



**ST. MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES
FACULTY OF BUSINESS**

**ASSESSING THE GENERAL EDUCATION QUALITY IMPROVEMENT
PROGRAM THROUGH EARLY READING SKILLS: EVIDENCE FROM
SELECTED PRIMARY SCHOOLS IN ADDIS ABABA**

BY

SINTAYEHU DUGASSA

**June, 2023
Addis Ababa, Ethiopia**

SCHOOL OF GRADUATE STUDIES

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BY

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**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY SCHOOL OF GRADUATE
STUDIES FACULTY OF BUSINESS IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF PROJECT MANAGEMENT**

DECLARATION

I, the undersigned declare that this thesis is my original work, prepared under the guidance of Melaku Girma (PhD). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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ENDORSEMENT

This Thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a University Advisor.

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St. Mary's University
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The researcher

LIST OF ACRONYMS

ANOVA	Analysis of Variance
CHAT	Cultural-Historical Activity Theory
CLPM	Calculate the Total Correct Letters Per Minute
DFID	Department for International Development
EFA	Education for All
EGRA	Early Grade Reading Assessment
ELQIP	English Language Quality Improvement Program
EMIS	Education Management Information System
ESDP	Education Sector Development Plan
ETP	Education & Training Policy
ETQAA	Education Training Quality Assurance Agency
GEQIP	General Education Quality Improvement Program
GEQIP-E	General Education Quality Improvement Program-Equity
GER	Gross Enrollment Rate
GOE	Government of Ethiopia
HRM	Human Resource Management
LRC	Reading with Limited Comprehension
LRM	Linear Regression Model
MLC	Minimum Learning Competencies
MOE	Ministry of Education
MOFED	Ministry of Finance and Economy Development
MRC	Reading with Comprehension
NEAEA	National Educational Assessment & Examination Agency
NLA	National Learning Assessment
NLS	New Literacy Studies
NPP	Normal Probability Plot
NR	Non Readers
OLS	Ordinary Least Square
ORF	Oral Reading Fluency
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
PBS	Promoting Basic Services
PIRLS	Progress In International Reading Literacy Study
PSCAP	Public Sector Capacity Building Program
RFC	Reading Fluently with Comprehension
SC	Student Characteristics
SES	Socio Economic Status
SIP	School Improvement Program
SPSS	Statistical Package for Social Science
TCS	Teachers and Classroom Characteristics
TDP	Teachers Development Program
TVET	Technical and Vocational Education Training
VIF	Variable Inflation Factor

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Abstract

Integrating quality with access is a main challenge globally, notably in low income countries such as Ethiopia. The government in Ethiopia has put a special emphasis on addressing issues of quality of education and is supporting its efforts. A large body of literature has recently been developed concerning quality in educational settings, there is no commonly agreed and accepted definition of this concept. Quality education is a dynamic concept that changes and evolves with time as well as in the social, economic, and environmental contexts of place. There is no question that Ethiopia experienced massive improvement in access to education which can be taken as extraordinary achievements in terms of increasing enrolment, but education quality still remains a challenge. The purpose of this research was to investigate the children's reading skills in the context of the GEQIP and the rapidly changing primary school environment through early grade reading assessments in selected primary schools in Addis Ababa. The study was employed a quantitative and qualitative approaches. Data that were gathered through questionnaire from the 240 respondents were analyzed by descriptive and regression analysis using the statistical package for social science (SPSS 26) program. As revealed from the study over about 10% of sampled students in both Grades 1 and 2, were non-reader in Grade 1 and Grade 2 (9.94%) and 11.6%) respectively and the proportion of students designated high in programmed school, the high percentages of students who lacked basic reading skills signifies both the need and potential for improvement.. The proportion of students who read fluently more than doubled from Grade 1 to Grade 2 in both schools and the number of children reading with fluency grew markedly with slight increase in program school. Regarding students zero scores were low on aggregate in many ERGA subtasks, in program implemented school than non-programmed one. Moreover the percent correct of total for both grades were exceeds above 50% for all grades and a little rise in the programmed schools for Oral Reading Fluency. In sum, students participated in this study are actively trying to read and, in particular, to perform higher-order reading tasks like comprehension, Similarly, reading performance varied substantially by grades in both study schools. Moreover, Student age, gender differences, Students who attended preschool tended, students who reported being absent from school tended to perform less well on the Oral Reading subtask than their peers who had not missed school, class materials (e.g., reading textbook) - and students who did have their textbook were associated with reading performance have a statistically significant association with oral reading fluency. Whereas, several background variables that are typically associated with greater reading performance, such as parental literacy and household SES, were not linked to better reading outcomes in this study. Correspondingly, teacher experiences and qualification were found to have a statistically significant relationship with reading performance on the ORF portion in both schools. Recommendation based on findings are presented and discussed,

Key Words: Quality, Quality Education, GEQIP, Early, Reading skills, EGRA

CHAPTER ONE: INTRODUCTION

This chapter presents a clear and concise statement of the problem, objectives and research questions of the study, significance of the study, definitions of the important terms, and scope/limitation of the study and organization of the paper.

1.1 Background of The study

Integrating quality with access is a main challenge globally, notably in low income countries such as Ethiopia. The government in Ethiopia has put a special emphasis on addressing issues of quality of education and is supporting its efforts. (Michael W2017)A large body of literature has recently been developed concerning quality in educational settings, but “quality” is one of the most difficult concepts to define in the social sciences and education. Thus there is no commonly agreed and accepted definition of this concept (Becket Brooks, 2008, UNESCO, 2013).

Quality education is a dynamic concept that changes and evolves with time as well as in the social, economic, and environmental contexts of place. Although there is no single definition of ‘quality’ most attempts to define it incorporate two fundamental perspectives. (Michael W2017) First, cognitive development is a primary objective in education, with the effectiveness of education measured against its success in achieving this objective. Second, education must promote creative and emotional development, supporting the objectives of peace, citizenship and security, fostering equality and passing global and local cultural values down to future generations (UNESCO, 2010). Scholars describe quality as the fitness for purpose, the ability of a product or service to continue meeting the requirements of the stakeholders and also as dependent on current and future stakeholders. W. Edwards Deming, who is considered as the “father of quality,” defines quality in more practical terms as “a predictable degree of variation for adopted standards and dependability at low cost.” He also adds that quality is customer and market focused (Mc Cormac, M. (2012).

There is no question that Ethiopia experienced massive improvement in access to education. Which can be taken as extraordinary achievements in terms of increasing enrolment, but education quality still remains a challenge. Enrolling children into schools alone is not an indication of quality. Ensuring that children attain the basic knowledge and skills needed for personal well-being and national development is much better. In successive national learning assessments conducted by the National Educational Assessment and Examinations Agency (NEAEA, 2014), achievement of students is still low and also declining. But, slight improvement was registered in the assessment.

The efforts made to improve quality through Education Sector Development Plan (ESDP I- IV) are promising. The plan focused mainly on improving quality, equity, relevance and efficiency of primary education, improving curriculum by introducing Civics and Ethical education,

expanding the opportunities for enrolment in primary education, improving students' achievement, creating a good work environment through improving school administration and creating child-friendly learning environment

Under the framework of the third ESDP, Ethiopia agreed to implement the General Education Quality Improvement Program (GEQIP) which includes six interrelated programs by the support of International Bilateral Organizations. Those programs are: Teachers Development program, School improvement Program, Curriculum improvement Program, Civics and Ethical Education Program, Information communication Technology program, and Management and Administration Program.(MOE GEQIP 2008)

The Ethiopian government has shown a great deal of commitment since 2008 to improving access to quality general education for all with its investment on the General Education Quality Improvement Program (GEQIP) (Amare et al., 2019; World Bank, 2017). The GEQIP in general has been aiming to improve teaching and learning conditions in primary education, and to strengthen educational institutions and service delivery at federal and regional levels (World Bank, 2008). The first phase of this program, GEQIP-I (2008-2013) focused on providing essential inputs for improving teaching and learning, and the second phase, GEQIP-II (2013-2018), continued the focus on resource provision and improvement activities of GEQIP-I and incorporated information and communication technology as an additional component (Hoddinott et al., 2019; World Bank 2012).

The third and current phase of the program is GEQIP-Equity (2018-2022). Based on the information I get from Ministry of Education, GEQIP-E was planned to end on 2022 however, because of COVID-19 interruption it is extended for two years building on the strengths and challenges of GEQIP-I and GEQIP-II, the current GEQIP-E program aims to improve the quality of general education with an explicit focus on equity. Equity in education refers to providing all children with the opportunity to reach their full potential and achieve at least a basic level of good quality education, regardless of their gender, family background, or disability status. (MOE GEQIP 2018, World Bank, 2017).

According Ministry of Education presentation, the current program which is GEQIP-E have four result areas, "Internal Efficiency" which mainly focuses on reducing school drop-out rate, "Equity" under this focus area school grant is providing for all schools in Ethiopia, and 5% top-up grant for emerging 4 regions (Afar, Somali, Gambella and Benishangul Gumuz), providing life skill training students in these 4 regions in order to reduce girls drop-out system strength which is facilitation of inclusive education center for students with special needs.

The other result area is "Quality" subject specific training is providing for mother tongue teachers for grade 1 and 2 and Math and English Subject teachers for grade 7 and 8, it aims to improve learning outcome, the other is provision of text books. Continuous Classroom

Assessment made on lesson plan preparation, subject matter, the teaching-learning activity, and students' classroom assessment are evaluated.

As a result of the various reform efforts, there has been a remarkable increase in primary school enrolment in Ethiopia over the past two decades, from 7.1 million learners in 2000 to nearly 21 million in 2017 (Ministry of Education, 2017). However, equitable access to quality primary education for all children remains a concern in Ethiopia (World Bank, 2017). Despite the considerable focus given to equity in the Education and Training Policy (Ministry of Education, 1994), and subsequently, on several Education Sector Development Plans (ESDPs), the primary education system in Ethiopia has not yet managed to reach the most quality of education necessary to ensure that students that graduate from the first and second cycle of primary school leave with the requisite skills to be a contributing citizen and be prepared for secondary school. In addition, the GEQIP, which is at the core of the strategy for improving the quality of education, targets the resources needed to provide education, the curriculum delivered in that education, and the pedagogy by which the curriculum is delivered.

The purpose of this research, therefore, is to investigate the children's reading skills in the context of the GEQIP and the rapidly changing primary school environment in through early grade and literacy assessments in selected primary schools in Addis Ababa.

1.2 Statement of the Problem

The aim of extending a basic level of quality education to all children, young people, and adults globally has captured the attention of the international community and was a major goal agreed upon at the 1990 World Conference on Education for All (EFA). They argued that the expansion of educational opportunity is foundational to a nation's accelerated socio-economic growth and development. The result has been an investment in initiatives to improve accessibility to basic education as measured by various indicators of success, namely increased enrollment rates. (McCormac 2012)

Yet despite significant gains in access achieved in the past decade, attention has shifted to the quality of this educational expansion. The obvious question policy makers are asking is: what good is access to education if students are in school and they are not learning? But the concept of educational quality is itself multifaceted, complex, and difficult to define and measure. Most studies that attempt to operationalize quality do so by reducing it to the measurement of student achievement on assessments of basic cognitive skills. (McCormac, M. (2012).

Most of these are essentially school effectiveness studies that rely on a linear input-outcome model of education and even within this framework, those factors which are most convenient and easily measured are chosen piecemeal. Some, more thoughtful studies include caveats that all the dimensions of quality cannot be measured. The latest trend to improve educational quality is the development of basic cognitive skills. UNESCO (2004) and the United States Agency for

International Development (USAID) (2011) have concluded that benefits accrue to the individual, community, society, and formal education system itself when traditional schooling is supported by early learning and literacy skills development programs.

Literacy is a complex social process that requires deeper analysis to unearth how learners utilize skills to meaningfully participate in their environments. We must ask ourselves the 3 question: does a fast oral reading fluency rate result in functional, culturally meaningful, and socially relevant literacy? Or is it just a fast oral reading fluency rate? indicating that literacy as a set of easily measurable subtasks (e.g. words per minute, decoding, etc.) and to reduce overall educational quality to easily measurable outcomes like basic literacy skills represent a continued trend in policy efforts to provide a “silver bullet” to improving the poor state of education Abraham ,B et al (2021).

Reading is a fundamental skill for children to acquire knowledge because it is used throughout everyone’s life. The key to learning is to start reading early because acquiring these skills becomes more difficult later in life. It is important for students to learn to read at a sufficient speed in order to progress to solid literacy skills. Similarly, learning to read is an essential part of basic education. Reading, after all, is an important gateway to the other disciplines. It has been said that reading is the primary avenue to knowledge (Getachew, 2018). Reading plays crucial roles in promoting learning and serving as an instrument by which students could study subjects in the curriculum.

Moreover, students’ general educational achievement depends mainly on their ability to read. It is essential to succeed among the society. The ability to read is highly valued and important for social and economic advancement (RTI, 2009). In order to have information on the children’s reading skills, the MOE, including members of the Assessment Sub-Process in the Ethiopian Education Training Quality Assurance Agency (ETQAA) and partnering with RTI, undertook an EGRA in 2010.

EGRA was developed to provide a way to measure a child’s initial reading skills. More specifically, it was constructed to assess the reading and language skills identified to be critical for students to become fluent readers and comprehend what they read. Six projects were conducted in early grade literacy assessments in Ethiopia over the last 10 years. All six of them used the EGRA as their preferred assessment instrument. The results showed that 36% out of the tested grade 3 students in the country were unable to correctly read a single word. Subsequently, Getachew, A, et al. (2018).reported that a literacy rate was of 15% among students aged 8 years. In 2010, a study by RTI found significant regional differences in the reading ability of grades 2 and 3 students (Piper, 2010).

Although only 10% of grade 2 students in Addis Ababa were unable to correctly read a single word of the reading passage, the proportion was nearly seven times that in Sidama (69%).Regarding grade 3 students, zero scores similarly ranged from a low of 4% in Addis

Ababa, to a high of 54% in Sidama (with all other regions scoring between 9% and 21% on this measure). These findings show the importance of producing more than just national-level results in a country with such wide variations in scores across regions.(Abraham, B et al 2021).

Even though, EGRA has been studied for the past ten years however, the study didn't include the Addis Ababa city government this means students in Addis Ababa was not part of its study. On the other hand, EGRA mainly focuses on grade 2 and 3 students, and the research is not limited to this program, so this research is mainly evaluate the reading skills of grade 1 and 2 students in Addis Ababa by assessing the GEQIP.

In improving access to quality general education for all with its investment on the General Education Quality Improvement Program (GEQIP) the Ethiopian government has shown a great deal of commitment since 2008. The GEQIP in general has been aiming to improve teaching and learning conditions in primary education, and to strengthen educational institutions and service delivery at federal and regional levels (Getachew A , et al. (2018) World Bank, 2017).

There are only limited literatures to the purpose of the study in literacy in general and with the GEQIP in particular. As part of the GEQIP intervention inclined with reading skills to boot up the quality of education, this research tried to assess the General Education Quality Improvement Program in the Case of Early Reading Skills in Some Selected Primary Schools in Addis Ababa.

1.3. Research Questions

1. How the General Education Quality Improvement Program (GEQIP) affects the early reading skills in the study population?
2. To what extent parents' and teachers' characteristics affect the early reading skills in the study population?
3. To what extent the students' characteristics affect the early reading skills in the study population?
4. What are the challenges and opportunities in implementing the GEQIP in the study population?

1.4. Objectives of the Study

1.4.1. General Objective

- To study the effect of the General Education Quality Improvement Program (GEQIP) in early reading skill in selected primary school in Addis Ababa.

1.4.2. Specific Objectives

- To study the effect of the General Education Quality Improvement Program in early reading skill in the study population.
- To examine the effect of parents' and teachers' characteristics on the students early reading skill.
- To examine the effect of students' characteristics on the students early reading skill.
- To identify the challenges and opportunities in implementing the GEQIP in the study population.

1.5. Significance of the Study

The study would fulfill an important knowledge gap on the importance of the program in general and early reading skills in particular in early primary schools in Ethiopia in the study area.

Policy and decision-makers in the country to devise in developing and implementing effective strategies and ways of addressing on the quality of education in the country

The findings of this study would also add to the existing body of knowledge and basis for further studies to this matter. The study would also expect to provide pertinent information to teachers to assist children in improving their reading skills in the study population.

1.6. Scope and Limitations of the Study

Different theoretical models of literacy are implicitly influencing educational policy and practice such as Autonomous and ideological models of literacy in the educational field.

Conceptually, the scope of the study was focused on Street's autonomous literacy model which is essentially the Skills approach to literacy, and is commonly echoed in the EGRA.

Methodologically, the research has delimited only to use questionnaire following the Early Grade Reading Assessment (EGRA) tools, which is designed to enable countries to measure, in a systematic way, how well children in the early grades of primary school are acquiring literacy skills and

Geographically in the area of Addis Ababa city due to its proximity of the researcher, time and budget. The study has also limited to only students, teachers and parents in selected primary schools in Addis Ababa.

1.7. Operational Definition of Terms

Educational Outcomes:-Educational results expected after accomplishing a specific formal grade level. It is a specific characteristics achieved after one passed through a specific formal educational level. (It may include ability to read, write, do some arithmetic skills as addition, subtraction, division and multiplication. (Dewees, A. and Terefe, H. 2010

GEQIP: The General Education Quality Improvement Program (GEQIP) aims to strengthening the quality of the general education system, in order to improve learning outcomes and management and planning capacities of public educational institutions (GEQIP 2008)

Literacy skill: the ability to read fluently and understand or comprehend a written text in Mother Tongue: In the context of formal education, the term mother tongue is normally used to refer to the language a child learned first and usually speaks best. In a very high percentage of cases, the-first language a child learns and the-language a child speaks best are one and the same..(Mc Cormac 2012)

Parental involvement: - the contribution of father, mother or other family members' direct or indirect influence on their children's learning throughout school..(Mc Cormac 2012)

Quality: conventional definition of Quality includes literacy, numeracy and life skills, and is directly linked to such critical components as teachers, content, methodologies, curriculum, examination systems, policy, planning, and management and administration.

Quality of Education: An education that is well designed to provide the recipient with an all round development of skills and potential to achieve success in their future endeavors in a society (Wagner, D. 2010)

Reading skill: -the ability to complete and interpret written words or content of a given text, complete and learn or understand from what one has seen in writing.(Stanovich, K. 1986.)

Reading status: - the level of one's reading ability or amount mostly number of words one reads within a minute and ability to understand words, sentences, and paragraphs. Street, B. (2005).

EGRA: measure basic reading skills of grade 1&2 students that they must acquire to read fluently and with comprehension. (ERGA 2012)

1.8. Organization of the study

This study is organized into five chapters. The first chapter is the introduction which includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope and limitation of the study and operational definition of terms. The second chapter is about related literature review. The third chapter is the research methodology. The fourth chapter is result and discussion and the fifth chapter is conclusions and recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURES

2.1. Theoretical Literature Review

2.1.1. What is Quality Education?

Expanding access to and quality of basic education were major goals agreed upon at the 1990 World Conference on Education for All (EFA) built on a growing realization by the international community that despite being on the international agenda since 1948 with the ratification of the Universal Declaration of Human Rights, free and compulsory primary education was still not available for all children around the world. The EFA goals focused on meeting basic needs of education by agreeing to expand universal access to learning, focus on equity emphasize learning outcomes, broaden the scope of basic education, enhance the learning environment, and strengthen international partnerships to achieve the above goals (UNESCO, 1990).

A decade later, when it became clear that the original EFA goals would not be met in time for the year 2000 deadline, World Education Forum in 2000 reconfirmed the importance of the original EFA goals through the establishment of six new EFA goals mainly an equal access to and achievement in basic education of good quality and improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (UNESCO, 2000).

It is clear that all agree that education is critical from both human rights and economic development perspectives. But there is little clarity about how educational systems could and should be meeting such objectives. The data regarding access are more simply quantifiable than the data on quality; access indicators include overall net enrolment, ratios, and retention rates (United Nations, 2000) But, what about quality? How do we measure it a progress toward achieving lead to the obvious yet complex question: *what is quality?*

2.1.2. What is Quality?

UNESCO provides a definition of a quality education as “one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living” and notes that efforts to expand access to education must be coupled with efforts to improve quality if children are to be attracted to school, remain in school, and achieve meaningful outcomes (UNESCO 2000). With such a definition it is already clear that many different factors are associated with educational quality. Critics, like Alexander (2008), note that “the EFA discourse has moved from a commitment to quality to its measurement without adequate consideration of what quality entails and UNESCO also admits that measuring progress toward quality is a huge challenge how a quality education is defined varies across stakeholder groups.

The various questions that different stakeholders might ask about quality highlight the complexity of the issue. Quality of education is universally accepted as an important concept in education, yet it is difficult to conceptualize and even more difficult to form a consensus on how it should be achieved and evaluated. The literature attempting to define quality is lengthy, yet inconclusive in terms of developing a unified or even broadly accepted definition. (Wagner 2011). Various and numerous attempts to understand quality are drawn from independent yet complementary researches that have producing a number of different definitions and conceptual understandings. Yet Schubert and Prouty-Harris (2003) summarized that the overall attempt is to “ascribe meaning to education policy and practice assumed to result in increased performance of teaching and/or learning or both”

Adams(1993) states that in practice, quality is generally defined in terms of outputs, outcomes, process, or inputs. Outputs typically refer to student achievement, completion, certification, skills, or attitudes or values. Outcomes, when distinguished from outputs, are the longer term consequences of education that result from long term changes in outputs, as well as employment and earnings.

UNESCO (2000) summarizes the quality education by defining two key principles that characterize most attempts to define quality education across stakeholder groups. The framework demonstrates the various factors related to quality ranging from those of the learner, the inputs, teaching and learning (process), the outcomes, and the overarching context. The framework is directional in that the factors lead to a measurement of outcomes, yet context shows to be related to each component of the framework.

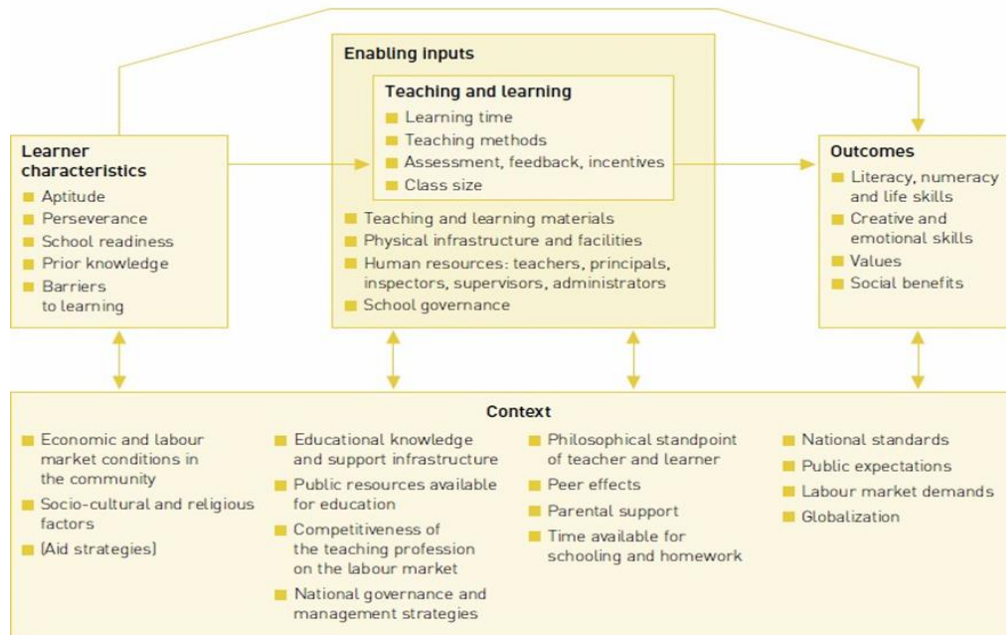


Figure 1 - A Conceptual Framework of the Factors Related to Education Quality

Source: UNESCO, 2004

As Samoff (2007) explained educational quality is almost exclusively defined by student achievement on national examinations where learning that has taken place indicating that education systems set standards and operationalize them through curriculum and teacher preparation so that National examinations then measure the students' mastery of the curriculum. The best indicator of a high quality of education is thus a high score on the national examination. If performance is high, then one can conclude that the quality of the education system is high, and if performance is low then one can conclude that the quality of the education system is also low.

This conceptualization has frequently led leads to a short-sighted focus on the parts of the system that are easily measurable and can be directly linked to the outcomes. The system provides inputs (like teacher guides, materials, facilities) and measures the outcomes (usually national examination scores which is known as the input-outcome paradigm. This paradigm was shown in Adams' (1993) conceptualization of quality, Alexander (2008) notes on his twofold attractiveness of school effectiveness research noted that it is easily mapped onto the input-output paradigm and forms a readily accessible and well-recognized conceptual framework.

Second, it readily translates quality into quantity by using easily measurable indicators such as survival rate, pupil-teacher ratios, class size, time on task, and so on. Other researchers like Hanushek (2004) and Hanushek and Wößmann(2009) view quality as output alone. The achievement of basic cognitive skills, as measured by standardized tests. They further stated that most parents and policymakers would agree that cognitive skills are a desired outcome of schooling.

To measure such skills, educational assessments have been used since the beginning of national systems of education (Wagner, 2010). Since then, assessments have been used for various purposes including political, accountability, and resource allocation purposes. In reviewing the literature on educational quality, the vast majority of the studies rely on some type of assessment of cognitive skills as a proxy for educational quality.

Hybrid assessments are a new approach that seek to be more responsive to the needs and context of less developed countries, namely smaller, quicker, cheaper(Wagner, 2011). These assessments are used with literacy and numeracy skills in the challenges of assessment in less developed contexts. They are intended to be just big enough to get a nationally representative sample, faster at capturing and analyzing data, and cheaper in time and effort.

The methodology is intended to be adaptable to local contexts and ethno-linguistic diversity. The EGRA is the key example of an internationally used hybrid assessment and has a number of these features (RTI, 2009). The goals of EGRA are different from international or regional assessments, as they are specifically used to identify gaps in basic cognitive skills and opportunities for reshaping teacher practice in reading (RTI, 2009).

All these assessments have been used to characterize educational quality in one way or another. As the push for educational quality continues to grow, so will the concern for the continued improvement of assessment to most reliably and validly capture just how well students are learning. As Wagner (2010) notes, “There is no ideal assessment – rather, there are a variety of scientific approaches that can and will provide solid and credible avenues towards improving the quality of education. One size does not fit all”

Yet, as it has been shown through the literature already reviewed, efforts to achieve educational “quality” are widely attempted and student achievement on some measure of cognitive skill is its mostly widely used measure. As literacy and numeracy skills represent the most basic of cognitive skills, they receive a great deal of attention in the literature. (Chabbott2008)

2.1.3. Educational Development in Ethiopia

In Ethiopia, primary education lasts 8 years and is split into grades 1-4 (primary first cycle) and grades 5-8 (primary second cycle). Secondary education is also divided into two cycles, each with its own specific goals. Grades 9-10 (secondary first cycle) provide general secondary education and, upon completion, students are streamed either into grades 11-12 (secondary second cycle) as preparation for university, or into technical and vocational education and training (TVET), based on performance in the secondary education completion certificate examination. General education comprises grades 1 to 12. (MOE 2010)

The provision of education is the concurrent responsibility of federal, regional and local governments. The Federal Government plays the dominant role in the provision of post-secondary education, while also setting standards and providing overall policy guidance and monitoring and evaluation for the entire sector. Regional governments are responsible for the oversight of the training of primary school teachers, for providing primary textbooks and for adapting the primary syllabus to local conditions. Woreda (district) governments are responsible for paying and recruiting primary and secondary teachers, and for supervision and training of primary and secondary teachers. (MOE 2012)

The Government prepared the national Education and Training Policy (ETP) in 1994, and within the framework of the ETP launched the first five year Education Sector Development Program (ESDP I) in 1997 as part of a twenty-year education sector plan. As a result of a series of important organizational, financial and programmatic measures, the target set for ESDP I of raising primary enrollment from 3.7 million to 7 million was surpassed with enrollment reaching 8.1 million in 2000/01 and 13.5 million in 2005/06, when ESDP III was launched. Over this period, the gross enrollment rate (GER) increased from 61.6 to 91.3 percent and net enrollment from 52.2 to 77.5 percent. Repetition rates dropped significantly from 15.7 percent and 18.6 percent for boys and girls, respectively, in 1996/97, to 3.8 percent and 4.0 percent for boys and girls, respectively, in 2003/04.

First cycle secondary enrollment trends show significant increases (GER from 17.1 percent in 2001/02 to 33.2 percent in 2005/06) and although second cycle secondary enrollment is low (20,795 in 2005/06), it is increasing. This has been a remarkable achievement and has occurred at the same time as a major expansion of both the TVET and higher education sub-sectors. (MOE 2014)

Despite rapid expansion of the education system, Ethiopia's education sector faces the following four key challenges. Access to education opportunities continues to be an obstacle, especially for females and other "most vulnerable children", poor students' performance and pastoral areas (e.g., Somali and Afar). Inequities in access to quality education are widespread, as better resourced schools are generally located in urban areas and in the non-emerging regions. There are socio-cultural barriers to participation (especially for girls in rural areas) and there are financial constraints with households paying a large share of non-salary recurrent education expenditures. (GEQIP-E 2017)

Achievements in access have not been accompanied by adequate improvements in quality. In some areas, quality has deteriorated at least partly as a result of rapid expansion. The National Learning Assessment (NLA) in grades 4 and 8 show that student achievement is below the required levels and has declined during the period of expansion. Key factors identified in the NLA relating to low student learning outcomes include school organization and management; teacher training on new techniques; school supplies; availability of textbooks, curricular and instructional materials, and language of instruction.

However, completion rates at both grades 5 and 8 (used as a proxy indicator for quality) have improved over the past three years (from 57 percent to 65 percent in grade 5 and from 34 percent to 43 percent in grade 8). The rapid expansion of the education system has left a considerable financing gap between available funds and the anticipated cost of investments needed to improve and maintain quality. The indicative budget in the ESDP III is Birr 53 billion, but only Birr 37 billion is provided for in PASDEP.⁶ Under the proposed GEQIP, the estimated funding requirement for quality improvement is over US\$1 billion (or Birr 10 billion) over a period of five years. (GEQIP-E 2017, MOE 2017)

At the same time, a high proportion of the education recurrent budget for primary and secondary education is allocated to teacher salaries (over 90 percent) this has the effect of constraining the availability and predictability of resources for other inputs critical to support effective teaching and learning (e.g., training, textbooks and other materials, assessment, monitoring and evaluation systems, etc.) to enhance learning outcomes.

The capacity to plan, manage and monitor is so weak in Ethiopia, that governments have weak capacity to gather and report on key performance indicators on time in order to manage and monitor effectively the implementation of education reforms. The key issues related to policy

making, management and monitoring capacity include: (i) weak institutional capacity for the delivery of general education, hampering implementation of a consistent and effective education policy; (ii) inadequate strategic planning and management capacity to support tasks such as policy development and medium to long term planning; and (iii) limited monitoring and evaluation systems making the reform process difficult to operationalize. Compounding these capacity gaps is the constant turnover of key staff in the sector at different levels of the system, as well as insufficient numbers of qualified staff.

The Government's current vision for education development is described in the PASDEP, with the ESDP III serving as the overarching framework, giving high priority to quality improvement at all levels. Within the framework of the ESDP III, the MOE has developed a draft General Education Quality Improvement Program (GEQIP).

A key recommendation of the education sector Annual Review Meeting (ARM) was that MOE and Development Partners (DPs) work together to implement the GEQIP through a pooled funding mechanism. The proposed Program will support the implementation of the first four of the six components of the GEQIP, namely: (i) Teacher Development Program (TDP) including English Language Quality Improvement Program (ELQIP); (ii) Curriculum, Textbooks and Assessment; (iii) Management and Administration Program (MAP) with an Education Management Information System (EMIS) sub-component; and (iv) School Improvement Program (SIP) with a School Grants sub-component.¹⁰ Government has also prepared the preliminary cost estimates and financing plan of the proposed program, suggesting a funding gap of over US\$800 million over the next five years.(GEQIP-E 2017. MOE 2017).

2.1.4. Quality Improvement Programs

As shown above, the GOE has responded to the need to improve the quality of education. The MOE (2007) has clearly noted the challenges facing the country with regard to education quality, stating, "The achievements in enrollment have not been accompanied by sufficient progress in the quality of education – in fact, in some areas, quality has deteriorated, at least partly as a result of rapid expansion". The GOE sees education as a key piece to achieving its long-term goal of becoming a middle- income country by 2025.

The 2007 NLA report noted that the key factors attributed to low student achievement included: poor school organization and management, inadequate teacher training on subject mastery and pedagogic skills, inadequate school facilities, and insufficient curricular and instructional materials (Kelleghan et al, 2009). The MOE's first step to attend to the concern of education quality is their overall economic development, in conjunction with the World Bank, of the General Education Quality Improvement Program (GEQIP), a large and ambitious education quality improvement program.

GEQIP Program Components

The GEQIP aims to improve quality at all levels of the system, including inputs, outputs, and processes. The GEQIP is currently implemented in three phases including the following five components:

Component 1: Curriculum, Textbooks and Assessment

The main objectives of this component are to implement a new school curriculum; provide textbooks and teacher guides developed for the new curriculum; and align student assessment and examinations with the new curriculum and reform the inspection system. The component has the following activities:

1. **Curriculum Reform and Implementation:** This activity serves to support reform of the Grade 1-12 curriculum to improve its relevance and quality.
2. **Teaching and Learning Materials:** This activity will acquire and supply teaching and learning materials for all students, Grades 1-12.
3. **Assessment and Examinations:** Under the first phase of GEQIP, this activity will focus on detailed review and analyses to develop strategies for implementation during the second phase.

Component 2: Teacher Development Program (TDP)

Through the implementation of teacher educator, and in-service and pre-service teacher development programs, this component supports the MOE's efforts to increase the supply of effective teacher educators and teachers in primary and secondary schools..

1. **Pre-Service Teacher Education Quality Improvement:**
2. **In-Service Teacher Education Quality Improvement:.**

Component 3: School Improvement Program (SIP)

The following two distinct activities are implemented.

1. **School Improvement Program:**
2. **School Grants:**

Component 4: Management and Administration Program (MAP)

This component supports the Government's initiatives to strengthen the planning, management, and monitoring capacity of regions and woredas to implement system-wide primary and secondary education programs effectively and efficiently.

Component 5: Program Coordination and Monitoring and Evaluation

Finally, effective implementation of the GEQIP will be depend on efficient coordination mechanisms, proper financial management and procurement practices, and the timely implementation and effective monitoring of project outcomes. This component provides the necessary resources for effective coordination and monitoring and evaluation, and the implementation of an information and communications strategy at the national and regional levels. This component has two main activities namely Program Coordination and Monitoring and Evaluation. (GEQIP 2008, GEQIP-E 2017, MOE 2017)

The very projects that are intended to develop the educational quality and early grade reading skills in Ethiopia are measured by indicators that limit the understanding of what it means to have a quality education and a literate population.

The GEQIP-E Program is currently executing in all primary and secondary schools throughout the country which includes schools found in Addis Ababa. There is also a program named Continuous Classroom Assessment particularly implemented in 116 primary schools found in Addis Ababa. The program has a relationship with EGRA and NLA that it focuses on Grade 1 & 2 and 7&8 respectively. Especial training is providing for mother tongue teachers for grade 1 and 2 and for grade 7 & 8 Math and English subject teachers that aimed to increase the learning outcome of the students implemented in selected primary schools in all sub cities in selected woredas in Addis Ababa.

2.1.5. Early Grade Reading Skills

2.1.5.1. The Importance of Early Grade Reading

Teaching children to read at a young age is the cornerstone of improving educational outcomes. Children who do not learn to read in the early grades struggle to develop more advanced skills, which are often absorbed through reading. Unable to understand printed information, follow written instructions and communicate well in writing, these children risk falling further and further behind those who can read effectively in later grades.(Gove, A. and Wetterberg,A.. 2011.)without intervention the literacy gap between good and poor readers widens. Effective readers absorb increasing amounts of written information, enhancing their vocabularies and improving their comprehension, while ineffective readers lose motivation, reading a fraction of the amount and remaining unable to comprehend more complex information (the so called Matthew Effect).(Stanovich, K.1986, Crouch, L. 2012).

Children who do not develop the ability to read proficiently in early grades are less likely to complete compulsory education than those who do. Research analyzing the link between dropout and the literacy skills of 4,000 students in the United States found that students who are unable to read proficiently by the end of the third grade are four times more likely to leave school without

a diploma than proficient readers. 23 per cent of children who did not develop basic literacy skills failed to gain a diploma.(Hernandez, D. 2011). Research also suggests that poor readers are more likely to experience behavioral and social problems in subsequent grades and are more likely to repeat grades. (Annie E. Casey Foundation. 2014). This affects the social and economic wellbeing of these children in future life.

Poor literacy also affects a country's economic and social wellbeing. A recent study has found that a 10 percent increase in the share of children achieving basic literacy increases a country's annual growth rate by 0.3 per cent. The study also found that a 10 per cent increase in the share of students with advanced literacy skills is associated with 1.3 percentage points higher annual growth. Improvements in basic literacy combined with an increasing share of students with advanced literacy skills were found to have a particularly strong effect, which suggests that in order to implement imitation and innovation strategies, a country needs a workforce with at least basic literacy skills(Hanushek, E. and Woessmann L . 2012) Better literacy at the country level is also associated with a number of other economic, political and social benefits such as improved political participation, health and gender equality.(UNESCO. 2006)

2.1.5.2. The Science of Reading

Reading skills are acquired in phases and all learners of alphabet-based languages pass through the same stages. In the first phase children build emergent literacy skills by developing letter-sound knowledge, word knowledge and simple decoding of letters into sounds.

In the second phase children encounter written text and develop a fuller understanding of spelling. In the third phase learners progress to fluency and are able to attribute meaning to written text. (Gove, A. and A. Wetterberg. 2011)Learners of different languages pass through the stages of reading acquisition at different rates. For example, mastering the recognition of familiar words and simple decoding takes longer in English than it does in phonetically-spelled European languages. (Abadzi, H. 2006). To understand a sentence a child must be able to read it within the time limit of the working memory. Given that the working memory can hold seven items for roughly 12 seconds, children must read at between 45-60 words per minute to be able to understand a passage. If children fail to read at this speed, by the time they reach the end of the sentence, they will have forgotten the beginning. To be able to analyze texts, children must read fluently. This entails instant word recognition, which requires significant practice in comparing sounds with groups of letters. (Abadzi, H. 2006).

In acquiring the skills one can expect that Children can, and should, learn to read with understanding by the end of grade 2, despite differences in complexity between languages and differences in the contexts in which children are taught to read. (Gove, A. and Cvelich., P 2011) 'Reading with understanding' includes both the ability to decode (translate sound to print) and understand what is read at the level of words, simple phrases and sentences. While no two children will acquire reading skills at exactly the same rate, all are able to reach this stage in the

early grades. Failing to read with understanding by grade 2 should be considered a ‘warning light’ for action to be taken to correct this by grade 3.(Gove, A. and P. Cvelich. 2011). Available evidence suggests that student learning, including the acquisition of literacy skills, is relatively low in most low-income countries.

The leading international assessments on literacy and mathematics, Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Study (TIMSS), show that the average student in low-income countries is performing well below students in high-income countries. In fact, the average student in low-income countries performs worse than 95 per cent of students in wealthier countries. Primary school completion rates in low-income countries are far lower than those in high-income countries, with low-quality schooling the second most-cited reason for dropout.(Gove, A. and Cvelich.P. 2011)Concerns about the quality of education received by students in developing countries have led to demands for specific and simple methods to assess learning in these countries.

2.1.5.3. Early Grade Reading Assessment

In response to these demands Research Triangle International has developed an Early Grade Reading Assessment (EGRA), which is designed to enable countries to measure, in a systematic way, how well children in the early grades of primary school are acquiring literacy skills. The tool is flexible enough to be adapted to the particular linguistic requirements of each language while retaining similar characteristics on each application, allowing for comparison across countries and languages.

EGRA works on the basis that learners of all languages pass through the same phases and that commonalities exist in the building blocks of early reading across languages. EGRA draws on these principals by breaking down each assessment to the building blocks of reading acquisition. In this manner, EGRA can identify the pre-reading and reading skills acquired by each child and those that must be developed, whether or not the child can read. The test is administered orally and takes about 15 minutes to assess a child’s progress towards learning to read.

The subtasks and skills that can be assessed using the EGRA tool, as well as the corresponding reading level and grade at which these skills should be acquired, are shown in; Table 2.

Table 1EGRA Subtasks and Skills (Source: Gove, A. Dan A. Wetterberg, 2011.)

EGRA can be used in a variety of ways and can fulfill a diverse range of assessment needs. First,

Skill and approximate timing	EGRA subtask	Skill demonstrated by students' ability to:
Emergency literacy: Birth to grade 1	Concept about print	Indicate text direction, concept of word, or other basic knowledge of print
	Phonemic awareness: Identification of onset/rime sounds; phoneme segmentation	Identify initial or final sounds of words or segment words into phonemes (words are read aloud to student by assessor)
	Oral vocabulary	Point to parts of the body or objects in the room to indicate understanding of basic oral vocabulary
	Listening comprehension	Respond correctly to questions about a passage read aloud to the student by the assessor
Decoding: Beginning grade 1	Letter identification: names and/or sounds	Provide the name and/or sound of upper-and lowercase letters presented in random order
	Syllable naming	Identify legal syllables presented in random order
	Nonword reading	Identify nonwords composed of legal syllables presented in random order
	Familiar word reading	Read a list of words drawn from a corpus of frequent words presented in random order
Confirmation and fluency: End of grade 1 to end of grade 3	Oral reading fluency (paragraph reading) with comprehension	Read narrative or informational text with accuracy, with little effort, and at a sufficient rate and respond to literal and inferential questions about the text they have read
	Dictation	Translate sound to print and spell correctly
	Maze or cloze	Silently read a passage and select an appropriate missing word (multiple choices are provided in the case of maze)

it can be used to obtain a reading snapshot to quickly gauge the reading abilities of a section of students and highlight key strengths and failing. While this does not illuminate the whole picture, it can spur policy makers, donors and civil society into action. Secondly, EGRA can be used as a national- or system-level diagnostic. This application requires larger sample sizes and often includes more subtasks than the snapshot. However unlike the snapshot it provides a representative picture of reading levels in a country and identifies priority areas for instructional improvement and teacher training

Second, EGRA can also be used as a tool for impact evaluation, which measures the effects of a particular policy intervention. This is often costlier than other applications as it entails both pre- and post-intervention assessments. Finally EGRA can be used as a form of classroom assessment. This can be in the form of mastery checks, whereby teachers conduct regular checks to verify that are learning skills that have been taught, or progress monitoring, which entails the monitoring of student progress against norms and benchmarks for grade. EGRA has now been used in each of these ways in more than 50 countries and 70 languages.

EGRA assessments have generally shown very low levels of basic literacy, but have acted as a catalyst to prompt educators and policy makers in many of these countries to search for solutions to the problems identified. (Crouch, L. 2012, ERGA 2010)

2.1.5.4. Argument for Early Grade Reading

Early grade reading has become a serious investment on the part of both national governments and bilateral and multilateral donors. In its latest education strategy, USAID identifies that while access to schooling has greatly improved in the last decade, the quality of that education remains poor in most developing countries. Citing research by Hanushek (2009) that directly links educational quality with economic development, and proposed its three main goals to accelerate educational achievement of which improving reading skills was the one among equity, expanding access, and improving the quality

As the focus of this study is its first goal to improve reading skills as a larger strategy to improve the quality of education and expanding access to education. the author acknowledges that despite heavy investments into breaking down barriers to access, children in low-income countries are completing primary school at only 67% of the rate of high-income countries and that very little learning is happening in the classroom and points out to research that links learning outcomes directly to a country's economic growth. It notes:

As he noted a 10% increase in the share of students reaching basic literacy translates into a .3 percentage point higher annual growth rate for that country. Other research has shown that early grade reading competency is critical for continued retention and success in future grades. This link is especially relevant for low-income children, because they tend to have home and school environments that are less conducive to early reading development relatively to those of higher income children. (Hanushek 2009) Children who do not attain reading skills at the primary level are on a lifetime path of limited educational progress and therefore limited economic and developmental opportunity.

Scholars in the field argue that a quality education is linked directly to socioeconomic growth and development. To establish the linkage between early literacy and quality that early grade literacy is the key to the growth of quality of education indicating that children who are below a certain level by the end of Grade 1 tend to stay behind, and the achievement gap begins and continues to widen from there. If children cannot read, they will fall behind in everything else, thus limiting their trajectory for individual future achievement and lowering overall system educational achievement. (Hanushek and Wößmann's 2007 , Crouch 2012, Good et al. 1998),

The logical conclusion of their argument is that if a child's educational achievement trajectory is distorted from the beginning, so will be his/her overall quality of education. Thus, on a national scale, a country's socioeconomic growth and development will be dissatisfied. The key weakness of their argument is in the continued reduction of quality of education to a basic measure of

student achievement. This is the tendency of the majority of researchers that claim to focus on quality. At least in part, the result of this is the renewed focus on the use of measurement tools to accurately measure students' achievement on assessments of early literacy.

In response to the aforementioned argument, as well as several calls for the creation of a simple, effective, and low-cost measure of student learning outcomes (Abadzi, 2006; Center for Global Development, 2006; Chabbott, 2006; World Bank: Independent Evaluation Group, 2006), USAID developed its approach to improving early literacy through an initiative called Early Grade Reading Assessment (EGRA) in the process of measuring, in a systematic way, how well children in the early grades of primary school are acquiring reading skills, and ultimately to spur more effective efforts to improve performance in this core learning skill" (RTI, 2009).

Since its inception, though application of the EGRAs vary from country to country, the available instruments test a variety of subtasks which generate dependent variables, or student scores on the following components: *letter (or fidel) sound fluency, phonemic awareness, word naming fluency, unfamiliar word naming fluency, oral reading fluency, reading comprehension, and listening comprehension*. Family background questionnaires can also be administered directly to students, and head teacher and teacher questionnaires can be distributed at the school level to generate information on contextual factors that may predict achievement. Gove, A. &Wetterberg, A. (2001).

In response to the findings of the various EGRAs, national ministries and education projects have developed, teacher handbooks and designed teacher training and instructional approaches to improve on the areas where the assessment indicated deficiencies.

2.1.6. Theories and Approaches to Literacy

Scholars noted that the 'basics' of literacy are almost everywhere universalized; indeed, these are the 'basics' assessed with the EGRA. Yet, this apparent universality disguises the fact that 'literacy' can have a multitude of meanings. For instance, the Anglo-Saxon tradition handles literacy in relationship to the written word only, while the continental European tradition treats oracy and literacy as contingent upon one another. Such differences highlight the need to unpack the concepts of literacy and language, and how they are related to educational quality development. (Benavot et al 1991), Alexander (2008).

There exists a general consensus that the development of language is essential for thinking and for cognitive development more broadly. However, use of language is not easily reduced to the concept of "language competence" or a set of skills like sentence construction, grammatical correctness, and so on to be mastered. Such a conceptualization of language misses the key point that language must be used in functional and appropriate ways in socio cultural practices (van Oers, 2007). Rather, language is a practice that is "the mediator, the medium, and the tool of change in the major cognitive transition of early development" (Nelson, 1996). This concept of language as a practice thus has major implications for the

conceptualization of literacy.

Opoku-Amankwa and Brew-Hammond (2011) lay out five different approaches to literacy including Skills, Whole Language, Socio cultural Historical, Critical Literacy, and the New Literacy Studies (NLS).

Skills approaches

Skills Approaches to literacy emphasize the development of specific skills like phonological awareness, decoding, letter-sound correspondence, and so on (Larson & Marsh, 2005). In this framework, literacy is conceptualized as a set of discrete skills that can be taught individually to achieve successful reading and writing and individual repeated practice of these skills is the driving force of the associated pedagogical approach. There are several assumptions associated with this framework. It assumes that children progress in similar ways and acquire skills in sequence. It also assumes that once skills have been achieved, they can be successfully applied to a range of situations involving reading and writing.

Whole approaches

In contrast to the Skills approach, the Whole Language approach recommends a more holistic strategy to acquiring literacy skills that involves speaking, listening, reading, and writing, as integration of the various components of language is necessary for effective communication (Baker, 2001). Whole Language approaches are critical of the de-contextualization and persistent error correction of the Skills approach. Literacy instruction should be intellectually stimulating, personally relevant and enjoyable for the learner. This occurs when reading and writing involve real and natural events, not artificial sequences, rules of grammar and spelling, or stories that are not relevant to the child's experience, allowing choice by learner, giving children power and understanding of their world.

Whole Language approach

Whole approaches advocates for the use of real life experience and literature in the teaching and learning of literacy. This learning is thus socially constructed and overlaps with the Socio cultural Historical approach to literacy. (Mc Cormac 2012)

The Socio cultural Historical approach

The Socio cultural Historical approach sees all learning as a "process of social interaction which takes place in a socially constructed context and in different modes, formats and shapes, making maximum use of all available resources in the school as well as home environments (Opoku-Amankwa& Brew-Hammond, 2011). Larson and Marsh (2005) posit that socio cultural literacy then regards individual cognitive development as a result of an individual's participation with their social, cultural, and historical context, which are mediated by

interaction between and among these factors.

This approach relies heavily on the work of Lev S. Vygotsky, a Russian psychologist, who defined language as a symbol system that mediates between subject and an object; the relationship is demonstrated in Figure 2 below.

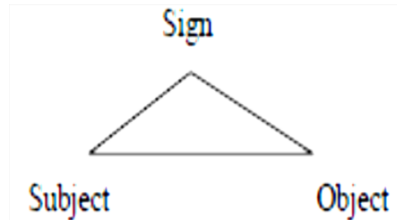


Figure 2 - Vygotsky's language symbol relationships
Source: van Oers, 2007,

Cultural- Historical Activity Theory (CHAT)

Vygotsky's conceptualization of language focuses on the relationships between language symbols. The subject (the person, agent) can regulate his/her own actions on an object with the help of signs (e.g. language). This is essentially a cultural act because signs focus on relevant aspects of an object that are contextually specific and appropriate. Vygotsky notes, however, that in most educational situations, there is more than one subject, for instance a teacher who mediates the activity. The sign activity is thus an interpersonal process, where meanings are exchanged between subjects with the help of signs (verbal means) as shown in figure below.

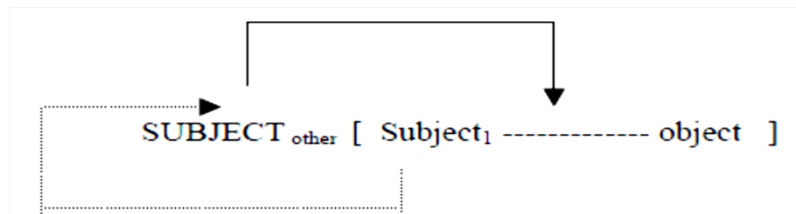


Figure 3 - Interpersonal Educational Process (Source: van Oers, 2007)

The subject₁ (student) acts on an object, but is influenced by the subject_{other} (teacher). The influence that the subject_{other} exerts can be through words, gestures, modeling, and so on. Vygotsky's triangle (Figure 2) still shows that a subject's activity is symbolically regulated, but in this case by an external agent. The subject can regulate the agent's actions by giving feedback on the agent's actions directed to the [subject – object unit]. Ultimately, this means that language can regulate human object-oriented activity, both intra - personally and interpersonally. This sign-using activity was critical to the development of Vygotsky's cultural- historical activity theory (CHAT).

The signs refer to ideal entities, which are called meanings. Signs designate the meanings of the object and the acceptable actions within the ongoing activity or practice. Thus, the main function of signs is to represent, for personal purposes (thinking) and interpersonal purposes (communication). Vygotsky (1982) reasons that these sign functions, thinking and communication, are intrinsically related. If we accept Vygotsky's model that language is a sign system that refers to meanings (and not directly to objects of the world), then this model functions as a means for organizing human thinking and communication as an *activity system*, in which the set of elements described above are contained within a constructed boundary that distinguishes them from those outside. Language thus provides a medium of communication for teaching and learning, and helps children construct a way of thinking. This model serves as a basis for conceptualizing literacy as an activity system that is bounded by cultural, social, and historical practices.

Based on Vygotsky's system of using signs, van Oers (2007) defines becoming literate as "the generalized ability of using sign systems for personal and interpersonal purposes within specific cultural practices". Thus, literacy is mastering written language and some forms of oral language, as well as forms of theoretical thinking. Van Oers argues further that if schools accept the obligation to teach literacy, they must also include in their teaching ways of developing literate *activity* in students, which is broader than just learning to read. This conceptualization of literacy has major implications for the early grade reading initiatives that are re-emerging in the global quality improvement imperative.

Upon this model of language and meaning-making, CHAT was born. Since then, CHAT has been used across a wide variety of disciplines to investigate real-world complex learning environments. This perspective shares much in common with other socio cultural critiques and problematizes analyses that limit knowledge to something discrete or acquired by individuals. Thus, this theoretical perspective problematizes the Skills approach, which reduces literacy to concrete, measurable skills or subtasks.

The New Literacy Studies (NLS)

Out of this critical approach, a wealth of literature has emerged in the past two decades called the New Literacy Studies (NLS) (Gee, 2004; Barton, 1994; Heath, 1983; Scribner & Cole, 1981; Street, 2005). These studies merge the cultural historical critique with the concept that there is a multiple literacy that varies according to time and space and power relationships. Scribner and Cole's 1981 study on literacy of the Vai people in Liberia set the stage for the re-conceptualization of literacy as a *practice*. Their study found that literacy was not responsible for great shifts in mental functioning that many policymakers expect today. Instead, they found that specialized forms of reading and writing (of which the Vai had a very unique system) have specialized and distinct effects that are highly contextualized.

This practice was a “recurrent, goal-directed sequence of activities using a particular technology and particular systems of knowledge”. Literacy, as a socially organized practice, “is not simply knowing how to read and write a particular script but applying this knowledge for specific purposes in specific contexts of use in order to identify the consequences of literacy, we need to consider the specific characteristics of specific practices”.

Autonomous and ideological models of literacy

Street in his paper describing the way in which debates about the teaching of literacy have been represented in the media around a series of either/ or choices about teaching methods: for example, phonics versus whole language, code-based versus meaning-based reading. Street argues that there is a need to move beyond this level of debate to explore the theoretical bases on which such choices are argued. A principal contribution Street has made to making visible the often implicit theoretical basis of much debate on literacy is his distinction between ‘autonomous’ and ‘ideological’ models of literacy

The ‘autonomous’ model of literacy works from the assumption that literacy in itself – autonomously – will have effects on other social and cognitive practices. The model, however, disguises the cultural and ideological assumptions that underpin it and that can then be presented as though they are neutral and universal. The alternative, ideological model of literacy offers a more culturally sensitive view of literacy practices as they vary from one context to another. This model starts from different premises than the autonomous model – it posits instead that literacy is a social practice, not simply a technical and neutral skill. It is about knowledge: the ways in which people address reading and writing are themselves rooted in conceptions of knowledge, identity, being. Literacy, in this sense, is always contested. (Street, 2000, pp.7-8)

Street (1995) differentiated between autonomous literacy and ideological literacy. The autonomous model views literacy as something that is acquired and separate from its socio cultural context. This autonomous literacy claims to improve cognitive skills, improve economic prospects, and make people better citizens. Street’s autonomous literacy model is essentially the Skills approach to literacy, and is echoed in the EGRA.

2.2. Empirical Literature Review

Evidence to date from Ethiopia indicates that harmonization and alignment in the education sector is a mechanism for attracting additional resources in support of the government’s quality improvement plan. Major achievements of GEQIP to date include the development and distribution of textbooks, Strengthened school planning and school grants, improved pre-service teacher training for primary and secondary teachers, upgrading of primary teachers from certificate to diploma, of course GEQIP is not without its problems. (Dickinson 2011)

International evidence suggests that, after family characteristics, teacher quality is the most important contributor to quality of education (OECD.2005). From the evidence, it is clear that teacher quality can be improved by both pre-service and in-service training. The World Bank found in Ghana that after textbook provision, teacher training was the next most cost effective means of improving test scores (World Bank(2004) However, the evidence also shows that not all teacher training interventions have been successful in improving quality, and that the structure and quality of the teacher training is of critical importance.

In Ethiopia, there is some evidence of the impact of teachers' training. The NLA data shows that higher test scores were significantly correlated with the provision of teacher training (at Grade 4 and 8 in 2004, and at Grade 4 in 2007). Similarly, the preliminary findings of the school based component of Young Lives research found a relationship between teacher qualifications and experience and student math scores, although this may be confounded by student age. However the impact of teacher training is not always clear cut. For example, qualitative studies of the TDP 1 teacher training interventions found that the training was not always reflected in observed classroom practices (Deweese, A. and Terefe, H. 2010). The available evidence suggests the need for training to be relevant to classroom reality in order to maximize the chance of teachers adopting new techniques in the classroom and to be linked to better management of teachers at school level to maximize time on task. (DeStefano, J and Elaheebocus, N. (2009)

GEQIP tackles both the relevance of teacher training and the management of teachers. The first, through a strengthened practicum component during in-service teacher training and through revised and improved teacher training materials and the second through provision of school leadership training and also structured continuous professional development for practicing teachers, broader issues around pay and incentives for teachers are not addressed directly by GEQIP but are part of our broader dialogue with government on the effectiveness of the civil service through other instruments such as PBS and PSCAP.

The GEQIP Project Appraisal Document summarizes substantial evidence that has demonstrated that textbooks have had a consistently positive effect on student achievement. Recently, a World Bank study found that in Ghana, "textbook provision is among the most cost effective means of improving test scores." Several studies have had more nuanced findings. (Glewwe, K 2001) found little evidence of the impact of textbooks on the average test scores of students in Kenya, contrary to the results they found in Nicaragua and the Philippines. A possible explanation was the lack of training for teachers in the use of textbooks in Kenya – extensive training in the Philippines and minimal training in Nicaragua. Nannyonjo found a small correlation between improved textbook provision and higher test scores. The study suggests that the impact of textbooks may be limited by teachers making poor use of textbooks, and emphasizes the need to link textbook provision with appropriate teacher training.

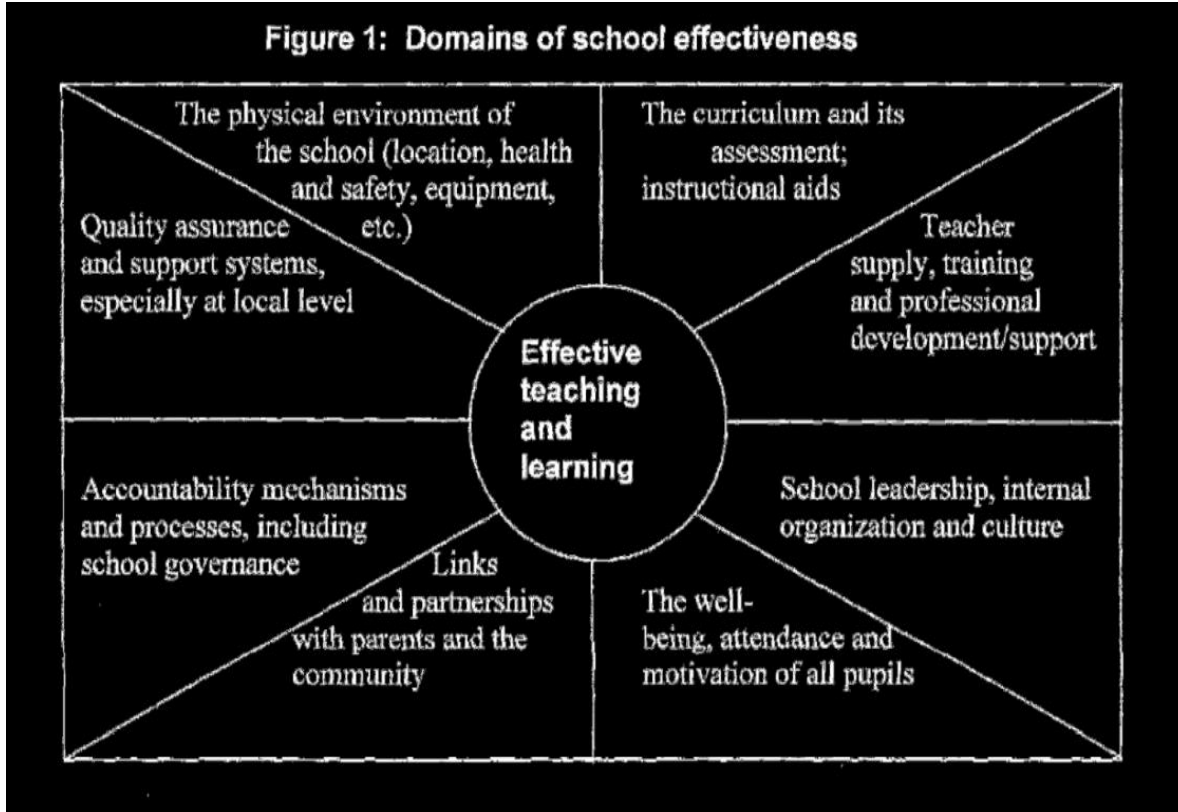
Evidence from Ethiopia very strongly suggests that textbook usage improves academic achievement. For example, the findings of the 2007 National Learning Assessment (NLA) demonstrates that, for all subjects, Grade 8 students with a textbook in a particular subject obtained higher test scores on average. It also finds that having textbooks in English, mathematics and the sciences were all significantly and positively correlated with improved overall learning outcomes of both Grade 4 and Grade 8 students. These findings were confirmed in the 2010 NLA conducted in grades 10 and 12. The same study also found that a student having his/her own textbook was positively associated with performance. Similarly the 2010 Early Grade Reading Assessment found a strong positive relationship between having a textbook and reading fluency USAID Ethiopia (2010).

While GEQIP supports the provision of textbooks in all grades, the EGRA findings have led to a renewed emphasis and impetus to tackle early grade reading problems both through GEQIP and by other programs. Recent evidence from Sri Lanka(World Bank (2011) shows that a school improvement program focusing on greater community involvement and better planning in schools resulted in significantly improved English and math scores for grade IV students compared to control schools. Interestingly, results from a school report card intervention did not have any significant impact on student results. In a DFID supported pilot project in Somali region of Ethiopia, PTAs are already increasing enrolment and attendance rates, especially of girls(Save UK 2011). However, there has been no systematic study in Ethiopia to date of the impact of school level planning processes and increased accountability of schools to communities on student achievement.

International evidence shows that the provision of school grants is an effective mechanism to strengthen school-based management, increase community participation, improve transparency and accountability in the use of available resources, and improve learning outcomes (Hanushek, E. and Wosmann, L. (2007). In Ethiopia, the limited evidence suggests that schools' discretionary resources have positive impact on student learning outcomes. The 2007 National Learning Assessment, for example, found positive correlations between schools available funding and student performance.

Rather less is known about how specific interventions interact to improve learning, and whether any particular intervention is more cost effective than another. However, school effectiveness research points to the need for a holistic approach. Figure 4 illustrates a model with eight domains of school effectiveness that have been posited contribute to high quality teaching and learning

Figure 4: Domains of school effectiveness (Source: GEQIP 2008)



Although GEQIP does not address all eight domains of the model, the figure above illustrates where the project is seeking to add value. The key to the success of the intervention rests on the extent to which the project components are implemented in coordination with other inputs. For instance, GEQIP does not include infrastructure investment or finance for teacher salaries, but these are supported through complementary financing through PBS nor does GEQIP support demand side constraints such as the well-being of students, but these will be the subject of a separate work stream.

A study of the determinants of primary schooling in Ethiopia (Schaffner, JA 2004) using household survey data found that while the physical supply of schools continued to be an important barrier, the quality of schooling was also an important variable in persuading parents to send their children to school. Other literature from Ethiopia suggests that key issues beyond the availability of resources and improved school planning will revolve around teacher time on task and promotion of approaches which maximize learning. For example, on a small sample of schools, USAID-funded research (DE Stefano, J and Elaheebocus, N. 2009) focusing on reading achievement concluded that teacher absenteeism and effective use of teaching time were both key factors in explaining reading scores. GEQIP as planned included a comprehensive evaluation of the program and its impact on teaching and learning. The evaluation of GEQIP, to be commissioned in the future, will generate evidence of what works with respect to improving education quality in Ethiopia.

There is relatively robust evidence with respect to what works with respect to girls accessing and staying in school. These include a mixture of demand side and supply side interventions. Important factors are making schools safe places (including separate latrines for boys and girls), locating schools close to girls' homes, and changing attitudes towards the importance of schooling for girls. Factors associated with drop out include high rates of repetition, inflexible schooling, language of instruction, and access to post primary education. (Create 2009).

In Ethiopia, available literature points to the importance of the quality of services delivered, including teacher training, and an increased supply of basic materials, as important factors in enrolling and keeping children in school. Other literature confirms the relationship between delayed entry and drop out, and between violence and school attendance for both girls and boys and also the importance of demand side interventions to address opportunity costs to families of sending girls to school. (Schaffner et al 2004)

2.2.1. EGRA Tools

EGRA is an orally administered assessment targeted at measuring the pre-reading and reading skills foundational to later reading (and academic success). EGRA takes approximately 15 minutes to administer and is often combined with a questionnaire measuring a variety of student background variables to assist in explaining some of the reading outcome findings. The Ethiopian EGRA consists of the following components, which have been found to be highly correlated with one another.

- a. **Letter-Naming (or fidel identification) fluency:** ability to read the letters of the alphabet (or the fidel) without hesitation and naturally. This is a timed test that assesses automaticity and fluency of letter or fidel sounds. It is timed to 1 minute, which saves time and also prevents children having to spend time on something that is difficult for them.
- b. **Phonological Awareness:** awareness of how sounds work with words. This is generally considered a pre-reading skill, and can be assessed in a variety of ways. In some Ethiopian languages, this task might be designed to determine whether children could differentiate the first syllable (or fidel) in a word, or whether they could identify all of the fidels in a word.
- c. **Familiar word fluency:** ability to read high-frequency words. This assesses whether children can process words quickly. The lists of words were derived from the 50 most frequently used words in Grade 2 and 3 textbooks in each language. It is timed to 1 minute.
- d. **Non-familiar or non-sense word fluency:** ability to process words that could exist in the language in question, but do not. The words were derived from the list of familiar words and follow the common patterns of the language. This component assesses a child's ability to "decode" words fluently. It is timed to 1 minute.
- e. **Connected text oral reading fluency:** ability to read a passage, about 60 words long, that tells a story. The stories were created to be appropriate for particular regions and targeted at Grade 2 and Grade 3 children. The component is timed to 1 minute.
- f. **Comprehension in connected text:** ability to answer several comprehension questions based on the passage read.

g. Listening comprehension: being able to follow and understand a simple oral story. This assesses a child's ability to concentrate and focus to understand a very simple story, assessed by asking simple no inferential (factual) questions. It is considered a rereading skill. For this research EGRA task will be adopted and essentially redesigned uniquely for Amharic languages in Ethiopia.

2.2.2. Minimum Learning Competencies and EGRA

While EGRA has gained international acceptance and has been undertaken in more than 40 countries worldwide, it is useful to determine whether EGRA relates to the Ethiopian curriculum at grade level. EGRA does not test whether children have learned an appropriate amount of the curriculum, but rather whether they have the basic skills required for a particular level. However, it is fair to assess whether EGRA is in line with the curricular goals of Ethiopia. To that end, a close analysis of the Minimum Learning Competencies (MLCs) document, allows an analysis of whether and how the EGRA is correlated with the expected tasks for a particular grade level. In order to do this, the portion of the MLC document related to mother tongue instruction in Grades 1-4 was referenced, with particular attention to the Listening and Speech and Reading sections.

Table 2 makes clear that the EGRA fits well into the expected learning competencies for Grade 1to4. In fact, EGRA appears to be targeted slightly below level for Grade 3 students in some tasks (letter/fidel fluency, word fluency, and decoding, phonemic awareness) and for Grade 1students in some tasks (letter/fidel fluency, phonemic awareness). Each EGRA task finds its match in an MLC competency. This study is primarily concerned with exploring the adoption of early grade reading initiatives to improve educational quality in Ethiopia. The purpose of this

Table 3. Minimum Learning Competencies in Mother Tongue and Associated EGRA Tasks

Minimum Learning Competency Statement	Grade	Content	EGRA Task
Ask simple questions related to the lessons they learned.	1	Listening	Listening Comp, Reading Comp
Listen to simple community story and speak about the characters	2	Listening	Listening, Reading Comp
Listen to stories and histories and tell one main idea	2	Listening	Listening
Speak sequentially the action of characters in a story	2	Listening	Listening, Reading
Listen to simple traditional stories and tell main ideas and characters	3	Listening	Listening, Reading
Ask questions that require explanations and reasons from the lesson they learned	3	Listening	Listening, reading
Explain events related to cultural customs and traditional practices	3	Listening	Listening, reading
Identify the sounds and read the alphabets excluding hybrids	1	Reading	Fidel/letter fluency, phonemic awareness
Read about 15 words at a glance without counting letters	2	Reading	Word fluency, decoding
Read silently and apply 2–3 sentences long guidelines	2	Reading	Oral reading fluency
Read silently about 3–4 sentences & match with pictures	2	Reading	Oral reading fluency
Read and comprehend short passages from textbooks	2	Reading	Oral reading fluency
And give appropriate answer for selected questions	2	Reading	Oral reading fluency, reading comprehension

⁶ Ministry of Education (2009). Minimum learning competencies Grades 1-4. Addis Ababa, Ethiopia.

study is twofold: first, to critically examine the practice of literacy in Ethiopia and second, to explore the use of literacy development as an educational quality improvement initiative.

As noted, the most recent extant research on literacy in Ethiopia is the 2010 EGRA. The EGRA Analytic Report (Piper, 2010) highlights relationships between oral reading fluency scores on the EGRA and student level predictor variables, which include variables measuring the effects of out-of-school factors including family support (e.g. mother or father’s literacy, has books, family help with homework, wealth) and student characteristics (e.g. age, repetition, absenteeism, early childhood education), and in school factors (e.g. urban or rural, school human resources, textbooks, language of instruction, grade effect).

2.3. Conceptual Framework of the Study

The conceptual framework of the study is presented below



Figure 5. Conceptual framework of the study (Compiled by the Researcher)

The study tried to assess the GEQIP program in order to measure the reading skills of Grade 1 and 2 Students by using the EGRA Instrument.

CHAPTER THREE: RESEARCH METHODOLOGY

The primary focus of this chapter was to provide an overview of the research methodology that was investigated the research problem. It covers the research design, population, sampling and methods, data collection tools/instruments, data analysis, reliability & validity and ethical consideration in relation to the General Education Quality Improvement Program in the Case of Early Reading Skills in Some Selected Primary Schools in Addis Ababa.

3.1. Description of the Study Area

The study was conducted in selected primary schools in Addis Ababa. In Ethiopia, primary education lasts 8 years and is split into grades 1-4 (primary first cycle) and grades 5-8 (primary second cycle). Secondary education is also divided into two cycles, each with its own specific goals. Grades 9-10 (secondary first cycle) provide general secondary education and, upon completion, students are streamed either into grades 11-12 (secondary second cycle) as preparation for university, or into technical and vocational education and training (TVET), based on performance in the secondary education completion certificate examination. General education comprises grades 1 to 12. (MOE 2010)

The GEQIP projects that are intended to develop the educational quality and early grade reading skills in Ethiopia are measured by indicators that limit the understanding of what it means to have a quality education and a literate population.

The GEQIP-E Program is currently executing in all primary and secondary schools throughout the country which includes schools found in Addis Ababa.

3.2. Research Design

The study had a cross sectional design. Cross sectional design as an observational research can analyzes data of variables collected at on given point of time across the sample population. It is chosen because it was enabling the researcher to collect data from the study population who are similar in all variables except the one variable which is under study. The benefit of a cross-sectional study design is that it allows researchers to compare many different variables at the same time. (William M.K etal 2006)

3.3. Research Approach

The study used mixed method approaches which both quantitative and qualitative research approaches. The combination of these two approaches would provide to get in depth data for the study, “mixed methods” refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry and produces a richer and more comprehensive understanding of a research area.

3.4. Population

The target population selected to achieve the objective of this study were all grade one and two students currently attending in the study area. According the registration record obtained from Addis Ababa Bureau of Education, there are about 795 primary schools that are both government and non-government of which 255 are government primary schools in Addis Ababa. Although GEQIP-E is implementing in all government primary schools, for some selected schools there are unique programs which it has piloted in a total of 116 primary schools through three phases under phase-1 there are 11 schools, phase-2 60 schools and under phase-3 there are 45 schools in Addis Ababa.

The researcher was focused on phase-1 experimented schools that are found in 4 sub cities and make a comparative assessment with the non program schools which are out of the 116 schools. In these primary schools (116) trainings were provided for mother tongue teachers for grade 1 & 2 which aimed to improve students' performance and ensure the education quality are available in Addis Ababa and of which the GEQIP-E Program is currently executing in 116 selected primary schools in Addis Ababa in all sub cities.

3.5. Sampling and Sampling Methods

To ensure equal representativeness, the researcher, with the support of the MOE developed a sampling framework, employing three-stage stratified sampling, using proportional to population sampling at the sub cities and school levels and systematic sampling at the classroom level. The study was sampled from the two selected sub cities (Nifas Silk Lafto and Yeka sub cities) using the 2022 E.C. EMIS school data in Addis Ababa. The GEQIP schools has sampled purposively.

The school was stratified by GEQIP and Non GEQIP schools and one primary school from each sub cities and two classes from each grade. The study was used the census method that is the method of statistical enumeration where all members of the population in the study area were studied. The total sample size of the study population was 300 as obtained student enrolment list. The researcher expected that the result obtained was accurate as each member of the study population was surveyed so that there would be negligible error.

The researchers used a census method, and a total of 300 students enrolled in the study population. To ensure representativeness within schools simple random sampling were used.

3.6. Data Collection Tools /Instruments

This study was employed both primary and secondary data sources in order to have more reliable findings. The primary data for this study were collected using ERGA tools and unstructured interview questionnaire and carefully designed closed ended questionnaire and secondary data were collected from relevant books, internet sources, unpublished materials, annual reports and

guidelines. Both quantitative and qualitative data were collected using different ERGA tools and questionnaire.

EGRA is an orally administered assessment targeted at measuring the pre reading and reading skills foundational to later reading (and academic success). EGRA takes approximately 15 minutes to administer and is often combined with a questionnaire measuring a variety of student background variables to assist in explaining some of the reading outcome findings.

The Ethiopian EGRA consists of the following components, which have been found to be highly correlated with one another.

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- 3. Familiar word fluency:** ability to read high-frequency words. This assesses whether children can process words quickly. The lists of words were derived from the 50 most frequently used words in Grade 2 and 3 textbooks in each language. It is timed to 1 minute.
- 4. Non-familiar or non-sense word fluency:** ability to process words that could exist in the language in question, but do not. The words were derived from the list of familiar words and follow the common patterns of the language. This component assesses a child's ability to "decode" words fluently. It is timed to 1 minute.
- 5. Connected text oral reading fluency:** ability to read a passage, about 60 words long, that tells a story. The stories were created to be appropriate for particular regions and targeted at Grade 2 and Grade 3 children. The component is timed to 1 minute.
- 6. Comprehension in connected text:** ability to answer several comprehension questions based on the passage read.
- 7. Listening comprehension:** being able to follow and understand a simple oral story. This assesses a child's ability to concentrate and focus to understand a very simple story, assessed by asking simple non inferential (factual) questions. It is considered a pre reading skill. Each EGRA task was always adapted and essentially redesigned uniquely for Amharic languages in Ethiopia.

Using the ERGA tools relationships between oral reading fluency scores on the EGRA and student level predictor variables, which include variables measuring the effects of out-of-school factors including family support (e.g. mother or father's literacy, has books, family help with homework, wealth) and student characteristics (e.g. age, repetition, absenteeism, early childhood education), and in school factors (e.g. urban or rural, school human resources, textbooks, language of instruction, grade effect) was examined in the study population.

The primary sources of this study were including response obtained from students through questionnaires and responses got by interviewing school principals, subject teachers and parents. Besides, non-participatory school observation was undertaken by the researcher.

3.7. Data Analysis

Data that were gathered through questionnaire from the respondents were used for the analysis. Presentation of data was arranged in table and chart form along with percentage in a descriptive way by using simple static tools. First it presents respondents general profile, next response of other profile and study variables were discussed. Reliability was analyzed using interrelated reliability test using kappa statistics. Association of variables were used using Association between dependent variables and independent variables were conducted through the regression analysis to examine whether the theoretical estimation model is statistically significant with a chosen 5% significance level using the statistical package for social science (SPSS 26) program.

3.8. Reliability and Validity

Reliability is broadly defined as the degree to which measures are free from error and therefore yield consistent results (Zikmund, 2003). Reliability can be compute through different methods like test-retest reliability, internal consistency reliability, and equivalent forms reliability. In this study, questionnaire reliability had checked by using internal consistency method to measure the correlation between each item in the questionnaire.

One of the most commonly used indicators of internal consistency in EGRA studies is Interrater reliability. It is a measure used to examine the agreement between two people (raters/observers) on the assignment of categories of a categorical variable. It is an important measure in determining how well an implementation of some coding or measurement system works. A statistical measure of interrater reliability is Cohen's Kappa which ranges generally from 0 to 1.0 (although negative numbers are possible) where large numbers mean better reliability, values near or less than zero suggest that agreement is attributable to chance alone.

The results of the interrater analysis are Kappa = 0.761 with $p < 0.000$. This measure of agreement, while statistically significant, is only marginally convincing. As a rule of thumb values of Kappa from 0.40 to 0.59 are considered moderate, 0.60 to 0.79 substantial, and 0.80 outstanding (Landis & Koch, 1977). Most statisticians prefer for Kappa values to be at least 0.6 and most often higher than 0.7 before claiming a good level of agreement. Final interrater reliability scores were higher than 76 % for the two group of assessors, which is substantial, but similar to what was found in different countries in Ethiopia Kenya and Uganda for EGRA studies there.(Meredith Mc Cormac 2012, Gove, A. &Wetter berg, A. (2001)

A more complete list of how Kappa might be interpreted (Landis & Koch, 1977) is given in the following table

Kappa	Interpretation
< 0	Poor agreement
0.0 – 0.20	Slight agreement
0.21 – 0.40	Fair agreement
0.41 – 0.60	Moderate agreement
0.61 – 0.80	Substantial agreement
0.81 – 1.00	Almost perfect agreement

Table 4 Symmetric Measures

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Kappa Agreement	.761	.035	18.704	.000
N of Valid Cases	240			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Source; SPSS output 2023

Various techniques were employed to ensure data reliability and validity. In order to collect reliable data, the researcher designed the key informant interview guides, and questionnaires through an elaborated procedure which involves a series of revisions under the guidance of the research supervisor/advisor to enhance data quality.

Also quotes from interview and statement from questionnaires were used as references to ensure reliability. The researcher was used check list of questions when making personal interviews with respondents so as to achieve data consistency and completeness. Furthermore, research assistants/enumerators were trained for one day on administering the questionnaire, interview and discussion guides on recording of any other useful information they came across within in the field. Field notes were made and edited immediately after data collection on a daily basis.

Furthermore, to ensure validity, the study used the triangulation technique by using questionnaire, key informant interviews, and secondary data sources concurrently. In addition, data collection instruments were presented and refined to ensure lucidity of contents in context of aim of each question. Whereas the quantitative data collection instruments focus on objective responses, qualitative data collection instruments were designed in such a way that they measure attitudes and opinions of respondents to the maximum degree possible. In addition, before data entry into computer pretest was conducted.

The data scanning and scrutiny technique were employed from available questionnaires from respondents to examine and validate the survey instrument so as to ensure content, validity and reliability.

Pre-testing was also carried out on few of respondents. The basic reason for carrying out pre-testing was to determine whether the instruments are going to serve the purpose for which they are going to assigned.

3.9. Ethical considerations

The researcher was considered the research values of voluntary participation, confidentiality, anonymity to ensure protection of respondents from any possible harm that could arise from participating in the study. Thus, the researcher was clearly introduced the purpose of the study as a partial fulfillment of a Masters' study programs and requested the respondents to participate in the study on a voluntary basis such that refusal or abstaining from participating was permitted.

The researcher was also assured the respondents confidentiality of the information given and protection from any possible harm that could arise from the study since the findings used for the intended purposes only. The respondents were promised to be provided with feedback about the findings of the study.

CHAPTER FOUR RESULT AND DISCUSSION

4.1 Introduction

This chapter presents data presentation, analysis and discussion part of the study. The chapter analyzes the assessment of the General Education Quality Improvement Program (GEQIP): In the Case of Early Grade Reading Skills in Some Selected Primary Schools in Addis Ababa and the Presentation of data is made in tables & graphs by frequency and percentage distribution by using simple static tools and SPSS 26 were computed, discussed and presented.

4.2. Response Rate

Data were collected by the use of structured questionnaires that were distributed to 300 students. Only 240 responded accurately and timely. The response rate is 80%. According to Baruch & Holtom (2008), the average level of response rate is 52.7 percent is acceptable for survey.

Table 4. Response Rate

Response	Frequency	Percentage (%)
Responded	240	80
Not responded	60	20
Total	300	100

Source: compiled by the Researcher, 2023

4.3 Profile of Respondents

4.3.1. Age and Gender of the Respondents

One school each from program implemented and not implemented has been selected for the study, namely Agazian No. 2 and Ethiopia Andinet primary school. Data gathered through questionnaire from 240 students and 25 teachers from the two selected schools found in Addis Ababa.

Table 5 showed that Respondents' Age and Gender distribution in the study population. Of the total 240 respondents 54% were male and the remaining 46% were female by gender. The male to female ratio to all Grades is 1:1.2. From teachers' side of view 60% were female and 40% were male by gender. The majority of the respondents were females indicating that female dominance was common in school enrollment involved in the study.

Table 5 also indicates the age of the children who responded in each grade was enrolled in the study in grade 1 and 2, as they were enrolled in a lower-level class, the age category of respondents shows that most respondents are between categories of 7 to 8 years for grade 1 and 9 to 10 years for grade 2. From a total of 240 respondents 73% of them are under the category of 7

to 10 respondents while 16% are between 11 and 12 years and the rest 7% were at the age of greater than 12 years and of the total respondents respectively. Goveet al.2 (201) noted that language patterns are thoroughly established by the time a child is six years old. This demonstrates that when children's age and grade level are not taken into account, they encounter reading challenges in classes.

From the teachers' side 48 percent of the respondents were 25 to 35 years 32 percent were 36 to 45 years, 12 percent were 46 to 55 years and the rest 8 percent were above 55 years. From the result one conclude that most of the respondents are at 25 to 35 years age and at productive age brackets

Table 5 Age and sex Sampled students, teachers, by program and grade

Description		Implemented		Not Implemented		Total
		Grade one	Grade two	Grade one	Grade two	
Gender						
Students	Female	28	29	27	26	110
	Male	32	31	33	34	130
	Total	60	60	60	60	240
Teachers	Female	5	3	5	2	15
	Male	3	2	2	3	10
	Total	8	5	7	5	25
Age interval						
Students	< 7 years	4	0	5	0	9
	7-8 years old	37	3	34	5	79
	9 - 10 years	12	35	11	39	97
	11- 12 years	7	12	10	9	38
	>12 years	0	10	0	7	17
	Total	60	60	60	60	240

Source: compiled by the Researcher, 2023

Table 6 Age in years for sampled teachers in the study population

Teachers	Age in years	Number	Percent
	25 to 35 years	12	48%
36 to 45 years	8	32%	
46-55 years	3	12%	
>55 years	2	8%	
Total	25	100%	

Source: compiled by the Researcher, 2023

4.3.2. Teachers' Educational Background and Work Experiences

Table 7 indicates the Work experiences and Educational qualification of the respondents in the study population.

As shown in the table 48 percent of the respondents had a work experiences of 5 to 10 years, 36 percent were less than five years and the rest 16 percent were 10 to 25 years of experiences in teaching. Regarding the educational qualification 68 percent of the teachers had a diploma, 16 percent had a first degree and 8 percent a certificate in educational qualification. The school administrators in both schools are graduates with Master's degree.

Table 7 Work experiences and Educational qualification of the respondents in the study population

Description		Response		
		Frequency	Percent	
Work experiences				
Teachers	< 5 years	9	36	
	5 to 10 years	12	48	
	10 to 15 years	4	16	
	>15 years	-	-	
	Total	25	100	
	Educational Qualification			
	Certificate	2	8	
	Diploma	17	68	
	First degree	4	16	
	Masters and Above	2	8	
Total	25	100		

Source: compiled by the researcher 2023

4.3.3. Children's Early Stage of Learning

Students' background surveys inquiring about schooling and home life and series of student reading tests were held following the reading tests on the outlined subtasks. The tests included CAP questions to assess pre-reading skills and student familiarity with printed texts and books. Accordingly, students' language at home, the economic status of the parents, the availability of reading materials in the schools and home, the literacy status of the parents, absenteeism, parents' involvement in children reading competence and pre-schooling background of the students were assessed to exploit further information about the students.

4.3.3.1. Students Language at Home

Table 8 below indicates the students' language at home and what they speak at home of the students. As shown in the table, 90 and 92 percent of the respondents (grade 1 & 2 respectively) speak the same language at home they speak at school and the majority of the students speak Amharic in their home followed by Afan Oromo (Tigrigna 4&6 percent, Wolaita 4&3, percent Sidama 3 percent, Harari 2 percent, and Somali 1&2 percent in program implemented and non-Implemented Implemented school in the study population respectively. This result showed Amharic is the major language speak by the students and there is no differences on as such were seen between the result in both school.

Table 8 Students language at home by school

Sr No.	Item	Response	Implemented		Not implemented	
			Frequency	Percent	Frequency	Percent
1	Do you speak the same language at home as you speak at school?	Yes	108	90%	110	92%
		No	12	10%	10	8%
		Total	120	100%	120	100%
2	What language do you speak at home	Amharic	58	48%	57	48%
		Afan Oromo	48	40%	44	37%
		Tigrigna	5	4%	7	6%
		Sidama	3	3%	4	3%
		Harari	-	-	2	2%
		Somali	1	1%	2	2%
		Wolaita	5	4%	4	3%
		Others	-	-	-	-
Total	120	100%	120	100%		

Source: compiled by the Researcher, 2023

4.3.3.2. Students Attended KG or Not

Table 9 shows the responses of the students weather students attended KG or not before joining to grade 1. The majority of children were enrolled in preschool when they should have been, as shown in table 10. This demonstrates that children begin learning in grade one with some prior knowledge of schooling as the majority of them had some preschool experience. As Medoukali, (2015) argued that there is a key period during which particular abilities must be acquired or mastered. According to Wiley (2003), their language acquisition abilities decrease as people get older. In addition, Spache (1965) added reading readiness is the earliest stage that comprises the skills that young children typically learn before they may benefit from regular reading instruction. Furthermore, Pobi (2016) noted that a good reading habit improves academic performance and educational accomplishment.

As a result, it is possible to infer that some of the children who attended KG were somewhat good readers of Amharic because they understood how to read letters and words at an early age (KG). Children also mentioned a variety of reasons why they were unable to begin learning at an early age, including a lack of pre-primary schools in their area, their parents' lack of awareness about learning at that age, their parents' unwillingness to send them because they were assisting parents in caring for siblings, and inadequate resources.

Result between the program implemented and non implemented on attended preschool (KG) class has shown a little higher among the program implemented schools.

Table 9 Student attended KG or Not

Sr No.	Item	Response	Implemented		Not implemented	
			Frequency	percent	Frequency	Percent
1	Did you attend preschool (KG) class?	Yes	95	79%	100	83%
		No	25	21%	20	17%
		Total	120	100%	120	100%

Source: compiled by the Researcher, 2023

4.3.3.3. Socio Economic Status

Socioeconomic status has been operationalized in a variety of ways, most commonly as education, social class, or income. In this study, the research was used Low SES usually refers to individuals with low educational achievement and/or low household income. Table 10 showed the socio Economic statue of the respondents. It was measured by an household income and respondents provided to rate weather their Socio economic status is High, Medium or low (Robert M. Hauser (1994). As shown in table 10 no much differences in status between the program implemented or not. 75 and 78 percent of the respondents were at low socio economic status followed by 9 and 7 percent were at high and the rest 16 and 15 percent were at medium SES in program implemented and non-implemented schools in the study population respectively.

Table 10 Socio Economic Status

Sr No	Item	Implemented			Not implemented		
		Response	Frequency	Percent	Response	Frequency	Percent
1	SES	High	11	9	High	9	7
		Medium	19	16	Medium	18	15
		Low	90	75	Low	93	78
		Total	120	100	Total	120	100

Source: Compiled by the Researcher (2023)

4.3.3.4. Absenteeism

The extent of student absenteeism in both schools by grade is presented in Table 11. In the student questionnaire, students were asked whether they had missed more than one week of school this year. It showed that 15 and 22 percent of grade 1 and 2 students respectively from program implemented schools were absent in that school year. Also, 12 and 25 percent of grade 1 and 2 students respectively from non-program schools were absent from school this year. Overall, the figure shows that absenteeism, at least as measured by this question, was fewer than one in five students were absent during the previous week. However, grade-specific differences were interesting. First, absenteeism was slightly more common among Grade 2 students than grade 1 student, as approximately 23% of students were absent during the week prior to the assessment in grade 2, as compared to approximately 13% in the latter. Second, absenteeism was more common among Grade 2 students than in Grade 1.

The reason for this was not made clear by the questionnaire, but it is worth noting that in a country with low primary survival rates (i.e., approximately 40% of children who start primary school reach and complete the final primary grade), these data point to the possibility of increased absenteeism among older children.(Gove, A. &Wetterberg, A. 2001, GetachewA, et al. 2018).

Table 11 Absenteeism

Sr No.	Item	Grade	Implemented			Not implemented		
			Response			Response		
			Response	Frequency	Percent	Response	Frequency	Percent
1	Absenteeism	One	Yes	9	15%	Yes	7	12%
			No	51	85%	No	53	88%
			Total	60	100%	Total	60	100%
		Two	Yes	13	22%	Yes	15	25%
			No	47	78%	No	45	75%
			Total	60	100%	Total	60	100%

Source: Compiled by the Researcher (2023)

4.3.3.5. Availability of Text Book and Reading Materials

Table 12 shows the availability of text book and materials in the study population. As shown in the table below 58 and 48 percent of the student replied yes, with regard to having textbooks from school. For the question raised on Availability of reading Materials like Newspaper and story books 51 and 43 percent of the respondents were replied that yes response from program implemented and non-implemented respectively. From the finding of the study, more than 50 percent of the student did not receive an Amharic textbook individually. During classroom observation, however, it was noticed that the quality of the student textbooks was not similar. Some were multi colored, while others were copies of the original textbook, but the book's instructions only apply to the colored ones. Besides, the books were distributed in an uneven manner. This caused children to be perplexed when performing activities in textbooks, mainly when pictures supported the activities.

Table 12 Availability of text book and Reading Materials

Sr No.	Item	Implemented			Not implemented		
		Response	Frequency	Percent	Response	Frequency	Percent
1	Availability of text Book	Yes	58	48%	Yes	48	40%
		No	62	52%	No	72	60%
	Total		120	100%		120	100%
2	Availability of reading Materials like Newspaper, story books at home	Yes	51	43%	Yes	43	36%
		No	69	58%	No	77	64%
	Total		120	100%		120	100%

Source: Compiled by the researcher (2023)

4.3.3.6. Family Supports and Education

Table 13 shows that the majority of the children's parents are educated and could understand the importance of education. According to Egalite (2016), educated parents are more likely to read to their children than their less-educated counterparts. The parents' lack of education has an impact on their understanding of children's needs. As a result, children of educated parents usually perform better in school than children of uneducated parents since educated parents' children generally receive more support. Moreover, educated parents are more likely to participate in their children's education at home. For example, they frequently assist their children with homework and participate in family reading sessions. From the findings of the study, it appears that most the parents assist their children in reading Amharic at home, send them to school on time, and inquire about what they learned.

As it has been shown in the table, children predominantly got support from fathers, brothers and sisters when they have difficulty reading Amharic. According to Pobi (2016), educated families

encourage and support their children to read. Regarding parents read and write 86 percent of the respondents (85 and 88 percent) said their mother can read and write and 88 percent of students responded that their father can read and write respectively from program and non-program implemented schools. From the findings of this study, it could be concluded that if parents support their children in reading Amharic at home, they would not have such difficulty in reading Amharic that they might be encouraged to participate in the classroom.

Table 13 Family supports and education

Sr No	Item	Implemented			Not implemented		
		Response	Frequency	Percent	Response	Frequency	Percent
1	From whom children get support when facing reading difficulties	Fathers	35	29%	Fathers	41	34%
		Brothers/sisters	48	40%	Brothers/sisters	39	33%
		Sisters	10	8%	Sisters	12	10%
		Mothers	12	10%	Mothers	16	13%
		Others	3	3%	Others	8	7%
	No one	12	10%	No one	4	3%	
	Total		120	100%		120	100%
2	Does your mother read and write?	Yes	102	85%	Yes	106	88%
		No	18	15%	No	14	12%
	Total		120	100%		120	100%
3	Does your father read and write?	Yes	106	88%	Yes	105	88%
		No	14	12%	No	15	13%
	Total		120	100%		120	100%

Source: Compiled by the researcher 2023

4.3.3.7. Parents' Involvement in the Children's Reading Competence in the Sampled Schools

Table 14 presents the Parents' involvement in the children's reading competence in the sampled schools. 16 parents selected voluntary from both school were requested to respond to five questions related to Parents' involvement in the children's reading competence in the sampled schools.

As shown in the table 69 and 63 percent of the respondents were replied yes to question that "Have you bought reading materials that helps your child improve reading proficiency this year" and 75 and 69 percent to the question "Do you help/let others help your child while he/she does homework in Amharic language?" to the programmed and non-program school in the study area whereas to the question "How often do you attend school meetings held by Parent-Teacher-Student-Union since last year?" 25 and 19 percent said once time, 31 and 38 percent six times, 25 percent said three times and the rest 19 percent said four times per year for program implemented and non-implemented respectively.

Similarly, to the question “Do you voluntarily come to school whenever your school calls you”?88 and 94 percent of the respondents replied that yes. Finally, for the question “Do you always follow-up your child’s reading competence at home”63 percent of the respondents replied yes from program implemented school and 75 percent from non- program school said yes.

Table 14 Parents’ involvement in the children’s reading competence in the sampled schools

Sr No.	Item	Response	Implemented (N=16)		Non implemented (N=16)	
			Frequency	Percent	Frequency	Percent
			1	Have you bought reading materials that helps your child improve reading proficiency this year?	yes	11
2	Do you help/let others help your child while he/she does homework in Amharic language?	yes	12	75%	11	69%
3	How often do you attend school meetings held by Parent-Teacher-Student-Union since last year?	One time	4	25%	3	19%
		Six time	5	31%	6	38%
		Three time	4	25%	4	25%
		Four time	3	19%	3	19%
4	Do you voluntarily come to school whenever your school calls you?	yes	14	88%	15	94%
5	Do you always follow-up your child’s reading competence at home?	yes	10	63%	12	75%

Source: Compiled by the researcher 2023

4.3.3.8. Teachers Response

Table 15 showed the Presence of a library or reading room whether teachers have sufficient learning materials, and follow up by program. Data shown in the table, the presence of a library or reading room in the school was also associated with an increase in student oral reading fluency in program implemented. Table below shows the proportion of teachers who reported the presence of such facilities in their school. From the table, both schools had a library or reading room among 60% as compared with 64% among the Non-implemented program schools. Though it is not clear from the questionnaire whether students actually use these resources even if they were present in the school, only 14% of students used libraries that were for the exclusive use of students. As such, this may represent limited access to reading and print materials, essential for early literacy.

Having sufficient learning materials to facilitate reading instruction was found to be a little high by program implemented school that predict student oral reading fluency compare to non-program implemented school in which it was a low response. As shown in the table, the proportion of teachers from both schools who reported having what they deemed to be sufficient learning materials in their classrooms. Nearly half of teachers surveyed responded that they did not have access to sufficient learning materials for the teaching of reading, a finding that held across both schools. While this is common in low-income countries, it is problematic in that it hinders a teacher’s ability to deliver instruction and students’ ability to interact appropriately with the lesson content. 48 percent of the teachers from program implemented and 54 percent from non-program schools reported that their school has a well experienced professional librarian and 90 and 94 percent were reported that they are making a follow-up for their students on reading competence.

Table 15 Presence of a library or reading room whether teachers have sufficient learning materials, and follow up by program

Sr No	Item	Implemented (N=25)			Non implemented (N=25)		
		Response	Frequency	Percent	Response	Frequency	Percent
1	Does your school have a functioning Library or Reading Room?	yes	15	64%	yes	16	60%
		No	10	40%	No	9	36%
	Total		25	100%		25	100%
2	Enough books in the library or reading room?	yes	15	62%	yes	17	70%
		No	10	38%	No	8	30%
	Total		25	100%		25	100%
3	Do you supervise your students as they use the library?	yes	16	75%	yes	19	65%
		No	9	35%	No	6	25%
	Total		25	100%		25	100%
4	Does the school have a well experienced professional librarian?	yes	12	48%	yes	13	54%
		No	13	52%	No	12	46%
	Total		25	100%		25	100%
5	Do you always follow-up your students on reading competence?	yes	23	94%	yes	22	90%
		No	2	10%	No	3	6%
	Total		25	100%		25	100%

Source: Compiled by the researcher 2023

4.4. Result From Qualitative Data

Teachers selected from Grade 1&2 and Amharic language teachers- were interviewed. As the respondents response the library has a functioning library for all grade levels; it also has a permanent librarian. However, the programmed school librarian does not trained in library science; the library also does not have enough reading materials though teachers supervise students to use the library.

Considering the questions regarding the indicators of quality of education, contextually, the presence of resources for reading in the library, availability of qualified teachers in the school, provision of training for teachers, improved parents' living status, provide teaching by using different teaching aids and reference books, encouraging students to do worksheets, apply teaching methodologies like student-center teaching and tutoring students who have low results in class can be indicative criteria for quality education.

Similarly how does your school meet these requirements respondents said, by applying the criteria on time and regular basis, when sufficient resources are available, create a program for all teachers and provide appropriate monitoring and support and on How Reading skill is related to the quality of education the respondents added that the quality of education comes when reading skills are developed. One of the most important skills to bring about the quality of education is reading, understanding and analyzing.

For the question raised to the respondents on what are the challenges for students to learn reading skills the respondents replied that economic conditions, parental involvement, teachers' quality, lack of reading materials, low reading implementation & interest to read and lack of supervision. To tackle the Problems the respondents suggested the coordination of parents, teachers, government, the school communities and other concerned stakeholders, helping students improve their reading skills with the available materials and to read what they learn every day regularly, build interest to read, by applying monitoring, support and encouragement.

To the question on how respondents measure their students' reading skills and weather they have any knowledge about teaching reading skills the respondents replied to poor to average and said Yes, as teaching reading skills is the ability of students to read, understand what the students' reading problems are. Students can improve their reading skills by practicing the sounds of letters, knowing the letters well and being able to read, write, and speak, forming words with letters and reading words, making sentences by combining words and reading well.

Regarding whether they received any on-the-job training in teaching reading skills the respondents replied yes we have received training from the Read I and II Projects and training provided by USAID to develop reading skills but need additional training. Medias, posters, additional books and documents prepared during trainings, internet and various story books were some aids other than textbooks to teach reading skills.

Respondents were also said yes for the question "Do you send a message for parents to help their kids with their homework" they send a message for parents to help their kids with their

homework when there are students who don't perform well in their education, messages are sent through communication books and feedback form, and sometimes the teachers invite the parents to come at school and discuss about their students.

There is a parent-teacher association in each school serve as the platform with six selected teachers meet with parents every 3 months and the union play a role in improving the quality of education, by using the available resources and educational preparation to be able to advise on the implementation of the quality of education, by discussing the problems that appear, finding solutions to the problem, encouraging and advising students & teachers. Also, the school management has a contract to draw-up a program, make a discussion to solve problems.

Parents were aware of the special training program for language teachers and that can be an indication of the change in reading shown by students who come from outside the city.

Regarding the opportunities, the program facilitates children's opportunities to read, understand and become entrepreneurs, when parents of students are called to discuss the results of students, they refuse to come to the school and discuss, and some don't come at all, thinking that I can't help my kids because I don't have the knowledge and skill to help, not having contact time with their children, working with students' parents is a key factor in working together to improve student outcomes. On the other hand, according to the teachers' response when the parents are uneducated parents, they have no role to play other than sending their children to school.

4.4.1. Performance of students by Language, Grade and Program

The International Education Development Community conducts reading assessments using different reading tests to obtain school-level and district level data about children's foundational reading skills. In this study, however, the 'Early Grade Reading Assessment (EGRA)' tool was adapted and administered to assess the reading competence 1 and 2 of grade students. To do so, a series of tests assessing the competence of identifying letters, words, a story and comprehension tests. A series of tests was employed to assess the level of reading skill of grade 2 and 3 students on the essential elements of reading skill. The tool for the assessment was developed and translated in Amharic language because it is the language of instruction at primary schools in Addis Ababa. So the sub tasks included are the following:

a. Test on Letter Identification

A student's score for this sub task was calculated as the number of correct letters per minute. If the child completed all of the words before the given time ended, the time of completion was recorded for calculations based on that period. Enumerators marked any incorrect letters with a slash (/), placed brackets (|) after the last letter named, and recorded the time remaining on the stop watch at the completion of the exercise (variables are thus: total letters read, total incorrect responses and time remaining on stopwatch). Three data points were then used to calculate the total correct letters per minute (CLPM): $CLPM = \frac{\text{Total letters read} - \text{Total incorrect responses}}{[(60 - \text{Time remaining on stopwatch})/60]}$.

b. Tests on Familiar Words:

A student's score for each of the three dimensions of this part of test were the proportion of correct phonological awareness sat syllabic level to each of the total phonological awareness of individual phone or phonetic level, phonemic level.

c. Test on unfamiliar word fluency:

The enumerators recorded the number of correct words per minute. If the students completed all of the words before the given time ended, the time of completion was recorded calculated. Correct words per minute were recorded and scored. The same three variables collected for the letter naming the same variables collected for the letter naming were collected for this part and the other timed exercises namely: total words read, total incorrect responses and the remaining on stopwatch.

d. Test on Oral Reading Fluency:

Students were scored on the number of correct vocabulary meaning they worked out as their answers (out of the total number of questions). To measure the students' vocabulary skill, a two-minute test (one minute for reading a passage and one minute for answering the vocabulary questions based on the passage) which assessed children's word-attack skills was administered.

For this purpose, a simple story which was deemed familiar for the students was constructed and used. The passage contained about 60 words in which 5 vocabulary words were written in bold.

e. Test on comprehension of a connected text:

Students were rated on the number of comprehension questions answered acceptably and then their scores for the comprehension of the connected text were the proportion of correct answers to the total items presented.

As adopted from various previous research works, EGRA is an orally administered assessment measuring the pre-reading and reading skills foundational to later reading (and academic success).It takes approximately 15 minutes to administer and is often combined with a questionnaire measuring a variety of student background variables to help in explaining some of the reading outcomes.

Its components assess the number of letters recognized in isolation, the number of words read correctly in isolation and the number of words read correctly in context per minute. This was supported by Matthew Jukes (2006) that the number of words read correctly per minute was used as the measure of reading fluency; a recognized and forceful index of reading comprehension reliably differentiates strong and poor readers as demonstrated in the sampled students.

To summarize, the following table paraphrases the major sub tasks employed by the researcher for the purpose of this study.

Table 16 the major sub tasks employed by the researcher for the purpose of this study.

Sr No.	Sub tasks	Expected Early Reading skills	Skill demonstrated by the students	The Nature of time
1	Letter naming/Fidel identification	Letter recognition	Provide the name of upper and lower case letters presented in random order	1 minute
2	Familiar Word Fluency	Automatic Word Reading	Read simple and common words	1 minute
3	Non-familiar Word Fluency	Alphabetic Principle	Use knowledge of legal syllables and letter sound correspondence to read non-sense words	1 minute
4	Oral Reading Fluency/vocabulary	Oral reading fluency	Read a passage about 60 words long, that tells story appropriate for students	1 minute
5	Reading Comprehension	Comprehension	Answer comprehension questions based on The passage read	1 minute
6	Listening Comprehension	Comprehension	Respond correctly to literal and inferential questions about a text read to the student	Not timed

Source: ERGA 2010

4.5. Descriptive Statistics for Study Variables

Table 17 Mean and standard deviation of ORF

Statements	Program			
	Implemented		Non-Implemented	
	Mean	Std. Deviation	Mean	Std. Deviation
Oral Reading Fluency	47.5	1.085	41.2	1.621
Aggregate Mean	47.5	1.085	41.2	1.621

Source: SPSS Output 2023

How well are students learning to read in the study population?

As this study shows that some most students only begin to learn to read in their respective language by Grade 1. Table 18 below displays the proportion of students in each language and grade who can be categorized as “non-readers”, “reading with limited comprehension”, “reading with comprehension”, and “reading fluently with comprehension”. These categories represent a combination of the oral reading and reading comprehension subtasks. Students who scored a zero on the ORF portion of the study were classified as “non-readers”; students who scored more than

zero on the ORF portion, but less than 60% on reading comprehension, were classified as “reading with limited comprehension”; students who scored between 60% and 80% on the reading comprehension subtask were designated as “reading with comprehension”; and students with a reading comprehension score above 80% were categorized as “reading fluently with comprehension”

Sr No.	Students	Classification
1	Scored Zero on ORF portion	Non- Readers
2	Scored More than zero but less than 60%	Reading with Limited Comprehension
3	Scored between 60%-80%	Reading with Comprehension
4	Scored more than 80%	Reading Fluently with Comprehension

As shown from table 18, sampled students in both Grades 1 and 2 were non- reader in Grade 1 10.9% and 11.2% from program and non-program implemented schools respectively and 9.94% and 11.6% in Grade 2. And while the proportion of students so designated high in programmed school, the high percentages of students who lacked basic reading skills signifies both the need and potential for improvement. However, there are reasons for optimism. The proportion of students who read fluently more than doubled from Grade 1 to Grade 2 in both schools and the number of children reading with fluency grew markedly.

Table 18 Summary of the Students’ competence in by language and Grade

Tasks	Program Implemented	Language	Grade	NR	LRC	MRC	RFC
Oral Reading Fluency	YES	Amharic	Grade 1	10.90%	35.40%	11.50%	25.50%
			Grade 2	9.94%	47.50%	63.50%	37.20%
	NO	Amharic	Grade 1	11.20%	47.4%	58.60%	22.60%
			Grade 2	11.60%	55.20%	51.3%	32.50%

Source: Data Compiled By the researcher 2023

Note: Categories determined as follows. (NR) Non-reader=0 on ORF portion; LRC-reading with limited comprehension=less than 60% on reading comprehension and more than 0 on ORF; reading with comprehension= between 60 and 80% on reading comprehension; and reading fluently with comprehension= reading comprehension score over 80%

The overall results shown above were also disaggregated by language and grade for each study variables. These data are presented in the table, which displays the proportion of correct items, the proportion of correct items relative to the number of attempted items and the percent of zero scores for each subtask.

As Table 19 shows, students percent zero scores were low on aggregate in many subtasks, in program implemented school than non-programmed one. Moreover the percent correct of total for both grades were exceeds above 50% for all grades and a little rise in the programmed schools. Grade 1 and Grade 2 were 51.4% and 53.6% and 57.2% and 58.1% for Listening

Comprehension and 11.0% and 17.1% 19.1% and 31.2% for Oral Reading Fluency In sum, students participated in this study are t actively trying to read and, in particular, to perform higher-order reading tasks like comprehension, Similarly, reading performance varied substantially by grades in both study schools.

It is clear that students performed relatively well compared to other variables assessed on the Letter-Sound Identification and Listening Comprehension segments of the assessment. In both of these subtasks, students across both grades and languages registered average scores above 60% (the proportion correct of items attempted) and zero scores were relatively low. While achievement of students in Grade 2 was higher than their counterparts in Grade 1on these subtasks, these results suggest that students assessed for this study were beginning to recognize letters, and the sounds they represent, and were beginning to comprehend auditory information.

Moreover, in Grade 2 students correctly identified 73% and 70% of the letter sounds they were shown while Grade 1 students correctly identified 63% and 58%. It is therefore likely that Grade 1 and 2 students are being expressly taught letter recognition skills in programmed and non-programmed schools respectively. In addition, teachers are likely teaching in a manner that is conducive to students practicing listening comprehension relative to other reading skills as these early reading skills are part of a firm foundation for learning to read.

Table 19 Performance of ERGA subtasks by language and grade (Average Number of Words Read in one Minute)

Tasks	Program Implemented	Language	Grade	Percent correct (of total)	Percent correct (of attempted)	Percent zero scores
Letter-Sound Identification	YES	Amharic	Grade 1	35.10%	63.2%	16.60%
			Grade 2	44.3%	73.0%	10.10%
	NO		Grade 1	33.10%	60.20%	10.00%
			Grade 2	40.00%	68.00%	6.10%
Familiar Word Reading	YES		Grade 1	30.20%	69.20%	12.20%
			Grade 2	55.10%	72.40%	13.60%
	NO		Grade 1	23.10%	57.90%	10.00%
			Grade 2	40.90%	69.40%	6.10%
Non-Familiar Word Reading	YES	Grade 1	19.00%	34.60%	16.20%	
		Grade 2	31.10%	48.40%	11.40%	
	NO	Grade 1	11.10%	23.60%	11.10%	
		Grade 2	17.20%	31.00%	17.10%	
Oral Reading Fluency	YES	Grade 1	65.40%	33.40%	11.50%	
		Grade 2	74.30%	55.30%	9.50%	
	NO	Grade 1	58.20%	21.50%	10.50%	
		Grade 2	72.10%	35.20%	11.20%	
Reading Comprehension	YES	Grade 1	69.40%	32.40%	14.9%	
		Grade 2	72.80%	52.50%	11.80%	
	NO	Grade 1	65.00%	16.80%	11.60%	
		Grade 2	69.20%	31.20%	16.10%	
Listening Comprehension	YES	Grade 1	66.40%	71.40%	2.60%	
		Grade 2	72.60%	71.80%	2.40%	
	NO	Grade 1	62.20%	34.10%	1.60%	
		Grade 2	69.10%	65.30%	1.00%	

Source: Compiled By the researcher 2023

4.6. Students, Teacher and Classroom Characteristics Associated with Student Reading Performance, by Language and Program

From the student questionnaire provided an opportunity to test whether student-level background variables were associated with reading performance in the study population. Specifically, a linear regression model was created in which student variables were entered one at a time (i.e. only one student level variable was entered into the model at any one time) to determine whether a statistically significant association between reading performance and the variable in question could be found. Oral reading fluency was used as the outcome variable.

4.6.1. Linear Regression

The study makes use of ordinary least square (OLS) regression that finds the simple linear regression of data. The method examines the relationship between independent variables, also known as explanatory variables, and a dependent variable. The choice for applying ordinary least squares as a statistical analysis method derived from the fact that the respective regression is the total squared error. The sum of square errors is the least in ordinary least squares and it refers to the difference between an observed value and a predicted value. The smaller the error value the more accurate is the prediction of the regression line. (Moutinho, 2011)

The equations of the general regression model are

$$ORF = a + \beta_1SC1 + \beta_2SC2 + \beta_3SC3 + \beta_1SC4 + \beta_2SC5 + \beta_3SC6 + \beta_3SC6 + \dots + \beta_3SC13 + \epsilon$$

$$ORF = a + \beta_1TC1 + \beta_2TC2 + \beta_3TC3 + \beta_1TC4 + \beta_2TC5 + \beta_3TC6 + \beta_3TC7 + \epsilon$$

Where as

ORF Oral Reading Fluency

SC1 to SC13 Student each characteristics

TCS1 to TCS7 Teacher and classroom characteristics

a - is a constant

β_1 - β_{13} - is the coefficient, in which every marginal change in variables on ORFs correspondingly.

ϵ - the error term

4.6.2. Regression Assumptions

The study used a linear regression model and examined the association of the student and Teacher and classroom characteristics on Oral Reading Fluency (ORF). Before analyzing the data gathered by the questionnaires, the researcher had checked the necessary assumptions. These assumptions are must be fulfilled in order to undertake analysis by multiple regression model. Five tests for linear regression model (LRM) assumptions namely normality, linearity, homoscedasticity; multi-Collinearity and Autocorrelation i.e independence of residual are conducted and discussed as follow. The following assumptions (Chumney& Simpsons,2006,) should be fulfilled in order to ensure the coherence of the regression analysis:

Assumption 1: Test for Normality

Test of normality, is determining whether the data well modeled by normal distribution or not. This test of normal distribution could be checked by graphical (histogram and dot plot) method of tests. (Gujarati, D. 2004). Even though the normality assumption is not a treat since the

observation or sample size of the study is large enough, more than 100 observations, the researcher tested it using normal probability plot (NPP).

The decision rule is if the fitted line in the NPP is approximately a straight line, one can conclude that the variables of interest are normally distributed. (Gujarati, D. 2004) From the Annex one attached one can see that residuals of the model approximately normally distributed as shown in the histogram

Assumption2: Linear Testing

The first assumption refers to if the dependent variable: ORF has a linear relationship with the independent variables. In order to evaluate the linearity between the respective variables, the researcher applied the “Fit General Linear” function to construct the graph. All of the graphs illustrated in Annex 2 (attached). Scatter plot of the independent and dependent variables; convey a positive linear relationship to the dependent variable: ORF. The figure in annex 2 shows that there is a randomised pattern indicating that the linear test results are normal. The linearity assumption is therefore fulfilled.

Assumption 3: Multicollinearity

Another assumption that has to be meet to undertake multiple linear regression model is the assumption of multicollinearity. It's an indication for a linear relationship between the independent variables. (Gujarati, D. 2004) Variable Inflation Factor (VIF) technique is used. The VIF is a measure of the reciprocal of the complement of the inter-correlation among the predictors: $VIF = 1 / (1 - r^2)$. The decision rule is a variable with VIF value of greater than 10 indicates the possible existence of multicollinearity problem. Tolerance (TOL) defined as $1/VIF$, It also used by many researchers to check on the degree of collinearity. The decision rule for Tolerance is a variable whose TOL value is less than 0.1 shows the possible existence of multicollinearity problem. (Gujarati, D. 2004)

As shown annex 3 (attached) showed that VIF values for all variables became less than the tolerable value, i.e. 0.1 and Tolerance value of all variables also became above 0.1 that indicates that this model is free from multicollinearity problem between the independent variables.

Assumption 4: Autocorrelation

While a scatter plot allows checking for autocorrelations, the linear regression model for autocorrelation is used the Durbin-Watson test. Durbin-Watson's d tests that the residuals are not linearly auto-correlated. While Durbin-Watson's can assume values between 0 and 4, values around 2 indicate no autocorrelation. As a rule of thumb value of 1.5 to 2.5 shows that there is no auto-correlation in the data. However, the Durbin-Watson test only analyses linear autocorrelation and only between direct neighbors, which are first order effects.

The test statistic shows a value of 2.01204 and 1.981 respectively as conveyed in annex 4 henceforth; the assumption 4 is yet again fulfilled.

Assumption 5: Heteroscedasticity

The last assumption of the linear regression analysis is homoscedasticity. The scatter plot is good way to check whether the data are homoscedastic (meaning the residuals are equal across the regression line). No heteroscedasticity refers to the fact that residuals do not follow a particular pattern or show any trends (Hayes & Cai, 2007, p.710). As one can see in Annex 5 (attached) Residuals vs. Fitted plots, the residuals are randomly distributed amongst the axis and do not show to follow any particular pattern. This would indicate that the errors have a constant variance. Thus, assumption 5 referring to homogenous variances with all error terms is fulfilled.

4.6.3. Correlation Analysis

Correlation analysis used to describe the strength and direction of the linear relationship between two variables. SPSS calculates a number of statistics to find a relationship between variables. Accordingly, the researcher used a simple bivariate correlation, which just means between two variables also known as zero-order-correlation. Moreover, in order to examine the relationship between oral reading fluency and the other independent variables, for which a bivariate correlation is best, fit the test. Pearson correlation coefficient indicates the relationship between variables. This can range from -1.00 to 1.00. A correlation coefficient of 0.00 indicates no relationship at all, a correlation of 1.00 indicates a perfect positive correlation, and a value of -1.0 indicates a perfect negative correlation (Pallant, 2005) (table 20)

Table 20 Correlation Coefficient

Correlation Coefficient(r)	Strength of the correlation
.50 to 1.0 or -.50 to -.10	Strong relationship
.30 to .49 or -.30 to -.49	Moderate relationship
.10 to .29 or -.10 to -.29	Small relationship

Source: SPSS Output 2023

Therefore, in the next part, the correlation between the independent variables and Oral reading fluency calculated with the help of bivariate Pearson correlation coefficient.

Interpretation of output from correlation table in Annex 6 (attached) illustrates the result of a statistical test for correlation of students and Teacher and classroom characteristics and dependent student reading performance (ORF) variables. Accordingly shown in the correlation matrix table students and Teacher and classroom characteristics correlated with student reading performance (ORF) with Correlation coefficient (r) moderate to high ratio. Therefore, the Pearson Correlation Coefficient of independent and dependent variables in Annex 6 and Annex 7 (attached) indicates the existence of a positive relationship.

Model Summary

Statistical result showed the model summary. R^2 value were .537 and .631 and this indicate that 53.7% and 63.1% of the models of this research explained 53.7% of the variance of student and teacher and class room characteristics explained by their independent variable collectively. The analysis indicates that a moderate coefficient and showed that is 53.7% and 63.1% variation in ORF are explained by changes or the nature of independent variables implemented in the study population. The remaining 47.3% and 36.9 % of the variation in ORF is explained by stochastic error term (e) (Annex 8 attached)

ANOVA F Test

The regression model considered ORF as dependent variable and the student and teacher and class room characteristics are the independent variables. The regression analysis conducted to evaluate how well these variables predict ORF. As it is described under the model summary in Annex 9 (attached) the linear combination of the independent variables significantly related to ORF ($R^2 = 0.537$, $F=27.577$ and $P.000$ and $R^2 = 0.631$ $F = 19.652$, $P= .000$) Hence, one can concluded that this model is a fit where the independent variables included in this model collectively have a significance correlation to the dependent variable.

Regression Analysis

Association between Student characteristics associated with ORF

Data from the student questionnaire provided an opportunity to test whether student-level background variables were associated with reading performance in the study population. Specifically, a linear regression model was created in which student variables were entered to determine whether a statistically significant association between reading performance and the variable in question could be found. Oral reading fluency was used as the outcome variable. Results are displayed in Table below, and significant results (i.e., $p < .05$)

Only six student-level variables were found to have a statistically significant association with oral reading fluency. Unsurprisingly, Student age was also found to have a position impact on reading fluency (t-statistic 2.255 at p-value of 0.001 with β coefficients 32.8%). In Consistent with the tests of gender differences, female students were found to read less fluently than male peers in both schools (t-statistic 3. 89 at p-value of 0.003 with β coefficients 36.6%)

Students who attended preschool tended to significantly outperform peers who had not attended preschool (t-statistic 4.461 at p-value of 0.001 with β coefficients 39.9%) In both schools , students who reported being absent from school during the previous week tended to perform less well on the Oral Reading subtask than their peers who had not missed school.(t-statistic 2.461 at p-value of 0.001 with β coefficients 11.6%). This relationship was stronger (t-statistic value found to be 3.089 at p-value of 0.003 with β coefficients 33.6%,) meaning that absenteeism, unsurprisingly, was associated with a substantial drop in reading achievement. Whether or not

students had class materials (e.g., reading textbook) on the day of the assessment was found to have a significant association with oral reading (t-statistic value 9.156 at p-value of 0.000 with β coefficients 38.1%)and students who did have their textbook outperformed their peers who did not have their textbook on the day of the assessment. (t-statistic 1.421 at p-value of 0.003 with β coefficients 11.6%)(Table 21)

Interestingly, several background variables that are typically associated with greater reading performance, such as parental literacy and household SES, were not linked to better reading outcomes here.

Table 21 Regression Coefficients for Students characteristics

	Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.64	0.299		2.142	0.035
	Language	0.326	0.621	0.0162	1.691	0.126
	Grade	0.491	0.521	0.212	5.62	0.321
	Age	0.022	0.086	0.128	2.255	0.001
	Gender	0.307	0.300	0.336	3.089	0.003
	Preschool	0.444	0.41	0.399	4.460	0.000
	Absent from School	0.018	0.038	0.116	2.460	.0001
	Textbook	0.068	0.047	0.116	1.424	0.003
	Reading Materials	0.327	0.036	0.381	9.156	0.000
	Homework	0.091	0.251	0.195	6.71	0.261
	Mother’s Literacy	0.0326	0.028	0.021	8.17	0.192
	Father’s Literacy	0.0521	0.457	0.129	7.61	0.492
	Repeating Grade	0.921	0.634	0.194	5.01	0.326
	SES	0.674	0.601	0.0521	4.02	0.251

a. Dependent Variable: Reading Performance

Source: SPSS Output 2023

4.7. Association between Teacher and Class room Characteristics Associated with ORF

Data from the teacher questionnaire also allowed an analysis of teacher-level characteristics and factors that were associated with their students’ ORF scores. A linear regression model was created in which teacher variables were entered individually to determine whether a statistically significant association could be found between reading performance and the variable in question. Oral reading fluency was again used as the outcome variable. Results are displayed in Table22, and significant results (i.e., $p < .05$).

Disregarding the model constant, teacher experiences (t-statistic value 2.971 at p-value of 0.021 with β coefficients 14.2%) and qualification (t-statistic 4.722 at p-value of 0.015 with β coefficients 25.7%) were found to have a statistically significant relationship with students' performance on the ORF portion in both schools. However, it should be noted that low sample sizes (only 25 teachers were selected for the sample) may, in some cases, produce biased results.

Table 22 Regression Coefficients for teachers and classroom characteristics

	Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
2	(Constant)	0.821	0.312	0.298	3.61	0.021
	GENDER	0.152	0.21	0.136	7.61	0.121
	TEACHER QUALIF	0.327	0.186	0.257	4.722	0.015
	YEAR EXPERIENCES	0.21	0.215	0.142	2.971	0.021
	LIBRRAY/ ROOM	0.307	0.321	0.325	6.31	0.174
	SUFFICIENT MATERIAL	0.291	0.301	0.399	5.64	0.0231
	DAYS PER WEEK	0.042	0.039	0.062	8.52	0.342
	USEFUL TEXT BOOK	0.068	0.047	0.005	3.424	0.258
a. Dependent Variable: Reading Performance						

Source: SPSS Output 2023

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

Integrating quality with access is a main challenge globally, notably in low income countries such as Ethiopia. The government in Ethiopia has put a special emphasis on addressing issues of quality of education and is supporting its efforts. Yet despite significant gains in access achieved in the past decade, attention has shifted to the quality of this educational expansion. Reading is a fundamental skill for children to acquire knowledge, because it is used throughout everyone's life. The key to learning is to start reading early because acquiring these skills becomes more difficult.

To this effect EGRA was developed to provide a way to measure a child's initial reading skills. More specifically, it was constructed to assess the reading and language skills identified to be critical for students to become fluent readers and comprehend what they read. In improving access to quality general education for all with its investment on the General Education Quality Improvement Program (GEQIP) the Ethiopian government has set the GEQIP that has been aiming to improve teaching and learning conditions in primary education, and to strengthen educational institutions and service delivery at federal and regional levels.

There are only limited literatures to the purpose of the study in literacy in general and with the GEQIP in particular. As part of the GEQIP intervention inclined with reading skills to boot up the quality of education, this research tried to assess the General Education Quality Improvement Program in the Case of Early Reading Skills in Some Selected Primary Schools in Addis Ababa. This study was conducted to assess the General Education Quality Improvement Program (GEQIP) in the case of early reading skills in some selected primary schools in Addis Ababa.

Data were collected by the use of structured questionnaires that were distributed to 300 students. Only 240 responded accurately and timely. The response rate is 80%. According to Baruch & Holtom (2008), the average level of response rate 52.7 percent is acceptable for survey

A school each from program implemented and not implemented, namely Agazian No 2 and Ethiopia Andinet primary school. Data gathered through questionnaire from 240 students and 25 teachers from two selected schools and sub cities named Nifas Silk Lafto and Yeka found in Addis Ababa.

As shown in the result of the study the male to female ratio to all Grades is 1:1.2. From teachers' side of view 60% were female and 40% were male by gender. The majority of the respondents were females indicating that female dominancy was common in school enrollment involved in the study.

The age category of respondents shows that most respondents are between categories of 7 to 8 years for grade 1 and 9 to 10 years for grade 2. 77% of them are under the category of 7 to 10 respondents while 16% are between 11 and 12 years and the rest 7% were at the age of greater than 12 years of the total respondents respectively.

From the teachers' side 48 percent of the respondents were 25 to 35 years 32 percent were 36 to 45 years, 12 percent were 46 to 55 years and the rest 8 percent were above 55 years. From the result one conclude that most of the respondents are at 25 to 35 years age and at productive age brackets.

48 percent of teachers' respondents had a work experiences of 5 to 10 years, 36 percent were less than five years and the rest 16 percent were 10 to 25 years of experiences in teaching. Regarding the educational qualification 68 percent of the teachers had a diploma, 16 percent had a first degree and 8 percent a certificate in educational qualification. The school administrators in both schools are graduates with Master's degree.

90 and 91 percent of the respondents speak the same language at home they speak at school and the majority of the students speak Amharic in their home followed by Afan Oromo and Tigrigna in program implemented and non-Implemented Implemented school in the study population. This result showed Amharic is the major language speak by the students and there is no differences on as such were seen between the result in both school.

The majority of children were enrolled in preschool when they should have been, this demonstrates that children begin learning in grade one with some prior knowledge of schooling as the majority of them had some preschool experience possible to inferring that some of the children who attended kg were somewhat good readers because they understood how to read letters and words at an early age (KG). Result between the program implemented and non-implemented on attended preschool (KG) class has shown a little higher among the program implemented schools

Regarding SES no much difference in status between the program implemented or not. 75 and 78 percent of the respondents were at low socio economic status both in program implemented and non-implemented schools in the study population.

15 and 22 percent of grade 1 and 2 students respectively from program implemented schools and 12 and 25 percent of grade 1 and 2 students respectively from non-program schools were absent from school this year. Indicating that absenteeism, at least as measured by this question, was fewer than one in five students were absent during this year. However, grade-specific differences were interesting. First, absenteeism was slightly more common among Grade 2 students than grade 1 student, as approximately 11.6% of students were absent during the week prior to the assessment in grade 2 as compared to approximately 6.7% in Grade 1. Second, absenteeism was more common among Grade 2 students than in Grade 1. The reason for this was not made clear by the questionnaire, but it is worth noting that in a country with low primary survival rates (i.e.,

approximately 40% of children who start primary school reach and complete the final primary grade), these data point to the possibility of increased absenteeism among older children.

The majority of the children's parents is educated and could understand the importance of education. As a result, children of educated parents usually perform better in school than children of uneducated parents since educated parents' children generally receive more support.

63 and 76 percent of the respondents were replied yes to question that "Have you bought a text that helps your child improve reading proficiency this year" and 72 and 69 percent to the question "Do you help/let others help your child while he/she does homework in Amharic language?" "To the programmed and non-program school in the study area whereas to the question "How often do you attend school meetings held by Parent-Teacher- Student-Union since last year?" (21and 18percent) said one time, (37 and 34 percent) two times, (26 and 24 Percent) said three time and the rest (18 and 22) percent said four times per year respectively for program implemented and non-implemented respectively. Similarly, to the question "Do you voluntarily come to school whenever your school calls you?" "The respondents replied that 95 and 91percent respond that yes and do a follow up their child's reading competence at home respectively.

Regarding the presence of a library or reading room, whether teachers have sufficient learning materials, and follow up 64% among program schools as compared with 60% among the non-implemented program schools. Moreover, having sufficient learning materials to facilitate reading instruction was found to be a little high by program implemented school that predict student oral reading fluency compare to non-program implemented school in which it was a low response showing that the proportion of teachers from both schools who reported having what they deemed to be sufficient learning materials in their classrooms and library. Nearly half of teachers surveyed responded that they did not have access to sufficient learning materials for the teaching of reading, a finding that held across both schools. While this is common in low-income countries, it is problematic in that it hinders a teacher's ability to deliver instruction and students' ability to interact appropriately with the lesson content.

48 percent of the teachers from program implemented and 54 percent from non-program schools reported that their school has a well experienced professional librarian and 94 and 90 percent were reported that they are making a follow-up for their students on reading competence.

Regarding the opportunities and challenges in implementing the programs in the study population, economic conditions, parental involvement, teachers' quality, lack of reading materials, low reading implementation and interest to read and lack of supervision were the challenge .And so to tackle the Problems the respondents suggested, the coordination of parents, teachers, government, the school communities and other concerned stakeholders, helping students improve their reading skills with the available materials and to read what they learn every day regularly, build interest to read, by applying monitoring, support and encouragement.

Regarding the opportunities, respondents said that the program facilitates children's opportunities to read, understand and become entrepreneurs, when parents of students are called to discuss the results of students, they refuse to come to the school and discuss, and some don't come at all, thinking that I can't help my kids because I don't have the knowledge and skill to help, not having contact time with their children, working with students' parents is a key factor in working together to improve student outcomes. On the other hand, when the parents are uneducated parents, they have no role to play other than sending their children to school.

Regarding how well are students learning to read in the study population result, showed that most students only begin to learn to read in their respective language by Grade 1. Students who scored a zero on the ORF portion of the study were classified as “non-readers”; students who scored more than zero on the ORF portion, but less than 60% on reading comprehension, were classified as “reading with limited comprehension”; students who scored between 60% and 80% on the reading comprehension subtask were designated as “reading with comprehension”; and students with a reading comprehension score above 80% were categorized as “reading fluently with comprehension”.

The study showed sampled students in both Grades 1 and 2 were non-reader in Grade 1 10.9% and 11.2% and Grade 2 (9.94% and 11.6%). And while the proportion of students so designated high in programmed school, the high percentages of students who lacked basic reading skills signifies both the need and potential for improvement. However, there are reasons for optimism. The proportion of students who read fluently more than doubled from Grade 1 to Grade 2 in both schools and the number of children reading with fluency grew markedly with slight increase in program school.

Students percent zero scores were low on aggregate in many subtasks, in program implemented school than non-programmed one. Moreover the percent correct of total for both grades were exceeds above 50% for all grades and a little rise in the programmed schools. Grade 1 and Grade 2 were 51.4% and 53.6% and 57.2% and 58.1% for Listening Comprehension and 11.0% and 17.1% 19.1% and 31.2% for Oral Reading Fluency In sum, students participated in this study are actively trying to read and, in particular, to perform higher-order reading tasks like comprehension, Similarly, reading performance varied substantially by grades in both study schools.

It is clear that students performed relatively well compared to other variables assessed on the Letter-Sound Identification and Listening Comprehension segments of the assessment in both schools. In both of these subtasks, students across both grades and languages registered average scores above 60% (the proportion correct of items attempted) and zero scores were relatively low. While achievement of students in Grade 2 was higher than their counterparts in Grade 1 on these subtasks. These results suggest that students assessed for this study were beginning to recognize letters, and the sounds they represent, and were beginning to comprehend auditory information.

Moreover, in Grade 2 students correctly identified 73% and 70% of the letter sounds they were shown while Grade 1 students correctly identified 63% and 58%. It is therefore likely that Grade 1 and 2 students in the language are being expressly taught letter recognition skills in programmed and non-programmed schools respectively. In addition, teachers are likely teaching in a manner that is conducive to students practicing listening comprehension relative to other reading skills as these early reading skills are part of a firm foundation for learning to read.

Data from the student questionnaire provided an opportunity to test whether student-level background variables were associated with reading performance in the study population. Only six student-level variables were found to have a statistically significant association with oral reading fluency. Student age (t-statistic 2.255 at p-value of 0.001 with β coefficients 32.8%), gender differences, female students schools (t-statistic 3. 89 at p-value of 0.003 with β coefficients 36.6%), Students who attended preschool tended (t-statistic 4.461 at p-value of 0.001 with β coefficients 39.9%) students who reported being absent from school during the previous week tended to perform less well on the Oral Reading subtask than their peers who had not missed school.(t-statistic 2.461 at p-value of 0.001 with β coefficients 11.6%). Whether or not students had class and home reading materials (e.g., reading textbook) -statistic value 9.156 at p-value of 0.000 with β coefficients 38.1%) and students who did have their textbook (t-statistic 1.421 at p-value of 0.003 with β coefficients 11.6%) were associated with reading performance. Interestingly, several background variables that are typically associated with greater reading performance, such as parental literacy and household SES, were not linked to better reading outcomes here.

Correspondingly, teacher experiences (t-statistic value 2.971 at p-value of 0.021 with β coefficients 14.2%) and qualification (t-statistic 4.722 at p-value of 0.152 with β coefficients 25.7%) were found to have a statistically significant relationship with reading performance on the ORF portion in both schools. However, it should be noted that low sample sizes (only 25 teachers were selected for the sample) may in some cases, produce biased results.

5.2. Conclusion

There are only limited literatures to the purpose of the study in literacy in general and with the GEQIP in particular. As part of the GEQIP intervention inclined with reading skills to boot up the quality of education, this research tried to assess the General Education Quality Improvement Program in the Case of Early Reading Skills in Some Selected Primary Schools in Addis Ababa.

Based on the result of the study the following, conclusions have been drawn from the findings of the study:

Students on both grade and school speak the same language at home they speak at school and the majority of the students speak Amharic in their home followed by Afan Oromo and Tigrigna in program implemented and non-Implemented Implemented school in the study population. Indicating that Amharic is the major language speaks by the students and there is no differences on as such were seen between the results in both school.

The majority of children were enrolled in preschool when they should have been, this demonstrates that children begin learning in grade one with some prior knowledge of schooling as the majority of them had some preschool experience possible to inferring that some of the children who attended kg were somewhat good readers because they understood how to read letters and words at an early age (KG). Result between the program implemented and non-implemented on attended preschool (KG) class has shown a little higher among the program implemented school.

Regarding SES no much difference in status between the program implemented or not. 75 and 78 percent of the respondents were at low socio economic status both in program implemented and non-implemented schools in the study population.

Absenteeism was common in both school and absenteeism was slightly more common among Grade 2 students than grade 1 student. The reason for this was not made clear by the questionnaire, but it is worth noting that in a country with low primary survival rates (i.e., approximately 40% of children who start primary school reach and complete the final primary grade), these data point to the possibility of increased absenteeism among older children.

The majority of the children's parents is educated and could understand the importance of reading. As a result, children of educated parents mostly perform better in school than children of uneducated parents since educated parents' children generally receive more support.

Majority of the parents didn't bought reading materials that help their child improve reading proficiency. Though, they help/let others help their child while he/she does homework often attend school meetings held by Parent-Teacher-Student-Union and do a follow up their child's reading competence at home for both program implemented and non-implemented.

Regarding the presence of a library or reading room, whether teachers have sufficient learning materials, and follow up 64% among program schools as compared with 60% among the non-implemented program schools.

Moreover, Having sufficient learning and reading materials to facilitate reading instruction was found to be a little high by program implemented school that predict student oral reading fluency compare to non-program implemented school in which it was a low response showing that the proportion of teachers from both schools who reported having what they deemed to be sufficient learning materials in their classrooms. Nearly half of teachers surveyed responded that they did not have access to sufficient learning materials for the teaching of reading, a finding that held across both schools. While this is common in low-income countries, it is problematic in that it hinders a teacher's ability to deliver instruction and students' ability to interact appropriately with the lesson content. Although there is no shortage of resources for reading in the schools, there is a problem of teachers not teaching students by considering and referring to the books available in the library.

48 percent of the teachers from program implemented and 54 percent from non-program schools reported that their school has a well experienced professional librarian but 94 and 90 percent were reported that they are making a follow-up for their students on reading competence.

Regarding the opportunities and challenges in implementing the programs in the study population, economic conditions, parental involvement, teachers' quality, lack of reading materials, low reading implementation and interest to read and lack of supervision were the challenge. According to the information got from Ministry of Education and the principals of the schools selected for the study, there is no such thing as a reading session and it is not included in the education curriculum at all. However, language teachers contribute the development of their students' reading skills in the classroom based on their own initiative and school administration support

Regarding the opportunities, the program facilitates children's opportunities to read, understand and become entrepreneurs, training opportunities to the teachers and quality of the services. This is because the implementation of the program to mother tongue teachers has made a contribution made the students have better reading skill than the students where the program is not implemented.

The study showed over one-half of sampled students in both Grades 1 and 2, were non-reader in Grade 1 and Grade 2 (9.94% and 11.6%) And while the proportion of students so designated high in programmed school, the high percentages of students who lacked basic reading skills signifies both the need and potential for improvement. However, there are reasons for optimism. The proportion of students who read fluently more than doubled from Grade 1 to Grade 2 in both schools and the number of children reading with fluency grew markedly with slight increase in program school.

Students percent zero scores were low on aggregate in many subtasks, in program implemented school than non-programmed one. Moreover the percent correct of total for both grades were exceeds above 50% for all grades and a little rise in the programmed schools for Oral Reading Fluency. In sum, students participated in this study are actively trying to read and, in particular, to perform higher-order reading tasks like comprehension, Similarly, reading performance varied substantially by grades in both study schools.

It is clear that students performed relatively well compared to other variables assessed on the Letter-Sound Identification and Listening Comprehension segments of the assessment in both schools. In both of these subtasks, students across both grades and languages registered average scores above 60% (the proportion correct of items attempted) and zero scores were relatively low. While achievement of students in Grade 2 was higher than their counterparts in Grade 1 on these subtasks, these results suggest that students assessed for this study were beginning to recognize letters, and the sounds they represent, and were beginning to comprehend auditory information.

Moreover, in Grade 2 students correctly identified 73% and 70% of the letter sounds they were shown while Grade 1 students correctly identified 63% and 58%. It is therefore likely that Grade 1 and 2 students in the language is being expressly taught letter recognition skills in programmed and non-programmed schools respectively. In addition, teachers are likely teaching in a manner that is conducive to students practicing listening comprehension relative to other reading skills as these early reading skills are part of a firm foundation for learning to read.

The study provided an opportunity to test whether student-level background variables were associated with reading performance in the study population.

From these one conclude that; Student age, gender differences, Students who attended preschool tended, students who reported being absent from school tended to perform less well on the Oral Reading subtask than their peers who had not missed school, class materials (e.g., reading textbook) - and students who did have their textbook were associated with reading performance have a statistically significant association with oral reading fluency. Whereas, several background variables that are typically associated with greater reading performance, such as parental literacy and household SES, were not linked to better reading outcomes here.

Correspondingly, teacher experiences and qualification were found to have a statistically significant relationship with reading performance on the ORF portion in both school s.

5.3. Recommendation

Based on the major findings that has discussed so far, the following points are recommended

- Reading and literacy teaching methods and strategies should be strengthen through in-service teacher training that demonstrates teacher subject knowledge and participation in in-service training has a positive impact on student performance. Therefore, teachers at both pre-service and in-service levels need to be introduced to proven research-based methods and strategies for teaching students reading in their language. Although, the study focuses on the Amharic language and teachers, teaching reading for students should not be limited on these teachers, instead all subject teachers should practice this.
- The study found a serious lack of quality reading materials available to both teachers and students to support so that significant efforts need to be made to procure, develop, and distribute quality reading materials and teaching aids so that students have the opportunity for further exposure and engagement with low listening comprehension scores suggest that students throughout the study population have very limited exposure to text books and other reading materials
- Efforts should be made to create opportunities for students to read both in and out of the classroom and teachers should make a concerted effort to read regularly in and around the school, and community engagement activities should be encouraged to find ways for children to access on the radio or television.
- The concerned government entity in this case MOE and should also continue to expand access to pre-primary schooling and should consider strengthening kindergartens for better acquisition of literacy in the early childhood.
- Teachers should assess students' reading on a daily basis and must be able to adapt their lesson plans and methodologies according to what provides the greatest results for their students. Simple formative assessment tools for literacy learning should be developed and incorporated into pre-service, in-service, and CPD training programs so teachers can better understanding student reading in the classroom and adjust their lesson planning accordingly
- Government and interested stakeholders should make advocacy on the importance of reading period especially for the early grade students.
- Teachers of all subjects including librarian should be part of this program which enable to teach reading to students as the training being given to mother tongue teachers.
- The program should be extended to other schools that are not included with other GEQIP component to assure the quality of education in general and early reading schools in particular.

5.4. Suggestions for Future Research

Like other studies, this study is not without its limitations such as sample size and geographical locations and all domains of primary schools and outcome were not investigated. Factors that are not located in this study might be related and have positively influence that the program might have to deliver on. Therefore, Further researches are needed in the area of all reading skills related to the program, large-scale assessments face inherent challenges to being effective tools for addressing early grade reading deficits since many are waking up to the reality of the early grade learning crisis and responding with targeted policies and investments all over the world .

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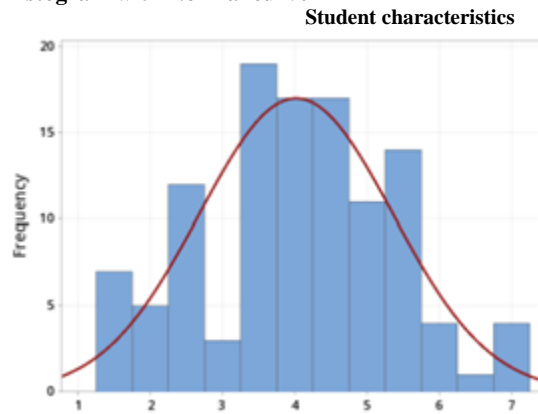
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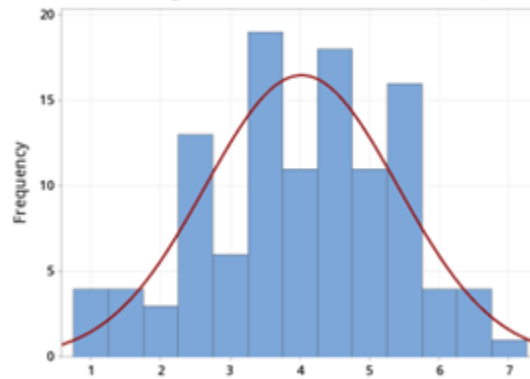
Annexes: Regression Assumption

Annex 1 Test of Normality

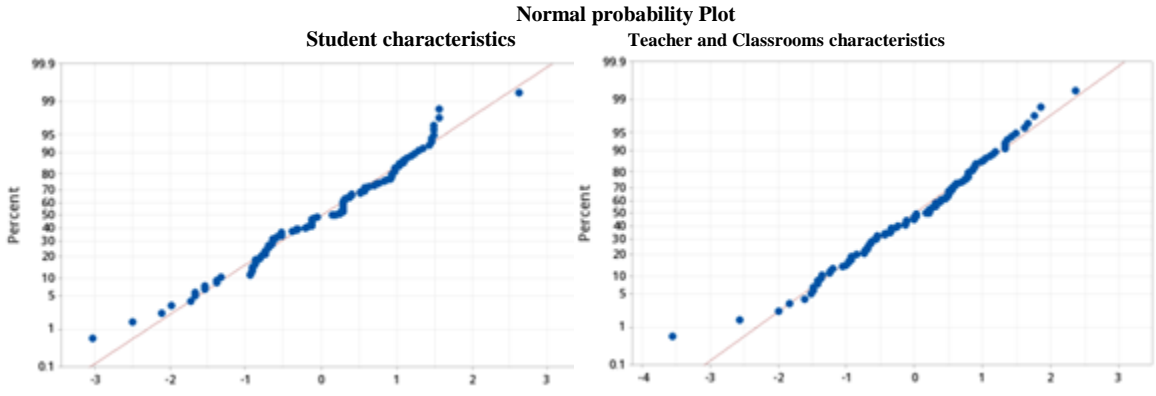
Histogram with Normal curve



Teacher and Classrooms characteristics



Annex 2 Test of linearity



Annex 3 Multicollinearity

Collinearity Statistics

Variables (Students)	Collinearity Statistics	
	Tolerance	VIF
ORF	0.415	2.407
Lang	0.411	2.431
Grade	0.61	1.639
Age	0.735	1.361
Gender	0.991	4.273
Prescho	0.021	5.410
Absent	0.251	3.78
TextBo	0.981	5.121
ReadMater	0.862	3.453
Homework	0.564	6.216
Mother' Literac	0.435	5.321
Father' Literac	0.237	4.543
RepeatingGrade	0.541	2.156
Variables (teacher and class Room)	Collinearity Statistics	
	Tolerance	VIF
Gender	0.326	4.611
Teacherhighestqualification	0.517	3.021
Years of experience	0.714	2.067
Library or reading room in school	0.831	1.482
Has textbook	0.692	3.654
Gender	0.326	4.611
Teacherhighestqualification	0.517	3.021

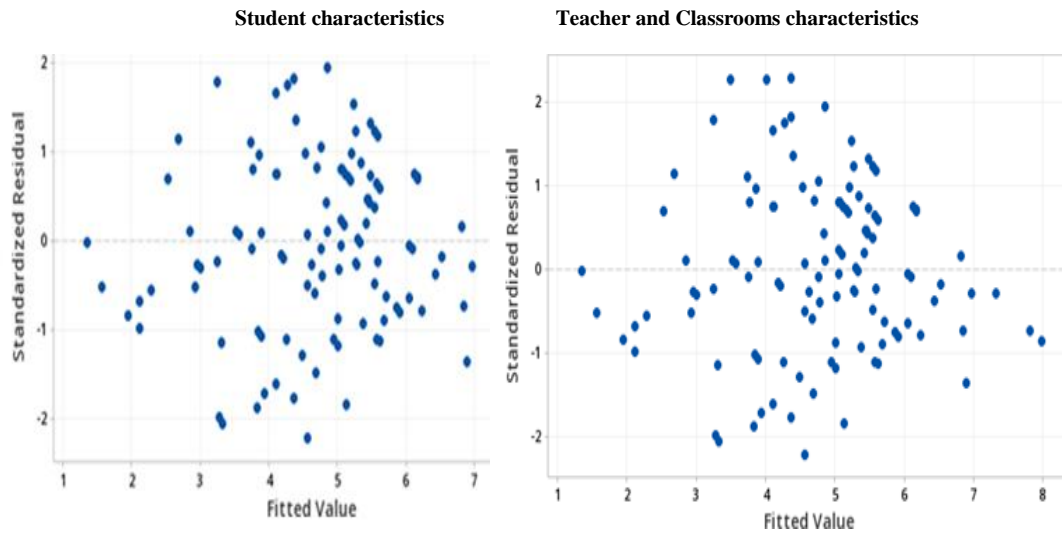
Source: SPSS Output 2023

Annex 4 Autocorrelation
The Durbin-Watson statistic

Variables	Durbin-Watson
Model 1	2.014
Model 2	1.981

Annex 5 Heteroscedasticity

Versus fits
Response ORF



Annex 6 Correlations Matrix among student back ground characteristics

	ORF	Lang	Grade	age	Gender	pre school	Absent	Text book	Read mat.	Home work	Mother LIT	Father LIT	Rep grade	SES
ORF	1	0.728	0.498	.593**	.445**	.560**	0.801	0.641	,724	0.653	0.342	0.674	0.712	0.64
Lang	.728**	1	0.863	.563**	.500**	.639**	0.701	0.712	0.511	0.578	0.378	0.762	0.402	0.396
Grade	.821**	0.761	1	0.546	,432	0.572	0.564	0.521	0.412	0.645	.563**	.500**	.639**	0.491
Age	.445**	.500**	0.402	1	.346*	,788	0.459	.434**	0.542	0.561	.560*	0.801	0.641	0.522
Gender	0.582	0.398	.639**	0.359	1	0.435	0.652	1	1	0.511	499	0.511	0.823	0.347
Prescho	.560**	.639**	0.641	.644**	.534**	1	0.487	0.651	0.671	0.436	0.701	0.712	0.511	0.444
Absent	0.751	0.578	0.573	0.378	0.762	0.402	1	0.671	0.622	0.399	.560**	0.801	0.641	0.018
TextBo	0.621	0.49	0.511	0.642	0.821	0.399	.560**	1	0.589	0.687	0.499	0.432	.534**	0.068
ReadMate r	0.578	0.378	0.641	0.762	0.402	0.345	0.721	.593**	1	0.499	0.728	.593**	.445**	.327
Homework	0.645	.563**	.534**	.500**	.639**	0.542	0.689	.563**	0.646	1	0.622	0.392	0.545	0.791
Mother'L iterac	0.561	.560**	.445**	0.801	0.641	0.651	0.399	,432	0.582	0.398	1	0.345	0.762	0.426
Father'L iterac	0.511	499	0.545	0.425	0.563	0.712	0.811	.346**	.,654	0.711	0.622	1	0.458	0.521
Repeatin gGrade	0.459	.434**	0.762	0.542	0.561	.560**	0.801	0.641	.445**	.500**	.346**	0.788	1	0.621
SES	0.671	0.436	0.451	0.701	0.712	0.511	0.444	0.402	0.671	1	0.622	0.399	.560**	1

Source: SPSS Output 2023

Annex 7: Correlations Matrix among teacher and class room characteristics

	ORF	GENDER	THQ	YEAREP	LIBRRM	SUFLM	TPW	USEFULTEXT
ORF	1	0.658	0.495	0.701	0.601	0.611	0.594	0.673
GENDER	.542.	1	.567.	0.531	0.589	0.568	.549.	0.52
THQ	0.681	0.472	1	0.522	0.601	0.499	0.611	0.456
YEAREXP	0.721	0.543	0.654	1	0.471	0.566	0.472	0.652
LIBRRM	.567.	0.562	0.562	0.501	1	0.497	0.562	0.497
SUFLM	0.652	0.431	0.412	0.582	0.452	1	0.641	0.621
TPW	0.465	0.459	0.521	0.452	0.507	0.402	1	0.599
USEFULTEXT	0.542	0.432	0.651	0.469	0.471	0.671	0.591	1

Source: SPSS Output 2023

Annex 8: Model Summary

Model	R	R square	Adjusted R square	Standard of the estimates
1	.733 ^a	0.537	0.518	0.36803
2	0.794	0.631	0.563	0.39218

Source: SPSS Output 2023

Annex 9 ANOVA Test

Model	Sum square	of	df	Mean square	F	Sig.
Model 1						
Regression	14.941		2	3.735	27.577	.000 ^b
Residual	12.867		238	.135		
Total	27.808		240			
dependent Variable:						
b. Predictors: (Constant), SC1 to SC13						
Model 2						
Regression	13.362		4	4.537	13.652	.000 ^b
Residual	15.142		21	.142		
Total	28.504		25			
a. Dependent Variable:						
b. Predictors: (Constant), TCS1 to TCS7						

Source: SPSS Output 2023



School of Graduate Studies
Master Program in Project Management

Data collection form

Name of Data Collector _____

This query “**Assessment of the General Education Quality Improvement Program (GEQIP) Through Early Reading Skill: Evidence from Selected Primary Schools in Addis Ababa**” It is prepared for the study. The results will be used to inform policy makers and development planners in the country about practical realities regarding the quality of education in general and literacy skills in particular. All information provided is strictly for academic purposes and will be strictly confidential. Your answers will be combined anonymously with other participants. Please respond honestly and truthfully and share your experiences regarding the information requested on the following information.

Thank you in advance for your cooperation.

Sintayehu Dugassa
The researcher.

Please answer the following questions appropriately.

Part One: General Information

1. **Primary School Name:** _____
2. **Address:** City _____ sub city _____ Woreda _____
3. **If GEQIP Program under: mother tongue teacher training**
Implemented Not-Implemented
4. **Demographic data**
 - 4.1 **Grade Level:** Grade One Grade Two
 - 4.2 **Students' ID Number:** _____
 - 4.3 **Gender:** Female Male
 - 4.4 **Age:** _____

Part Two: Letter Identification Knowledge

1	2	3	4	5	6	7	8	9	10	
ሸ	ሱ	ሰ	ሻ	ት	ረ	ት	ኛ	መ	መ	(10)
ሰ	ዘ	ዳ	ን	ል	ብ	ን	ለ	ን	ረ	(20)
የ	ቡ	ራ	በ	በ	መ	ኛ	ኛ	ሰ	ት	(30)
ታ	ጠ	ሩ	ባ	ሪ	ል	ቤ	ሄ	ተ	ና	(40)
ቱ	ጥ	ዋ	በ	ራ	ሀ	ን	የ	ው	አ	(50)
የ	ክ	ቅ	ጋ	ል	ዘ	ፍ	ጣ	አ	ቃ	(60)
ቸ	ቀ	ን	ሰ	ሚ	ሌ	ወ	ማ	ተ	ላ	(70)
አ	ጽ	ደ	ቤ	ከ	ዎ	ላ	ው	ካ	ሉ	(80)
ት	ም	ጅ	ው	ድ	ሁ	ይ	ሮ	ነ	ቻ	(90)
ቱ	ጥ	ዋ	ዋ	ራ	ሀ	ን	የ	ው	አ	(100)

Time remaining on the timer when the reading is complete (in seconds)

If the child does not read the letter correctly from the first row, put a mark in this box

Part Three: Identifying the letters of words

በሚለው ቃል ውስጥ የሚገኙት ፊደሎች እነማን ናቸው		ቃሉን ሁለት ጊዜ ድገም።			
ገንቦ	/ገ-ን-ቦ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽየለም
ጎረምሳ	/ገ-ረ-ም-ሳ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽየለም
አውራ	/አ-ው-ራ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽየለም
መጋዣ	/መ-ጋ-ዣ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽየለም
ጥራጥሬ	/ጥ-ራ-ጥ-ሬ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽየለም
ቅርሰ	/ቅ-ር-ሰ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽየለም
ወልጋዳ	/ወ-ል-ጋ-ዳ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽየለም
ግምት	/ግ-ም-ት/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽየለም
ጡረታ	/ጡ-ረ-ታ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽየለም
ጋራጣ	/ጋ-ራ-ጣ/	0 ትክክል	0 ስህተት	0 አያውቅም/ታውቅም	0 ምላሽየለም

If the child does not answer the first five words correctly, put a mark in this box

Part Four: Reading of Familiar Words

ላይ	መልሱ	ወደ	ነው	ወይም	(5)
ምንድን	መሰርቱ	በኋላ	የተለያዩ	ተማሪዎች	(10)
ሰው	ባለ	ውስጥ	በጣም	ቦታ	(15)
ነጥብ	ምን	ብቻ	በምንባቡ	ነበር	(20)
ነገሮች	መሰረት	በሽታ	ቤት	አለች	(25)
በማድረግ	ያሉትን	ሁለት	የሚከተሉትን	ጊዜ	(30)
ጥያቄዎች	መሰረት	መልመኛ	ይቻላል	ቃል	(35)
ሚሮን	ልጅ	ያለ	ሆህያት	ጥሩ	(40)
እንዴት	ምሳሌ	የሚለው	መልሱ	ቃላት	(45)
አንድ	ሶስት	ናቸው	መካከል	የሃንሰ	(50)

Time remaining on the control clock when the reading is complete (seconds)

If the child does not read the first word correctly, mark it in this box

Part Five: Reading Creative Words

1	2	3	4	5	
ረሰበሰ	መነገበ	ሱዳ	ቃዲያ	ጋም	(5)
ግርዳ	ወታ	ታዶ	ሾርጫ	ግርጫ	(10)
ወደፊ	ደር	ሱዳሄ	ባገለ	ቃገተ	(15)
ቦስ	ቡጭማ	ቻተረ	ቡማና	የክል	(20)
ልርጫ	ቲም	ነሰገ	መኘክ	ፈገረ	(25)
በራመ	ለጥኘ	ገረበ	በቸሽ	ዘደረ	(30)
ወረቀ	ባገክ	አመር	ጀለፈ	ንጉብ	(35)
አዲጋ	ተቃ	ረደሰ	ወየቀ	ግሩብ	(40)
ሲዶ	መደገ	ቀበ	ተመለ	ተመ	(45)
ከለፈ	ረሰደ	ቀገረ	ጋመነ	በለደ	(50)

Time remaining on the timer when the reading is complete (seconds)

If the child reads correctly the first word, put a mark in this box

Part Six - A: Oral Reading

<p>አበበ ከእናቱ ጋር በደብረሲና ከተማ ይኖራል። እናቱ አንድ ላም ነበረቻቸው። አበበ ላሚቱን ይጠብቃል። ከወተት ሸያጭ በሚገኘው ገቢ እናቱ ቀሰብና ለአበበ ደብተር ይገዙለታል።</p>
<p>አንድ ቀን አበበ ከጓደኞቹ ጋር ሲጫወት ላሚቱ ጠፋችበት። ከዚያ ሲፈልግ ቆይቶ ወደማታ አቶጌታቸው ሰንዴ ማሳ ወሰጥ አገኛት።</p>
<p>ደስ ብሎት ይዞ ሲመለስ በርቀት አቶ ጌታቸው አዩት በሩጫ ደረሱበት። የሰንዴ ቡቃያው በመበላቱ ተቆጠ። አበበንና ላሚቱን ይዘው ወደ አበበ እናት ወሰዷቸው።</p>

Time remaining on the timer when the reading is complete (in seconds)

If the child did not read the first line correctly, put a mark in the box

Part Six – B: Reading Comprehension

አሁን ስላነቡባቸው/ሸው ታሪክ ጥቂት ጥያቄዎች ልጠይቅህ/ሽ። ጥያቄዎቹን በምትችለው/ችይው መጠን ለመመለስ ሞክር/ሪ	ትክክል	ስህተት	ምላሽየለም
የአበበ እናት የት ይኖራሉ? [ደብረሲና]			
አበበ ከትምህርት ቤት መልስ ምን ይሰራል? [ላም ይጠብቃል]			
የሰንዴ ማሳው ባለቤት ማን ነው? [አቶ ጌታቸው]			
አበበ ምን ሲሰራ ነው ላሚቱ የጠፋችበት? [ሲጫወት]			
አቶ ጌታቸው አበበና ላሚቱን ወደ አበበ እናት የወሰዷቸው ለምንድን ነው? [ለወቀሳ የተባለውን የሰንዴው ስብል ለማስከፈል]			

Part Seven: Listening Comprehension

አንዲት ቡችላ ስትጫወት ጉድጓድ ውስጥ ወደቀች። እናቷም ጩኸቷን ሰምታ መጣች። ግን ልትረዳት አልቻለችም። ከዚያ አልግዘ ወደ ቤቷ ስትመጣ የቡችላዋን ችግር አየች። በረጅሙ እንጨት ጫፍ ላይ ስጋ አሰራ ወደ ጉድጓድ ውስጥ አስገባችው። ቡችላ ዋሰጋውን መብላት ስትጀምር በእንጨቱ ጎትታ አወጣቻት።

ቡችላዋ ምን ውስጥ ወደቀች?	[ጉድጓድ-ውስጥ]	0 ትክክል	0 ትክክል አይደለም	0 ምላሽ የለም
ቡችላዋ ጉድጓድ ውስጥ ምን ስትሰራካው የወደቀችው?	[ስትጫወት]	0 ትክክል	0 ትክክል አይደለም	0 ምላሽ የለም
ቡችላዋ ጉድጓድ ውስጥ ስትወድቅ ቀድሞ የደረሰው ማንነው?	[የቡችላዋእናት]	0 ትክክል	0 ትክክል አይደለም	0 ምላሽ የለም
ቡችላዋ ከጉድጓዱ ስትወጣ የቡችላዋ እናት ምን ተሰማት?	[ደሰታ]	0 ትክክል	0 ትክክል አይደለም	0 ምላሽ የለም
ቡችላዋ ከጉድጓዱ እንዴት ወጣች?	[አልግዘ በእንጨት ላይ ስጋ አሰራ የላከችውን ስጋ ስትብላ በመጎተት]	0 ትክክል	0 ትክክል አይደለም	0 ምላሽ የለም

Part Eight: Contextual Interview of the Student

1	The language you speak at school is the language you use at home	No <input type="checkbox"/>
		Yes <input type="checkbox"/>
		I don't know/no answer <input type="checkbox"/>
2	What is the language you speak at home? [No multiple responses allowed]	Amharic <input type="checkbox"/>
		Afan Oromo <input type="checkbox"/>
		Tigrinya <input type="checkbox"/>
		Sidama <input type="checkbox"/>
		Harari <input type="checkbox"/>
		Somali <input type="checkbox"/>
		Other (specify) _____
		I don't know/no answer <input type="checkbox"/>
3	Are they in your house?	
	Radio	<input type="checkbox"/>
	Phone or mobile phone	<input type="checkbox"/>

	Electricity	<input type="checkbox"/>
	Television	<input type="checkbox"/>
	Toilet	<input type="checkbox"/>
	Bicycle	<input type="checkbox"/>
	Motorcycle	<input type="checkbox"/>
	Car, truck, tractor	<input type="checkbox"/>
4	Do you have pets (e.g. cows, sheep, goats, camels...)?	No <input type="checkbox"/>
		Yes <input type="checkbox"/>
		I don't know/no answer <input type="checkbox"/>
4a	How many pets?(Bull, Sheep, Goat, Camel.....)
5	What is the roof you live in?	Tin <input type="checkbox"/>
		Grass <input type="checkbox"/>
		Plastic <input type="checkbox"/>
		I don't know/no answer <input type="checkbox"/>
6	What is the floor you live in?	Soil <input type="checkbox"/>
		Plastic <input type="checkbox"/>
		Lisho/cement <input type="checkbox"/>
		I don't know/no answer <input type="checkbox"/>
7	Before entering the grade one, did you attend a kindergarten or preschool?	No <input type="checkbox"/>
		Yes <input type="checkbox"/>
		I don't know/no answer <input type="checkbox"/>
8	Which grade have you been last year?	I didn't go to school <input type="checkbox"/>
		KG <input type="checkbox"/>
		Grade1 <input type="checkbox"/>
		I don't know/no answer <input type="checkbox"/>
9	Did you miss more than a week of school this year?	No <input type="checkbox"/>
		Yes <input type="checkbox"/>

		I don't know/no answer <input type="checkbox"/>
10	Do you have an Amharic language textbook or reading book?	No <input type="checkbox"/>
		Yes <input type="checkbox"/>
		I don't know/no answer <input type="checkbox"/>
11	Are there books, newspapers, etc. to read at home outside of school?	No <input type="checkbox"/>
		Yes <input type="checkbox"/>
		I don't know/no answer <input type="checkbox"/>
	If the answer to the 11th question is yes, give an example	(No need to write the answer)
12	If the answer to the 11th question is yes, what is the language in which these books or articles are written?	Amharic <input type="checkbox"/>
		Afan Oromo <input type="checkbox"/>
		Tigrinya <input type="checkbox"/>
		Sidama <input type="checkbox"/>
		Harari <input type="checkbox"/>
		Somali <input type="checkbox"/>
		Other (specify) _____
		I don't know/no answer <input type="checkbox"/>
13	Who is your tutor at home?	No <input type="checkbox"/>
		Mother <input type="checkbox"/>
		Father <input type="checkbox"/>
		Brother/sister <input type="checkbox"/>
		Another relative <input type="checkbox"/>
		Lecturer (Employed) <input type="checkbox"/>
		I don't know/no nswer <input type="checkbox"/>

	14	Can your mother read and write?	No <input type="checkbox"/>
			Yes <input type="checkbox"/>
			I don't know/no answer <input type="checkbox"/>
	15	Can your father read and write?	No <input type="checkbox"/>
			Yes <input type="checkbox"/>
			I don't know/no answer <input type="checkbox"/>



School of Graduate Studies
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Data collection form

Data collector

Teachers' Interview

1. The name of the school:- _____
2. Gender:- Male Female Age:- _____
3. The school where they teach:- Government Private
4. The class they teach : Grade One Grade two
5. Number of Students: Male _____ Female _____ Total _____
6. Education level:-
 Certificate
 Diploma
 Bachelor degree
 Master's degree
7. Years of teaching:- _____
8. If GEQIP Program: Mother tongue teachers' training
 Implemented Not-Implemented
9. Your school has a functioning library? Yes No
10. The library has a permanent Librarian? Yes No
11. Are there librarians who trained in library science? Yes No
12. Are there enough reading materials, that helps to teach reading in the library? Yes No
13. Do you follow-up your students use libraries? Yes No
14. What do you think about the quality of education at this school??

What are the indicators of quality of education??

How does your school meet these requirements?

How is reading skill related to the quality of education??

15. What are the associated barriers to learning reading skills??

Economic Status

Parental involvement

Quality of teachers

Health problems

Lack of reading material

Reading application to be low

Incompetence

Other (specify) _____

16. What efforts will be made to solve these obstacles mentioned above?

17. How do you measure your students' reading skills??

Weak

Average

Good

Very good

18. Do you have knowledge gained through education regarding teaching reading skills?

Yes

No

If your answer is yes, explain

If your answer is No, Why?

19. Did you get on-the-job training for teaching reading skills?

Yes

No

If your answer is yes, explain a little?

If your answer is No, why?

20. Do you need additional training? Yes No

21. What other helpful method to teach reading skills than a language text book they use?

More books

Media

Poster

If any other (specify) _____

22. Did you send a message for parents/families to your children to help them with their homework?

Yes

No

If your answer is yes , explain in what way

If your answer is No, why answer??

23. Is there parents-Teachers Association in your school?

Yes No

If your answer is yes, how many teachers and parents are involved? _____

How often do you meet??

3 months

6 months

1 year

24. The union plays the role of improving the quality of education?

Yes No

If your answer is yes, in what way? Explain

If your answer is No, why?

25. Do parents are aware of the special training program for mother tongue teachers?

Yes No

26. If the above answer is yes, do parents have noticed a change in their children's reading skills?

Yes No

If you have anything to clarify

27. Is Mother's/Father's support is common on their children's academic performance?

Yes No

28. If no one encourages you, why do you think? Briefly explain what you think will be the reason

29. What are the main barriers/opportunities to working with students' families?

30. How do families think about the success of boys and girls in their education??

31. Do you notice the difference in boys and girls students' success in education?

Yes No

If your answer is yes, explain

32. Do your students miss class more than two days a month?

Yes No

If your answer is yes, why?

33. Do you believe that the quality of education in your school makes a difference in the lives of your students?

Yes No

If your answer is yes, how? _____

If No, why? _____

34. Added if you have something to say?

Thank you!!



School of Graduate Studies
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Data Collection Form

The data collector

Students' Parent Interview

The name of the school/Students' school:- _____ Age:- _____

Work:- _____

Education level:- _____

Mother/father

1. What do you think about the quality of education at this school??

2. Do you think your child learned reading skills in school?

Yes

No

3. How is your child's interest in reading? Explain

4. Does your child practice readings at home or in your neighborhood?

Yes

No

5. Did you buy books to help your child improve his/her reading skills?

Yes

No

6. Do you help your child with homework?

Yes

No

If your answer is yes, how?

If your answer is no, why? _____

7. Is there parents-teachers union in the school?

Yes

No

If your answer is yes, answer the following questions

How many teachers and parents are involved? _____

How often do you meet? _____

What kind of issues do you discuss?

8. Are you involved in your child's school concerning the learning and teaching?

Yes

No

If your answer is yes, answer the following questions

How do you participate?

Mother's/father's participation of both is normal? Explain

If your answer is No, why _____

9. If you have anything more to say

Thank you!!