

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**Implementation of Pupils' Promotion Policy in the First
Cycle Primary Schools of Addis Ababa**

By
Tamirat Belete



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A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Masters of Arts in Educational Planning and Management



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Acronyms

- AAU: - Addis Ababa University
- AAEB: - Addis Ababa Education Bureau
- EFA: - Education for All
- ESDP: - Education Sector Development Program
- ETP: - Education and Training Policy
- GER: - Gross Enrollment Rate
- ICDR: - Institute for curriculum Development and Research
- MDG: - Millennium Development Goal
- MOE: - Ministry of Education
- NER: - Net Enrollment Rate
- NOE: - National Organization for Examination
- TGE: - Transitional Government of Ethiopia
- UBE: - Universal Basic Education
- UPE: - Universal Primary Education
- UNESCO: - United Nations Educational Scientific and Cultural Organization

Abstract

The main objective of the study was to assess the implementation of pupils' promotion policy in the first cycle primary schools of Addis Ababa. For the purpose of the study, descriptive method was employed. The research was conducted in 31 Government and Non-Government first cycle Primary Schools as source of information from 3 Sub-Cities of Addis Ababa. 150 teachers of the Grades 1-3, 31 principals and 8 educational officials were also taken as sources of information. The data were collected through questionnaires and interview. Finally the data obtained were analyzed mainly using percentage, chi-Square and spearman's rank order correction. The results of the study revealed that, teachers seem to know all the implication of pupils' promotion policy in their teaching instruction. But in practice, teachers' utilization of the various assessment methods and keeping of the students' results were poor. There are no financial and material supports to carryout remedial programs at school level to help under-achievers. The reason for school dropout in Addis Ababa first cycle primary schools is found to be economic problems rather than in school factors. Based on the findings, it is necessary to provide schools with continuous training on continuous assessment strategies and assist teachers with guides which enable them to use for their activities. Finally, it is advisable to improve teachers' knowledge and skills about all the implications of automatic promotion policy through in-service courses, seminars, conferences and workshops.

CHAPTER 1

The Problem and Its Approach

1.1. Background of the Study

Education is the soul of economic and asocial development. Behind the over all development of any nation, education scores the heavy mark. Besides this fact, it was declared fifty years ago by the united nations that every one has the right to education (lock heed, 1992:11). For such purpose primary education is the foundation that it improves the productive capacity of societies and their political, economic and scientific institution.

Similarly, Lockheed (1992:14) states that primary education helps to reduce poverty by mitigating its effect on population, health nutrition and by increasing the value and efficiency of the labor offered by the poor. Moreover, primary education has two winged purposes, in that it is aimed to produce a population equipped to be literate and numerate that can deal with problems encountered at home and at work and to serve as a foundation on which further education is built.

However, as to the findings of EFA 2000 assessment, sub-Saharan Africa has the lowest gross enrollment rate in primary education with a regional average of 75%. Out of the 113 million children who lacked access to school in the world, 42 million live in Sub-Saharan Africa. Even about half of the countries in the region did not reach the regional average of 75% (UNESCO, 2000: 22).

Ethiopia had made commitment for realizing universal primary education in different international forum since 1961. It has highlighted the year 2015 as a target years in its education sector development program (ESDP-I) that was launched in 1997/98 for achieving good quality primary

education. Now Ethiopia shoulders double responsibility in realizing these goals that is realizing its own policy and meeting the international commitment (MOE, 2001).

It is with the above fact that a number of countries have committed themselves to achieve universal primary education by the year 2015. In order to crystallize the commitment, Ethiopia had labored a lot there by making different reforms and setting standards till now. The government considers both ESDP-I and ESDP II as plans that lead to the goal of good quality primary education. And in particular ESDP II was made to include such goals as “achieving universal primary education by 2015 and achieving gender parity at primary level by 2005” (MOE, 2001).

Accordingly, the primary education gross enrollment ratio (GER) that was 20.3% in the 1992/93 has reached 68.4% in the year 2003/04 (female 59.1% and male 77.4%) compared to 65% target set for ESDP II. Girls’ participation also showed significant growth (MOE, 2005:5). Besides, the national net enrollment ration (NER) that was only 17.8% in 1994/95 has risen to 57.4% in 2003/04 (MOE, ESDP III, 2005). In the same document, however, these figures are far below the average GER and NER for the Sub-Saharan Africa countries, which are 75% and 60% respectively.

Given the low status of primary education and the enormous number of children out of school together with the country’s very low economic level, it is difficult to imagine how Ethiopia could attain the Millennium Development Goal (MDG) in general and universal primary by the year 2015.

To realize the commitment made by many developing countries, including Ethiopia, however, repeaters and dropouts are becoming obstacles in the effort to universalize primary education as intended (UNESCO, 1998; Torres, 1995). Repeating a grade means utilizing more resources than allocated to a student and leaving a school before completing a particular cycle of education is also

wastages of resources. In both cases, the scarce allocated for education and time will be wastage and underutilized. A study by UNESCO (1998) for example, has proved that 16% of the resources allocated to education each year in developing countries are wasted due to repeaters and dropouts from Grade 1 through Grade 4. Besides, pupils who leave the system prematurely and regularly will become functionally illiterate and discourage others from entering it (UNESCO, 1998).

In Ethiopia, before 1994, about one-third of students enrolled in the first grade dropout of school and close to 11% are known to repeat grade each year (TGE, 1994). Moreover one characteristic feature of repeaters in Ethiopia primary schools is that they are more likely to be dropouts. Tilaye (1997) for example, found out that 87.1% of female dropouts and 33.8% of male dropouts had experienced the phenomenon of repeating.

One of the reforms made to address the issues of repetition and dropouts in Ethiopia primary schools is the introduction of automatic promotion policy from Grade 1 through Grade 3 (MOE, 1998). This is done with the intention that students are much more likely to complete primary school education if they manage to complete the first few years. It is also believed that automatic promotion reduces the problems of repetition and dropout rate with little or additional costs (MOE, 1996).

School practice grade repetition as a remedy to academic failure. Teachers, school principals and even parents believe that repeating the same grade (for one, two or more grades) will ensure learning by providing more time with non-masters skills to repeaters (Torress, 1995; Smith and Shepard, 1986). But most studies so far conducted have disproved this assumption. Research indicated that, even though retained students showed a relative academic gain in the year following repetition, they did worse than similar students who did not repeat in subsequent years (Roderick, 1993; Shapard, 1994).

In general early grade repetition effects the entry point of the school system, where essential foundations for future learning, self-esteem and self-confidence are established (Torres, 1995).

Repetition in a grade also greatly increases the likelihood that a student will dropout of a school and being held back twice makes dropping out a virtual certainty (Roderick, 1993; Shepard, 1994; Torres; 1995). Much of the highest dropout rates among retained students may be explained by the impact of being overage and its social and psychological consequences. A study by Roderick (1993) confirmed that students who are overage for grade were at a higher risk of dropping out throughout school career.

In Ethiopia situation repetition and dropout has strong implication towards primary schools, because first cycle primary grades in Ethiopia are dominated by overage children (Tilaye, 1997). Practicing grade repetition in these grades (1-3) will, therefore, make the problem of dropout very serious.

1.2. Statement of the Problem

Inefficiency of the educational system has been a serious problem all over the world, particularly in developing countries like Ethiopia. It is obvious that, education is an important sector that adds up to multifaceted development of any country. To realize such multifaceted advantages of education, however, repetition and dropout are becoming serious problems to the efficiency of education (Torres, 1995).

Thus, to reduce repetition and dropout rates in the lower primary grades, particularly in Grades 1 through 3 Ethiopia had introduced automatic promotion policy in these particular grades for the first time in 1997/98. This was done with the assumption that students were much more likely to

complete primary school education if they manage to complete the first few years (MOE, 1998). It was also believed that automatic promotion reduces the problems of repetition and dropout rate with little or additional costs. Besides, one of the objectives of education sector development program (ESDPI) which was formulated in 1997/98, was increasing the efficiency of primary schools by reducing repeaters and dropouts (MOE, 1998).

In Ethiopia case, repetition and dropout have strong implication towards primary schools, because first-cycle primary grades in Ethiopia are more or less dominated by overage children, thus practicing grade repetition in these grades will; therefore, make the problem of dropout very serious (Adane, 1993: 14).

Similarly, the number of students who repeat and dropout the system are also increasing. These situations in return bring in the reduction of school enrollment and high expense of running the system. For instance, the ESDP report (2002:17) shows that the national average of repeaters and dropouts were 9.7% and 16.2% respectively. This problem is more serious towards the lower grade levels. This situation is clearly observed from the increased rate of repeaters and dropouts. For instance, the repetition rates of primary schools were 8.2% in 1998/99, 9.1% in 1999/200 and 9.7% in 2000/02 (MOE, 2002). Similarly, the dropout rates were 19% in 1998/99, 17.8% in 1999/2000 and 16.2% in 2000/02.

The above data indicated that there was still a problem after the implementation of automatic promotion practice since 1997/98. The main reasons behind these drawbacks were teachers' lack of appropriate knowledge and skills in continuous assessment strategies. According to Mekasha (2000:25), continuous assessment is still alien to primary school teachers that they assess their pupils' progress with a series of tests on monthly and semester basis. The study also reveals that there are no reference materials, which guide teachers on assessment procedures. In addition a

summative evaluation on the implementation of primary education (ICDR, 2001:66) has also indicated that even though teachers were provided training on continuous assessment, they were not effectively implementing the automatic promotion policy in their respective schools.

Similar study carried out by Daniel and Desalegn (2002:73) on the practice of continuous assessment in the lower primary schools in Addis Ababa has shown that teachers' lack of appropriate training on continuous assessment approaches have not enabled them to effectively to implement the various assessment in their classroom instructions.

However, lately some progresses have been made in reducing the number of repeaters and dropouts in lower primary schools in the country. According to (MOE, 2005:4) report, in 2003/04 the repetition rate in Grade 1 was 3.2% and this was more than four-fold reduction from that of 1996/97 which was 16.7%. The gender disaggregated data for 2003/04 indicate that repetition rates for boys and girls were 3.9% and 4.2% respectively. Thus, the decrease in the repetition rate indicates that more and more schools are implementing continuous assessment to effect children's transition through the grades.

On the other hand, however, no promising improvement has been observed in dropout rate. The dropout rate in Grade 1 is still very high though there is a decline in 2003/04 (MOE, 2005). The dropout rate in Grade 1 decreased from 29% in 1996/97 to 22.8% in 2003/04. When the base year is compared to 2003/04 the dropout rate in Grade 1 has dropped down by 6.2%. The 22.8% dropout rate in 2003/04 indicates that on the average nearly one out of four students is dropping out of school before he/she reaches Grade 2. This clearly highlights the need to focus on appropriate strategies to reduce dropout (MOE, 2005:7).

In the cases of Addis Ababa primary schools the great majority of children attended school and dropout is low. According to available research findings indicate that the causes for dropouts are more of socio economic factors, rather than in-school variables (MOE, 2005:8).

Therefore, the repetition and dropout rates reports while practicing automatic promotion on one hand, low-achievement of students who completed the first cycle of primary education on the other hand, may lead one to raise questions whether the promotion policy is being implemented with all its implication or not.

Studying the implementation of pupils' promotion policy, particularly in the first cycle primary schools, is therefore, timely and important.

- **The General Objective** of the study was to examine the actual implementation of pupils' promotion policy in the first cycle primary schools of Addis Ababa.
- **The Specific Objectives** were to :
 - Investigate how pupils' promotion policy is implemented in Grades 1-3 of both Government and Non-Government first cycle Primary Schools of Addis Ababa.
 - Identify main problems observed in the process of implementing the policy
 - Forward some relevant recommendations to the identified problems.

Thus to meet the objectives, the study was guided by the following basic questions.

1. Do school principals and teachers have awareness and clear understanding of pupils' promotion policy and its strategy i.e., continuous assessment?
2. Are there enabling conditions for teachers to implement pupils' promotion policy using continuous assessment in their respective schools?
3. What are the problems encountered in implementing pupils' promotion policy in 1-3 grades?

1.3. Significance of the study

It is expected that the finding of the study will have advantages in the following respects,

- a) The finding of the study may help to identify the problems to the concerned educational officials and teachers so that they can take corrective measures timely.
- b) The study may also shed-light and initiate other researchers to make further study in the subject area.

1.4. Delimitations of the Study

This study is delimited only to three out of the ten Sub-Cities of Addis Ababa. The research work is also delimited in Government and Non-Government first cycle primary schools teachers who teach at the first cycle primary grade levels (1-3). Finally the study tried to examine the implementation of pupils' promotion policy in Grades 1-3.

1.5. Limitations of the Study

This study was mainly aimed at investigating the implementation of pupils' promotion policy in Grade 1-3 of Government and Non-Government first cycle primary schools of Addis Ababa; however, the research work came across with limitations. Such as, unable to obtain much information, particularly from Non-Government primary schools and. The reluctance of some respondents to partially fill in and returned the questionnaires were also the problems faced in the process of data collection.

1.6 Research Methodology

1.6.1. Method

Based on the purpose of the study, descriptive (survey) method was used as appropriate methodology for it helps to describe the real nature and status of the issue as it exists.

1.6.2 Data Sources

The main data sources were. School principals, teachers teaching in the Grades 1-3, concerned educational officials from the Ministry of Education, Addis Ababa Education Bureau and experts and supervisors at Sub-City level. Moreover, 3 years data on dropouts in Grades 1-3 from selected sample first cycle primary schools were used for the document analysis purpose.

1.6.3 Sampling Procedures

Addis Ababa comprises of 10 sub-Cities. To obtain a re representative and manageable sample, the research selected 3 (30 percent) Sub-Cities randomly 21 Government primary schools were chosen from these 3 Sub-Cities by random sampling. The Sub-Cities included in the study were, yeka, Arada and Gulele. Thus 7 Government first cycle Primary Schools were selected from each Sub-City for the purpose of this study. The main reason for selecting these Sub-Cities i.e. Yeka, Arada and Gulele was that, for they had more numbers of schools compared to other Sub-Cities 126 teachers, all teachers teaching at Grades 1-3 in each sample school were included using availability sampling to fill the questionnaires.

Obviously there is one principal in every school. Therefore, it is clear to involve all the head teachers of the 21 Government schools in the sample.

Moreover, from the 21 Government Primary Schools 6 teachers were selected from each school and 2 teachers from each grade level i.e. 1-3 using random sampling. And constitute a total 21 principals and 126 teachers from Government first cycle primary schools.

Similarly, 40 respondents were also chosen from 10 Non-Government first cycle primary schools. The respondents were also selected from Yeka, Arada and Gulele Sub-Cities. Accordingly, 4 schools from Yeka, 3 schools each from Arada and Gulele were selected on random basis. The respondents were school principals and one teacher from each grade level (1-3) and selected using purposive and random sampling methods respectively.

In addition, due to their exposure to the issue (automatic promotion policy) and the responsibility assigned to the 8 education officials from various levels were selected on purposive sampling basis in order to respond to the interview. These officials include, supervision panel team leader and kindergarten and primary schools expert from AEB, curriculum expert from ICDR, two supervisors from Yeka and Arada, one general education team leader from Gulele, education assessment expert from NOE, and education programs supervision department head from MOE. 7 schools were also selected for observation from the 21 Government sample schools by random sampling.

1.6.4 Data Gathering Instruments

In order to have through information, the following data gathering instruments were employed to collect data.

1.6.4.1. Teachers' Questionnaires

This instrument was designed to collect information about teachers' awareness' and day. To day practices in relation to implementation of pupils' promotion policy in their primary grade levels.

The teachers' questionnaire contained a total of 33 items, 29 of the items were closed-ended and, the remaining 4 were open-ended items. The items focused on collecting information about:

- The personal details of the teachers (i.e. gender, qualification teaching experience)
- Teachers awareness and understanding about automatic promotion policy
- Teachers utilization of continuous assessment
- Training on continuous assessment
- Teachers use of various assessment methods
- School programs arranged to help low-achieving students.

1.6.4.2 Principals'-questionnaire

The school principals are responsible for the full implementation of pupils' promotion with the provision of quality instruction to each individual student in their school. In this regard the principals' questionnaire was prepared to gather data about:

- The application of continuous assessment in their schools
- The availability of training on continuous assessment
- The application of remedial programs for low-achievers

A total of 35 items of which 31 closed-ended and 4 open ended items were included in the questionnaire.

1.6.4.3 Interview

Interview guide was prepared to collect information about the over all implementation of pupils' promotion policy (automatic promotion policy) in schools found in the sample Sub-Cities. The respondents to the Interviews were educational officials that were assigned at various levels of the education in order to obtain factual information, opinions regard to the study.

1.6.4.4. Check-List

Check lists were prepared to assess the practical aspects in implementing automatic promotion in the sample schools. The check lists contain items such as; the type of assessment methods teachers' use, formal records of pupils' results; it deals with the type of corrective measures used by teachers, the availability of promotion for low-achieving students.

1.6.5. Procedures for Data Collection

In order to have through understanding and views about the implementation of pupils' promotion policy and its strategies, relevant literatures were reviewed. Data gathering instruments (tools) were developed in English and translated in to Amharic language to fit the respondents in answering the questions easily. The research made a pilot test prior to the final study in order to check the questions reliability and to correct unclear items. The items were distributed to principals and teachers who teach in Grades 1-3 of related schools. Finally vague and unclear statements were corrected based on the result of the pilot test.

1.6.6. Methods of Data Analysis

Based on the nature of data collected, some statistical instruments were used to analyze and interpret the characteristics of the respondents. Percentage was mainly used to analyze the characteristics of the informants. Besides, chi-square test was employed to test the level of significance differences between responses give by the two groups of respondents at $\alpha = 0.05$ (statistical level of significance,) and also spearman's rank order correlation was employed to check whether or not there was relationship between the respondents responses. The data analysis also involved analysis of documents and responses to the interview made with educational officials.

1.7. Definition of Terms

Assessment: In education, is the process by which one attempts to measure the quality?

And quantity of learning and techniques using various techniques such as Assignments, projects, continuous assessment, objective tests etc. (Page and Thomas, 1978:26).

Automatic Promotion: A system where by students are promoted from grade to grade no

Matter how they achieve in their school work (Spaulding, 1988:9).

Continuous Assessment: Assessment of an individual throughout a course instruction as

Opposed to assessment which take place only at the conclusion (Page and Thomas, 1978:34)

City-Administration: A system of government or in the council. People are responsible

For making policy passing ordinances, voting appropriations, and Having over all supervisory authority in the city government ([WWW.Wikipedia. Org.](http://www.wikipedia.org) 2007).

Dropout: A dropout, in the context of education system of Ethiopia, is the pupil who

Leaves school before the completion of a given stage of education (MOE, 1996).

First Cycle Primary School: In the context of the education system of Ethiopia is a

Lower level, primary level (Grade 1-4) (TGE. 1994).

Pupil: A young, person who is enrolled in an educational program, in this Context, pupil refers to children enrolled in primary school (MOE, 1996).

Repetition: Is a situation where a pupil takes more years than it is prescribed by the Policy of a country to complete a given educational level (Brimer and Paulin, 1971: 16).

Remedial: Provision of assistance that enables a student to correct his/her performance During the teaching learning process (Page and Thomas, 1978: 220).

Sub-City: divided form of small towns and part of a larger city administration, which Have a number of Kebeles and with a population of more than 150,000 with its Own autonomy, controlled by central city municipal (WWW. Addis Ababa city Gov. Et. 2004).

1.8. Organization of the Study

This research work contains four chapters. Chapter one contains background of the study. Chapter two deals with the review of related literature. In the third chapter, the presentation of data analysis and discussion presented. Chapter four contains the summary conclusions and recommendations of the study.

CHAPTER 2

Review of Related Literature

This chapter deals with, topics that are pertinent to pupils' promotion policy starting from its meaning of promotion policy, kinds of promotion policies, controversial issues on automatic promotion, the importance of automatic promotion policy and experience of some countries regard to automatic promotion, Education and Training Policy and automatic promotion policy in Ethiopia situation. Finally, major factors affecting the policy's implementation and the strategies to be taken for its effectiveness are discussed in comprehensive manner.

2.1 Meanings of Promotion Policy

Defining each word, which constitutes the term promotion policy i.e., promotion and policy separately, makes the meaning of the term clearer and easier when defined from pupils' perspective, the word promotion denotes the act of shifting pupils' placement from a lower to a higher grade (Good; 1973: 453). Likewise, Page and Thomas (1978:327) and Dejnozka (1983:129) define promotion as the advancement or progress of a pupil to the next higher grade or level of education.

On the other hand, the word policy is defined as the official guideline for carrying out action, which constitutes the aim or intention of an organization (Dejnozka, 1983: 140). Therefore, promotion policy can be defined as an official guide line an which schools base their decisions concerning pupils' promotion and placement. This definition coincides with a short and precise definition of promotion policy given by Good (1973:453). According to Good, promotion policy is a plan followed by a school for promotion and placement of a child.

Pupils' promotion policy is mostly formulated by a government body that takes the responsibility, which is usually the Ministry of Education or Board of Education and is adopted by school administrators for the purpose of guiding decisions on pupils' promotion from the lower grade level or to a higher grade level. (Dejnozka, 1983:145).

Regarding promotion policy Hussen (2000:14) further states that, decisions made based on the promotion policy could be either making pupils promote to the next grade or repeat a grade. When pupils attain what they are expected to learn in their respective grades they are immediately promoted to the next higher grade or level. When pupils fail to acquire the knowledge, skills and attitudes appropriate to their grade, however, the decision which is either automatic promotion or repetition which is determined. Among the alternative decisions, automatic promotion where by pupils are made promoted from grade to grade after having been continuously assessed and provided with timely remedial support rather than repeating a grade is therefore, the core issues of this paper and the whole task.

2.2. Promotion Versus Repetition

Education systems around the world vary widely in the types of promotion policy they employ to words pupils who fail to master the work assigned to a particular grade level. When pupils master the knowledge, skills and attitudes appropriate to their respective grade however, promotion or progression to the next grade becomes obvious. Most of the countries require pupils who fail to master the work assigned to them to repeat the grade in order to give them the opportunity to learn the materials they failed to master, while some countries, that believe that repetition creates more problems than it solves, follow a policy of automatic promotion where by pupils proceed to the next grade even if they have not mastered the material of the previous grades (Psachropvlos, and Woodhall, 1985:209; Spaulding, 1988:9; Word Bank, 1995:62; UNESCO, 1998:17). The

proponents of this policy argue that since the problem of high repetition is to be blamed not only students or the education system it is better to promote the low achieving pupils automatically to the next grade, by providing them additional assistance (Spaulding, 1988:9; UNESCO, 1998:39).

Therefore, the decision about which type of promotion policy to apply depends on pupils' mastery of what they are expected to master. When pupils are able to grasp the learning assigned to their respective grade they are automatically promoted to the next grade level. When pupils fail to master the work, however, decision countries follow could either be repetition or automatic promotion.

2.2.1 Controversies on Automatic Promotion

Many educators and policy makers have argued for lenient grade promotion policy even automatic promotion, in developing countries setting where grade repetition rates are high. The arguments rests on the assumption that repetition discourages persistence or continuation in school and the promotion of children with lower achievement does not hamper their ability or their peer's ability to perform in the next grade level.

Conversely, promoting students into grades for which they are not prepared, may lead to higher dropout (World Bank, 1995:70) the controversial on automatic promotion and repetition practices would be discussed in an elaborative manner here under.

Regarding promoting children automatically from grade to grade, there are controversial view points among authorities. For instance, those who support the system in general assert that, promoting pupils automatically reduces repetition and dropout rates. It also increases enrollment ratio, encourages teachers to strictly follow up their pupils learning progress and effectively support them on timely basis.

Similarly, Psacharopoulos and Woodhall (1985:209). King and Orazem in Paterno (1999) the advocates of automatic promotion express that automatic promotion between grades is one of the steps that can be taken to improve the flow of pupil through primary (and secondary) schools in many developing countries since there is no educational advantage to be derived from making low achieving pupils' repeat grades. Moreover proponents of automatic promotion argue that pupils' who did not learn something the first time are not likely to benefit from repeating the same work the second time.

In the same condition assessed progression in a learning perspective ideally implied that a learner progresses in his/her academic development the close support and monitoring from a team of educational professionals who collaborate with the parents or guardians. The educational psychologists and a member of management team, such as senior teacher or head of department (UNESCO, 1998:26).

Drawing on this frame of reasoning, it can be argued that the policy on automatic promotion has nothing wrong with it. How assessed progression is implemented is what requires thorough attention. For effective implementation of automatic promotion practices a team work has to be established. This team carries out its task in steps. First a team of practitioners, as described above, needs to be in place and all have clear and commonly understood goal. Secondly, the team needs resources at their disposal, such as classroom space, instructional technologies to support all types of learners, adequate and suitable teaching material and good assessment tools, the team also requires adequate school-based financial allocations to enable them to respond to additional needs of their work. Thirdly, the team requires effective leadership coordination of remedial activities, involvement of parents, monitoring of learning progress, ensuring the correct utilization of assessment records and other appraisals by the work of the team are key functions that require

knowledgeable adaptive and versatile instructional leadership (World Bank, 1988:73; UNESCO, 1998:40).

More over, in recent report by Global Media (2007) states that the skeptics of automatic promotion need to understand issues about the process of child development and learning. For example learners are happier growing and learning in their age groups. Learning gels along with a balance between chronological and mental age. A 10 year-old may not enjoy participation in the learning activates alongside the seven-year olds. The report further states, eve though, abandoning automatic promotion when the system close not have the right capacity to help slow learners is tantamount to worsening the learners' emotional stress and raising chances of increasing early school leaving.

However, as much as the current policy on automatic promotion is well documented in practice it is not being fully implemented. For example: where are the trained remedial teachers? Is there a time in the schools' daily program allocated for remedial teaching? Where are the educational psychologists? Are parents involved? Particularly in boarding primary and junior secondary schools? How much do schools work with local nurse and local social workers?

When the report (2007) concludes; the argument there fore is that it is lack of effective or proper implementation of the policy i.e. automatic promotion policy that raises skepticism concerning automatic promotion from the public.

In general the authorities of automatic promotion assert that since negative effects of repetition outweighs its positive effects; it is advisable to promote pupils automatically, particularly at primary level, where repetition rates and its adverse effects are high. In other words, rather than wasting money, time and other resources by making pupils repeat, providing low achievers with

timely supportive measures and allow them to proceed to the next grade with their peers is a better alternative solution (Baum and Tolbert, 1985:130; World Bank, 1988:75; UNESCO, 1998:45).

On the contrary there are also arguments against automatic promotion practices. Some of these arguments emanate from the fear that making pupils promote automatically through grades can minimize the teaching efforts of both the schools and teachers since pupils simply pass from grade to grade. Particularly, the advocates of repetition oppose automatic promotion on the ground that it lowers academic standards, destroys pupils incentive to learn and teachers incentive to teach (Ebel, 1980: 12; Shepard, 1994:251; Hussen, 2000:35).

The proponents of merit promotion, on the other hand. Oppose the practice of automatic promotion for its less emphasis to students' achievement. They take the decline in students' scores on standardized achievement tests in those schools while automatic promotion is practiced. Why, they ask, should school be advancing students to next grades who have not yet mastered the skills being taught in their current grades? They assert that something is clearly wrong with the structure of schooling when high schools graduate become functional illiterate (Ebel, 1980; Spaulding, 1988).

Another point of argument in opposition to automatic promotion policy is related to costs, required for arranging remedial teaching programs for the low-achieving pupils. As Spaulding (1988:9)puts it, those who argue against automatic promotion policy claim that provision of timely remedial measures for the needs of slow learners in implementing automatic promotion would be costly and that the rest of students' families should not be expected to pay through taxes for such services their children do not need.

In addition. Huang (2006) describes in a more detailed ways the ill-effects of automatic promotion in his report: foundation in education starts from the bottom and not from the top. It starts from primary school. It starts from the Three Rs' which are Reading; Riting and Rithmetic. Unless

students are well-grounded in these three Rs to start with, it is pointless to go for other subjects higher levels.

He further explained that pupils must be drilled and riled in these there core subjects. After they have attained a high standard of proficiency in these subjects, then they could graduate to the other school subjects but they first must obtain a certain standard of passes (say 50% and above). In the core subjects like English Language. Arithmetic, Reading, Oral tests and since).

Consequently, students are automatically promoted; it matters not whether they are good or hopeless in their subjects. The education ministry has the erroneous idea that all students are given 11 years of solid education. In reality, students have only warmed their seats for 11 years.

So, from the hard facts we know that two facets of the education system are wrong. First the lack of a strong foundation in the Three Rs to start with, second, automatic promotion. The latter should be abolished and students must be taught that there is no such thing as 'automatic' in life; they must produce result to get promoted; they must show results, in their learning to be given increments in salaries or bonuses. There is no such thing as 'automatic' increases in pay and 'automatic' bonuses.

In his conclusion Huang (2006) strongly condemned automatic promotion in schools particularly at a lower primary grades and also automatic increments in pay and automatic bonuses for workers. Much promotion with high productivity. No results, no promotion.

The critics of automatic promotion policy, in general, argue against it is lowering the incentive of both teachers and students to work hard and as a cause of pupils under-achievement. They further, strengthen their argument by explaining that it a child knows in advance that he/she will not bring forth the necessary effort to study the work assigned to them. Besides, children who are promoted

to the next higher grade with out mastering their learning are not likely to succeed (Hussen, 2000; UNESCO, 1998)

2.2.2 Controversies on Repetition Practice

The relatively few previous studies on grade repetition in developing countries present conflicting evidences on whether grade repetition increases school dropout. While it may be imprudent to generalize from this evidence, and some results do suggest that grade repetition can have different meanings and consequences in developing countries than in industrialized countries. The right the policy approach to address high repetition depends first on which students are repeating. High repetition rates at the end of the primary cycle, as in the case with many African countries, primarily reflect a supply bottleneck in the next education cycle. Mandatory promotion could simply push those students out of school (World Bank, 1988: 76; UNESCO, 1994:87).

Repetition or retention has been defined by various authorities. Repetition is a situation where a student takes more years than it is prescribed by the policy of a country to complete a given educational level and objective. Brimer and Paulin (1971:18) define repetition as “a year spent by pupil in the same grade and doing the same work as in previous years”

For instance, UNESCO (1998) defines repetition as a decision to hold pupils’ back in the same grade due to academic under achievement. Repetition is, therefore, a decision to make a pupil stay in the same grade doing similar job with that of the previous one rather than allowing him/her proceed to the next grade.

Regarding grade repetition, there are a number of debates in favor of and in opposition to the practices of repetition. For instance, advocates of repetition assert that pupils who are promoted to the next grade without mastering their learning in their respective grade are not likely to succeed in the next grade. They further express that repetition is useful in that it remedies inadequate

achievement and helps pupils who are emotionally and intellectually immature when they join school. They keep on to say that repetition does not harm self-image and does improve students' achievement by allowing under-achieving students catch up with their peers academically and emotionally (World Bank, 1995:29; Paterno, 1999:36; Hussen, 2000:37).

More over, the proponents of rigid promotional standards in schools recommend repetition for those students who do not meet the standards. This policy of repetition is bases on the assumption that repeating the same grade (for one, two or more years) will insure learning pedagogically, this means that the students that did not learn or did not learn enough will learn if he/she takes the same road again; that nothing was learned along the process and it is thus necessary to start from the beginning once again; that knowledge and learning operate in linear dimension, follow fixed routes and derive from cyclic repeating and drilling even though there is much debate about the pedagogically usefulness of repeating a grade (Torres, 1995; Paterno, 1999).

Contrary to the previous discussion in favor of repetition, there are also authorities who are against repetition practices. These educators base their arguments on negative effects of repetition, which are supported by research evidences.

Primarily, they argue that, the incidence of grade repetition has adverse effects on pupils' self-respect. Many studies have revealed that pupils who are unable to proceed with their classmates to the next grade frequently face the problem of self-esteem and are likely to develop negative attitude towards learning. They also claim that, repetition by calling attention to repeaters poor performance hurts self- image and the respect for future success. Due to negative impacts of repetition children are alienated from their peers and place with the younger group who may reject them as they are publicly labeled as a failure. For example, of 63 studies conducted by Holmes

(1988) to examine the effects of grade repetition, 27 measured the effects of repeating grades on personal adjustment (World Bank, 1988: 51; Shepard, 1994: 251; UNESCO, 1998:42).

Further, repetition is criticized since it extends the duration of study. The results of a study conducted by Psacharopoulos and Woodhall (1985:209), have revealed that in Morocco, where only 24 percent pupils complete the five year primary cycle without repeating; in Mauritius, where more than 25 percent of all primary school pupils repeat grades, the number of years required to produce one primary school completer is not five or six as in normal primary cycle, but eight or ten years.

Repetition creates a negative impression on the expectation of parents regarding the academic performance of their children. They associate the repetition of their children with a low academic performance, which may not be improved in the future.

Torres (1995:6) also explains the social problems that are associated with repetition as follows:

Socially, repetition reinforce the vicious circle of low expectation, low achievement, low self-esteem, and failure parents take their son's or daughters' low grades as an indication of their child's in capacity to learn; repetition fuels parents' own low expectations regarding their children, their education and future.

The significance of repetition results from its consequences, from the economic view point, it is obvious that repetition can considerable increase the cost of education because of the resource spent on forcing pupils to repeat their grades. In poor countries this may prevent the universalization of basic education (UBE), while in others the extension of secondary or higher education to meet the needs. The economic costs can be felt both at family level and country level.

Brimer and Paulin (1971:44) emphasized that, "every school place occupied by a repeating pupil is causing additional expenditure that would not be needed if he/she were making normal progress"

2.3. The Relevance of Automatic Promotion Practice at the Lower Grades.

As it has been said in previous discussions on the issues of automatic promotion policy, it is one of the alternative systems that enable a country particularly, developing countries, to minimize high repetition and dropout rates. Many countries have tried to tackle the problem of grade repetition through various ways, of which the one is implementation of automatic promotion in lower grades.

Many authorities in the system have varied views about the implementation of this policy. Some authorities support the implementation of automatic promotion as the only solution to the current problems of repetition the education system faces.

Psacharopoulos and Woodhall (1985:205) pointed out that since there is no educational advantage to be derived from making low achieving students repeat grades, introducing automatic or semi-automatic promotion between grades is one of the steps that could be taken to improve pupils flow through primary schools in many developing countries. These authorities go on to say that since every repeaters displace a potential new pupils, many countries that have not yet achieved universal primary education (UPE) could increase enrollment ratio to 100 percent by eliminating repetition in primary class by automatically promoting pupils at the basic cycle of primary education.

Moreover, the proponents of automatic promotion have stated that in countries where there are high repeaters and dropout rates within the compulsory education cycle and where at the same time a number of questions related to equity in educational opportunity arise, automatic promotion could be one of the possible solutions to such problems (Spaulding, 1988:10; UNESCO, 1998: 20; Hussen, 2000:26).

The authorities have further noticed that the relevance for using automatic promotion as a solution to the repetition problem is greater at the lower primary level due to the fact that the problem is more severe at this particular level. (Spaulding, 1988; UNESCO, 1998).

To minimize the rate of repetition many developing countries have adopted an automatic promotion system. This, however, has not become a solution to solve the problem because it only avoids repetition but is not solving learning difficulties of the children. Watkins (2000: 90) emphasized the short coming of automatic promotion as follows.

Some countries have tried to reduce repetition rates through a policy of automatic promotion. The problem is that, in absence of a supportive teaching environment, automatic promotion amounts to a policy of problem displacement.

Adane (1993: 182) also explains the problem of implementing the system of automatic promotion as a solution to reducing repetition however; he agrees that the provision of quality education by improving the mechanism of student assessment and increasing the qualification of teachers can make the use of automatic promotion effective. So it is very critical to improve the fore-mentioned elements before implementing automatic promotion.

2.4. Experience on Promotion Policy of Some Countries

Implementing an automatic promotion policy is becoming a world wide experience particularly in the lower primary grades. Both developed and developing countries are largely implementing automatic promotion practices at lower primary levels where repetition and dropout rates are high. Thus countries like Japan, Korea, Norway and Sweden use automatic promotion in their primary level of education (Shepard, 1994; Paterno, 1999).

Similarly, Peru has adopted automatic promotion and makes use of this practice in grades 1 and 2. For its effectiveness of such kind of promotion activity continuous assessment is used intensively along with remedial programs to those students with learning difficulties. These remedial programs are provided during regular school programs as well as during holidays, given that automatic promotion has been associated with failure for students to acquire the requisite skills in many countries (World Bank, 1998:28).

Paraguay is also used automatic promotion in the first two grades of its primary education. The main criteria for the implementation of this promotion are an attendance. Students of these grades (grade 1 and 2) levels are required to attend 80 percent of the classes over academic year (Rivarolo, 1994).

Moreover Colombia together with much teaching program, has also introduced the concept of automatic promotion in its primary schools with the purpose of reducing repetition. However, the national ministry of education abandoned such practice and tried to modify the multi-grade teaching system that favor.

Flexible promotion which allows pupils to move at their own paces and need not repeat grades (McGinn, 1998: 40; McEwan, 1998:420). In a related manner, Botswana uses continuous assessment as a basis for deciding pupils' promotion. Student's progression at primary level is automatic although schools set end-of year examination. Such internal examination is conducted with a purpose of only to assess progress made during the year and inform parents through school reports but not to decide pupils' promotion (Kgomanyane, 1994:550).

Countries, however, that uses automatic promotion policy at the lower primary grades as possible solution to wastage due to repetition face many problems. According Lockheed (1996) and UNESCO (2000) some of the shortcomings include:

- In ability to define acceptable level of learning or standards, that makes assessment practice very difficult.
- Teachers are unable to use the different kinds of assessment methods to assess the all round development of pupils.
- Most tests in developing countries focus on recalling the meanings of terms and specific facts.
- The non-provision of remedial-programs to students with learning difficulties.
- Lack of clearly defined and established procedures for assessing pupils' performance.

Because of the above mentioned problems, most countries are forced to abandon automatic promotion practice, which becomes obstacle to effectively implementing automatic promotion policy as intended.

2.5. Education and Training policy and the Implementation of Automatic Promotion Policy in Ethiopia

The 1994 Statement of Education and Training Policy addresses education from kindergarten to university, and extends to special needs and non-formal education. The goal is universal primary enrollment by 2015, while supporting a phased development of the full education system (Education Sector Development, 1996).

The policy statement focuses on four major areas of reforms.

- Expanding equitable access to primary and vocational education to meet the demands of the country and the economy.
- Restructuring the education system.
- Changing the curriculum to increase the relevance of education to communities; and

- Improving the quality of education through out the system.

The education sector development program translates the policy statement into action. It covers the five years of the 20years program. The ESDP was launched in 1997/98 with government funding and support from on going donor assistance. Its goals for the year 2001/02 are as follows (MOE, 1994).

- Increase primary education from 6 years to 8 years in all schools, to increase the schooling received by the majority who do not go beyond the primary level.
- Automatic promotion of children in primary grades up to grade 3, to reduce repetition and dropout.
- Use of local language as media of instruction in primary grades to facilitate children's adjustment to school, increase the relevance of school work to their home environment, and facilitate cognitive growth.

Ethiopia had developed pupils' promotion guide line, in 1996, which contained many issues such as, the administration of educational activities, including pupils' promotion policy. Later in its development, the guide line had gone through some modification, and was formulated for the first time by the ministry of education in 1988. This recent guide line doesn't clearly indicate the passing mark for pupils' promotion or repetition; rather it left the whole activity to schools and teachers by providing only the situation on which they must base their decisions about pupils' promotion or repetition.

Accordingly, as stated in the guideline (MOE, 1988: 52-55) promotion or repetition of students was decided bases on. Continuous assessment of their performance, and also repetition was allowed only once at a level by considering their age and conduct in the class room. Moreover,

pupils' attendance was taken into consideration. Hence pupils in grade 1-3 were made to repeat a grade if they were absent for 20 percent and more of school days.

Many studies which were carried out on promotion and repetition in Ethiopia have shown that repetition was more severe in primary grades. For instance a research conducted in 1986, has revealed that only 30 percent of pupils in grade 3 scored a passing mark. Similarly Anbesu and Junge (1988:26) have documented that lower primary grades, particularly grade one was the grade in which the highest rate of repetition was exhibited.

Therefore, to reduce the problem of repetition and dropout rates at the lower primary grades, Ethiopia has introduced automatic promotion policy in her education system, thus pupils who are learning in grades 1 up to 3 will be promoted automatically. While implementing this policy, pupils' progress must be assessed on continuous basis (TGE, 1994: 18). The implementing procedures would be:

- Through knowledge on continuous assessment concepts on the part of the teachers.
- Using various assessment methods/techniques in classrooms.
- Evaluating or assessing students' progress based on assessment results.
- Organizing remedial programs for those students who have learning difficulties.

These days, automatic promotion policy is assumed to be implemented in the country especially in grades 1-3, however, reports on the repetition have revealed that there are still repeaters in each grade levels (MOE, 1999; MOE, 2000).

2.5.1. Factors Affecting Automatic Promotion

Ethiopia has introduced automatic promotion policy in grades one up to three in order to reduce educational wastage due to repetition and dropout. However, there are a number of factors that

hinders its implementation practices in schools. Among the major factors that affect automatic promotion are repetition and dropout, lack of experience on assessment methods and in and out of school factors.

2.5.1.1. Repetition and Dropout

The problem of repetition is a complex one, which is now affecting the implementation of automatic promotion practice in most schools in the country. Torres (1995:6) explains why repetition is perceived by the society in general and the education community in particular. She states repetition as a phenomenon that is accepted as “natural” and innate element of the school system.

This is, however, commented to be a wrong assumption and affecting the repeaters negatively the other way round. Watkins (2000: 91) on the other hand, considers repetition as a result of inadequate quality of teaching provided to the children to meet the requirements needed to pass to the next grade level, rather than a problem of the pupils themselves.

In a related manner repetition also affects the quality of educational provision by increasing class size in schools. The average class size in schools differs from place to place based on the proportion between the number of children to be admitted and the available number of schools in a given year when children repeat grades. Schools will be forced to increase the class size beyond the specified average to accommodate the demand of both new entrants and the repeaters. This would have its own impact on the quality of education.

Another problem which grade repetition causes is age incompatibility between students admitted to a given grade. Students that repeat a grade once or more increase the age limit of a specified grade level by the number of times they repeat. This brings on an age gap between the students

admitted to a given grade level, creating a physical as well as psychological or emotional differences among the students.

Grade repetition has a more serious impact in poor families and may force the children to completely dropout. When students repeat a grade, the educational expenses that the house hold should cover increases. The financial burden that arises as a result of repetition discourages parents and may push students to dropout. A study made by Suliman (2002:8) states that in Egypt” dropout rates are significantly four times higher among students who ever failed/repeated a grade, thus. Indicating that grade failure repetition derive student to dropout”

Another factor that affects the implementation of promotion practice especially in the lower grades is early school dropout. Dropping out is a condition in which a student leaves out a school before completing a given level of the education system.

Some of the factors that force pupils’ early dropping out are factors like readiness and attitude of the student, health problems and malnutrition, school factors that dispirit students from continuing with their education. Unattractive school conditions, policy irregularities are some of the instances that can act as push factor to students.

The tendency for students to dropout is also associated with their school experiences like: dislike of school; low academic achievement; retention at grade level; a sense that teachers and administrators do not care about students; and inability to feel comfortable in a large, depersonalized school setting (U.S. Department of Education, 1999:36).

The first and most important reason for dropping out, especially in the developing countries is the need for having a time that would be used to sell the labor and in return get a means of subsistence.

This may be seen as an economic advantage at the individual or family level. This situation is more elaborated by Suliman (2002:12) as follows:

The time allocated for school attendance is input in the education process, which could be used to participate more fully in the labor market or home production, and therefore. School time represents forgone earnings or gains to house holds-an indirect cost of education.

Other studies emphasize that family background of students as the major factor that contributes for dropping out. The utmost predictors that a student is likely to dropout are family characteristics such as: socio economic status, family structure, family stress (e.g. death, divorce, family moves), and the mothers age. Of all mentioned characteristics, low socio economic status has a strong relationship with students' tendency to dropout. In one study; for example, students of lower economic status had a dropout rate four times higher than that of students of a higher socioeconomic status (Alexander and Kabbani, 2001: 6; Suliman, 2002:4).

2.5.1.2. In and Out of School Factors

It has been mentioned in previous discussion that repetition and dropout are the major problems of educational wastages in the lower primary levels. The cause for the existence of the problems can be varied in their nature. They can be grouped into two major categories as factors that originate within the school or factors that have their origins out of the school environment.

In school factors are all the factors that affect student learning and are found within the school environment. These include things related to available material resources within the school and human characteristics that have close relationship with student learning. For instance, class size, school location, the availability of suitable school facilities, qualification and training of teachers

are some elements that are considered as in school factors that have an impact in student learning and as a result can be the cause for repetition and dropping out.

Among the aforementioned in school factors the study paper has tried to discuss on the major factors that are predominantly manifested in urban areas. Since the study was conducted in the big city (Addis Ababa). So the following in school factors are assumed to have great influence on student learning. These are class-size, teacher's qualification and training, school facility and material supply, teachers' expectation of students and school location. These factors have influences in the attempt to implement automatic promotion policy in lower primary grades.

Class size has a considerable influence on the performance of especially lower grade students for they need more assistance and closer attention from their teachers. This is likely to be effective in a situation where the class size is convenient enough for the teacher (Adane, 1993:74).

Research has shown that reducing class size increases achievement of especially poor achieving students. It enables teachers to give greater progress. Improved identification of special needs of students that allows earlier intervention is only possible when teacher have a closer relationship with their students. This becomes practical when the class size is manageable enough to enable teachers have a detailed information and knowledge of their students. Others also emphasize the advantages of reducing class size as a key factor in reducing class room discipline disruptions.

Studies suggest that students who start their education in small classes are less likely to dropout more likely to graduate on time, take more challenging lessons and are more likely to attend college than their peers from large classes. Students in small classes participate more in school and have fewer discipline problems. They have more opportunity to work with others to solve problems and take responsibilities within their classrooms (Elementary Teachers' Federation of Ontario, 2002).

The other in school factor that is believed to have an influence in student learning is teacher qualification and training. Most research findings indicate a positive relationship between teacher training and student performance (Jacob and Lefgren, 2002:34; Kubitskey, 2002:12). Teacher qualification appears to be causally related to improved student achievement. Certified teachers produce higher student achievement than non certified teachers. Research findings regarding the relationship between teacher characteristics and student achievement seem to suggest that verbal skills, quality of educational qualifications and teaching experience are associated with gains in student learning (Summers and Wolfe, 1977; Levin, 1969; Hanushek, 1981, Glass, 2002:11).

Subject matter knowledge is another variable related to teacher's qualification. Studies have found that a somewhat stronger and more consistently positive influence of education coursework on teachers' effectiveness. Ashton and Crocker (1987:4) found significant positive relationships between education coursework and teacher performance. Emphasizing the advantages of having training in educational courses, Byrne (1993:14) suggests:

It is surely plausible to suggest that insofar as a teacher's knowledge provides the basis for his or her effectiveness. The most relevant knowledge will be that which concerns the particular topic being taught and relevant pedagogical strategies for teaching it to the particular types of pupils to whom it will be taught. If the teacher is to teach fractions, then it is knowledge of fractions and perhaps of closely associated topics, which are of major importance ----- similarly, knowledge of teaching strategies relevant to teaching fractions will be important.

The teaching experience of teachers is suggested by some studies important in increasing student learning. Teachers experience generally has shown to be positively related to student achievement when other variables are kept controlled (Glass: 2002:31).

Similarly school facility and material supply could be factors to students learning. A growing body of research has linked student achievement and behavior, as well as staff morale, to physical building conditions. A study conducted by Edwards (1992:10) confirmed that, other variables such as a student's socioeconomic status remaining constant, student's standardized achievement scores were lower in schools with poor school facilities like classroom buildings. Students who are attending classes in school buildings that are in poor condition had an achievement that was 6 percent below schools in fair condition and 11 percent below schools in excellent condition.

This is also a body of research in the area of school facilities and their relationship to student and teacher attitudes. Stockard and Mayberry (1992:20) found that the quality of a physical plant or environment is related to non cognitive out comes, such as better attitudes toward school. These outcomes may eventually relate to higher academic achievement. They have concluded "human nature makes people feel better about themselves when their surroundings are pleasant." Students who have better attitudes usually learn more and work harder.

The other in school factor related to students' learning is teacher's expectation of students. Students who are expected to learn are more likely to achieve in school. The expectations teachers have for their students and the assumptions they make about their potential have a tangible effect on student achievement. Those students how are highly expected by their teachers will be led to achieve at or near their potential but low expectation students will not gain as much as they could have gained (Cotton, 1989:6). Students associate their performance with the level of expectation they think their teachers have about them. Their performance increase or decreases as the

expectation of their teachers varies (Lumsden, 1997:8). Students who are specially coming from low socioeconomic status families, ethnic minorities, female students are the ones that are most affected by the problems associated with the expectation of teachers (Cotton, 1989:10).

Thus, it is clear that students have a varied learning ability. But teachers' expectation may not be exactly related with the actual performance of the students, rather it is related with other factors that were mentioned above. Even the poor performance of the students is recorded in the minds of teachers as something that can never be improved. As Lumsden (1997:27) puts it "poor performance in school is often attributed to low ability and ability is viewed as being immune to alternation, much like eye or skin color." This therefore discourages students that what ever improvement they may show their efforts are not considered as much as to charge the expectations of their teachers.

School location has a significant role in the learning conditions of students. This has a serious disadvantage to students especially at the primary level where students are younger enough to be affected by the distance they are required to travel from school their residences and back to school every day. Tilaye(1999:10). Emphasized the impact of distance on student learning as follows:

It is unfair to expect that a student who walks for one or two hours a day will follow his/her lesson regularly and effectively-fatigue, boredom, thirst and hunger are dominant and these deter his/her active attendance in class

In addition to this, increased distance to school may add many hours to the time away from home there by increasing opportunity costs (Watkins, 2000: 120). This has a more serious impact on females than male students. Anticipated dangers that happen to children on the way from home to school may be factors that increase the rate of dropping out.

The other major factors affecting the implementation of automatic promotion practice are, those factors arising out of school's internal environment. But such factors are believed to have a strong effect on student learning. Attitude of students towards learning, age, sex, socioeconomic background of the individual learns and his/her families, nutrition, health of the child and readiness are some of the elements that can be considered as out of school factors that have a detrimental effect on student learning achievement.

Attitude towards learning requires a prior psychological and emotional readiness of the student. Students have to have a positive attitude towards school if they are to be successful and to achieve the expected out comes. This socioeconomic status of students has its own impact on the readiness of students Pellino explained the impact of family socioeconomic background on the readiness of students towards learning as follows:

When considering the poverty factor as related to readiness, it is important to note that poverty is not just about money; it is about how an individual does without resources and with all of the baggage that goes along with being poor.

Preschool education experience is another factor having an impact on students' learning. Preschool education refers to education given to children before they begin formal schooling at elementary schools. Proponents of the expansion of preschool education system advocate that it increases educational readiness of students before they are admitted to elementary schools. One of the major advantages of preschool education is that it reduces the differences in cognitive development among children and increases social maturity. This greatly reduces the problems of educators that they encounter in children's first schooling experience. Good preschool experience help students

develop an interest in learning and help them to be motivated to try new things. It further helps avoid behavioral problems for they will be able to identify unacceptable norms as much as to their level (Shepard and Smith, 1986: 78; Barnett and Hustedt, 2003: 55).

Children with a preschool experience are better prepared for school both intellectually and socially. They will have an opportunity to acquire basic learning skills like identifying numbers and alphabets and have a better social interaction for they will be a member of their peer group they form in preschool institutions. Deighton (1987: 114). Emphasized the advantages of preschool education as follows:

Helps. children acquire some of the knowledge, habits and attitudes, which would facilitate their successful adjustment to the elementary school situation

Generally, students who have a preschool experience are expected to have a developed social and emotional status that contributes to self-confidence, self-expression, discipline, and improved thinking and communication skills.

Furthermore, socio-economic status of the family exerts a strong effect on student performance. Students from disadvantaged families and from families where the parents themselves have less education tend to systematically perform worse. The extent of participation of parents in school affairs and their impact on the performance particularly of their children is found to be correlated to their educational profile. This notion is found in the writings of Brimer and Paulin (1971), which read as “well educated parents involve more in school affairs and encourage their children better than those who are less educated ones.”

Since the participation of parents, especially educated ones would bring new ideas and other inputs in to school, and alternative solutions to problems pertinent to the education of their children,

school efficiency would proportionately improve. This would certainly play an affirmative role in minimizing school wastage due to repetition and premature dropout (Hanushek and Javier, 2001).

The income of parents is a major factor that contributes to attendance of students. The ability of parents to cover all expenses that are required by their children to attend schools has a strong relationship with the attendance at school and may influence later dropout. Boyle et.al; (2002: 6) discusses the importance of impact of the costs of education as “for both the poorest and the slightly better off groups, the costs of education are the predominant reasons given for children in the household never having attended school.”

Other than its effects on the actual learning, coming from a family with low socio-economic status may make students lack confidence. Children coming from financially less distinguished families have less access to positive role models which can play a crucial part in fostering intellectual stimulation in particular fields. Children become aware of social and economic status differences at a very young age. They also grow increasingly aware of both their own social status and that of their peers, developing class-related attitudes during their years in elementary school (Pellino 2003).

At last, the importance of effective parental involvement in school has been identified as a critical factor in the academic success of students (Lunenburg and Irby, 1998: 3). It appears that parents who have high expectation for their children’s attainment get involved in school activities and offer helpful home learning environments that influence the pupils’ academic success.

2.5.1.3 Lack of Training on Continuous Assessment

Teachers must assess evaluate, and report student progress in relation to the learning outcomes in the prescribed curriculum. Teachers have professional autonomy in deciding what methods to use

to assess and evaluate students' progress in their classroom-observation, tests, portfolios, check lists, written assignments, and projects but if teachers are not trained, they found it difficult to identify different methods of assessment to assessing students' performance.

The major purpose of using continuous assessment is to continuously follow students' 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 improving their learning (Murphy, 1995; Capper, 1996). Continuous assessment can, therefore, be a means of carrying on assessment formally and informally within the classroom, yet at the same time make valid judgments about a given students' progress with a particular subject area (Nitko, 1996: 31).

However, education and researchers agree that teachers' low interest or negative attitude toward assessment has been one of the variables that contribute to ineffective assessment implementation. In view of this, some researchers such as Nitko (1996) and Gronlund and Linn (2000) and a host of other scholars are convinced that a new assessment program can succeed only if teachers accept it.

If teachers do not accept the basic philosophy of a program, one can hardly expect that it will be properly implemented. It seems obvious, here, that teachers are more likely to assess students successfully if themselves accept the basic in puts of the program.

Taking the above view into account, in Ethiopia context Teshome (2001) has evidenced that teachers must understand the assessment process, feel secure about it and accept it as their own for its effective implementation. But, insufficient training, lack of adequate material, lack of moral support and lack of orientation and assistance from concerned body make it difficult for teachers to appreciate and apply continuous assessment. For example, in Srilanka the main problem

encountered was teachers' resistance to implement continuous assessment and the cause were teachers' lack of preparation and parent's mistrust of teachers' judgment (Thorndike, 1997).

The general methods of assessment to be followed in lower primary schools are indicated in the education and training policy. In the policy it is stated that "continuous assessment in academic and practical subjects, including aptitude tests will be conducted to ascertain the formation of all round profile of students at all levels" (MOE, 1994: 18). But to put this into practice, continuous assessment needs to fulfill one urgent prerequisite. First, primary school teachers have to get some form of training general theory and procedures of assessment techniques in general and on continuous assessment in particular.

2.5.2. Strategies for Effective Implementation of Automatic Promotion

For effective and appropriate implementation of automatic promotion in lower primary grades there are strategies to be considered while practicing them in schools, among which continuous assessment of students' progress is the major one. Lots of reasons could be mentioned for using continuous assessment as strategy at these particular levels. As Daniel (2002) pointed out that the very basic reason is that the nature of the education at the primary level, especially the basic education, focuses on laying foundations to prepare the learner for life by imparting cognitive skills such as literacy, numeracy and problem solving skills. More tests and examinations can not evaluate such activities.

In supporting the relevance of continuous assessment of pupils' performance for implementing automatic promotion. Hussen (2000:30) states that teachers must assess pupils learning on continuous basis to identify those with learning difficulties and take appropriate remedial measures on time. Besides UNESCO (1998:40) indicated that in automatically promoting pupils at the lower primary level, the evaluation of pupils' achievement should be continuous with the aim of

detecting and compensating learning difficulties rather than selecting pupils' promotion. Further feed back from continuous assessment enables the teacher to decide whether to re-teach the lesson or to move to the next subject area, or provide additional support only to those who didn't learn the knowledge of skills to a sufficient level. Hence, it serves as a foundation for improving instruction in the classroom as it takes place during instruction.

The following are the major strategies that should be considered while implementing automatic promotion practices at the lower first cycle primary grades. These include.

2.5.2.1. Establishing Standards for Student Evaluation

(Setting Minimum Levels of Learning)

For effective and appropriate use of continuous assessment requires, primarily establishing standards for students' evaluation. Some authorities describe it setting minimum levels of learning (Capper, 1996:36; IC DR, 1994:21).

Minimum acceptable levels of learning are basic competencies, which are the essential and specific knowledge, skills and attitudes that learners should acquire and are used as basis for teaching and assessing what students must learn. This means, teachers teach and assess their students towards achieving these minimum level of learning, since these levels are used as criteria or yardstick of achievement against which students' performance must be assessed (Capper, 1996:42; Lockheed, 1996: 9; World Bank, 1995:90). Hence, these minimum levels of learning, which are described in terms of specific knowledge, skills and attitudes independently of the performance of other pupils. Therefore, successful performances of a student against these criteria indicate mastery of acquisition of knowledge and skills and readiness for subsequent learning (Lewin, 1997:94).

Defining or setting minimum levels of learning is advantageous for various reasons. First assessing pupils performance against these criteria help to identify area of weakness which require remedy (Airasian, 1997: 210) secondly, it enables the teacher to select the appropriate assessment method is determined by the basic competencies i.e., knowledge, skills and attitude need to be assessed.

In regard to defining minimum levels of learning, the world conference on education for All (EFA) had in Jomtien, Thailand in 1990 has also made an agreement regard to defining minimum levels of learning achievement alongside the ambition to universalize enrollment at the basic education cycle with the conclusion that more focus on criterion referenced approach to continuous assessment would help the fulfillment of the objective (Lewin, 1997: 97).

Besides, establishing minimum levels of learning for students at different levels of education as pointed out by UNESCO (2000: 28) is one of the priority areas up on which countries have agreed at the education forum held in Dakar in 2000. Where they reported about their achievement after having assessed their progress towards the goal of Jomtien and found out they only small portion of children are reaching the standard required competencies and their education system are not performing to the expected standard. Thus it is now acknowledged that universal primary education (EFA) can not be realized as having achieved unless children passing out of school acquire the defined minimum levels of learning.

Even though, minimum levels of learning, some times it is called minimum levels of competencies (MLCS), has been use for higher levels, it is however neglected at lower primary grades. These days, countries are trying to set this standard for students' found at lower grades. For example, India has established minimum levels of learning for subjects areas in each primary grade. For instance, in mathematics, students in grade 1 are expected to be able to count from 1 to 20 using objects and pictures and a competent students in grad 4 to recognize and write numerical from

1000 to 10,000 (Ministry of Human Resource Development, India, 1992 as cited in World Bank, 1995: 73) with respect to minimum levels of learning, in Ethiopia, lower primary grades 1-3 such kind of activities is not yet implemented. However, there are efforts to be carried out in the near future to set standards (Minimum learning competencies) that are developed at federal level. It is expected that schools, where automatic promotion have been implemented, base their assessment on the MLCS. (Minimum learning competencies).

2.5.2.2. Training of Teachers

Teachers are key enabling factors in improving the quality of education. The evidence of this and many other reports is that teachers are critical to any reforms designed to improve quality. More, teachers represent by far the most significant investment in public sector budget (UNESCO, 2000).

In the meantime, teachers are expected to make use of continuous assessment as a strategy to implement automatic promotion policy in lower primary grades. However, in the past, teachers' ideas of continuous assessment were incomplete. They restricted the idea of continuous assessment to school based assessment that were used to evaluate students after teaching and learning have been essentially completed. According to Nitko (1996: 40) traditionally in most schools, continuous assessment is understood as testing and measurement of students' learning. It is conducted during the course of instruction in the form of a series of tests, quizzes and assignment in which grades or numerical scores are assigned to students.

However, this is not the case in the lower primary grades while in the attempt to implement automatic promotion practice, rather students' progress should be continuously assessed using various ways of assessment methods so as to identify needs of them rather than depending on mere tests or exams.

Emphasizing the importance of teachers training for effective implementations of continuous assessment Spaulding (1988: 10) argued that, automatic promotion can be a disaster it is not accomplished by a careful teacher training in order to handle such a system.

Similarly, UNESCO (1998: 33) has also indicated that any systematic effort to reduce school wastage should include measures to enhance the skills and working condition of classroom teachers, especially those who teach in the primary grades where repetition is highest. Both pre-service and in service teacher training programs according to UNESCO, should aim to equip teachers with a variety of strategies for helping pupils- centered approach that recognize, that each pupil has specific learning needs and requires a particular set of interventions. Various strategies can be employed to up grade teachers' skills and attitudes and capacities through pre-service and in service and other methods become essential in the attempt to implement automatic promotion practice using continuous assessment effectively in the lower primary grades . In Ethiopian Primary School situation training on continuous assessment is being given, particularly teachers who are teaching in the lower grades (1-3) in forms of workshops or seminars. Teaching institutes are also including continuous assessment in their course plan to be given as a course.

2.5.2.3. Using Assessment Methods

Continuous assessment as a strategy for implementing automatic promotion at the lower primary grade is important because it provides regular information about teaching learning and the achievement of learning objectives and competencies. Regular, reliable and timely assessment is a key to improve achievement (Gronlund, 1985: 31).

Accordingly, using continuous assessment requires the use of various assessment methods rather than relying upon mere testing and examination. Selection of the appropriate assessment method

on the other hand, is determined based on the basic competencies that are to be measured. For instance, Daniel in his revise (2002) discussed that paper and pencil tests usually assess skills and learning objectives that can be measured in a short period of time. They are, therefore, limited in their nature and range.

Other authorities argue that most of the learning outcomes to be attained by school children may not be fully measured by paper and pencil tests. Here children in the first cycle (grade 1-4) learn to develop skills like reading, writing, listening, drawing, arithmetic skills, social skills, work habit and as well behavioral changes in persona-social development. These outcomes can not be assessed fully with the commonly known traditional testing. Applying various assessment methods in the primary grade levels is, therefore, crucial (Capper, 1996: 120; Nitko, 2004: 60).

In general, as pointed out by proponents (Windhall, 1992: 60; Bloom, in Lockheed, 1996: 11; Capper; 1996: 142) cited in Daniel (2002), basic competencies related to knowledge and understanding can be assessed using written tests, quizzes, class or home assignments that require pupils to describe or explain those competencies orally or in written forms. Here students can require recalling the meanings of terms and specific facts. On the other hand, competency related to practical skill can be assessed by providing learners the chance to demonstrate to us the skills they have developed. Thus students may be asked for, for instance, to carryout short science experiment, to write an essay on a specific topic to demonstrate their writing skill etc. Assessment of competencies related to attitudes such as willingness, cooperation, appreciation, etc can be best done by observing learners closely, making learners do projects or spending sometimes with pupils and talk with them on the topic under discussion. There fore, to examine all round development of pupils at the lower primary grades, implying various assessment methods is very important to achieve in the attempt to implement automatic promotion practices.

2.5.2.4. Recording of Assessment Results

Keeping records of pupils' assessment results enable teachers to establish much more complete and reliable assessment of students in nearly every aspects of what pupils' do in their learning. Farrant (1980: 146) argued that, in most cases, however, records of pupils' performance in competencies related attitudes are hardly taken place. Rather it is the results of written tests that are recorded most of the time. Thus keeping records of assessment results for present and future purpose in teaching and learning process is very essential at the lower primary grades when promotion practices are intended.

Similarly, Farrant (1980: 149) states that, primary school teachers should keep copies of children's original work in folders and these should be transferred from teacher to teacher and from one class to the next class along with the child as the information source about pupils' progress and area which require further work. He further explained that in assessing pupils' achievement on continual basis, results ought to be recorded on special forms supplied to all schools and to subject teachers and all continuous assessment components should be recorded independently. Keeping accurate records of students' performance results is helpful not only for those who follow up present learning progress of a child but also to those who will take the responsibility of teaching a child in the future.

2.5.2.5. Organizing Remedial Programs.

One of the aims of continuous assessment as a strategy for the application of automatic promotion particularly in the lower grades, is to organize remedial programs to those pupils' with learning difficulties by enabling them to continue to the next grade level. Thus arranging or organizing remedial program to those children in competent should be one of the requirements in using continuous assessment (Spaulding, 1988: 9; Hussen, 2000: 43).

Children who are learning in primary levels can be grouped according to their progress in each area so that it is possible to provide remedial assistance on time to pupils' having learning problems in one area or another. For such students, it can be easy to organize remedial programs in various alternative ways. Hussien (2000: 48), for instance, recommended that remedial programs must be arranged for low-achievers either by using opposite shifts or on Sundays. This can be done by assigning fast learners in the group or class to coach those, pupils who fail to master the learning in the regular classes. Another possibility is summer programs, which can be highly successful if the programs are provided by teachers who have some knowledge about pupils' self-concept and academic tutoring. Hence, providing remedial program to help those students with learning problems should become a major component of the assessment program so as to get the most out of the automatic promotion system.

According UNESCO (1998: 13), there are also other intervention strategies that can be developed by schools to prevent school failure. These strategies particularly refer to helping students with learning difficulties. These includes extended learning programs; offering additional instruction before and after school, on study skills, and corresponding program to help parents encourage study skills in the home; changes in teacher or classroom assignments; alternative instructional strategies, such a small-group instruction or flexible grouping for learning, consultation by school team, special assistance and targeted service for students with learning problems Therefore, if automatic promotion is meant to achieve its major purpose, the practitioners in education in general and teachers in particular, who have been assigned the responsibility of implementing automatic practice at lower primary grades by strictly following day-to day activities of each child, and help those children with learning difficulties.

Thus, from this perspective implementing automatic promotion policy is challenging, but at the same time, if implemented effectively, is a rewarding alternative solution to reduce wastage due to repetition and so improve systems internal efficiency.

CHAPTER 3

Data Analysis and Discussion

This chapter is believed to be the main part of the study dealing with the presentation analysis and interpretation of the data gathered through questionnaire, interview, checklist and related documents. Among the total copies of 126 questionnaires distributed to teachers of government first cycle primary schools, 120 (95.2 percent) were filled in and returned and 21 questionnaires (100 percent) were also distributed to schools principals and all of them filled in and returned. In the study, some 40 questionnaires were also distributed to the Non-government first cycle primary schools principals and teachers, 10 and 30, questionnaires respectively and all of them were filled in and returned.

The data presented mainly using tables, however, in some cases; the data were also presented and analyzed with out using table. Data gathered on dropouts from few selected schools and interview made with educational officials at various levels were also analyzed together with the responses obtained through the questionnaires where necessary.

3.1 Characteristics of the Sample Respondents

A total of 181 respondents were participated in filling out the questionnaires. There were 21 principals and 120 teachers from government first cycle primary schools and 10 principals and 30 teachers from Non-government first cycle primary schools. When we looked at from sex perspective, the majority of the principals in government schools were male (99.5 percent). While the number of male teachers count 20 (16.7 percent) and 100 (83.3) were female. Here the finding of the study reveals that the number of female teachers out weights that of the male teachers found

in government schools. This indicates that there is a tendency of assigning of female teachers in Grade 1-3 in first cycle primary schools. In the case of non-government schools all of the principals were male and the majority of the teachers were also male in the sample schools.

In Table 1 below the whole summarized characteristics of the respondents in terms of sex and age were presented. Besides, in Table 2. The respondents' academic qualification and years of service were also presented.

Table 1. Sex and Age Distribution of Respondents

Item	Government Schools				Non-Government Schools			
	Principals (N=21)		Teachers (N=120)		Principals (N=10)		Teachers (N=30)	
	N	%	N	%	N	%	N	%
1. sex								
• Male	19	90.5	20	16.7	10	100	20	66.7
• Female	2	9.5	100	%	-	-	10	33.3
Total	21	100	120	83.3	10	100	30	100
				100				
2. Age								
• 25 and below	-	-	40	33.3	-	-	2	6.8
• 26-30 years	3	14.3	4	3.3	-	-	11	36.6
• 31-35	3	14.3	6	5	1	10	15	50
• 36-40 years	5	23.8	12	10	6	60	1	3.3
• 40 and above	10	47.6	58	48.4	3	30	1	3.3
Total	21	100	120	100	10	100	30	100

One can easily observe from Table 1, the characteristics of the respondents' in terms of sex and age. A total of 31 principals and 150 teachers were fully participated in filling out the questionnaires from both Government and Non-Government first cycle primary schools. When observed from sex perspective, the majority of the principals 19(90.5 percent) found in the sample Government primary schools were male and 2(9.5 percent) were female. Whereas among the

teachers 20(16.7 percent) were male and 100 (83.3 percent) were female. The data revealed that the number of female teachers exceeds that of the female teachers, which indicated that there is a tendency of assigning female teachers particularly, in the first cycle primary grades.

On the other hand, all of the principals 10 (100 percent), included in the study, in the sample first cycle primary Non-Government Schools were male. Among the teachers 20 (66.7 percent) and 10 (33.3 percent) were male and female respectively. Here also, it is possible to say that, there is a tendency of assigning mostly male principals in the first cycle Primary Non-Government Schools.

With regard to age a large proportion of the principals of Government Schools were found to be 40 and above (47.6 percent) years. Some 5 (23.8 percent) of the principles were found within the age range of 36-40 years. Here, Young men were also assigned as principals, as it is clearly seen from Table 1. These young principals are found within the age range of 26-30 years and 31-35 years. This can show us that there is an inclination of assigning young leaders in some primary schools.

The majority of principals found in the Non-Government Schools were in the age range of 36-40 years (60 percent), whereas the remaining principals were in the age range of 31-35 years and 40 and above. Half of the teachers of Non-Government Schools were in the age range of 31-35 years (50 percent) and 11 teachers (36.6 percent) were in the age range of 26-30 years. Only 2 (6.8 percent) teachers were in the age of 25 and below.

Table 2. Respondents Academic Qualification and Years of Service

Item	Government School				Non-Government Schools			
	Principals (N=21)		Teachers (N=120)		Principals (N=10)		Teachers (N=30)	
	N	%	N	%	N	%	N	%
1. Academic qualification								
• 12 complete	-	-	5	4.2	-	-	-	-
• 12 ⁺ (TTI)	1	4.8	4	3.3	-	-	-	-
• Certificate	2	9.5	98	81.7	-	-	6	20
• Diploma	16	76.2	13	10.8	5	50	24	80
• BA./SC	2	9.5	-	-	5	50	-	-
Total	21	100	120	100	10	100	30	100
2. Years of Service								
• 1-5 years	15	71.4	41	34.2	4	40	13	43.3
• 6-10 years	4	19	6	5	5	50	11	36.7
• 11-15 years	1	4.8	4	3.3	1	10	3	10
• 16-20 years	-	-	7	5.8	-	-	2	6.7
• Above 20 years	1	4.8	62	51.7	-	-	1	3.3
Total	21	100	120	100	10	100	30	100

As can be seen from Table 2, most of the Government School principals 16 (76.2 percent) and 5 (50 percent) principals found in Non-Government schools were graduates of Diploma. A few numbers of principals found in both Government and Non-Government Schools had B.A degree, which can be expressed in terms of percent, i.e. 9.5 percent and 5 percent respectively.

The majority of the teachers 98(81.7 percent) in Government School had certificate. Some 13 (10.8 percent) and 4(3.3 percent) of the teachers found in Government school were graduates of Diploma and the TTI respectively where as the majority teachers of Non-Government Schools were the graduates of the diploma.

Thus, it can be said that the academic qualification of teachers found in Non-Government School had better level of academic qualification than that of Government Schools teachers or teachers who are assigned in Non-Government schools at least they are expected to have the certificate.

In regard to years of service, the majority of the principals found in Government Schools have served as principals for 1-5 years as indicted by 71.4 percent of them. Nearly half of the principals who were in Non-Government school have served for 6-10 years. A few numbers of both principals of Government and Non Government Schools have served for 11-15 years.

Most of the teachers 62 (51.7 percent) found in Government Schools have served for more than 20 years, which shows that teachers who were found in Government School had longer teaching experience compared to Non-Government Schools which only 1 (3.3 Percent) had served for more than 20 years. Besides, a large portion of teachers found in Government and Non-Government Schools were in teaching profession for 1-5 years.

3.2 Analysis of the Implementation of pupils' promotion policy

In this section the data gathered through questionnaires were analyzed and were organized in the form of tables quantitatively and qualitatively presented in statements.

3.2.1 Objective and Commencement of pupils' promotion policy

In this part of the discussion, respondents were asked to indicate the time (year) when the pupils' promotion policy was commenced in their respective schools. Thus an attempt was made to identify whether or not the policy was actually being implanted in grade 1-3 in the selected government and Non-Government sample schools, and the year its implementation was started.

With regard to the starting period of the policy's implementation the respondents of government schools reported that, they started implementing the policy at the proper time i.e. Immediately following the introduction of automatic promotion in 1999. According to the respondents, however, there were schools which started implementing automatic promotion policy lately, but most of them began at the right time. The report found from Non-Government first didn't start implementing automatic promotion policy in their lower grades. However, from the sample schools taken only 2 schools have started implementing the policy in 2004 and 2007. This may indicate that there is a tendency of implementing automatic promotion policy in Non-Government primary lower grades.

To recognize the levels of understanding and the purpose for which automatic promotion policy intended respondents from government and Non-Government were ask in to respond to the essence of the automatic promotion policy. Table 3 summarizes the whole responses given by the informants as follow.

3.2.2. Respondents Understanding and views regarding Automatic Promotion Policy

Table3. Respondents Understanding and Views regarding Automatic Promotion Policy

No	items	Government Schools respondents N=141										Non-Government Schools respondents N=40											
		SA		A		D		SD		U		X ²	SA		A		D	SD		U		X ²	
		N	%	N	%	N	%	N	%	N	%		N	%	N	%		N	%	N	%		
1	The policy implies, pupils with learning difficulties may repeat a grade if they do not show any progress	37	26.3	28	19.9	48	34.0	14	9.9	14	9.9	18.385	9	22.5	11	27.5	7	17.5	9	22.5	4	10	10.835
2	The introduction of automatic promotion may help to reduce repetition and dropout rates.	18	12.8	27	19.2	51	36.2	28	19.8	17	12	9.851	7	17.5	14	35	9	22.5	6	15	4	10	7.931
3	Continuous assessment has a great role in implementing automatic promotion	35	24.8	46	31.7	30	21.3	21	14.8	9	6.4	5.516	11	27.5	17	42.5	4	10	7	17.5	1	2.5	2.253
4	According to the policy by providing additional support to low-achieving pupils can move to the next grade	88	62.4	32	22.7	8	5.7	8	5.7	5	3.5	1.4838	23	57.5	11	27.5	2	5	4	10	-	-	2.856
5	Automatic promotion implies the need to follow up each students learning progress	49	34.8	53	37.6	22	15.6	8	5.6	9	6.4	5.981	18	45	9	22.5	2	5	9	22.5	2	5	3.775
6	The policy lowers pupils as well as teachers' incentive to work hard	49	34.8	49	34.8	22	15.6	7	4.9	14	9.9	13.161	15	37.5	6	15	5	12.5	14	35	-	-	2.269
7	The purpose of automatic promotion to reduce wastage due to repetition and dropout rate and to increase efficiency of education	70	49.6	61	43.4	4	2.8	3	2.1	3	2.1	2.029	13	32.5	22	55	1	2.5	4	10	-	-	1.773

As indicated in Table 3, both Government and Non-Government Schools' respondents are given the whole purpose of pupils' promotion policy. And they forwarded their understanding. Accordingly most of the Government and Non-Government Schools respondents (46.2 percent and 50 percent respectively) agreed i.e. strongly agree and agree) with the view of repeating a grade if pupils do not show any improvement (item 1). The chi-square test result of Government and Non-Government respondents ($\chi^2 = 18.385$ and 10.835 at $\alpha = 0.05$ respectively) show that there is no significant difference between the responses given by the two groups of informants. Thus view, however, is contradictory to the basic intention of automatic promotion policy. Since there is no educational advantage to be derived from making low-achieving students repeat grades, introducing automatic promotion between grades is one of the steps that can be taken to improve pupils flow through primary schools and it is the only solution to the current problems of repetition the education faces (Psacharopoulos and Wood hall, 1995: 205).

With regard to item 2, in Table 3, a large number of Government Schools respondents 56 percent (disagree and strongly disagrees) disagree with the purpose of introducing automatic promotion in schools that enables to reduce repetition and dropout rates. However, the respondents Non Government Schools expressed their agreement with the notion of introducing automatic promotion in order to reduce repetition and dropout rates in schools. (52.5 percent of them strongly agree and agree). The chi-square test results of Government and Non-Government respondents ($\chi^2 = 9.85$ and 7.931 at $\alpha = 0.05$ respectively) also reveal that there is significant difference between them.

In Table 3, item 3 the highest percentage of Government Schools' informants (67.5 percent) agreed (i.e. strongly agreed and agree) on the importance of the role of continuous assessment in implementing automatic promotion. Further more, the majority of Non-Government Schools'

respondents (70 percent i.e. strongly agree and agree) have expressed their agreement on the major role of continuous assessment in implementing automatic promotion. Hussien, (2000:73) also shares the views of the respondents that teachers must make use of continuous assessment practices in order to identify pupils' with learning problems to take appropriate remedial measures on timely basis. The chi-square test results ($\chi^2= 5.516$ and 2.253 at $\alpha 0.05$) of Government and Non-Government respondents respectively have also confirmed that there is no significant difference between the respondents.

Further more, Table 3, reveals that, the highest percentage of Government and Non-Government Schools respondents (85.1 percent and 85 percent respectively) agreed (i.e. strongly agree and agree) that automatic promotion enables low-achievers to proceed to the next grade through the provision of remedial programs. (Item. 4).

Regard to item 5, in Table 3, the majority of the Government Schools' respondents 72.4 percent and 67.5 percent of Non-Government Schools agreed (strongly agree and agree) on the need of strict follow up of each students learning progress while implementing automatic promotion in schools. The chi-square results of both groups of informants ($\chi^2= 5.981$ and 3.775 at $\alpha 0.05$) also reveal that there is strong association between the responses given by the respondents.

In relation to item 6, in Table 3, a large percent of the Government Schools respondents (69.6 percent) and more than half of Non-Government School informants 52.5 percent believe that automatic promotion policy lowers pupils as well as teachers' incentive to work hard. This indicates that there is misunderstanding among school respondents in the intention of automatic promotion policy in this regard.

By the same token, the highest percentage of the respondents of Government and Non-Government Schools (93 percent and 87.5 percent respectively) took similar stands by saying that automatic

promotion policy promotes internal efficiency of the educational system by reducing repetition and dropouts (item 7, Table 3). The chi-square results ($\chi^2 = 2.029$ and 1.773 at $\alpha 0.05$) also confirm that there is strong relationship between the responses given by the two groups of informants.

Generally, the respondents' understanding about the purpose of pupils' promotion policy that has taken place in the first cycle primary Grades 1-3, the majority of the Government and Non-Government respondents have shared understanding with items 1, 3 and 4-7 in Table 3. However, there are opposing views between Government and Non-Government Schools on the issue of the purpose of automatic promotion policy, items 2 and 6. Table 3, which is contradictory to the basic purpose of automatic promotion policy.

3.2.3 The Existence of Continuous Assessment Guide and Its Use by Teachers

Table 4 The Existence of Continuous Assessment Guide and Its Use by Teachers

No	Responses	Government Schools Respondents N = 141		χ^2	Non-Government Schools Respondents N = 40		χ^2
		N	%		N	%	
1.	Is there any guide sent to your schools from concerned educational bodies which helps you to use continuous Assessment? Yes- No-	81 60	57.4 42.6	3.696	7 33	17.5 82.5	13.052
	Total	141	100		40	100	
2.	To what extent do you use it? a) strictly follow it b) not follow the guide at all c) tests are used most of the time to assess students' progress	30 60 51	21.3 42.5 36.2		1 33 6	2.5 82.5 15	
	Total	141	100		40	100	

In Table 4, above the respondents from Government and Non-Government Schools were asked for the availability of continuous assessment guide which enables to assess pupils' progress in their classroom instructions. Thus, more than half of Government School informants 57.4 percent reported that continuous assessment guide is available in their respective schools concerning the guide, however, the interview made with the educational officials at different levels didn't confirm the responses given by the Government respondents about continuous assessment guides. This shows that the Government Schools' informants' answers lack plausibility. Regarding the availability of the continuous assessment guide in Non-Government Schools, they reported that the guide is not found in their schools, but they use their own various assessment techniques to assess their pupils' progress. The chi-square test result of Government and Non-Government Schools respondents ($\chi^2 = 3.696$ and 13.052 at $\alpha 0.05$ respectively) also show that there is a significant difference given by these two groups of schools types.

Concerning the guide to what extent teachers use it, 36.2 percent of Government Schools informants reported that, most of the time teachers use written tests to assess their students' ability instead of using the various assessment methods. Further more, the majority of Non-Government Schools respondents (15 percent) of them indicated that most of the time teachers rely on written tests to assess students' progress.

3.2.4. Teachers' Use of Various Assessment Methods

Table 5. Teachers' Use of Various Assessment Methods

No	Assessment Methods	Government Schools Respondents N = 141										Non-Government Schools Respondent N = 40									
		Always		Mostly		Sometimes		When Possible		Never		Always		Mostly		Sometimes		When possible		Never	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.	Class work activity	69	48.9	61	43.3	11	7.8	-	-	-	-	18	45	19	47.5	3	7.5	-	-	-	-
2.	Home work assignment	39	27.7	80	56.7	20	14.2	2	1.4	-	-	10	25	24	60	6	15	-	-	-	-
3.	Written test/quizzes	12	8.5	83	58.9	42	29.8	4	2.8	-	-	8	20	23	57.5	9	22.5	-	-	-	-
4.	Class observation	66	46.2	22	15.6	44	31.2	9	6.4	-	-	14	35	8	20	14	35	1	2.5	3	7.5
5.	Oral questions	44	31.2	30	21.3	54	38.3	7	4.9	6	4.3	11	27.5	13	32.5	13	32.5	-	-	3	7.5
6.	Group work and project	12	8.5	44	31.2	75	53.2	8	5.7	2	1.4	10	25	6	15	19	47.5	2	5	3	7.5

As indicated in Table 5, Government and Non-Government Schools respondents indicated the frequency in using the various assessment methods in their respective schools. Accordingly, a large percentage of Government Schools' informants (48.9 percent) reported that teachers use class work assessment methods always, while some number of Government Schools (43.3 percent) respondents indicated that teachers use class work methods mostly in their attempt to assess students' progress. The majority of Non-Government Schools 47.5 and 45 percent of them informed that teachers' use class work activities in order to assess students' ability most of the time and always respectively. According to Government Schools respondents (56.7 percent of them), homework assignment is mostly given as an assessment of method, some number (27.7 percent) of respondents have also confirmed that teachers use homework always.

More than half respondents, 58.9 percent and 57.5 percent from Government and Non-Government respectively indicated that teachers rely on written tests mostly in order to assess pupils' progress in schools. Class observation as an assessment method is used sometimes and mostly by teachers of Government and Non-Government Schools. 38.3 and 32.5 percent of Government and Non-Government Schools respondents reported that teachers use oral questions sometimes. Besides assessment methods like, group and project works are given some times by teachers of both groups of school types.

Generally, from Table 5, one can learn that, even though, there are variations in using the various assessment methods among the different groups (Government and Non-Government Schools), there seems a tendency of applying the various assessment methods in the lower primary grades. Such assessment methods, as a strategy, are essential for the implementation of promotion practices in schools.

3.2.5. Teachers' Keeping Records of Assessment Results

Table 6. Teachers' Keeping Records of Assessment Results:

No	Assessment Methods	Government Schools Respondents N= 141				Non-Government Schools Respondents N = 40			
		Recorded		Not Recorded		Recorded		Not Recorded	
		N	%	N	%	N	%	N	%
1.	Class works	85	60.3	56	39.7	36	90	4	10
2.	Home works	94	66.7	47	33.3	33	82.5	7	17.5
3.	Classroom observation	82	58.2	59	41.8	12	30	28	70
4.	Written test/quizzes	115	81.6	26	18.4	27	67.5	13	32.5
5.	Oral questions	105	74.5	36	25.5	29	72.5	11	27.5
6.	Group/project work/simple experiment	133	94.5	8	5.7	33	82.5	7	17.5

As indicated from Table 6, the Government Schools respondents reported that the assessment methods whose results are recorded mostly according to their magnitude were group/project works, written tests/quizzes, oral questions. Home works, class works, and class observation as indicated by 94.5, 81.6, 74.5, 66.7, 60.3 and 58.2 percent respectively. Observation method was the least recorded assessment methods compared to the other methods. On the other hand, Non-Government respondents also indicated that, teachers record the results of almost all sorts of the assessment methods, but they give more attention to class works, home works and group/project works as shown by 90, 82.5 percent for home works and group/project works respectively. Here also class observation is the least recorded assessment method, too (Table 6).

Even though, the respondents' revealed about the assessment methods whose results recorded were most of the assessment methods. However, the researcher, in his attempt to observe teachers recording of the assessment results with check list in some 10 selected primary schools, it was found out that, it is the result of the written tests, which are recorded and given more works compared to other assessment methods.

In general, from the data obtained in Table, 6, we learned that teachers are in a position to understand about the purpose for which they assess their pupils' progress on continual basis in implementing automatic promotion policy using the various assessment methods.

3.2.6. The Major Purpose for which Teachers Use of Assessment Results

Table 7 The Major Purpose for which Teachers Use of Assessment Results

No	Items	Government Schools Teachers N=120		Non-Government Schools Teachers N=30		D	D ²
		Mean	Rank	Mean	Rank		
1	To distinguish between low and high achieving students.	3.01	3	2.1	5	-2	4
2	To decide students promotion to the next grade	3.02	2	3.16	2	0	0
3	For remedial support to those students with learning problems	1.89	5	2.4	4	1	1
4	To re-teach what the majority of the students missed in the original instruction	2.67	4	3.16	2	2	4
5	To motivate students	3.38	1	4.43	1	0	0

Table 7 presents the responses of both Government and Non-Government Schools teachers to the major purposes for which they use assessment results and they were asked to put the items in order of their sequences. Accordingly, teachers of Government Schools indicated that they use assessment results to distinguish between high and low achieving students and ranked it as third place while this same item was ranked as fifth by Non-Government respondents. Assessment results are used to decide students' promotion to the next grade was ranked second by both Government and Non-Government Schools' teachers. The purpose for which assessment results are use for remedial support to those students with learning problems was ranked as fifth by Government School teachers while this same item ranked as fourth by Non-Government Schools' teachers. Assessment results are used to re-teach lessons missed by the majority of the students was ranked forth by teachers of Government Schools.

This same item was ranked as second purpose by Non-Government Schools' teachers. Assessment as the first purpose by both Government and Non-Government Schools' teachers.

The above results of the ranking of the items show that, most teachers use assessment results in order to motivate students. This means that teachers do not have adequate knowledge about as to why they assess their pupils' progress on continuous basis, particularly when it comes to automatic promotion practice. Thus, the main purpose of assessing students' progress continuously along with their results is to identify those students with learning problems and assist them to timely basis and adjusting one's teaching approach towards to the needs of the pupils. Then with those pupils having learning difficulties by providing them remedial support in order t help them proceed to the next grade level.

Generally, based on the ranking of both Government and Non-Government Schools' teachers, the results obtained from ranking were statistically tested using spearman's rank order correlation. The test result ($p= 0.55$) indicated that there is relationship (correlated) between the responses of both groups of teachers on the major purpose for which teachers use assessment results.

3.2.7. Availability of Training on Continuous Assessment

Table 8. Availability of Training on Continuous Assessment

No	Responses	Government Schools Respondents N = 141		Non-Government Schools Respondents N = 40	
		N	%	N	%
1.	Have you taken any training on continuous assessment during your pre-service or in-service programs? Yes - No - No response -	129 12 -	91.5 8.5 -	23 17 -	57.5 42.5 -
	Total	141	100	40	100
2.	Did you attend workshop or seminars on continuous assessment strategies? Yes - No - No response -	121 19 1	85.8 13.5 0.7	12 28 -	30 70 -
	Total	141	100	40	100
3.	If you say yes, for how long have you attended the workshops or seminars? a. 1-6 days - b. for one week - c. for two weeks - d. for more than two weeks - e. not at all -	80 28 3 19 11	56.7 19.9 2.1 13.5 7.8	6 4 - 3 27	15 10 - 7.5 67.5
	Total	141	100	40	100

As shown in Table 8 the Government and Non-Government Schools respondents were asked the availability of training on continuous assessment in their respective schools. Thus, the highest

percentage of the Government Schools respondents 91.5 percent, reported that they have taken training on continuous assessment during their pre-service or in-service training.

Moreover, the majority of Non-Government respondents, 57.5 percent, also have taken training on continuous assessment strategies in their pre-service or in-service training programs.

Similarly, in Table 8 item 2, the largest percentage of Government Schools (85.8 percent of them) revealed that they attended work shops or seminars on continuous assessment. But, the majority of respondents, 70 percent from Non-Government Schools indicated that, they did not attend work shops, or seminars regarding to continuous assessment. The interview made with the educational officials also confirmed that training on continuous assessment has been given for several teachers and school principals at the sub-city level. In addition, work shops and seminars have been given frequently for a number of schools.

Item 3, in Table 8, both groups of Government and Non-Government Schools respondents were asked for how long they have attended the work shop or seminars on continuous assessment. Accordingly, the highest percentage of Government respondents 80 percent, reported that they attended the programs for 1-6 days. However, most of the Non-Government Schools respondents revealed that they have not attended seminars or work shops on continuous assessment at all.

3.2.8. Arranging Remedial Programs for Low Achieving Students

Table 9 Arranging Remedial Programs for low Achieving Students

No	Response	Government Schools Respondents N=141		Non Government Schools Respondents N=40	
		N	%	N	%
1	How do teachers treat low-achieving students?				
	a) They are made to proceed to the next grade after giving remedial support	109	77.3	18	45
	b) They are promoted to the next grade automatically without any additional support	9	6.4	-	-
	c) Some of them are made to repeat a grade if they do not show any improvement after giving additional support	23	16.3	22	55
2	When do schools arrange remedial programs for low-achievers?				
	- On holidays -				
	- In opposite shifts -	37	26.2	3	7.5
	- At weekends -	48	34.0	12	30
	- Summer programs -	56	39.8	7	17.5
		-	-	18	45
3	Is there any material or financial support to enhance remedial programs for low-achievers				
	Yes -				
	No -	39	27.7	11	27.5
		102	72.3	29	72.5
	Total	141	100	40	100

As indicated in Table 9, Government and Non-Government Schools respondents were asked to forward their responses on the ideas of arranging remedial program for low-achieving students. Thus, the highest percentage (77 percent) of Government respondents reported that low-achievers are made to proceed to the next grade after giving additional assistance. However, more than half percent (50 percent) of Non-Government respondents revealed that some numbers of low-achieving students are made to repeat a grade after having been given additional support (item 1(c)).

With regard to item 2. in Table 9, the Government Schools informants (39.8 percent of them), expressed that schools arrange remedial programs for pupils who have learning difficulties at weekends (Saturday/Sunday). Besides, Non-Government respondents (45 percent of them) also revealed that remedial programs are carried out for low-achievers in summer programs.

Besides giving remedial assistance for low-achievers, Government Schools respondents were asked if there is any material or financial support given to carryout the remedial programs for pupils having learning difficulties (items 3, Table 9). Accordingly, the highest percentage of Government respondents (72.3) percent), indicated that such kind of supports are not available and schools do not give much attention to assist the programs.

Moreover, the Non-Government Schools' respondents have also confirmed that there is no any material or financial support to enable such programs.

As it observed from Table 9, teachers decide pupils' promotion to the next grade level after giving remedial assistance to the low-achieving pupils, especially in Government primary schools where automatic promotion practice being implemented. On the other hand, Non-Government Schools make

a pupil repeat a grade if he/she does not show any improvement after being given additional support for low-achievers.

Schools arrange remedial programs for students with learning difficulties using various time schedules. Such activities are carried out in both Government and Non-Government first cycle primary schools as reported by the respondents. However, the majority of schools of both types revealed that. Schools do not get any material or financial assistance for implementing additional programs intended for low-achieving students in their respective schools.

Table 10 Number of Pupils Per-Section: Teachers' Responses.

Number of Pupils	Government Schools		Non-Government schools	
	Teachers (N = 120)		Teachers (N = 30)	
	N	%	N	%
• 30 – 40	12	10	3	10
• 40 – 50	31	25.8	18	60
• 51 – 60	27	22.5	7	23.3
• 61 – 70	35	29.2	2	6.7
• Above 70	15	12.5	-	-
Total	120	100	30	100

As shown in Table 10, a large number of teachers reported that the number of pupils found in a section ranges from 61 – 70 in Government Schools. While the number of students found in Non-Government ranges from 40-50, this is less than the number of students found in Government Schools. Of course, there are schools where the number of pupils ranges from 30 – 40 and 40 – 50 respectively in Government schools, too.

Generally, from Table 10. it is possible to deduce that the number of pupils per section found in Government Schools outweighs the number of pupils per-section found in Non-Government Schools. One of the crucial reasons that teachers are complaining about is that the number of pupils in the classroom make their attempt to implement, especially, the various assessment methods very difficult.

In the questionnaires all principals and teachers were asked questions that require their general opinions or suggestions towards the major problem that they faced while implementing automatic promotion policy in their respective schools. Accordingly the majority of principals and teachers particularly, who have been teaching in Government Schools reported that a large class size made their attempt to make use of the various assessment methods very difficult. Most teachers have inadequate training on continuous assessment and its implementation. Teachers' misconception towards automatic promotion hindered the efforts made to implement the policy in schools. Teachers who were assigned in lower grade 1 – 3 were not interested in these particular grade levels. Since the grade levels (1 – 3) require much effort from the part of the teachers to follow up continuously to assess each student's progress. Parents' negligence and less contact with teachers about their children's schooling made the practice of automatic promotion very difficult.

Besides, shortage of materials and schools facilities have also affected teachers' work in schools, including, textbooks, teaching aids, continuous assessment guides, unfavorable classrooms etc.

In general, teachers' inadequate training on continuous assessment, teachers' misconception towards automatic promotion, unmanageable large class size, inadequate teaching materials and school facilities were the main problems identified by the respondents, particularly from Government Schools' informants, which they faced while implementing the policy in Grade 1 – 3.

In addition, the interviews made with educational officials at various levels have also mentioned some major problems that might have effects on implementing automatic promotion policy in schools. Some of the major problems include; inadequate training on continuous assessment strategy, poor facilities in schools, lack of assistance teachers in self-contained classrooms, were the major problems that could affect implementing the policy as effectively as intended. However, teachers' awareness and understanding towards automatic promotion practice have been making progress from time to time.

Table 11 Data on (Dropouts) in Grade 1-3 (2005-2007) in seven First Cycle Primary Government Schools.

No	Schools	2005						2006						2007					
		Grades	Enrolled	Dropouts				Grade	Enrolled	Dropouts				Grade	Enrolled	Dropouts			
				M	F	T	%			M	F	T	%			M	F	T	%
1.	Tsehay Chora	1	330	10	7	17	5.2	1	345	12	10	22	6.4	1	320	6	7	13	4.1
		2	323	14	10	24	7.4	2	332	10	15	25	7.5	2	309	11	5	16	5.2
		3	326	7	9	16	4.9	3	337	11	6	17	5.0	3	360	7	4	11	3.1
2.	Kuskam Tayitu Butul	1	319	13	10	23	7.2	1	322	15	8	23	7.1	1	354	7	9	16	4.5
		2	308	18	9	27	8.8	2	279	21	12	33	11.8	2	295	7	12	19	6.4
		3	373	10	14	24	6.4	3	275	19	9	28	10.2	3	260	1	9	10	3.8
3.	Kebna Primary School	1	427	6	17	23	5.4	1	445	15	9	24	5.4	1	435	35	12	47	10.8
		2	358	2	8	10	2.8	2	367	2	7	9	2.5	2	412	7	7	14	3.4
		3	447	11	5	16	3.6	3	355	6	6	12	3.4	3	350	8	5	13	3.7
4.	Hizbawi Serawit	1	174	10	7	17	9.8	1	171	5	15	20	11.7	1	120	2	4	6	5.0
		2	159	4	4	8	5.0	2	164	2	10	12	7.3	2	148	-	3	3	2.0
		3	224	7	-	7	3.1	3	174	3	7	10	5.7	3	149	4	14	18	12.1
5.	Yetimehert Bilichaita	1	155	4	1	5	3.2	1	180	-	4	4	2.2	1	175	5	1	6	3.4
		2	213	1	-	1	0.5	2	226	-	-	-	-	2	236	1	2	3	1.3
		3	270	-	-	-	-	3	264	1	1	2	0.8	3	273	1	4	5	1.8
6.	Yeka Terara	1	296	-	15	15	5.1	1	274	8	9	17	6.2	1	330	11	18	29	8.8
		2	303	16	-	16	5.3	2	273	9	13	22	8.1	2	264	7	10	17	6.4
		3	301	-	-	-	-	3	314	6	4	10	3.2	3	258	4	5	9	3.5
7	Tigel Lenetsanet	1	291	3	8	11	3.8	1	276	5	6	11	3.9	1	301	5	15	20	6.6
		2	236	-	6	6	2.5	2	262	5	1	6	2.3	2	271	6	2	8	2.9
		3	224	4	2	6	2.7	3	279	1	2	3	1.1	3	283	1	7	8	2.8
Total			6057	-	-	272	4.5	-	5914	-	-	310	5.2	-	5903	-	-	291	4.9

Key: M = Male

F = Female

T = Total

Table 11, shows the dropout data in Grade 1 – 3 for three years period (2005-2007) in seven (7) sample primary Government Schools. As summarized in the table the numbers of dropouts seem increasing from year to year. For instance, the total aggregated number of dropouts in 2005 in grade 1 – 3 was 272 (4.5%). In the year 2006 the numbers increase to 310 (5.2%). However, the dropouts number in the year 2007 went down to 291 (4.9%), which was less than the number of dropouts in 2006 as shown in Table 11.

Generally, from the data (in Table 11), it is possible to conclude that in schools although automatic promotion is being implemented, there are still dropouts in the lower primary grades. This is contradictory to the basic purpose of automatic promotion policy and creating inefficiency in schools.

In fact, the first and most important reason for early school dropping out especially in most Government schools of Addis Ababa is the family background of students which contribute to early dropping out. Regard to reasons for dropout, Suliman (2002:4) pointed out that the utmost reasons that a student is likely to dropout are family characteristics such as: socio economic status, family stress (e.g. death, divorce, family moves), and the mothers' age.

Of all mentioned characteristics, low socioeconomic status has a strong relationship with students' tendency to dropout. Besides, the researcher in his visit to the various schools, he has also confirmed the situation (the effects of socio economic status) from discussion held with principals and teachers.

Table 12 Check List for Assessing the Implementation of Continuous Assessment in some Selected Primary Government Schools.(N=7)

No	Questions	Yes	No
1.	Do teachers use for assessing students?	-	-
	- Written test	7	-
	- Exercise/class work	5	2
	-Home work exercise	6	1
	- Simple science experiments	1	6
2	Do teachers record assessment results of?	-	-
	- Written test	7	-
	- Classroom observation	-	7
	- Assignments/homework/class work	4	3
	- Group/project works	-	7
3	Do teachers apply Corrective measures like---?	-	-
	- Re-teaching	4	3
	-Tutoring	5	2
	-Peer- tutoring	-	7
	-Using other materials such as audiotape, models--	-	7
4	Do teachers consult parents	7	-
5	Are the following documents available?	-	-
	- Students promotion guide	-	7
	- continuous assessment guide	-	7
6	Do schools arrange remedial programs for low achievers	-	-
	- Before and after schools program	5	2
	- Saturday/Sunday programs	2	5
	- Summer programs	-	7

In order to cross-check what has been reported by teachers and principals through questionnaires. Observation check list was designed to examine the actual implementation of continuous assessment in 7 selected first cycle primary Government Schools. The data obtained through the check list are summarized in Table 12.

As shown in Table 12, in the selected 7 schools where observation was made, the majority of teachers use the various assessment methods to assess their pupils' using methods like, tests, exercise/class work, homework, but most of the schools do not use simple science experiment as an assessing methods.

With regard to formal records of students' performance, teachers usually keep records of written tests, few schools keep results of assignments of homework/class work. However, no documented records were available on classroom observation or project/group works.

In most schools teachers use corrective measures like tutoring for low-achieving students in groups at the week-ends or in opposite shifts as main corrective measure. But, teachers do not use the other remedial measures or they are unwilling to use them.

Teachers of all the sample schools consult parents of pupils particularly students who are frequently absent from schools. However, very few teachers discuss with the parents of students of those students with learning difficulties.

In all the sample schools there were no continuous assessment and pupils' promotion guide. School programs arranged to help students with learning problems. Most schools arrange before or after school programs on Saturday/Sunday.

CHAPTER 4

Summary, Conclusion and Recommendation

This chapter presents the summary of the major findings. Conclusions drawn from the findings and recommendations given based on the conclusion.

1.1. Summary

The major purpose of the study was to assess the implementation of pupils' promotion policy in the first cycle primary schools of Addis Ababa and to forward some possible solutions to minimize the problems. To realize this purpose, the study was conducted in 21 Government first cycle primary schools selected from three Sub-Cities i.e., Yeka, Arada and Gulele. Besides some 10 Non-Government first cycle primary schools were selected from these same Sub-Cities mentioned above. The data relevant to the study were gathered through questionnaires from principals and teachers teaching in Grades 1-3 in the sample primary schools of both Government and Non-Governments Schools which were selected on purposive and random sampling basis respectively. To get supportive data, interviews were made with concerned educational officials who were selected on purposive sampling basis. In addition relevant documents on dropouts were also used as secondary data. Finally the questionnaires set for the principals and teachers of Government and Non-Government Schools were piloted and distributed.

To meet the objective of the study, attempts have been made to address the following basic questions.

1. Do school principals and teachers have awareness and clear understanding of pupils' promotion policy and its strategy i.e. continuous assessment?

2. Are there enabling conditions to for teachers to implement pupils promotion practices using continuous assessment in their respective schools?
3. What are the problems encountered in implementing pupils' promotion policy in 1-3 grades?

The data obtained were analyzed using relevant statistical tools like percentage, chi-square and spearman's rank order correlation. Based on the results of the data analysis, the major findings of the study are presented here under.

1. According to the finding of the study, most of the Government and Non-Government schools respondents seem to have better understanding and awareness about automatic promotion policy. However, most of the respondents of Government schools (46.2 percent) and half of Non-Government schools respondents (50 percent) disagree with the notion that promoting a pupils automatically through grades when they have not mastered certain skills appropriate to their grade levels. Moreover, they revealed that in automatic promotion low-achievers may repeat a grade if they do not show improvement after having been provided additional support through remedial programs.
2. Continuous assessment guides which direct pupils' assessment ways and other activities to be done were not available in the Government first cycle primary schools. Thus teachers use the formal written tests to assess their pupils' progress instead of using the various assessment methods. The majority of Non-Government respondents revealed that they do not have the guide in their respective schools. Therefore, they use tests, most of the time to assess their pupils' performance.

3. The major purpose of using assessment results is to identify those students with learning problems and assist them to timely basis and adjusting one's teaching approach towards the need of the pupils or providing remedial assistance to pupils' with learning difficulties. However, most of the respondents of Government and Non-Government first cycle primary schools use assessment results in order to motivate their students' performance.
4. Many of the school principals and teachers of Government primary schools' respondents reported that they have taken training during their in-service and pre-service, and lately attended workshops and seminars for few days. But the majority of Non-Government primary schools respondents have not taken training on continuous assessment. However, very few teachers took training on continuous assessment during their pre-service years.
5. According to the analysis of the finding, teachers are making efforts to use the various assessment methods to assess the pupils' mastery of the desired knowledge, skills and attitude in their classroom instructions. However, most of them still rely on written tests. Even though teachers made efforts to use the various assessment techniques, in classrooms, they identified some major factors that hinder their activities. Such factors include unmanageable class size, lack of guidelines and adequate skills on continuous assessment methods. Moreover, teachers were expected to record every aspects of the assessment results of pupils' progress, but they record the more formal type of assessment method, i.e. written test.
6. Most schools arranged remedial programs for low-achieving students at weekends, using opposite shifts and summer programs to give additional assistance for low-achievers. However, the majority the respondents from Government and Non-Government primary

schools reported that, there were no material or financial resources allocated to motivate teachers to arrange remedial programs to help students with learning problems.

7. Above all, the pupils' promotion policy was intended for Grade (1-3_ in the first cycle primary schools is to reduce educational wastage due to repetition and dropout. However, schools are reporting the case of dropouts, especially in Government primary schools (See Table 11.).
8. There are varied opinions and suggestions regarding to the major problems encountered in implementing the pupils' promotion policy in Grade 1-3 in most Government schools compared to Non-Government primary schools. According to the respondents of Government schools such factors include; inadequate training on continuous assessment strategies, unmanageable class size, shortage of teaching materials, poor schools facilities, un integrated contents of teaching materials, some teachers' misconception regard to automatic promotion policy, parents negligence to wards their children schooling, lack of assistance teachers for self-contained classrooms and period loads on teachers who teach in lower primary grades were the major problems identified by the respondents that affect their efforts to implement the policy as it is intended.

3.2. Conclusions

- 1) When a new educational reform is introduced in a given country, there should be a clear understanding among the implementers regarding what is expected of them and their initiation to carryout the actions. According to the study, both groups of schools types, i.e., Government and Non-Government primary sample schools seem to have the same stand regard to grade repetition. The majority of the respondents prefer repeating a grade as

effective remedial strategy to help low-achieving students in later grades. Such lack of awareness about the issues on grade repetition and automatic promotion policy may lead to teachers' opposition towards automatically promoting pupils. Therefore, it may be deduced on the reasons behind being unaware of grade repetition that teachers have no the access to the research findings on the issues of grade repetition.

- 2) The fact that pupils' promotion policy or automatic promotion policy is intended for Grade 1-3 and thus to reduce educational wastage due to repetition and dropout. However, the study revealed that dropouts are stick reported and such problems remain unsolved. According to school officials of the sample schools report, the major reasons for school dropping out are more of socio-economic problems of pupils. Therefore it is possible to conclude that the major cause for school dropout in Government primary schools of Addis Ababa is related to economic problems than in school variables.
- 3) The implementation of continuous assessment, particularly, in Grade 1-3 is to adjust one's instruction to the need of the pupils', but, to implement such task continuous assessment guide would have been available in schools. Therefore, it is less probable to implement continuous assessment where there are no guides for assessing pupils' education achievement. In addition teachers' inadequate training on continuous assessment could also contribute on poor practicing of continuous assessment in the lower primary grades.
- 4) School teachers use assessment results to motivate students. This show that most of the teachers failed to use the assessment results for adjusting their instruction to the need of students and to record every aspect of pupils' learning progress. Therefore, it is reasonable to conclude that teachers' lack of adequate knowledge and skills on the main found to be a problem.

- 5) It is found out that teachers are aware that pupils' promotion (automatic promotion) demands lost of efforts on their parts. They knew that the practices need to attend the needs of each student, to use continuous assessments in their instruction, to take corrective measures remedy the learning problems of each student. However, to apply all these activities, teachers were not adequately trained or given thorough training on continuous assessment, thus teachers lack the skills to perform the tasks as effectively as intended.
- 6) Most schools arranged remedial teaching programs for low-achievers using their own time tables. However, the finding revealed that no material or financial resources were allocated to strengthen the activities. Thus it can be concluded that this might have negative effects on the effort made by teachers to carry out the programs.
- 7) Generally, the study discloses that teachers are making efforts. Particularly having awareness towards automatic promotion policy and on the strategies to implement the policy's purpose in their respective schools. Still, however, there are obstacles to the practices, especially in Government primary sample schools of Addis Ababa. Since such schools are the utmost implementers and responsible areas compared to the Non-Government primary sample schools to implement the policy at large. The find of the study also revealed that almost all the Non-Government primary sample schools lack the initiation of practicing the policy (automatic promotion) or they don't want to implement the policy with their own reasons. Even though the policy is meant to be implemented in all primary schools of the country. Therefore, it is possible to conclude that the policy is left to be practiced for some groups of areas than a country wide.

3.3. Recommendations

Based on the major findings of the study, the following recommendations are forwarded so as to improve the implementation of pupils' promotion policy in Grades 1-3 in Addis Ababa primary schools.

1. Any educational reform can be fruitful if teachers are dedicated to the reform made and know why reforms have to be made in the education system. However, the awareness of the respondents in the Grade 1-3 about the reason behind pupils' promotion policy in schools and the various strategies in dealing with low-achieving students is found to be inadequate. This often resulted in opposition from teachers. Therefore, it is advisable that Addis Ababa Education Bureau in collaboration with Ministry of Education should arrange awareness creation programs for educational personnel at different levels. Discussion forums must be arranged at school levels in order to communicate and bring about clear and shared understanding about the essence of pupils' promotion policy. Teachers should get the opportunity to learn the various strategies in helping under-achievers. Such programs can be arranged in the form of in-service courses, conferences and workshops.

2. It has been found out that lower primary level teachers lack the ability to evaluate the all round development aspect of Grades 1-3 pupils using continuous assessment and using the teaching feed back information to adjust their teaching approach to the need of the students' so as to help them improve their learning. Therefore it is recommended that the AEB facilitate continuous and practical training on continuous assessment to principals and teachers who teach in the first cycle primary schools. This can be arranged through pre-

service training, in staff training program, in-service training and summer programs, using the teacher training institutes or colleges.

3. According to the finding of the study, the main reason for school dropouts in primary schools in Addis Ababa is found to be economic problems of the students. Therefore, it is suggested that schools should be able to give support for such pupils. This can be arranged through schools by making contacts with the NGOs (Non-Government Organization) to get financial and material support and enabling those low-income family pupils to continue their education.

4. Schools are making efforts to arrange additional programs to assist low-achieving pupils with their learning. But, there were no material and financial support to the schools to help their attempt which requires additional responsibility on teachers' part. Therefore, it is advisable that Addis Ababa Education Bureau should be able to mobilize resources for remedial programs for assisting the low achieving students. This can be done by making the local community participate in identifying the problems of educational institutions and to some extent to contribute to educational expenses. Moreover, it is recommended that first cycle primary schools may use peer tutoring methods where by fast learners in classes are selected to teach the low-achieving students under the supervision of their teachers.

5. Poor school facilities, lack of supportive teachers for self-contained classrooms, unmanageable class size, lack of early childhood educational opportunity i.e. [the first cycle primary schools are forced to accommodate children who have not yet reached the appropriate school age] Were identified as major problems faced while implementing the policy by using continuous assessment of pupils' progress. It is therefore, suggested that the Education Bureau better assigns supportive teachers for self-contained classrooms,

supply teaching materials such as; syllabuses, well-integrated etc. adequately. Besides, AEB should be able to promote early childhood education programs through the involvement of Government and Non-Government organs' and private sectors.

6. Finally, since the study is an attempt in the areas of the implementation of pupils' promotion policy in Grade 1-3 in the first cycle primary schools of Addis Ababa and is limited in its scope as well, the researcher recommends that further study could be carried out to investigate the issue in more detailed and comprehensive manner to the remaining schools found in other sub-cities.

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Appendix A

Addis Ababa University School of Graduate Studies

Department of Educational Planning and Management

Questionnaire. To be filled by first-cycle Primary School Principal

Dear School Principal,

The purpose of this questionnaire is to collect data for a study on the implementation of pupils' promotion policy in the first cycle primary schools of Addis Ababa. Thus, your sincere and honest response has a great value to the success of the study.

Thank you for your cooperation

Notice

1. Your response will be kept confidential
2. You are not required to write your name.
3. Please, strictly follow the direction in responding to the questionnaire.

Direction

1. The questions with options, put a "✓" sign in the boxed provided
2. Questions which require more than one response, reply your answers in the order of priority using numbers,

Part one. Background information

1.1 Sub-City _____

1.2 Name of the School. _____

1.3 Type of School. _____

a) Government b) Private c) Other

1.4. Sex a) Male b) Female

1.5 Age a) 20-25 Years b) 26-30 Years c) 31-35 years

d) 36-40 years e) 41 years and above

1.6. Service years as a principal: a) 1-5 years b) 6-10 years

c) 11-15 years d) 16-20 years c) more than 20 years

1.7. Qualification: a) Certificate b) 12⁺² c) Diploma

d) BA/BSC degree e) other

1.8. Number of pupils per section: a) 30-40 b) 41-50 d) 51-60

d) 61-70 e) more than 70

Part Two Items related to the implementation of automatic promotion policy.

2.1. Do you have any awareness or understanding about automatic promotion policy?

a) Yes

b) No

2.2. Is automatic promotion policy actually implemented in grades 1-3 in your school?

a) Yes

b) No

2.3. If your response is 'Yes' for question '2.2.' when was it start? In the year
_____ E.C

2.4. Have you taken any training concerning automatic promotion policy?

a) Yes

b) No

2.5. Have you ever participated in workshops /seminar on continues assessment?

a) Yes

b) No

2.6. If yes, for how long?

a) For 1-6 days

b) for one week

c) For two weeks

d) for more than two weeks

Part-Three Items related to purpose of automatic promotion

Please indicate your response by putting “X” or “√” in the box whether you agree or disagree for the indicated purpose of automatic promotion.

No	Items	Options				
		Strongly Dis Agree	Agree	Undecided	Disagree	Strongly Dis Agree
3.1.	The policy implies, pupils with learning difficulties may repeat a grade if they do not show any progress					
3.2.	The introduction of automatic promotion may help to reduce repetition and dropout rates					
3.3.	Continuous assessment has a great role in implementing automatic promotion					
3.4.	According to the policy by providing additional support to low achieving pupils, can move to the next grade					
3.5.	Automatic promotion implies the need to follow up each students learning progress					
3.6.	The policy lowers pupils as well as teachers’ incentive to work hard					
3.7	The purpose of automatic promotion is to reduce wastage due to repetition and dropout rates and to increase efficiency of education					

Part Four Items that are expected to have an influence on student dropout put “X” or “√” sign on your choice in the box below as per the scale of significance

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Dis Agree
4.1	Discipline problem					
4.2	Unsuitable school environmental					
4.3	Poor academic performance					
4.4	Shortage to teaching material expense					
4.5	Inability to afford educational expense					
6.6	Lack of encouragement from parents					
6.7	Distance from school					

Part Seven Items related to teachers' training on continuous assessment

7.1 Have teachers ever attained any seminar or workshops on continuous assessment?
 a) Yes b) No

7.2 If your response is 'yes' for how long?

- a) For 1-6 days b) For one week
 c) For two weeks d) for more than two weeks

Part Eight Items related to teachers' use of various assessment methods

8.1 Do teachers use different assessment methods to assess pupils learning?
 a) Yes b) No

8.2 If your answer to question '10.1' is yes, how frequently do teaches use the following assessment methods? Indicate your response by using "✓" in the boxes.

No	Assessment Methods	Frequency of Using				
		Always	Mostly	Some times	When possible	Never
8.2.1	Giving class work					
8.2.2	Giving home take assignment					
8.2.3	Administering written tests and quizzes					
8.2.4	Classroom-observation					
8.2.5	Giving oral questions					
8.2.6	Conduct group /project works					

8.3. If your response to question 10.1 'No' than what are the major reasons that teachers are unable to use the various assessment methods? Put your response in the order of priority using consecutive numbers

- a) Teachers' lack of knowledge and skills on continuous assessment
 b) Teaches' lack of initiation to shift forwards continuous assessment
 c) Teachers' lack of incentive to work better due to the tiresome mature of continuous following of pupils' achievement
 d) Shortage of materials such as slatimeky
 e) Over crowded classes
 f) If any other reasons _____

Part Nine Items related to recording of assessment result

9.1. Among the assessment methods given below, which results are recorded? Use "✓" sign to indicate your response

No	Assessment Methods	Recorded	Not recorded
9.1.1	Class work		
9.1.2	Home work		
9.1.3	Classroom observations		
9.1.4	Written tests/quizzes		
9.1.5	Oral questions		
9.1.6	Group /project work		

9.2. Are there any forms supplied to teachers on which teachers' record pupils' assessment results?

a) Yes

b) No

9.3. If your response is 'yes' who provide these forms?

a. Education bureau

b. Woreda education office

c. The school

9.4. If your answer for question '11.2 is /no' then on what material do teachers record assessment results?

a) On exercise book given by the school

b) On sheets of paper provided by the school

c) If any other _____

Part Ten Items related to arranging remedial program

10.1 How do teachers that low-activating student?

a) They provide the students remedial assistance using various ways and help them to proceed to the next grade

b) Pupils are promoted to the next grade with out any remedial support

c) A few of them are made to repeat grade if they do not show any improvement after being given addition support

10.2. What time do teachers' arrange remedial support for low-achieving students?

a) Using holidays b) Using opposite shifts c) Using week-ends

d) Using summer programs e) they do not use

10.3 Is there any material or finial support to facilitate remedial programs for the low-achievers?

a) Yes

b) No

Part Eleven Questions require general opinion or suggestions

11.1 What are the major problems seen in implementing automatic promotion practice in your schools?

11.2 What possible solutions can you suggest to avoid such problems and implement automatic promotion in grades 1-3 effectively?

Thank you, again for your full cooperation

Appendix B

Addis Ababa University

School of graduate Studies

Department of Educational Planning and Management

Questionnaire: to be filled by Primary School Teachers

Dear Teacher,

The purpose of this questionnaire is to collect data for a study on the 'Implementation of pupils' promotion policy in the first cycle primary schools of Addis Ababa. Thus, your sincere and honest response has a great value to the success of the study. You are kindly requested to answer all the questions provided in the questionnaire.

Thank you for your cooperation

Notice

1. Your response would be kept confidential
2. You are not expected to write your name
3. Please, strictly follow the direction in responding to the questionnaire.

Direction

The questions with choices, 'put a '✓' or 'X' mark in the boxes given

1. Questions which require more than one response, reply your answers in the order of priority using consecutive numbers.

Part One Background Information

- 1.1. Sub-city _____
- 1.2. Name of the school _____
- 1.3. Type of schools
a) Government b) Private c) Other _____
- 1.4. Sex a) Male b) Female
- 1.5. Age a) 25 years and below b) 26-30 years c) 31-35 years
 d) 36-40 years e) 40 years and above
- 1.6. Qualification: a) 12 complete b) 12+1 c) 12+2
 d) Certificate e) B.A/B.Sc degree f) others _____
- 1.7. Service years as teacher:
a) 1-5 years b) 6-10 years c) 11-15 years
d) 16-20 years e) more than 20 years
- 1.8. Number of pupils per section
a) 30-40 b) 41-50 c) 51-60
d) 61-70 e) More than 70

Part two Items related to the implementation of automatic promotion policy.

- 1.1. Do you have any awareness or understanding about automatic promotion policy?
a) Yes b) No
- 1.2. Is automatic promotion policy actually implemented in grades 1-3 in your school?
a) Yes b) No
- 1.3. If your response is 'yes' for question '2.2' when was it started? In the year _____ E.C.
- 1.4. Have you ever been provided training concerning automatic promotion policy?
a) Yes b) No

Part three Items related to purpose of Automatic Promotion. Please, indicate your response by putting 'X' or "✓" in the box whether you agree or disagree for the indicated

No.	Items	Options				
		Strongly Dis Agree	Agree	Undecided	Disagree	Strongly Dis Agree
3.1	The policy implies pupils with learning difficulties may repeat a grade 4 they do not show any progress					
3.2	The introduction of automatic promotion may help to reduce repetition and dropout rates					
3.3	Continuous assessment has a great role in implementing automatic promotion					
3.4	According to the policy, by providing additional support to low achieving pupils, can move to the next grade					
3.5	Automatic promotion implies the need to follow-up each students learning progress					
3.6	The policy lowers pupils as well as teachers incentive to work hard					
3.7	The purpose of automatic promotion is to reduce wastage due to repetition and dropout rates and to increase efficiency of education					

Part Four Items that are expected to have an influence on student dropout. Put 'X' or "✓" mark on your choice in the box below as per the scale of significance.

No.	Items	Agree	Undecided	Disagree
4.1	Discipline problem			
4.2	Unsuitable school environment			
4.3	Poor academic performance			
4.4	Shortage of teaching materials in the school			
4.5	Inability to afford educational expense			
4.6	Lack of encouragement from parents			
4.7	Distance from school			

Part Five Question related to the relevance of continuous assessment in classroom

5.1 Is there any guide (document) sent to your school from concerned educational bodies (MOE, AEB) which help you to use continuous assessment?

a) Yes, b) No,

5.2 If 'yes' to what extent do you use it?

- a) You strictly follow it
 b) You do not follow the guide at all
 c) To evaluate students, you use test mostly

5.3 For what major purpose do you use the assessment results. If your responses are more than one, put them in ranking order. (use numbers)

- a) To distinguish between high and low achieving students
 b) To decide students' promotion to the next grade
 c) For remedial support to those students with learning problems
 d) To re-teach what the majority of the students missed in the original instructions
 e) To motivate students
 f) If any other specify _____

5.4 Is there any guideline on what is to be done about pupils who are frequently absent from classes?

6.2 If your answer to question '8.1' on what basis do you assess your students' progress?

Part Seven Items related to teachers training on continuous assessment

7.1 Have you taken any training about continuous assessment during your pre-service training?

- a) Yes, b) No,

7.2 Did you attend workshops or seminars on continuous assessment?

- a) Yes, b) No,

7.3 If your response for question '9.2' is 'yes' for how long?

- a) 1-5 days b) For two weeks c) for one week
 d) For more than two weeks

Part Eight Questions related to using various assessment methods

8.1 Do you use various assessment methods to assess the ability level of your pupils?

- a) Yes, b) No,

8.2 If your response is 'yes' for questions '10.1' how frequently do you apply the following assessment methods? Indicate your response using '✓' mark

No.	Assessment Methods	Frequency of Using				
		Always	Mostly	Sometimes	When possible	Never
8.2.1	Giving class work					
8.2.2	Giving home take assignment					
8.2.3	Administering written tests, quizzes					
8.2.4	Classroom observation					
8.2.5	Giving oral questions					
8.2.6	Conducting group/project works					

8.3 If you do not use various assessment methods in your classroom. What are the major reasons? You can put choices in the rank orders. (use numbers)

- a) Lack of enough knowledge on continuous assessment
 b) Lack of initiation to adjust yourself to continuous assessment strategy

- c) The difficult nature of continuously assessing pupils progress
- d) Shortage of teaching materials to perform effectively
- e) Over crowded classes
- f) Any other reason, specify _____

Part Nine Items related to recording of assessment results.

9.1 Among the following assessment methods given below, which results are recorded uses '✓' mark to show your response.

No.	Assessment methods	Recorded	Not recorded
9.1.1	Class work		
9.1.2	Home work		
9.1.3	Classroom-observation		
9.1.4	Written test/quizzes		
9.1.5	Oral question/test		
9.1.6	Group/project work		

Part Ten Items related to arranging remedial program

10.1 How do you treat the low-achieving students in your classes?

- a) They are made to proceed to the next grade after giving remedial support
- b) They are promoted to the next grade automatically without providing any
- c) additional assistance
- d) A few of them are made to repeat a grade if they do not show any improvement after giving additional support

10.2 When do you arrange remedial programs for the low-achieving students?

- a) Using holidays
- b) Using opposite shifts
- c) Using week ends
- d) Using summer program
- e) I do not use

10.3 Is there any material or financial support to facilitate remedial programs for the low-achievers?

a) Yes,

b) No,

Part Eleven Questions require general opinions or suggestions.

11.1 What are the major problems that hinder in the implementation of automatic promotion practice in your schools?

11.2 What are the possible solutions to minimize the problems and implement the promotion policy in grade 1-3 effectively?

Thank you again, for your full cooperation

Appendix c

Addis Ababa University
Department of Educational Planning and Management
College of Education

Interview – Guide questions for concerned education officials.

1. Work place _____
2. Position _____

1. Do you think that pupils' promotion policy is effectively implemented in grades 1-3 as intended in schools? If so, how?
2. If not what are the major reasons? (for not effective)
3. Have teachers ever taken any training on continuous assessment; for how long?
- Is it sufficient enough?
4. What professional support does your office give to schools to guide/direct them on continuous assessment and on pupils who frequently absent from classes?
5. Effective implementation of automatic promotion policy requires (besides continuous assessment) arranging remedial programs for low-achieving pupils and additional resources for such programs. Are there any efforts so far made to assist such programs?

Appendix D

Check List for Assessing the Implementation of Promotion Practice in some Selected Primary Schools

	Yes	No
1. Do teachers use for assessing students?		
- Written test		
- Exercise/class work		
-Homework exercise		
- Simple experiment		
2. Do teachers comment no?		
- Students exercise books		
- Test papers		
- Group works/experiments		
3. Do teachers record assessment results?		
- Written test		
- Classroom observation		
- Assignments/homework/class work		
4. Do teachers apply corrective measures like--?		
- Re-teaching		
- Tutoring		
- Peer-tutoring		
-Alternative material (audio tape, models)		
5. Do teachers consult parents?		
6. Are the following documents available...?		
- Students promotion guide		
- Continuous assessment guide		
7. Do schools arrange programs like (support) for low-achievers?		
- Before and after school programs		
- Saturday/Sunday programs		
- Summer Program		

Appendix E

List of Sample Government Primary Schools by Sub-City

No	School Name	Sub-City
1	Hibretfrie Primary School	Yeka
2	Hizbawiserawit Primary School	Yeka
3	Kokeb-Tsebah Primary School	Yeka
4	Mekane Hiwot Primary School	Yeka
5	Salayish Elementary School	Yeka
6	Tigele Lene Tsanet Elementary School	Yeka
7	Yeka Terara	Yeka
8	Arbegnoch Primary school	Arada
9	Beherawibete Mengist Elementary School	Arada
10	Dagmawi Minilik II Elementary School	Arada
11	Ethiopia Tikdem Elementary School	Arada
12	Kebena Primary School	Arada
13	Meskerem 2 Primary School	Arada
14	Ytimihirt Bilcnita Elementary School	Arada
15	Addis Birhan Primary School	Gulele
16	Belay Zeleke Elementary School	Gulele
17	Kechenie Debre Selam Elementary School	Gulele
18	Dile Betigle Primary School	Gulele
19	Kushuam Tayitu Bitul Elementary School	Gulele
20	Medehane Alem Primary School	Gulele
21	Tsehay Chora Elementary School	Gulele

Appendix F

List of Sample Government Primary Schools which Group Discussions were made

No	Schools Name	Sub-Cities
1	Tsehay Chora	Gulele
2	Kuskam Tayitu Butul	Gulele
3	Kebena Primary School	Arada
4	Hizbawi Serawit	Yeka
5	Yetimehret Bilichita	Arada
6	Yeka Terara	Yeka
7	Tigel Lenetsanet	Yeka

Appendix G


List of Sample Non-Government Primary Schools by Sub-City.

No	School Name	Sub-City
1	Hill Side Primary School	Yeka
2	Kebena Adventist Primary School	Yeka
3	Lemlem Primary School	Yeka
4	Addis Ababa Lutheran	Arada
5	German Church School	Arada
6	Holly Saint Selassie Cathedral	Arada
7	Ethio Parents School	Gulele
8	Enat Primary School	Gulele
9	Miskaye Hizunan	Gulele
10	Sumeya Primary School	Gulele

Declaration

I confirm that this thesis is my original work and that all sources of materials used for the thesis have been duly acknowledged.

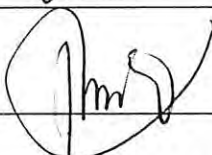
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Date of Submission: July, 24, 2007.

This thesis has been submitted for Examination by my approval as University Advisor.

Name: Fails Arum (PhD)

Signature: 

Date of Submission: July 24, 2007