

THE EXAMINATION POLICIES AND THE TEACHING–LEARNING PROCESS IN HIGH SCHOOLS IN CENTRAL REGION OF UGANDA

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ABSTRACT

The study examined the effects of examination policies on the teaching–learning process in high schools in central region of Uganda. The study used a correlational research design with both qualitative and quantitative methods. A sample of 382 A' Level students and 234 teachers was used. The main instruments and techniques for the study was questionnaires, interview schedule. The study found out that examination policies affect teaching-learning process, whereby teachers' findings indicated R value = .920; R^2 = .847 in which it means that examination policies influences teaching-learning process by 84.7% and the students' responses showed that examination policies influences teaching learning process by 75.3%. The study therefore recommends that the Ministry of education and Sports should embrace and apply reforms to examination policies in improving quality of education in High schools in central region of Uganda.

Key words: Examination policies and teaching-learning process

INTRODUCTION

Schools create new elites but at times neglect the real needs of the majority of their students who are rejected by selection mechanism, rating, and awarding criteria. These divorce students from their cultures and render them both unfit and unwilling to contribute to the development of their own communities (Basheka, Muhenda and Kittobe, 2009).

Every nation uses examinations to select, award, grades and rank as well as certifying those graduating from one level of education. This implies that examinations are necessary in schooling system, although if not well utilized they may affect the quality, and generally effectiveness of teaching and learning (World Bank, 2008). Therefore, it can be

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argued that examinations are meant to test through questioning carefully so as to find out the level of knowledge, skill or qualification of a student who has undergone a prescribed course.

In the light of high school education objectives, Ugandan education is to be geared towards self-realization, better human relationship, self and national economic efficiency, citizenship, national consciousness, national unity, social and political progress, science and technological progress as well as national reconstruction. In pursuance of the objectives set in the education policy, Higher education has put in place objectives in such a way that the functional individual who will be capable of contributing his quota to national development is produced. But the question however remains as to what extent these objectives have been achieved? How well and indeed dependable are those measuring instruments such as internal and external examinations capable of producing the desired results?

The study investigated the effects of examination policies on the teaching–learning process in high schools in central region of Uganda.

LITERATURE REVIEW

The education history indicates that no government has given the education sector the required attention and therefore the education system of many developing countries suffers from a crisis of quantity, quality and relevance. For instance, Pakistan has a population of 160 million of which 39 million are children of school going age (5-14). 20 million children are between the ages of 5-9 and 19 million between the ages of 10-14 (Federal Bureau of Statistics, 2005). Of the 20 million children between the ages of 5-9, 8 million are not enrolled in schools. Of the 12 million enrolled, 50 percent drop out by class 5. Of the 19 million children between the ages of 10-14, 15 million are enrolled in secondary school (Federal Bureau of Statistics, 2005).

A study conducted by Boud (2008) on the role of examination hurdles in Australian universities found that assessment hurdles used included examination hurdle, frequency of attendance, attendance at special event/s, satisfactory completion of tasks (obtaining 50 % of marks in tasks), task completion (no points attached), professional conduct and behavior. Preliminary discussions with academics appear to indicate that examination hurdles largely are seen as a quality control mechanism to counter widespread distrust of the authenticity of marks awarded to students in non-invigilated assessment items and activities, especially group work activities. The study used a survey design with a questionnaire and interview schedule guide as the main tool for data collection. 245 respondents were used in the study.

Uddin (2010) findings concluded that Bangladesh government adopted terminal examinations to motivate students to work harder and help teachers to identify and address students' weaknesses. It is an attempt for the betterment of education with these examinations. The examinations may help decision makers to assess more accurately the performance and its strengths and weaknesses to accord it the recognition and support that

it needs. The results of the public examinations are published on the basis of marks scored by the candidates. Though Uddin (2010) is essential to this study, it was conducted in elementary level whereas the current study will assess the higher level of secondary education. It only looked at the influence of examinations on untrained teachers towards students teaching-learning process. Thus, the current study will apply some of the concepts and see whether they are applicable in the advanced secondary level in Uganda.

METHODOLOGY

The study used a correlational research design and used both qualitative and quantitative methods. A sample of 769 inclusive of: 386 high school students, 234 teachers, 113 graduates of high school education, and 8 educational officials of the MoE&S. The data was collected using self-administered questionnaire for teachers and students. Inferential statistics were used in which specifically Chi-Square was used to analyze the findings.

RESULTS

Teachers' responses on examination policies and teaching-learning

The study used Chi-square test statistics was used to discuss the results on Teachers' responses in regard to effects of examination policies on teaching-learning process.

In relation to examination policies and examinations assessing factual knowledge rather than students critical thinking and analytical skills as well as their understanding and comprehension. Teachers' responses in regard to effects of examination policies on teaching-learning process. In relation to examination policies and examinations assessing factual knowledge rather than students critical thinking and analytical skills as well as their understanding and comprehension. The findings in table 1 show that there is a significant relationship (χ^2 value = 341.806, df = 56, p = 0.000) between examination policies and quality of education. In this case, the examinations are meant to assess factual facts which do not promote quality education. Examinations policies thus, drive the nation's entire curriculum. That is, a state's government can expect that teachers will deliver the curricular material that will be tested and students pass the examinations. Thus, quality of education is lowered since examination policies are perhaps one of the most effective ways to "indoctrinate" a populace with a certain set of knowledge and beliefs that passing examinations is the most respectful thing to do. The key competencies are left out since they are tested and students are drilled towards passing examinations. Furthermore, these examinations often hinder educational reforms meant to prepare students and graduates who can survive freely without struggle to acquire high degrees.

Table 1:***Teachers' responses on examination policies and teaching-learning***

Examinations policies and	Teaching-learning process	Pearson	Chi-Square
	Test statistics		
	χ^2 Value	df	Asymp. Sig. (2-sided)
Examinations assess factual knowledge	341.806**	56	0.000
Examination system reinforces approaches to teaching that reward memorization	319.929**	56	0.000
Teaching and learning is simply the transmission of textbook facts	259.791**	56	0.000
Existing examination system dictates teaching and learning	263.928**	56	0.000
Teaching and learning concentrated on preparing students for the national examinations	239.888**	56	0.000
Students mostly adopt shallow approach to learning	304.809**	56	0.000
Teaching is always centered towards the demands of examinations	324.610**	56	0.000
Evaluation system focus on cognitive outcomes	385.314**	56	0.000
Emphasis on memorization adversely affects cognitive development	352.147**	56	0.000
Examinations system is producing educated	278.402**	56	0.000
The nature of teaching does not prepare graduates to solve emerging needs of society	379.670**	56	0.000
Teaching emphasizes areas that are always examined	430.908**	56	0.000
Aim of teaching is to ensure that students pass	396.599**	56	0.000

As pertains to examination policies and reinforcement of approaches of teaching that reward memorization for better scores, the findings found a significant relationship (χ^2 value = 319.929, df = 56, p = 0.000) between examination policies and reinforcement of approaches of teaching that rewards memorization for reproduction for better scores. The examinations always have high stakes for teachers, since the results are used as

accountability measures to ensure that teachers are properly preparing students. Such a situation undoubtedly exerts enormous pressure on activities in schools. Teachers tend to gear teaching to the tests to be taken and to ignore material not featured in such tests, even if it is mandated in the official curriculum. They teach students to memorize the facts for reproduction. In some cases, the topics and subjects selected for assessment clearly shape the teaching process, in which students are prepared to score highly. Thus, the quality of education is lowered as the teachers only deal with areas that are to be assessed as well as drilling students to memorize their facts to reproduce them in examinations. This contradicts with Das, James & Pramila (2007) argument that teaching is the interaction of a student and a teacher over a subject. It is a planned, purposeful interaction, geared to cause specific changes in the learners. Teaching involves many activities and dimensions. However, in the Ugandan context an effective teacher is one who helps students get good grades on the national (UNEB) Examinations. By contrast, society expects effective teaching to impact positively the whole personality of the student; that is, to offer holistic education.

Concerning examination policies and teaching - learning being transfer of textbook facts which ought to be memorized to pass examinations. The study found out that there is a significant relationship (χ^2 value = 259.791, df = 56, p = 0.000) between examination policies and teaching-learning process that involves transmission of textbook facts to be memorized to pass examinations. The way different concepts are transmitted from one to another different greatly due to different underlying factors or conditions. In addition, the impetus for teaching always depends on the end result in Uganda high schools. The students are rigorously prepared for the national examinations set and administered by the Uganda National Examination Board (UNEB). Many schools engage in cut-throat competition in order to attract more financially and academically capable students. The reality in such cases results into drilling which enables students to pass examinations.

With reference to examination policies and whether existing system dictates teaching-learning process and hardly plays a positive role to students' life. The findings had a significant relationship (χ^2 value = 263.928, df = 56, p = 0.000) between examination policies and teaching learning process. The academic content in high schools is centered around what is tested rather the entire curriculum that is meant to achieve specific objectives. One of the primary functions of national competency examinations is to serve as selection tools, promoting future elites to higher education and finding the best stratum for individuals in a society, according to the determination of the established elites. Since the selective elitism is made subtler through the use of examination scores. Success on these tests is an all or nothing proposition in many of these places, with Uganda terminating a student's educational career at each of the different levels if they do not perform at a certain standard. This has a profound consequence on a person's life. The success or failure of a student at any of the important selection points in the system can have very serious consequences for his or her educational and occupational future.

Pertaining to examination policies and teaching- learning being concentrated on preparing students for examinations, the study found a significant relationship (χ^2 value = 239.888, df = 56, p = 0.000) between examination policies and teaching-learning process. The findings imply that examination policies perpetuate preparation of students towards national examinations. Thus, many of the desired outcomes are given little or no attention in the national examinations which promotes teaching-learning process to concentrate on areas that are always tested. Although the exam format used favors the elites, it does not necessarily foster the best training for a nation's elites, who should be adept at the skills and knowledge to survive in the world today. In this case, the schools focus on the examinations, and thus a nation's curriculum, often does not adequately prepare those students in the "vocational track" for life in the real world. The education of those who fail means little once they lose the battle to progress to other higher levels since they haven't any job skills upon leaving school.

In regard to examination policies and student adopting a shallow approach to learning, the findings show a significant relationship (χ^2 value = 304.809, df = 56, p = 0.000) between examination policies and students adoption of shallow approach to learning as they are expected to memorize facts, the findings found a significant relationship. The exam systems like that become more damaging, as it discourages students from creating innovative and original solutions to problems. Students are supposed to pass examinations as a means of showing their success. Thus, they fail to adopt skills and knowledge or put it differently the knowledge the students gained cannot contribute to their professional thinking and doing. Most often it is used as a benefit to get a good mark on the examinations, and even if students do not share the official interpretation, in most cases they would not dare to express their own point of view because of the risk of getting a bad mark. With a few notable exceptions, relatively little or no time is given to systematic analyses to improve examination quality, which further underpins the quality of education in general. Teachers always adopt pedagogical methods consistent with exam procedures, examinations encourage the learning of facts rather than concepts, do not encourage students to draw relationships among the parts of a concept or between different concepts, nor provide many opportunities to use real-life knowledge and skills, and do not provide time for students to reflect or write about content. It is no surprise, then, that the quality of education is low in Uganda.

In relation to examination policies and teaching centered towards demands of examinations, the study found a significant relationship (χ^2 value = 324.610, df = 56, p = 0.000) between examination and teaching. The findings imply that teaching is centered towards demands of examinations. One of the problems with this is that the same examination is often used for multiple purposes, which can be damaging. The same examination is used to rank candidates and schools, to predict future performance, to select for placement to jobs or to higher institutions of learning, to measure the quality of the schools, to determine the worth of an individual. Similarly, teachers are under pressure to produce the best in their students. Thus, restricting teacher-effectiveness to the

academic performance of learners in national examinations is to under-estimate the overall impact teachers have on students' lives. The aims and objectives of the Uganda Secondary education as outlined in the Government White Paper (MoES, 1992) cannot fully be achieved if teachers and students are pre-occupied with national examinations, and consequently the quality of education is low.

The study further assessed examination policies and the evaluation system focus of cognitive outcomes, in which a significant relationship (χ^2 value = 385.314, df = 56, p = 0.000) between examination policies and evaluation system that focus only on cognitive outcomes, while ignoring non-cognitive aspects of the personality. The findings mean that examination policies affect the evaluation system as they focus on cognitive outcomes on the expense of non-cognitive aspects. An examination system that limits test preparation to only the cognitive outcomes robs its society of potentially valuable human resources development. The system thus, avoids preparing graduates at all level to fit in society which is complex in nature. Necessary skills and knowledge are not tested hence they are not taught which affects the quality of education.

As pertains to examination policies and over emphasis on memorization a significant relationship (χ^2 value = 352.147, df = 56, p = 0.000) between examination policies and over emphasis on memorization which adversely affects overall cognitive development. As part of the objectives of Secondary education learners are expected to acquire skills and knowledge that they can use to survive in society. The students are expected to take the national examination that will usher them to higher education at various fields of training or direct entry into the world of work, However, memorization affects their ability to develop necessary skills, since, the current secondary school curriculum is examination oriented with great emphasis laid on passing examination at the expense of acquisition of skills, values and attitudes. Skills and knowledge for survival involves the abilities for adaptive and positive behaviour change that enable individuals to deal effectively with the demands and the challenges of everyday life. Teaching of life skills is therefore aimed at equipping the learner with psycho-social competencies that would help him/her make informed decision, solve problems, think creatively and critically, communicate effectively, build healthy relationships, empathize with others and manage his/her life in a healthy and productive manner. What students learn, how much effort they put into it, and the nature of their learning is determined for most by the extent and nature of the assessment they expect to receive. "It is assumed that assessment has an overwhelming influence on what, how and how much students study Examination thus has become a dreadful thing and an end in itself rather than means to achieve educational objectives of improving teaching and learning and raising standards and quality of education.

In relation to examination policies and the nature of teaching that does not prepare graduates to solve emerging needs of society. The study found a significant relationship (χ^2 value = 379.670, df = 56, p = 0.000) between examination policies and the nature of teaching that does not prepare graduates to solve emerging needs of society and the economy since they are meant to pass examinations. This means that the existing testing

practices often exert deleterious effects on the education system. These practices often result in unwanted narrowing of the curriculum, an unproductive focus on esoteric material, as well as a warping of the teacher's role and, often enough, compromised test results. The roles and impact of an examination system are substantially determined by the availability, and quality of education due to the notions attached to them. The national examinations are used for selecting learners for admission to tertiary education and credentialing learners, and/or providing data for holding school staff accountable for their performance. In such a case, elimination is the best way of reducing the number that can continue to the next level. Typically, they are designed, developed, and administered centrally with an almost exclusive focus on academic subjects. There is meager feedback to the school except the scores and/or pass rate, and, as a result, they offer little utility for school improvement programs beyond an exhortation to do better next time. Consequently, they often have negative consequences for the general quality of education. An exam-oriented education system not only increases a students' burden but also restricts a student's ability to learn using techniques that a particular student finds most effective. In line with the argument posed Boud (2008) study concluded that the mistaken belief in and reliance on the quality control role of examination hurdles has been at the expense of developing greater authenticity for and validity in the capacity of non-examination assessment items to measure student performance.

The study further required respondents to show whether examination policies influences the aim of teaching. The findings showed a significant relationship (χ^2 value = 396.599, df = 56, p = 0.000) between examination policies and the aim of teaching that is to ensure students pass well their examinations. Examinations affect the education system as it allows the students and teachers to concentrate on passing. Since National examinations play a critical role in determining the career paths of learners as well as their success, they make teachers to be examination oriented in teaching. These examinations have a powerful effect on the education system. In support of the current study Orazem & King (2008) study found out that teachers focus mostly on examination success at the expense of general knowledge and understanding. This meant that teachers' methods were tailored towards drilling students to pass examinations. What is not assessed is very often left out in the classroom, which influenced teachers to teach theoretical aspects which only require students to reproduce facts and definitions will inevitably train students for rote learning and memorization of facts, whatever the curriculum wishes to aim at. If examinations require the answering of some forms of paper-and-pencil tests, teachers will accordingly train their students.

Students' responses on effects of examination policies on teaching-learning process

The study solicited also views from students on examination policies and teaching-learning process. Chi-square test statistics was used to analyze the data.

Table 2:

Students' responses on effects of examination policies on teaching-learning process

Examinations policies and	Teaching-learning process	Pearson	Chi-Square
	Test statistics		
	χ^2 Value	df	Asymp. Sig. (2-sided)
Teach areas that are examinable in the national examinations	391.719**	40	0.000
Provide direction and then give assignments that help us to be acquitted with what is questioned in national examinations	526.956**	40	0.000
Have time to check whether we did our homework or not and help us to understand the ideas taught	639.321**	40	0.000
Make one to one conversation with each of us	692.381**	40	0.000
Encourage us to be active participants in the teaching-learning process	636.449**	40	0.000
Teach using different teaching-learning methods to aid the content delivery	761.623**	40	0.000
Continuously follow up and evaluate our progress.	659.806**	40	0.000
Always want us to memorize what is taught in class to be able to reproduce it during examinations	744.034**	40	0.000
Instructional materials are not provided for the teachers to use in teaching various subjects	543.692**	40	0.000

The study solicited also views from students on examination policies and teaching-learning process. In responses to whether examination policies affect teachers to teacher examinable areas, findings in table 2 show that there is a significant relationship (χ^2 value = 391.719, df = 40, p = 0.000) between examination policies and teachers teaching areas that are examinable. Since teachers are and students are evaluated based on how well they

have passed, examinations thus, provides little or no information on whether students have acquired the skills required to function effectively in society.

In relation to examination policies and teachers providing direction and giving assignments to be acquitted with examinations to be set, the study found a significant relationship (χ^2 value = 526.956, df = 40, p = 0.000) between examination policies and teachers providing direction and giving assignments that help students to be acquitted with what is questioned in national examinations. It is clear that examinations can lead to unwanted consequences such as a narrowing of the curriculum and an undue emphasis on test preparation. This is particularly harmful when the students fail to acquire the necessary skills that can enable them to survive in society. This brings about concerns on quality as the examinations are not supporting broad educational improvement, which is supposed to perform a useful function relying on existing capacity, promote skills, competencies and knowledge acquisition. As a result, it is observed that high school leaving examinations influence instruction and teaching in Uganda. World Bank (2008) echoes the findings as it notes that examination policies determine the nature of pedagogy, which emphasizes rote memorization of un-interpreted and simplistic information. These characterize examinations as being 'academic' and divorced from daily life. Examinations are biased toward high achievers, leaving out all others. The standardized examinations do a disservice to public education.

The study furthers ascertain the relationship between examination policies and teachers help to students to understand the concepts taught. The findings has a significant relationship (χ^2 value = 639.321, df = 40, p = 0.000) between examination policies and teachers have time to check whether the homework was well done to promote understanding of the ideas taught. Successful ways of ensuring that students have conceptualized the ideas to reproduce them is a key issue in many schools in central region of Uganda. This does not necessary mean that teachers help students to acquire unnecessary skills, but struggle to see to it that students can be able to reproduce the facts taught. The concern of the teachers is to see to it that students have done well in their national examinations. School strives to ensure that their students do well and students derive their merit from doing well in examinations. Parents and other stakeholders on the other value more the passing rates of the schools as well as the possibility of students showing greater gain scores.

The study found a significant relationship (χ^2 value = 692.381, df = 40, p = 0.000) between examination policies and teachers making one to one conservation. This implies that teachers tend to drill the students to comprehend the ideas and concepts in order to help the students pass their examinations. National examinations administered at the end of high school to certify completion of formal schooling that is also used for selection into the higher education sector affects the quality of education. Teachers use all different means to ensure that students pass as well as the school is well ranked in the district, region and country at large. Mostly, students' learning is largely dependent on the teachers.

Similarly, the study found a significant relationship (χ^2 value = 636.449, df = 40, p = 0.000) between examination policies and teachers encouraging active participation in the teaching-learning process. Although there is an active participation in the teaching-learning process, it should be noted here that teachers dominate the teaching as they provide the right information to the learners. Due to external examination pressure and the desire to compete with or out-perform other schools, school administrators and teachers devise all sorts of strategies, some of which are unconventional, to enable students to pass UNEB examinations “with flying colours”. Some of the unconventional methods include extra teaching periods before dawn and after dusk. Teachers can involve their students, but in such a situation their involvement is more on notes taking. Many students see examinations as central to their academic activities. When a staff member teaches students, they may ask, whether the content can be examined by UNEB. Students continue to see examinations as a set of activities which determine their grade in a subject. The examinations system used are viewed as part of the teaching process, because it is now widely accepted that student expectations of examinations have a strong influence on the content, depth and nature of their learning. When used appropriately, examinations can help to drive and enhance students’ learning. In this regard, it is important to note that it is student as well as teacher expectations of the nature of the examinations that impact on learning.

Furthermore, it was found there is a significant relationship (χ^2 value = 761.623, df = 40, p = 0.000) between examination policies and teaching-learning methods used. Teachers are the chief decider of teaching –learning process. They determine the academic performance of students in national examinations is to under-estimate the overall impact teachers have on students’ lives. One of the most influential factors that affect methods of teaching at the secondary school level is the external examination. A teacher is under pressure to produce distinctions. Teachers are therefore forced to use methods that help students cram and pass national examinations. Such methods include dictation of notes, drilling, and lecturing. These methods do not help students to think, internalize, own and apply the acquired content to new situations as much as there can be active participation. In return, the quality of education is affected as half-baked graduates finish high school. What students learn, how much effort they put into it, and the nature of their learning is determined for most by the extent and nature of the assessment they expect to receive. Thus, teaching and learning hinder the supports pattern of human cognitive growth and prepare people for dignified lives, work place competence, and social development.

In a further analysis, it was noted that there is a significant relationship (χ^2 value = 659.806, df = 40, p = 0.000) between examination policies and teaching following up the progress of the students. This is always done in order to be assured of their passing. The progress here means good scores and reproduction of facts taught. This view affects the major concern of education which involves engaging and enlarging experience of education that provide quality education to the students. In this case, education is viewed as merely

a preparation for individuals to pass their examinations, during which disjoint facts and ideas are conveyed by the teacher and memorized by the student only to be utilized later on during examinations. The quality of education is thus comprised as the school is not viewed as an extension of civil society and continuous with it, and the student encouraged to operate as a member of a community, actively pursuing interests in cooperation with others. Thus, the products of such a system that do not proceed to higher education are looked at as failures in life. Those who fail are viewed as those who have no meaning in society. Their talents and demonstrations of what students know and can achieve are overlooked. As Glewwe and Kremer (2006) notes for instance, in China, the National Higher Entrance Examination, the key of university entrance exam, is taken by students at the end of grade 12. Only top-performing students in high-stake tests may enroll in prestigious universities, get recruited for satisfactory jobs, and enjoy opportunities that are off-limits to lower scoring students. This makes teachers to teach students towards passing examinations.

Similarly, the study found a significant relationship (χ^2 value = 744.034, df = 40, p = 0.000) between examination policies and teachers encouraging students to memorize what is taught in order to reproduce it at the end. In most cases, the examinations hold individual and institution to account, including through the publication of results which encourage outsiders to make judgments on the quality of those being held to account. As a result of the above discussions it can be noted that the national examinations have failed to provide information about the quality of student learning with reference to national objectives of educational standards, the implementation of the curriculum, public perceptions about what students should be able to do, and whether or not students are properly prepared for future life. As Shazia, Munir&Shehla (2010) notes the efforts to improve the quality of education have significantly lagged behind. This is evident not only from the poor achievement levels of students, but also from the poor quality of learning taking place in schools, the nature of products produced and the school infrastructure. Learning is neither all encompassed nor does it facilitate the all-round development of the child's personality.

In examining examination policies and instructional materials not provided for teachers to use in teaching various subjects. The result show that there was a significant relationship (χ^2 value = 543.692, df = 40, p = 0.000), between examination policies and instructional materials not provided for the teachers to use in teaching various subjects. Students are meant to pass their examinations at all costs, and it is the duty of teachers to drill students towards passing. Since the outcomes of education are the sole basis of accountability, schools do not struggle to provide necessary instructional materials. The materials can be shown to the students if only they are applicable to examinable areas. This means that schools lose sight of the fact that aspects of provision, for example, school buildings, curricula, educational materials, teachers' instructional techniques, and preparation activities are also relevant in assessing quality. These factors are important if for no other reason than that the quality of student learning depends on them. Students

cannot be expected to become proficient unless and until the content and process of their classroom instruction well prepares them to do so.

CONCLUSIONS AND RECOMMENDATIONS

Examination policies affect teaching-learning process. Examination policies demand teachers to focus mostly on examination success at the expense of general knowledge and understanding. This meant that teachers' methods were tailored towards drilling students to pass examinations. What is not assessed is very often left out in the classroom, which influenced teachers to teach theoretical aspects which only require students to reproduce facts and definitions will inevitably train students for rote learning and memorization of facts, whatever the curriculum aims at. Uganda National examinations publish results in the form of league tables in which schools are ranked in the order of their performance. The approach induces competition among schools and, in turn, makes teachers to teach areas that are examinable for students to improve their achievement.

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