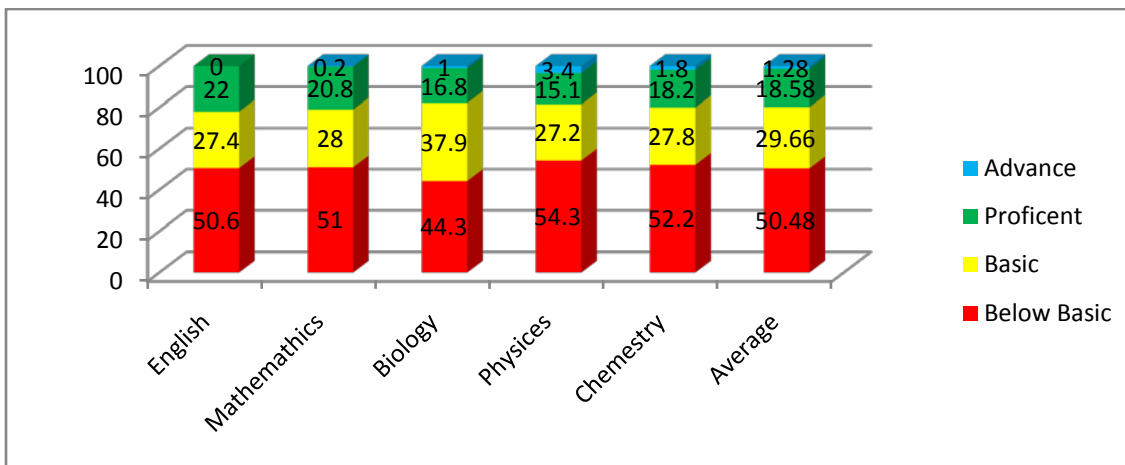
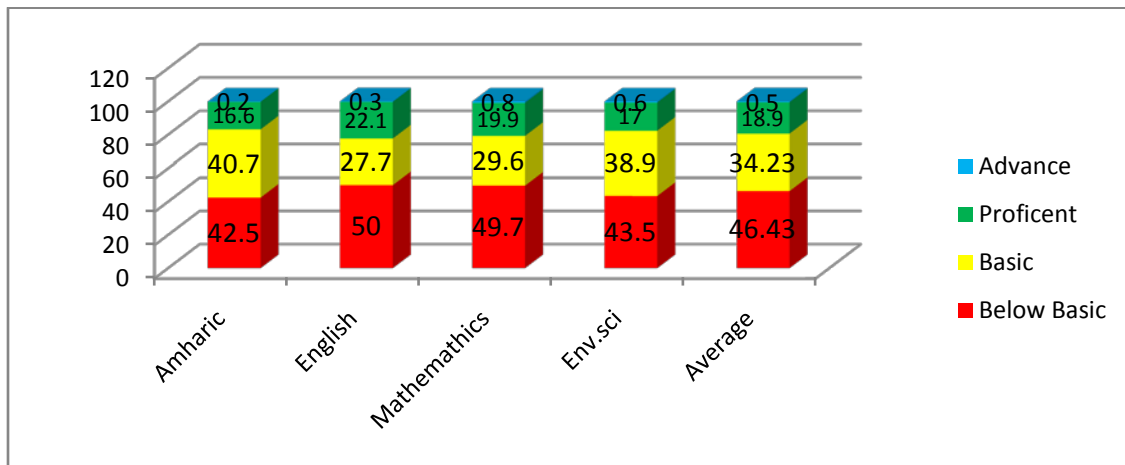


**CITY GOVERNMENT OF ADDIS ABABA EDUCATION AND TRAINING QUALITY
OCCUPATIONAL COMPETENCY ASSURANCE AUTHORITY**

**EDUCATIONAL TRAINING INSTITUTIONS LICENCING RENEWAL AND EDUCATIONAL
ASSESSMENT DIRECTORATE**

**THE 3RD REGIONAL LEARNING ASSESSMENT OF GRADE 4 AND 8 RESEARCH REPORT
IN ADDIS ABABA CITY GOVERNMENT**



MAY 2020

ADDIS ABABA

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REPORT IN ADDIS ABABA CITY GOVERNMENT**

BY SHAMEIL AWOL

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Background and Purpose

Education is one of the basic tools for the development of any community. It enables citizens to lead productive life in the modern technological world and is also vital instrument to fight against backwardness and poverty of countries.

Generally it is vital instruments for a national development educational organization is responsible to cultivate individuals who are creative and critical thinkers and problem solvers. Hence it is obligatory to render quality education for citizen (ETP, 1994).

To ensure educational quality, MOE has launched general education quality improvement package (GEQIP) which comprise six programs. However, bringing quality of education has been a great challenge to be addressed parallel to access. Concerning education quality, Pigozzi (2008) says, poor qualities frustrate efforts to use education as an effective device for economic growth and development in this age of globalization. With this understanding, we can learn that quality education is a prominent agenda across the world, and countries are looking for various quality measurement initiatives.

Therefore assessing students learning achievement is becoming mandatory. Learning Assessment as the procedure used to assess student learning at the system level. Learning assessment can play salient roles in the provision of quality education. It could have practical implications for policy makers and practitioners in education as they help in tracing the attainment of curriculum goals, give clue to diagnose learning difficulties motivating learns, and improving the education system.

The purpose of this research was provide evidence on grade 4 and 8 students learning achievement in the education system and identifies factors that influence those achievements in Addis Ababa city government primary education and forward possible innervations.

Methodology

To achieve this purpose mixed methods design(qualitative and quantitative) was employed as far as the sample size are concerned 10 sub cities and 103 government and 97 private schools totally 200 schools were involved in this research. Specifically, 7446 grade 4 and 7542 grade 8 students, 782 grade 4 and 809 grade 8 teachers and 402 school directors representatives' were included in the study. The samples were taken using two stage stratified cluster sampling and simple randomly sampling techniques are used.93.08% of grade 4 and 94.28% Of grade 8 student achievement test, 97.75% of grade 4 and 93.50% of grade 8 teacher's questioners and

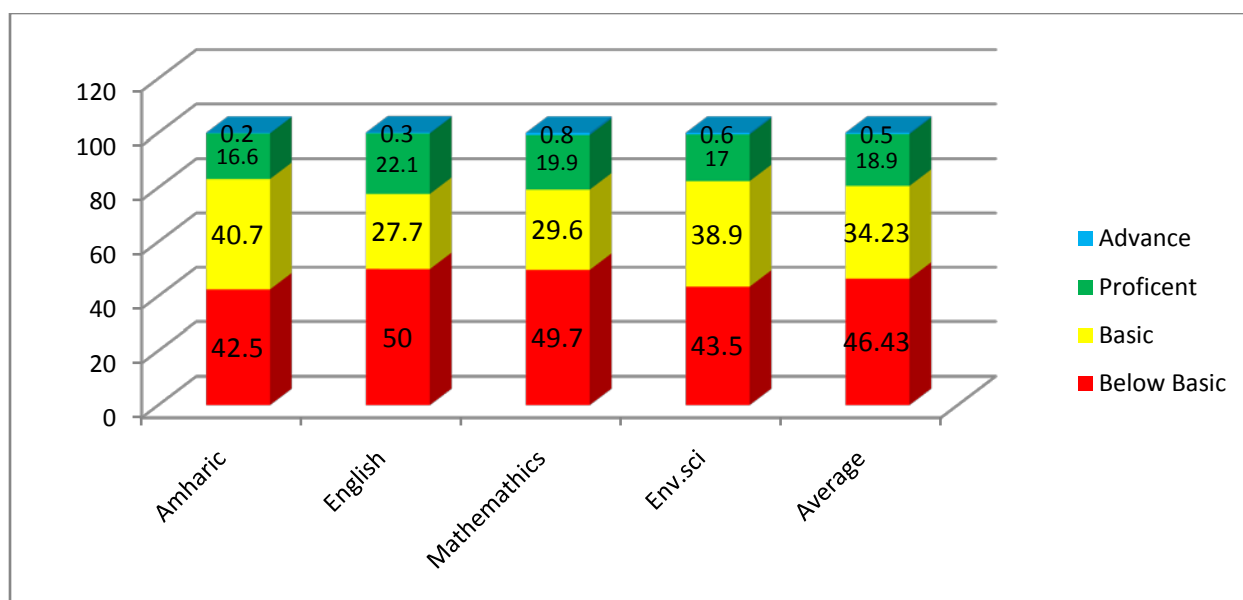
67% of school directors questioners were properly completed and returned. Data were analyzed using descriptive and inferential statistics. Moreover, quantitative data collection is achievement test of the given key subject and qualitative data from student, teachers, directors and annual school reports was collected using observation and document analysis methods. The data obtained through quantitative and qualitative methods were analyzed and triangulated in line with research questions raised.

Major finding

The objectives of this study were to assess grade 4 and 8 students' academic achievement with respect to curriculum goals in key subjects and finding out the factors that could explain variation in academic achievements. This city level learning assessment is useful for providing information to the officials /policy makers/ so that they can make decisions on how the regional state best utilized for effective delivery of quality education. In addition, it is also useful for monitoring the whole system of education by helping educational leaders and teachers to direct their efforts towards more focused learning. Moreover, it makes all stakeholders (teachers, parents, educational leaders etc), accountable to their jobs and aware of the status of the students learning and setting a realistic target of educational achievement. Hence, the data analyses and findings of the study lead to draw the following conclusions.

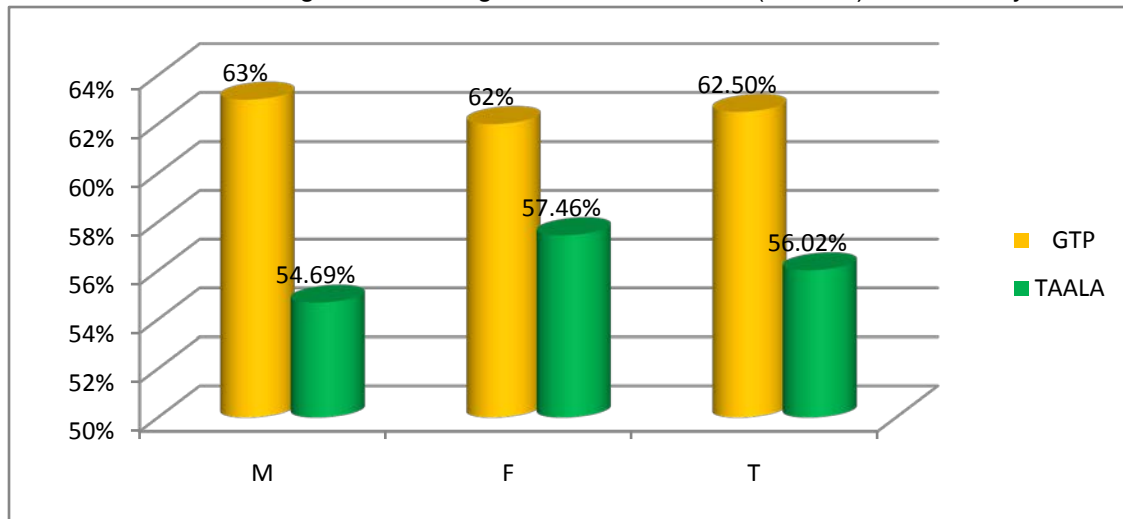
FOR GRADE FOUR

- The mean average score obtained from the four key subjects included in the study relatively encouraging when compared with Addis Ababa base line learning assessment and the fourth national learning assessments, however, the average score achievement (56.02%) of grade 4 students. The 3rd regional learning assessment was above the minimum expected mean score 50% set in the Ethiopian education and training policy.
- Among the four subjects, students' achievement in Amharic (67.9%) was comparatively the highest of all subjects; however, students' achievement in English subject (47.5%) was the least of all. From the four subjects two of them below the expected average mean score were in English (47.5%) and Env.sci (49.92%) the other two subjects above the expected average mean score in Amharic (67.9%) and Mathematics (58.75%).
- The range of achievement of students in average score at the 90th percentile mark point was (78.5%) this means only 10% of the students were able to achieve as score of 78.5% and above at this point. In the median score (50th percentile), 50% of the students scored below 56.75%.
- With respect to the students performance at the various proficiency levels, among 7446 sample students (46.43%) were below basic,(34.23%) basic,(18.9%) at proficient and only (0.5%) at advanced level performed in the average score.



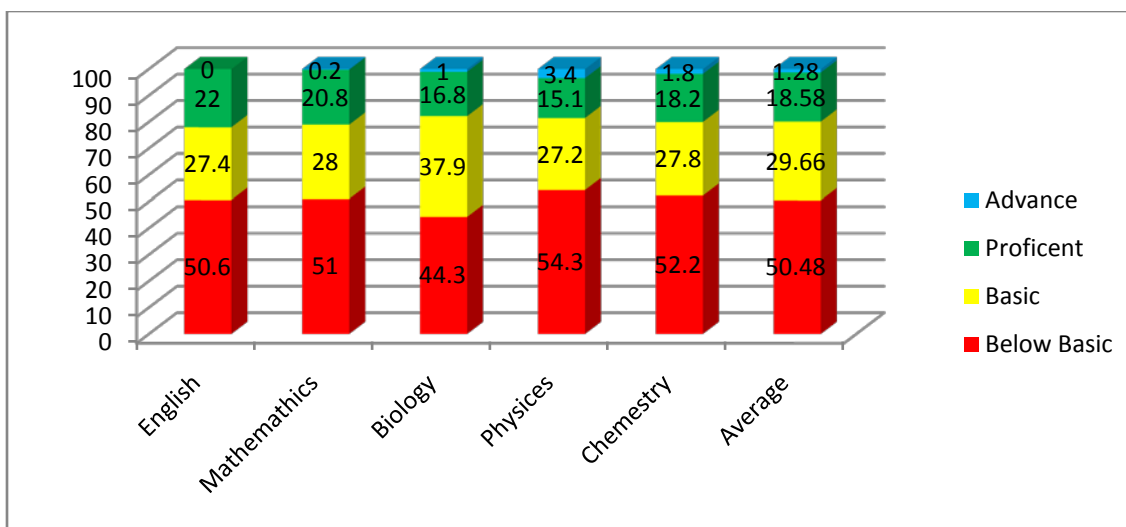
- Regarding sex girls' performance was significantly better than boys' performance for the average score in all subjects.
- The average score mean difference between government and private schools were 9.26% which was in favor for the private schools. The variation was also statistically significant. In private school in all subject above the expected mean average score (60.96%), however in government school only Amharic (64.7%) and Mathematics (55.76%) subject and average mean score above the expected average score (51.7%). The other two subject were English (38.58%) and Env.sci (47.77%) below the expected mean score.
- The performances across the sub-city were statistically significant in average mean score as well as in each subject. The average mean score of sub city were above 50% for all sub cities.
- Regarding the achievement of the sub cities across the subjects, students from Kolfa keranyo in Amharic (71.47%) and Bole in English (54.95%), Mathematics (62.62%) and Env.sci (51.84%) performed better. On the contrary, students from Akaki kaliti in Amharic (62.25%) and Mathematics (54.08%), as well as those from Addis ketma in English (38.21%) and kirkose in Env.sci (46.19%) had the lowest average score relatively. Bole sub cities (59.527%) were the highest average mean score and Akaki (50.175%) was the least average mean score.
- Regarding with mean score of the 3rd regional learning assessments compared with Addis Ababa baseline learning assessment and the 4th national learning assessment, it was better than both the national learning assessments with the mean differences of 3.21% and 15.96%.
- The third regional learning assessment compared with the 2nd Addis Ababa Education Bureau General Education Sector Growth and Transformational plan (2008-2012 E.C) indicated that grade four students will achieve (62.5%) in 2010 E.C. The average mean

score of the third regional learning assessment was (56.02%) decline by 6.48 %.

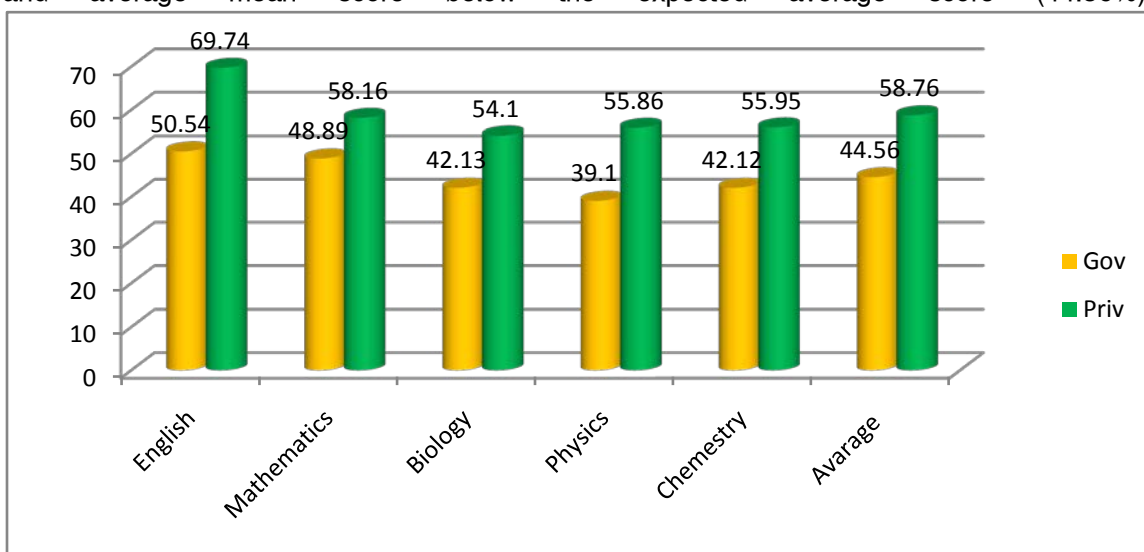


FOR GRADE EIGHT

- The mean average score obtained from the five key subjects included in the study relatively encouraging when compared with the second Addis Ababa base line learning assessment and the fourth national learning assessments, however, the average score achievement (51.49%) of grade 8 students. The 3rd regional learning assessments were also slightly higher than the minimum expected mean score 50% set in the Ethiopian education and training policy.
- Among the five subjects, students' achievement in English (58.97%) was comparatively the highest of all subjects; however, students' achievement in physics subject (47.41%) was the least of all. From the five subjects three of them below the expected average mean score in Chemistry (48.99%), Biology (47.89%) and Physics (47.41%) only two subjects above the expected average mean score in English (58.97%) and Mathematics (53.39%).
- The range of achievement of students in average score at the 90th percentile mark point was (73.2%) this means only 10% of the students were able to achieve as score of 73.2% and above at this point. In the median score (50th percentile), 50% of the students scored below 50.62%.
- With respect to the students performance at the various proficiency levels, among 7542 sample students (50.48%) were below basic,(29.66%) basic,(18.58%) at proficient and only (1.28%) at advanced level performed in the average score.

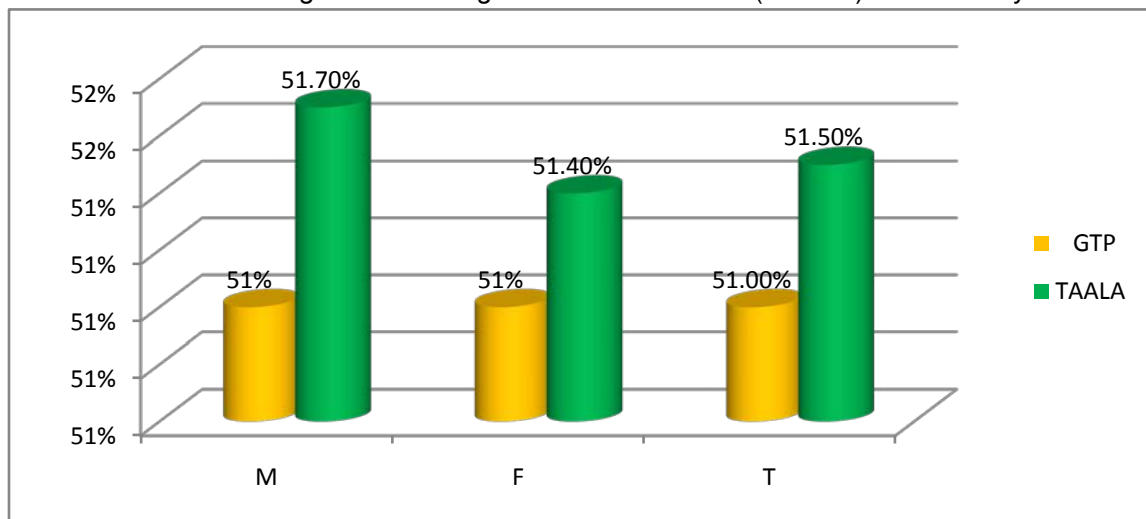


- Regarding sex boys' performance was significantly better than girls' performance for the average score. And only mathematics subjects slightly girls better than boys in average score.
- The average score mean difference between government and private schools were 14.21% which was in favor for the private schools. The variation was also statistically significant. In private school in all subject above the expected mean average score (58.76%), however in government school except English subject (50.54%) in all subject and average mean score below the expected average score (44.56%).



- The performances across the sub-city were statistically significant in average mean score as well as in each subject. The average mean score of sub city Bole (56.92%), Gulele (50.53%), Kirkose (52.07%), Kolfa(52.21%),N/lafto(55.62%) and Yeka(50.34%) were above the expected average mean score. However Addis ketma (49.04%), Akaki kaliti (43.48%), Arada (47.93%) and Ledata (48.64%) were below the expected average mean score. Generally Bole sub cities (56.916%) were the highest average mean score and Akaki (43.484%) was the least average mean score.

- Regarding the achievement of the sub cities across the subjects, students from Bole in all subject performed better. On the contrary, students from Akaki kality in English (48.04%), Biology (40.36%), Physics (38.84%) and Chemistry (41.37%) as well as those from Ledeta in mathematics (48.48%) had the lowest average score relatively.
- The difference between the highest and the lowest performance sub-city was about 13.44% in grade 8 and 8.81% in grade 4 in average mean score. Therefore the gap among the sub cities should be minimized in order to maintain equity in student's performance.
- Regarding with mean score of the 3rd regional learning assessments compared with Addis Ababa baseline learning assessment and the 4th national learning assessment, it was better than both the national learning assessments with the mean differences of 13.49% and 16.17%.
- The third regional learning assessment compared with the 2nd Addis Ababa Education Bureau General Education Sector Growth and Transformational plan (2008-2012 E.C) indicated that grade eight students will achieve (51%) in 2010 E.C. The average mean score of the third regional learning assessment was (51.49%) exceed by 0.49 %.



- There are many factors associated with the students' achievements. some of them are Age, language speaking at home, family size, family structures with whom the students live, frequency of meals per day, involvement in household occupation of father and relatives, majority of the respondents' replied a positive responses. Similarly students' access to pre-school education, usage of school library and laboratory appropriately. on the other hand majority of the student replied that there is no access to study home tutors, watch TV all days in a week and students not participate in pedagogy center in school.
- The perception of the students towards education, school life and teachers activities in the classrooms was good. Similarly, they indicated their interests as they like the subjects they were learning. However, their self understanding towards the subject they were learning was high.
- Regarding with perception towards students activity in learning teaching process such as frequency of supervision, discussion with parents, availability of professional trainings,

provision of curriculum materials, students participation in a class and task on time was good.

- Majority of the school directors confirmed that the implementation of school improvement program, Induction program, continuous professional development, civic and ethical education program, Involvement of PSTA in school, provision of school inputs and frequency of classroom supervision made were high. However participation of community at school work was medium.
- Majority of the school directors confirmed that the availability of qualified teachers, experienced teachers, instructional materials, school buildings and grounds, availability of facilities and equipment was to some extent affecting school teaching learning process. On the contrary class rooms, and safe school environment affects a lot. On the other hand library materials were very little.
- Regarding with teachers activities school directors indicated that preparation of lesson plan, use variety of teaching method, initiate student to participate in learning, variety of assessment techniques, use the class time effectively, treat their students in learning and participate in co-curriculum clubs all of the teachers properly used and participate different clubs. On the other hand some of the teachers use school pedagogy center and school laboratory.

Recommendation

Based on findings and conclusions of the study the following recommendations forwarded.

- The third regional learning assessment of grade 4 and 8 students' academic achievement is relatively better than the second base line learning assessment and the fourth national learning assessment. But in English and Env.sci for grade 4, Physics, Biology and Chemistry subject for grade 8 and in government school still it is below average achievement score. Therefore Evaluate the effectiveness of the implementing the general education quality assurance package that contains six different programs should be more strengthened, moreover the coordination of all stakeholders and concerned bodies and their focuses on the education quality towards the attainment of the curriculum goals of basic education at the city level is very crucial.
- **Establishment of training center**
The 21st century can set up a training center to become competent; it should also set up a training center for teachers with onsite training.
- **School work culture**
Addis Ababa city administration education bureau can examine the work culture of educational institutions
 1. Service delivery
 2. Leadership communication
 3. Evaluation system
- Addis Ababa city administration education bureau needs to step out of the traditional system and set up a systematic scientific support, evaluation and action.
- **Teachers evaluation criteria**
Addis Ababa Education Bureau should ensure that teachers evaluation criteria related to students learning.

- **Institutions of higher education**
Addis Ababa Education Bureau needs to address the problems of mathematics and science education by creating a net work of higher education institutions.
- **Reinforcing the department head teachers**
More experienced and qualified teachers should lead the department and Addis Ababa Education Bureau facilitates chair person allowance.
- **Educational assessment at school**
Developing a system for monitoring student academic performance and scientific monitoring of the tools we use to determine students learning ability.
Preparing tests to measure students learning ability at quarter and cluster centers
A school-level monitoring committee can be set up.
- **Making the students Visionary**
Teachers need to work on why students learn and achieve their dreams of the future.
- **School Tutorials**
A school-based tutoring should be provided at the school level. It should organize information that shows any changes or improvements made in the tutorial. Funding can be provided to teachers providing tutoring.
- **School community**
Schools need to create different ways to build relationships with the student parent and community.
- **Sub-city structure**
At the sub-city level a responsible body should assign deputy head office that directly and continuously monitor the quality of general education in school level and take appropriate remedial measures.
- **School leadership**
School leaders should improve student achievement and focus on classroom activities
- **Supervision**
Supervisor must develop strategies to improve student achievement and to monitor the implementation of systems for closing the gap in school.

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