

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADGUATE STUDIES**

**STAKEHOLDERS' PERCEPTIONS OF THE POLICY AND  
PRACTICE OF PUPILS' PROMOTION IN GOVERNMENT  
LOWER PRIMARY SCHOOLS OF SOUTH GONDAR ZONE**

**BY**

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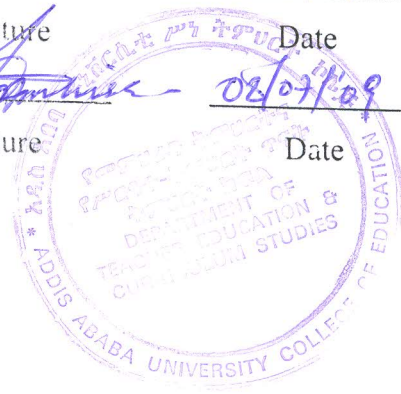
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## **Acronyms and Abbreviations**

ESDP: Education Sector Development Program.

ETP: Education and Training Policy.

ICDR: Institute of Curriculum Development and Research

M A: Masters of Arts

MoE: Ministry of Education

NLA: National Learning Assessment.

UNESCO: United Nations, Education, Science and Cultural Organization.

## ABSTRACT

*The purpose of this study was to examine stakeholders' perceptions of the policy and practice of pupils' advancement in government lower primary schools of South Gondar Administrative Zone, focusing on perceptions of stakeholders, practice of pupils' advancement and factors affecting the practice of pupils' promotion.*

*In order to achieve the purpose of the study, descriptive survey research design was employed. Samples of the study were 208 teachers, 34 directors and school cluster supervisors 5 woreda education office heads, 6 pupils and 6 parents. Of the respondents' teachers, head teachers and school cluster supervisors filled questionnaires, while interview was conducted with woreda education office heads, parents and pupils. Moreover relevant documents were also used as source of data. The data collected from participants and documents were analyzed using both quantitative and qualitative methods.*

*The result of the study showed that there was a difference among stakeholders in perceptions of pupils' promotion policy, teachers believed that grade repetition will benefit lower achievers and pupils' promotion to be based on tests and examination results, whereas directors and supervisors believed that pupils' promotion to be based on continuous assessment results. The practice of pupils' promotion revealed that no emphasis was given for pupils' academic competence; continuous assessment was mainly used for the purpose of decision making of pupils' promotion. The practice of pupils' promotion was affected by factors like large class size, lack of training of teachers and lack of active involvement of stakeholders.*

*Thus, based on the above results, it can be concluded that, since stakeholders have different perceptions of the policy and schools experience poor continuous assessment and grade promotion practice which is confronted by different hindering factors, pupils' promotion policy in lower primary schools is not practiced as it is intended.*

*Finally, the study recommended that it is necessary to provide the opportunity for teachers to understand the true essence of the promotion policy and the role of continuous assessment in lower primary schools through organizing seminars, conferences and workshops; there should be active involvement of parents and other stakeholders, the right and timely professional support is also necessary for schools.*

# CHAPTER ONE

## Introduction

### 1.1 Background of the Study

A Nations' children are its greatest resources. Education is one of the vital forces which is responsible for the development of these resources. In relation to this, Lockheed and Verspoor (1991:2) suggested that:

*The future development of the world and of individual nations hinges more than ever on the capacity of individuals and countries to acquire, adapt, and advance knowledge. This depends, in turn, on the extent to which the population has attained literacy, numeracy, communications and problem solving skills. To move forward all developing countries must improve the education and training of their labour force. Advanced education and training must rest on the solid foundations of good primary education.*

Therefore, education liberates children's to use their ability and solve problems that face them as a member of a nation. So, investment in children's learning is the most important contribution a nation can make to a better future. Generally speaking; education plays an important role in changing children's knowledge, skills, attitudes and view of the world.

The contribution of education to the development of a country has also been given emphasis in Education and Training Policy (ETP). The policy states that:

*Education is a process by which man transmits his experience, new findings and values accumulated over years, in his struggle for survival and development, through generations. Education enables individuals and society to participate in the development process... (ETPE, 1994:1)*

If Education is to realize the potential contribution to development of nations, attention must be given to the provision of quality education beginning at the primary level.

The issue of quality in schools linked to the overall level of academic achievements of students. This in turn can be ensured by the evaluation system (formative and summative) of schools. This is because; evaluation is the process of using information to judge the goodness, worth or quality of students' achievement, teaching programs, and educational programs in general and to make decision about the students to promote or not in particular(ICDR,1991).

The diversity of promotion practices with time and among nations of world has long been recognized. Cook [1956] expressed that, historically, the purpose of examination by

traditional schools was used as standard basis for promotion and marking. Their idea stems from that children's can profit from the same instructional materials similarly and they should be capable of coping successfully with prescribed course of study and they should not be promoted until they are able to do what is prescribed. While, in the early 1900s some schools in America appeared to deal with problems of individual differences and argued that instead of applying strict promotion policy, it is desirable to consider individual differences among learners. So, adjusting instruction to the abilities of children felt important. And the purpose of the examination should be beyond marking and promotion - to understand, help and to identify learning problems of the child.

The decision to promote pupils from grade to grade varies from country to country. For instance, repetition rates are higher in countries of Southern Europe, African and Latin American countries influenced by Southern Europe tradition. On the other hand, Northern European countries and developing countries influenced by British tradition adopt automatic promotion (N'tchougan-Sonou, 2001).

This practice becomes not only an issue of school policy but an ideology of each country. Repetition and social promotion represent two philosophical poles. In the model of academic selectivity, grade repetition and exclusion are tools which separate academically best performers from poor performers and allocating academic and professional opportunities for the former (elitism). Social promotion, on the contrary, suspend grade repetition strives to create an opportunities for all people to improve their standard of living through a more equitable distribution of educational options (N'tchougan-Sonou, 2001).

In sum, the success of each policy should be understood on specific economic, political and social contexts of each country.

The decision to have rigid or lenient promotion policy depends on the intention of that particular country's education policy. In line with this, Brimmer and Pauli (1997) in N'tchougan Sonou (2001) stated that much of the wastage through out the world could be eliminated through abolishing repetition in favour of automatic promotion and drop-out was restricted by introducing compulsory education. This trend shows that in majority of countries

both developed and developing appear to believe that repetition creates more problems than it solves and therefore follow a policy of automatic promotion.

Advocating this, ETP (1994) incorporated strategic elements such as the structure of students profile; educational measurement and evaluation which comprises, continuous assessment in all subjects including aptitude tests which will be conducted to ascertain the formation of all round profile of students at all levels. The strategy in the policy also required students to have a minimum of 50% achievement to be promoted from one grade level to the next.

However, the Reforms outlined in the Government's 1994 Education and Training sector Policy included among others an issue of promotion of lower primary schools and it indicated that, "Automatic promotion of children in primary grade up to grade 3, to reduce repetition and dropouts"(ESDP,1991:5).In addition to this, MoE (2002b:42) stated that pupils at lower primary level (1-3),"almost all pupils, with the exception of those with extreme learning handicaps or challenges pass from grade to grade without having to repeat class".

Thus, there seems inconsistency between ETP 1994 with ESDP 1991 and MoE 2002b. That is, on the one hand, pupils are required fifty percent achievement to be promoted from one level to the next; on the other hand, the policy allows pupils to pass without repetition or automatically from one grade level to the next level. However, the MoE (2002b) also explained that, even if pupils pass from grade to grade without repetition; it should accompany with mastery of the basic skills of reading, writing and arithmetic.

From the foregoing discussion it is possible to infer that, lower primary school promotion policy in Ethiopia is neither lenient nor rigid. This means that it tries to compromise academic competency and social needs of the learner simultaneously.

In order to implement this promotion policy properly and thereby to enhance the quality of education, concerned stakeholders, especially teachers, directors, supervisors, parents and others need to have common understanding among them about the intention of the policy which is being practiced. Therefore, studying stakeholders' perceptions of the policy and practice of pupils' promotion in first cycle primary school is paramount important.

## 1.2 Statement of the Problem

Ministry of Education aimed at expanding access and improving quality of education .To meet this goal the current national education policy requires that promotion be based on pupils' continuous assessment results for the first three grades of primary education and also lower repetition and dropout rates overall and at each grade level (MoE, 2002a). Therefore, the full implementation of the promotion policy can contribute positively to the improvement of pupils' achievement in particular and quality of education in general. This demands the readiness of those who are responsible for implementing the policy. Thus, the promotion policy at lower grades can be implemented successfully only if the stakeholders including teachers, directors, pupils, parents and supervisors all understand and appreciate its usefulness and work in harmony with passions.

However, reports from MoE shows that still there are pupils who repeat class and leave out of school at lower grades; even those pupils who are with in the system have low achievement records. For instance, the second NLA indicated that, although, the average mark attained for grade 4 rose from 47. 9 to 48.5, pupils learning had not increased from 200-2004 (MoE, 2005). In addition to this, in 2004/05 primary level repetition and dropout rate was 3.8%and 11.8% which rose up to 6.1% and 12.4%in 2005/06 respectively. Moreover, the third NLA has shown a decreasing trend of learning achievements at grade 4 i.e. from 48.5 percent in 2004/05 to 39.8 percent in 2006/07 (MoE, 2008). Above all, MoE (2006/07) confirmed that the education system unable to achieve the desired quality in the practice of fifteen years. To this end, the ministry introduced general education quality assurance package as coping strategy for low quality education.

In addition to the above general trend of pupils' achievement and quality problem, other research results specifically indicated problems associated with pupils' grade promotion and practice of continuous assessment. Accordingly, Dereje (2003) found out that automatic promotion practice of pupils in the first cycle was not properly implemented. In addition, Muluken (2006) indicated that continuous assessment has not been fully practiced. Another researcher in the area under study shows that free promotion policy practice was not practiced as intended (Gobezie, 2007). More over Haji (2007) found out that the Addis Ababa first cycle

primary education teachers have negative perception on automatic promotion of pupils in first cycle of primary schools.

Further more, from the researchers work experience, in the first cycle primary schools the focus of pupils evaluation practice is not to detect their learning difficulties and assist them for better learning; instead, it is mainly used for selection purpose either to promote or not . Complains were also raised from some parents that pupil results were inflated and their test-scores do not reflect true changes in pupils' achievement and pupils promote from grade to grade without mastery of necessary contents. Some emphasized that schools are on the verge of producing children who will not be able to read and write their names.

As indicated earlier, previous studies were limited with teachers' perception and implementation of the policy. In fact, pupils' learning is not the only responsibility of the teachers but also it is the function of other concerned parties as well. But none of these studies have given due emphasis to perceptions of stakeholders towards pupils promotion policy in particular. Moreover, in South Gondar zone the participation of stakeholders towards promotion policy is expected to be low. Finally, it is also important to confirm that, so far there is no direct study made in the area under study.

Therefore, all the aforesaid facts inspired the researcher to study about issues of pupils' promotion with the intention of filling the gap. More specifically, there is the need to study stakeholders' perceptions of the policy and practices of pupils' advancement in the first cycle primary schools. Thus, the intent of this study is to examine stakeholders' perceptions of the policy and practice of pupils' advancement in government lower primary schools of south Gondar Administrative zone.

### **1.3 Basic Research Questions**

The purpose of this study is to examine stakeholders' perceptions of the policy and practice of pupils' advancement in lower primary schools.

To this end, the following research questions were proposed.

1. How do stakeholders understand the pupils' promotion policy in lower primary schools?

2. How does pupils' advancement in the first primary schools practiced?
3. Do teachers use continuous assessment in the teaching -learning process?
4. What factors influence the practice of pupils' advancement in lower primary schools?

#### **1.4 Objectives of the Study**

The objectives of this study were to:-

1. Investigate stakeholders' perceptions of pupils' promotion policy in lower primary schools.
2. Analyze pupils' promotion practice in the first cycle primary schools.
3. Examine the practice of continuous assessment in lower primary schools.
4. Identify factors that affect the practice of pupils' promotion in lower primary schools.

#### **1.5 Significance of the Study**

Since the geographical area is limited to South Gondar Administrative zone of the Amhara National Regional State, the result of the study have the following significance:

1. The study result can help stakeholders to understand the notion of pupils' promotion policy and to contribute for its proper practice.
2. Education officers at different levels, researchers and Policy makers can have information about pupils' promotion practices of the area so as to make necessary improvements.
3. The study may be used as source of additional material for further broader study in the area

#### **1.6 Delimitation of the Study**

To make the study manageable it is delimited to South Gondar Administrative zone which is found in Amhara National Regional State. To make the study more convenient it was conducted in 5 sample Woredas and 13 sample schools which were selected from the population of 12 Woredas and 249 schools respectively. Though stakeholders are diverse and many in natures, this study includes only the influential stakeholders of lower primary schools namely: teachers, pupils, parents, head teachers, school cluster supervisors and Woreda education office heads. Moreover, the study also considers only grade one up to grade three promotion policy and its practice.

## **1.7 Limitation of the Study**

The writer of this paper believes that, this study is not free of limitation. In this study the data about perception of stakeholders' in relation to promotion policy of primary schools were collected using questionnaire; but, measuring perception of respondents quantitatively does not guarantee to collect detailed information from respondents. Similarly, since the study was mainly intended to conduct survey in the area under study, the data about practice of continuous assessment in schools were collected using questionnaire, however, it was much better to measure this practice using observation technique of data collection. Nevertheless, the researcher attempted to compensate the aforementioned limitation by conducting interview in relation to stakeholders' perception and reviewing documents about the issue of continuous assessment to supplement the data obtained through questionnaires. Even though the researcher tried to overcome the problem by using interview guide questions, his not using tape recorder for the purpose of interviewing respondents remained a drawback in the process of investigation.

## **1.8 Operational Definition of Terms /Phrases**

Promotion: Advancement in status or position example, advancement of pupils' to the next high grade level.

Promotion policy: Official guideline in an educational system used by schools to determine Pupils' advancement from one grade to the next (Dejnozka, 1983).

Perception: is the view, opinion or understanding of stakeholders on promotion policy of pupils in lower primary schools.

Stakeholders: refers to those who have a vested interest in education, its process and outcomes (pupils, parents, teachers, head teachers, etc.).

Practice: Putting the policy on to implementation in order to bring significant positive changes to the country and the society as a whole (MoE, 2002b).

Quality of Education: Refers to the attainment of stated profiles or described levels of competency in or up on pupils' behavioral patterns or personalities.

## CHAPTER TWO

### Review of Related Literature

#### 2.1 Primary Education: An Overview

Education is a cornerstone of economic and social development and primary education is its foundation (Lockheed and Verspoor, 1991). Yalokwu (2001) also stated that education is one of the processes by which a society can preserve, enrich and transmit the accumulated knowledge, skills and values of its cultural heritage and environment in order to foster the well being of its members. Primary education being the base of the formal education pyramid has often been viewed as the most crucial educational level in the formal system because any problem at this level would automatically reflect at the next higher levels. In addition to this, Derebssa (2001) pointed out that primary education provides a fundamental base for all further schooling and training, and its universal availability and quality are central to the human resource capacity.

Therefore, any development efforts has to be linked with quality education, so as to enable a society to play active role in the economic, social and political life of a given country at various levels. Thus, to address these, quality primary education without any shadow of doubt is a rock bottom necessity.

Though, there are different indicators of quality of education, it is believed that the quality of primary education in a country must be judged by the learning of all its children. Improving the quality of primary education therefore means that more of the nation's children complete the primary cycle having mastered what was taught (Lockheed & Verspoor, 1991).

Accordingly, in Ethiopia, of all various educational levels, the education and training policy has given priority to primary education. In this case, MoE (2002b) confirmed that, since the expansion of quality primary education to all citizens is not only a right but also a guarantee for development, the aim is not merely to raise the standard of the education of the few, but to universalize primary education. It is clear that the benefits of education can be gained if all children can have access to education and are able to complete on primary education with adequate quality.

In light of this, (ESDP, 1999; MoE, 2002a) indicated that primary education in Ethiopia is organized and subdivided into two sections, basic (grades 1 to 4) and general (grades 5 to 8). The first cycle pupils are taught in a self contained classroom system of teaching whereas pupils in the upper primary cycle are taught in departmentalized system. In addition to this, the learning environment, content and processes that learners encounter are expected to meet the national goals and profiles set in the policy.

In this regard, as indicated in syllabus of lower primary school (ICDR, 2004: 4) possible profiles expected when pupils complete the level include the following.

- A. They will be able to write in standardized calligraphy, read properly and compute correctly with the four basic operations in numeracy.
- B. They will have some awareness about themselves and about their families and community and feel society's responsibilities and problems. They feel responsible for their actions. They will also try to solve problems.
- C. They know the purpose of the different materials at home and can use these materials and take proper care of them.
- D. They will be able to observe the work and production activities practiced in their surroundings and can also participate in labor activities of choice.
- E. They will be able to examine, compare and identify useful and harmful outlooks, beliefs, opinions, and practice at individual, family and social levels and will be able to make decisions for themselves.
- F. They will be able to seek information when faced with problems and make rational use of it.
- G. They will exhibit great willingness to try and practice different activities which are compatible with their abilities.
- H. They will be able to look after personal hygiene and environmental sanitation.
- I. They will be able to work cooperatively with others for the common good.

Moreover, the MoE has instituted policy elements like continuous assessment and promoting children with out grade repetition in primary grades up to grade 3 to reduce and check attrition, repetitions and dropout at the first cycle of primary education (ESDP, 1999).

Therefore, pupils' promotion practice in the lower primary school is the center around which the major theme of this reviews of related literature in particular and the whole work in general revolves.

## **2.2 The Character and way of pupils Promotion Policies**

Before the early nineteenth century, schools in United States had no grade levels. Theoretically, a student would pass on the next higher grade as he/she mastered the content area of one grade (Cunningham and Owens, 1977). In a similar way, Labaree (1984) states that at earlier times education was an individualized process that each pupil learns and advances at his/her own pace. Because there was no comparison group, pupils experienced neither repetition nor promotion but rather only a form of forward movement.

The need to make decisions about promotion and repetition arose with the introduction of age graded schooling in America in the first half of the nineteenth century. With the introduction of graded classes, the question of standards for promotion from one grade to the next grade became a growing concern of social issue. As a result, individualized instruction gave way to cohorts of students of similar age which in turn led to group promotion (Owens and Cunningham, 1977; Labaree, 1984; Karweit, 1992).

Through out the years, loosening the standards or the opposite has reflected the political and reform climate of the particular period. And public education has been characterized over the years by slow swings of the pendulum between organizational and cultural pressures. These alternatives consist of different perceptions of learning capabilities of children and of the goal of education. In such a way, the conflicts between goals of group learning – organizational efficiency and the goal of individual selection – meritocratic values; has been a source of controversy beginning from the first graded schools (Labaree, 1984; Karweit, 1992).

According to Labaree (1984) three different core strategies were identified that have been adopted in order to resolve the conflict.

1. Social promotion: In its pure form, social promotion means automatic advancement of all members of an age-cohort from one grade to the next with out regard to individual achievement. This strategy gives priority for efficiency and group learning over merit and individual selection.

2. Tracking: As compromising strategy which differentiates pupil within each group can either be socially promoted or subject to promotional standards that are differentiated by track. This approach claimed to be offered a variety of curricula to each age group. The curriculum then adapts to the abilities of the students.
3. Merit promotion: It represents a stronger emphasis on achievement and selection than on efficiency and group learning. In this strategy the student adapts to the curriculum. Each student, as measured against a fixed achievement standard, is retained or advanced a grade depending only on his/her proven ability.

### **2.3 Repetition Versus Promotion**

A student has three paths in a particular academic years i.e. promotion, repetition or dropout. These are commonly used to measure the efficiency of the education system in producing graduates of a particular education level. However, these issues have different signals to quality education which depends on overall educational policy of a given country.

Brimer and Pauli (1971) define repetition as a year spent by a pupil in the same grade and doing the same work as in the previous year. According to Alexander et al., (1994) repetition implies that children have somehow fallen short and are unprepared for the next level of schooling. In both cases, it is the practice of holding back when they fail to master a given curriculum at an acceptable level of proficiency.

The practice of grade repetition has several dimensions. In this regard N'tchougan-Sonlou (2001) expounded that grade repetition has economic, pedagogical and political dimensions; each of which has different connotations between the developed and developing worlds. From economic point of view grade repetition is expensive, since families must pay for extra years of schooling, because it is lengthening the study time. The cost of repetition to the government is enormous, too.

In addition, Thomas (1990) indicated that because most governments in developing countries are already spending as much as their budgets will rationally permit on education, because of the high drop out and repetition contributing to the inefficiency of the developing countries education system.

In the case of pedagogical aspects of grade repetition there is a heated debate in Europe and America. N'tchougan-Sonou(2001) explains that in developing countries particularly in Africa and Latin America the pedagogical focus in grade repetition research does not extensively treat the effect of repetition on individuals but rather examines it in terms of educational quality and internal efficiency. Grade repetition is also found psychologically a threat to students.

On the top of this, the incidence of repetition has a diverse effect on pupils' motive and interest towards learning (Brimer & Pauli, 1971; Brown, 1992; Alexander et al.1994). Brimer & Pauli (1971) remarked that most of the time repetition followed by pupils dropping out. Similarly, Alexander et al (1994) added that young people dropout for many reasons but being behind in school is one of the strongest predictors even when other risk factors like poverty and other home background are taken in to account.

In sum, repetition is not in it self a cure for deficiency of the child's learning ability, which causes a child to do unsatisfactory work. It involves wastage of a certain amount of resources. Beyond this, there may be psychological costs involving self-esteem or happiness. These costs are borne not only by children but also by their parents, too.

The survey made on American teachers by Smith (1989) cited in N'tcougan-Sonou (2001) shown that teachers believe that children can benefit from repetition because it will increase the level of readiness that comes with increasing maturity. In the same manner, Pratt (1980) contends that if students repeat the same grade they will relearn the knowledge and skill they failed to acquire and master before.

Karweit (1992: 1114) argues that students at first grade and kindergarten are immature. If they are given "The gift of time" repeating the same grade has an opportunity to mature. Thus placement of the child in schools should be on the basis of developmental, not chronological age.

With regard to the merits and demerits of automatic promotion, many writers have different views. Automatic promotion means children in each of the different grades in a school do follow a common program, but with wide variation in levels of individual attainment is

accepted in each grade (Brimer & Pauli, 1971). UNESCO (1998) adds, in automatic promotion practice all pupils are promoted to the next grade every year regardless of achievement.

Having this in mind, therefore, proponents of automatic promotion agreed that lowering of the pass standard for promotion from grade to grade need not cause a lowering in the attainment level of pupils in the various age groups.

John Dewey (1902) cited in Labaree (1984: 72) contend that "schools should not only adapt themselves to the academic abilities but also to the broader social needs of the average student". This means the focus should shift from exclusive intellectual development to inclusive concern for the social and emotional development of the student. Non promotion seriously impaired the organizational efficiency of the school and also fostering academic achievement is not by means of high standards. By contrast, in the same review critics contend that "lowering the floor for achievement at a particular grade levels leads to a lowering of the ceiling as well, while a raised floor leads to a raised ceiling" (Ebel, 1983 cited in Labaree, 1984: 73).

This implies setting low minimum achievement levels for promotion is thought to promote low achievement expectations.

However, Karweit (1992) disclosed that although literally hundreds of reports and reviews have examined the merits and demerits of grade repetition, they provide only limited evidence whether it helps or harms a student. This happened due to limitation of methodology of the research. Therefore, no valid results showed the positive effect of repetition.

Similarly Labaree (1984) goes on to affirm that despite many research conducted on promotion policies, there are no reliable and definitive findings which could serve as the basis for policy. In this case, he considered the stands taken by six researchers and he found that no one of these adopt a position in support of repetition. Three remain neutral on the issue. While one, mildly favour social promotion and the remaining two strongly support social promotion.

Generally speaking, the proponents of automatic promotion are concerned with educational efficiency, where as, the proponents of grade repetition with educational standards. Bearing

this in mind, if the goal is to have children who are not well prepared to succeed in school, merely accepting social promotion or retention is not a solution. Policies need to be especially conscious of difficulties surrounding educational levels before holding back students or allow them to move on to the next level. Therefore, setting promotion standards and policy must be made on the basis of economic, political, and social values of a given country.

## **2.4 Promotion Policies and Student Achievement**

Many changes have already taken place in schools at different times. In this regard, Varner (1956) expressed that among changes which caused misunderstanding and criticism in American schools was that in the method of marking and reporting to parents. Since the assumption of grade standard method of marking was based on that all pupils are born equal in abilities, interests and personality and that they vary only in virtue, the virtuous ones try hard and receive the best marks, the others try hardly enough and receive failing marks. Varner further described the effect as follows:

*“For the low ability child and his parents the next report card is but one more crushing statement of the child’s dullness, for the high ability children and his parents the next report card is the written guarantee that his IQ is still showing.”*  
(1956: 89).

In this method of marking, the slow learning pupil became discouraged and stops trying, while the gifted child encouraged although his/her achievement may be far below his/her potential. This method used to select the brighter pupils for high school education and to eliminate pupils in the lower range of ability from school.

In contrast to the graded standard/merit promotion, social promotion based up on recognition of a wide range of individual differences in pupils. Each child is judged and graded up on his/her own growth rather than upon his/her ability to meet a uniform standard (Cook, Varner, 1956). In this case, therefore, the bright learners encouraged achieving their full extent, and slow pupils also encouraged to raise their level of achievement.

However, these promotion policies continue to be the debating issue among teachers, educators and the public. This is because of the fact that these policies have great influence on students’ achievement, as well as the total quality of education.

Accordingly, the proponents of merit promotion argue that competency based promotion will encourage achievement while social /automatic promotion will have the reverse effect (Labaree, 1984). Merit promotion gives weak students another opportunity to acquire necessary skills before being passed on to a level for which they would not otherwise be prepared. It is necessary in order to push students to learn, as well as maintain grade level standards (N'tchougan – Sonou, 2001). In addition, Ames (1980) as cited in Karweit (1992) contends that failure is often seen as a positive experience for children, because it motivates them to succeed. Fear of failure is often considered as a reason to have grade repetition as policy.

On the contrary, advocates of social promotion ascertain that repetition of grades as a result of strict merit promotion has no special educational value especially in lower levels. Repeating the material make students to be bored and loose their interest. Moving on to a new grade on the other hand, provide new experiences, stimulating the student to learn (Otto, 1951 in Cunningham & Owens, 1977).

Similarly, Brown (1992) argued that an education policy which forces pupils to spend a second year on the same material is crude and a primitive strategy for individualizing instruction. Since the practice is repressive and subject students to humiliation and loss of self concept, the outcomes for repeated pupils are: low level of achievement and self-esteem; sense of frustration and defeat. It is certainly inappropriate to hold back children between kindergarten and grade three.

It is imperative to recognize that neither automatic promotion nor retention policies, by themselves can solve the problem of children who experience difficulty in learning. Pupils who fail to grasp material presented in a particular manner and settings are not likely to have much more success by going through an identical experience for a second time. People who move on to the next grade without having mastered material at the previous level are likely to have trouble in learning the new subject matter, too. In both cases the more effective interventions that address the particular learning needs of each pupil should be considered (UNESCO, 1998).

On the other hand, Shepard (1989) as cited in Brown (1992) cautioned that schools involved in social promotion practice should consider normal grade promotion with a plus factor. This

means not simply socially promoting students, but following through with continuing assistance and support. In addition, N'tchougan-Sonou (2001) suggested that the best way to deal with non completion of and repetition with primary schooling in developing countries is through school improvement. This is because of the fact that school improvement focused on input and process quality measures (on the learning end) will in principle have the effect of improving output quality (students achievement).

Therefore, from the aforementioned arguments one can infer that favouring one end of the policy might not guarantee pupils learning and achievement; instead, their learning might be at stake. Thus, for pupils better learning proper and effective intervention is crucial. So the teaching learning processes need to pay attention to students' improvement. Hence, continuous assistance of pupils by their teachers and parents seems the rule of the game.

## **2.5 Students Promotion Practice and Basic Requirements**

Many research results have shown that neither grade promotion nor repetition policy demonstrates a significant difference in their impact on the low-achieving results. However, research results and many reviews have proved no positive effect of grade repetition. It does not positively affect academic achievement or student personal adjustment. It has also strong long term effects than short term effects. This condition contributes for raising dropouts which represents an educational loss which in turn lead to economic wastage.

This being the case, automatic promotion appeared to be the direction in which school system in many countries is adopting. This might be applied to grade 1 and 2, all primary or at all grade levels.

Since automatic promotion by itself may not guarantee students learning, many countries of the world do not apply this policy. For instance, Togo (Africa), the former Yugoslavia (Eastern Europe Country) and many L. American countries do not practice automatic promotion of pupils. On the other hand, there are countries which practice automatic promotion in their elementary and secondary schools. For instance, China, Belgium, Nigeria, Kenya and Ghana (all primary), Denmark (1-7), Norway and Sweden (1-9) where as others like UK, USA, Japan, Korea and Australia apply at all grade levels (Brimer &Pauli, 1971;

N'thougan-Sonou, 2001). Currently our country similarly applies grade promotion with out repetition for primary school from grade 1 up to 3.

In those countries which practice automatic promotion, wide variation in levels of individual attainment is accepted in each grade. Thus, this practice demands different activities and considerations so as to ensure all pupils' learning in a given grade.

In relation to this, Brimer and Pauli( 1971)indicated that, improvement of equipment and reducing class size, the initial and in service training of teachers; school together with teachers and parents should develop remedial programs; changing the thinking of people in general and parents in particular are important activities that enhance effective implementation of automatic promotion. Capper, (1996) and ESDP (1999) also stated that to enhance the implementation of automatic promotion; pupils' assessment should be continuous which enable teachers to detect and assist the learners' difficulties rather than using it for promotion purpose only.

#### **2.5.1 Assessing changes among students**

There is the idea of assessing changes in students' performance in any educational system though the approach to do so differs from one system to another. And promoting children's learning is the principal aim of schools. Assessment, therefore, lies at the heart of this process. The purpose of assessment may be classified in to two, namely formative and summative assessment. Making distinctions between these aspects of educational activity is an important one.

Weeden, Winter and Broad Foot, (2004) explained that formative assessment, is an assessment which is part of the processes of teaching and learning-assessment for learning, while, summative assessment is the process of summing up or checking what has been learned at the end of a particular stage of learning. Summative assessment impacts indirectly on the learners' sense of success and failure. Tests, exams, marks and grades have evolved in to the needs of summative assessment whereas formative assessment is an essentially dynamic process in relation to learning.

Here, discussing the wider scope of assessment is not the focus of the researcher; instead the focus is to deal with continuous assessment and pupils learning. Hence, this attempt is made in the following discussion.

### **2.5.1.1 The Practice of Continuous Assessment**

Continuous assessment is a more formative means of assessing learners that gives an opportunity for them to improve their performance. It is one of the modern methods that can help teachers to assess an overall picture of student's performance. It is the act of gathering information on daily basis in order to understand individual students learning needs. (Bryans, 1992; Capper, 1996)

Adding to this, MoE (2002) defined that continuous assessment is the process of gathering information to make decisions about learners based on what they know and can demonstrate as a result of instruction. The assessment is continuous because it: (1) occurs at various times as part of instruction; (2) may occur following a lesson; (3) usually occurs following a topic and; (4) frequently occurs following a theme.

Based on the above explanation, Brimer & Pauli (1971) argued that assessment, decision and action need to be continuous rather than occurring only at the end of the school year. Repetition scarcely exists in such systems, not because promotion is automatic, but because learning is regarded as continuous.

Continuous assessment has always been a part of the teaching and learning process which has impacts of the learner. Robert Reineke (1998) cited in Weeden et al. (2004: 14) has pointed out, "instruction touches' the mind, assessment touches the heart". It is profoundly an important truth of education that learning includes both intellectual and emotional components. Therefore, the assessment climate that pupils experience is a critical component of the teaching and learning process.

In relation to this, Black & William (1998) suggested that for assessment to support learning, it must be conceived as a core part of teaching and learning process. Both pupils and teachers need to be able and willing to use for next steps the data obtained from assessments. Perhaps the

most important of all is confidence on the part of pupils as well as teachers that every student can improve. To give emphasis, Weeden et al. (2004: 153) quoting one head teacher, put it:

*"I show the children the plants in the play ground and point out that even if I water them all in the same way, some will flower quicker than others, but all of them will flower and all children will succeed even if some of them need more time."*

Thus, to support pupils learning, it is important to empower them with their own assessment skills, provide them with the right kind of guidance and have confidence in their success. Therefore, teachers' perception towards the success of students in relation to continuous assessment is a very important factor either to enhance or hinder pupils learning.

In relation to this belief, that all pupils can and will learn or master a given objective, Anderson (1985: 2775) identified six essential features of mastery learning. They include:

1) clearly specified learning goals; (2) short, highly valid assessment procedures; (3) present mastery performance standards; (4) a sequence of learning units, each comprised of an integrated set of facts, concepts, principles and skills; (5) provision of feedback of learning programs to pupils and; (6) provision of additional time and help to correct specified errors and misunderstandings of pupils who are failing to achieve the present mastery learning standards.

With regard to the purpose of continuous assessment Capper (1996) stated that the major purpose of continuous assessment is to continuously follow pupils' learning progress so as to identify those students who have and have not mastered a particular knowledge and skills and respond quickly and effectively to students' real or perceived learning problems and hence improve their learning. And the techniques of assessment includes, written tests, observations, project work, rating scales, checklists, assignments, portfolios etc.

However, the practice of successful assessment is not without challenges, particularly for teachers in developing assessment for learning. In this regard, Weeden et al. (2004) explained the challenge as follows:

The initial challenge for teachers is to understand and decide how to use continuous assessment in order to help pupils actively engage in their own learning.

A second challenge is to recognize the role of their own expectation on pupils learning and look for strategies that encourage learning.

A third challenge is that teachers may initially find it time consuming. Activities like evaluating learning, feedback comments may appear to reduce the time for teaching.

The final challenge is to recognize that any change will take time to implement and will need support from colleagues, parents and policy makers.

To sum up, assessment should motivate learning and hold pupils accountable. Though, teachers' being challenged to manage the relationship between assessment and students' motivation, their desire to enhance learning is an important means to subside the challenge. They should be aware of sharing ideas with school members and find out what works in their context

#### **2.5.1.2 Feedback and Continuous Assessment**

Research results have shown that if pupils are given only marks or grades, they do not benefit from the feedback. Low achievers will tend to believe that they don't have the ability to learn. To overcome this, feedback has been shown to improve learning when it gives each pupil specific guidance on strengths and weaknesses, preferably without any overall marks (Weeden et al., 2004).

Research also indicated that the effectiveness of classroom tests and quizzes is closely linked to the immediacy of the feedback that pupils receive; pupils who receive immediate feedback on their quizzes out perform who receive delayed feedback (Lockheed & Verspoor, 1991; Black & William, 1998).

The aforesaid idea has important implications for teachers marking and implies careful planning. Marking should be linked to clear learning objectives need to be planned for and integral to teaching and learning processes (Weeden et al, 2004).

The relationship between learning motivation and assessment is strong. Pupils learn more in classes where assessment is an integral part of instruction than in those where it is not and

brief assessment that provide frequent feedback and learning progress are more effective than in frequent ones (Airasina, 1997; Weeden et al, 2004).

From the foregoing discussion, it is possible to say that assessment gives us essential information about what our students are learning and about the extent to which we are meeting our teaching goals. But the true power of assessment comes also using it to give feedback to our students. In deed, such feedback can positively influence what our students learn because assessment derives student learning.

### **2.5.2 Stakeholders Involvement and Commitment**

Testing (assessing) endeavor attracts the attention and the concern of politicians, parents, students and the whole educational establishment, those who report and comment on such matters as well. It is an indicator of success (and failure) of the student and by implication, an instruction system in which that child should be well developed (Lissitz and Schafer, 2002).

Though, this being the case, different stakeholders' in schools activity participate and play their expected role at varying degree of involvement and commitment.

To indicate how school activities influenced by different stakeholders, Posner (1995) explained that the range of possible classroom events is always restricted by prior decisions at higher governmental levels. For instance, state requirements concerning student graduation, certification of teachers etc. influence events in the classroom. However, the stimulating or inhibiting decisions of the state are remote from real action of districts and schools at the local level.

On the other hand, Marsh (1997) cited in Bartlett et al (2004) stated that the education received is the result of a complex relationship between decision makers, stakeholders and other influences, in which no one group is in total control. We must not assume that because politicians pass a national curriculum that it will be interpreted in the same way by all of those operating at different levels of its delivery. It is also naïve to assume that teachers have ever been in total control of the classroom. They are affected by forces out side the classroom as well as by the pupils within. Thus, the success of reform's affected by its complexity and differences in local and national commitment to the reform (Lockheed& Versepoor).

In this regard MacNeil (1996) and Derebssa (2004) add, if reforms are accepted by implementers, they can be successful. But there are possibilities of resistance from teachers in particular and the people in general. This can be due to lack of knowledge and support, the rapidity of the change and peoples tendency in the area to maintain the statusquo.

To curb the problem of resistance, Derebssa (2002) noted that implementation is a collaborative and emotional effort where stakeholders support can be a vital input for success. Thus a leader needs to create a conducive climate to effective communication among all members of the educational actors. Ideas, values, feelings and attitudes of teachers need to be communicated from one individual or group to another.

Moreover, (Stenhouse, 1975) remarked that the betterment of schools can be achieved by the teacher strengths, but the strength of teachers are not effective unless they are coordinated and supported by the school. To strengthen this idea Gaziel (2001: 51) argued that “there is an association between teacher commitment and school success”. Commitment to student learning, therefore, reflects teachers' dedication to help students to learn regardless of their academic difficulties or social backgrounds or other perceived barriers.

However under adverse conditions even those competent teachers who are well prepared can't teach effectively. Poor motivation impedes teacher's ability to teach. Governments can improve motivation by improving the professional and environmental conditions under which teachers work (Lockheed & Verspoor, 1971).

It seems that taking this fact into consideration, MoE aimed to strengthen teachers professional capacity by providing in service training to upgrade untrained teachers and as well as to acquaint teachers with changes and innovation in the system. The ministry also aimed to strengthen educational supervision in order to provide professional support at all levels. (ESDP, 1999)

It is undeniable that parents' are important in the education of their children. School learning is a joint process involving the home and the school. One way of making closer links between home and school is to organize workshops /meetings for parents which suit their work time (Curtis, 2003).

Parents have greater contribution or influence on their children educational activities. Especially in the primary school, parents have the final word on whether their child moves on to the next grade or not. For instance, in French education system parents can appeal against a decision and demand that the pupil to move to the next grade or repeat the year depending on the pupils level (French entrée – com/fe.education).

On the contrary, if parents are not interested in educating their children beyond the lower primary grades and if they do not support academic learning at home, children will perform poorly in school and eventually dropout. This attitude of parents may depend on school effectiveness. Therefore, repeating grades and dropping out of school can result from family and pupil characteristics and schools and educational polices that are ineffective (Lockheed & Verspoor, 1991).

To sum up, the communication which exists between parents and the school, and teachers, the collaborative effort of principals, educational professionals at different level is essential for students' academic achievement and total teaching and learning process. Therefore, the collaborative effort of stakeholders should consider not only the problem of repetition and dropout but also need to give attention for pupils' cognitive achievement and future life adjustment.

## 2.6 Grade Repetition and pupil Promotion in Ethiopia

Like in many other developing countries, grade repetition is a major problem, particularly in lower grades in Ethiopia. Repetition is a waste of resources. Therefore, the promotion policy allows pupils to pass from grade 1 to 3 with out any class repetition. The rational for this policy is to reduce repetition and drop outs, currently the national policy also requires that promotion be based on students' continuous assessment results for the first three grades of primary school (ESDP, 1999; MoE, 2008).

**Table 1:** The Repetition rates in primary school by Gender (Grade 1-8)

Year	Repetition Rate		
	Boys (%)	Girls (%)	Total (%)
2001/02	8.6	11.7	9.9
2002/03	5.9	7.7	6.7
2003/04	3.6	4.0	3.7
2004/05	3.8	3.0	3.4
2005/06	6.4	5.7	6.1

*Source:* Education Statistics Annual Abstract of 2006/07

According to Table 1, there are declining trends of repetition rates overall for the last five years, but it shows an increase for the last years of a given data. The gender difference in repetition rates has also decreased. Girls' repetition rate reduced from 11.7 to 5.7 whereas boys' rate of repetition was reduced from 8.6 to 6.4 in five years time.

**Table 2:** Repetition rate by grade in primary school

Grade	Year/2005/06		
	Boys	Girls	Total
1	6.3	5.8	6.1
2	4.6	4.0	4.3
3	5.0	4.2	4.6
4	6.5	5.7	6.1
5	7.8	7.2	7.5
6	6.2	4.5	5.7
7	8.0	8.5	8.25
8	10.8	10.5	10.7
1-8	6.4	5.7	6.1

*Source:* Education statistics Annual Abstract of 2006/07

As shown in Table 2, the highest repetition rate for the lower primary cycle was grade one and the lowest repetition rate was at grade 2. Whereas in the overall the primary cycle and the second cycle the highest repetition rate was for grade 8. In this grade girls' repetition rate was lower than for boys. The above table also shows that still there is repetition in the lower primary cycle. This implies that continuous assessment and grade promotion with out repetition is not fully implemented in all schools.

## CHAPTER THREE

### Research Design and Methodology

#### 3.1 Research Design

The purpose of this study was to survey stakeholders' perceptions of the policy and practice of pupils' promotion in government first cycle primary schools. In view of this, the design that was thought to enable the researcher to obtain the data thereby to achieve the objectives of the study proposed was descriptive survey design. The relevance of this approach for such purpose has been noted by Koul (2006) who says that, it helps to explain educational phenomena in terms of the conditions that exist, opinions that are held by the pupils, teachers, parents and experts, processes that are going on or trends that are developing. Therefore, this approach was employed as a method of study to reveal the current state of stakeholders' perceptions of the policy and practice of pupils' promotion in lower primary schools.

#### 3.2 Data Sources

The data inputs for the study include both primary and secondary sources. The primary sources of data are pupils, teachers, parents, head teachers, Woreda education heads and school cluster supervisors. Besides, to strengthen the information obtained through questionnaires and interviews from primary source, secondary sources like documents and records such as continuous assessment guide, student portfolio and reports of pupils' promotion practice were reviewed in the study.

#### 3.3. Data Collection Instruments

It has aforementioned that the design of this study was descriptive survey. Hence, to obtain adequate information the following data collection tools were employed: questionnaires, interviews and documents. In this regard (Creswell, 2003) indicated that collecting diverse type of data using mixed approaches best provide an understanding of a research problem. Hence, multiple approaches of both quantitative and qualitative data collection instruments were adopted in this study.

### **3.3.1. Questionnaires**

Questionnaires were preferable to involve large size of the population. Thus, two set of questionnaires which were predominantly closed- ended and few open- ended were prepared to obtain information from teachers, head teachers and school cluster supervisors about their perceptions of the policy and practice of pupils advancement.

The closed -ended type of questionnaires were yes or no answers, select from the alternative given, or in the form of rating scale, by which the researcher had the chance to get a greater uniformity of responses of the respondents that helped him to make it easy to be processed.

In addition to this, open-ended questionnaires were employed in order to give opportunity for the respondents to express their feelings, perceptions and intentions related to the policy and practice of pupils' promotion in lower primary schools. Finally, questionnaires were translated into Amharic language, which is the medium of instruction in lower primary schools and the working language in the study area.

### **3.3.2. Interviews**

Unstructured interview was used as a method of data collection in order to get pertinent information from pupils, parents and Woreda education office heads. The interview was held in Amharic language and orally on one to- one basis by the researcher himself, and it helped him to clarify vague concepts to the interviewees. Besides, all ethical considerations were taken during the interviewing time. More specifically, respondents were told about the confidentiality of the data obtained through the interview made with them. Hence, after gaining verbal consents, the interview was conducted and fictitious names were used to quote the response collected from the interviews.

### **3.3.3. Documents**

Documents like continuous assessment guide and pupils' portfolios availability and how they were used by teachers was checked. In addition reports of pupils' promotion practice which shows promotion trends over a period from 2005 to 2008 in sampled schools were reviewed.

### 3. 4 Sampling Techniques and sample size

South Gondar zone was the setting of this research. In the zone, there are 12 Woredas and 633 primary schools functioning in 2008 /09 academic year. However, the study includes 500 lower primary government schools which function up to grade 4. In this case, the researcher believed that schools up-to grade 4 have better experiences in relation to the issue under study than the newly opened ones.

As the number of primary schools indicated above is too large, the need to use a multistage sampling technique has become necessary. This sampling technique, according to Koul (2006) is used in educational research when it is either difficult to compile an exhaustive list of the elements comprising the largest populations or when the target population becomes too large in number or when the geographic distribution of units too scattered. By using this sampling technique it is common to have the final selection of few elements made within the Cluster to represent the many hundreds or thousands of the total population.

However, this method involves an element of sample bias because of the unequal number of schools in the selected Woredas (sub samples). To minimize such a problem it is advisable to employ probability proportion to size sample. That is to select a sample that the probability of selection of a unit is proportional to its size (Koul, 2006). In this way, these sampling technique are felt to facilitate sampling process and thereby to reach the required respondents with reasonable representation of the study population.

Accordingly, among 12 Woredas, five (41.7%) of them, namely Libo-Kemkem, DebreTabour, Fogera, Laygaynt and Farta were selected using simple random sampling. In these five Woredas there were 249 primary schools, of these 13 (5%) schools were selected using probability proportion to the number of schools found in each sampled Woredas.

The number of teachers, head teachers and school cluster supervisors representatives in the study were set by a technique of available sampling. That is, all teachers (208) directors and vice directors (21) and school Cluster supervisors (13) working in the 13 sample lower primary schools were included in the study. In addition, all Woreda education heads in the sampled Woredas (5) and six volunteer parents have also provided information. Further more,

six grade 4 pupils were included in the study. The main reason that grade 4 pupils chosen as a participant of the study was; first, they passed through the current promotion practice; second, their ability to respond to the interview was believed to be better. Thus, a total of 259 sample respondents were included in this study and the distribution clearly shown in the table below.

**Table 3: distribution of sample respondents by Woreda and school**

No	Study areas				Sample respondents						
	Name of Woredas	Total number of schools	Number of schools selected	Name of selected primary schools	Number of teachers in selected schools			Number of directors and vice directors			School Cluster supervisors
					M	F	Total	M	F	Total	All are male
1	Debre Tabor	15	1	Gafat	9	14	23	2	-	2	1
2	Libo kemkem	55	3	Alabo	8	5	13	1	-	1	1
				Abebaye	8	11	19	1	-	1	1
				Yifag	7	8	15	2	-	2	1
3	Fogera	40	2	Wotenb	8	5	13	2	-	2	1
				Alembet	8	10	18	2	-	2	1
4	Laygaynt	79	4	Ascha	9	12	21	1	1	2	1
				Damot	6	7	13	1	-	1	1
				Nefasmewucha	7	11	18	2	-	2	1
				Zantie	7	9	16	1	1	2	1
5	Farta	60	3	Tigelfrie	8	10	18	2	-	2	1
				Dengorse	8	5	13	1	-	1	1
				Aringo	5	3	8	1	-	1	1
Total	5	249	13		98	110	208	19	2	21	13

### 3.5 Pilot Testing of Instruments

To check the quality of the instrument developed the researcher has carried out a pilot test. In order to make essential corrections and verify the validity of the instruments, the questionnaires were handed over to two senior graduate students who have experienced as Woreda education head & zone education department supervisor. This had been done for the

purpose of ensuring content validity of the instrument. Accordingly, they have confirmed that most of the items could serve the purpose of the research. However, they suggested some amendments on some of the items.

With regard to the reliability of instruments pilot test was carried out in Chacha and Chakie primary schools in Angolela and Tera Woreda of North Shoawa. To this end, questionnaires were administered to 18 teachers and 2 head teachers.

Head teachers response judged by face value and discussion held with them to ensure that whether or not there was problem to fill the questionnaire. For teachers response the reliability was calculated for 10 items with five point scale. The internal consistency of the instruments was computed by Pearson coefficient of correlation using split half method. In this case, the items were split in to odd and even items then the correlation of the two halves was computed and resulting a coefficient of 0.78. Then for more internal consistency this result was modified by using spearman Brown formulae resulted with an index of 0.88. Thus, the items were found to be reliable to achieve the objective of the research and it was proper to put these items in to use (Best and Kahn, 2003; Yalew, 2006). Besides, most (13) of non scaled items were properly filled by the respondents of the pilot test. Some (6) items that it is seemed to lack clarity were improved based on the suggestion of both graduate students and responses of subjects used for the pilot test. As a result, from questionnaires items two were discarded, four were rearranged and rephrased .After making necessary modifications; the instruments were administered to the respondents.

### **3.6 Methods of Data Analysis**

In this study, both quantitative and qualitative analytical procedures were employed. Accordingly, the data obtained from questionnaires were presented with tables and analyzed using both descriptive and inferential statistics. Hence, the descriptive statistics employed were frequency counts and percentages, and the inferential statistics used was chi-square test.

In addition to this, data obtained from records of pupils' promotion practice was analyzed using descriptive statistics (percentages). While the data collected from unstructured interview and pupils' continuous assessment records were presented and analyzed qualitatively using descriptive statements by supplementing the data gathered through questionnaires from the two groups of respondents.

## CHAPTER FOUR

### **Analysis and Interpretation of the Data**

This chapter deals with the presentation and analysis of the data gathered through questionnaires and interviews from groups of respondents. It comprises of two major parts. The first section reports on the background information of the respondents involved in the study. The second part presents the analysis and interpretation of the data.

In order to collect the necessary information, different categories of respondents that is teachers, directors, school cluster supervisors, Woreda education office heads, parents and pupils were included in this study.

Accordingly, a set of questionnaires were prepared and distributed to respondents. A total of 208 questionnaires to teachers and 34 questionnaires to directors and cluster supervisors were distributed. As the result, of the questionnaires administered to both groups of respondents, teachers 202 (97.12 percent), and directors and cluster supervisors 30 (90.90 percent) were returned.

In addition data obtained through interviews from Woreda education office heads, parents, pupils and relevant documents are presented in the analysis.

#### **4.1. Background Characteristics of the Respondents**

Since the intended data for the study has been acquired from the respondents in the zone, describing their background characteristics is important. These are presented with the help of tables and described using frequency counts and percentages as shown in Table 4 below.

**Table 4: Description of Respondents by Sex, Qualification, Service Years and Teaching Load.**

No	Characteristics	Classification	Teachers		Directors		School cluster supervisors		Woreda Education office heads		Total	
			No.	%	No	%	No.	%	No.	%	No.	%
1	Sex	Male	97	48.01	17	89.47	11	100	5	100	130	54.85
		Female	105	51.9	2	10.53	-	-	-	-	107	45.14
		Total	202	100	19	100	11	100	5	100	237	100
2	Qualification	Certificate (TTI)	202	100	11	57.89	-	-	-	-	213	89.87
		Diploma	-	-	8	42.10	11	100	-	-	19	8.016
		Degree	-	-	-	-	-	-	5	100	5	2.11
		Total	202	100	19	100	11	100	5	100	237	100
3	Total Service	1-5	32	15.84	-	-	-	-	-	-	32	13.50
		6-10	40	19.80	3	15.75	-	-	2	40	45	18.99
		11-15	53	26.24	5	26.32	2	18.20	1	20	61	25.74
		16-20	47	23.27	6	31.58	4	36.36	-	-	57	24.05
		≥ 21	30	14.85	5	26.32	5	45.50	2	40	42	17.72
		Total	202	100	19	100	11	100	5	100	237	100
4	Teaching load per-week (in periods)	<20	19	9.41	-	-	-	-	-	-	19	9.41
		20-25	42	20.79	-	-	-	-	-	-	42	20.79
		26-30	141	69.80	-	-	-	-	-	-	141	69.80
		Total	202	100	-	-	-	-	-	-	202	100

As the data in Table 4 indicates 48.01 percent of the teachers, 89.47 percent of the directors, all of the school cluster supervisors and Woreda education office heads were male; while 51.9 percent of the teachers and 10.53 percent of the directors were females. This shows that there are more female teachers in the sample schools. Whereas participation of women's in the management of education was very low. This means there is under representation of females in the school directorship, supervisory and Woreda education office head positions.

With regard to qualification, all of the teachers and 57 percent of the directors have certificate level of qualification. The remaining 42.10 percent of the directors, all of the supervisors were diploma holders and all of Woreda education office heads were degree holders.

This implies that teachers have the required qualification for the first cycle of primary education. Other professionals who work in the school administration as Woreda education office heads also have qualifications that are fit for the positions they hold.

Concerning the work experience of respondents, the majority (86.5 percent) of the teachers, all of the directors, supervisors and Woreda education heads have been serving more than five years.

This implies that most of the teachers and all other educational practitioners have a great deal of work experience to obtain the necessary information for the issue under study.

When it comes to teachers teaching load, 20.79 percent of the teachers teaching load was within the range of 20-25 periods per week and 69.80 percent of the teachers were allotted from 26-30 periods per week. This shows that the majority of the teachers have some periods free from classroom instruction.

#### **4.2 Perceptions of Stakeholders about Promotion Policy of Primary Schools**

This part of the analysis includes respondents' knowledge of the promotion policy, which was analyzed using frequency count and percentage while respondents perceptions of the promotion policy was analyzed using percentage, chi-square and coupled with description of interview results.

In this section of analysis the data collected from questionnaire using five response items were condensed into three (Agree, undecided and disagree). This was for simplicity of reporting, the two outside categories of frequency count: "strongly agree" and "agree" and "disagree" and "strongly disagree" were combined; the data are shown in Table 7, 8 and 9.

**Table 5: Teachers, Directors and School Cluster Supervisors Knowledge of Pupils' Promotion Policy**

Item	Alternative	Respondents			
		Teachers (n=202)		Directors & supervisors (n=30)	
		No.	%	No.	%
1. Do you know the guiding principle(s) of pupils' promotion policy?	Yes	198	98.02	30	100
	No	4	1.98	-	-
2. What basic principle(s) the policy incorporate?	Students are promoted if they score 50% and above	150	75.75	25	83.33
	Students are promoted if they know their immediate environment well	80	39.60	11	36.7
	If they able to read, write and compute numbers	105	51.9	7	23.3
	Students are promoted depending on continuous assessment results	94	46.5	16	53.3
	If they attend regularly they will pass to the next grade irrespective of their score	37	18.31	2	6.7

As indicated in Table 5, 98.02 percent of the teachers and all of the directors and cluster supervisors reported that they know the present promotion policy of pupils. Only few (1.98 percent) of the teachers responded that they did not know pupils promotion policy.

In association with item 1, what basic principles incorporated in the policy an open ended question was presented to the respondents. Pertaining to this (item 2) 75.75 percent of the teachers and 83.3 percent of the directors and school cluster supervisors explained that, pupils are promoted to the next grade level if they achieved 50% and above, 39.60 percent of the teachers and 36.7 percent of the directors and school cluster supervisors also reported that if pupils know their immediate environment well they can pass to the next grade. In another category, 51.9 of the teachers and 23.3 percent of the directors and school cluster supervisors responded that pupils are promoted if they able to read, write and compute numbers as per to their grade level. The above table (5) also revealed that, 46.5 percent of the teachers and 53.3 percent of the directors and school cluster supervisors responded that students are promoted to the next grade based on continuous assessment results. On the other hand 18.3 percent of the teachers and 6.7 percent of the directors and school cluster supervisors responded that if

students attend regularly the policy allows them to pass to the next grade irrespective of their achievement.

This shows that 76 percent of the absolute majority teachers & 83.3 percent of the directors and school cluster supervisors understand that the policy is mainly based on marks or scores of pupils, as per the requirements of the policy document. On the other hand few teachers and directors and school cluster supervisors understand the policy as if it allows automatic promotion or social promotion of pupils regardless of their achievement. In addition to this, the data implies that, respondents have different understanding of the basic principles of the promotion policy. This means there is a possibility of differences in emphasis in instructional as well as in assessment techniques.

**Table 6: Views of Respondents on pupils Promotion Policy**

Item	Alternative	Respondents				
		Teachers (n=202)		Directors & supervisors (n=30)		X <sup>2</sup>
		f.	%	f.	%	
1. From the view point of over all educational process, do you accept students' promotion policy (1-3)?	Yes	35	14	23	76.7	
	No	167	86.0	7	23.3	
2. What would be your reason for your response?(item 1)	Because it is very useful	15	18.3	11	36.7	32.77
	Because it is useful	37	16.3	10	33.3	
	Because it is moderately useful	33	49.5	3	10	
	Because it is less useful	100	8.4	3	10	
	Not use useful at all	17		3	10	

Table 6 reports on views of respondents concerning pupils' promotion policy. It shows that 14 percent of the teachers and 76.7 percent of the directors and school cluster supervisors accepted the present promotion policy of pupils of the lower primary schools, while 86.0 percent of the teachers and 23.3 percent of directors and school cluster supervisors did not accept the promotion policy of pupils.

In the same Table (6), respondents reasoned out for their response (item 1) that, 49.5 percent of the teachers and 10 percent of the directors and school cluster supervisors, 8.4 percent of

the teachers and 10 percent of the directors and school cluster supervisors reasoned out that the promotion policy was less useful and not useful at all respectively. Whereas, 18.3 percent of the teachers and 33.3 percent of the directors and school cluster supervisors, 7.4 percent of the teachers and 36.7 of the directors and school cluster supervisors responded that the policy was useful and very useful respectively.

A chi-square test was computed to check whether there exists difference in views between two groups of respondents or not. Accordingly, the computed value  $X^2=32.77$  was found to be greater than the table value  $X^2 = 11.1433$  at a significant level of 0.05 with four degrees of freedom, which revealed that there was statistically significant difference between the responses given by the two groups of informants.

This shows that teachers do not accept the policy because they believed that it is not useful whereas directors and school cluster supervisors accept the policy as they feel it is useful. It implies that teachers teach in the first cycle primary schools with out accepting the promotion policy.

In relation to this, MacNeil (1996) and Derbessa (2004) remarked that, if innovation is accepted by implementers, it can be successful. But there are possibilities of resistance from teachers. This can be due to lack of knowledge and support and their tendency in the area to maintain the status quo.

**Table 7: Respondents' Perception of pupils Promotion Policy in Relation to Interest of Teachers, Pupils' Interest and Achievement**

No.	Item	Total Number of Respondents( N=232)							X <sup>2</sup>
		Agree		Undecided		Disagree			
		No.	%	No.	%	No.	%		
1	The current promotion policy increases teachers' interest to teach.	Ts(n=202)	38	18.8	9	4.5	155	76.7	1.55
		Dirs & SCSUPs (n=30)	3	10	1	3.3	26	86.7	
2	The promotion policy does not initiate pupils' to study	Ts	149	73.8	14	6.9	39	19.3	*27.60
		Dirs & SCSUPs	9	30	2	6.7	19	63.3	
3	The present promotion policy allows every student to pass to the next grade irrespective of their achievement	Ts	44	21.8	9	4.5	149	73.3	1.641
		Dirs & SCSUPs	6	20	3	10	21	70	
4	If pupils' can not compete with average learners they should repeat the same grade.	Ts	144	71.3	6	3	52	25.7	*30.2
		Dirs & SCSUPs	6	20	2	6.7	22	73.3	
5	Grade repetition is not beneficial to lower achievers	Ts	40	19.8	7	3.5	155	76.7	*20.6
		Dirs & SCSUPs	16	53.3	3	10	11	36.7	
6	Promotion of pupils' should be based on continuous assessment results.	Ts	50	24.75	8	4	144	71.3	*37.2
		Dirs & SCSUPs	24	80	1	3.3	5	16.7	

Ts = teachers, Dir = Directors and SCSUPs = School cluster supervisors

\*=Significant at  $\alpha = 0.05$ ,  $df = 2$  and critical value = 7.38

In the above Table (7) item one indicated that, 76.6 percent of the teachers and 86.7 percent of the directors and school cluster supervisors expressed their disagreement that the policy increase teachers interest to teach while 18.8 of the teachers and 10 percent of the directors and school cluster supervisors expressed their agreement to the issue. The chi-square result ( $X^2 = 1.55$  at  $\alpha = 0.05$  with  $df = 2$ ) showed that statistically there was no significant difference between the responses given by the two groups of respondents.

This implies that, the current promotion policy does not contribute to the teaching efforts of teachers.

In the same Table (7) indicated that, 73.8 percent of the teachers agreed that the current promotion policy does not initiate pupils to study while 63.3 percent of the directors and cluster supervisors expressed their disagreement to the issue.

The chi-square result ( $X^2 = 27.6$  at  $\alpha = 0.05$  with  $df = 2$ ) showed that statistically there was significant difference between the response given by both groups of stakeholders.

In addition to this, interview was held with pupils. They explained that the teaching learning system initiate them to follow their learning actively. In this regard, one of the pupil informants fictitiously named Mulu said:

*My grade three teacher was using continuous assessment on daily basis and she had also the experience of telling our weekly assessment results, so that I was eager to study always but there are some teachers who do not do this.  
Feb23//2009*

Another informant fictitiously named Goshu said:

*When I was learning in grade2 and 3 our teacher was assessing us every day in the class, so that I was doing my homework before going to school. Feb 24/2009*

Therefore, from the result of chi-square and interview it is possible to say that teachers perceive the promotion policy negatively whereas the directors group and pupils perceive the policy positively in that it initiates pupils to learn better.

Table 7 (item 3) also reveals that, 73.3 percent of the teachers and 70 percent of the directors and school cluster supervisors expressed their disagreement to the idea that the promotion policy allows every student to pass to the next grade irrespective of their achievement, while 21.8 percent of the teachers and 20 percent of the directors and school cluster supervisors showed their agreement to the issue. The chi-square result ( $X^2 = 1.64$  at  $\alpha = 0.05$  with  $df = 2$ ) showed that statistically there was no significant difference between the responses given by both groups of respondents.

This indicates that, the majority of respondents (73.3 percent of the teachers and 70 percent of the directors and school cluster supervisors) have the knowledge of how pupils pass or repeat from one level to the next level in the lower primary schools. The ETP (1994) also supports that, in order to pass from one grade to the next level pupils achievement has to be considered.

In the same Table (7) item 4 shows that, 71.3 percent of teachers agreed that if pupils can't compete with average learners, they should repeat the same grade while 73.3 percent of the

directors and school cluster supervisors expressed their disagreement to the same idea. The chi-square result ( $X^2 = 30.21$  at  $\alpha = 0.05$  with  $df = 2$ ) indicated that there was significant difference between the views of the two groups of respondents. This shows that teachers believe that pupils should meet the average results before they pass to the next grade level. Whereas principals and school cluster supervisors believe that academic achievement should not be the only criteria to decide whether pupils should pass or repeat the same grade.

Supporting the view of principals' group, John Dewey (1902) in Labaree (1984) noted that schools' should not only adapt themselves to the academic abilities but also to the broader social needs of the average pupils .

Similarly with regard to repetition and its benefit for learners, item 5 in the same table portrays that 76.7 percent of the teachers and 36.7 percent of the directors and school cluster supervisors expressed their disagreement that grade repetition is not beneficial to lower achievers. About 19.8% of the teachers and 53.3 percent of the directors and school cluster supervisors agreed with the same idea. The chi-square result ( $X^2 = 20.62$  at  $\alpha = 0.05$  with  $df=2$ ) indicated that there was significant difference between the responses given by both groups of stakeholders.

In this case, teachers said that pupils will be benefited from grade repetition. This result is also supported by Smith (1989) who says that, teachers believe children can benefit from repetition because it will increase the level of readiness that comes with increasing maturity. However, supporting directors and school cluster supervisors, Brown (1992) argued that the practice of repetition is repressive and subject pupils to humiliation and loss of self concept. It is certainly inappropriate to hold back children between kindergarten and grade three.

Interviews were also held with parents and pupils in relation to grade repetition and its benefit. All interviewed parents and pupils stressed that pupils could benefit from grade repetition.

One of the parent informants with pseudo name Alemu said:

*If low achievers do not repeat grades at lower grades they will not attend their learning with courage and curiosity this in turn will affect their future learning.*  
Feb22/2009

Another parent informant with pseudo name Fenta said:

*Lower achievers should repeat grades because as they repeat grades they can get the chance to master the contents which were not learned before. Feb23/2009*

Emphasizing on this issue, one of the pupil informants fictitiously named Destaw said:

*If schools allow lower achievers to pass to the next grade, they are requesting pupils to jump two feet distance before they able to jump one foot long. Feb 23/2009*

From the above discussion results and both groups response to the questionnaire, it is possible to say that teachers, parents and pupils believe that grade repetition can benefit pupils. On the other hand; the reverse hold's true for head teachers and school cluster supervisors. Therefore, this seems that the former group of respondents' favored merit promotion while the later one favored social promotion of students.

In Table 7 the last item depicted that, 24.75 percent of the teachers and 80 percent of the head teachers and school cluster supervisors expressed their agreement that pupils promotion from one grade level to the next to be based on continuous assessment results. On the other hand, 71.3 percent of the teachers and some head teachers and school cluster supervisors (16.7 percent) showed their disagreement. To see the statistical difference of both group responses, chi-square value was computed at alpha 0.05 levels of significance with 2 degree of freedom. This result ( $X^2 = 37.16$ ) showed that the calculated value was greater than the critical value (7.38). Therefore, statistically there was significant difference between the responses given by the two groups of respondents.

From this, one can understand that the majority of the teachers (71.3 percent) do not favor pupils' evaluation and promotion to be based on continuous assessment results whereas majority (80 percent) of the directors and school cluster supervisors favor continuous assessment to be the way pupil's progress should be assessed. In addition to this, interview was held with parents. They explained that when pupils promote from one grade to the next grade their promotion should be based on tests and examinations.

One parent informant with pseudo name Derso said:

*Pupils' promotion from one level to the next level should be based on examinations because this makes pupils to study hard and to be sensitive for their learning. In addition to this, since students at higher grade expected to pass national examination then evaluating pupils using continuous assessment is useless. Feb 22/2009*

In relation to this, Brimer and Pauli (1971) supporting directors and school cluster supervisors while opposing the view of the majority of teachers and parents explained that assessment decision and action need to be continuous rather than occurring only at the end of the school year. The ESDP Action Plan also confirms this MoE (1999).

This shows that the majority of teachers and parents do not abandon the former trend of evaluation of pupils which is mainly based on tests and examination in which many of them have passed through.

**Table 8: Perceptions of Respondents Towards the Promotion Policy of Pupils' in Relation to Dropout and Repetition.**

No.	Item	Respondents	Total Number of respondents (N = 232)						X <sup>2</sup>
			Agree		Undecided		Disagree		
			No	%	No	%	No	%	
1	The current promotion policy is a useful policy option to decrease students repetition	Ts(202)	156	77.2	6	3	40	19.8	5.58
		Dir & SC SUPs (n=30)	27	90	2	6.7	1	3.3	
2	The present promotion policy is a useful policy option to decrease dropouts	Ts	151	74.8	16	7.9	35	17.3	6.4
		Dir & SCSUPs.	28	93.3	2	6.7	-	-	

Ts = teachers, Dir = Directors and SCSUPs = School cluster supervisors  
Significance level at  $\alpha = 0.05$  with  $df = 2$  and critical value = 7.38

In the above table (8) item one indicated that 77.2 percent of the teachers and 90 percent of directors and school cluster supervisors agreed that the current promotion policy is a useful policy option to decrease pupils' repetition. On the other hand, 19.8 percent of the teachers and 3.3 percent of the directors and school cluster supervisors showed their disagreement.

The Chi-square result ( $X^2 = 5.58$  at  $\alpha = 0.05$  with  $df = 2$ ) showed that there was no significant difference between the responses of both groups of respondents.

This implies that the majority of respondents (77.2 percent of the teachers and 90 percent of the directors and school cluster supervisors believe that the promotion policy is useful in decreasing pupils' repetition rate. This is also supported by MoE (1994) as the rationale for implementing the current promotion policy is used as alternative solution to problems of repetition.

Similarly, 74.8 percent of the teachers and 93.3 percent of the directors and school cluster supervisors agreed that the present promotion policy is useful policy option to decrease dropouts. The chi-square result ( $X^2= 6.42$  at  $\alpha = 0.05$  with  $df = 2$ ) showed that statistically there was no significant difference between responses of both groups of informants. This means that the majority of teachers and the directors and school cluster supervisors (74.8 percent and 93.3 percent respectively) believe that the promotion policy is helpful in decreasing dropouts.

In relation to item 1 and 2 in the above table (8), interview was conducted with Woreda education office heads. They explained that to attain the millennium development goals reducing repetition and dropouts is required. Thus, the promotion policy is aimed at fulfilling this target. This implies that the policy is understood by this interviewee in such away it decreases repetition and dropouts. In this regard parent interviewees explained that though the present promotion policy decreases repetition and dropouts, students will be failure at higher grade.

However, teacher respondents seem confused about the issue of repetition and dropout because for item 1 in table 6 they reported that the policy is not useful. But it is understandable that reducing repetition and dropout is a useful means of reducing educational wastage. Thus, it is possible to say that teachers lack understanding about the issue under discussion.

**Table 9: Perceptions of Respondents Towards the Promotion Policy of Pupils' in Relation to Quality of Education and its Continuity.**

No.	Item	Respondents	Total Number of respondents (N = 232)						$X^2$
			Agree		Undecided		Disagree		
			No	%	No	%	No	%	
1	The present promotion policy is a useful means for achieving quality of education	Ts(n=202)	23	11.4	13	6.4	166	82.2	*79.86
		Dir & SCSUPs (n=30)	24	80	3	10	3	10	
2	The current promotion policy is useful so it should continue	Ts(202)	39	19.3	16	7.9	147	72.8	*31.40
		Dir&SCS UPs(30)	20	66.7	2	6.7	8	26.7	

Ts = teachers, Dir = Directors and SCSUPs = School cluster supervisors  
 \*=Significant at  $\alpha = 0.05$  with  $df = 2$  and critical value =7.38

With regard to quality of education, 80 percent of the directors and school cluster supervisors agreed that the on going promotion policy is a useful means for achieving quality of education. Quite the contrary, 82.2 percent of the teachers disagreed with it.

A chi-square test was computed to see whether there was a difference in response between the two groups of respondents. Accordingly, the computed chi-square value ( $X^2 = 79.86$ ) was greater than the table value ( $X^2 = 7.38$  at  $\alpha = 0.05$  with  $df = 2$ ) which showed that there was statistically significant difference between the responses given by both groups of stakeholders.

In addition to this, parent interviewees explained that the current promotion policy affects negatively the quality of education. One of the parent informants fictitiously named Agmas said:

*The present promotion policy allows mass promotion of pupils from one level to the next level; then this will never bring quality of education. Feb 20/2009*

On the other hand, Woreda education office heads admitted that, though, it was not the intention of the education policy, beginning from the introduction of the policy the emphasis was given to expansion of education or coverage than quality. They further said that, pupils' promotion policy had not given similar emphasis in last years. But as of 2007 the main focus is improving the quality of education. Thus, the promotion policy of pupils will serve this purpose.

From the above discussion it is possible to infer that Woreda education office heads, directors and school cluster supervisors believe that the promotion policy is useful in achieving quality of education. In contrast, teachers and parents believe that the policy is not a useful means for achieving quality of education. This kind of teachers' and parents' perception may emanate from the belief that achieving quality education is possible through the practice of grade repetition but not through mass promotion of pupils.

In Table 9 (item 2) showed that, 66.7 percent of the teachers and school cluster supervisors agreed that the policy is useful so it should continue while 72.8 percent of the teachers expressed their disagreement to the same issue. The statistical difference was computed and

the result ( $X^2 = 31.40$  at  $\alpha = 0.05$  with  $df = 2$ ) showed that there was statistically significant difference between the perception of both groups of respondents.

This shows that the majority of teachers (72.8 percent) disagree with the continuation of pupils' promotion policy while the majority of directors and school cluster supervisors (66.7 percent) agree with the policy to be continued. In general, respondents position whether the policy should continue or not more or less seems the manifestation of their response for series of questionnaires portrayed in Table 7 and 9. In addition to this, since the practice of promotion policy demands teachers committed practice it may lead them to have such a negative perception to the policy. This may also emanate from lack of awareness about the issue.

### 4.3 The Practice of Pupils Promotion

This part of analysis deals with school practice of pupil's advancement. The relevant data were collected using questionnaires, interview and documents. The questionnaire items were analyzed using percentage and chi-square together with interview summary. The document in this part reveals trends of pupils' grade promotion of some years and analyzed using percentage and descriptive statements.

**Table 10: Schools' Criteria for Pupils' Promotion Practice.**

Item	Alternatives	Respondents			
		Teachers (n = 202)		Directors & supervisors (n = 30)	
		Frequency	%	Frequency	%
What Criteria (s) does your school consider to promote/not promote pupils from one grade level to the next (you can choose more than one)?	pupils achievement (50% & above)	164	81.17	27	90
	pupils attendance irrespective of their achievement	36	17.8	3	10
	No criteria because pupils promote freely	27	13.4	2	6.7
	Teachers report	26	12.9	5	16.7
	pupils agreement	14	6.9	2	6.7
	Parents agreement	14	6.9	1	3.3

As shown in table 10, 81.2 percent of teachers and 90 percent of head teachers and school cluster supervisors responded that their school considers pupils achievement (50% above) to promote/not to promote them from grade to grade.

This means that schools are mainly concerned with pupils' achievement score (marks) to promote them from one grade to the next level whereas pupils' and teacher's report was not much considered as a criteria by the schools to promote or not. Though, not large number of respondents some (17.8 percent) of the teachers and 6.7 percent of the directors and school cluster supervisors responded that their school considers pupils attendance simply to advance them from grade to grade and some others (13.36 percent of the teachers and 6.7 percent of the directors and school cluster supervisors) responded that their school allows pupils to pass to the next grade freely. In the case of parents and pupils agreement 6.9 and 6.9 percent of the teachers and 6.7 and 3.3 percent of the directors and school cluster supervisors replied that schools considered parents and pupils agreement respectively as criteria for pupils to be promoted or not. However, these responses are not authentic in the experience of schools in the study area .So, their response may emanate from lack of understanding or being negligent. In general, to make decision of pupils' promotion stakeholders' involvement seems not significant; instead, this practice mainly attached with stated promotion policy at Federal level and accordingly accepted by Amhara Regional Bureau of Education.

In contrast to this practice, in some countries education system stakeholders especially parents have great role in pupils promotion decision making. For instance, in French education system parents as one of important stakeholders have the final word on whether their child moves on to the next grade or not (French [entrée.com/fe.education](http://entrée.com/fe.education)).

In addition, to see the actual practice of pupils' promotion and repetition trend, the last four years pupils' roster was used as source of data. Accordingly, the following two tables show the summary of pupils' repetition rate by gender and grade level.

**Table 11: Repetition and Dropout Rate by Gender**

Year	Repetition rate			Drop out rate		
	Boys	Girls	Total	Boys	Girls	Total
2005	0.24	0.20	0.22	5.026	3.60	4.24
2006	2.4	3.6	3.00	6.36	6.46	6.41
2007	3.5	4.7	4.1	5.28	5.20	5.23
2008	4.3	5.2	4.8	7.04	6.97	7.00
2005-2008	2.61	3.4	3.0	6.01	5.56	5.79

Source: 13 Sample Schools Promotion practice (2005-2008).

Table 11 shows increasing repetition rates over-all for the last four years. With the exception of the year 2005, the gender difference in repetition rates has also increased. This trend of repetition is contrary to the trends of national level repetition rate. This means the national repetition rate for primary school (1-8) with some exception has a declining trend over the years (MoE, 2008). Though, this being the general trend, the raw data indicates that repetition rate varies from school to school. In some schools the repetition rate is very low or almost nil whereas in others there is relatively high rate of repetition. (see appendix K ).

This shows that there is no uniform ways of promotion practice. This may happen due to the differences in awareness of the policy and differences in school coordination and support systems.

The above table (11) also shows that except for the year 2007 there is an increasing trend of dropout for the last four years. The average rate of dropout was found to be 5.79. This means each year at an average 5.79 percent of pupils leave schools before they reach the next grade (1-3). In the case of gender difference with the exception of the year 2006, boys' rate of dropout is greater than girls. This trend of gender difference has similarity to the national data for primary school (1-8) over the year 2002 to 2006.(MoE).

**Table 12: Repetition and Dropout Rate by Grade**

Year	Grade	Repetition rate			Drop out rate		
		Boys	Girls	Total	Boys	Girls	Total
2005	1	0.2	0.05	0.1	4.808	2.97	3.73
	2	0.4	0.7	0.6	4.54	5.498	5.03
	3	0.2	----	0.1	5.77	2.86	4.29
2006	1	2.8	3.2	3	7.84	7.46	7.66
	2	2.3	3.9	3.1	6.54	6.86	6.65
	3	2.1	3.6	2.9	4.59	4.95	4.78
2007	1	4.9	6.5	5.7	8.90	6.85	7.84
	2	3.25	3.9	3.6	4.39	5.57	4.98
	3	2.5	3.8	3.2	3.03	3.41	3.22
2008	1	6.7	6.3	6.5	9.55	9.93	9.68
	2	3.2	4.9	4.1	5.78	5.97	5.87
	3	3.0	4.2	3.6	5.51	4.78	5.14

Source: 13 Sample Schools Promotion practice (2005-2008).

Table 12 shows an increasing repetition rates from year to year at all grade levels for the last four years. However, the promotions of pupils who repeat grades vary from grade to grade. In most cases except the year 2005, and grade 2 (in 2006) the number of repeaters were higher for grade one than for later grades (2 and 3) while the lowest repeaters is at grade 3. In addition to this, the data revealed that, except the year 2005 and grade one (in 2008) gender difference also increased in all grades.

The proportion of pupils who leave schools varies from grade to grade. Table 12 shows higher dropout rate for grade one than the later grades (2 and 3). It's increasing trend is uniformly at the rate of 4.59 between years whereas the average rate of dropout is 7.22, which means 7.22 percent of pupils each year at an average leave school before reaching grade two. The lowest dropout rate is found in grade 3.

The above two tables (11 & 12) indicate that, in most cases, students repetition rate at all grade levels and by gender increases for the last four years. In other words, pupils' promotion rate decreases in contrast to the repetition rate accordingly. But this is not the case for individual schools.

Hence, these increasing trends in repetition and dropout rate may contribute for inefficiency of the educational system. This in turn can be reflected in educational wastage and economic wastages.

Generally the above tables (11 and 12) indicate that repetition and dropout rate at all grade levels (1-3) increase for the last four years. Gender wise there is higher rate of repetition and lower dropout for girls. In contrast for boys there is higher dropout and lower repetition rate.

When one compares the average repetition and dropout rate there is higher dropout rate than repetition rate for the last four years. That is 3.0 for repetition and 7.22 for dropouts, which means dropout rate highly affects educational coverage or expansion than repetition rate. Therefore, dropout is by far a serious problem in schools than repetition especially this is very serious at grade one.

**Table 13: Pupils' Expected Profile (ability of reading, writing, computing numbers etc)**

Item		Number of respondents (232)										X <sup>2</sup>
		Very high (5)		High (4)		Medium (3)		Low (2)		Very low(1)		
		No.	%	No.	%	No.	%	No.	%	No.	%	
When students pass from one grade to the next grade, their expected profile on average is:-	Ts (202)	8	3.9	22	10.9	39	19.3	107	53	26	12.9	4.19
	Dir.& Scsup. (30)	-	-	3	10	8	26.7	18	60	1	3	

Ts = teachers, Dir. = Directors, SCSUPs = school cluster supervisors

Table 13 showed that, 53 percent of the teachers and 60 percent of the directors and school cluster supervisors, 12.9 percent of the teachers and 3.3 percent of the directors and school cluster supervisors replied that pupils expected average profile when they pass from one level to the next was low and very low respectively. On the other hand, only insignificant number (3-9 percent) of teachers responded that students expected profile was high. The remaining 10.9 percent of the teachers and 10 percent of the directors and school cluster supervisors, 19.3 percent of the teachers and 26.7 percent of the directors and school cluster supervisors replied that students expected profile was high and medium respectively. To see the relation between the two groups of respondents, chi-square was computed. The chi-square result ( $X^2 = 4.19$  at  $\alpha 0.05$  with  $df = 4$ ) showed that there was strong relation between responses of both groups of stakeholders.

Here, it is possible to infer that pupils in the lower primary schools pass from grade to grade without achieving the desired profiles.

In relation to this, interview was held with woreda education office heads and parents. Woreda education office heads explained that, in general terms pupils promotion rate was high, however, their expected profile was not as desired to be. They further explained that teachers expected to check pupils profile and to make pupils achieve the desired profile. But due to fear of extra work like tutorials, make ups etc. and by attaching their pupils' rate of promotion with their own performance appraisal or evaluation, they gave pass marks for their pupils without considering their actual profile. This implies that pupils may not believe the evaluation system of teachers. This in turn, may affect their motivation and they may not exert their maximum effort for their learning. Parents on their part confirmed that pupils profile was very low. They reasoned out that pupils were not in a position to read, write and compute numbers at their respective grade level.

At this point, one of the informants fictitiously named Gedefaw said:-

*... My education level is literacy campaign complete whereas one of my children was grade 5, but he can not read, write and compute numbers as I do.  
March 10/2009*

From this explanation it is possible to understand that the informant has complained about his child abilities of reading, writing and computing numbers. However, his comparison with his literacy level is not fair because he did not consider that the informal way of learning could be gained through life experience and he considered that the only source of knowledge is formal schools. But knowledge can be gained through formal and non formal means.

Generally, from the foregoing discussion and the stakeholders' response given for the questionnaire, it is possible to say that pupils expected average profile is below the standard. Though, pupils profile is beyond reading, writing and computing numbers (ICDR, 1994), at least they are not in a position to read, write and compute four basic operations in numeracy as per their grade level demands.

**Table 14: The Mechanisms Used by Teachers' for Pupils not to Repeat the Same Grade.**

Item	Alternatives	Respondents	
		Teachers (n=202)	
		Frequency	%
What method (s) you employ for pupils not to repeat the same grade (you can choose more than one)	Continuous assessment	117	57.9
	Tutorial classes	154	76
	Promoting them by their attendance not by their results	27	13.4

As indicated in Table 14, 76 percent of the teachers were giving tutorial classes and 57.9% of the teachers were using continuous assessment as a mechanism for their pupils not to repeat the same grade. On the other hand only 13.4 percent of teachers replied that they promoted their students depending on their attendances as a mechanism not to repeat grades. From the above data (Table 14), it is clearly seen that a considerable number of teachers (42.1 percent) did not consider Continuous assessment as a mechanism for solving problems of pupils' repetition.

The data indicate that the majority of teachers (57.9 percent and 76 percent) of teachers employ Continuous assessment and tutorial classes as a method for pupils not repeat grades. However, from the earlier discussion (Table 11 & 12) shows an increasing trend of pupils' repetition. Therefore, teachers claim and the actual conditions of repetition rates seem not in harmony.

**Table 15: Pupils Promotion and Recognition**

Item	Respondents(232)			
	Teaches(202)		Directors &supervisors(30)	
	Frequency	%	Frequency	%
• .Give promotion certificate	87	43	15	50
• Give prizes for best achievers either in moral or/and material form	181	89.6	25	83
• Do not give any recognition	9	4.5	-	-

Table 15 revealed that 89.6 percent of the teachers and 83 percent of the directors and school cluster supervisors replied that schools gave prizes for best achievers either in moral or

material form. Whereas 43% of the teachers and 50 percent of the directors and school cluster supervisors responded that schools gave promotion certificate for promoted pupils.

In addition to this, an interview question was forwarded to Woreda education office heads and pupils. Woreda education office heads explained that their common interaction in this case was supporting schools in printing and providing pupils' report card. Further they said, this was not even consistently done due to budget constraints. Pupils also confirmed that it was only for those pupils ranking 1-3 that schools give prizes. The majority of pupils will be told whether they passed or not to the next grade from the roster list by their teacher. Other than this, they reported that no other form of recognition they knew in their school practice.

From this discussion one can say that recognition for majority of pupils is not common. Only few numbers of best achievers are recognized in the primary school system. This condition may affect many pupils because they do not get evidence easily to present to their parents which explain their achievement level and advancement from one level to the next. Therefore, the school and parents may not easily communicate about the achievement level of pupils.

**Table 16: Repetition and compensation**

Item	Alternatives	Respondents			
		Teachers (202)		Directors & Supervisors	
		Frequency	%	Frequency	%
1. Do pupils (1-3) repeat in your school?	Yes	141	69.8	24	80
	No	61	30.2	6	20
2. If your answer is yes for the above item what kind of compensation schools arrange?	To relearn in summer time	4	1.98	-	-
	Give reexamination	20	9.9	-	-
	No compensation	117	57.9	24	80

As shown in Table 16, 69.8 percent of the teachers and 80 percent of the directors and school cluster supervisors reported that pupils repeat in their schools, while 30.2 percent of the teachers and 20 percent of the directors and rep school cluster supervisors replied that pupils did not repeat in their school.

When it comes to pupils' compensation, 57.9 percent of the teachers and 80 percent of the directors responded that no compensation given for repeated pupils. Discussion was also made

with Woreda education office heads and pupils. Both groups of interviewees confirmed that no compensation was given for repeaters. Woreda education office heads further said that repeaters could join the same grade level in the coming academic year. To conclude, lack of compensation for repeaters may be one contributing factor to increase dropout and repetition rate as shown in Table 11 and 12.

#### 4.4 Continuous Assessment Practice of Teachers

Since continuous assessment is the means by which pupil's mastery of the subject matter is ensured and pupils learning facilitated, focusing on its practice in lower primary school is very essential in this study. Accordingly, teachers' response was analyzed using percentage and information obtained from documents, which shows pupils achievement record also discussed together with teachers response.

**Table 17: Assessment Techniques and Objectives of Assessment Teachers apply**

No.	Item	Alternatives	Respondents	
			Teachers (n = 202)	
			Frequency	%
1	Techniques of continuous assessment that you use most frequently is (are) :- (you can choose more than one).	Class work	156	77.2
		Home work	152	75.3
		Written test	189	93.60
		Oral test	116	57.4
		Observation	105	51.98
		Group work	148	73.3
		Other (Project work)	120	59.4
2	The objective of using continuous assessment results in primary schools is to:- (you can choose more than one)	Promote pupils learning	80	39.6
		Improve teaching	67	33.2
		Make remedial actions	95	47.03
		Make decision on pupils promotion	160	79.20
		Other	-	-
3	Do you use other methods of assessment other than continuous assessment	Yes	8	3.96
		No	194	96.03
4	If you use other techniques of assessment mention the type (s)	Test	6	2.97
		Home take assignment	2	0.99

Table 17 revealed that, 93.3 percent of the teachers used written test assessment technique most frequently, 77.2 percent of the teachers were used class work, and 75.3 percent of the respondents used homework and 73.3 percent of them were used group work assessment

techniques most frequently. Others, 59.4 percent, 57.4 percent and 51.98 percent of the respondents used most frequently project work, oral test and observation respectively.

This indicates that in assessing pupils' learning progress, most of the teachers favour written test first, next to this class work, homework group work favoured by most teachers 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> respectively. Following these project work and oral test and observation were the three least frequently used techniques of continuous assessment respectively.

In addition to this, an attempt was made to consult documents like continuous assessment guide line and students portfolio. However, these documents were not available. It was only one similar format that shows pupils monthly report of academic performance which was found in all sample schools.

Accordingly, this monthly assessment record format contains an element of survey methods, class work and homework, project work, tests and giving marks (5%) for each one (see appendix I).

In the assessment record format the weight given for tests was greater than other elements. That is, it accounts for 40% of monthly as well as annual achievement record of student's. This was also shown in teachers' response for the questionnaire in that (93.3 percent) said they use written test most frequently.

What is more, teachers' response on the use of observational technique and survey method was not coinciding with the format they used to record pupils assessment. This means they use survey method as one of the continuous assessment methods in their assessment format but they do not mention as a technique of assessment that they use frequently. On the other hand, they responded that as if they use observational techniques (51.98 percent) and oral test (57 percent) for the questionnaire. But these techniques were not included in their assessment record format.

This may show, perhaps, teachers do not have any experience of using observational techniques and oral test. Therefore, their response in this respect does not seem reliable or dependable.

From the aforementioned discussion and teachers' response to the questionnaire, it is possible to say that, in relative terms teachers use most frequently tests than other assessment techniques. There is no portfolio of pupils in their assessment record which shows as evidence either pupils' behavioral progress or academic progress as to the standards for judging pupils' ability to read, to write, to speak and so forth.

This implies that teachers have lack of understanding and experience in applying technique of assessment. This may be due to lack of training and absence of continuous assessment guide line may also contribute as one factor.

As it can be seen in Table 17, 39.6 percent of the teachers responded that they use the result of continuous assessment to promote pupils learning, 33.3 percent of the teachers replied that they use the result of continuous assessment to improve teaching and 47.03 percent of the teachers replied the use of continuous assessment results to make remedial actions. While 79.2 percent of the teachers use the continuous assessment results to make decision on pupils' promotion.

From this one can understand that, the majority of the teachers practice of continuous assessment was to record pupils result continuously and depending on that they use results whether to promote students or not. But the purpose of continuous assessment results is beyond marking or using for summative evaluation purpose. In contrast to teachers understanding, Capper (1996) explained the purpose of continuous assessment as follows. The major purpose of continuous assessment is to continuously follow pupils learning progress so as to identify pupils' mastery of a particular knowledge and skills and response quickly and effectively to students' real learning problems and hence improve learning.

Table 17 also revealed that, 96.03 percent of the teachers responded that they did not use other assessment techniques other than continuous assessment. Only 3.96 percent of the teachers responded that they use other methods of assessment. In relation to this open ended questionnaire was presented for those who replied yes for the above question.

Accordingly, 2.97% of the respondents pointed out tests as other assessment technique and the rest of (0.99 percent) teachers mentioned home take assignment. This shows that, though

inconsiderable in number they lack the knowledge or understanding of what elements that continuous assessment included. To make it very clear, Capper (1996) stated that techniques of continuous assessment include, written tests, observations, project works, assignments, portfolios etc.

**Table 18: The Extent of Feedback and Support Given by Teachers.**

No.	Item	Teacher Respondents (n = 202)							
		Always		usually		Sometimes		Not at all	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	To what extent do you give feedback to pupils?	60	29.7	108	53.46	34	16.83	-	-
2	To what extent do you give additional support to pupils?	78	38.6	92	45.54	32	15.84	-	-

In the above data (Table 18) item 1 indicates the extent of feedback teachers give to their pupils. Accordingly, 29.7percent of the teachers replied that they gave feedback to pupils always, 53.46 percent of the teachers replied usually and16.83 percent of the teachers reported some times while none of the teachers reported that they give feedback to pupils not at all.

This denotes that the majority of teachers give feedback mostly but not constantly to their pupils on homework, tests, class work and assignments. So this does not create better opportunity for pupils to get guidance and help from their teachers on how to improve their learning difficulty.

Similarly, Table 18 shows that 38.6 percent of the teachers reported that they give additional support always, 45.54 percent of the teachers give mostly and 15.84 percent of them replied that they sometimes give additional support for their pupils. On the other hand, none of the teachers responded that they do not give support for their pupils.

This shows that all teachers give additional support to their pupils. However, most of the teachers do not give support to their pupil on a continuous basis. That might be when they feel necessary they provide support for pupils. In contrast to this, Airasina (1997) and Weed et al (2004) stated that brief assessment that provides frequent feedback and learning progress are more effective than infrequent ones.

## 4.5 Factors which Influence Continuous Assessment Based Promotion

### Practice in lower Primary Schools

Pupils from grade 1-3 are expected to be evaluated continuously by their teachers and promoted to the next grade with out repeating grades. However, its process and practice is challenged with different influencing factors. So the table below portrays those hindering factors. Then, the analysis was made using percentages, chi-square and descriptive statements with the summary of interview results.

**Table19. Factors that Affect the Practice of pupils Advancement**

Item	Respondents (Teachers n = 202 and Dir& SUP. n= 30)	Level of influence										X <sup>2</sup>
		Very high (4)		High (3)		Moderate (2)		Low (1)		No .influence at all (0)		
		No.	%	No.	%	No.	%	No.	%	No.	%	
1. Lack of parents involvement	TS	139	68.8	27	13.3	22	10.9	9	4.5	5	2.5	3.816
	DirS & SCSUPs	25	83.3	2	6.7	3	10	-	-	-	-	
2. Students Absenteeism	TS	151	74.8	19	9.4	16	7.9	10	5	6	3	3.679
	DirS & SCSUPs	25	83.3	3	10	-	-	2	6.7	-	-	
3. Large class size	TS	140	69.3	44	21.8	11	5.4	4	2	2	1	4.44
	Dire & SCSUPs	17	56.7	8	26.7	2	.6.7	2	6.7	1	3.3	
4. Wrong intervention of higher management	TS	77	38.1	69	34.2	37	18.3	19	9.4	-	-	*19.88
	DirS & SCSUPs	5	16.7	12	40	5	16.7	6	20	2	6.7	
5. Self contained classroom	TS	90	44.6	69	34.2	22	10.9	12	5.9	9	4.5	*71.67
	DirS & SCSUPs	1	3.3	2	6.7	6	20	10	33.3	11	36.7	
6. Lack of professional support	TS	68	33.7	94	46.5	25	12.4	11	5.4	4	2	7.772
	DirS & SCSUPs	14	46.7	6	20	6	20	3	10	1	3.3	
7. Lack of training	TS	68	33.7	78	38.6	44	21.8	7	3.5	5	2.5	8.804
	Dire & SCSUPs	18	60	5	16.5	5	16.7	1	3.3	1	3.3	
8. Lack of teachers commitment	TS	140	69.3	44	21.8	11	5.4	4	2	2	1	*126.5
	DirS & SCSUPs	17	56.7	8	26.7	2	6.7	2	6.7	1	3.3	

\*= Significant at  $\alpha = 0.05$  with \*,  $df = 4$  and critical value = 11.1433

Ts = Teachers DirS & SCSUPs = Directors and School Cluster Supervisors

Table 19 summarizes teachers' and directors and school cluster supervisors responses on those factors that affect the practice of continuously evaluating and promoting pupils to the next grade.

Accordingly, 68.8 percent of the teachers and 83.3 percent of the directors and school cluster supervisors responded that lack of parents' involvement was very high in the practice of pupils' advancement. Whereas; 13.3 percent of the teachers and 6-7 percent of the directors and school cluster supervisors, 10.9 percent of the teachers and 10 percent of the directors and school cluster supervisors replied that lack of parents' involvement had high and moderate influence respectively on the issue under consideration. It is only 2.5 percent of the teachers responded that lack of parents involvement had no influence at all in the practice of pupils advancement. To see the statistical difference between respondents response the chi-square value was computed. The result of chi-square ( $X^2 = 3.82 < \text{the critical value} = 11.1433$  at  $\alpha = 0.05$  with  $df = 4$ ) showed that there was no significant difference between the responses of the teachers, and directors and school cluster supervisors. This implies that how lack of parents' involvement is a serious problem which affects the practice of pupils' promotion from one grade level to the next.

Interview was also held with parents and pupils. Both groups of interviewee confirmed that parents did not have the experience of discussing about pupils learning problems with teachers. They further explained that parents some times go to school when they are invited to discuss mainly about the issue of school finance like other members of the public.

If parents have no involvement on their children learning in schools, they may not have enough information about their children learning conditions. As a result, they may not assist their children at home. But it is undeniable that parents' are important in the education of their children. School learning is a joint process involving the home and the school (Curitis, 2003).

The same Table (19) indicates that, 74.8percent of the teachers and 83.3 percent of the directors and school cluster supervisors responded that the influence of student's absenteeism was very high, 9.4 percent of the teachers and 10 percent of the directors and school cluster supervisors also responded that pupils absenteeism was high in influencing the practice of employing continuous assessment and there by to promote students to the next grade. On the other hand, only 3 percent of the teachers responded that the influence of pupils' absenteeism is low and had no influence at all. The chi-square result ( $X^2 = 3.68$  at  $\alpha = 0.05$  with  $df = 4$ ) showed that statistically there was no significant difference between responses of both groups

of respondents. This signifies that, pupils' absenteeism was a serious problem which affect the implementation of continuous assessment based promotion policy. This is because as students become absent frequently, on the one hand they would not have the chance to follow the lesson effectively. On the other hand it over loads the teachers because they have to give additional support. In the mean time, they may miss activities, tests; ultimately their probability to be failure or dropout would be high. This contradicts the intention of the current national education policy. MoE (2002) stated that, almost all students (1-3) with the exception of those with extreme learning handicaps pass from grade to grade with out having repeated a grade.

As indicated in Table 19, 69.3 percent of the teachers and 56.7 percent of the directors and school cluster supervisors, 21.8 percent of the teachers and 26.7 percent of the directors and school cluster supervisors responded that the influence of large class size was very high and high respectively. On the contrary, only 1 percent of the teachers and 3.3 percent of directors and school cluster supervisors responded that large class size hand no influence at all in implementing continuous assessment based promotion of students from grade to grade. The chi-square result ( $X^2 = 4.44$  at  $\alpha = 0.05$  with  $df = 4$ ) showed that there was no statistically significant difference between the responses given by the two groups of respondents. This implies that large class size is a serious problem in implementing continuous assessment based promotion of pupils from one level to the next.

When it comes to the wrong intervention of higher management as portrayed in Table (19), 38.1 percent of the teachers and 16.7 percent of the directors and school cluster supervisors responded that the influence of wrong intervention of higher management was very high; 34.2 percent of the teachers and 40 percent of directors and school cluster supervisors replied that wrong intervention of higher management influence was high. This shows that majority of both groups of respondents believe that wrong intervention of higher management affects the practice of students advancement from grade to grade. To test the significance difference between both groups of respondents' response chi-square test was computed. The result ( $X^2 = 19.88$  at  $\alpha = 05$  with  $df = 4$ ) showed that the calculated value of chi-square was greater than the table value. Therefore, statistically there was significant difference between the responses of the teachers and directors and school cluster supervisors.

However, the response of the majority of respondents relied on similar categories (very high and high). Therefore, it is wise to ignore the chi-square test result and depend on the higher counts and percentages. Hence, from the above findings, it is possible to infer that the influence of wrong intervention of higher management was one of the hindering factors to practice students' advancement from one level to the next level.

Table 19 also depicted that, 44.6 percent and 34.2 percent of the teachers responded that the influence of self contained class room was very high and high respectively. On the other hand 33.3 percent and 36.7 percent of the directors and school cluster supervisors responded that the influence of self contained classroom was low and had no influence at all respectively. In this case, teachers believe that the influence of self contained classroom is very serious in their work. While directors and school cluster supervisors believe that the influence of self contained classroom is not as such a serious problem in order to implement the promotion policy of pupils at lower primary level. The chi-square result ( $X^2 = 71.67$  at  $\alpha = 0.05$  with  $df = 4$ ) signifies that there was a significant difference between the responses of both groups of stakeholders.

Therefore, this indicates that, teachers consider self contained classroom as obstacle to practice continuous assessment based promotion of pupils. Directors and school cluster supervisors, in contrast, do not consider self contained classroom as a very influential factor that hinders the practice of pupil's promotion.

In this regard, interview question was also presented to parents and pupils. Accordingly, parents pointed out that, since pupils learning fate is determined by one teacher; self contained classroom approach was not conducive for pupils' better learning. Their rational was that teacher's ability and interest was not the same for all subjects. Pupils' in their part explained that it depends on the teacher who teaches the class. If he/she taught well, self contained classroom was not a problem, on the other hand, if she/he taught with poor approach self contained classroom would be a problem for pupils.

More or less, the focus of parents and pupils was similar. In that, they fear the quality of teacher's or professional and academic ability of a single teacher for all subjects. However, pupils' position was not clearly identified.

In general, self contained classroom was considered as influential factor by the majority of teachers' respondent and parents' interviewee as well. In the case of teachers' position, the reason might be that the task requires the availability of teachers emotionally, professionally and academically prepared for it. However, the training and preparation of teachers might not focus on the roles and responsibilities that teachers are to play and shoulder.

In the same table (19) item 6 showed that, 33.7 percent of the teachers and 46.7 percent of the directors and school cluster supervisors, 46.5 percent of the teachers and 20 percent of the directors and school cluster supervisors replied that the influence of lack of professional support was very high and high respectively. Few respondents of the teachers (2 percent) and directors and school cluster supervisors (3.3 percent) replied that lack of professional support had no influence at all. The chi-square result ( $\chi^2 = 7.77$  at  $\alpha = 0.05$  with  $df = 4$ ) indicated that the calculated value of  $\chi^2$  was less than the table value, thus, there was no significant difference between the responses of both groups of informants. This implies that lack of professional support is one of the factors which hinder school practice, specifically in practicing pupil's advancement from one level to the next.

In this case, an interview question was posed to Woreda education office heads. They explained that experts in their office usually provide support at school level for head teachers and school cluster supervisors. And then the head teachers and school cluster supervisors in turn expected to provide necessary support to teachers accordingly.

From the above analysis one can infer that the necessary and appropriate support may not be given to directors and school cluster supervisors which enable them to give necessary professional support for teachers accordingly. This is because; if the support given by Woreda education experts is effective at school level, there will be the possibility of dissemination to individual teachers.

To conclude, Woreda education office heads, directors and school cluster supervisors and teachers attributed the problem to one another. In contrary to this, Stenhouse (1975) remarked that the strength of teachers is not effective unless they are coordinated and supported by the school.

In the above Table (19) item 7, deals with lack of training and its level of influence in implementing pupils' promotion policy. Therefore, 33.7 percent of the teachers and 60 percent of the directors and school cluster supervisors, 38.6 percent of the teachers and 16.7 percent of the directors and school cluster supervisors replied that the influence of lack of training was very high and high respectively. The chi-square result ( $X^2 = 8.80$  at  $\alpha = 0.05$  with  $df = 4$ ) denotes that there was no significant difference between the responses of both groups of respondents. This has an implication that, lack of training is one of the problems which affect the implementation of continuous assessment based promotion of pupils.

Unless teachers and other educational practitioners get the right pre service, on job training and orientation how to implement continuous assessment and how to give support to pupils, etc. misperception and malpractices of the issue under discussion is unescapable. The result of the study contradicts the intention of the Ministry of Education; That is MoE aimed to strengthen teachers professional capacity by providing in service training to up grade untrained teachers and as well as to acquaint teachers with changes and innovation in the system (ESDP, 1999).

The last item in Table 19 indicated that, 66.7 percent of directors and school cluster supervisors and only 2.5 percent of teachers responded that the influence of lack of teachers' commitment was very high. On the other hand, 33.2 percent of the teachers and 6.7 percent of the directors and school cluster supervisors, 41 percent of the teachers and 3.3 percent of the directors and school cluster supervisors replied that the influence of lack of teachers' commitment was moderate and low respectively. In similar fashion, 14.9 percent of the teachers and none of the directors and school cluster supervisors responded that lack of teachers' commitment had no influence at all in the practice of pupils 'promotion. The chi-square result ( $X^2 = 126.4$  at  $\alpha 0.05$  with  $df = 4$ ) showed that statistically there was significant difference between the response of both groups of respondents.

It has the implication that, from the view point of directors and school cluster supervisors lack of teachers' commitment was a serious problem which affects the activity of teachers in particular and the practice of pupils' advancement in general. On the contrary, teachers left aside lack of their commitment as a problem in order to implement continuous assessment as well as pupils' promotion from one level to the next. However, from earlier discussion (Table 7) for instance, teachers confirmed that the current promotion policy do not increase teachers interest to teach. Thus, it is not hard to imagine that poor motivation or low interests of teachers impede their ability to teach or to perform activities related with the policy. Therefore, teachers' response in this regard would not appear reliable or dependable.

## CHAPTER FIVE

### Summary, Conclusions and Recommendations

This part of the study, chapter five, deals with summary, conclusions and recommendations. In this section, first, a brief summary of the research approach and the major results of the study are presented; second, conclusions are made based on the results of the study; lastly, some possible recommendations that are considered to be relevant and significant are given based on the conclusions.

#### 5.1 Summary

The principal purpose of the study was to examine the perceptions of stakeholders on policy and practice of pupils' advancement in government lower primary schools of South Gondar zone. Specifically the objectives of the study were to:-

- Investigate stakeholders' perceptions of pupils promotion policy in the lower primary schools
- Analyze the practice of pupils' promotion in the lower primary schools.
- Examine how continuous assessment is practiced
- Identify factors that affect the practice of pupils' promotion in the first cycle primary schools.

In order to achieve the above objectives, four basic questions were raised as frame of reference. This includes:

- How do stakeholders understand the pupils' promotion policy in lower primary schools?
- How does pupils' advancement in the first primary schools practiced?
- Do teachers use continuous assessment in the teaching -learning process?
- What factors influence the practice of pupils' promotion in lower primary schools?

To this effect descriptive survey method was used which included both qualitative and quantitative techniques of data gathering and analysis. Three data gathering tools namely questionnaires, interview guides and documents were used.

After the collection of data, analysis was made through the use of frequency, percentage and chi-square for data obtained from questionnaire. Qualitative analysis was used for open ended items, interview responses and documents.

Finally, based on the review of literature and the analysis of the data the results of study were summarized as follows:

### Major Results of the Study

#### 1. Stakeholders' perception of pupils' promotion policy.

##### 1.1 Stakeholders View Towards the Policy

Teachers and directors and school cluster supervisors claimed that they knew the essence of principles of the promotion policy. However, the majority of respondents' emphasized that the promotion policy was mainly used to check achievements of pupils. No one of them considers the principles of identifying, supporting poor performers and makes them pass to the next grade. With regard to the usefulness of the policy, the great majority of the teachers (86 percent) did not regard the policy useful. On the other hand directors school cluster supervisors found it useful and showed their acceptance.

##### 1.2 Stakeholders' Perception of the Policy in Relation to Interest.

- The result of the study showed that the promotion policy discourages teachers to teach.
- In the case of pupils' interest, directors, school cluster supervisors and pupils believed that the promotion policy initiate pupils to study while the majority of the teachers believed that pupils promotion policy never initiates pupils to study.

##### 1.3 Perceptions of Stakeholders Towards the Policy in Relation to Pupils Achievement

- The study result showed that the respondents had an idea that the policy does not allow pupils to pass from grade to grade without considering pupils minimum achievement of what they learned.
- The great majority of the teachers' emphasized that promotion of pupils to be based on achievements. In addition to this, teachers believed that pupils will benefit from repetition; this was also confirmed by parents and pupils. While directors and school cluster supervisors agreed that students can't benefit from grade repetition and under achievers need not to repeat grades.

- Teachers were indifferent with the ideas that pupils' grade promotion be based on continuous assessment results. But other stakeholders, directors, school cluster supervisors, woreda education office heads and pupils agreed the ideas that promotion be based on continuous assessment results.

#### 1.4 Respondents Perception towards the Promotion Policy in Relation to Repetition and Dropout.

- Teachers, directors and school cluster supervisors and woreda education office heads consider the policy as useful to reduce repetition and dropouts in lower primary schools.

#### 1.5 Respondents Perception towards the Promotion Policy in Relation to Quality of Education.

- Directors and supervisors believed that the promotion policy can be also a useful means in achieving quality of education. Therefore, they were infavour of the policy to continue. On the contrary, teachers' perception was that the policy does not guarantee quality of education, so much so that they did not agree with the idea that the policy to continue for the future.

## 2. Practice of pupils advancement

- It was found out that in order to promote pupils schools consider only pupils, achievement, whether or not they mastered 50% of the school tasks.
- The document analysis of pupils' roster revealed that generally there was a slight increase in grade repetition over the last four years beginning 2005 and yet in some schools pupils who complete the academic year passed at high rate of promotion. In addition, fortunately, dropout rate was found to be high which was greater than repetition rate.
- The study result showed that, pupils passed from one grade to the next grade without achieving the desired profile or their profile was below average.
- Teachers support given for pupils who repeat grades was only through tutorials and it was not found satisfactory.

- With regard to recognition of promoted pupils, results revealed that it was mainly for higher achievers schools give a kind of moral /material prize.
- There was no any kind of compensation given for those who repeat grades (1-3).

### 3. The Practice of Continuous Assessment

- The finding indicated that teachers most frequently used written tests, class work, homework and group work. The least frequently used were project work, oral test and observation techniques of assessment respectively. But in the format used for recording pupils assessment results, except written test the rest of assessment techniques were given equal weight. The study also found out that continuous assessment guide was not available in schools. The only document the researcher found was the format used by teachers to record pupils' assessment results.
- The study result also indicated that a continuous assessment result was mainly used by teachers to decide whether or not pupils to pass to the next level; the aim of assessment was not focusing on detecting and compensating pupils learning difficulties.
- It was also found that teachers give infrequent feedback and support on class work, homework, and tests.

### 4. Factors that Hinder the Practice of Promotion Policy.

As the result of the study confirmed, lack of parents involvement, students absenteeism, large class size have been identified as serious hindrance for the practice of students advancement. Moreover, lack of training, professional support and wrong intervention of higher management were significant impeding factors.

The study revealed that the majority of teachers identified self contained classroom as an impeding factors while their lack of commitment was no more a hindrance for the practice of pupils advancement but for directors and school cluster supervisors the reverse hold's true.

## 5.2 Conclusions

The result of the study revealed that, there was a difference in understanding of the principles of promotion policy. Teachers and parents are not favoring pupil's promotion to be based on continuous assessment results and they are in favor of grade repetition of underachievers. Thus, they have negative perception to the promotion policy. On the other hand, directors, school cluster supervisors and Woreda education office heads have positive perception about the same issue. This reflects that practitioners practice the policy without common understanding about the issues surrounding the policy among them which in turn adversely influence the pupils learning in particular and implementation of the policy in schools in general. In addition to this, emphasis is not given to pupils' academic competency in relation to their age level at least in reading, writing and computing numbers. Teachers mainly use continuous assessment results for the purpose of making decisions about pupils' promotion from one grade to the next level, but not to detect and compensate pupils learning difficulty. Prevalence of large class size, shortage of trained human resource, lack of support and participation of different parties affect negatively the practice of continuous assessment and pupils' promotion. This implies that pupils exposed either to repetition/ dropout or those promoted even may not acquire the necessary knowledge, skill and attitude for the required level.

Generally, all the results of the study implied that different groups of stakeholders' perceive the promotion policy differently. That is, teachers and parents had negative perceptions whereas directors, school cluster supervisors and Woreda education office heads perceived the policy positively. As the result of this and other hampering factors, it would be concluded that, the promotion policy of pupils' is not practiced as it is desired in government lower primary schools of South Gondar zone.

### 5.3 Recommendations

Based on the results of the study and the conclusions drawn, the following recommendations were forwarded to improve the practice of pupils' promotion policy in government lower primary schools of South Gondar Zone.

1. Teachers' positive perceptions, views and values teachers have about the manner in which the teaching learning process take place initiates them to improve pupils learning. However, the views and perceptions of primary school teachers about the usefulness of promotion policy and the issue surrounding was found to be negative. Therefore, it is absolutely important to curve teachers' negative perceptions so as to accept the policy, to have common understandings with other educational practitioners about the issue and be able to be committed for its successful implementation. Thus, it is possible to create the opportunity via conferences, workshops, seminars, etc. But, it should not be a one shot activity like telling them only through one way regular media. This should be organized at school, woreda, and at zone level or with collaboration of each other accordingly.
2. The result of the study indicated that there was different out look about under achievers promotion and repetition among different stakeholders. However, neither promotion nor repetition of children by themselves can solve the problems of children's who are low achievers or experience difficulty in learning. This means instead of holding back pupils in the same grade or socially promoting pupils, the more effective approach would be to provide specific learning intervention. So, addressing their individual learning needs through continuous assistance and support both at school and home level and following this promoting the child should be the prime concern of schools. On the other hand, when repetition deemed necessary for a child, schools should take into account all available information seriously about the child, such as child's educational, psychological and health conditions which help them to evaluate in keeping the child in the same grade.
3. It was indicated in the study that schools consider mainly pupils' achievement mark result (marks) in order to make decisions about promotion of pupils. This decision ought to include parents, pupils and teacher's report. Because, this enables the school to detect child's performance abilities and short comings. In addition to this, parents should participate not only at promotion stage but also in the overall process of their child

learning, therefore, school principals with respective kebele administration should organize meeting with parents and convince them to be involved in their child learning. In doing so the school should minimize problems like dropouts, absenteeism, and repetition thereby should improve pupils learning capacity.

4. At the end of the academic year, promoted pupils have to be recognized by the school and home. But according to the result of this study the practice was found to be unsatisfactory. Therefore, as prize giving for best achievers being normal, schools with collaboration of woreda education office should deliver promotion certificate for all pupils by arranging special celebration with their parents. The prize giving criteria should consider not only academic achievements but also behavioral characteristics of the child, sport, and artistic quality of the child or other similar recommended practice which can instigate pupils for better learning.

Equally important is also giving compensation for repeaters. Schools should arrange compensation program for repeaters (summer class, or to relearn the content in the next year etc.) and promote them to the next level. This would help to keep individual learners self-esteem and the school in achieving internal efficiency and reducing wastage.

5. It was reported that teachers more or less use different assessment techniques but not oral test and observation techniques. Thus, for effective implementation of continuous assessment further enriching of the already known techniques and including oral and observation techniques like checklists, rating scales, interviews etc is very essential. To bring this into practice, therefore, adequate training should be given for teachers on how to use the different assessment techniques. The training of teachers should also include techniques like how to give feedback and how to provide remedial actions for needy pupils.
6. The result of the study revealed that there was no guide line for continuous assessment in the primary schools. Therefore, it is recommended that the woreda, zone and Regional Education Bureau in collaboration should provide assessment guide for teachers.
7. Large class size was identified as one of serious problems in the practice of continuous assessment and pupils' advancement. It is not difficult to understand that assessing large number of pupils in the classroom is a serious challenge for teachers. However, with fast

growing or expansion of education it is not simple for the zone education office to reduce the class size to the optimum very recently and also it is not economically feasible. Therefore, it is recommended that teachers should apply assessment techniques which are appropriate for large class size and this should be with back up of training. In addition, teachers' education institutes should include techniques of large class assessment during pre service training time.

8. The result of the study also confirmed that lack of professional support was one factor which adversely affected the practice of pupils' achievement. Thus, it is recommended that education experts and officials at Zone and woreda level, school cluster supervisors and directors should give the right and timely professional support for what they are responsible to accordingly. In addition, school directors and school cluster supervisors as far as they can and their authority concerned, they should withstand unnecessary interferences from outside, similarly, they should be subtle in leading teachers and their relation should be also friendly. Above all higher management should not abuse power in the school environment.
9. Finally, the writer recommends comprehensive further study in the area to be carried out ,specifically, the study should focus on:
  - Factors that affect stakeholder' perceptions of the promotion policy of lower primary schools.
  - Constraints of communicating the policy to the stakeholders.
  - Pupils' competency level in reading, writing and numeracy in lower primary schools.

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# Appendices

**Appendix A**  
**Addis Ababa University**  
**College of Education**  
**School of Graduate Studies**  
**Department of Curriculum and Teachers**  
**Professional Development Studies**

**Questionnaire to be filled by primary school teachers**

**General Directions**

The purpose of this questionnaire is to collect data about the perception of teachers' on promotion policy and pupils' promotion practice in lower primary schools /1-3/ in South Gondar zone in partial fulfillment for postgraduate degree. Thus, your genuine and timely responses contribute much to the success of this study. The information you provide will be kept confidential and used only for this research purpose. Hence, you are kindly requested to contribute your own by filling the questionnaire.

- NB:** 1. To those questions with alternatives mark your response on the space provided by putting /√/ or circle the letter (Where there is the possibility of more than one response).
2. If you requested additional explanation, please write briefly on the space provided
3. No need of writing your name on any page

Thank you very much!

**Part 1: Personal Information**

- 1.4 Name of the school \_\_\_\_\_  
1.5 Woreda \_\_\_\_\_  
1.6 Sex \_\_\_\_\_  
1.7 Qualification \_\_\_\_\_  
1.8 Years of experience in teaching \_\_\_\_\_  
1.9 Period you work per week \_\_\_\_\_

**Part 2.1:** Items related with teachers' conception of the promotion policy of lower primary schools (1-3)

1. Do you know the guiding principle of promotion policy of lower primary schools?  
A. yes B. NO
2. If your answer is "yes" for Q No 1, what basic principle (s) the policy Incorporate? \_\_\_\_\_
3. From the view point of over all educational process, do you accept pupils' promotion policy (1-3) ?  
A. Yes B. No
4. If your response for Q No 3 is "yes" or "no", what would be your reason?  
A. Because it is very use full B. Because it is use full C. It is moderately us full  
D. Because it is less use full E. Not use full at all

**Part 2. 2:** Here is a five point scale to measure your perception on students promotion policy and practice in lower primary school /1-3/. Please indicate your level of agreement on each of the following statements by putting tick mark /√/. The scales are: strongly agree = 5; agree = 4; undecided =3; disagree = 2; strongly disagree = 1

S.N.	Item	Level of agreement				
		5	4	3	2	1
5	Promotion of students from one grade to the next should be based on continuous assessment results.					
6	The current promotion practice increases teacher's interest to teach.					
7	Grade repetition is not beneficial to low achievers.					
8	If students can not compete with average learners, they should repeat the same grade					
9	The present promotion policy allows every pupil to pass to the next grade irrespective of their achievement.					
10	The current promotion practice is a useful means for achieving quality of education.					
11	The current promotion policy is a useful policy option to decrease students repetition					
12	The on going promotion policy is useful in decreasing drop outs					
13	The present promotion policy is use full so it should continue					
14	The current promotion policy does not initiate pupils to study.					

**Part 3:** Items related with students promotion practice.

15. What does your school consider to promote /not promote students from one grade to the next (you can choose more than one)?

- A. Students achievement (50% and above)
- B. Students attendance irrespective of their achievement
- C. Parents agreement D. Teacher's report E. Pupils' agreement
- D. No consideration because all students promote freely.
- E. Other \_\_\_\_\_

16. When students pass from one grade to the next grade, their profile on average is:-

- A. Very high B. High C. Medium D. Low E. Very low

17. What kind of recognition your school gives for promoted students?

- A. Give promotion certificate simply
- B. Give prizes for best achievers either in moral or/and material form
- C. Do not give any recognition
- D. Other \_\_\_\_\_

18. What method(s) do you employ for pupils not to repeat the same grade?

- A. Continuous assessment B. Tutorial classes C. Promote them by their attendance
- D. Other \_\_\_\_\_

19. Do students (1-3) detain in your school?

- A. Yes B. No

20. If your answer is "yes" for question No. 19, what kind of compensation the school arrange for them?

- A. To relearn in summer time
- B. Give re examination
- C. No compensation
- D. Other \_\_\_\_\_

**Part 4:** Items related with continuous assessment Practice

21. The techniques of assessment that you use frequently is (are):-

(You can choose more than one).

- A. Class work C. Written tests
- B. Homework D. Oral tests E. Observation
- G. specify others, if any more \_\_\_\_\_

22. What is (are) the objective of using continuous assessment in your school?  
 A. Promote pupils learning B. Improve teaching C, Take remedial action  
 D. Make decision on pupils' promotion E. Others \_\_\_\_\_
23. To what extent do you give feedback to pupils?  
 A. Always B. usually C. Some times D. Not at all
24. If your answer is either A, B, or C for Q. No 25, to what extent do you give additional support to pupils'?'  
 A. Always B. usually C. Some times D. Not at all
25. Do you use other method(s) of assessment other than continuous assessment?  
 A. Yes B. No
26. If your answer is yes of Q No 24 mention the type of assessment you employ \_\_\_\_\_  
 \_\_\_\_\_

**Part 5:** Items related with influencing factors of pupils promotion practice.

27. The following are factors assumed to affect the practice of pupils' promotion practice. Thus, indicate the degree of influence for each item by putting tick mark /√/ (4= very high; 3= high; 2= medium; 1= low; 0= no influence at all)

		Level of influence				
		4	3	2	1	0
27.1	Lack of parents involvement					
27.2	Students absenteeism					
27.3	Lack of teachers commitment					
27.4	Wrong intervention of higher management					
27.5	Self contained classroom					
27.6	Lack of training					
27.7	Lack of support					
27.8	Large class size					

**Appendix B**  
**Addis Ababa University**  
**College of Education**  
**School of Graduate Studies**  
**Department of Curriculum and Teachers**  
**Professional Development Studies**

**Questionnaire to be filled by primary school Directors and Supervisors**

**General Directions**

The purpose of this questionnaire is to collect data about the perception of directors and cluster supervisors on promotion policy and pupils' promotion practice in lower primary schools /1-3/ in South Gondar zone in partial fulfillment for postgraduate degree. Thus, your genuine and timely responses contribute much to the success of this study. The information you provide will be kept confidential and used only for this research purpose. Hence, you are kindly requested to contribute your own by filling the questionnaire.

**NB:** 1. To those questions with alternatives mark your response on the space provided by putting /√/ or circle the letter (Where there is the possibility of more than one response).

4. If you requested additional explanation, please write briefly on the space provided

5. No need of writing your name on any page

Thank you very much!

**Part 1: Personal Information**

- 1.1. Name of the school \_\_\_\_\_  
1.2. Woreda \_\_\_\_\_ 1.3. Sex \_\_\_\_\_  
1.4. Qualification \_\_\_\_\_ 1.5. Years of experience \_\_\_\_\_

**Part 2.1:** Items related with teachers' conception of the promotion policy of lower primary schools (1-3)

1. Do you know the guiding principle(s) of promotion policy of lower primary schools?  
A. Yes B. No
2. If your answer is "yes" for Q No 1, what basic principle (s) the policy Incorporate? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. From the view point of over all educational process, do you accept pupils' promotion policy (1-3)  
? A. Yes B. No
4. If your response for Q No 3 is "yes" or "no", what would be your reason?  
A. Because it is very use full B. Because it is use full C. It is moderately us full  
D. Because it is less use full E. Not use fu l at all

**Part 2. 2:** Here is a five point scale to measure your conception on pupils promotion policy and practice in lower primary school /1-3/. Please indicate your level of agreement on each of the following statements by putting tick mark /√/. The scales are: strongly agree = 5; agree = 4; undecided =3; disagree = 2; strongly disagree = 1

S.N.	Item	Level of agreement				
		5	4	3	2	1
5	Promotion of students from one grade to the next should be based on continuous assessment results.					
6	The current promotion practice increases teacher's interest to teach.					
7	Grade repetition is not beneficial to low achievers.					
8	If students can not compete with average learners, they should repeat the same grade					
9	The present promotion policy allows every pupil to pass to the next grade irrespective of their achievement.					
10	The current promotion practice is a useful means for achieving quality of education.					
11	The current promotion policy is a useful policy option to decrease students repetition					
12	The on going promotion policy is useful in decreasing drop outs					
13	The present promotion policy is use full so it should continue					
14	The current promotion policy does not initiate pupils to study.					

**Part 3:** Items related with students promotion practice.

15. What criteria does your school consider to promote /not promote students from one grade to the next (you can choose more than one) ?

- A. Students achievement (50% and above)
- B. Students attendance irrespective of their achievement
- C. Parents agreement D. Teacher's report E. Pupils' agreement
- D. No consideration because all students promote freely.
- E. Other \_\_\_\_\_

1. When students pass from one grade to the next grade, their profile on average is:-

- A. Very high B. High C. Medium D. Low E. Very low

16. What kind of recognition your school gives for promoted students?

- E. Give promotion certificate simply
- F. Give prizes for best achievers either in moral or/and material form
- G. Do not give any recognition
- H. Other \_\_\_\_\_

17. Do students (1-3) detain in your school?

- A. Yes B. No

18. If your answer is "yes" for question No. 17, what kind of compensation your school arrange for them?

- E. To relearn in summer time C. No compensation
- F. Give re examination D. Other \_\_\_\_\_

**Part 4** Items related with influencing factors of pupils promotion practice.

22 The following are factors assumed to affect the practice of pupils' promotion practice. Thus, indicate the degree of influence for each item by putting tick mark /√/ ( 4= very high; 3= high; 2= mdium; 1= low; 0= no influence at all).

		Level of influence				
		4	3	2	2	0
22.1	Lack of parents involvement					
22.2	Students absenteeism					
22.3	Lack of teachers commitment					
22.4	Wrong intervention of higher management					
22.5	Self contained classroom					
22.6	Lack of training					
22.7	Lack of support					
22.8	Large class size					

**Appendix C**  
**Addis Ababa University**  
**College of Education**  
**Department of Curriculum and Teacher**  
**Professional Development Studies (CTPDS)**

Interview Guides for Parents in the Sample Schools

Sex \_\_\_\_\_

Level of education \_\_\_\_\_

Date of Interview \_\_\_\_\_

1. What is your idea about the current promotion policy of lower primary schools?
2. Do you ever discussed with teachers about your child's academic affair? why? how?
3. What is your idea about grade repetition and promotion of pupils in lower primary school?
4. Do you think that your child would be benefited from this policy? How? Why?
5. What factors do you think that hinder the effective implementation of this policy?

**Appendix D**  
**Addis Ababa University**  
**College of Education**  
**Department of Curriculum and Teacher**  
**Professional Development Studies (CTPDS)**

Interview guides for Woreda education Heads

Sex \_\_\_\_\_

Qualification \_\_\_\_\_

Title \_\_\_\_\_

Date of interview \_\_\_\_

1. What is your idea about current promotion policy of lower primary schools?
2. How do you explain students' promotion practice of schools in your woreda?  
Do you think that the policy being implemented as intended? How, why?
3. Some say your emphasis is to access than quality of education, how do you see this?  
How do you explain your intervention in relation to this issue?
4. What is in your office reaction with regard to promoted/non-promoted students?
5. What special support do you provide to schools in the practice of this policy?
6. What factors do you think that hinder the effective implementation of this policy?

**Appendix E**  
**Addis Ababa University**  
**College of Education**  
**Department of Curriculum and Teacher**  
**Professional Development Studies (CTPDS)**

Interview Guides for grade 4 students in the sample schools

Sex \_\_\_\_\_

Date of interview \_\_\_\_\_

Age \_\_\_\_\_

1. How do you see the promotion practice of your school in relation to your learning (hint: interest, study, competition).
2. What do you think about low achieving students? Shall they promote or repeat? Why?
3. Does your school give prize for promoted students?
4. Does your school arrange any compensation for detained students? How?
5. Do teachers use continuous assessment? What assessment techniques they use frequently?
6. Do teachers invite your parent to discuss about your academic results and promotion?
7. What factors do you think that affects your learning? (hint: achievement, promotion)

**Appendix F**

Documents to be consulted

- Reports of student promotion practice (to see the trends of promotion practice)
- Student portfolio record
- Availability of pupils' continuous assessment guide.

Appendix G

የስነ ትምህርት

የድህረ ምረቃ ትምህርት ጥናት

የሥርዓተ ትምህርት እና የመምህራን መያዣ ልማት ጥናት ትምህርት ክፍል

በአንደኛ ደረጃ የመጀመሪያ ሳይክል መምህራን የሚሞላ

አጠቃላይ አቅጣጫ:-

የዚህ መጠይቅ ዓላማ ከ1ኛ - 3ኛ ክፍል ያለውን የክፍል ዝውውር ፖሊሲ በሚመለከት በደቡብ ጎንደር የሚገኙ መምህራን አመለካከት ምን እንደሆነ በማጥናት ለሁለተኛ ዲግሪ ማሟያ ለመስራት ነው።

ስለሆነም የእርስዎ ወቅታዊና ተገቢ ምላሽ መስጠት ለጥናቱ መሳካት ከፍተኛ አስተዋጽኦ አለው። የሚሰጡት መረጃ በሚስጥር የሚጠበቅ መሆኑንና ለዚህ ጥናት ብቻ እንደሚያገለግል እርግጠኛ ይሁኑ ስለዚህ መጠይቁን በጥንቃቄና ኃላፊነት በተሞላበት ሁኔታ እንዲሞሉልኝ በትህትና እጠይቃለሁ።

ማስታወሻ 1. አማራጭ ላላቸው ጥያቄዎች መልስዎን የ/√/ምልክት በባዶ ቦታው ያስቀምጡ።

የፊደል ምርጫ ለተሰጣቸው የሚመርጡትን መልስ የያዘውን ፊደል በማክበብና እንደጥያቄው ሁኔታ አንዳንድ ጊዜና ከዚያ በላይ በመምረጥ ያክብቡ።

2. ተጨማሪ ማብራሪያ ለሚያስፈልጋቸው ጥያቄዎች መልስዎን በባዶ ቦታው ላይ በግልጽ ይጻፉ።

3. በመጠይቁ ላይ ስም መፃፍ አያስፈልግዎትም።

በጣም አመሰግናለሁ!!

**ክፍል 1: የግል መረጃ**

- 1.1 የት/ቤቱ ስም \_\_\_\_\_
- 1.2 ወረዳ \_\_\_\_\_
- 1.3 ያታ \_\_\_\_\_
- 1.4 የትምህርት ደረጃ \_\_\_\_\_
- 1.5 በማስተማር ያለዎት የአገልግሎት ዘመን \_\_\_\_\_
- 1.6 በሳምንት የሚያስተምሩት የክፍል ጊዜ ብዛት \_\_\_\_\_

**ክፍል 2**

**ክፍል 2.1:** መምህራን ስለተማሪዎች የማለፊያ ፖሊሲ/1-3/ ያላቸውን እሳቤ በሚመለከት

1. የተማሪዎችን የክፍል ዝውውር ፖሊሲ/መመሪያ በውል ያውቁታል?

ሀ. አዎ                      ለ. አላውቅም

2. ለአንደኛው ጥያቄ መልሰዎ አዎ ከሆነ መመሪያው የሚያካትታቸውን ጉዳይ (ዮች) ከዚህ ቀጥሎ ይጥቀሱ-----

3. ከትምህርት አጠቃላይ ሂደት አንጻር የተማሪዎችን የማለፊያ ፖሊሲ/1-3 ይቀበሉታል?

ሀ. አዎ                      ለ. አልቀበለውም

4. ለጥያቄ ቁጥር 3 ለሰጡት መልስ ምክንያታዎ ምንድን ነው?

ሀ. በጣም ጠቃሚ ስለሆነ

ለ. ጠቃሚ ስለሆነ

ሐ. መጠነኛ ጥቅም ያለው ስለሆነ

መ. ዝቅተኛ ጥቅም ስለከለው

ሠ. ምንም ጥቅም ስለሌለው.

**ክፍል 2.2:** ከዚህ በታች መምህራን በመጀመሪያ ደረጃ የመጀመሪያው ሳይክል (1-3) የክፍል ዝውውር ፖሊሲ ላይ ያላቸውን አመለካከት (perception) ለመመዘን የሚያስችሉ ባለ አምስት መለኪያ ነጥቦች ቀርበዋል። በሚስማሙበት ነጥብ ላይ የ/√/ ምልክት ያድርጉ። የደረጃ መመዘኛዎቹ፡ በጣም እስማማለሁ= 5፣ እስማማለሁ= 4፣ መወሰን አልችልም= 3፣ አልስማማም=2፣ በጣም አልስማማም=1።

ተ.ቁ	የመስፈርት ዓይነቶች	የስምምነት ደረጃ				
		5	4	3	2	1
5	የተማሪዎች ክፍል ዝውውር አፈፃፀም መሆን ያለበት በተከታታይ ምዘና ውጤታቸው መሰረት ነው።					
6	የተማሪዎች የክፍል ዝውውር ፖሊሲ የመምህራንን የማስተማር ፍላጎት ይጨምራል።					
7	ዝቅተኛ ውጤት የሚያስመዘግቡ ተማሪዎች ክፍል ከመድገም ተጠቃሚ አይሆኑም።					
8	ተማሪዎች ከክፍል ጓደኞቻቸው አንጻር ውጤታቸው ዝቅተኛ ከሆነ ባለቤት ክፍል መድገም አለባቸው።					
9	የክፍል ዝውውር ፖሊሲው የተማሪዎችን ውጤት መሰረት ሳያደርግ ሁሉም እንዲያልፉ ይፈቅዳል።					
10	በመተግበር ላይ ያለው የክፍል ዝውውር ፖሊሲ የትምህርት ጥራትን ለመስጠት ይጠቅማል።					
11	በመተግበር ላይ ያለው የተማሪዎች የማለፊያ ፖሊሲ የተማሪዎችን የመድገም መጠን ለመቀነስ የሚጠቅም የፖሊሲ አማራጭ ነው።					
12	እየተተገበረ ያለው የማለፊያ ፖሊሲ የተማሪዎችን የማቋረጥ መጠን ለመቀነስ የሚጠቅም ፖሊሲ ነው።					
13	በመተግበር ላይ ያለው የተማሪዎች የማለፊያ ፖሊሲ ውጤታማ ነው ስለሆነም መቀጠል አለበት።					
14	በመተግበር ላይ ያለው የማለፊያ ፖሊሲ ተማሪዎችን ለጥናት አያነቃቃም።					

**ክፍል ሶስት**

**የተማሪዎችን የክፍል ዝውውር አፈፃፀም በሚመለከት**

15. የተማሪዎችን የክፍል ዝውውር የምትወሰኑት በምን መስፈርት ነው? (ከአንድ በላይ መምረጥ ይቻላል)።

- ሀ. የተማሪዎችን ውጤት /50% እና ከዚያ በላይ/ መሰረት በማድረግ
- ለ. የተማሪዎችን ውጤት ላይሆን አዘውትሮ መከታተልን መሰረት በማድረግ
- ሐ. የወላጆችን ስምምነት መ.የመምህራንን ሪፖርት ሠ.የተማሪዎችን ስምምነት
- ረ. ሁሉም ተማሪዎች በነፃ ስለሚያልፍ መሰረት የምናደርግው ነገር የለም

ሰ. ሌላ ካለ ይግለጹ \_\_\_\_\_

16. በእርስዎ ት/ቤት ተማሪዎች ከክፍል ክፍል ሲያልፉ ከነሱ የሚጠበቀው የባህሪ ለውጥ ገፅታ (student profile) በአማካይ ምን ይምስላል?

- ሀ. በጣም ከፍተኛ      ሐ. መካከለኛ
- ለ. ከፍተኛ            መ. ዝቅተኛ            ሠ. በጣም ዝቅተኛ

17. ከክፍል ክፍል ለሚያልፉ ተማሪዎች ት/ቤቱ ምን ማበረታቻ ወይም ሽልማት ይሰጣቸዋል? (ከአንድ በላይ መምረጥ ይቻላል)።

ሀ. ያለፉበትን የምስክር ወረቀት በመስጠት

ለ. ለገብዝ ተማሪዎች የሞራል ወይም የቁሳቁስ ሽልማት በመስጠት

ሐ. ሽልማት አይሰጥም

መ. ሌላ \_\_\_\_\_

18. ተማሪዎች ክፍል እንዳይደግሙ ለማድረግ ምን ዘዴ ይጠቀማሉ? (ከአንድ በላይ መምረጥ ይቻላል)

ሀ. ተከታታይ ምዘና በመተግበር ለየማጠናከሪያ ትምህርት በመስጠት

ሐ. በውጤታቸው ሳይሆን በቆይታቸው መሰረት በማሳለፍ

መ. ሌላ \_\_\_\_\_

19. በ እርስዎ ት/ቤት/1--3ኛ/ ክፍል የሚደግሙ ተማሪዎች አሉ?

ሀ. አዎ

ለ. የሉም

20. ለጥያቄ ቁጥር 21 መልስዎ 'አዎ' ከሆነ ክፍል ለሚደግሙ ተማሪዎች ት/ቤቱ ምን ዓይነት ማካካሻ ይሰጣል?

ሀ. የከፈሉት ትምህርት በመስጠት ለ ድጋሚ ፈተና በመስጠት

ሐ. ምንም ማካካሻ አይሰጥም

መ. ሌላ ካለ ይግለጹ \_\_\_\_\_

ክፍል 4: የመምህራን ተከታታይ ምዘና አተገባበር በሚመለከት

21. ከሚከተሉት ውስጥ በተደጋጋሚ የሚጠቀሙት/ሚቸው የትኛውን /የትኞቹን/ የምዘና ዘዴ ነው?

(ከአንድ በላይ መምረጥ ይቻላል)።

ሀ. የክፍል ሥራ ለ. የቤት ሥራ ሐ. የጽሑፍ ፈተና

መ. የቃል ፈተና ሠ. ምልከታ ረ. የቡድን ስራ

ሰ. ሌሎች ዘዴዎችን ከተጠቀሙ እዚህ ይቀጥሉ \_\_\_\_\_

22. የተከታታይ ምዘና ውጤትን የሚጠቀሙበት ለምን አላማ ነው? (ከአንድ በላይ መምረጥ ይቻላል)።

ሀ. የተማሪዎችን የመማር ሁኔታ ለማፋጠን

ለ. የመማር ማስተማሩን ሂደት ለማ ሻሻል ሐ. የማስተካከያ እርምጃ ለመውሰድ

መ. የተማሪዎችን የክፍል ዝውውር ለመወሰን ሠ. ሌላ \_\_\_\_\_

23. በመማር ማስተማሩ ሂደት ምን ያህል ለተማሪዎች ግብረ መልስ ይሰጣሉ (feedback)?

ሀ. ሁልጊዜ

ለ. በአብዛኛው

ሐ. አንዳንድ ጊዜ

መ. ምንም ጊዜ አልሰጥም

24. ለጥያቄ ቁጥር 23 መልስዎ ሀ፣ለ ወይም ሐ ከሆነ ከሚሰጡት ግብረ መልስ አንፃር ምን ያህል ድጋፍ ይደርጉላቸዋል?

ሀ. ሁልጊዜ

ለ. በአብዛኛው

ሐ. አንዳንድ ጊዜ

መ. ምንም አላደርግም

25. ከተከታታይ ምዘና ውጪ ሌላ የምዘና ዘዴ ይጠቀማሉ?

ሀ.አዎ            ለ.የለም

26. ለ 25ኛው ጥያቄ መልስዎ አዎ ከሆነ የሚጠቀሙትን የምዘና ዘዴ ይጥቀሱ \_\_\_\_\_

**ክፍል 5: በተማሪዎች ክፍል ዝውውር ትግበራ ላይ ተፅዕኖ የሚያደርጉ ጉዳዮች በሚመለከት**

27. የሚከተሉት በተማሪዎች የክፍል ዝውውር አፈፃፀም ሂደት ላይ ተፅዕኖ ሊኖራቸው የሚችሉ ናቸው ተብሎ ይታመናል። በመሆኑም እያንዳንዱን መጠየቅ ከሚኖው ተፅዕኖ አንፃር ደረጃውን ያስቀምጡ። (በጣም ከፍተኛ =4 ፣ ከፍተኛ =3 ፣ መካከለኛ = 2 ፣ ዝቅተኛ =1 ፣ ምንም ተጽኖ የለውም =0) ። ደረጃውን ሲያስቀምጡ ክፍት ቦታው ላይ የ/√/ ምልክት ይጠቀሙ።

	ተጽኖ ሊያስከትሉ የሚችሉ ጉዳዮች	የተጽኖ ደረጃ				
		4	3	2	1	0
27.1	የወለጆች አለመሳተፍ					
27.2	የተማሪዎች መቅረት					
27.3	የመምህራን ቁርጠኝነት ማነስ					
27.4	የበላይ አመራር ተገቢ ያልሆነ ጠልቃገብነት					
27.5	አህዳዊ የክፍል አደረጃጀት					
27.6	ተገቢ ስልጠና አለማግኘት					
27.7	ሙያዊ ድጋፍ አለማግኘት					
27.8	በአንድ ክፍል ውስጥ የሚማሩ ተማሪዎች መብዛት					

Appendix H

የስነ ትምህርት

የድህረ ምረቃ ትምህርት ጥናት

የሥርዓተ ትምህርት እና የመምህራን ሙያዊ ልማት ጥናት ትምህርት ክፍል

በአንደኛ ደረጃ የመጀመሪያ ሳይክል ር/መምህራን እና ሱፐርቫይዘሮች የሚሞላ

አጠቃላይ አቅጣጫ:-

የዚህ መጠይቅ ዓላማ ከ1ኛ - 3ኛ ክፍል ያለውን የክፍል ዝውውር ፖሊሲ በሚመለከት በደቡብ ጎንደር የሚገኙ ር/መምህራን እና ሱፐርቫይዘሮች እሳቤ ምን እንደሆነ በማጥናት ለሁለተኛ ዲግሪ ማሟያ ለመስራት ነው።

ስለሆነም የእርስዎ ወቅታዊና ተገቢ ምላሽ መስጠት ለጥናቱ መሳካት ከፍተኛ አስተዋጽኦ አለው። የሚሰጡት መረጃ በሚስጥር የሚጠበቅ መሆኑንና ለዚህ ጥናት ብቻ እንደሚያገለግል እርግጠኛ ይሁኑ ስለዚህ መጠይቁን በጥንቃቄና ኃላፊነት በተሞላበት ሁኔታ እንዲሞሉልኝ በትህትና እጠይቃለሁ።

ማስታዎሻ 1. አማራጭ ላላቸው ጥያቄዎች መልስዎን የ/√/ምልክት በባዶ ቦታው ያስቀምጡ።

የፊደል ምርጫ ለተሰጣቸው የሚመርጡትን መልስ የያዘውን ፊደል በማክበብና እንደጥያቄው ሁኔታ አንዳንድ ጊዜና ከዚያ በላይ በመምረጥ ያክብቡ።

2. ተጨማሪ ማብራሪያ ለሚያስፈልጋቸው ጥያቄዎች መልስዎን በባዶ ቦታው ላይ በግልጽ ይጻፉ።

3. በመጠይቁ ላይ ስም መጻፍ አያስፈልግዎትም።

በጣም አመሰግናለሁ!!



ተ.ቁ	የመሰፈርት ዓይነቶች	የስምምነት ደረጃ				
		5	4	3	2	1
5	የተማሪዎች ክፍል ዝውውር አፈፃፀም መሆን ያለበት በተከታታይ ምዘና ውጤታቸው መሰረት ነው።					
6	የተማሪዎች የክፍል ዝውውር ፖሊሲ የመምህራንን የማሰተማር ፍላጎት ይጨምራል።					
7	ዝቅተኛ ውጤት የሚያስመዘግቡ ተማሪዎች ክፍል ከመድገም ተጠቃሚ አይሆኑም።					
8	ተማሪዎች ከክፍል ጓደኞቻቸው አንፃር ውጤታቸው ዝቅተኛ ከሆነ ባሉበት ክፍል መጓገም አለባቸው።					
99	የክፍል ዝውውር ፖሊሲው የተማሪዎችን ውጤት መሰረት ሳያደርግ ሁሉም እንዲያልፉ ይፈቅዳል።					
10	በመተግበር ላይ ያለው የክፍል ዝውውር ፖሊሲ የትምህርት ጥራትን ለማስጠበቅ ይጠቅማል።					
11	በመተግበር ላይ ያለው የተማሪዎች የማለፊያ ፖሊሲ የተማሪዎችን የመድገም መጠን ለመቀነስ የሚጠቅም የፖሊሲ አማራጭ ነው።					
12	እየተተገበረ ያለው የማለፊያ ፖሊሲ የተማሪዎችን የማቋረጥ መጠን ለመቀነስ የሚጠቅም ፖሊሲ ነው።					
13	በመተግበር ላይ ያለው የተማሪዎች የማለፊያ ፖሊሲ ውጤታማ ነው ስለሆነም መቀጠል አለበት።					
14	በመተግበር ላይ ያለው የማለፊያ ፖሊሲ ተማሪዎችን ለጥናት አያነቃቃም።					

**ክፍል ሶስት**

የተማሪዎችን የክፍል ዝውውር አፈፃፀም በሚመለከት

17. የተማሪዎችን የክፍል ዝውውር የምትወሰኑት በምንመስፈርት ነው? (ከአንድ በላይ መምረጥ ይቻላል)።

ሀ. የተማሪዎችን ውጤት /50% እና ከዚያ በላይ/ መሰረት በማድረግ

ለ. የተማሪዎችን ውጤት ሳይሆን አዘውትሮ መከታተልን መሰረት በማድረግ

ሐ. የወላጆችን ስምምነት መ.የመምህራንን ሪፖርት ሠ.የተማሪዎችን ስምምነት

ረ. ሁሉም ተማሪዎች በነፃ ስለሚያልፍ መሰረት የምናደርገው ነገር የለም

ሰ. ሌላ ካለ ይግለጹ \_\_\_\_\_

18. በእርስዎ ት/ቤት ተማሪዎች ከክፍል ክፍል ሲያልፉ ከነሱ የሚጠበቀው የባህሪ ለውጥ ገፅታ (student profile) በአማካይ ምን ይምስላል?

ሀ. በጣም ከፍተኛ      ሐ. መካከለኛ

ለ. ከፍተኛ      መ. ዝቅተኛ      ሠ. በጣም ዝቅተኛ

19. ከክፍል ክፍል ለሚያልፉ ተማሪዎች ት/ቤቱ ምን ማበረታቻ ወይም ሽልማት ይሰጣቸዋል? (ከአንድ በላይ መምረጥ ይቻላል)።

ሀ. ያለፉበትን የምስክር ወረቀት በመስጠት

ለ. ለጉበዝ ተማሪዎች የሞራል ወይም የቁሳቁስ ሽልማት በመስጠት

ሐ. ሽልማት አይሰጥም      መ. ሌላ \_\_\_\_\_

20. በእርስዎ ት/ቤት/1-3ኛ/ ክፍል የሚደግሙ ተማሪዎች አሉ?

ሀ. አዎ      ለ. የሉም

21. ለጥያቄ ቁጥር 21 መልስዎ 'አዎ' ከሆነ ክፍል ለሚደግሙ ተማሪዎች ት/ቤቱ ምን ዓይነት ማካካሻ ይሰጣል?

ሀ. የክረምት ትምህርት በመስጠት      ለ. ድጋሚ ፈተና በመስጠት

ሐ. ምንም ማካካሻ አይሰጥም      መ. ሌላ ካለ ይግለጹ \_\_\_\_\_

**ክፍል 4: በተማሪዎች ክፍል ዝውውር ትግበራ ላይ ተፅዕኖ የሚያደርጉ ጉዳዮች በሚመለከት**

22. የሚከተሉት በተማሪዎች የክፍል ዝውውር አራፃፀም ሂደት ላይ ተፅዕኖ ሊኖራቸው የሚችሉ ናቸው ተብሎ ይታመናል። በመሆኑም እያንዳንዱን መጠየቅ ከሚኖው ተፅዕኖ አንፃር ደረጃውን ያስቀምጡ። (በጣም ከፍተኛ =4 ፣ ከፍተኛ =3 ፣ መካከለኛ = 2 ፣ ዝቅተኛ =1 ፣ ምንም ተጽኖ የለውም =0) ። ደረጃውን ሲያስቀምጡ ክፍት ቦታው ላይ የ/√/ ምልክት ይጠቀሙ።

	ተጽኖ ሊያስከትሉ የሚችሉ ጉዳዮች	የተጽኖ ደረጃ				
		4	3	2	1	0
22.1	የሎገስቲክ አለመሰጠት					
22.2	የተማሪዎች መቅረት					
22.3	የመምህራን ቁርጠኝነት ማነስ					
22.4	የበላይ አመራር ተገቢ ያልሆነ ጠልቃገብነት					
22.5	አህዳዊ የክፍል አደረጃጀት					
22.6	ተገቢ ስልጠና አለመግኘት					
22.7	ሙያዊ ድጋፍ አለመግኘት					
22.8	በአንድ ክፍል ውስጥ የሚማሩ ተማሪዎች መብዛት					

# APPENDIX I

የመምህራ ስም

የትም/ዓይነት

ክፍል

ተ.ቁ	የተማሪው ስም	ጾታ	ዕድሜ	የምዘና ወራት	ጳጳሳዊ ሥራ	የቤትና የክፍል ወራ	ገርጭት	ሙከራ 1	ሙከራ 2	ጽምር	ምርመራ
				የኮተት							
				መገቢት							
				ዓገዳዎ							
				ዓንገት							
				ሰኔ							
				ጽምር							
				የኮተት							
				መገቢት							
				ዓገዳዎ							
				ዓንገት							
				ሰኔ							
				ጽምር							
				የኮተት							
				መገቢት							
				ዓገዳዎ							
				ዓንገት							
				ሰኔ							
				ጽምር							
				የኮተት							
				መገቢት							
				ዓገዳዎ							
				ዓንገት							
				ሰኔ							
				ጽምር							
				የኮተት							
				መገቢት							
				ዓገዳዎ							
				ዓንገት							
				ሰኔ							
				ጽምር							

Appendix J 1

ለወላጆች የቀረበ ቃለመመደቅ

ፆታ-----

የትምህርት ደረጃ-----

ቀን-----

1. ስለ ልጅዎ የትምህርት ሁኔታ ከመምህራን ጋር ተወያይተው ያውቃሉ?
2. ባንደኛ ደረጃ የመጀመሪያ ሣይክል ስለተማሪዎች ክፍል መድገምና ማለፍ ያለዎት ሀሳብ ምንድን ነው?
3. ልጅዎ አሁን እየተተገበረ ካለው የክፍል ዝውውር ፖሊሲ ተጠቃሚ ይሆናል ብለው ያስባሉ?
4. አሁን ያለውን የክፍል ዝውውር ፖሊሲ ወጤታማ በሆነ መንገድ ለመፈጸም እንከን ናቸው የሚሉ አቸው ምንምን ጉዳዮች ናቸው?

Appendix J 2

ለወረዳ ትምህርት ጽህፈት ቤት ሃላፊዎች የቀረበ ቃለመመይቅ

የታ-----

የጥምህርት ደረጃ-----

ቀን-----

1. ስለአንደኛ ደረጃ የመጀመሪያው ሣይክል የተማሪዎች የክፍል ዝውውር ፖሊሲ ያለዎት ሀሳብ ምንድን ነው?
2. በእርሰዎ ወረዳ ያለውን የክፍል ዝውውር ሂደት እንዴት ይገልጹታል?
3. አንዳዶች እንደሚሉት የትምህርት ባለሙያዎች ከትምህርት ጥራት ይልቅ ለሽፋን ትኩረት ተሰጣላችሁ ይባላል ይህን እንዴት ያዩታል?
4. የወረዳው ት/ጽ/ቤት በተማሪዎቹ ክፍል መድገምና ማለፍ ያለው ሙያዊ ምላሽ ምንድን ነው?
5. ፖሊሲውን ለመፈጸም ለትምህርት-ቤቶች የምታደርጉት ድጋፍ ምን ይመስላል?
- 6 ፖሊሲውን ለመፈጸም እንቅፋት ናቸው ሚሉአቸውን ጉዳዮች ቢገልጹልኝ?

### Appendix J 3

#### የቃል መጠየቅ ለተማሪዎች የቀረበ

1. የማለፊያ ፖሊሲውን ከናንተ የትምህርት ሁኔታ ጋር እንዴት ታየዉአለህ (ሽ) (ለምሳሌ ከመማር ፍላጎት ጥናት ወዘተ.)?
2. በክፍል ፈተና ወጤታቸው ዝቅተኛ የሚያስመዘግቡ ተማሪዎች ክፍል በደግሙ ወይስ በአልፏ ይሻላል? ለምን?
3. ትምህርት ቤታችሁ ሽልማት ለተማሪዎች ይሰጣል?
4. መምህራን ለተማሪዎች የማካካሻ ትምህርት ይሰጣሉ?
5. የመምህራን ተከታታይ ምዘና የአፈፃፀም ሂደት እንዴት ነው?
6. መምህራን የአንተን (ችን) የትምህርት ሁኔታ በሚመለከት ወላጆችህን ያነጋግራሉ ወይ?
7. ትምህርትህን (ሽን) ለመማርና ወደሚቀጥለው ክፍል ለመዛወር እንቅፋት ነው የምትለው ነገር አለወይ?

## Appendix K

Year	Grade	Enrolled pupils			Drop outs			Number of pupils attending the academic year			pupils achieved 50% and above (passed to the next grade)			pupils achieved below 50% (repeated)		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2005	1	1331	1883	3214	64	56	120	1267	1827	3094	1265	1826	3091	2	1	3
	2	1036	1073	2109	47	59	106	989	1014	2003	985	1007	1992	4	7	11
	3	1075	1118	2193	62	32	94	1013	1086	2099	1011	1086	2097	2	-	2
2006	1	3442	4074	7516	5026	3.60	4.24	3269	3927	7196	3261	3919	7180	8	8	16
	2	1160	1138	2298	91	85	176	1069	1053	2122	1039	1019	258	30	34	64
	3	1271	1282	2553	82	88	170	189	1194	2383	1161	1148	2309	28	46	74
2007	1	1044	1109	2153	48	55	103	996	10565	2050	975	1016	1991	21	38	59
	2	3475	3529	7004	221	228	449	3245	3301	6555	3275	3293	6358	79	118	197
	3	994	992	1939	84	68	152	863	924	1787	820	864	1684	43	60	103
2008	1	934	952	1886	41	53	94	893	899	1792	864	864	1728	29	35	64
	2	1154	113	2268	35	38	73	1120	1075	2195	1092	1034	2126	28	41	69
	3	3032	3057	6093	160	159	319	2876	2898	5774	2776	2762	5538	100	136	236
2008	1	1195	1108	2303	113	110	223	1082	998	2080	1011	935	1946	71	63	134
	2	1072	1039	2111	62	62	124	1010	977	1987	978	929	1907	32	48	80
	3	1017	1025	2042	56	49	105	961	976	1937	932	935	1867	29	41	70
		3284	3172	6456	231	221	452	3033	2951	6004	2903	2667	5720	132	152	284

Woreda	school	Year	Grade	Enrolled Students			Drop outs			Completing the academic year			Passed to the next grade			repeated		
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
FOGERA	Alembet	2005	1	130	159	289	19	13	32	111	146	257	111	146	257	-	-	-
			2	128	121	249	10	17	27	118	104	22	115	104	213	3	6	9
			3	140	146	286	5	6	11	135	140	275	140	135	140	276	-	-
		2006	1	115	126	241	9	13	22	106	113	219	98	100	198	8	13	21
			2	126	194	320	10	13	23	116	181	297	105	167	272	11	14	25
			3	104	106	210	3	7	10	101	99	200	94	90	184	7	9	16
		2007	1	140	155	295	6	9	15	134	146	280	126	137	263	8	9	17
			2	127	117	244	8	6	14	119	111	230	116	106	222	3	5	8
			3	143	113	280	5	3	8	138	134	272	133	128	261	5	6	11
		2008	1	145	162	307	18	26	24	127	136	263	108	116	224	19	20	39
			2	123	127	250	6	7	13	117	120	237	108	106	214	9	14	23
			3	122	119	241	6	5	11	116	114	230	110	107	217	6	7	13
FOGERA	Wotemb	2005	1	119	89	208	2	3	5	117	86	203	117	86	203	-	-	-
			2	44	67	111	1	-	1	43	67	110	43	67	110	-	-	-
			3	42	52	94	-	2	2	42	50	92	42	50	92	-	-	-
		2006	1	134	85	219	13	1	5	131	83	214	131	80	211	-	3	3
			2	89	93	182	1	1	2	88	92	180	87	91	178	1	1	2
			3	44	65	109	-	2	1	44	64	108	44	62	106	1	2	2
		2007	1	81	95	176	6	8	14	75	87	162	73	84	157	2	3	5
			2	51	41	92	2	2	4	49	39	88	49	39	88	-	-	-
			3	51	56	107	3	1	4	48	55	103	47	53	100	1	2	3
2008	1	219	145	364	25	19	44	194	126	320	165	112	277	29	14	43		
	2	60	65	125	7	13	20	53	52	105	47	48	95	6	4	10		
	3	39	34	73	9	3	12	30	31	61	29	30	59	1	1	2		

Libo kemkem	2005	1	110	70	180	5	2	7	105	68	173	105	68	173	-	-	-	
		2	45	40	85	1	-	1	44	40	40	84	43	39	82	1	1	2
		3	57	59	116	1	1	2	56	58	58	114	55	56	112	-	2	2
	2006	1	36	48	84	2	3	5	34	45	45	79	34	45	79	-	-	-
		2	93	84	177	4	4	8	89	80	80	169	88	80	168	1	-	1
		3	48	51	99	4	1	5	44	50	50	94	44	50	94	-	-	-
	2007	1	43	40	83	2	2	4	41	38	38	79	39	37	76	-	3	3
		2	35	47	82	2	3	5	45	79	79	124	43	78	121	2	1	3
		3	88	68	154	1	3	4	87	63	63	150	84	59	143	3	4	7
	2008	1	61	57	118	6	7	13	55	50	50	105	53	44	97	2	6	8
		2	41	45	86	6	2	8	35	43	43	78	33	31	54	2	12	14
		3	41	45	86	5	2	7	36	43	43	79	35	36	71	1	7	8

Libo kemkem	2005	1	53	60	113	2	1	3	51	59	110	51	59	110	-	-	-	
		2	61	59	120	3	5	8	58	54	54	112	58	54	112	-	-	-
		3	68	92	160	3	-	-	65	92	92	157	65	92	157	-	-	-
	2006	1	8	81	164	9	4	13	74	77	77	151	71	72	113	3	-	8
		2	88	81	169	14	19	33	74	62	62	136	73	58	131	1	4	5
		3	112	114	226	3	7	10	109	107	107	216	107	102	209	2	5	7
	2007	1	86	84	170	8	6	14	78	78	78	156	76	73	149	2	5	7
		2	87	103	190	4	7	11	83	96	96	179	77	87	164	6	9	14
		3	89	91	180	2	4	6	87	87	87	174	81	78	159	6	9	15
	2008	1	92	94	186	15	17	32	77	77	77	154	73	71	144	4	6	10
		2	81	90	171	5	8	13	76	82	82	158	71	78	149	5	4	9
		3	76	92	168	5	6	11	71	86	86	157	62	76	138	9	10	19

Libo kemkem	Yifag																
		1	105	117	220	7	7	14	98	168	206	98	108	206	-	-	-
2005	2005	1	181	151	332	11	10	21	150	161	311	149	160	309	1	1	2
		2	162	142	304	11	9	20	151	133	284	151	133	284	-	-	-
		3	183	166	349	17	7	24	166	151	325	166	159	325	-	-	-
	2006	1	191	136	327	20	11	31	171	125	296	171	125	296	-	-	-
		2	146	169	315	8	8	16	138	161	299	138	161	299	-	-	-
		3	147	134	281	12	9	21	135	125	269	135	125	260	-	-	-
	2007	1	42	47	89	5	4	9	37	43	80	37	43	80	-	-	-
		2	74	59	133	6	3	9	68	56	124	68	56	124	-	-	-
		3	50	34	84	2	2	4	48	32	80	48	32	80	-	-	-
2008	1	136	122	258	12	7	19	124	115	239	124	115	239	-	-	-	
	2	149	165	314	10	7	17	139	158	297	139	158	297	-	-	-	
	3	172	148	320	13	7	20	159	141	300	159	138	297	-	-	-	
2005	1	112	86	208	2	2	4	110	84	174	110	84	214	-	-	-	
	2	92	91	83	-	4	4	92	87	170	92	87	179	-	-	-	
	3	85	82	167	7	4	11	78	78	186	78	78	156	-	-	-	
2006	1	110	112	222	8	9	17	102	103	205	98	98	196	4	5	9	
	2	108	92	190	4	5	9	104	87	191	101	84	175	3	3	6	
	3	90	88	178	6	5	11	84	83	167	81	79	160	3	4	7	
2007	1	110	101	201	7	5	12	93	96	189	85	89	174	8	7	15	

Libo kemkem	Yifag																
		1	105	117	220	7	7	14	98	168	206	98	108	206	-	-	-
2005	2005	1	181	151	332	11	10	21	150	161	311	149	160	309	1	1	2
		2	162	142	304	11	9	20	151	133	284	151	133	284	-	-	-
		3	183	166	349	17	7	24	166	151	325	166	159	325	-	-	-
	2006	1	191	136	327	20	11	31	171	125	296	171	125	296	-	-	-
		2	146	169	315	8	8	16	138	161	299	138	161	299	-	-	-
		3	147	134	281	12	9	21	135	125	269	135	125	260	-	-	-
	2007	1	42	47	89	5	4	9	37	43	80	37	43	80	-	-	-
		2	74	59	133	6	3	9	68	56	124	68	56	124	-	-	-
		3	50	34	84	2	2	4	48	32	80	48	32	80	-	-	-
2008	1	136	122	258	12	7	19	124	115	239	124	115	239	-	-	-	
	2	149	165	314	10	7	17	139	158	297	139	158	297	-	-	-	
	3	172	148	320	13	7	20	159	141	300	159	138	297	-	-	-	
2005	1	112	86	208	2	2	4	110	84	174	110	84	214	-	-	-	
	2	92	91	83	-	4	4	92	87	170	92	87	179	-	-	-	
	3	85	82	167	7	4	11	78	78	186	78	78	156	-	-	-	
2006	1	110	112	222	8	9	17	102	103	205	98	98	196	4	5	9	
	2	108	92	190	4	5	9	104	87	191	101	84	175	3	3	6	
	3	90	88	178	6	5	11	84	83	167	81	79	160	3	4	7	
2007	1	110	101	201	7	5	12	93	96	189	85	89	174	8	7	15	

Den gorse



Woreda Laygaynt	Name schools	Academic year	Grade	Enrolled students				Drop out students				Completing the academic year				Students passed to the next grade				detained			
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T		
Damot	2005	1	101	99	200	-	-	-	55	62	117	55	62	117	55	62	117	-	-	-			
			2	56	63	119	1	1	2	55	62	117	55	62	117	55	62	117	-	-	-		
			3	56	55	111	-	-	-	55	56	111	55	56	111	55	56	111	-	-	-		
		2006	1	67	88	155	10	13	23	57	75	132	50	64	114	64	75	174	7	11	18		
			2	118	111	229	12	20	32	106	91	197	99	75	174	75	174	7	16	23			
			3	67	64	131	2	4	6	65	60	125	58	48	106	48	106	7	12	19			
	2007	1	73	57	130	7	7	14	66	50	116	62	45	107	45	107	4	5	9				
		2	58	71	129	6	2	8	56	69	125	51	63	114	63	114	5	6	11				
		3	112	114	226	1	1	2	111	113	224	110	112	222	112	222	1	1	2				
	2008	1	85	85	170	17	10	27	68	75	143	63	70	133	70	133	5	5	10				
		2	68	56	124	8	3	11	60	53	113	56	49	105	49	105	4	4	8				
		3	51	65	116	4	2	6	47	63	110	46	62	108	62	108	1	1	2				

LAYGAYNT	ZANTIE	2005	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2	112	124	236	-	1	1	112	123	235	112	123	235	-	-	-	-	-	-	-	-
3	102	98	200	-	-	-	112	98	200	102	98	200	-	-	-	-	-	-	-	-
2006	1	53	54	98	115	1	53	44	97	48	42	90	-	-	-	-	-	-	-	-
	2	138	118	256	8	3	11	130	115	245	128	109	237	2	6	8	-	-	-	
	3	76	84	160	1	3	4	75	81	156	75	80	155	-	-	-	-	-	-	
2007	1	43	51	94	-	2	43	49	92	42	49	91	-	-	-	-	-	-	-	
	2	55	48	103	3	1	4	52	47	99	51	46	97	1	1	1	-	-	-	
	3	130	135	265	5	7	12	125	130	255	123	125	248	2	5	7	-	-	-	
2008	1	42	44	86	2	-	42	42	84	42	42	84	-	-	-	-	-	-	-	
	2	46	44	90	-	1	46	43	89	46	43	89	-	-	-	-	-	-	-	
	3	55	53	108	-	3	52	53	105	52	53	105	-	-	-	-	-	-	-	

LAYG AYNT	ASCHA	2005	1	82	80	162	4	6	10	78	74	152	78	74	152	74	152	-	-
			2	65	70	135	6	8	14	59	62	121	59	62	121	62	121	-	-
			3	70	73	143	4	3	7	66	70	136	66	70	136	70	136	-	-
		2006	1	60	57	117	2	1	3	58	56	114	56	54	110	54	110	2	4
			2	85	81	166	3	3	6	82	77	160	78	77	155	77	155	4	5
			3	70	79	149	6	4	10	64	75	139	62	70	132	70	132	2	7
		2007	1	51	55	106	1	2	3	50	53	103	47	48	95	48	95	3	8
			2	58	58	116	1	3	4	57	55	112	55	54	99	54	99	2	3
			3	87	80	167	2	3	5	85	77	162	85	77	162	77	162	-	-
		2008	1	44	47	91	1	2	3	43	45	88	43	45	88	45	88	-	-
			2	60	65	125	-	2	2	60	62	122	60	62	122	62	122	-	-
			3	65	62	127	-	1	1	2	64	61	125	64	61	64	61	125	-

Lay Gaynt	NEFASMEWUCHA	2005	1	45	40	85	-	-	45	40	85	45	40	85	40	85	-	-	
			2	44	56	100	1	2	3	43	54	43	54	97	54	97	-	-	
			3	50	52	102	-	-	50	52	102	50	52	102	52	102	-	-	
		2006	1	50	61	111	1	2	3	49	59	108	49	59	108	59	108	-	-
			2	42	48	90	2	1	3	40	47	40	47	87	47	87	-	-	
			3	60	67	127	2	2	4	58	65	123	58	65	123	65	123	-	-
		2007	1	47	50	97	3	2	5	44	48	92	41	43	84	43	84	3	8
			2	45	38	83	1	1	2	44	37	81	44	35	79	35	79	-	2
			3	43	50	93	2	1	3	41	49	90	39	46	85	46	85	2	2
		2008	1	54	55	109	-	-	54	55	109	51	51	52	103	52	103	3	5
			2	53	58	111	1	1	2	52	57	109	51	55	107	55	107	1	6
			3	50	53	103	-	2	2	50	51	101	48	49	97	49	97	2	4

