

## The Status, Strategies, and Consequences of Focusing on National Examinations in Secondary Schools' Curriculum Implementation: The Case of Mbeya City, Tanzania

Emmanuel R. Msangi

Department of Technical Education

Mbeya University of Science and Technology, P.O. Box 131, Mbeya

DOI: <https://doi.org/10.62277/mjrd2024v5i20045>

---

### ARTICLE INFORMATION

#### Article History

*Received: 16<sup>th</sup> June 2023*

*Revised: 04<sup>th</sup> April 2024*

*Accepted: 05<sup>th</sup> April 2024*

*Published: 10<sup>th</sup> June 2024*

---

#### Keywords

Curriculum  
Curriculum Implementation  
National Examination  
Holistic Education

### ABSTRACT

Effective curriculum implementation enhances lifelong learning and is cemented by a holistic education practice. However, previous studies indicated the prevalence of an examination-focused approach to education delivery among secondary schools in Mbeya City, Tanzania. As such, the present study aimed to examine the current status, strategies, and consequences of secondary schools' focus on national examinations. The study used a qualitative research design, purposively sampling twenty-four (24) well-informed respondents from four (4) secondary schools in Mbeya City. The findings revealed that secondary schools are still emphasising success in national examinations, adopting strategies that include conducting extra-class sessions, administering weekly and monthly tests, and establishing temporal dormitories. Consequently, these strategies deprive students of holistic learning and fail to align with secondary education objectives. The study recommends that regulators and secondary schools should consider adherence to curriculum objectives and the inclusion of extracurriculars as critical milestones for successful learning.

---

\*Corresponding author's email address: [emsangi8@gmail.com](mailto:emsangi8@gmail.com)

## **1.0 Introduction**

Effective curriculum implementation entails fidelity to the dissemination of a structured set of learning experiences, the provision of resources to effectively execute the plan, and actual teacher-learner classroom interaction (Bobbitt, 1918). It refers to the learner's actual engagement with the learning opportunities. According to Boit et al. (2021), effective curriculum implementation is the adherence to all curriculum implementation processes in which the teacher assists the learner in interacting with learning activities to meet the prior set educational philosophy and learning objectives of a particular education level. Effective curriculum implementation indicators include a commitment to preparing a learning plan, adhering to the teaching and learning time and procedures outlined in the syllabus, and ensuring proper assessment of learning that aligns with the learning objectives (Ndawi & Maravanyika 2011). In addition, effective curriculum execution ensures the achievement of students' learning outcomes that remain attached to the cognitive, psychomotor, and affective learning domains (Odama 2018).

Effective curriculum implementation maximises the achievement of education objectives by allowing teachers and students to explore the curriculum in its broadest sense. It also enhances syllabus coverage at a pace that minimises absenteeism or the omission of learning content due to hasty syllabus coverage (Mkandawire 2015). The omission is undesirable, as Onaiba (2015) points out that what we exclude from daily teaching and learning through a null or absent curriculum may be as important as what we include. Also, effective curriculum implementation facilitates the acquisition of problem-solving skills and gives students enough time to cement and practice what they learn in class, hence mastering knowledge, skills, attitudes, and innovations (Makwinya, 2015).

Due to the advantages of effective curriculum implementation, many nations in the world have adopted teacher-learner approaches that enhance its attainment. For example, in America today, teachers' training focuses on preparing teachers who will be able to train learners who are technologically literate and promote a conducive environment for the acquisition

of skills, values, and attitudes, all of which are meant to promote holistic learning, which in turn produces holistic learners (Wachiuri et al., 2017).

In Europe, education is offered to prepare citizens who are creative, innovative, and flexible enough to accommodate and adjust to the fast-changing world (Mkandawire 2015). Moreover, education in Russia, for instance, focuses on preparing learners who not only appreciate nature and creation but also understand how they can collaborate to create better products that enhance quality of life (Wachiuri et al., 2017).

Despite the paradigm shift in teacher-learner approaches and the observed importance of effective implementation of curriculum, most African countries do not effectively implement their curriculum. For instance, Odama (2018) observes that Uganda's education system is by far and large examination-ridden, and that students are graded based on their performance in eight compulsory subjects. This means that examination performance is the only determinant of a learner's worthiness, despite the multiple talents and skills that a learner may possess. Similarly, the study by Mkandawire (2015) shows that the Zambian education system is exam-oriented and that students are deprived of their holistic development. Also, in Tanzania, the existing education practices show that much emphasis has been placed on excelling in national examinations, whereas learning is more or less about passing examinations. According to Kopweh (2014), in Tanzanian society today, examination results decide people's future, forgetting that every individual is unique; some may excel academically while others can rely on hands-on expertise. However, many other tools can be used to evaluate the effectiveness of the curriculum, such as tests, interviews, questionnaires, public hearings, and observation of graduates' performance at school and in the workplace.

According to Mkandawire (2015), education should not be centred on examinations but should focus on the promotion of the full and well-rounded development of the physical, intellectual, social, moral, and spiritual qualities of all pupils so that each can develop into a complete person for their own personal fulfilment and the good of society. Letting examinations dictate curriculum implementation degrades the entire

process and is too simplistic to embrace the notion of authentic assessment, which requires students to demonstrate complex reasoning and concept application in an ever-changing world. Consequently, the focus on national examinations deprives the students' wide range of confidence to solve problems they confront every day, which do not require examination techniques (Mufanechiya, 2012). In addition, the problem of overemphasising examinations restricts teachers' freedom to explore the curriculum in its widest sense, negatively affecting the implementation of the curriculum, which is the heart of education. This problem leads teachers to resort to teaching methods that can help students pass exams, such as drilling, which promotes rote learning at the expense of active learning, where students are encouraged to be innovative through critical thinking and problem-solving (Obilo & Sangoleye, 2017).

Furthermore, due to the problem of focusing solely on examinations, teachers often overlook aspects of the curriculum that are not tested in the final examinations, fail to fully cover the syllabus, fail to teach some topics that do not feature in the examinations, and neglect to teach life skills that are essential for students to demonstrate and comprehend. As a result, students, parents, and schools place a great deal of stress on exams, which has led to instances of examination theft and cheating in some Tanzanian schools (Makwinya, 2015). Massoni (2011) suggests that to ensure good grades in examinations, schools' extra-curricular activities, such as sports and creative activities, are cut off so that students are fully involved in activities that are examined; extra tuition, remedial teaching, and assignments during weekends and public holidays are all geared towards good performance in final examinations.

In line with the examination focus, the entire school leadership system in Tanzania, which includes school heads, Ward Educational Coordinators (WEC), District Education Officers (DEOs), and Regional Education Officers (REOs), is under pressure to ensure that schools under their supervision are performing to retain their positions in the offices, as underperformance can lead to their removal (Makwinya 2015). Teachers and students are facing

increased pressure as they resort to cramming past examination answers through continuous problem-solving of previous examination papers. Parents are concerned about their children's scores and are searching for better-performing schools to enrol them in. Njabili (1999) makes it clear that curriculum implementation has been the servant of the examinations and that examination demands have determined the content of the curriculum and the emphasis on teaching. Nyerere (1999) determined that a focus on examinations deprives children of an education that could enhance their lives in their villages, and upon their return, they are stigmatised as failures in their communities. They are deprived of the skills, knowledge, and attitudes that they have highly demanded throughout their lives. Therefore, instead of leaving school with a sense of pride and achievement due to their years spent in school, they are stigmatised for the rest of their lives as failures. This stigma deprives school leavers of their contribution to society and the nation.

While previous studies have provided significant insights into the impact of focusing on national examinations on curriculum implementation, the majority of these studies took place between the 1990s and 2010s. Furthermore, previous studies did not cover strategies that schools use to implement the focus on national examinations. Therefore, it remains unclear whether schools in the 2020s are still prioritizing national examinations, what strategies they employ to focus on these examinations, and what the potential consequences of these strategies are. To that end, this study aims to examine the current status, strategies, and consequences of focusing on national examinations in the context of effective curriculum implementation in ordinary secondary schools in Tanzania, specifically in Mbeya City Council.

## **2.0 Materials and Methods**

### *2.1 Study Area*

This study was conducted at Mbeya City Council in Tanzania. The presence of the best-performing schools in the national examinations, such as St. Francis Secondary School, which has ranked first among the best ten schools for more than five consecutive years,

motivated the researcher to conduct the study in Mbeya city council. Moreover, the city has some schools, such as Loleza Secondary School and Iyunga Technical Secondary School, that date back to the colonial period, increasing the likelihood that the research will obtain findings enriched with best practices and experience.

### 2.2 Research Design

The study adopted a qualitative approach. The qualitative design was used to concentrate on a few secondary schools and obtain deeper explanations about the strategies and consequences of focusing on national examinations during curriculum implementation. According to Lopez and Whitehead (2016), qualitative studies are used when the researcher wishes to get deep explanations of the phenomenon under investigation, and they involve studying a few subjects.

### 2.3 Sampling

A total of 24 respondents from 4 secondary schools were sampled, including 4 heads of schools, one from each school; 4 schools's academic in charge, one from each school; 8 examination class teachers, one for Form 2 and one for Form 4 examinations, from each school; and 8 well-performing examination candidates, 2 from each school. This sample size was chosen based on Mwita (2022), who affirms that the sample size in qualitative research is chosen based on a pre-determined scope and the nature of the details to be obtained, whereas for in-depth, detailed data, a sample size should not be so large that it is difficult to undertake in-depth and meaningful analysis.

Position	Frequency
1. School heads	4
2. Academic Incharge	4
3. Examination class teachers	8
4. Examination candidates	8
<b>Total</b>	<b>24</b>

In selecting the respondents, a purposive sampling technique was employed. The criterion for purposive sampling for the research involved sampling two schools that led in Form Four national examinations within the city, and the remaining two schools were

the ones that endured the poorest performance within the city in Form Four national examinations for the past 5 years from 2017 to 2021. Furthermore, the study purposively selected four heads, school and class academic heads, and well-performing students. This purposive sampling ensured respondents had deeper information due to their role in spearheading better examination results at the schools. According to Tongco and Dolores (2007), in purposive sampling, the researcher must consider, among other things, the reliability and competencies of informants, as well as the virtue of knowledge and experiences.

### 2.4 Data Collection Methods

This study collected primary data on the consequences and strategies of focusing on examinations. The use of primary data was intentional, as information about the practice of focusing on national examinations is rarely recorded. This agrees with Snider (2010) that the goal of qualitative data is to uncover emerging themes, patterns, concepts, insights, and understandings of the studied population and its natural environment. Moreover, feelings, attitudes, and body language communicate a lot of information that cannot be found in secondary data (Anney, 2014).

The interview method was employed with semi-structured questions to elicit information from the respondents. According to Ajayi (2023), semi-structured interview questions are set to ensure research objectives are covered while allowing room for questions and clarifications.

### 2.5 Statistical Analysis

This study used thematic analysis to analyse the data. The thematic data analysis approach allows the researcher to handle large data sets in a timely and comprehensive manner (Glasow, 2005). Direct quotes from the respondents were also recorded, representing their actual feelings, voices, and attitudes. According to Corden and Sainsbury (2006), verbal quotations are used to cement the findings as evidence, explanations, and illustrations to deepen understanding of participants' voices and enhance readability.

### 3.0 Results

This section presents the results of the curriculum implementation in secondary schools in Mbeya City Council in Tanzania, as well as the consequences of focusing on national examinations.

### 3.1 Descriptive Statistics

The chapter starts by presenting respondents' demographic characteristics, followed by their responses to the strategies and consequences of focusing on national examinations.

Table 1

*Characteristics of Respondents*

Respondents	Male		Female		Total
	Frequency	Percent	Frequency	Percent	Total Frequency
School Heads	3	15	1	5	4
Academic Incharge	2	10	1	5	3
Examination Class Teachers	4	20	2	10	6
Examination Candidates	4	20	3	15	7
<b>Total</b>	<b>13</b>	<b>65</b>	<b>7</b>	<b>35</b>	<b>20</b>

Table 1 above shows that 15% of the headmasters, 10% of the academics in charge, and 20% of the examination subject teachers at the selected secondary school were men. This means that there is still a gender gap in secondary school leadership authorities, where men dominate the leadership positions. This is possible because leadership is predominantly thought of as a man's duty at the family level in Tanzania. This result corresponds with the results by Gorska (2016), who affirms that women are underrepresented in managerial positions despite the 6.3% global increase in employment.

### 3.2 Focusing on National Examinations

The interview results showed that good performance in the national examination was still the main focus of every one of the selected schools. This emphasis on national examination results is reflected in an interview with school A's head, who had the following to say:

*Our school strives to ensure that students score only divisions I and II at the 'A' level, eliminating divisions 0 and IV at the 'O' level. I successfully implemented this strategy in my previous school, where I served as a headmaster, and the students' final examination results were impressive. I am determined to replicate this success at this new school. Before employing any teacher in my school, I first ask if they can promise me*

*good results in the final examinations. In whatever meetings are held, I always remind teachers of the school's goals. Once the school examination results are released, we discuss them in the meetings and review strategies for future improvements. (Interview with the head of school A in March 2022)*

The same emphasis on ensuring students pass an examination is reflected in the arguments raised by school B's academic teacher, who remarked as follows:

*The school's ambition is to maintain its top ten position in final examination results and to be the first among the best schools in the country this academic year (interview with an academic teacher from school B in March 2022).*

Speaking about the same focus, a student from school C said the following:

*It is our ambition that, in the coming national examination, our school will be rated among the top ten best schools. This will make our school proud and attract more applicants in the years to come. (Interview with a student from school C in March 2022)*

These results about national examinations imply that the focus of secondary schools is excelling in national examinations and not imparting knowledge and skills

relevant to students. These interviews accord with Mkandawire (2011), who asserts that teaching and learning that focus only on examination obstruct the promotion of the full and well-rounded development of the physical, intellectual, social, moral, and spiritual qualities of all pupils.

### 3.3 Strategies towards Excelling in National Exams

To ensure school ambitions of performing national examinations are met, various strategies were put in place, as described here below.

#### 3.3.1 Conducting Extra Class Sessions

The interview results revealed that in all the selected schools' extra classes, it was made compulsory for examination candidates to make revisions and cover the syllabus. These extra classes were held after normal class hours, on weekends, and during public holidays. Speaking about this strategy, an examination class teacher from School C shared the following observations:

*Teachers are free to conduct extra examination classes depending on their flexibility and the extent to which they have covered the syllabus. These sessions are done before and after normal class hours, during weekends, and on public holidays. We also make use of academic holidays whenever deemed necessary. (interview with examination class teacher, school C, in March 2022)*

Speaking about the same strategy of conducting extra classes, a student from School A expressed the following:

*We are excluded from all non-academic activities like sports, gardening, cleaning, and subject clubs so that we may use these moments to concentrate on preparing for the coming national examinations. Our timetable has been extended to allow classes in the morning, late in the evening, weekends, and public holidays. (interview with a student in School A in March 2022)*

The aforementioned quotations align with a study conducted by Karimith et al. (2014), which found that a focus on examination performance prompts teachers and students to explore alternative learning environments to enhance their performance. These strategies do not take into account the rationale behind the school's timetable's inclusion of holidays and breaks throughout the academic year.

#### 3.3.2 Administration of Weekly and Monthly Tests

The interview results indicated that sampled secondary schools ensure good performance in examinations by increasing the frequency of tests from term tests to weekly and monthly exams. This practice is meant to make students familiar with examinations and free them from examination worries. This practice is prevalent in all of the schools under study. Speaking about the increased administration of tests, the academic teacher from school C made the following statement:

*We have agreed with teachers that we provide weekly tests to examination candidates every Friday and Saturday and that the examination should be of national examination standards, marked to be done on time, and a copy of the results sent to parents. The results are posted on note boards for other students to see. This makes students work hard to avoid bad results, as other students will make fun of those who fail. Students who consistently fail these examinations are punished, forced to repeat the same questions, and submitted for re-marking. (Interview with Academic Teacher, School C in March 2022).*

Speaking about the administration of weekly and monthly tests, a student from school D said the following:

*We are now used to sitting for regular tests every week, some of which are immediate and others announced in advance. We spend more time on revisions and assignments, both individually and in groups. (interview with a student in school D in March 2022)*

The results of conducting weekly tests that align with national examination standards for students reflect the school's efforts to achieve the previously established goal of high performance in examinations. This approach aligns with the practice of displaying the results on the notice board without taking into account their psychological impact, such as the potential for bullying among those who fail, which could demoralise their learning process. This results in what Onaiba (2015) determined: that bullying not only embarrasses students but also weakens their learning spirit.

### 3.3.3 *Establishing Temporal Dormitories for Examination Candidates*

The interview results showed that another strategy that secondary schools use to foster examination performance is establishing temporal dormitories. This was noticed among schools with no accommodation facilities. Temporary shelters were created by occupying classrooms that were not normally used, thereby transforming them into camps. Candidates who covered long distances to and from school were considered to live there. This could give them enough time to match the restructured school schedule with increased tests and extra classes.

A school head from B shared this strategy for establishing temporary dormitories.

*As a school head, I instructed that all students should reside on the school premises. The reason was to give enough time for private study and consultations with students themselves and/or with teachers. As we speak, all examination candidates are in dormitories. Teachers are free to conduct classes or other consultations with students at any time, including evenings and weekends. Interview with Head of School B in March 2022)*

The efforts made to provide students with temporary housing align with the findings of a study by Mufanechiya (2012), which revealed that school administration often employs methods that prioritise examination performance, such as continuous remedial exercises, at the expense of extensive curriculum coverage and even participation in co-

curricular activities. All other students' activities are brought to a standstill, and all resources, time, and efforts are directed towards examination classes.

### 3.4 *Consequences of Focusing on National Examination in Curriculum Implementation*

After conducting interviews with respondents, the study revealed the following consequences of prioritizing examinations during curriculum implementation.

#### 3.4.1 *Haste Coverage of Syllabus*

The interview results indicated that the mock examination, which is the determinant of the preparation for the national examination, affects the teaching and learning activities of the schools by ensuring that they cover all the topics that are to be examined during the mock examination. This coverage fails to account for the fact that the mock examination takes place significantly earlier than the national examination. Speaking about the consequences of hastily covering syllabi due to the need for schools to ensure their students pass the national examination, the academic teacher from school A puts it this way:

*The mock examination comes in July, and it covers all topics, even those that are to be covered in October if we adhere to the syllabus. Mock results can encourage or discourage students' future performance in the national examination, as well as their school image. To avoid this from happening, teachers prefer to teach even topics that were supposed to be taught later, provided the topics have a high probability of appearing in mock examinations. This is only possible if we make effective use of every minute that comes our way. (Interview with an academic teacher at School A, in March 2022)*

The findings by Ndawi and Maravanyika (2011) align with the conclusion that hasty coverage of the syllabus is a consequence of focusing on examinations. These researchers reported that teachers adapt methods that will help students pass their examinations, including omissions of contents that do not feature regularly in examinations, despite the negative impact they might

have on students. Furthermore, Makwinya (2015) supports the idea that hastily covering the syllabus deprives teachers and students of the freedom to explore the curriculum in depth and omits contents that might have negative impacts on learners.

### 3.4.2 *Depriving Students the Opportunities to Practice What Was Taught in the Class*

The interview with the respondents pointed out that for the examinational candidates, no consideration was given to cementing what was learned in the class, as most of the extra time was used for examination-related activities. It is well known that mastering knowledge and skills involves practicing what was learned in class.

Speaking from the perspective of depriving students of the opportunity to practice what they learned in class, an examination class teacher from school C shared the following observations:

*Examination classes have a lot to cover in a very limited time. I have to cover the syllabus, revise various topics taught in previous classes, assist students in solving various examination questions, and many others (Interview, examination class teacher, School C in March 2022).*

Speaking about denying students the chance to put what they learned in class into practice, a student from school B stated the following:

*Our school motto is 'capture the day'; we don't have enough time for other duties besides class assignments, remedial classes, and solving past papers. (Interview student from school B in March 2022)*

Wachiuri et al. (2017) conquered this highly examination-oriented practice, arguing that it affects the education process, socialisation, and ability to learn beyond studying for testing requirements.

### 3.4.3 *Production of School Leavers with Limited or no Skills*

The interview further indicates that another consequence of focusing on examination is the production of school leavers with limited or no skills.

Innovation, critical thinking, and problem-solving skills are mastered as students participate in hands-on activities in the workshops and laboratory, subject clubs, debates, study visits, and sports. Failure to participate in practical school activities not only produces dependent generations, but also ruins our country's future. In support of the view that focusing on examinations results in the production of school leavers with limited or no skills, a school head from school A had the following to say:

*Everyone, including parents, wants to see their children participate in solving problems around them through innovation and critical contributions. However, they will be happier if the same child scores first in national examinations. Given our limited resources and the demands of examinations, the two cannot coexist. (Interview with school head, school A, March 2022)*

This interview response is consistent with Karimith et al. (2014), who assert that when learning focuses on examination, candidates are deprived of an education that advocates for the full and well-rounded development of all pupils' physical, intellectual, social, moral, and spiritual qualities so that each can develop into a complete person for their own personal fulfillment and that of society.

## 4.0 Conclusion

This study investigated the strategies and consequences of focusing on national examinations during curriculum implementation in secondary schools within Tanzania's Mbeya City Council. The demands of national examinations determine curriculum implementation, prompting the schools to implement various strategies aimed at fostering the high performance of candidates in examinations. The strategies include conducting extra-class sessions, administering weekly and monthly tests, and establishing temporary dormitories.

This study observes that the consequences of focusing on national examinations during curriculum implementation include hasty coverage of the syllabus, depriving students' opportunity to practice what was learned in the classroom, and the production of school



leavers with limited or no skills. In general, these consequences deprive students of holistic learning and lead to a lack of alignment with secondary education objectives.

### 5.0 Recommendations

Based on this study's findings, the following measures are recommended for practice:

Exams should be viewed as a tool for curriculum evaluation, not as the sole benchmark for advancing to a higher education level or landing a job. Education administrators should ensure that evaluation tools meet educational objectives and philosophy. Other tools that can be used to evaluate curriculum objectives may include continuous assessment of students' and teachers' recommendations, interviews and questionnaires, observation, and reports on school leavers' performance at work.

This study recommends fostering hands-on activities in schools, in addition to treating examination as part of and not the only tool of curriculum evaluation. The results of this study consistently indicated that schools exclude extracurricular activities to focus on examinations. This strategy denies students the opportunity to learn lessons in leadership, teamwork, organisation, analytical thinking, problem-solving, time management, and discovering talents. As a result, schools must ensure that students participate in extracurricular activities, are tested, and are awarded based on their mastery. This inclusion of extracurriculars will make students more productive and useful to themselves and society during and after finishing their secondary school education.

This study also recommends that teachers adhere to curriculum objectives to avoid focusing on examinations. The study's findings indicate that teachers often fail to adhere to the curriculum because they cover the syllabus too quickly. Adherence to the syllabus, which is a very important curriculum document, will not only allow students to explore the curriculum in depth but also enable them to master skills, knowledge, and attitudes intended for secondary school. Haste coverage of the syllabus fosters the omission of contents that may be of relative importance to the ones that are included. Moreover,

further studies can be conducted on the immediate application of secondary school education in solving challenges facing school leavers and society around them.

Like any other study, this one had its limitations, leading to the following recommendations for further studies: First, this study focused only on secondary schools. Therefore, it is possible to conduct additional research on this topic in primary schools. Primary schools, like secondary schools, conduct examinations, so the study may demonstrate other strategies and effects that together may improve our education system.

Secondly, this study covered a few schools that are located in the Mbeya city council. A similar study can be conducted to cover a wide area of the region and the country at large. National examinations are conducted all over the country, so different approaches may be applied in an attempt to meet examination requirements. Their information may likely provide an overview of the current education system's suitability and, if necessary, a milestone for improvement.

### 6.0 Funding Statement

The study received no funding from any organization.

### 7.0 Acknowledgement

I am grateful to my peer reviewers, who willingly spared their time and commitment to enrich this study by sharing their experiences, knowledge, and expatriates in the field of education. I also extend my sincere appreciation to those who went through this manuscript to make it the way it finally is.

### 8.0 References

- Ajayi, V. (2023). A Review on Primary Sources of Data and Secondary Sources of Data. *European Journal of Education and Pedagogy* 2(3) 219-238.
- Anney, B. (2014). Ensuring the Quality of the Finds of Qualitative Research: Looking at the Trustworthiness Criteria. *JETERAPS* 5(1). 245-260.
- Bobbit, F. (1918). *The Curriculum*. Boston: Houghton Mifflin. 3500pgs.

- Boit, M., Njoki, A., & Chang'achi, J. (2012): The Influence of Examinations on the Stated Curriculum Goals. *American International Journal of Contemporary Research*, 2 (2); 179 – 182.
- Corden, A. & Sainsbury, R. (2006). Using Verbatim Quotations in Reporting Qualitative Social Research: Researchers' Views. University of York. 1500pgs.
- Glasow, P. (2005). *Fundamental of Survey Research Methodology*. Mitre Washington C3 Centre McLean, Virginia 4660pgs.
- Gorska, A. (2016). Gender Differences in Leadership. *Studia I Materialy*, 5(20) 136-144.
- Karimith, E., Karimith, V., & Buyatsi, M. (2014). Effects of examination oriented teaching on academic aspiration among secondary school students in Iment Secondary District-Kenya. *International Journal for Innovation Education and Research* 2(05) 233-258.
- Kopweh, P. (2014). Curriculum Development in Tanzania: An Investigation of the Formulation, Management and Implementation of the 2005 Curriculum Reform in Selected Disadvantaged Districts. Glasgow University Press. 485pgs.
- Lopez, V. & Whitehead, D. (2016). *Sampling Data and Data Collection in Qualitative Research*. Elsevier. Australia.
- Makwinya, N. (2015). Evaluating a Curriculum Using the same Style & strategies across Years: Lesson Gained from Tanzania. *American International Journal of Research in Humanities, Arts and Social Sciences (AIJRHASS)* (15)133 online on 23/5/2022 <https://www.iascr.net>
- Massoni, E. (2011). Positive Effects of Extracurricular Activities on Students. *ESSAI*: 9(27).
- Mkandawire, S. (2010). *Impediments to curriculum implementation in learning Institution*. African Higher Education. Review 8 (2). Zambia Univ. Press.
- Mufanechiya, T. (2012). Is the dog wagging the tail, or is the tail wagging the dog? The impact of national examinations on curriculum implementation in Zimbabwe secondary schools. *Journal of Emerging Trends in Education Research & Policy Studies (JETERAPS)* 3 (5) 655-660.
- Mwita, K. (2024). Factors Influencing Data Saturation in Qualitative Studies. *International Journal of Research in Business and Social Science* 11(4), 414-420.
- Njabili, A. F., (1999). *Public examinations: A tool for curriculum evaluation*. 3<sup>rd</sup> edition Mture Educational Publishers. Dar Es Salaam. 960pgs.
- Nyerere, J.K., (1999). *Mwalimu Julius Kambarage Nyerere: His Last Words on Education*. OUT Printing press.
- Obilo, I. & Sangoleye, A. (2017) Curriculum Implementation and the Teacher: Challenges and Way Forward. *A Journal of Global Academic Groups*. 8(15) 88-98.
- Odama, S. (2018), The Impact of Examination Ridden System of Education on Democracy in Education in Uganda: An Implication for Policy Change. *A Journal of Language, Culture and Communication* 6(1) 94-114.
- Onaiba, A. (2015). Impact of a Public Examination Changes on Teachers' Perceptions and Attitudes Towards their Classroom Teaching Practices. *IOSR-JRME* 5(5) 115-230.
- Snider, J. (2010). Commentary. The Cult of Statistical Pyrotechnics. *Education Week*, 29(21), pp 20–21.
- Tongco, D. & Dolores, C., (2007) Purposive Sampling as a Tool for Informant Selection. *A Journal of Plants, People and Applied Research*. 5(1) 147-158.
- Wachiuri, P., Shisha, B., Nonglait, L. & Kimathi, J. (2017). To Determine the Effects of the Role of Examinations on the Development of All-inclusive Learners in Secondary Schools in Nyeri County, Kenya. *Journal of Research & Method in Education IOSR-JRME VOL 7, Issue 3*. 62-65.