects of national examinations can simply be described as teaching learners to pass examinations without considering whether the knowledge, values and attitude needed for their lives and moral development are attained or not. McKinley and Thompson, (2018) added that wash-back effect refers to the impact on curriculum design, teaching practices and learning behaviours.

The wash-back effects can be either positive or negative. Bachman, (1990), explained that positive wash-back occurs when the assessment used reflects the skills and content taught in the classroom. This means that there is harmony between the teaching and the students' examination or a class test

performance. Positive wash-back tends to be observable when assessments and assessment objectives gauge the same skills outlined in the course objectives and taught on a course (Genesee and Upshur, 1998).

On the other hand, the negative wash-back effect occurs when there is no relationship between what is taught and what is performed. Both types of wash-back effect influence the teaching as well as the learning process. Overt wash-back is usually negative and seen in the explicit use of examination papers or examples from textbooks that emphasise the skills used in examinations (Prodomou, 1995:14).

Negative wash-back occurs when an assessment does not appear to be related to the skills and strategies taught on the related course (Alderson and Hamp-Lyons, 1996). From the teacher perspective, the intended learning outcomes form the central pillar, though from the student perspective the curriculum is defined by assessment (Ramsden, 1992). As a result, students learn what they think they will be tested on. This is largely seen negatively by Frederiksen and Collins, (1989) because negative backwash tends to occur in an exam dominated system, where strategy becomes more important than substance such as teachers actually teaching exam-taking strategies and encourages a surface approach to learning.

The participants, process and product, all are highly influenced by examinations (Hughes, 1993). On the part of students and teachers, their major concern seems to be doing well in the examination. Alderson and Wall (1993:126-127) stated that wash-back effect was that of the narrowing of the curriculum to those areas most likely to be tested. The selection of teaching methodology is influenced by the thought that students have to sit for exams. They normally recommend those helping books and other materials to the students which can help them preparing for the examinations.

This study was based on secondary schools in Ndola urban on the Copper belt province of Zambia. Ndola is one of the cities in the province with a large number of secondary schools. In my teaching experience at the Northern Technical College (NORTEC), I have observed that most of the students recruited from the high schools lack basic skills despite having very good grade twelve results. Most of them fail to proceed to second academic year and yet their grade twelve results are very good.

With increasing pressure on young people around exams, it is easy to focus on academic results as the primary consideration for a young person's success in life. But education is, and should be, about a lot more than that. Adult life requires a range of skills in order for people to flourish, both in the workplace and in their daily lives, from the confidence and motivation to seek challenges and complete tasks, to the interpersonal skills that aid teamwork and other social interactions. These

essential life skills are crucial to people achieving their potential, and therefore it is natural that they should also lie at the heart of our education system.

Schools' main focus is on developing children's core academic knowledge and skills in literacy, numeracy, and range of curriculum subjects. But there are other skills that are increasingly seen as important to children's wider development: 'essential life skills' such as confidence, social skills, self control, motivation, and resilience. These are the attitudes, skills and behaviours that are thought to underpin success in school and work, and include the ability to respond to setbacks, work well with others, build relationships, communicate effectively, manage emotions, and cope with difficult situations. Such skills are often referred to as 'social and emotional skills', 'soft skills', 'non-cognitive skills' or 'character'. They are usually seen as distinct from academic knowledge and skills; however, they are increasingly thought to play an important part in learning, as well as contributing to children's wider development, well-being and readiness for life beyond school (Gutman and Schoon, 2013).

The study by The British Chambers of Commerce (2013) revealed that many employers had been left disheartened and downright frustrated by poor levels of literacy, numeracy, communication and timekeeping among school leavers and graduates.

1.2 Statement of the Problem

Education is the process by which people acquire knowledge, skills, values and attitudes. The purpose of education is to fashion a human being and to guide the learner to act with independence and face the world around him/her on his/her own (Giuissani,1995).

It is the duty of the education system to equip learners with practical skills, critical thinking and problem solving skills in preparation for further training, self-employment, the world of work and preparation for life. Education is a tool through which national development is achieved. The formulated curriculum should be rich enough to meet the broad goals of education which are national unity, unity of purpose, social responsibility, moral and ethical values, life -long learning, science, technology, equity, quality and environment.

Access, equity, curriculum relevance and quality challenges have characterized Zambia's education system over the years. One of the suspected causes for poor quality is a lot of attention being paid to examinations. Mwanzia and Miano, (2007) argued that schools ignore aspects of learning that are stipulated yet not tested in the curriculum. Some schools may not cover the syllabus holistically. Some topics which are thought not to appear in the examination are not taught, while some practicals in science subjects are ignored and the life application sections on various topics ignored.

All these issues are likely to have many repercussions on the intended curriculum if not solved. The failure to cover the syllabus holistically fosters cheating in examinations due to the desire for high scores and learners being forced to perform highly. This pressure on students often leads to students' unrest in schools. The teachers on the other hand are forced to apply the less effective teacher centred methods of teaching to the disadvantage of the weak learners. This results in having school leavers leaving school without attaining the required skills and this has an effect on the economic development of the country.

Therefore, in this study the researcher investigated the influence of examinations on the effectiveness of teaching in selected secondary schools in Ndola urban, analysed the influence of examinations on the teachers' selection of classroom activities and also assessed learners' acquisition of skills, values, attitudes and knowledge.

1.3 Purpose of the Study

The purpose of this study is to analyse the wash back effects of National examinations on effective curriculum implementation in selected secondary schools in Ndola urban. Zambia.

1.4 Objectives

The objectives of this study were to:

1. investigate the influence of examinations on the effectiveness of teaching in selected secondary schools in Ndola urban.
2. analyse the influence of examinations on the teachers selection of classroom activities.
3. assess the learners' acquisition of skills, values, attitudes and knowledge.

1.5 Research Questions

1. What was the influence of examinations on the effectiveness of teaching in selected secondary schools in Ndola urban?
2. What was the influence of examinations on the teacher's selection of classroom activities?
3. To what extent did learners acquire skills, values, attitudes and knowledge?

1.6 Theoretical Framework

In order to better understand the key issues of this study, Hughe's (1993) trichotomy wash-back model was applied. The model focuses on the three main components of the teaching and learning process; which are participants, process and product. The trichotomy allows the construction of a basic model of wash-back. The nature of a test may first affect the perceptions and attitudes of the

participants towards their teaching and learning tasks. These perceptions and attitudes in turn may affect what the participants do in carrying out their work (process), including practicing the kind of items that are to be found in the test, which will affect the learning outcomes and the product of the work (Hughes, 1993).

The participants are learners, classroom teachers, administrators, materials developers and publishers, whose perceptions and attitudes toward their work may be affected by a test. The process is any actions taken by the participants which may contribute to the process of learning and the products are what is learned ,such as facts, skills and the quality of the learning (Bailey, 1996).Hughes model fits the purpose of this study because it is likely to predict teachers’ behaviours. More particularly, it explains that teachers’ perception can affect classroom practices which are the process component of the model. The final product is the learning or the outcomes of the implemented continuous assessment system. Hughes’ model will be used in this study to focus on the teacher as the main player in the assessment system of the secondary education system in Zambia and thus the main participant in the study.

Because of the significant role that wash-back plays in instruction and learning, teachers, counsellors, administrators, assessment professionals, and everyone connected to the learning and teaching processes are required to completely understand the concept of wash-back, as a common educational phenomenon, and how to manipulate it in a positive way.

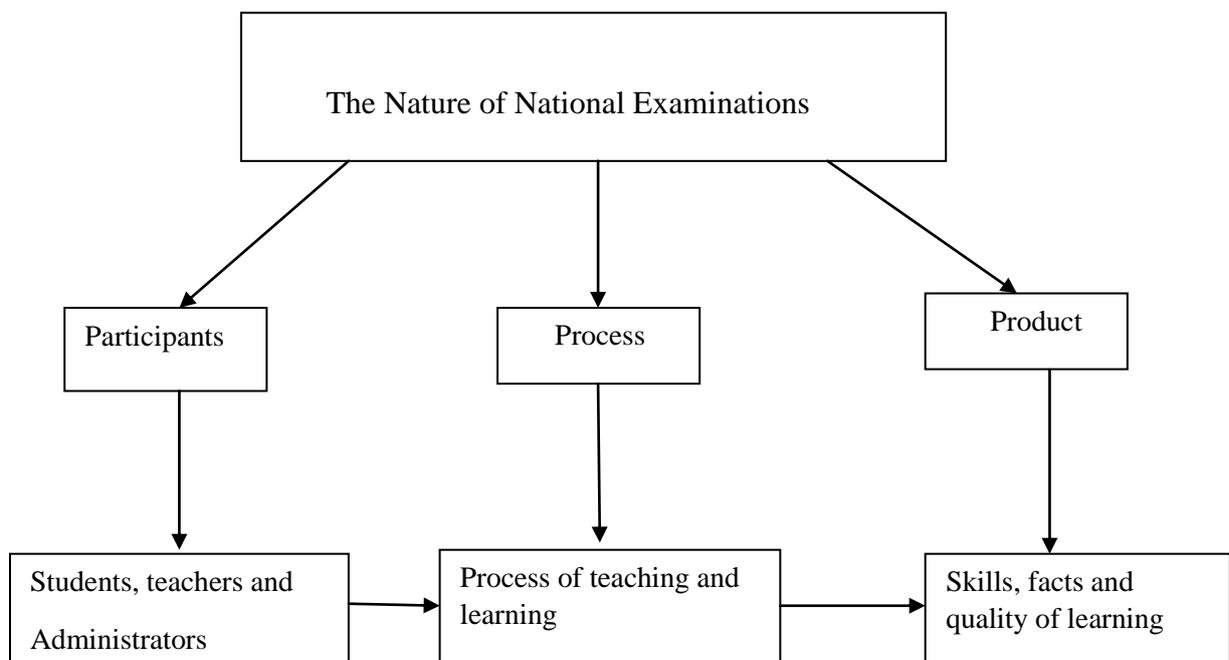


Figure 1.1 Theoretical Framework

1.7 Conceptual Framework

From the teacher perspective, in an aligned system, the intended learning outcomes form the central pillar, though from the student perspective the curriculum is defined by assessment (Ramsden, 1992). As a result, students learn what they think they will be tested on and this term has been called wash-back (Elton, 1987). This is largely seen negatively by Frederiksen and Collins, (1989). Negative wash-back tends to occur in an examination dominated system, where strategy becomes more important than substance such as teachers actually teaching exam-taking strategies and encourages a surface approach to learning. While undesirable from an educational perspective, the success associated with this becomes reinforcing and when combined with increasing demands on students' time, becomes a viable approach to study.

The participants, process and product, all are highly influenced by examinations (Hughes,1993). On the part of students and teachers, their major concern seems to be doing well in the examination. Alderson and Wall (1993:126-127) stated that wash-back effect is that of the narrowing of the curriculum to those areas most likely to be tested. The selection of teaching methodology is influenced by the thought that students have to sit for examinations. They normally recommend those helping books and other materials to the students which can help them preparing for the examinations.

This is evidenced by the publication of helping books, solved previous question papers and other helping materials. The mushrooming of academies and tuition centers is also a picture of it which involve many teachers, material designers and other stake holders. Students suffer from examinations when their primary concern becomes to perform well in examinations and not to learn well.

The anxiety on the part of teachers and students also shows negative wash-back effect of examinations. Students are found very conscious of their examination results and for this reason they demand to be taught for examinations. They expect teachers to make them experts in taking examinations. This system has also failed in differentiating talented students. The teaching and learning processes are negatively influenced by wash-back effect. The teachers' main consideration for teaching is not the knowledge or acquisition of skills by the learners but how to memorize well and prepare exam capsules.

A situation is created where the teacher has the pressure to teach for the sake of the learners to pass the examinations and so hurries through the implemented curriculum which is what has actually been taught. The teacher tailors the teaching towards examinations and in so doing runs away from the aims ,goals and objectives of education that have been discussed above. Examinations are not the main intent of the curriculum and are not a true reflection of what education is.

As a result of the teacher centring his/her teaching on drilling learners for examinations, many learners in Zambia come out of the system with no life skills that may sustain them in life. No wonder there are a lot of youths roaming the streets doing nothing because the school system they went through did not really provide lifelong skills to them.

The outcome of this arrangement is that, once a learner has written an examination the knowledge of factual information immediately goes out. This is so because the focus is on learning to pass the examinations. However, education is a lifelong process, even after school the learner should show skills, values and attitudes that were acquired in school. This problem is equally found in high learning institutions. The students are tuned to learning for the examinations. Once the examinations have been written then everything is forgotten. The learner's attainability of learning is marked through the passing of an examination. It is a vicious cycle which is hard to break, for the system has been planted with the idea of learning in order to pass the examination.

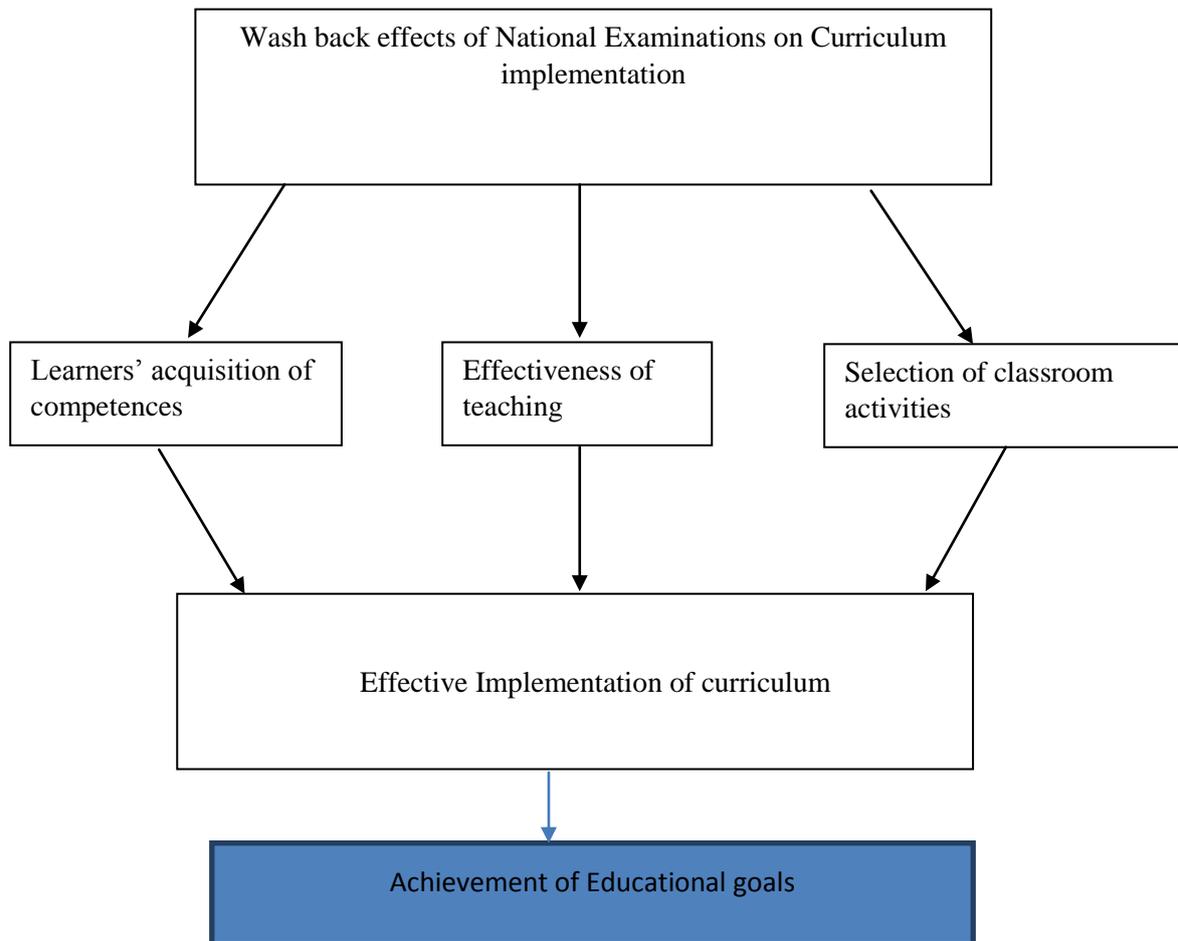


Figure 1.2 Conceptual Framework

1.8 Delimitations

Delimitation is used to address how the study will be narrowed in scope (Cresswell, 1994). In this regard, this study focused on the wash back effects of National examinations on curriculum implementation in selected secondary schools in Ndola urban.

1.9 Operational definition of terms

Curriculum; Totality of student experiences that occur in the educational process.

Education: The process of receiving or giving systematic instruction, especially at a school or University.

Examination: Test of the student knowledge or skill in a particular subject.

Skill: The ability to do something well

Wash-back: Teaching learners to pass examinations without considering whether skills needed are attained or not.

Syllabus: The subjects in a course of study or teaching.

Summary

In chapter one, the background to the study, the statement of the problem, research objectives and research questions have been provided and explained. The chapter also has given the conceptual framework, delimitation or the scope of the study and the operational definitions used in the study.

CHAPTER TWO

LITERATURE REVIEW

Overview

In this chapter, the researcher presented the review of related literature to the study, which provided a basis for analysis. In an attempt to do this, literature related to this study was reviewed under the following sub-headings: Importance of Curriculum Implementation, Importance of Examinations in Education and the Concept of wash-back in curriculum implementation. The chapter will be concluded with a summary of the gap that existed that this study tried to fill.

2.1 Importance of Curriculum Implementation in Education

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabi and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society (University of Zimbabwe, 1995).

In view of the above, curriculum implementation can also refer to the stage when the curriculum itself, as an educational programme, is put into effect. Putting the curriculum into operation requires an implementing agent in this case, the teacher. Stenhouse, (1979: 4) identified that the personality, the teaching materials and the teaching environment interact with the learner. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabi, schemes of work and lessons to be delivered to learners.

The teacher is the agent in the curriculum implementation process (Stenhouse (1979). She argued that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when the teacher-constructed syllabus, the teacher's, schemes of work and lessons are delivered to the learners.

A very important part of curriculum implementation is that the teacher should consider carefully the order in which learning targets should be learnt. It is logical to put learning targets requiring lower level skills before those requiring higher level skills, in some cases, the targets themselves may form a

definite sequence or hierarchy when the skills actually come in a continuous or chained sequence. It follows that unrelated targets can be learnt in any order.

2.2 Importance of Examinations in Education

Examination systems constitute a vital part of accountability systems in schools. Virtually all education systems examine students' educational achievement – only that this examination takes place in very different ways. A pivotal feature of the execution of exams is whether they are designed, carried out, and graded by individual teachers or whether they are conducted by an entity external to schools. In external-exam systems, every student takes the very same tests, thus making the central exams an intrinsic part of the school system.

Examinations are the way to test the knowledge. Without conducting the examinations and test learners do not concentrate in their studies and learn their lessons properly. Exams are necessary in schools and colleges to find out the real skills, talents and knowledge of the learners. All students study their lesson properly to get good marks in the test and examinations. Each and every learners is interested in getting good marks in the examination and study hard to achieve it, without examination there is no chance to express about our knowledge, skills as well as our studying activity. Learners will get motivation towards their studies through high achievement in their examination. In this ways examinations are very important for the studies (Creswell and Houston, (1991).

Today's concepts of examinations are very restricted, for that matter. Teachers evaluate learners through various forms and methods such as writing tests, projects, speaking and other activities where learners showcase their talents. Exams/tests can be classified on the basis of their forms, their functions and content. These types can be classified as the following: educational intelligence, function and personality tests. Examinations are very important as they can be used as a well-effective tool to test the knowledge of students. They aid in providing valuable information to teachers as to whether they will have to alter their teaching styles or not. Even though stressful to a few, they serve to be a part-and-parcel of education.

The criterion to judge learners might be a defected idea altogether, but it is crucial and extremely necessary for evaluation. Creswell and Houston, (1991), stated that evaluation helps teachers understand whether a learner is making progress or not. It is not just an administrator technique or a culminating activity. It is the entire process that focuses on the emphasis on the personal and skill development of the learners. As a diagnostic process, evaluation should reveal the strengths and weaknesses of learners, while measuring the reliability of instruction at the same time.

There are two types of assessments and these are formative and summative assessments. Formative assessment showcases to an instructor while a chapter/unit is in progress and how well the learner has understood the concept which was presented. This provides useful feedback as to which ideas the instructor needs to revisit with a learner or with the class. Summative assessment is arriving at the completion of a unit to identify what the learner has understood and retained.

If no assessments are conducted, neither the teacher nor the learner would know whether what the learner was learning and which areas would need the learner's and teacher's most attention. Examinations are the best way to measure knowledge of a given subject and if learners are prepared and confident in their knowledge, then there is no problem to worry at all.

2.3 The Concept of Wash Back

Wash-back effect refers to the impact of testing on curriculum design, teaching practices, and learning behaviours (McKinley and Thompson, 2018). The influences of testing can be found in the choices of learners and teachers. Teachers may teach directly for specific test preparation, or learners might focus on specific aspects found in assessments. Wash-back effect in testing is typically seen as either negative, or positive. Madaus, (1988: 83) stated that 'It is testing, not the official stated curriculum, that is increasingly determining what is taught, how it is taught, what is learned, and how it is learned.'

In cases where wash-back is positive, learners are motivated to study in order to perform well and teachers and learners are motivated to achieve learning goals. Teachers and learners can keep track of progress, teachers can identify areas which still need work; and schools can set learning and teaching objectives and keep track of the progress. If wash-back is positive, there should be "no difference between teaching the curriculum and teaching to the test" (Weigle and Jensen, 1997). Students and teachers should use tests as a means of assessing progress, but not as a source of anxiety.

In a negative sense, teachers may spend time teaching for the test, rather than teaching general subject matter and teachers may ignore activities not directly related to the test. Learners may only take the time to study when there is a test and may feel anxiety related to the learning environment. Teachers may feel pressure to cover a certain amount of material. If wash-back is negative, teachers will focus too much on the test and prepare the students to pass the test rather than learn the subject. While tests can be thought simply as a means of assessing learning and progress, it must be remembered that there can be more effects of testing than meets the eye (Alderson and Wall, 1993). This paper reviews recent empirical studies of wash-back to see whether they indicate this to be the case, and if so, why.

The concept of wash-back rooted in the notion that tests or examinations can and should drive teaching and hence learning (Pophem, 1987). The idea that testing influences teaching is familiar in the educational literature. Many researchers have worked on the influence of examinations over the classroom practices. Cheng (2008) maintained that there is a set of intended and unintended, positive and negative relationships between testing, teaching and learning. Pearson, (1988:98) believed that public examinations influence the attitudes, behaviour, and motivation of teachers, learners, and parents. This influence is often seen as negative. Swain (1985:42) recommended that “test developers bias for test and work for wash-back”, while Alderson (1986:104) argued for “innovations in the language curriculum through innovations in language testing”.

The concept of measurement driven instruction requires that testing should drive instruction. It focuses on the relationship between the content of tests and courses, which may lead to narrowing down the course instruction by teaching to the test. Tests may introduce intended or unintended and positive or negative aspects of instruction, students, teachers, and the school.

In relation to curriculum, the reports of the effects of wash-back are contradictory. Alderson and Wall (1993: 126) concluded from their Sri Lanka study that the examination has had a demonstrable effect on the content of language lessons. This effect was that of the narrowing of the curriculum to those areas most likely to be tested. This finding is similar to that of Lam, (1994) who reported an emphasis in teaching on those parts of the exam carrying the most marks.

Other factors relating to the curriculum mentioned in the research are class time allocation and class size. Lam, (1994) found that more curriculum time is given to examination classes, though Shohamy et al.’s study suggested that this is true only in the case of exams viewed as high stakes. Alderson and Hamp- Lyons (1996) noted in their study that while extra time is given to examination classes in some institutions this is not the case in others. Read & Hayes’ study (2003) also noted that time allocation may be greater or lesser depending on the school. They point out too how much of a consideration time is for teachers, with teachers observed remarking that considerations of time available affected their choice of methodology. Alderson and Hamp- Lyons (1996) also raise the consideration of class size, pointing out that in the situation they investigated there were many more students in the exam classes than in the ‘regular’ classes.

The term ‘materials’ is used here to refer to exam-related text-books and past papers. Exam-related textbooks can vary in their type of content. They range on the one hand from materials that are highly exam technique oriented, and make heavy use of parallel exam forms, to those on the other hand that

attempt to develop relevant skills, emphasizing more the content domain from which the exam is derived. Generally, the studies refer particularly to those materials at the ‘highly exam oriented’ end of the spectrum.

The rate at which teachers use these materials seems to vary, however, Lam (1994), noted some innovative use of materials generated by the introduction of the revised examination. For example, the use of teacher-produced authentic materials, also speaks of teachers as textbook slaves and exam slaves with large numbers of the former relying heavily on the textbook in exam classes, and of the latter relying even more heavily on past papers. He reported that teachers do this as they believe the best way to prepare students for an examination is by doing past papers.

2.4. Review of Related Studies

Many views on wash back effects of national examinations on curriculum implementation have been advanced. A study by Mogapi,(2009) on ‘Examinations wash back effects: Challenges to the Criterion Referenced Assessment Model in Botswana clearly pointed out that there was presence of examination wash back effect on the teaching process and that, such influence could either be positive or negative.

A study by Sukyadi, (2005) on ‘The wash-back effect of the English National Examination on English Teachers’ classroom Teaching and student learning in Indonesia revealed that the English National Examination has an influential impact on teachers teaching in the aspect of activity, time arrangement, teaching materials, teaching content, teaching methods, teaching strategies ways of assessing and on the feelings and attitudes of the learners.

A study by Caine (2005) on ‘English as Foreign Language (EFL) Examination wash back in Japan: Assessment on teaching and learning in Japan revealed that wash-back effect is present at the level of content and not at the level of methodology. The findings support the earlier findings of Wall & Alderson (1993) and Cheng, (1997).

The other study by Cheng, (1995) on “How Does wash-back influence teaching? Implications for Hong Kong”. The study revealed that wash back effect bring about changes in teaching materials and the methodology that teachers employ. The teaching content also has also had the most intensive wash back effects. The wash back effects were also observed in teachers’ attitudes and behaviours and in the curriculum.

Andrews, et al. (2002) also revealed the large role played by published materials in the Hong Kong classroom, citing a previous study by Andrews (1995) in which the teacher respondents were found to spend an estimated two-thirds of class time working on exam-related published materials. Cheng, (1997) suggested that a reason for this may be that the exam textbooks in Hong Kong not only provide information and activities but also suggested methods for teaching and suggested time allocations.

Watanabe, (2000) findings again go against those of others. He found that teachers tried to be innovative during examination preparation classes using a variety of self-made materials. The studies indicate that when working towards examinations, teachers use exam materials to different degrees. A time factor is also mentioned in relation to the use of exam materials as the examination gets closer there is greater use of past papers and commercial exam-related publications. This is similar to the study by Alderson and Wall, (1993).

While Alderson and Wall (1993: 127) study in Sri Lanka showed the exam had virtually no impact on the way that teachers teach. Andrews et al. (2002) pointed out that the revised examination led to teachers' use of explanation of techniques for engaging in certain examination tasks. Cheng (1997) mentioned that teachers make greater use of discussions and role plays after the introduction of the revised examination, but that there is no significant change in the amount of teacher talk. However, although she noted changes in teaching content as a result of the revised examination, she did not observe these changes leading to a change in teaching methods. She commented that the revised examination is likely to change the kind of examination practice, but not the fact of the examination.

A study by Alderson and Hamp-Lyons (1996) in the United States of America (USA) on 'An investigation on the common claims that Teaching of English as a Foreign Language (TOEFL) was exerting an undesirable influence on language teaching. Evidence collected indicated that most teachers had a negative attitude towards TOEFL because they saw it as being inauthentic and non-communicative. They also expressed the view that it was students who drove the methodology as they insisted to be taught in a way that will help them do well in TOEFL test.

A study was conducted by Ahmed and Rao (2012) in Pakistan. The main objective of the study was to determine the effects of examination wash-back on the teachers' selection of methodology in English Language teaching in higher secondary schools. The result of the study showed that teachers preferred to use the Traditional Grammar Translation Method (GTM) as opposed to the recommended

Communicative method. The selection of GTM was attributed to the nature and content of the exam which tended to focus more on grammar.

2.5. Research Gap

The research findings by different authors point to the fact that examinations have a wash-back effect on the curriculum. Teachers cannot engage all the methods of instruction in class and the selection of the content is determined by examinations. The studies have also revealed that national examinations have an influential impact on teachers teaching in the aspect of activity, time arrangement, teaching materials, teaching content, methods and strategies. However, much as wash back effects on national examination has an impact on curriculum implementation in secondary school as pointed out by various literature, the recent empirical studies of wash-back shows that the number of studies remains relatively small. They have been carried out in a restricted number of learning contexts and have employed a variety of research methods. Little or no studies seem to have been done in Zambia on the wash- back effects of national examinations on curriculum implantation in selected secondary schools in Ndola urban. In addition, little or no information was known on the prevailing situation in Zambia on the assessment of the learner's acquisition of skills, values attitudes and knowledge. Therefore, it was the intention of this study to fill the gap.

Summary

In this chapter, the researcher has highlighted the existing literature that is related to the topic under study. The various literature related to wash-back effects of National Examinations on curriculum implementation have been considered to relevant to this study.

CHAPTER THREE

METHODOLOGY

Overview

In this chapter, the methodology and procedures that were employed in carrying out this study will be presented. The research design, study population, sampling procedures, data collection techniques, research instruments, administration of research instruments and data analysis will be explained.

3.1 Research Paradigm

The methodological approach that was applied in this study was to provide insights to the wash - back effects of national examinations on curriculum implementation in selected secondary schools in Ndola urban. The data was collected through a mixed method approach. A mixed method approach focuses on collecting, analysing and mixing both qualitative and quantitative data sets in a single study. The advantage of this method is that the combination of quantitative and qualitative approaches provides a better understanding of the research problem than either approach alone (Feldon and Kafai, 2008).

In addition, a mixed method provides strengths that offset the weaknesses of both quantitative and qualitative research. There is a high possibility of triangulation to examine the same phenomenon. Triangulation allows one to identify aspects of a phenomenon more accurately by approaching it from different vantage points using different methods and techniques (Creswell, 2003).The researcher therefore is of the view that the use of the mixed method approach will provide a more elaborate approach and help to produce a deeper understanding in as far as the wash-back effects of national examinations on curriculum implementation in Ndola was concerned.

3.2 Research Design

A research design refers to the overall strategy that can be used to integrate the different components of the study in a coherent and logical way, thereby ensuring that the research problem is effectively addressed (De vaus, 2001).A research design constitutes the blue print for the collection, measurement and analysis of data. In other words, research design includes what instruments will be used and the intended means for analysing data collected (Ader and Mellenberg, 2008).This study employed a mixed research method employing the convergent parallel design to capture opinions of teachers relating to the extent to which final examinations influenced topic selection, content coverage, teaching methods, and classroom activities. The purpose of a convergent parallel design is to simultaneously collect both quantitative and qualitative data, merge the data and use the results to

understand a research problem. The other purpose is to triangulate the methods by directly comparing and contrasting quantitative results with qualitative findings for corroboration and validation purposes (Morse, 1991). Figure 3.1 is an illustration of how the convergent parallel design is applied in research.

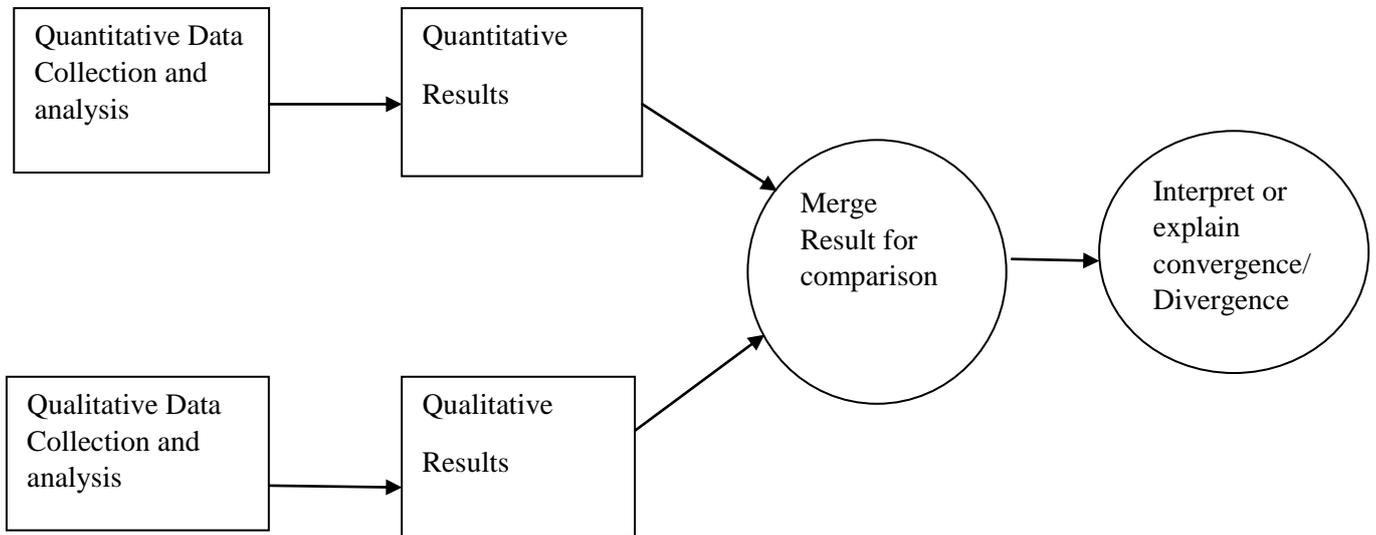


Figure 3.1:- An illustration of the convergent parallel design

3.3 Target Population

A study population refers to a specific group relevant to a particular study. Mugenda and Mugenda, (2003:129) explained that a population is a group of individuals or objects that have the same form of characteristics. They are the “totality of cases that conform to certain specifications, which define the elements that are included or excluded in the target group”. In other words, they are a set of people, events or objects, the researcher wishes to generalize the results of the research. The target population for this study comprised all the teachers, all the learners and all head teachers in secondary schools in Ndola urban. It is from this population, that a sample was drawn.

3.4 Description of the Sample and Sampling Procedure

Orodho, (2005) defined sample population as a small portion of a target population. He further defined sampling as a means of selecting a given number of subjects from a defined population as representative of that population. According to Cohen et al (2007), a sample is a set of respondents or smaller group of the total population under study for the purpose of investigation. Best and Kahn (2006) defined a sample as a small proportion that is selected for observation and analysis. Bryman (2008) stated that a sample is a segment of the population that is selected for investigation. It is a subset of a population whose method of selection may be based on probability or a non-probability approach. The key component behind all probability sampling approaches is randomization, or

random selection. In probability sampling, people, places or things are randomly selected (Kombo and Tromp, 2006). In non-probability method, the researcher is interested in the representatives of concepts in their varying forms.

The ideal sample is large enough to serve as an adequate representation of the population about which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability and expense in both time and money (Best and Khan, 2006). They further explained that there is no fixed number or percentage of subjects that determines the size of an adequate sample. It may depend on the nature of the population and the data to be analyzed.

3.5.1 Schools

According to the Ministry of General Education (MoGE), Ndola district had 18 public secondary schools spread over 5 regional zones and are all in the urban area. Using simple random sampling, one school was sampled from each zone giving the researcher a total of five (5) schools that were part of the study. Simple random sampling was used to ensure that each of the schools had an equal and independent chance of being sampled.

3.5.2 Teachers

In each school which participated in the study, the researcher requested for a staff list of all the teachers who were working there. Teachers are directly involved in the implementation of the programme activities and the way they implement the programme influences the programme's direction and outcomes. They are also co-administrators in the school. After obtaining the staff list, the researcher stratified the names of the teachers according to their gender. In an effort to give each teacher an equal chance of participating in the study, simple random sampling was then employed to select ten (10) teachers per school. Thus, ten (10) teachers were sampled from each school giving a sum total of fifty (50) teachers that were included in the sample.

3.5.3 Head teachers

Meanwhile, the researcher purposely targeted the head teachers of the sampled schools since they were considered to have the required information for the study. Head teachers are assumed to be the source of valuable information since most of them were believed to be more experienced and were considered to have used the curriculum more than most teachers. All the 5 teachers from sampled schools participated in the study.

3.5.4 Learners

Since learners are the direct beneficiaries of the programme, the researcher sampled a bigger number from them. Grade twelve learners were targeted on the basis that these could identify what they had learnt and benefited from the curriculum since they were in their final grade of secondary education. Using the pupils' register of grade twelve pupils in each school, stratified sampling was employed to group pupils into strata of boys and girls. Stratified sampling was preferred here to ensure that both boys and girls were represented in the sample, hence, ensure gender balance. Simple random sampling was then used to sample five learners from each stratum giving the sample total of ten (10) from each school. Simple random sampling was used to ensure that individual selections were independent from each other.

3.5.5 Sample size

The study sample therefore was at one hundred and five (105) respondents. A breakdown of which comprise fifty (50) teachers from the five (5) sampled schools and five (5) head teachers of the same schools as well as fifty (50) learners from sampled schools.

3.5.6 Data Collection Instruments

The researcher collected data using two research instruments; questionnaires and interview guides. The two instruments were used to collect both qualitative and quantitative data to answer questions that were raised by this study.

3.5.6.1 Questionnaires

Questionnaires had both open and close - ended questions and the attitude rating scale. These were used to collect information from pupils and teachers. Questionnaires were preferred for this group of respondents because they formed a large group of the sampled population. Above all according to Sarantakos (1996: 159) "questionnaires are advantageous because they can collect objective, consistent data and can give respondents time to consult files and are a uniform measure". Thus they can collect data in a systematic and ordered fashion (White, 2000). The researcher developed the questionnaires, which were then be checked by experts in the research field. Each questionnaire had introductory remarks to introduce the study and to give an assurance to the respondents that the information collected would be held with utmost confidentiality.

3.5.6.2 Questionnaires for Learners

The questionnaire had four parts. Part one was used to collect information about the background of the learners. The second section was used to obtain information about the respondent's views about the

influence of examinations on the effectiveness of teaching on exam classes and the curriculum. The third section was used to collect information on the influence of examinations on the teachers' selection of classroom activities and the last one was used to obtain information on the extent to which learners acquired skills, values, attitudes and knowledge.

3.5.6.3 Questionnaires for Teachers

The teachers' questionnaire had four sections as well. The first section was designed to collect demographic data about the respondents. The second section was used to obtain information about the respondent's views about the influence of examinations on the effectiveness of teaching on exam classes and the curriculum. The third section was used to collect data on the influence of examinations on the teachers' selection of classroom activities and the last one was used to obtain data on the extent to which learners acquired skills, values, attitudes and knowledge.

3.5.6.4 Interview schedule for Head teachers

This instrument was used to collect information about the head teachers' views about the availability of the curriculum document to teachers, the effects of Examination Council of Zambia examination calendar on the coverage of the syllabus, the influence of the national examinations on curriculum implementation in secondary school, the influence of examinations on teachers' selection of classroom activities. The instrument was also used to collect information about the head teachers' views about skipping the content in the syllabus which did not appear in the examination papers and to find out whether teachers drilled the learners in factual information about examinations and leaving out the aspects of skills, values, attitudes and knowledge.

Table 3.1: Summary of the intended Samples

Head teachers	5
Teachers	50
Learners	50
Total	105

3.6 Validity

Validity of an instrument refers to the extent to which it measures what it is supposed to measure (Maree, 2007). In other words, validity refers to the level to which an instrument truthfully reflects or assesses the precise concept or construct that the researcher is attempting to measure (Mertler and Vannatta, 2010). The extent to which the instrument covers the complete content of the particular construct that it is set to measure is termed as content validity (Maree, 2007). To ensure content

validity for the research instruments, the researcher accorded the supervisor who is also a Curriculum specialist at the University of Zambia to review all the data collection instruments to ensure that the questions were representative of the possible questions about teacher involvement in curriculum implementation.

3.7 Reliability

Bryman (2008) defined reliability as the consistency of a measure of a concept. Reliability of an instrument means that if the same instrument is used at different times or administered to different subjects from the same population, the findings should be the same. In other words, reliability is the extent to which a measuring instrument is repeatable and consistent (Maree, 2007). Reliability therefore is fundamentally concerned with the issue of consistency of measures. The most obvious way of testing for the stability of a measure is the test-retest method which involves administering a test or measure on one occasion and then re-administering it to the same sample on another occasion (Bryman, 2008).

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999 in Mulenga, 2015). Each subsequent response and item on the questionnaire if not well developed can lead to inaccuracy. The success of a questionnaire as measured by the response accuracy in the completion rate to questions and the quality of the data collected (Blair and Czaja, 2014 in Mulenga, 2015).

3.8 Data collection procedure

The researcher got permission to visit the schools from the Ministry of General Education provincial offices in Ndola district. The researcher made a tentative plan for school visits and then made appointments with the school head teachers of the sampled schools well in advance so that the respondents would be found within reach on the day of the visit. During the visits questionnaires were distributed, completed then the researcher collected them. Interviews were done with respondents on the agreed days and time.

3.9 Data Analysis Procedures

Analysis of data was based on the research questions of the study. Statistical procedures were used to analyse quantitative data. All answered questionnaire items were organized, categorized, quantified and then subjected to statistical analysis. The data was then summarised in frequencies, percentages, and then presented using frequency tables and graphical presentations.

All interview responses were transcribed. The information was then categorized according to topics; compared responses from different respondents and determined patterns and trends in the responses from different groups and individuals and then the data was summarized using narrative reports. Qualitative data was analysed by organising it into sections and according to the research questions and objectives.

3.10 Ethical Considerations

In conducting the study, participants were treated with respect. Consent was sought before carrying out the study and participation was voluntary. The researcher visited the schools captured in the study so as to seek permission from respective head teachers of the schools. The researcher also presented letters of introduction from the District Education Board Secretary (BEBS). The information about the study was availed to the participants before taking part in the study. Confidentiality of the information and respondents was also ensured.

The researcher maintained and acknowledged his responsibility to the educational research community by adhering to appropriate ethical conduct throughout the entire process of the study. Ethical concerns are a very important component of any social research. Cohen *et al.*, (2000:347) explained that: *Ethical concerns encountered in Educational research in particular can be extremely complex and subtle and can frequently place researchers in a moral predicament, which may appear quite irresolvable.*

In educational research and other social research, therefore, ethics is concerned with ensuring that the interests and the well-being of research participants are not harmed as a result of research being done. Harm can range from people experiencing affronts to their dignity and being hurt by conclusions that are drawn about them all the way through to having their reputations or credibility undermined publicly (Lankshear and Knobel, 2004).

Researchers would harm the individuals or groups they will study when research participants experience anxiety, stress, guilt and damage to self-esteem during data collection and in the interpretations made from the data they will provide. Therefore, this study paid attention to ethical considerations that would mean to protect those who were involved in the research, some of whom would not be able to represent themselves in the event that their views were misrepresented. Thus when administering tests, questionnaires, interviews and doing document analysis for this research and all throughout this research project, it was considered imperative that ethical issues were taken into consideration and followed.

Summary

In this chapter, the research methodology that was used in this study was presented. It included a brief description of the study area. It also covered the research design, target population, study sample, sampling procedures, research instruments, processes, ethical considerations and analysis.

CHAPTER FOUR

RESULTS

Overview

In this chapter, the findings of the study are presented. The presentations and interpretation are strictly in relation to the research questions under the following sections namely;

1. Demographic information.
2. The influence of examinations on the effectiveness of teaching.
3. The influence of examinations on the teacher's selection of classroom activities
4. The extent to which learners acquired skills, values, attitudes and knowledge

Qualitative data is summarized using narrative reports while quantitative data is presented in descriptive statistics.

4.1 Demographic characteristics of the respondents

This section presents a brief demographic description of the demographic characteristics of head teachers and teachers; that is gender, age, academic qualification, professional qualification and the number of years in the teaching profession. For learners, focus was on grade 12 learners and their gender. Tables 4.1, 4.2 and 4.3 indicate background information of the respondents.

4.1.1 Head teachers

The researcher sampled five schools, which were included in the study and in each of these schools, head teachers were part of the study, thus giving the study a total of five head teachers. All the head teachers participated in the study through interviews.

Table 4.1: *Frequency and percentage distribution of head teachers according to gender, age and working experiences.*

Variable	<i>f</i>	%	Total number	Cumulative %
Gender (n=05)				
Male	03	60	05	60
Female	02	40		100
Working experience				
11-15 years	02	40	05	60
16 and above	03	60		100
Qualifications				
Bachelor's degree	04	80	05	20
Master's degree	01	20		100

Table 4.1 indicates that 60% of the head teachers who participated in the study were male and 40% were female. Meaning there were more male head teachers than female head teachers. It also indicates that 60% of the head teachers had working experience of more than 16 years and 40% had working experience between 11-15 years. This shows that there was a poor representation of female administrators in this study. All the head teachers were above 41 years of age. This is an indication that the researcher dealt with mature administrators who had been in their work for some time.

As for the professional qualifications, four of the head teachers had bachelor's degrees in education while one had a master's degree in education. It is evident from this data that the head teachers were professionally qualified. This also shows that the researcher was dealing with administrators who had a lot of experience in the teaching profession who are likely to be well vested in the issues pertaining to education.

4.1.2. Teachers

Table 4.2: Frequency and percentage distribution of teachers according to gender, qualifications teaching experiences and age

Variable	f	%	Total number	Cumulative %
Age (n=49)				
20-30 years	15	30.6	49	30.6
31-40 years	20	40.8		71.4
41 and above	14	28.6		100
Gender (n=49)				
Male	25	50	49	50
Female	24	50		100
Working experience				
Below 5 years	6	12.2	49	12.2
6-10 years	17	34.6		48.6
11-15 years	8	16.4		63.2
16 and above	18	36.8		100
Qualifications				
Secondary school diploma	18	36.7	49	36.7
Bachelor's degree	28	57.3		94
Master's degree	03	6		100

Table 4.2 shows that the majority of the teachers (40.8%) were in the age group of 31- 40 followed by those in the age group of 20-30 with 30.6% and finally those in the age group of 41 and above with 28.6%. The age groups distribution showed the youthfulness of the teaching staff. This would be an advantage for the schools as these middle aged men and women were still far away from

retirement age.

The cross tabulation of professional qualifications of the teachers shown in Table 4.2 reveal that 28 teachers which is 57.3% of the whole sample out of forty nine (49) teacher had bachelor's degrees in education followed by eighteen (18) teachers which is 36.7% had secondary school diploma and three (3) which is 6% had master's degree in education.

Table 4.2 also indicates that the number of teachers amounting to eighteen (18) which 36.7% had been teaching for sixteen (16) years and more followed by seventeen (17) which is 34.6% of the teachers had been in the teaching profession between 6 -10) years. Eight (8) teachers had been in the teaching profession between 11- 15 years and only six (6) had been teaching for less than five (5) years.

4.1.3 Learners

Table 4.3: *Frequency and percentage distributions according to gender for the learners*

Gender	<i>f</i>	%
Male	25	50
Female	25	50

Table 4.3 shows distributions according to gender representing 50% male and 50% female.

4.3 Research Findings for the targeted sample

The research questions guided the researcher to formulate and organise the research instruments in this study. Research question one implored for quantitative data and question two implored for qualitative data. Question three also implored for quantitative data. In addition to the data collected, there were open ended interview questions for head teachers and the data collected were reported through narration.

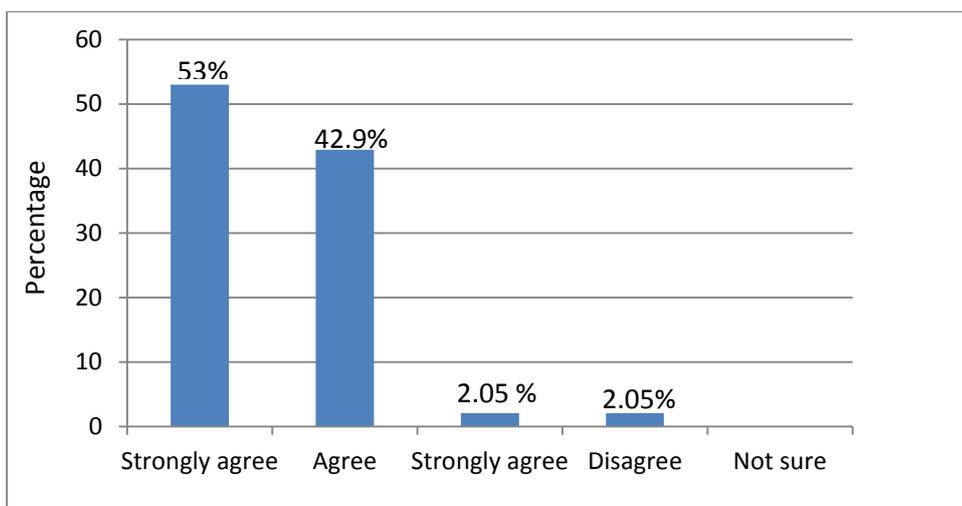
4.4 Research question one

Research question one sought to find out the influence of examinations on the effectiveness of teaching. This prompted for quantitative data through questions 1,2,3,4,and 5 from the teachers questionnaire and questions 1,2,3,4,and 5 from the learners questionnaire. Data were also collected from the head teachers interview schedule through questions 2,3,4,5 and 6.All the questions that

sought for quantitative data enabled respondents to indicate on a likert scale rated Strongly agree, Agree, Strongly disagree, Disagree and Not sure.

4.4.1 Influence of National Examinations on the Selection of Teaching Methods

Using a five point likert scale, teachers and learners had to indicate whether they strongly agreed, agreed, strongly disagreed, disagreed or not sure to the statement that national examinations influenced the teaching methodology. Figure 4.1 illustrates the distribution of responses from teachers.

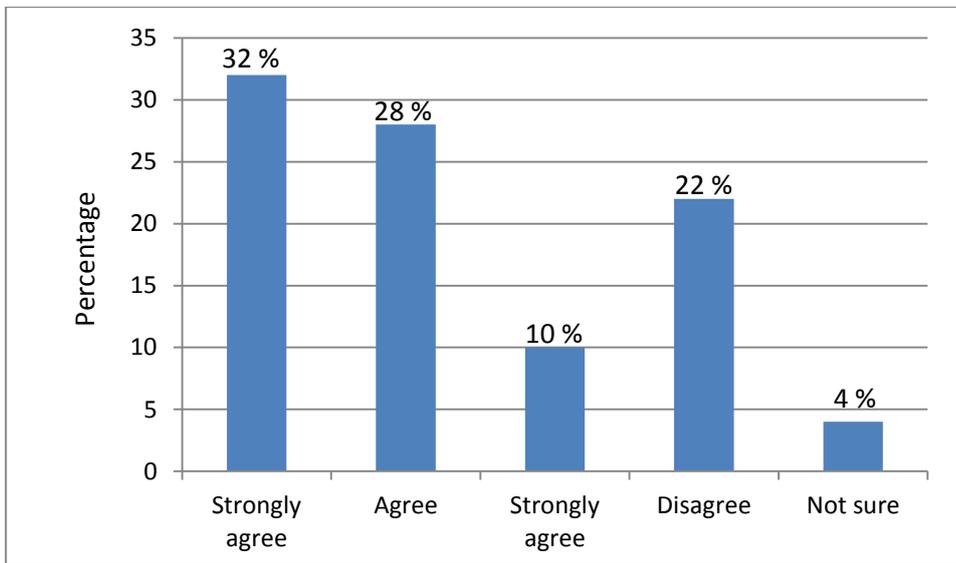


Responses by teachers

Figure 4.1: *Percentage distribution of teachers' responses on the influence of national examinations on the selection of teaching methods.*

53% of the teachers strongly agreed to the statement and 42.9 % agreed while 2.05% strongly disagreed and similarly 2.05% disagreed to the statement. The responses of teachers provide evidence that the national examinations influence the selection of teaching methodology in order to help learners pass the examinations.

Figure 4.2 illustrates the distribution of responses from learners on the influence of national examinations on the selection of teaching methods.



Responses by learners

Figure 4.2: *Percentage distribution of learners' responses on the influence of national examinations on the selection of teaching methods.*

Responses from learners showed that 32% strongly agreed and 28% agreed with the statement that the national examinations influenced the selection of teaching methodology in order to help learners pass the examinations. 10% strongly disagreed and 22% disagreed while 4% were not sure.

Head teachers were asked also whether national examinations had an influence on the teachers' selection of teaching methodology. Head teacher no.1 explained that;

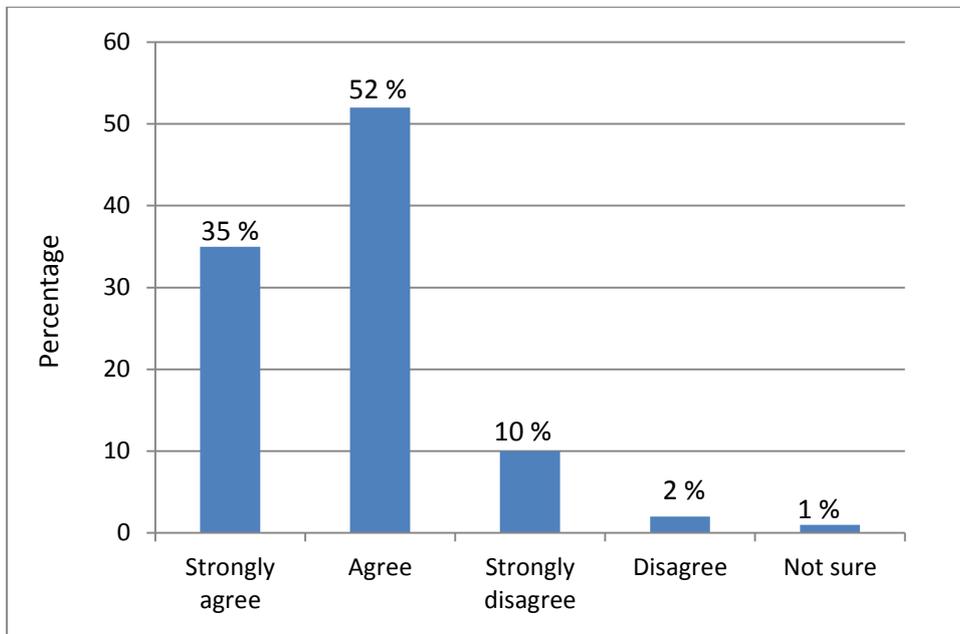
It is true that examinations had influence on the teachers' selection of teaching methodology in order to help learners pass the examinations.

This is because at the end of the day, we are required to submit pass rates to the District Education Board Secretary's (DEBS) office. Of course the results should be encouraging.

The same views were shared by Head teachers no.2,3,4 and 5. All were coming to the answer that examinations had influence on the teachers' selection of teaching methodology.

4.4.2 The skipping of the content in the syllabus which is not examinable.

Teachers and learners had to indicate whether they strongly agreed, agreed, strongly disagreed, disagreed or not sure to the statement that the content in the syllabus which is not examinable is often skipped. Figure 4.3 shows the distribution of responses by teachers.

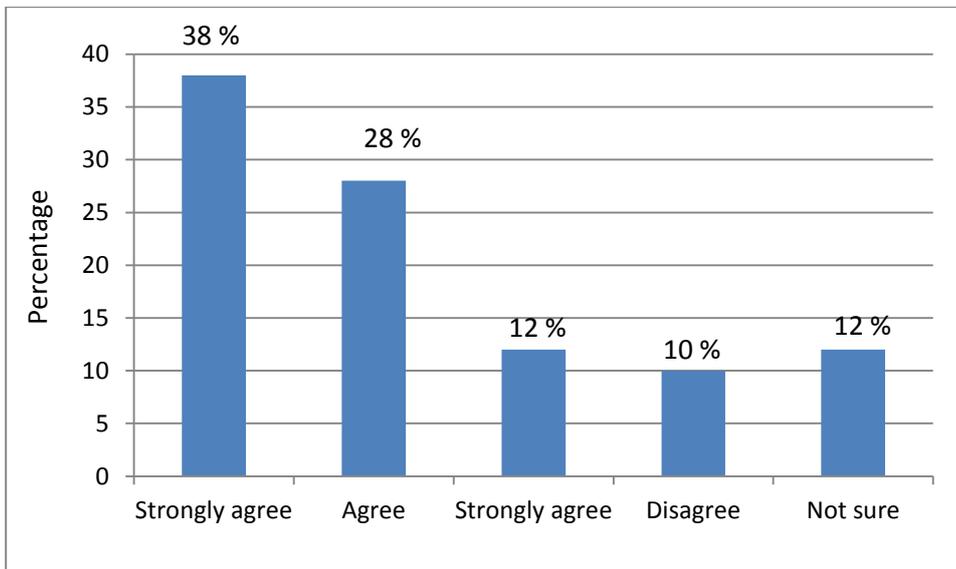


Responses by teachers

Figure 4.3: *Percentage distribution of teachers' responses on the skipping of the content in the syllabus which is not examinable*

The responses from teachers either strongly agreed or agreed with the statement presented. For example 52% of the teachers indicated that teachers skip non examinable topics in the syllabus and 35% agreed with the statement. Only 12% disagreed.

In a similar manner, learners were also asked to indicate whether they strongly agreed, agreed, strongly disagreed or disagreed to the statement that teachers often skip non examinable topics in the syllabus. Figure 4.4 shows the distribution of responses by learners.



Responses by learners

Figure 4.4: *Percentage distribution of learners' responses on the skipping of the content in the syllabus which is not examinable.*

Figure 4.4 indicate that 38% of the learners strongly agreed with the statement that the content in the syllabus which was not examinable was often skipped and 28% agreed with the ataement.8% strongly disagreed and another 8% disagreed and 6% were not sure.

Head teachers were asked whether teachers skip some content in the syllabus which usually did not appear in the examination papers. Head teacher no.1 explained that;

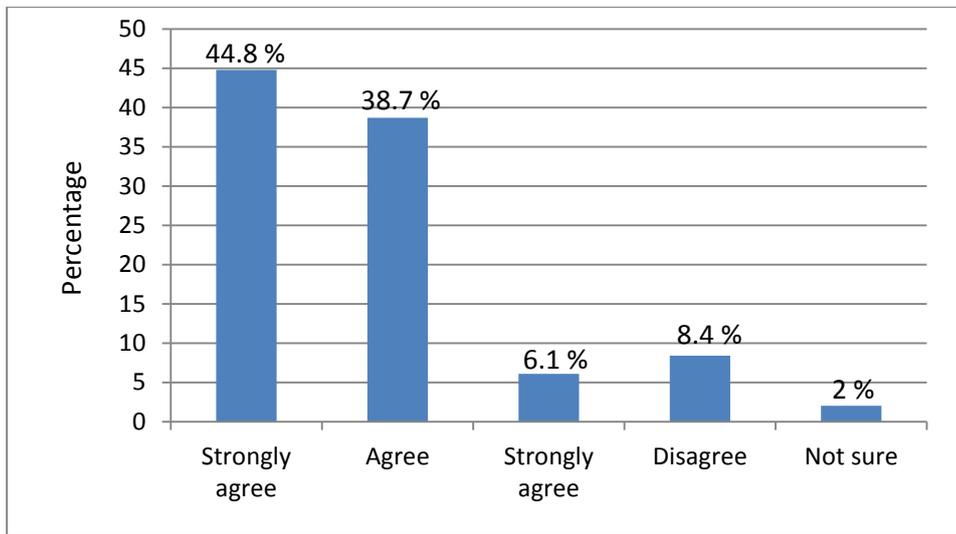
It is difficult to cover the whole syllabus due to the reduction of teaching and learning time in the third term. In order to recover the lost time, teachers skip some contents in the syllabus which they think do not appear in the examination papers.

Similar views were shared by Head teachers no.2, 3, 4 and 5.Their responses came to the answer that some content in the syllabus which did not appear in the syllabus was often skipped.

4.4.3 Effect of Examinations on Curriculum Implementation in schools

The teachers and learners were to indicate whether they strongly agreed, agreed, strongly disagreed or disagreed to the statement that examinations have an effect on curriculum implementation in schools.

Figure 4.5 shows the distribution of responses by teachers.

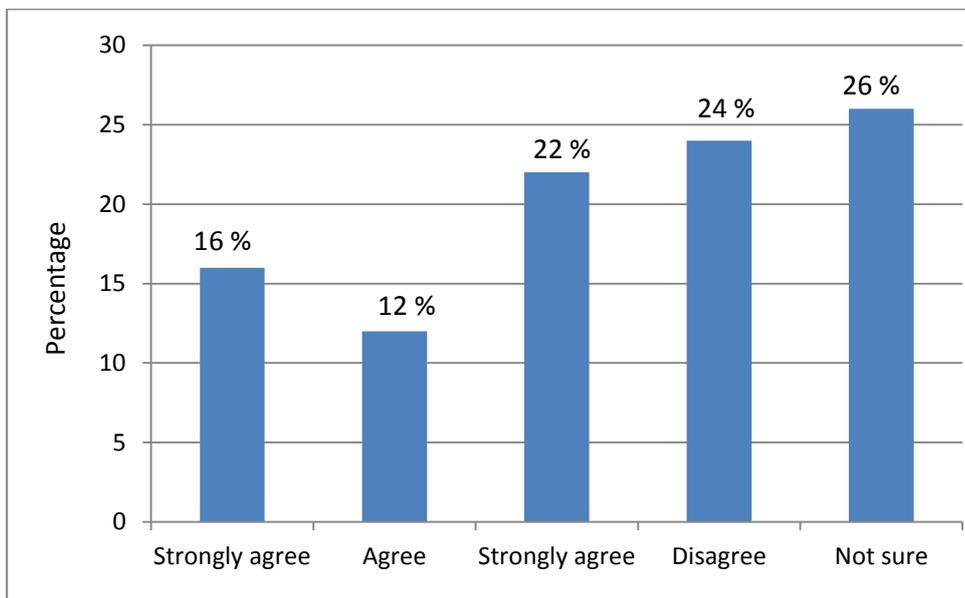


Responses by teachers

Figure 4.5: *Percentage distribution of teachers' responses on the effect of examinations on curriculum implementation in schools.*

The responses by teachers indicate that 44.8% strongly agreed to the statement and 38.7% agreed to the statement. The responses by teachers provide evidence that national examinations had an effect on curriculum implementations.

The learners were also asked to indicate whether they strongly agreed, agreed, strongly disagreed or disagreed to the statement that Examinations had an effect on curriculum implementation. Figure 4.6 shows the distribution of responses by learners.



Responses by learners

Figure 4.6: *Percentage distribution of learners' responses on the effect of examinations on curriculum implementation.*

The responses by the learners indicate that examinations did not affect curriculum implementation in schools. For example 24% disagreed with the statement and 22% strongly disagreed. 16% and 12% strongly agreed and agreed respectively.

When the researcher asked the Head teachers whether examinations affected curriculum implementation in schools, head teachers no.1 and 2 stated that:

It is only part of the curriculum that was affected by the examinations.

In a separate interview, when the same question was asked to head teacher no.3, he said that:

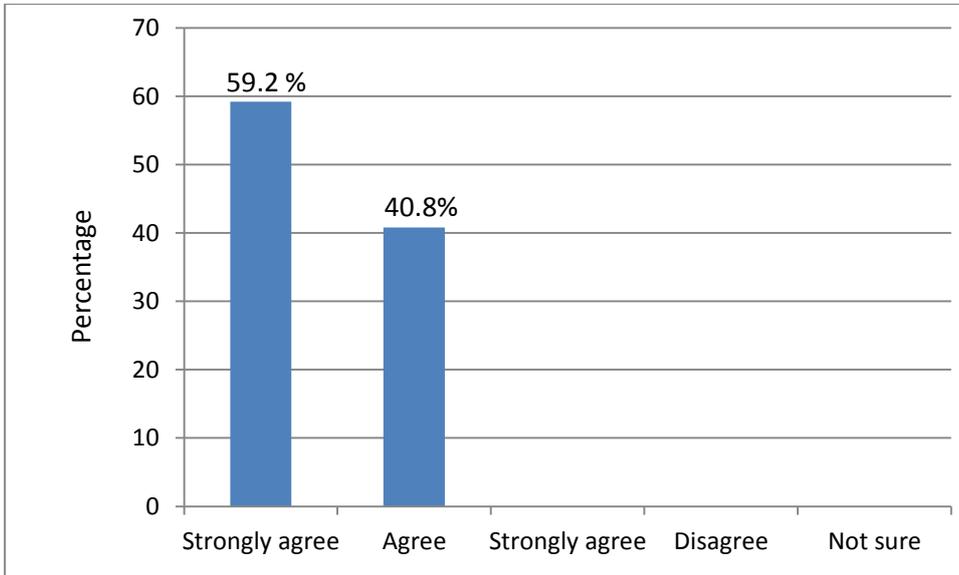
Actually, the period for teaching and learning in the third term is reduced due to examinations which are scheduled to begin in October every year. This had an effect on the curriculum implementation.

A similar view was shared by head teacher no.4 who stated that:

Curriculum implementation is affected negatively because of the Examination Council of Zambia examination calendar requires that examinations should begin in early November but the term is supposed to last for thirteen weeks. Coverage of the syllabus in the third term is negatively affected.

4.4.4 Influence of Examinations on the depth of teaching.

Teachers were asked to indicate whether they strongly agreed, agreed, strongly disagreed or disagreed to the statement that examinations influence the depth of teaching. Figure 4.7 shows the distribution of responses by teachers.

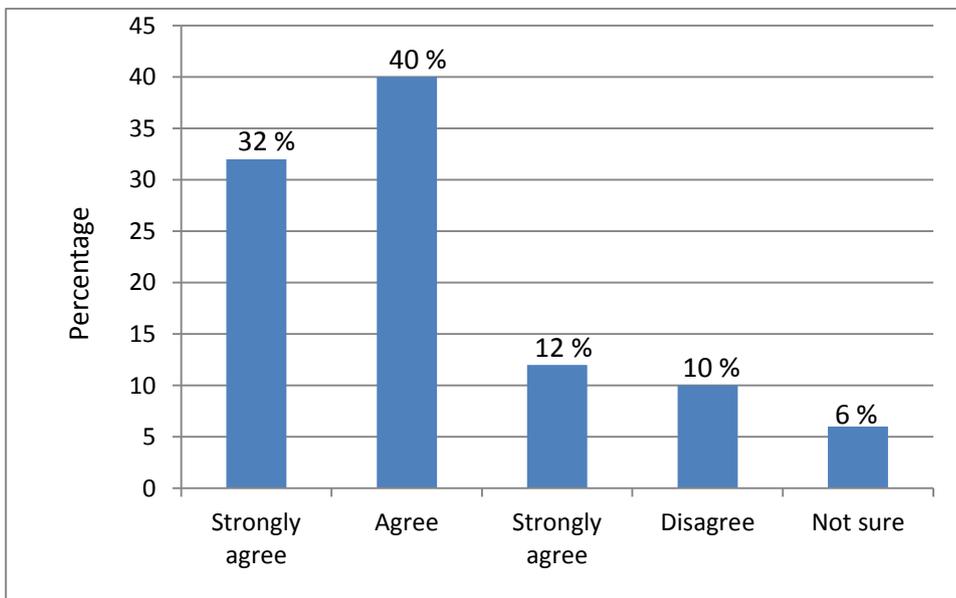


Responses by teachers

Figure 4.7: *Percentage distribution of teachers' responses on the influence of examinations on the depth of teaching*

Out of 49 teachers, no one disagreed. This means that all the teachers were of the view that examinations influence the depth of teaching.

Learners were also asked to indicate whether examinations influence the depth of teaching. Figure 4.8 shows the distribution of responses by learners.



Responses by learners

Figure 4.8: *Percentage distribution of learners' responses on the influence of examinations on the depth of teaching*

32% of the learners strongly agreed with the statement that examinations had influence on the depth of teaching. Another 32% responses agreed with the statement. 12% strongly disagreed, 10% disagreed and 6% were not sure.

4.4.5 Learners preference on examination related materials to covering the whole syllabus.

The question was given to the teachers to indicate whether they strongly agreed, Agreed, strongly disagreed or disagreed to the statement that learners prefer examination related materials instead of covering the whole syllabus. Figure 4.9 shows the distribution of the responses by teachers.

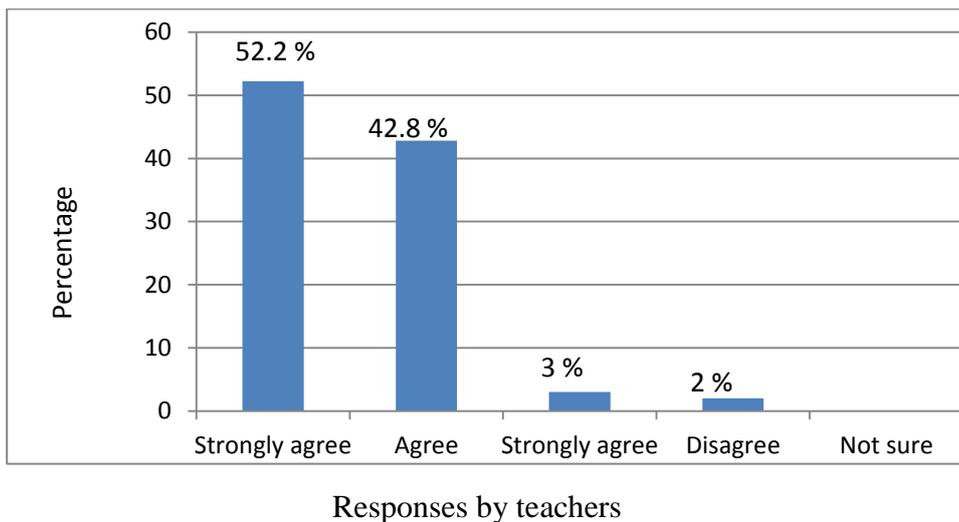
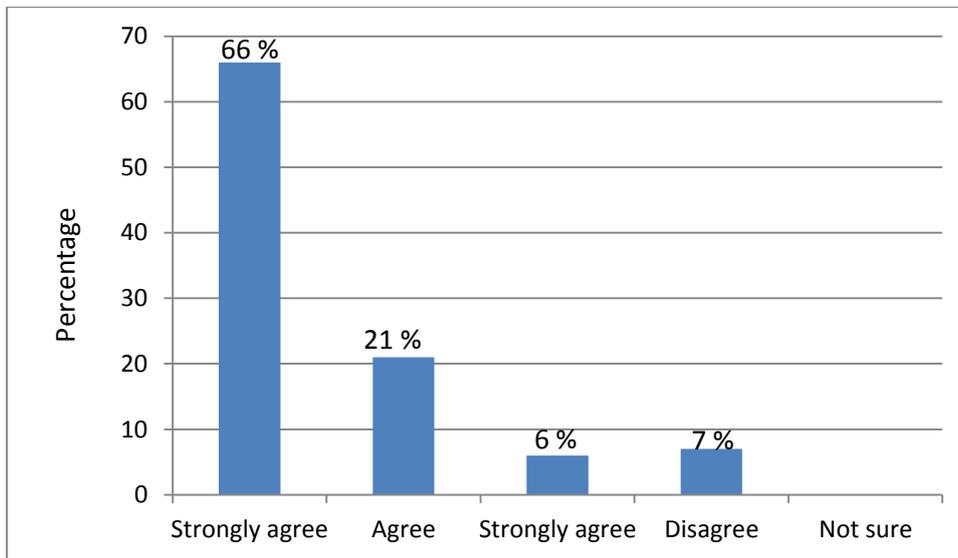


Figure 4.9: *Percentage distribution of teachers' responses on the learners' preference of examination related materials.*

The majority of the teachers strongly agreed to the statement. For example, 52.2 % strongly agreed and 42.8% agreed to the statement. This provides evidence that learners prefer examination related materials to covering the whole syllabus.

The learners were also asked to indicate whether they strongly agreed, agreed, strongly disagreed or disagreed to the statement that learners prefer examination related materials to covering the whole syllabus. Figure 4.10 shows the distribution of the responses by learners.



Responses by teachers

Figure 4.10 Percentage distribution of learners' responses on the learners' preference of examination related materials.

66% of the learners strongly agreed with the statement that learners prefer examination related materials to covering the whole syllabus. 11% agreed with the statement and 6% strongly disagreed while 2% disagreed.

In order for the researcher to have a clear understanding of the problem under investigation, the researcher interviewed five head teachers from the sampled schools. They were all interviewed at different times as the researcher went round the schools.

The researcher asked the head teachers whether all the teachers in their schools had copies of the current syllabus. Head teacher no.1 said that:

All the teachers were in possession of the syllabus document because the syllabus is derived from the curriculum.

In a separate interview, when the same question was asked to Head teacher no.3, she stated that;

It is a must that all teachers have the syllabus otherwise they will not be able to teach effectively.

The responses by Head teachers no.2, 4 and 5 were similar. They agreed that all the teachers in their schools had the syllabus document.

Head were asked how lost learning time recovered, head teacher 2 explained that;

The lost time is recovered through holiday tuitions, afternoon preps and home work given to the learners.

In a separate interview, when the same question was asked to head teacher 3, he said that:

To recover lost learning time is very difficult because my school is not a boarding school therefore there is limited time to keep learners in school.

In addition there is no space for learners to study since classes are occupied by other learners.

Summary

Research question one helped to investigate the influence of examinations on the effectiveness of teaching. Respondents expressed that examinations had an influence on the effectiveness of teaching by selecting teaching methodologies that can help learners pass the examinations. Effectiveness in teaching was also affected by skipping some content in the syllabus which was not examinable. National examinations also affect curriculum implementation in schools because teachers concentrate on topics which they believe would appear in the examinations. .

The depth of teaching as well was influenced by examinations. All teachers agreed to the statement that examinations influence the depth of teaching. Learners also prefer examinations related materials instead of completing the whole syllabus for that academic year.

4.5 Research question two

Research question two sought to find out the influence of examinations on the teachers selection of classroom activities. In order to obtain information from the respondents, there were six questions in the questionnaire designed to establish the extent to which examinations influenced the teachers' selection of classroom activities. The teachers were asked to indicate Yes or No to the questions.

Table 4.4 shows a list of questions and the pattern of responses by teachers.

Table 4.4: Percentages indicating the influence of examinations on the teacher's selection of classroom activities.

	Question	Yes	No
Q8	Do you centre your classroom activities on examination preparation?	87.8%	12.2%
Q9	Do you often skip the content in the syllabus which you think do not appear in the examination papers?	34.7%	65.3%
Q10	Do you highly use past examination papers in your teaching?	77.5%	22.5%
Q11	Do examinations have an influence on the depth of teaching?	89.6%	10.2%
Q12	Are extracurricular activities important for examination classes?	26.5%	73.5%
Q13	Does Examination Council of Zambia calendar affect your coverage of teaching material?	75.5%	24.5%

The responses from teachers indicated that 87.8% agreed that classroom activities were centred on examination preparation. 89.6% of the teachers agreed that examinations influence the depth of teaching. 77.5% of the teachers agreed to the statement that they highly use past examination papers in their teaching. 73.5% disagreed to the statement that extracurricular activities are important for the examination classes and 65.3% of the teachers indicated that they did not often skip the content in the syllabus which they thought did not appear in the examination papers.

Learners also were asked to indicate Yes/No to the questions which sought to find out whether examinations had influence on the teachers' selection of classroom activities. Table 4.5 shows a list of questions and the pattern of responses by learners

Table 4.5: Frequencies indicating the influence of examinations on the teachers' selection of classroom activities.

	Question	Yes	No
Q4	Do teachers centre their classroom activities on examination Preparation?	80%	20%
Q5	Do teachers often skip the content in the syllabus which they think do not appear in the examination papers?	60%	40%
Q6	Do teachers highly use past examination papers in their teaching?	82%	9%
Q7	Do examinations have an influence on the depth of teaching?	78%	22%
Q8	Are extracurricular activities important for examination classes?	44%	56%
Q9	Do you urge teachers to go through past examination papers most of the lesson time	60%	40%

The responses from learners indicated that 80% agreed that classroom activities were centred on examination preparation. 78% of the learners agreed that examinations influence the depth of teaching. 82% of the learners agreed to the statement that teachers highly used past examination papers in their teaching. 56% disagreed to the statement that extracurricular activities are important for the examination classes and 60% of the learners indicated that teachers often skip the content in the syllabus which they thought would not appear in the examination papers. 60% agreed to the statement that learners urge their teachers to go through past examination papers most of the lesson time.

Head teachers were also asked whether examinations had influence on the teachers' selection of classroom activities. During the interview, all the head teachers gave the view that teachers centred their classroom activities on examination preparations. Head teacher no.1 said that:

Our teachers centre their classroom activities on examination preparation so that we can achieve a high pass rate.

In a separate interview, the same question was asked to head teacher 4, he said that;

Teachers centre their class room activities on examination preparation so that learners pass very well. If learners do not pass very well, head teachers are reprimanded by the higher authorities

When asked whether teachers used past examination papers and examination related booklets to teach their lessons especially in the third term the head teachers agreed. One head teacher said that;

Teachers used a lot of past examination papers and examination related booklets to teach their lessons. This is because teachers wanted the learners to acquaint themselves with the questioning techniques and how to answer similar questions.

On the achievement of 50% experiential curriculum, two of the head teachers stated that they usually achieve more 60% and the other three had achieved more than 70% pass rate. In order to create enough time for learning, time for extracurricular activities was reduced.

4.6 Research question three

Research question three sought to find out the extent to which learners acquired skills, values, attitudes and knowledge. Figure 4.6 below shows a list of questions and the pattern of responses by teachers.

Figure 4.6: Percentage distributions of teacher's responses on learners' acquisition of knowledge, attitudes and skills.

Item	Strongly agree	Agree	Strongly disagree	Disagree	Not sure
1. Learners are drilled in factual information about examinations	34.6%	36.7%	12.3%	14.4%	2%
2. Learners who lack the ability to put clear thoughts on paper are seen as a failures	16.3	26.5	30.6	24.4	2%
3. Most learners come out of the school system with no life skills that can sustain them.	32.6%	40.8%	14%	10.2%	2%
4. There are incentives for teachers when then school pass rate is high	28.5%	36.7%	12%	16.3%	6%
5. There are penalties when the school pass rate is low	14%	38.7%	10.2%	24.4%	12%
6. Passing the examinations is more important than acquiring basic skills at Grade 12 level	28.5%	12%	38.7%	12%	8.1%

Most teachers indicated that learners were drilled in factual information about examinations. For example 34.6% strongly agreed with the statement and 36.7% agreed also with the statement. Only 12.3% strongly disagreed and 2% were not sure.

30.6% of the teachers strongly disagreed and 24.4% disagreed with the statement that learners who lack the ability to put clear thoughts on paper were seen as failures. 16.3% strongly agreed and 26.5 % agreed with the statement. Only 2% were not sure.

32.6% of the teachers strongly agreed to the statement that most learners come out of school system with no life skills that can sustain them in life. 40.8% also agreed with the statement. 14% strongly disagreed and 10.2% disagreed and 2% were not sure.

The teachers strongly agreed with the statement that there were incentives for teachers when then school pass rate was high. For example 28.5% strongly agreed and 36.7% agreed with the statement. 12% strongly disagreed and 16.3% disagreed and 6% were not sure.

Most of the teachers agreed with the statement that there were penalties when the school pass rate was low. For example 14% strongly agreed and 38.7% agreed with the statement. 10.2% strongly disagreed and 24.4% disagreed while 12% were not sure.

38.7% of the teachers strongly disagreed with the statement that passing the examinations was more important than acquiring basic skills at Grade 12 level. 28.5% strongly disagreed and 12% agreed while 8.1% were not sure.

Head teachers were asked to what extent the learners acquired skills, values and knowledge. The head teacher no. 1 said that;

learners were drilled in factual information about examinations leaving out the aspects of attitudes, values and skills.

When the same question was asked to Head teacher no.2, he said that;

learners leave the school system with no life skills that could sustain them.

In a separate interview, teacher no.4 was asked the same question. He argued that:

learners left the school system with some skills that would sustain them.

Head teachers were asked whether the Grade 12 pass rate at their schools was a true reflection of the skills that the learners acquired. One head teacher said that:

the high pass rate was as a result of teachers drilling the learners on how to pass examinations.

In a separate interview, the same question was asked to teacher no.3. He stated that;

The pass rate was a true reflection of the skills acquired from school. However, I cannot rule out the possibility that learners were drilled by teachers on how to pass examinations.

Head teachers were asked whether they received complaints from learners who wanted to spend more time going through past examination papers. All the head teachers responded that they had not received any complaint from learners wanting to spend most of the time going through past examination question papers.

When asked there were incentives for teachers whose learners performed very well. Head teacher no.3 said that;

Yes there are incentives for teachers whose learners pass very well. The incentives came in form of awards during the teachers' days or during labour day celebrations and those whose learners perform poorly were reprimanded during annual appraisals by their immediate supervisors

In order to get more information about the learner's acquisition skills, values, attitudes and knowledge, learners were asked to indicate Yes or No on the questions.

Figure 4.7: Percentage distributions of learner's responses on learners' acquisition of knowledge, attitudes and skills.

	Question	yes	No
Q10	Is passing an examination more important than attaining necessary skills, values and attitudes?	40%	60%
Q11	Do National examinations affect curriculum implementation in schools?	70%	30%
Q12	Are learners drilled in factual information about examinations and leaving out the aspects of attitudes, values and skills?	42%	58%
Q13	Do learners come out of the school system with no life skills that can sustain them in life?	44%	56%
Q14	Do you think you have acquired some basic skills, attitudes and values from this school which sustain you in life?	92%	8%

60% of the responses from learners show that attaining necessary skills, values and attitudes was more important than passing examinations and 58% of the learners indicated that learners are not drilled in factual information about examinations and leaving out the aspects of attitudes, values and skills. On the other hand 70% agreed that National examinations affect curriculum implementation in schools and 92% responded that they had acquired some basic skills, attitudes and values from their respective schools which would sustain them in life.

Summary

Responses from learners and teachers clearly indicate that teachers did not cover the whole syllabus during the academic year. Some contents in the syllabus were often skipped and concentration was on topics which often appeared in the examination papers. Head teachers and teachers agreed that

National examinations affect curriculum implementation. Contrary to the views by teachers and head teachers, the learners indicated that examinations did not affect curriculum implementation. The responses from all the respondents indicate that there is evidence that examinations had influence on the depth of teaching and learners prefer examination related materials instead of covering the whole syllabus.

CHAPTER FIVE

DISCUSSION

Overview

In this chapter a discussion of the findings and their implications on the effects of examinations on curriculum implementations in secondary schools are presented. The findings are discussed in relation to the research objectives and the existing knowledge in the curriculum implementation in secondary schools. According to Hofstee, (2006) discussion of the findings is an important part of the dissertation which brings the findings to reality by giving reference to the existing knowledge. Through the use of related literature presented in chapter two, research objectives and the theoretical framework and conceptual framework, the researcher in this chapter will venture into discussing the research findings. As earlier indicated in chapter one, this study adopted the trichotomy wash-back model.

5.1 Influence of Examinations on the Effectiveness of Teaching.

Improving student learning implies improving the assessment system. Teachers might assume that it is their teaching that directs the learners' learning, but students orient themselves as learners in relation to what will be assessed. In spite of the underlying idea that assessment should serve to test what learners have learned during a course of studying, it tends to define what is worth learning. This view, which basically says that assessment drives learning, and that assessment "overrules" teaching, has been advocated by many researchers in the field of learning and assessment over a longer period of time (Shepard, 2000).

The fact that students attune their learning practice according to the demands of examinations might well be trivial. It is a way of coping with the educational system. The significance of this "backwash effect" of assessment is widely acknowledged. But the impact of assessment on how teachers teach might be even more significant than its impact on how students learn (Trigwell and Prosser, 1999). In this paper the core issue is the influence of examinations on the effectiveness of teaching. From this study as shown in figure 4.1, there is evidence that assessment pushes other aspects of the educational process; particularly teaching, and the design of the learning environment.

Findings from the analysis of the data that was collected, as shown in figures 4.1,4.2 and 4.3 suggested that national examinations had influence on the effectiveness of teaching. In other words, the amount of energy expected on a topic is determined by the contents of the examinations. To justify the positive responses by teachers, learners and head teachers, figure 4.3 shows that the content in the syllabus which was not examinable was often skipped. The evidence in figures 4.3 and 4.4 show that teachers skip non examinable topics in the syllabus. The interpretation of these results is that some important aspects of the syllabus were not taught.

Based on the findings of this study, it can be concluded that examination oriented teaching may not help secondary school learners to achieve their academic aspirations. This is because teachers concentrate on the cognitive domain; equipping learners with knowledge and theoretical skills through examination oriented teaching which would enable them pass examinations instead of providing a holistic educational experience. Additionally, learners spend much time in academics, leaving them with little or no time to build social skills away from books. Worse still, the learners rely on teachers wholly to provide knowledge because learning is basically teacher centred. Unfortunately, the learners are drilled through past examination papers and assessment tests for them to reproduce the acquired knowledge during national examinations. This means that the major task of the teacher is to enable learners acquire a good grade at the expense of imparting desired knowledge, skills, values and attitudes.

Figure 4.5 shows the teachers had the view that the curriculum was affected by national examinations. Contrary to the positive responses by teachers, figure 4.6 shows that the learners disagreed that examinations had an effect on curriculum implementation. The interpretation of these results is that learners do not learn as much as what is stipulated in the school curriculum. In this study, the researcher also wanted to find out whether examinations had influence on the depth of teaching. Based on the results shown in Figures 4.7 and 4.8, it can be argued that examinations had influence on the depth of teaching.

In order to pass with high grades, the learners prefer examination related materials to covering the whole syllabus. From the results shown in Table 4.5 and Figure 4.10 there is evidence that learners preferred examination related materials instead of covering the whole syllabus. This means that learners do not mind not covering the whole syllabus but would rather concentrate on studying the examination related materials that would make them pass examinations.

The results of this study are similar to those of Cheng, (1995) on “How Does wash-back influence teaching? Implications for Hong Kong”. The study revealed that wash back effect bring about changes in teaching materials and the methodology that teachers employ. The teaching content also had the most intensive wash back effects. The wash back effects were also observed in teachers’ attitudes, behaviours and in the curriculum.

Cheng (1998) carried out a similar study aimed at investigating the impact of public examination innovation introduced by Hong Kong Public Examinations Authority. The expected changes also

followed the philosophy of positive wash-back or measurement driven instruction. Positive wash-back was expected to result in the narrowing down of the gap that existed between what happens in the exam room and the outside world (Cheng, 1998). Cheng's study emphasized on perceptions and attitudes of learners as they may relate to changes in test contents.

5.2 The Influence of Examinations on the teachers' Selection of Classroom Activities.

Class room activities are those which promote creativity in the class room, encourage curiosity and divergent thinking. Class room activities also include teaching creative skills, cross curricular lessons and use of creativity models. Class room activities should be meaningful and ensures learner development and advancement through the unit. Activities should build on previous activities and avoid being repetitive, they should enable learners to engage with and develop their skills, knowledge and understanding in different ways.

Table 4.1 shows a list of questions and patterns of responses. The distribution patterns indicated that majority of the teachers either strongly agreed or agreed that examinations had influence on teacher's selection of class room activities. Tables 4.1 and 4.2 showed that teachers had a view that class room activities revolved around examination preparation.

Since the teachers centre their class room activities on examination preparation, it means that co-curricular activities are regarded as not very important. Tables 4.1 and 4.2; question 12 indicates that the teachers did not regard extracurricular activities as very important. Outside the classroom activities can be used to facilitate Education for Sustainable Development. Providing learners with high quality learning activities in relevant situations beyond the walls of the classroom is vital for helping learners appreciate their first hand experiences from a variety of different perspectives. Experiences outside the classroom also enhance learning by providing learners with opportunities to practice skills of enquiry, values analysis and clarification and problem solving in everyday situations. When learners do not take part in extracurricular activities, it means that they are not active players in the learning process and there is no environment created in which there are opportunities for learners to join in doing tasks. Active learning may be either self-directed or group-directed and is a process consistent with the social constructivist approach in higher learning (Chermak and Weiss, 1999).

Table 4.1 question 13 indicates that the Examination Council of Zambia (ECZ) examination calendar affects the coverage of teaching material. Based on these results, it can be argued that that the 13 weeks period which is supposed to be for learning in the third term is not utilised. This means that

time in the third term was not enough to cover the whole syllabus. The implication is that time for teaching is reduced to about 8 weeks and this leads to failure to cover the whole syllabus.

5.3 Extent to which Learners acquired Skills, Values, Attitudes and Knowledge.

Education is a process of developing values, attitude, skills and knowledge in learners so that they become effective individuals contributing to the formation of a just, peaceful and a progressive welfare society. Education is not just picking up facts learning to read and write. There is another whole side of education and that is the formation of character.

The school system is predominantly imparting only factual knowledge. Learners only memorize facts from textbooks and are assessed how much of the knowledge they have memorized and produced. There is no space for assessment of demonstration of students' values such as loyalty, integrity, truthfulness, respect, patience, empathy, kindness and forgiveness that are basic ingredients for the formation of character. Similarly, the education system lacks the development of attitude of giving to the state instead of expecting everything from it, attitude of self-accountability and hard work, attitude of self-reflection and continual moral refinement, attitude of showing concern for the people and environment and skills that would help to lead a successful life such as problem solving, communication, creativity, leadership, how to cope with stress and computer literacy.

Figure 4.3 item 1 shows that learners were drilled in factual information about examinations. On the other hand, figure 4.4 shows that the learners did not agree to the statement. Learners had the view that they were not drilled in factual information about examinations.

Figure 4.3 item 3 shows that most learners came out of school system with no life skills that could sustain them in life. On the other hand figure 4.4 shows that the learners disagreed that they leave school system with no life skills that can sustain them. When learners leave the school system with no life skills the implication is that there is a crowd of ignorant youth racing after scores instead of building their character, developing empathy for the needy, remaining firm with their integrity, loyalty to the country, respect for others with differences and more importantly, they do not know their self-respect or self-kindness and indulge in drugs and smoking. They lack belief in their individuality and hard work to succeed in life.

From the findings and discussion, there is evidence that examinations had a negative effect on curriculum implementation. The examinations had played a central role in the entire school programme influencing each activity that took place in the school. As a result of pressure due to

examinations the teachers cannot engage all the methods of instruction to attract the learners' interest in class. Teacher centred methods like the lecture methods were used at the expense of the learners' understanding. Examinations also made teachers to be selective in the content to be taught. For instance predicted topics were taught while the rest were either done partially or completely left out.

Integration of life skills in the various subjects were also ignored or rushed over when all the other important topics had been dealt with. The unexamined subjects like Practical Education were also not taught. This was supposed to be a compulsory subject in the school curriculum in every class but its slot was used by the teachers to cover the syllabus or for revision. All this happenings were contrary to the education goals which were expected to be achieved in the school system.

The findings of this study are similar to the study by Mary Boit and Ann Njoki Kenya. The study involved collecting data and analyzing perceptions from teachers and students from various secondary schools in Bomet District. The study, sought to establish the relationship between examinations conducted in secondary schools and the stated curriculum goals. The study established that examinations have had a backwash effect on the curriculum. For instance, the teachers could not engage all the methods of instruction to attract the learners' interest in class, selection of the content is determined by examinability and integration of life skills in the various subjects was also ignored or rushed over. These are contrary to the education goals which are expected to be achieved in the school system.

Summary

The findings of this study indicated that national examinations had influence on the effectiveness of teaching. Teachers often skipped some contents in the syllabus which did not appear in the examination. Learners preferred examination related materials instead of following the syllabus. It was established that examinations had influence on the teachers' selection of classroom activities. In order to prevent losing time for learning and teaching, time for co-curricular activities was reduced. Learners were drilled in factual information about examinations and this resulted in learners leaving the school system with no life skills to sustain them.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Overview

The researcher in chapter four presented the research findings which were later discussed in chapter five to ensure that the three research questions raised in chapter one were addressed. In this chapter, the researcher presents the summary of the main research findings which answered the research questions and finally recommendations are given. Since curriculum implementation in schools is one of the areas that require the attention of every scholar and administrator who aspire for quality learner output, quality teaching and learning in schools, the researcher has suggested some of the areas that may require further research to enhance quality in curriculum implementation

6.1. The Main Research Findings and Conclusion

Being the final chapter of this study, it is important to note that the study looked at the wash-back effects of National examinations on curriculum implementation in secondary schools. The researcher wanted to establish if examinations influence have influence on the effectiveness of teaching, the teachers selection of classroom activities and the extent to which learners acquired skills, values, attitudes and knowledge. The researcher in the sub-sections that follow presents the main findings as mirrored by the research questions.

6.1 .1.Influence of examinations on the effectiveness of teaching

Findings of the study established that examinations had influence on the effectiveness of teaching by selecting teaching methodologies that can help learners pass the examinations. Effectiveness in teaching was also affected by skipping some content in the syllabus which was not examinable. National examinations affect curriculum implementation in schools because teachers concentrate on topics which they believe would appear in the examinations. The depth of teaching was influenced by examinations because learners prefer examinations related materials instead of completing the whole syllabus for that academic year.

6.1.2. Teachers' selection of Classroom Activities

Findings of the study indicated that examinations had influence on teacher's selection of class room activities. Teachers centred their class room activities on examination preparation, which means that extracurricular activities are regarded as not very important. Class room activities revolve around examination preparation. When learners do not take part in co-curricular activities, it means that they are not active players in the learning process and there is no environment created in which there are opportunities for learners to join in doing tasks. It was also established that the Examination Council

of Zambia (ECZ) examination calendar affects the coverage of teaching material. This means that time in the third term was not enough to cover the whole syllabus. The implication is that time for teaching is reduced to about 8 weeks and this leads to failure to cover the whole syllabus.

6.1.3. Learners' acquisition of Skills, Values, Attitudes and Knowledge

Findings of the study indicated that learners were drilled in factual information about examinations and as a result most learners came out of school system with no life skills that could sustain them in life. This means that learners lacked belief in their individuality and hard work to succeed in life. The school system is predominantly imparting only factual knowledge. Students only memorize facts from textbooks and are assessed how much of the knowledge they have memorized and produced. There is no space for assessment of demonstration of students' values such as loyalty, integrity, truthfulness, respect, patience, empathy, kindness and forgiveness that are basic ingredients for the formation of character.

6.2. Recommendations

The following recommendations arose from the research findings, discussions and conclusions drawn in this study;

- i. Teachers should teach all the content in the syllabus instead of selecting those that can help learners pass the examinations.
- ii. Teachers should discourage learners from preferences such as examination related material instead of covering the whole syllabus.
- iii. Learners in examination classes should fully participate in co-curricular activities even in the third term so that they become active players in the learning process.
- iv. The Examination Council of Zambia should revise its examination calendar so that all the 13 weeks in the third term can be fully utilised for learning.
- v. Teachers should encourage and promote life skills that can sustain learners in life instead of imparting only factual knowledge
- vi. Since the purpose of education is to acquire knowledge, skills and attitudes for the development of the self and the nation, teachers should not prepare students just to pass examinations but also to be innovative, creative, and imaginative. To achieve this, teaching methods such as debates, fieldtrips and inviting resource persons should be taken seriously to allow the learners to be exposed to the world and to think critically.

6.3. Proposed areas for Future Research

In view of the findings of this study which looked at the effects of the examinations on curriculum implementation in secondary it is therefore necessary to propose the following as areas for further research.

- i. Investigation on the role of educational inspectors in curriculum implementation in public secondary schools in Zambia
- ii. An Evaluation of Curriculum implementation in Primary Schools in Zambia
- iii. Factors that influence curriculum implementation among private secondary schools on the Copper belt province of Zambia

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QUESTIONNAIRE FOR TEACHERS

This questionnaire is conducted as part of a research project. The aim is to better understand the influence of the national examinations on curriculum implementation in selected secondary schools in Ndola. Your feedback will be valuable in making informed decisions about curriculum implementation in secondary schools.

Please note that participation is entirely voluntary and that you have the right to withdraw from the project any time. Your responses will be confidential and will not be identified by any individual. All responses will be compiled together and analysed as a group.

This questionnaire consists of four sections. It should take about ten minutes of your time. Please read each instruction and respond accordingly on the sheets provided.

SECTION ONE: Demographic Information

1. Name of School.....
2. Gender: Male [] Female []
3. Age: 20-30 years [] 31-40 years [] 41 and above []
4. Highest Academic qualification. Grade 9 [] Grade 12 []
5. Highest Professional qualification
 - a. Secondary school Diploma []
 - b. Advanced Diploma []
 - c. Bachelor's degree in education []
 - d. Master's degree []
 - e. Others (specify) []
6. Years of teaching experience: below 5 [] 5-10 [] 11-15 [] 16 and above []

SECTION TWO: Influence of examinations on the effectiveness of teaching

7. Do you possess a copy of the syllabus Yes [] No []
If your answer is No. Explain your answer.....
.....

Indicate with a [$\sqrt{\quad}$] whether you Strongly Agree (SA), Agree (A), Strongly Disagree (SD) Disagree (DA) Not Sure (NS) with statements below

	Items	SA	A	SD	DA	NS
1	Selection of teaching methodology is influenced by the need to help learners to pass the examination					
2	The content in the syllabus which is not examinable is often skipped					
3	Examinations affect curriculum implementation in this school					
4	Examinations have influence on the depth of teaching					
5	Learners prefer examination related materials to covering the whole syllabus					

SECTION THREE: Influence of examinations on the teacher’s selection of classroom activities

8. Do you centre your class room activities on examination preparation?

Yes [] No []

If the answer is No. Explain,.....

.....

9. Do you often skip the content in the syllabus which you think does not appear in exam papers?

Yes [] No. []

10. Do you highly use past examination papers in your teaching? Yes [] No []

If Yes, explain your answer.....

.....

11. Do examinations have an influence on the depth of teaching? Yes [] No []

12. Extracurricular activities are not very important for examination classes. Yes [] no.

[]

13. Does the Examination Council of Zambia examination calendar affect your coverage of teaching material? Yes [] No. []

If yes, how do you recover the lost time.....

.....

SECTION FOUR: Learners’ acquisition of skills, values, attitudes and knowledge

Indicate with a [√] whether you Strongly Agree (SA), Agree (A), Strongly Disagree (SD) Disagree (DA) Not Sure (NS) with statements below

	Items	SA	A	SD	DA	NS
1	Learners are drilled in factual information about examinations and leaving out the aspects of attitudes, values and skills					
2	Any learner who lacks the ability to put clear thoughts on paper is seen as a failure					
3	Most learners come out of school system with no life skills that can sustain them in life.					
4	There are incentives when the school pass rate is high					
5	There are penalties when the school pass rate is low					
6	Passing the examination is more important than acquiring basic skills at Grade 12 level					

Thank you for your time

QUESTIONARE FOR LEARNERS

This questionnaire is conducted as part of a research project. The aim is to better understand the influence of the national examinations on curriculum implementation in selected secondary schools in Ndola. Your feedback will be valuable in making informed decisions about curriculum implementation in secondary schools.

Please note that participation is entirely voluntary and that you have the right to withdraw from the project any time. Your responses will be confidential and will not be identified by any individual. All responses will be compiled together and analysed as a group.

This questionnaire consists of four sections. It should take about ten minutes of your time. Please read each instruction and respond accordingly on the sheets provided.

1. Name of School.....
2. Gender: Male [] Female []
3. Grade:.....

Indicate with a [√] whether you Strongly Agree (SA), Agree (A), Strongly Disagree (SD) Disagree (DA) Not Sure (NS) with statements below

	Items	SA	A	SD	DA	NS
1	Teachers do not usually cover the whole syllabus during the academic year					
2	The content in the syllabus which is not examinable is often skipped					
3	Examinations affect curriculum implementation in this school					
4	Examinations have influence on the depth of teaching					
5	Learners prefer examination related materials to covering the whole syllabus					

4. Do teachers centre class room activities on examination preparation?
Yes [] No []
5. Do teachers often skip the content in the syllabus which they think does not appear in exam papers? Yes [] No. []
6. Do teachers highly use past examination papers in their teaching? Yes [] No []
If Yes, explain
7. Do examinations have an influence on the depth of teaching? Yes [] No []
8. Extracurricular activities are not very important for examination classes. Yes [] No. []
9. Do you urge the teachers to go through past examination papers most of the lesson time? Yes [] No []
If Yes, explain

-
10. Is passing an examination more important than attaining necessary skills, values and attitudes
 Yes [] No []
11. (i) End of year examinations affect curriculum implementation in schools Yes []
 No []
 (ii) Explain your answer in 11 (i).....

12. Learners are drilled in factual information about examinations and leaving out the aspects of
 attitudes, values and skills. Yes [] No []
13. (i) Most learners come out of the school system with no life skills that can sustain them in life.
 Yes [] No []
 (ii) Explain your answer in 13 (i).....

14. Do you think you have acquired some basic skills, attitudes and values from this school which
 can sustain you in life? Yes [] No []

Thank you for your time

INTERVIEW SCHEDULE FOR HEAD TEACHERS

This questionnaire is conducted as part of a research project. The aim is to better understand the influence of the national examinations on curriculum implementation in selected secondary schools in Ndola. Your feedback will be valuable in making informed decisions about curriculum implementation in secondary schools.

Please note that participation is entirely voluntary and that you have the right to withdraw from the project any time. Your responses will be confidential and will not be identified by any individual. All responses will be compiled together and analysed as a group.

1. How long have you been in this office as head teacher?

Influence of examinations on the effectiveness of teaching

2. Do all teachers have the syllabus document? If not why?
3. Do you think examinations influence the way teachers teach in order to help learners to pass examinations?
4. How do you think examinations affect the curriculum implementation at this school?
5. In your experience, do teachers skip some content in the syllabus which usually does not appear in examination papers?
6. Does the Examination Council of Zambia examination calendar affect your coverage of teaching material? Yes [] No. []

If yes, how do teachers recover the lost time?

Influence of examinations on teachers selection of class room activities

7. In your view, do teachers centre their class room activities on examination preparation?
8. Is there a high degree of using past examination papers and exam related booklets to teach their lessons? If so why?
9. Do you think your school achieves 50% of experiential curriculum?
10. Do examination classes participate in extra-curricular activities? If not why?

Learner's acquisition of skills, values and knowledge

11. In your opinion, are the learners' drilled in factual information about examinations and leaving out the aspects of attitudes, values and skills?
12. Do you think the learners leave this school with life skills that can sustain them in life? If not, why?
13. Do you think the Grade twelve pass rate is a true reflection of the skills, values and knowledge which they have acquired or it is because the teachers drilled them on how to pass final examinations?
14. Do you receive complaints from the learners, wanting to spend more time going through past examination papers?
15. Are there incentives when the pass rate is high and are there some penalties when the pass rate is low?