

# **Quality of School-Based Practices in Enhancing National Examination Achievement**

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# Outline for the Presentation

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# Introduction

- In the formal education system, students are required to pass through **different forms of practices and assessment** in order to be legible for higher education.
- At the general primary school level, they are prepared to achieve overall knowledge, skills and dispositions that mark attainment of learning goals in terms of **fundamental skills**.
- In the secondary school learning, students are required to pass national examinations which could direct them to **colleges and universities as per their success standards**.

# Introduction,...

- According to Kellaghan and Greaney (2019), school-based assessment can be the base for ascertaining **students' improvement in performances from time to time**.
- Throughout the school process, however, several factors affect students' learning and academic achievement such being **students' readiness and motivation, teachers' professional competences, overall motivation and commitment, and conduciveness of the school atmosphere** for learning (Day & Summons, 2014).

# Introduction,...

- So, this research sought to investigate the predictive quality of classroom practices for national entrance examination in the light of students' preparation, teachers' supportive roles and conduciveness of the teaching and learning environment. Key questions of the study were:
  - **How far** do classroom achievement results qualify for predicting national examination results?
  - **What are the professional and ecological determinants** of students' preparation for national examination?
  - **What are the challenges** in preparing students for the university entry national examinations?

# Methodology

- **Correlation survey design** with concurrent mixed method of data processing (Quan-Qual) was used in the study.
- Target of the study were secondary schools in Asella Town (N=7) among which four were selected as research sites.
- From each sample school, records of 25 top-ten students were selected at random (n=100).
- Likewise, ten teachers with diverse course backgrounds were selected through stratified random sampling to provide experiential data (n=40).
- **Eight principals and two concerned education experts** were **purposively** included for data provision. (triangulation).

# Methodology,...

- **A record registry rubric** was prepared to collect the achievement and experiential data.
- Data related to teachers' experiences and the teaching-learning atmosphere were also collected with the help of **binary-mode questionnaire** enclosing closed and open-ended questionnaires.
- **Key informant interview guide** of semi-structured mode was also used to collect qualitative data from selected principals and officers, in order to complement the interview and the questionnaire-based data through triangulation of data (Turner, Cardinal & Burton, 2015; Creswell, 2014).

# Methodology,...

- Achievement-related data were carefully recorded from the school registry and online sources of the National Agency for Examinations with data ethics secured through preset coding and reservation of access.
- **Experiential data** were also collected with the help of a rubric prepared on issues of in-service training, experiential exchange at schools, facility-arrangement and the use of in-school and out-of-school practices.



# Methodology

- *Pearson Correlation-coefficient and One-way Anova* (SPSS, version 20) were employed in analyzing the quantitative data whereas thematic narration and reflection were used as a concurrent data for the study.

# Results and Discussion

- According to the data obtained from sample schools, students' school-based achievements stood as strong predictors of the national examination results in some of the private and public schools.
- In others, they were **weak predictors** where the level of prediction was almost moderate ( $R^2=.55$ );
- The implication was that, **55 percent of the results** on the national examination could be attributable to the independent variable(school-based achievements).
- So, some **untested suggestions** related to the relative excellence in private schools to be attributed to selective enrollment and special interference could not prove true.

## Results,...

- **Other predictors** lying outside students' achievements could be given attention since sole attribution of results in national examination to students' school-based achievements could be misleading.
- Hence, the succeeding in-school and out-of-school factors were necessitated to be considered for the realization of the study.
  - Class rooms, stringently stuffed, created very high boom.
  - School libraries exist for the formality of accommodating readers but they are not extensively serving the students with well-established schedule and service follow-up.

# Results,...

- To the average, each time, the libraries were said to accommodate **65 students for an hour**.
- That could have implications for the likely provision of **library services for 260 students** per day, which could account for 1300 students to be accommodated per week.
- In a school where more than **3000 thousand students are taught**, having a library accommodating very small number of students with scarce resources would mean jeopardizing the very provision system.

## Results,...

- Teachers had no practice of reserving their notes for the students; the implication being that, in the absence of the teacher, the notes provided could be lacking at all (Lacking in reserve resources).
- Where the same course or subject was provided by different teachers and practice exercises were developed variably, students could be immersed in divisive provisions, which could expose them to disparity in understanding (Divisive teacher experiences)

# Results,...

- Follow-up on portion coverage was made through the collaborative effort of **the school departments** and the **town school-supervision experts**.
- Portion coverage was followed up in a centralized manner with the help of aligning the course provision system with the holistic syllabus.
- Yet, as far the syllabus guided the teacher on **why and how**, there were no viable means for verifying **how far the students learned**.

## Results,...

- **Existence of insecure encounters** at individual and group bases which created disruption and discontinuity to course coverage.
- In that case, there may have prevailed inconsistency in portion coverage and lack of time to recap the missing parts either by considering such encounters as normal or due to indifference on the issue.
- There also existed **occasional training and induction sessions for selected department heads** and teachers.
- Teachers' experiential notifications on professional training denoted that, **in-staff training was absent in most cases** (24, 60%).

## Results,...

- **Interschool experiential exchanges** were minimal (28, 70%) though some teachers among the respondents denoted existence of practices (12, 30%).
- **School-based action research** was also non-existent in most of the cases concerned (36, 90%).
- Most of the teaching roles dealt with **conventional lesson-provision** (20, 50%) though there were also experiences in guiding students on study-skills.
- Evidences of occasional supports were traced on the part of teachers (12, 30%) and principals in a considerable manner.
- **Absenteeism due to preoccupation by personal businesses** took the greatest part of the students' time and effort.
- **Teachers' forcible acts**, lack of proper lesson provision, lack of proper guidance and peer pressure were those which led to malpractices.



## Results,...

- Political infringement backing students' involvement in political movements could have its base in schools where some students provoke others to join them.
- Disruptions had their footing in the nearby atmosphere where some interest groups stood to strike conditions which easily draw children into uprisings.
- Parents' lack of cooperation and weak school-community ties, all, add up to aggravate the situation.
- Lack and shortage in school guidance and counseling.

## Discussions

- From the overall results of the study, it could be plain that the school-based results were strong predictors of national examination results in some cases whereas they were weak predictors in others.
- In that case, the level of predictability was varied from school to school. Moreover, school-based results more strongly predicted the national examination results in private schools ( $R^2$ ) than in public schools.
- The predictive quality of school-based performances on national examination results was the highest in one of the sampled secondary schools but lower and the lowest in the other cases.

# Discussions,...

- That signified achievement experiences to have been highly dependent on the variation among schools.
- While there existed gross variation among schools, classroom context, teachers' capacity-building, possibilities for experiential exchanges, and the use of school-based action research to use objectively obtained findings for the betterment of teaching and learning were highly scarce.
- Teachers tilted to conventional mode of lesson-delivery owing to heavy demand from the subject-coverage.
- Lack of experiences, heavy workload and teachers' being preoccupied by extra duties were among the antecedent challenges.

# Findings

- Regarding the predictive quality of school-based achievements for national examination achievements, the results showed diverse predictive status across the public and private schools.
- Regarding ways of preparing students for examination, the results denoted classroom portion coverage to have been negatively affected by students' reluctance and teachers' failure to arrange for timely completion owing to circumstances such as heavy workload and political infringements on the part of students.

## Findings,...

- **Performance improvement** through academic forum and experience exchanges was also minimal.
- *Conventional lesson-delivery* over won other practices, and researches were not adapted in order to work on the improvement of students' achievements.
- There were **challenges plainly identified behind guidance and counseling services**, discussion on academic issues at different units, experiential exchange sessions and shortage in in-staff training.

# Recommendations

- This study is informative of the need for school teachers, principals, supervisors and education office experts to develop a consistent network to follow up in order to verify **appropriateness of course coverage across the board**.
- Schools management bodies and education office units should arrange for **in-staff training, in-depth students' preparation through experiential exchanges and action research and provision of probing practices at large**.
- **School guidance and counseling centers** should work far beyond reacting to very minor issues and devote time to supporting students through study-skills induction and moderation.
- Efforts need to be made to create a **holistic academic consortium** among schools, based on which skills could be networked to support students' achievements.

# Implications,...

- Further research is sought to be held on issues of:
  - Urban-rural disparity in preparing students for national examination
  - Effects of Students' modes of preparation on national examination achievements
  - Gender gap in achievement with antecedent factors
  - The overall contributions of the school community for better achievements