



# CONTROVERCY OVER GRADE REPETITION

Afghan Teachers' View on Grade Repetition

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## ABSTRACT

Since 75 years research results has failed to change the practice of repetition among the educational community. Research has found grade repetition ineffective and inefficient in terms of academic and socio-emotional development of students. Furthermore repeaters tend to drop out from school earlier and may end up with behavior problems and low self-esteem. Despite strong evidence against the use of repetition majority of teachers around the world practice it, which makes the issue controversial. The reason is likely that research findings are seldom communicated with teachers and parents. As a result teachers mainly rely on their own experiences. Parents and teachers over-focus on the short term benefits of repetition, and take repetition decisions on unjustified assumptions. Moreover, student's voice is largely missed in repetition decision.

In Afghanistan a seven fold increase in access to education in the last decade, put pressure on MoE in provision of quality education. Low quality education causes high drop out and repetition rates. On average, these rates are estimated to be 5 % and 19 %, respectively. However there is not much research found that gives a clear idea of repetition reasons. Besides, many studies in developing countries have shown that teachers have an important role in repetition decisions.

The general aim of the study was to find whether the theoretical understanding and practical approaches among Afghan teachers differ or are similar to the rest of the world. The particular aim was to find how teachers perceived grade repetition as an educational policy.

Most finding of this study corresponds to what has been found in many other studies conducted in developing countries. The fact that teachers, although aware of the negative effects of students' feelings and self-confidence believed in learning effects of repetition says something about teachers' understanding of how and when learning occurs best.

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## **LIST OF ABRIVIATIONS**

CRC:	Convention on the Right of Child
EFA	Education for All
EIP	Education Interim Plan
EPDC	Education Policy and Data Center
F	Female
FGD	Focus Group Discussion
M	Male
MDG	Millennium Development Goals
MoE	Ministry of Education
NESP	National Education Strategic Plan
NRVA	National Risk and vulnerability Assessment
SCA	Swedish Committee for Afghanistan
SIDA	Swedish International Development Assistance
Tot	Total
TEMP	Teacher Education Master Program
TTC	Teacher Training College
UIS	UNESCO Institute of Statistics
UNESCO	United Nation Education Scientific and Cultural Organization

# INTRODUCTION

## Background

Three decades of conflict left overwhelming effects on Afghanistan and listed the country among the poorest of the world. Besides other sectors education has also gone through such dramatic falls that need remarkable efforts to recover. According to the National Risk and Vulnerability Assessment (2007) 39 % of the total population is literate. Almost 40 % of primary school-age children (4.2 million) are excluded from the education system and 60 % of them are girls (Ministry of Education, 2010).

Since 2001, major advances have been made in the education sector. Government support to education has resulted in a rapid rise in enrolment from little more than one million in 2001 to nearly 7.3 million in 2010 - the highest number of students ever to be enrolled in the education system, with 38 % being girls. Regarding the latter figure it is important to remember that in 2001 only a few girls were going to school. Moreover, 9,400 new schools on top of the 3,400 that existed in 2002 have been established. In the past eight years, there has been a near nine-fold increase in the number of teachers in Afghan schools and 30 % of these are female. To improve the quality of education more than 150,000 teachers have received in-service training. The implementation of the first National Education Strategic Plan (NESP 1, 2006-2010) and the development of Education Interim Plan (EIP, 2011-13) are signs of strong commitment for meeting Education for All (EFA) and Millennium Development Goals (MDGs) (ibid).

Besides the numerous developments in the education sector daunting challenges are still ahead. A seven-fold increase in demand for education since 2001 has placed significant strain on the existing system. The demand for education has continuously exceeded! However, the supply side is not parallel to it. Almost 15 %, or nearly one million of those enrolled, are said to be permanently absent<sup>1</sup>. The teacher pupil ratio was 1:34 in 2010 and if the permanently absent children return to school it would rise to over 50 to 60 pupils per teacher. High repetition and drop-out rates, together with very low time-on-task rates (schools are operating in multiple shifts or constrained by weather and security factors) result in a very internally inefficient system. Lack of access to further educational opportunities and a poor labour market add external inefficiency to the overall picture. The increased number of students enrolled in primary school should get opportunities to complete their upper secondary education; otherwise they may feel lost from the system (ibid).

Currently, the dropout and repetition rates are high. On average, these rates are estimated to be 5 % and 19 %, respectively (MoE, 2010). According to the policy of Ministry of Education (MoE), the names of absent students remain on the register for three years, which means that they are included in the list of those repeating a grade. In Afghanistan children drop out of school for reasons that include poverty, low quality of schooling, security problems, and local traditions. One of NESP (2010) objectives is to decrease the drop-out rate to 3 % and the repetition rate to 11 % in public schools by 2014.

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<sup>1</sup> Those students who fail or quit school for three successive years are still counted as enrolled

## **Passing and Repeating Regulations in Afghan Primary schools**

From the year 2003 grade 1-3 students are automatically promoted to the next grade based on the teachers' general judgment and the attendance record. A *Mahroom* is a student who is absent for more than the permitted time (maximum 50 % of the school year in grades 1- 3 and 25 % in grades 4 – 6). Moreover, *Mahrooms* are students who have not taken part in the final examination or who have quit school during the school year. In the latter case the student is denied the right to continue to the next grade, or, in other words, is considered to have dropped out of the current year. However, *Mahrooms* are allowed to join the same grade they left for the three coming years, e.g. they will repeat the grade. Not only *Mahrooms* but also failed students can repeat for three successive years. During this period *Mahrooms* and failed students are not removed from the school registration on enrolment data, which then is higher as compared to the factual enrolment. Only after three years, if the student does not return to the school s/he is expelled from school and will be counted as dropped out. Furthermore, conditionally passed are students who get less than 35 per cent of total scores in up to three subjects. They are given a second chance to participate in a new examination by the start of next school year (Karlsson & Mansory, 2007).

## **Problem Area**

Grade repetition, sometimes known as grade retention, is when students are held in the same grade for an extra year rather than being promoted to a higher grade along with their age peers. In some school systems grade repetition is seen as a valid corrective action that should be taken in cases of academic failure. In other school systems grade repetition is not permitted, and instead the policy for all pupils is social promotion whereby students pass automatically to the next grade with their peers and if required, receive remedial academic assistance (Brophy, 2006). The application of grade repetition brings extra costs and long-term negative academic and social consequences (UNESCO, 2012). Furthermore, it has been found that repetition has no positive effect on improvement of students learning achievement (André, 2012). On the other hand, neither has automatic promotion without accompanying remedial assistance (as is the case in Afghanistan) been found to improve learning achievements.

For example, since 2003 in Afghanistan when the exam system for grade 1-3 has been cancelled and replaced by automatic promotion a large number of children failed and were repeating in grade 4, particularly boys. Teachers' general assessment and students' presence (at least 50 % of the required time) are the criteria for automatic promotion. In Sujani village approximately 48 % and in Charbagh village one third of exam participants failed in 2004 where this percentage was far less in 2002 and 2003. The assumption that failed Afghan students usually repeat the same grade in the next year was also confirmed in the mentioned villages (Karlsson & Mansory, 2007). Moreover, according to Mansory(2007a), teachers are concerned about the low learning achievement in lower primary grades due to automatic promotion, which according to them resulted in a higher prevalence of repetition in grade 4.

Research findings and the current practice of grade repetition is debatable. Many studies in developing countries have shown that teachers have important role in the repetition decision making and that they are not aware of its long term consequences and mainly prefer repetition as compared to any other intervention. In this aspect their decision may affect student's socio-emotional and academic development (Jimerson, 2003).

As teachers are the key influencer, their views regarding grade repetition seem crucial in terms of their beliefs and practices. In Afghanistan not much research has been found on teachers', parents', students' and principals' views. How do they perceive repetition? According to them what advantages and disadvantage are associated to it? What are the main reasons behind? And what do Afghan teachers think about the extent of repeaters and repetition? In Afghanistan we have not many studies on grade repetition to count on however 19% students are repeating, therefore exploration of relevant actors' views is needed. Keeping the time limitation in confederation I only focus on teachers' views.

### **Aim and Objectives**

The main aim of this study is to explore teachers' views on grade repetition practices in Afghanistan and to compare teachers' opinions with grade repetition reasons. In order to reach this aim the following objectives have been set:

- To find teachers' views on the value of grade repetition in Afghan schools.
- To explore teachers' opinions on the extent of and reasons for grade repetition

### **Research Questions**

- What advantages and disadvantages do grade 4-6 teachers see with grade repetition?
- Do grade 4-6 teachers with different sex perceive grade repetition differently?
- According to teachers' views what is the extent and reasons of grade 4-6 repetition?

### **Outline of the Study**

This thesis comprises six main sections including a literature review on literature and studies on grade repetition from 1971 up to 2012 with a particular focus on south and central Asia and developing countries. The third section the Methods chapter describes the research participants, location, tools/instruments, design, procedure, analysis techniques and limitations of the study. The Finding section encompasses tables and quotes on the information extracted from the research. The fifth section discusses and analyses the findings. The last section is the concluding remarks based on the collected information from the field and review literature.

## LITERATURE REVIEW

### Global and Regional Trends of Grade Repetition

On the one hand access to education has significantly increased but on the other many countries have failed to keep all children in the education system for certain cycles. High rates of grade repetition, early school leaving and low learning attainment have constrained the progress that could have been achieved and continue as important challenges for the future. Worldwide, 32.2 million pupils repeated a grade in primary education and 31.2 million left school before achieving the last grade of this education level in 2010 (UIS, 2012).

In the previous decade (2000-2010) primary enrolment increased by 6 % (from 654.8 to 691.3 million) while grade repetition decreased by 7 % (from 34.7 million to 32.2 million). In this period enrolment rose rapidly whereas repetition decreased sharply. Regions represent various primary grade repetition trends in the mentioned period, for example, Sub-Saharan Africa stands on the top for global primary grade repeaters with 35% (11.4million). Across South and West Asian region repetition percentage remained stagnated with 5%; however, these regions are still the second highest primary grade repetition contributor globally with 18% (increased from 7.7 to 9.1 million). Latin American and Caribbean region with 17% of the world's primary education repeaters have succeeded in reducing repetition by 36% in the mentioned period. This important decline is because of a minor increase in the enrolment (5%). The Arab States host 9 % of global primary repeaters though the number of repeaters in this region decreased by 14 % and enrolment increased by 18 %. During the first half of the decade in East Asia and the Pacific the number of repeaters decreased to 39% and the enrolment rose to 16%. This region contributes 9% to the global primary repeaters. The rest 2% repeaters were found in (Central Asia, Central and Eastern Europe, and North America and Western Europe). Overall a little decline has been observed in repetition during the decade. From 2000 to 2010 the primary grade repetition decreased globally; however, lower secondary education does not follow this trend. Repetition in lower secondary education rose a little from 13.8 million to 14.1 million and that is because of the 11% (280 million to 310 million) rise in the enrolment of general education. Latin America and the Caribbean, South and West Asia, and sub-Saharan Africa were host to 70% global lower secondary repeaters in 2010. Excluding East Asia and the Pacific, in all regions the number of pupils enrolled in lower secondary education progressed at a faster rate than the number of repeaters (ibid).

### What is Grade Repetition?

Various definitions are found in the literature for grade repetition; however, almost all are carrying similar meaning. Repetition is the practice of retaining children in the same grade for another year when they have not mastered the curriculum and thus not reached expected academic goals and although their peers are promoted to the next grade level. Dissimilarly, social or automatic promotion is to permit these same children to continue to the next year of study with the rest of their peer group despite not having met the minimum required standards (UIS, 2012; Eisemon, 1997; Karlsson, 2001). In other words “repetition is meant a year spent by a pupil in the same grade and doing the same work as in the previous year” (UNESCO, 1971, P.18). According to Eisemon (1997) in countries where the primary repetition rate is high the secondary education follows the trend and reverse.

Automatic promotion and repetition policies differ in various countries. UK, Ireland and Scandinavian countries seldom practice repetition but instead practice automatic promotion with additional support for weaker learners. By contrast, repetition is

institutionalized in other countries of Europe although France and Belgium have seen a declining trend in its practice over recent years. Repetition is also a common practice in the United States and Canada (Shepard & Smith, 1989b; Ndaruhutse, 2008).

The aim of repetition and automatic promotion also differs; where promotion for the most part is based upon age, repetition of classes occurs almost only when children have been absent from school for long periods, for reasons such as severe illness or frequent change of residence. On the other hand, when promotion is based upon the levels of attainment that pupils of average or above average ability are thought capable of reaching year by year, the failure rate may be considerable. When, in addition, pupils who fail are prevented from leaving school by compulsory laws the proportion of repeaters in each grade is high and increases throughout the course of schooling (UNESCO, 1971).

## **Grade Repetition Reasons**

Due to long periods of absenteeism students perform poorly and have to repeat grades (Ajayi, 2006). Frequent absenteeism is caused by engagement in petty trading, street hawking, baby-sitting and farming. Poor families need children to generate immediate financial resources. Repetition rate of low income family children is double as compared to children of rich families often due to teachers' insufficient qualifications and ineffective instructions, poor quality learning materials available for children of poor households (UNESCO, 1998). In addition, discrimination, communal violence, unsafe and insecure schools, unmotivated teachers, inflexible schedules and irrelevant curriculum are some other causes behind repetition (Karlsson, 2001).

Students mostly repeat due to two main reasons: when they did not meet the specific academic grade requirement and when they are immature for the intended grade level. Age has a particular effect on the repetition. From one hand overage children are threatened by early drop out, and on the other repetition rate is likely to be higher for underage children. For instance, Kenyan first grade repeaters' rate is more than double for those who are enrolled ahead of the official enrolment age as compare to the timely enrolled children (EPDC, 2008 quoted by UNESCO, 2011). Since the learning objectives and material are not changed in the repeating year it is merely repetition of grade and material which does not help struggling students at all but reversely push them back, socially as well as academically (Tery, 2011).

## **Research on Grade Repetition**

People form their attitudes and beliefs in various ways. Knowledge is of two types a) propositional knoweldege and b) practical knowledeg. Propositional knowledge is knowledge of research findings, while practical knowledge is knowledge gained from personal experiences (Shepard & Smith, 1988). This difference in knowledge is also supported by Calderhead's (1996) who relate this differentiation to teacher' knowledge. Calderhead explain that questions about research results require teacher's theoretical knowledge and situational questions require them to access their personal practices or case knowledge. Research reslults shows that teachers tend to rely more on practical knowledge than on propositional or formal knowledge for taking repeton decisions (Shepard & Smith, 1989). Kagan (1992) also acknowledge that teachers rarely change their beliefs based on research and are more likely to make changes based on their own personal experiences or those of other teachers/school faculty (Kagan, 1992).The controversy of the grade repetition is grounded in this point

because instead of numerous research findings against grade repetition, it is still a common practice among the educational community.

In some literature the number of years, financial and other resources spent on pupils who drop out of school or repeat grades is called educational wastage. For economists one of the expected outcomes of education is the improved productivity of labor in order to strengthen society's economic growth. Their argument is the presence of a close correlation between the rate of economic growth of a country and the education level of its population. This correlation has been documented both in advanced industrial societies and in developing countries (UNESCO, 1998; Karlsson, 2001).

Ajayi, (2006) claim that "huge public expenditures on pupils who do not attend school regularly and those who dropped out from school system effects the internal efficiency of primary education". When a school system effectively meets its standards it is called internally efficient. Thus, if primary education continues graduating all enrolled without having repeaters and early school leavers it is counted as efficient and inversely it is internally inefficient and a menace to the education system. For minimising or eliminating wastage in education the analysis of efficiency is important. Optimum employment of resources allocated to repeaters or school leavers in other areas of pressing needs might reduce the educational wastage (ibid). For instance, completion rates in Latin American schools, as well as labor force literacy, were far lower than expected given Latin America's income levels. One of the causes of low completion rates is known as extraordinarily high rate of repetition in primary education (Wolf & Schiefelbein, 2002).

Repetition mostly occurs in the first and last grades of primary cycle and is often a prelude to drop out in developing countries. Pupils mostly drop out in upper grades because of their labor age. Besides, with their little learning they have no reason for further continuation (Eisemon, 1997). A majority of the reviewed research showed that losing self-esteem and confidence, problem in socioemotional adjustment, lack in peer relations and school engagement were subsequent consequences of early grade repetition (Jimerson, 2002).

A single repetition upsurges the drop out possibility by 40 to 50% while the second attempt increases it to 90% (Mann, 1987). In addition research proved that repeaters learn very little during the repeating years as compared to non repeaters (UNESCO, 1998; McGrath, 2006; Karweit, 1999; Brophy, 2006; Jimerson, 2002; Tery, 2011). To support the high number of repeaters, education cost is quite expensive for countries. Repetition alone costs all regions about \$6 billion in 1995 where Latin America and the Caribbean region contributed a half of this total. On top of this 16% of current education expenditure in less developed regions is absorbed by "wastage" of the first four grades. Irrespective of its pedagogical effects, repeating grades is inefficient because it increases the per pupil cost of schooling without increasing the number of graduates. Resources devoted to a repeater are resources that could have been used either to permit another child to enter school or to improve the quality of instruction and teaching for pupils already there (UNESCO, 1998). The last two decades of research on this issue in the United States has shown that retaining pupils in a grade can be counter-productive: repeating a grade does not help students in their learning achievements and has negative effect on their self-esteem and social adjustment. Besides, they create a negative outlook towards school and education (Darling, 1998; Tery, 2011; McGrath, 2006; Karweit, 1999). This is also concluded by Mansory (2000) in a study of Mathematics Achievements Among Afghan Primary School Children that repetition has no positive effect on children learning achievement.

For some researchers the term wastage has a pure economic interpretation and instead the right to education is their main agenda. This school of thought bases their argument on CRC (Convention on the Right of Child), EFA (Education for All), MDGs (Millennium

development goals) and equity. According to them repetition does not always carry negative meaning in terms of students' capabilities but is differently perceived and implemented in various contexts. For instance in Burundi, Kenya, and possibly in other African countries, selected students with high academic record and qualities are allowed to repeat in the last year of primary cycle (Eisemon, 1997; UNESCO, 1971) whereas in many Asian countries, parts of United States of America and in francophone countries repetition is practiced based upon students' lower academic performance (Ndaruhutse, et al., 2008).

According to UNESCO (1971) as well as Karlsson (2001) the term wastage in education is inappropriate for education and is the pure language of economists that exclude other values of education. The term does not interpret the individual growth process and depersonalizes it. They further object it in terms of matching education to industry where the input –output ratio is the base for efficiency and the rest is garbage or wastage of no use. Of course education is the largest business of the world in terms of the resources countries invest into it. Here the question arises if human learning, teacher's labour, school building and equipment, social gains, personal development, attitude changes, a wider view of the world and new future vision are counted as wastage - then what are educational gains? "It might be more fruitful – and definitely more positive! - to discuss and define a concept like 'educational gains' which could include not only number of school years and student-teacher ratio but also what students learn and how.-Active, confident and problem-solving students attending school for 3-4 years might gain more than students engaged in rote learning for 6-7?"(Karlsson, 2001, p.3).

## **Teachers and Students Perspective on Grade Repetition**

The common man is not aware of grade repetition's long term consequences. When asked about repetition, automatic promotion and drop out, 54% of respondents viewed the socially promoted students as more likely to drop out whereas 32% viewed the retained students as more likely to drop out, a view that largely contradicts the research findings on grade repetition and is an evidence of public unawareness (Elam, 1990).

The most important are students' own perception that is rarely found in the discussion. Their participation and insight in the decision making of repetition is also absent and ignored which makes the debate further hot. Students perceive repetition as punishment and a kind of threat used by their teachers (Jimerson, 2002). Students' perceived repetition as a humiliating measure, as punishment, bad grading, they became sad, upset, embarrassed, teased and laughed at by peers, they lost friends, and did not see anything good with repetition (Byrnes, 1989; Ndaruhutse, 2008).

Majority of primary teachers did not think that repetition had a negative impact on children or on their confidence, but rather a way of improving students' academic level. For example, first grade and kindergarten teachers believed that repetition was an effective measure for improving students' basic skills before moving to the next grade (Tery, 2011). According to a study by Witmer et al. (2004) 77% of respondents believed that grade repetition is an effective way of preventing students' future academic failure and 94% of the respondents disagree with the statement that (student should never repeat). An American survey found that 74% of principals, 85% of teachers and 59% of parents felt that children should either 'always' or 'usually' be retained for appropriate reasons. By contrast, only 9% of principals, 11% of teachers and 17% of parents felt that children should 'rarely' or 'never' be retained. Appropriate reasons included lack of basic skills, emotional immaturity, academic failure for reasons other than lack of basic skills, and excessive absences. The three most common characteristics that teachers and principals observed among repeaters were: (i)

developmental immaturity, (ii) low self-esteem, and (iii) low motivation. By contrast, a survey done by Byrnes (1989) has shown that secondary school teachers perceive repetition as a negative practice that has an undesirable impact on children's confidence in their own abilities. In addition less than 50% of secondary teachers surveyed believed that children could fully catch up the following year, and most teachers thought that with relevant intervention, it would be possible to avoid the majority of repeaters (ibid).

Jimerson (2002) found that teachers are the key decision makers on grade repetition process and that most of them were unaware of the research results on grade repetition. They had limited knowledge on the long term effects and based their arguments on the immediate outcomes generated from repetition. Besides they perceived repetition as a successful educational policy for learning improvement. However some teachers were not supporting the former view point of repetition as motivating incentive but think by repeating children lose self-esteem and that repetition hinders students development.

Grade repetition is a controversial issue. The unmatched relation between the continuous practice and the since long acknowledged research findings constitutes the controversy. Research have found grade repetition to be ineffective and inefficient in regard to academic and socio-emotional development of children. Furthermore repeaters tend to drop out from school earlier and may end up with behavior problems and low self-esteem. However it is still a common practice in many countries. The reason is that research findings and recommendations are less communicated with teachers and parents (Sakowicz, 1996). As a result teachers mainly rely on their own situational knowledge and experience instead of research recommendation. This makes the repetition debate more complicated and becomes a school culture among teachers and school community. In addition parents and teachers over-focus on its short term benefits that encourage them to make the repetition decision on the basis of unjustified assumptions ( Jimerson, 2002; Johnson, 2011; McGrath, 2006). Teachers and parents underestimate students' reactions to repeating. Students who are the key actors are less involved in the decision making, and moreover, their voices are rarely heard in the studies related to grade repetition.

## **METHODS**

### **Method and Design**

This study relies mainly on quantitative method and uses questionnaires with optional answers together with a few open-ended questions that slightly hands on qualitative aspect of the study. Quantitative method is ideal for studies conducted in limited time, with limited resources and with broader and diverse coverage. The quantitative methods mostly deal with numbers, figures, and statistical measurements and can be economical both for collecting and for analyzing the data. Another reason is that quantitative methods mitigate the risk of misinterpretation of data and are appropriate for collecting facts and opinions (Denscombe, 2010). A self-administered form for questionnaire has been opted so that respondents fill it at home or at workplace. Other reason for selecting questionnaire is that it gives sufficient time to respondents to fill in with relaxed mind and at their preferred environment (Cohen, 2010). The flow of questions is from general to specific in order to minimize sensitivity and encourage respondent to provide more personalized information (ibid).

The teachers' questionnaire has been developed based upon the reviewed literature and had initially 31 questions. After translation into the local languages (Pashto and Dari), the questionnaire was piloted with nine teachers in a girl's primary school. The pilot resulted in adding two more questions (Q#25 and 26) and a slight change in question number 29 (see annex 3 the result of piloting). The final approved questionnaire consisted of 33 questions that covered general teacher beliefs on grade repetition including questions pertaining value and effects of grade repetition on student socio-emotional development and on their academic development. The questionnaire includes alternative interventions to repetition, repetition reasons and extent etc. (See Annex 1 for English and 2 for Pashto Questionnaire). Following Bryman (2012) the questionnaire has various sections. The first section includes factual questions for collecting nominal data (e.g. age, gender, qualification, experience, etc. The second part comprises closed questions (e.g. dichotomous, multiple choice and Likert Scale) in order to elicit teachers' opinions, and views on repetition. The third part includes open-ended questions that seek responses on teachers' views together with reasons for the given responses.

For choice answers Cohen (2010) recommendations are employed that describe question and choice answer should be formulated in a way to keep participant non-committal on taking only positive or negative side of the issue but remain proactive and engaged from the beginning to the end. Besides, the use of Likert Scale method in answers gives much room to participants not to stick only to negative or positive side of the issue but to have the in between choice. On top of this most questions are provided with additional space; in case the suggested answers do not fit to participant's preference s/he might write their views instead of circling the pre-prepared/suggested answers.

### **Strategy and Procedure**

This study was conducted in March 2013. Data collection took 15 days. The procedure of participant selection was on grade base. Only teachers of both sexes from grade four, five and six of primary schools were selected, because the study focuses only on primary grade repetition. Initially an authorized letter of permission was distributed to get the assistance of the formal schoolteachers. Following Bryman (2012), participants and the school authorities were kept fully in the picture regarding the purpose of the data collection. They were promised

that the results would be shared to them as recommended by Bell (2010), Bryman (2012), Cohen (2010). After piloting the data was collected through approved and translated questionnaire. I have collected the data in the capital of the country (Kabul) and in four other provinces UNICEF focal points assisted the procedure of data collection. These focal points are trained people. They implement UNICEF supported education activities at the provincial and district level. However, they are not UNICEF employees. They got detail orientation on the aim, objectives and procedure of the research. The questionnaire was discussed with them in a more detail manner. Focal points emphasized to keep participants' anonymity, confidentiality into consideration and assure them of no harm from the research.

After the explanation of research purpose the questionnaires were distributed and explained to participants. Filled questionnaires were collected back after two days of distribution. According to Denscombe (2010), data analyzed in the below stages: (a) Data prepared e.g. coded. Cleaned, sorted, categorized and checked. (b) Data initially explored e.g. looks for obvious trends and correlations summarize relevant information in adequate tables. (c) Data analyzed e.g. statistical tests (e.g. descriptive statistics, factor analysis) link to research questions, analyze the findings (report variation/differences). (d) Data Presented , displayed and interpreted in both text , tables and quotes.

## **Participants and location**

The research participants were government-registered teachers. Majority of the participants were from rural areas. Only a few belong to urban schools therefore the later analysis does not consider rural-urban variation. Participants were selected from a particular grade level however; their experience, qualification and age were random. One hundred and seventy teachers (78 female and 92 male) from 30 formal primary schools of girls and boys participated in the study. The study was conducted in five provinces of Afghanistan (Nangarhar, Kabul, Bamyān, Daikundi and Paktia). The main reason behind selection of these five provinces was its accessibility to me because of my jobs' nature. Participants voluntarily participated and responded to all questions.

## **Limitation**

Due to time constraints, I mainly rely on quantitative methods with a few open-ended questions. More time at disposal would have enabled a more mixed type of study design that might cover students', parents' and other key actors' deeper insight through interviews and focus group discussions (FGDs). Besides due to winter vacations of schools, access to a particular category (grade 4, 5 and 6) of teachers was a time consuming however it does not have any particular effect on the study results. Since the data collection tools were self-administering structured questionnaire a doubt expected that participants would not give all the information they want and will only stick to pre prepared answers. My absence was somehow good for participants to fill in with relax mind but concern of participants' honesty on answers, lack of verbal direction and guidance for filling the questionnaire out and timely return were predicted. In order to reduce such limitation and guide respondents I start each section with a brief and clear orientation. Besides, the option "other please specify" was placed in the questionnaire as highly recommended by Denscombe (2010). As mentioned, some open-ended questions used to give respondents the opportunity of sharing their insights on the research topic. The above-mentioned limitations and restrains might affect the study findings. However, to all possible extents efforts made to maintain internal and external validity. However, these findings are not generalizable to other contexts rather than the studied one.

## FINDINGS

Findings (views of teachers) on grade repetition extracted from the teacher’s questionnaire used in this study. Female and male data separately analyzed due to the reasons to compare and differentiate their views in terms of repetition.

### The Extent of Repetition

**Table 1: Repetition and students’ sex**

Who repeats more?	Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%
Girls repeat more	1	1	12	13	13	7
Boys repeat more	28	36	48	52	76	45
Both in same extent	47	60	24	26	71	42
I don’t Know	2	3	8	9	10	6
<b>Total</b>	<b>78</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>170</b>	<b>100</b>

(45%) of research participants particularly male teachers (52%) think that boys repeat more than girls. whereas more female (60%) teachers think that both boys and girls repeat at the same extent.

**Table 2: Grade/level and repetition**

Most common Repeating Grade	Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%
Grade-4	68	87	70	76	138	81
Grade-5	2	3	11	12	13	8
Grade-6	8	10	11	12	19	11
<b>Total</b>	<b>78</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>170</b>	<b>100</b>

When it comes to the issue of grade/level and repetition, teachers’ views (particularly female teachers) show that student mostly repeat in grade 4.

**Table 3: The extent of failure and repetition**

To what extent do failed student repeat?	Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%
All failed students	32	41	27	29	59	35
Half Failed students	17	22	30	33	47	28
A few failed students	25	32	29	32	54	32
None failed students	4	5	6	6	10	5
<b>Total</b>	<b>78</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>170</b>	<b>100</b>

Most of the participants think that all failed students repeat the failed grade again for example one of the teacher said, “Most of them repeat and a few might quit school”.

**Table 4: The extent of *Mahrooms*' repetition**

To what extent do <i>Mahroom</i> repeat?	Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%
All <i>Mahroom</i> students	21	27	14	15	35	21
Half <i>Mahroom</i> students	25	32	27	30	52	31
A few <i>Maroom</i> students	27	35	35	38	62	36
None <i>Mahroom</i> students	1	1	9	10	10	6
I don't know	4	5	7	7	11	6
<b>Total</b>	<b>78</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>170</b>	<b>100</b>

However their opinions are different in the case of *Mahrooms* where 36% of teachers think that a few *Mahroom* (Frequent absent student) repeats.

**Table 5: Learning subjects and Repetition**

Do you know in which subject students failed?	Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%
a) Yes	64	82	84	91	148	87
b) No	14	18	8	9	22	13
Language	21	27	28	30	49	29
Social science	5	6	6	7	11	6
Math	38	49	44	47	82	48
Islamic subject	0	0	6	7	6	4
I don't know	14	18	8	9	22	13
<b>Total</b>	<b>78</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>170</b>	<b>100</b>

Almost all male and female teachers state that they are aware of the subject their students were repeating and one of them states, "Mathematic is the most difficult and important subject among all". This is a common view among the researched teachers that math is difficult and important. Language was found as the second difficult subject for grade 4, 5 and 6 students. While a teacher further state that, "No one will repeat due to subjects if the teacher taught it in effective way". Another teacher states that, "Students repeat because of carelessness and less efforts, they fail due to various reasons, failure has nothing to do with subjects but depends on student curiosity and struggle".

## The Reasons for Repetition

**Table 6: Major causes of repetition**

Common reasons of repetition	Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%
Too much absenteeism	41	53	55	60	96	56
Failure in core subjects	28	36	24	26	52	31
I don't know	0	0	3	3	3	2
Other reason	9	11	10	11	19	11
<b>Total</b>	<b>78</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>170</b>	<b>100</b>

This table shows that students 'frequent absence from school is the main cause of repetition than failure due to less achievements. A female teacher states, "Frequent absenteeism causes

student to repeat because they could not catch up things in such limited time”. A few teachers had written their views instead of circling the given answers for example one of them states: “students repeat when they do not learn anything from their teacher, or dislike school and teachers”. Another teacher relates the issue to MoE policies: “MoE has the repetition policy that indicates when and how to repeat”. Besides, parental role is indicated as important factor e.g. “Lack of parental advice, support and attention are the causes of their children’s repetition”. Moreover poverty, insecurity, labour work, insufficient time for study, orphan children and malnutrition are found in the other reasons.

**Table 7: Students’ age and repetition**

Repetition and Students 'Age	Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%
Younger students repeat more	51	65	59	64	110	65
Overage students repeat more	8	11	11	12	19	11
Other Please Specify	19	24	22	24	41	24
<b>Total</b>	<b>78</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>170</b>	<b>100</b>

This table illustrates student’s age influence on grade repetition. According to teachers young students repeat more for example one of the male teacher states: “Every child should precede grades according to their age and continue till completing certain educational cycles”. While another teacher state that “Students mostly repeat grades when they are less interested in studies, or have economic problems and are less courageous”. Another teacher argues that “grade repetition is not the issue of age but depends on students’ talent and ability”.

**Table 8: School related repetition reasons**

Students repeat often when	Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%
School is distanced	22	28	20	22	42	25
Classes are overcrowded	28	36	41	45	69	41
Classrooms are inappropriate	14	18	26	28	40	24
School lacks water and latrine	7	9	5	5	12	7
Other please specify	7	9	0	0	7	3
<b>Total</b>	<b>78</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>170</b>	<b>100</b>

According to participants in school related reason, overcrowded classes indicated the most common reason for repetition particularly by male teachers. Home –school distance viewed as the second important reason of repetition particularly by female teachers, for example, “home-school distance is an important reason mainly for girls and small students”. Teachers (particularly male) perceived inappropriate classrooms the third important school related reason for repetition.

**Table 9: Teachers’ related repetition reasons**

Students repeat often when teacher:	Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%
has low academic level	21	27	31	34	52	31

has little experience	12	15	31	34	43	25
is overage	8	9	10	10	18	10
teaches in different language	20	26	8	9	28	16
is male and teaches boys	0	0	0	0	0	0
is male and teaches girls	6	8	0	0	6	4
is female and teaches girls	0	0	0	0	0	0
is female and teaches boys	2	3	4	4	6	4
uses violence	9	12	8	9	17	10
<b>Total</b>	<b>78</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>170</b>	<b>100</b>

In regard to teacher related repetition reasons, the above table indicates teacher's low academic level as a top reason mostly indicated by male teachers e.g. an example out the many, "due to continued war and insecurity teachers lack skills and trainings that cause student to struggle". Secondly teachers' little experience and different teaching language are counted as repetition causes. Extent of teachers' responses shows that teacher-student sex variation is not a major reason of repetition however their similar sex will end in a better result. A male teacher has stated his view on this, "to mitigate the risk of repetition male teachers should teach boys and female teachers teach girls". A few female teachers state that violence also cause student to repeat. Besides, some teachers think that repetition is purely related to students own efforts e.g. a grade six teacher view, "Repetition is strictly related to students themselves, if they work hard they will pass and if disobey or carelessly treat teachers they will fail and will have to repeat again". A teaching language other than students' mother tongue is placed as third high repetition reason particularly by female teachers.

**Table 10: Family related repetition reasons**

Students repeat more when:	Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%
Fathers are illiterate	11	14	9	10	20	12
Mother are illiterate	12	15	8	9	20	12
Lack support in homework	17	22	11	12	28	16
Parents are uninterested	16	21	30	32	46	27
Parents are busy working	5	6	8	9	13	8
Family is poor	5	6	16	17	21	12
Family needs their labor	10	13	8	9	18	11
I don't know	2	3	0	0	2	1
Other ...	0	0	2	2	2	1
<b>Total</b>	<b>78</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>170</b>	<b>100</b>

In regard to family factors parents too little interest is indicated as a major factor where male teachers are more on this view than of female. For example a male teacher wrote, "Lack of parental motivation and focus is the main cause of repetition". Second reason is found too little or no homework support that is particularly indicated by female teachers. Lack of parental education and poor family economy ranked as third category causes for repetition. Parents' illiteracy and poverty are indicated more by female teachers than of male teachers e.g. "Repetition of student is purely due to parents' illiteracy".

## Advantages and Disadvantages of Grade Repetition

Teachers responded a number of statements regarding advantages and disadvantages of repetition. Results of those responses has summarized below.

**Table 11: Students sex and repetition benefits**

Who benefits more of repetition?	Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%
Girls benefit more	12	15	25	27	37	22
Boys benefit more	22	28	23	25	45	26
There is no difference	38	49	38	41	76	45
I don't Know	6	8	6	7	12	7
<b>Total</b>	<b>78</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>170</b>	<b>100</b>

In terms of repetition benefits 45% teachers of both sexes think that girls and boys are benefitting to a similar extent that is followed by 26% teachers' views that boys benefit more. An interesting finding in the above table is that male teachers think girls benefit more whereas female teachers are of the thought that boys benefit more.

**Table 12: Grade repetition advantages**

Statements on Repetition advantages:	Agree						Neutral		Disagree					
	Female Teacher		Male Teacher		Total		Male & Female Teacher		Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Repetition prevents future failure.	65	83	63	68	<b>128</b>	<b>75</b>	26	15	5	6	11	12	<b>16</b>	<b>9</b>
Allows for better results the second time.	69	88	69	75	<b>138</b>	<b>81</b>	13	8	7	9	12	13	<b>19</b>	<b>11</b>
Allows student to catch-up with peers	53	68	45	49	<b>98</b>	<b>58</b>	24	14	14	18	34	37	<b>48</b>	<b>28</b>
Repetition is effective for students of unsupportive families.	58	74	54	59	<b>112</b>	<b>66</b>	29	17	10	13	19	21	<b>29</b>	<b>17</b>
Repetition maintains grade level standards.	48	62	48	52	<b>96</b>	<b>56</b>	25	15	19	24	30	33	<b>49</b>	<b>29</b>
Difficult textbooks contribute to students' repetition.	55	71	4	8	<b>129</b>	<b>76</b>	11	6	2	27	9	10	<b>30</b>	<b>18</b>

The structured answers for the above suggestions were on Likert scale approach with five-degree range (strongly agree, agree, not agree not disagree, disagree, strongly disagree). Since the extent of strongly agree and strongly disagree answers were less compatible to agree and disagree options therefore they are summarized under agree and disagree columns in this table. Besides, male and female answers have joined under the neutral column since both were so few. A great majority of the teachers viewed repetition as very advantageous for all of the suggested items, in particular as regards students' academic achievements. e.g. repetition as a preventive measure for future academic failure, and as an effective means for students who do not get home support in their studies. Besides, according to teachers, after repetition students get better results the second time and catch-up with their peers. Female

teachers are more in support of repetition advantages than of male teacher. In sum, teachers perceived grade repetition very advantageous.

**Table 13: Grade repetition disadvantages**

Statements on disadvantage of repetition	Agree						Neutral		Disagree					
	Female Teacher		Male Teacher		Total		Male & Female Teacher		Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Causes lack of attention	32	41	45	49	<b>77</b>	<b>45</b>	41	24	25	32	27	29	<b>52</b>	<b>31</b>
Student faces behavior problems.	50	64	48	52	<b>98</b>	<b>58</b>	28	16	17	22	27	29	<b>44</b>	<b>26</b>
Repetition effects student self-esteem	43	55	51	55	<b>94</b>	<b>55</b>	31	18	21	27	24	26	<b>45</b>	<b>26</b>
Causes drop out	26	33	43	47	<b>69</b>	<b>41</b>	42	25	27	35	32	35	<b>59</b>	<b>35</b>
Has no positive effect on learning	23	29	31	34	<b>54</b>	<b>32</b>	33	19	35	45	48	52	<b>83</b>	<b>49</b>
Repetition is wastage of resources.	32	41	56	61	<b>88</b>	<b>52</b>	21	12	35	45	26	28	<b>61</b>	<b>36</b>

A great majority of the teachers viewed repetition as very disadvantageous for all of the suggested items in the above table, in particular as regards students' socio-emotional development. Female teachers in particular see fewer disadvantages in grade repetition than male teachers who are in line with their less favorable attitude in the above table. Table shows that except for one statement; "repetition has no positive effect on learning" the rest are highly agreed by respondents. The mentioned statement is more related to the learning achievements (academic development of students), therefore is disagreed. Male teachers are more in favor of the view that repetition cause drop out and is wastage of resources whereas female teachers are found in favour of the view that repetition causes behavioral problem.

**Table 14: Teacher's preferable interventions**

Teachers' Preferred Intervention	Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%
Automatic promotion	2	3	2	2	<b>4</b>	<b>2</b>
Automatic promotion with additional coaching	14	18	29	32	<b>43</b>	<b>25</b>
Drop out	1	1	30	33	<b>31</b>	<b>18</b>
Repetition	60	77	24	26	<b>84</b>	<b>50</b>
I don't know	1	1	4	4	<b>5</b>	<b>3</b>
Other intervention	0	0	3	3	<b>3</b>	<b>2</b>
<b>Total</b>	<b>78</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>170</b>	<b>100</b>

A majority of male and female teachers preferred grade repetition comparing to other interventions. Female teacher favour grade repetition more than male teachers do. Where in view of automatic promotion with additional support male teachers are more positive, e.g. a teacher states, "Additional support with automatic promotion is important because students may dislike school and become dishearten, teachers can assist them after the class time". Another teachers state that; "Students should not be compelled or imposed by repetition,

weaker student should be automatically promoted from grade one to six with additional support they need”.

**Table 15: Repetition and decision-making**

Mostly who make repetition decision?	Female Teacher		Male Teacher		Total	
	#	%	#	%	#	%
School authorities	17	22	16	17	33	20
Teachers	37	47	50	55	87	51
Parents/Guardians	14	18	16	17	30	18
Students	8	10	3	3	11	6
I don't know	2	3	7	8	9	5
<b>Total</b>	<b>78</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>170</b>	<b>100</b>

The above table illustrates that repetition decisions are mainly taken by teachers. Only 10% female and 3% male responded that student makes the repetition decisions. A teacher state, “Some families perceive repetition positively and are keen of their children to repeat”. The reason why mainly teachers decide for students’ repetition is justified by teachers as parents’ noninvolvement and illiteracy e.g. “despite of their children’s failure they are not willing to take part in the decision making and are enough careless” stated by a fourth grade teacher. Moreover, another teacher states, “parent- school relation is important for tracking children’s progress that is totally missed in our community”, teachers also raise lack of communication between teachers and parents. Teachers perceive parents’ role very crucial in the repetition decision making e.g. a female teachers state, “Parents involvement is crucial since they are the key actors in a child’s life”. School’s role in decision-making is also justified by one of the female teacher. “School itself is an official entity and has the authority to decide whether student to repeat or not” she further state that “The Afghan schools are economically and academically not at a level that could contact each parent besides, parents are illiterate who don’t understand what is appropriate for their children”.

### **Repeaters’ Attitudes and Treatment by Others**

A majority of teachers’ state that, at the beginning of the repeating year students are upset, hopeless or violent but during the year by interacting with teachers and peers or by getting good academic result their attitude become positive. Repeaters are hesitant of school continuation this was raised by one of the teacher, “Failed students do not like to come to school anymore however their parents force them for further schooling”. According to teachers, repeating a year is a hard experience e.g. “a huge revolution occurs in a pupil’s life during the year”.

Some teachers state that repeaters very seldom mingled with the new peers and were not much interested in school. They seemed to feel humiliated and had low self-esteem. A male teacher state that, “Repetition is waste of time and has negative effect on student attitude because everyone is calling them ‘Failed’ They don’t want to make new friends due to this stigma and stay lonely and separate to forget their failure”.

Almost all of researched teachers stated that repeaters treated well for their courage and success. For instance, a teacher state, “teachers and principals treat them nicely however learners do not behave well and stigmatize them”. A female teacher’s state, “They are represented as dull and weaker students of the school”. Only a few respondents said that peers and others sometimes humiliate them e.g. the view of a, male teacher, “They are badly treated by teachers and classmates by negative naming”.

One of the teachers state that they treat repeaters as non-repeater in order not to feel different. Another teacher state that she contacts repeaters' family in case of need. "We help repeaters by encouraging treatment, cooperation and contacting their family".

Overall, the findings show that teachers perceive grade repetition advantageous particularly female teachers as regards learning achievement in comparison to automatic promotion. However, at the same time they agree that grade repetition is disadvantageous in terms of student socio-emotional development. Student's frequent absenteeism, teachers' low academic level, distance to school, crowded classroom, premature age are found to be some of the important factors to grade repetition. Teachers see math as a difficult subject that causes students' frequent failure. The preceding chapter further discusses these findings.

## **DISCUSSION**

Findings of this study are to a large extent consistent with other studies on grade repetition. Teachers see grade repetition a very effective educational policy. However for this reliance teachers do not have research based justifications/ proofs but rely on years of personal experiences. This is also found in the review literatures and is called the point of disagreement by the authors of this school.

Female teachers were found more positive to grade repetition as compared to male teachers. However, when it comes to their views on the extent of repetition both 45% male and female teachers indicated that boys repeated more; that is consistent to global research and the facts in Afghanistan. Boys are given more opportunities in the Afghan community to get education. It might be the cause of their higher (62 %) enrolment – girls' enrolment is around 38% (MoE, 2010). Moreover, a UNESCO (2003) report indicates that usually boys repeat more than of girls except for sub-Saharan Africa where Kane (2004) found in one of the educational studies that girls repeated more than boys.

81% of the teachers thought that grade 4 students repeated more than grade 5 and 6. The reasons behind this difference might be many, for example, that grade 4 is the transitional grade from automatic promotion to the exam system and students are less familiar with examinations. Secondly, the number of subjects and the number of teachers increases in grade four as compared to previous grades. That might affect students' achievement since they were familiar to only one teacher and less subjects. Moreover, automatic promotion might give them the habit of less accountability as they have become used to pass any way. A few researches have proven that automatic promotion is also not a very successful or effective measure for learning achievements when it is not joined with additional support (as in the case of Afghanistan). Besides, Kane (2004) found in an African study that, "Policies of automatic promotion have a greater negative impact on girls than on boys, since the performance of girls is often lower than that of boys" (p. 51). Moreover, teachers do not prefer automatic promotion for the reason not to bring changes to their traditional way of teaching (ibid).

35% of teachers of both sex believed that almost all failed students attempted to repeat the year for the second time. That might be for the reason that government/public schools in Afghanistan are free of charges and the rising interest of Afghan parents in education as compared to previous decades (MoE, 2010) might be another motivation. Despite the little awareness on the end result and negative effects on students' socio-emotional development, teachers might also encourage students to repeat since teachers are more in favour of repetition and on the other hand are the key decision makers on repetition. This finding is

confirmed by Karlsson & Mansory (2007) that most failed students in Afghan schools repeated the year again. Teachers' view on *Mahrooms*' repetition was different. (36%) of teachers stated that a few *Mahroom* repeated the grade again, 31% teachers thought that half and only 21% of the teachers stated that all *Mahrooms* repeated the same grade.

One of the findings of this study indicates that absenteeism is the main cause of repetition that is associated to this finding since *Mahroom* means a student who makes too much absenteeism and is counted failed due to denial of exam. On the other hand (UNESCO, 1998) confirms that students make frequent absenteeism due to their labour work, poverty, street hawking and baby-sitting. Finding (a few *Mahroom* repeat) might be much reasonable because their failure is due to absenteeism and their absenteeism is due to poverty and labour; in sum, a year increase in their age make them more eligible to the labour market and they might not prefer to continue school as compared to those failed students whose failure reasons are other than poverty.

According to 49% of the research participants, mathematic is found to be the most difficult subject in which students frequently fail. The second subject that students mostly fail is language. This finding is confirmed by (Jimerson, 2002; UIS, 2012; Ndaruhutse, 2008) that one cause of high repetition and dropout are also related with insufficient levels of elementary learning achievement in reading and mathematics. Besides, "for most students, grade repetition had a negative effect on all areas of achievement (e.g., reading, math, and language) and social and emotional adjustment (e.g., peer relationships, self-esteem, problematic behaviors, and attendance)" (Jimerson, 2003. p.148). This finding is further strengthened by Mansory (2000), that students 'learning achievements of mathematics and the number of their repeating years are negatively correlated. Mathematic is one the important and overriding subject among the Afghan society. The importance of mathematics education is equally seen by educationist around the world. Teaching and learning of mathematics is considered to possess high importance and is perceived as contributing to the intellectual development of students (Robitaille and Garden, cited in Mansory, 2000).

Findings showed that teachers were divided on the advantages and disadvantages of grade repetition. They perceived grade repetition advantageous in regard to students' academic development. However, they perceived repetition disadvantageous in regards to students' socio-emotional development. This division of opinions might be the result of hesitation on grade repetition among teacher and might be lack of their theoretical knowledge on the topic. In addition; it shows that teachers are not aware of that a student who has low self-confidence or self-esteem has more difficulties to learn than others.

This finding corresponds to Jameson's (2002) findings that grade repetition is a debatable issue. Byrnes (1989) found that secondary school teachers have negative perception of grade repetition than primary teachers had. This is further explained by (Johnson, 2011; McGrath, 2006): Teachers (particularly primary teachers) over-focus on repetition's short term benefits.

50% of the research participants (particularly female) preferred repetition than other suggested interventions. This finding is confirmed by almost all the reviewed literature. Such reliance on repetition might be based on their years of practice. Thinking of an alternate practice instead of repetition might be harder for them. According to Calderhead, (1996) making repetition decision teachers mostly rely on their situational knowledge instead of research findings. Besides, the preference of automatic promotion with additional support by male teachers in this study may be an effect of globalization since male teachers have much access to internet and to various new educational studies. On top of this English language is another key to learning new knowledge that males mostly benefit of it in Afghanistan (except

for a few urban females). Moreover, male teachers might have more opportunities for upgrading, or in-service trainings. In contrast female teachers preferred repetition because they might have less opportunity to access mentioned facilities due to various reasons, e.g., house chores, care of children, less opportunity for professional development.

The reasons found for repetition in this study is similar to what has been found in the reviewed literature. Absenteeism is the major reason in the literature and is also found in this study. 56% of respondents stated that absenteeism is the main cause of repetition. In Afghanistan due to natural and manmade disasters and emergency situations people time to time refuge or get internally displaced that might cause children's frequent absenteeism. The above finding is confirmed by Ajayi (2006); according to him frequent absenteeism is the main reason of grade repetition. 65% of teachers in this study stated that younger students than their age peers repeated more. Besides, students' socio-economic situation and over and under age enrolments were other findings confirmed by UNESCO (1998) to be among the grade repetition reasons.

Among the school related repetition factors overcrowded classes were stated by 41% teachers and inappropriate classrooms by 24% teachers (mostly male). Since boys' enrolment rate is higher than girls' that might cause crowded and inappropriateness in classes. These school related causes are confirmed by Karlsson (2001), according to her, unsafe and insecure schools, unmotivated teachers, inflexible schedules and irrelevant curriculum are some other causes behind repetition. Besides 25% teachers (particularly female) indicated that distance to school is among the repetition causes. Usually female teachers taught girls and girls are more vulnerable in insecure and traditional settings to walk far distances, they may make frequent absences from school or they might lose concentration due to fright of unexpected incidence on the way to school or back home.

Among teacher related reasons teachers' low academic level and little experience were found the main reasons, stated by 31% and 25% male and female participants respectively. This is also confirmed by Karlsson (2001). Variation among teacher-student sex is found to be the least influencing factor on grade repetition. One of the reasons behind this finding might be that this study focused only on 4<sup>th</sup> 5<sup>th</sup> and 6<sup>th</sup> grades where students' age is around 13 years that might not be a cultural constraint for girls and boys to learn from a teacher of their opposite sex.

Parent's too little interest was indicated to be the main family related reason for grade repetition that is stated by 27% teachers (mostly male teachers). This is confirmed by (Sakowicz, 1996) that research findings are less communicated with teachers and parents. Lack of homework support is the second main reason found in this study particularly indicated by female teachers. One reason might be that usually female teachers taught girls and majority of mothers are illiterate to support their daughter in their homework. Parent's illiteracy, family poverty, child labour, busy parents were also mentioned to be some of the repetition reasons but not with high percentage.

51% teachers stated that teachers are mainly deciding for the student to repeat. A further 20% teachers stated that school authorities and 18% respondents stated that parents and guardians decide; however, only 6% teachers stated that students decide whether to repeat or not. The finding that mostly teachers decide on repetition is also confirmed by the reviewed literature (Jimerson, 2002; Ndaruhutse, 2008; UIS, 2012) and the reason behind might be that schools do not have proper channels for parental involvement. Schools might not be parents-friendly. Illiterate parents might find school too alien to approach. Therefore parents do not dare to visit school to communicate with teacher or track their children's progress. They might think that school is always the right place and teachers are the right

decision makers. Children are not involved in the decision making neither in family nor in school. Students passively accept teacher and school decision made for their repetition.

According to the teachers, repeaters are mostly treated well and not different than non-repeaters not to be disheartened. However, they are not always treated well e.g. One teacher stated, “They are badly treated by teachers and their classmates by negative naming”. Repeaters are already in a sensitive and fragile condition, peers and teachers’ negative treatment makes them lonely. This departure makes repeaters more vulnerable and guilty. This study found that repeaters are sad, hopeless, discouraged, less- confident, underestimated and such students are not prone to learn. One teacher said: “Such students are depressed, discouraged and hopeless”. This is also confirmed by all the reviewed literature in this study.

Both ‘good and ‘bad’ treatments are kinds of feedbacks on the personality of the child but not on his/her work that totally makes him or her accountable for the failure and ignores the rest factors to that failure. “Students themselves are responsible of failure so they have to face the music” was the opinion of one teacher. Such feedback makes no improvement to the socio-emotional or academic development and growth of learners but instead affects negatively (Dweck, 2000). Although they work hard but at the same time they have to cope with socio-emotional and learning challenges: according to a male respondent, “repeaters do hard work and pay much attention towards their studies because of future failure”. Jimerson’s (2003) study also confirms that repeaters suffer with losing peer relationship, low self-esteem, face behaviour problems and lack attendance.

A part of grade repetition academic implication it causes several other societal implications e.g. the supply in Afghan education is not parallel to the demand side (where a high percentage of school age children are still out of school). On top of this the high rate of grade repetition further enlarged this gap where the graduation of a single grade cost double to MoE. Moreover during repetition children spent additional years in school that could have been spent in the market. Due to repetition students become overage and may drop out from school before completion of certain cycles. Repetition may also cause demobilization of community towards schooling and its quality where instead of additional years spent in school students still learn very little.

Another implication could be that it will be difficult to change repetition practice since teachers are so firm in their beliefs of the value of repetition (besides that there are so few resources for support to students).

Almost all findings confirm the reviewed literature on grade repetition. Teacher’s main preference of repetition might be due to the lack of theoretical knowledge on grade repetition and their strong belief; that is further aligned with Calderhead’s, (1996) findings that teachers mainly rely on their own and on their peers’ situational knowledge. The results from this study cannot be generalized to other context than the studied one. The method used for this study was appropriate for collecting teachers’ views in a limited time. However, if the scope of the study extends to repeaters’ views qualitative method would be preferred.

## CONCLUSION

The overall aim of this study was to compare results with other international studies conducted on grade repetition. Findings of this study contributed to the existing knowledge and are to a large extent similar to the reviewed literature. It responds to the problem area and objectives. The particular aim of this study was to explore grade four, five and six teachers' views on grade repetition in Afghanistan with a focus on grade repetition's advantages and disadvantages and its reasons. To achieve this objective, teachers of various backgrounds (male, female) responded to a structured questionnaire.

This study has contributed to the existing research in this field and might be a useful attempt in Afghanistan where limited research is found on the topic. Besides, findings of this study cannot be generalized to the context other than the studied one but are somehow reliable since the result generated from this study is similar to other studies done on grade repetition in many other countries. The method used for this study was appropriate for collecting teachers' views in a limited time. However, if the scope of the study extends to repeaters' views qualitative method would also be needed.

Results of teachers' views were debatable since they believed grade repetition is disadvantageous in terms of students' socio-emotional development and they simultaneously agreed with the advantages in terms of students' academic development. Another exploration is that mostly teachers decided for students to repeat and as teachers were in favour of repetition, one might conclude that teacher's preference of repetition and their decision making authority are inter-related and may cause increase in repetition rate in Afghanistan.

It was also found that teachers saw grade repetition a very effective educational policy however, for this reliance teacher do not have research based justifications or theoretical knowledge but only years of experience.

Here it might be concluded that teachers, although aware of the negative effects of students' feelings and self-confidence believed in learning effects of repetition says something about teachers' understanding of how and when learning occurs best.

In sum, This study has also as many other studies resulted in a controversial end, where the practice is contradicting to the theory that leave room for further questions to be answers such as: Do parents and teachers access the research findings that are archived for other researchers? If yes-do they believe (or not)? If not, why? And what is their reasoning? Are children who 'actually' repeat involved? Does culture and context make real difference to it? Do policy makers placed these findings in the compulsory policy books for schools? If not what make them hesitant? Do the numerous researches recommend any effective and efficient alternatives? If yes, does those alternatives convinced student, teachers, parents and policy makers or it further confuses them with similar results generated from repetition? What could be next? More research opportunities! Or reach to a general conclusion for all contexts if not particular guideline for certain context? Gradual communication of the research findings with school community might bring the controversy to an end since changing beliefs are not as easy as practice.

This study covers only teachers' views on grade repetition that is not a complete answer to the question but a component of the bigger picture therefor further studies should concentrate on three main issues in Afghanistan: Repeaters own and their parents' views and

insight. Assess repeaters learning achievement and collection of data on repetition extent (factual data).

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## ANNEXES

### Annex. 1. Teachers' Questionnaire

Age: ..... years

Male  Female

**Education:** *(Please select one option based on your highest level of education)*

Grade 12  Teacher Training Institute  University  Other specify.....

Islamic education?..... years

**Teaching Experience**..... years

**Teaching Subject:**

Social Science  Language the Holy Quran  Drawing  Writing

Math and Geometry  Dinyat (Islamic)  Others

**Teaching Class:** Boys  Girls  Mixed

**Teaching Level/Grade:** Grade-4  Grade-5  Grade-6

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Every part of the below questionnaire has short instruction please read the direction and follow accordingly. There is some option for every question in case none of them suits your view please write your view in the (*other please specify*) option.

1. Repetition provides students an opportunity to prevent future academic failure.
2. Strongly Agree - Agree - Neither Agree or Disagree -Disagree - Strongly- Disagree
3. Students do not pay attention to teacher and stuff when they repeat a grade.  
Strongly Agree - Agree - Neither Agree or Disagree -Disagree - Strongly- Disagree
4. Repetition allows students who are behind academically to catch-up with their peers.  
Strongly Agree - Agree - Neither Agree or Disagree -Disagree - Strongly- Disagree
5. Students who have repeated one or more grades tend to behavior problems.  
Strongly Agree - Agree - Neither Agree or Disagree -Disagree - Strongly- Disagree
6. Repeaters normally do better the second time.

Strongly Agree - Agree - Neither Agree or Disagree -Disagree - Strongly- Disagree

7. Repetition in primary grades affects students' self-esteem.
8. Strongly Agree - Agree - Neither Agree or Disagree -Disagree - Strongly- Disagree
9. Difficult textbooks contribute to students' repetition.
10. Strongly Agree - Agree - Neither Agree or Disagree -Disagree - Strongly- Disagree
11. Students who repeat primary grades tend to drop out in later grades.
12. Strongly Agree - Agree - Neither Agree or Disagree -Disagree - Strongly- Disagree
13. Repetition is an effective means for students who do not get support at home.
14. Strongly Agree - Agree - Neither Agree or Disagree -Disagree - Strongly- Disagree
15. Repetition does not have positive effect on students learning achievement.  
Strongly Agree - Agree - Neither Agree or Disagree -Disagree - Strongly- Disagree
16. Repetition is necessary for maintaining grade level standards.
17. Strongly Agree - Agree - Neither Agree or Disagree -Disagree - Strongly- Disagree
18. Repetition is economically wastage of resources.
19. Strongly Agree - Agree - Neither Agree or Disagree -Disagree - Strongly- Disagree
20. What intervention do you prefer in case a student failed in or was absent for 60 days in an academic year? (you can select one option)
  - a. Automatic promotion
  - b. Automatic promotion with additional coaching to the student.
  - c. Drop out from school
  - d. Repetition
  - e. I don't know
  - f. Other intervention.....
21. The most common reason for repetition is? (you can select more than one option)
  - a. Too much absenteeism
  - b. Failure in four core subjects
  - c. I don't know
  - d. Other reason .....
22. Who repeat more – boys or girls? (you can select one option)
  - a. Girls repeat more
  - b. Boys repeat more
  - c. Girls and boys repeat to the same extent
  - d. I don't know
23. Who benefits more? (you can select one option)
  - a. Girls benefit more from repetition
  - b. Boys benefit more from repetition
  - c. There is no difference
  - d. I don't know
24. What about the student's age? (you can select one option)
  - a. Premature students (younger than their classmates) repeat more
  - b. Overage students repeat more
  - c. Other Please Specify.....  
A paragraph

25. Students repeat more often when the teacher (You can choose more than one option).
- has a low academic level
  - has little experience
  - is overage
  - teaches in another language than students' mother tongue
  - is male and teaches girls
  - is female and teaches girls
  - is male and teaches boys
  - is female and teaches boys
  - uses violence
  - I don't know
  - Any other please specify .....
26. Students repeat more often when: (you can select more than one option)
- The distance to school is long(Home school distance)
  - The class is overcrowded (has too many students)
  - The classroom is inappropriate
  - There is lack of water and latrines
  - I don't know
  - Other please specify.....
27. Students mostly repeat grades due to failure in: (You can select more than one option).
- Language
  - Social science
  - Math
  - Drawing
  - Writing
  - Islamic subject
  - I don't know
  - Other please specify.....
28. In which grade repetition is most common? (you can select one option)
- Gr 4
  - Gr 5
  - Grade 6
29. Mostlywho decides that a student has to repeat a grade? (you can select more options)
- School authorities
  - Teachers
  - Parents/Guardians
  - Students
  - I don't know
  - Other Please specify.....
30. Are Parents consulted before a decision on student repetition is taken?
- a) Yes     b) No     If yes, why? If no, why not?

31. Students repeat more when?(you can select more than one option)

- a. Fathers are illiterate
- b. Mother are illiterate
- c. They get no support with home work
- d. Parents are uninterested
- e. Parents are busy working
- f. Family is poor
- g. Children's labour is needed by the family
- h. I don't know
- i. Other .....

32. From your experience how many failed student repeat a grade? (select one option)

- a. All failed students
- b. Half Failed students
- c. A few failed students
- d. None failed students
- e. I don't know
- f. Any other please specify.....

33. In your understanding how many *Mahroom* repeat a grade? (select one option)

- a. All *Mahroom* students
- b. Half *Mahroom* students
- c. A few *Maroom* students
- d. None *Mahroom* students
- e. I don't know
- f. Any other please specify.....

34. How many students in your class repeated last year?

\_\_\_\_\_

35. How many students in your current class are repeaters?

\_\_\_\_\_

36. Do you know in which subjects your students were repeating?

a) Yes    b) No    If yes, which subject(s):

- a. Language
- b. Social science
- c. Math
- d. Drawing
- e. Writing
- f. Islamic subject
- g. I don't know. Other please specify.....

37. Do repeaters get extra support in the failed subjects? Yes – no. If yes, how?

38. Is it different to teach a repeater than a non-repeater?    a) Yes     b) No

If yes in which aspect it differs?

39. How are repeaters treated in your school by teachers, principal and peers?  
 40. How do you perceive repeaters' attitudes in the class and in the school at the beginning, during and after completion of a repeated year?

## Annex.2. Teacher's Pashtu Questionnaire

### د بشوونکي پوښتنلیک

شمیره:

عمر: ..... کلن

بښځینه  نارینه

د تحصیل درجه (مهربانی وکړي د لاندی ځوابونو څخه یو ځواب انتخاب کړی)

د دولسم څخه فارغ  د تعلیم و تربیه څخه فارغ  د پوهنتون څخه فارغ  یا کوم بل ولیکی.....

.....اسلامی تعلیمات ..... کاله

د استادۍ تجربه ..... کاله

کوم مضمون تدریسوی :

ریاضی او هندسه یا کوم بل  لیک  رسامی  ژبی قران کریم  ټولنیز ژوند/اجتماعیات

دینیات  ولیکی.....

چا ته درس ورکوی:

گډ/انجونۍ او هلکان

انجونۍ  هلکان

د کوم صنف نگران یاست او یا درس ورکوی:

شپږم ټولگی

پنځم ټولگی

څلورم ټولگی

د لاندی پوښتنلیک هره برخه یوه لنډه معرفی لری تاسو کولای شی د پوښتنلیک د ډکولو لپاره تری گټه واخلي. که چیری مو په ځوابونو کی د خپل نظر مطابق ځواب پیدا نه کړ نو کولای شی د (نور څه په خانه کی خپل ځواب ولیکی).

(مهربانی وکړي د لاندې ځوابونو څخه یو ځواب انتخاب کړي)

۱. د ټولګي تکرار زده کوونکو سره مرسته کوی تر څو یی د راتلونکو ناکامیو څخه وژغوری.  
په پوره توګه طرفدار طرفدار نه یی طرفدار او نه یی خلاف خلاف په پوره توګه خلاف
۲. زده کوونکی د ټولګي د تکرارولو پر مهال عین بنوونکی ، عین ټولګي او درسی مواد ته ښه پاملرنه نه کوي.  
په پوره توګه طرفدار طرفدار نه یی طرفدار او نه یی خلاف خلاف په پوره توګه خلاف
۳. د ټولګي تکرار په علمی لحاظ وروسته پاتې زده کوونکي د خپلو همزولو سره د برابرۍ.  
په پوره توګه طرفدار طرفدار نه یی طرفدار او نه یی خلاف خلاف په پوره توګه خلاف
۴. هغه زده کوونکي چې یو یا څو ټولګي یی دوه ځلی وویلی د سلوکي ستونزو سره لاس او ګریوان دي.  
په پوره توګه طرفدار طرفدار نه یی طرفدار او نه یی خلاف خلاف په پوره توګه خلاف
۵. زده کوونکي اکثرأ د دوهم ځل تکرار په نتیجه کې ښه زده کړه کوي.  
په پوره توګه طرفدار طرفدار نه یی طرفدار او نه یی خلاف خلاف په پوره توګه خلاف
۶. د ابتدایی ټولګیو تکرارول د زده کوونکو په عزت نفس باندې اغیزه لري او هغوی یی اعتماد کوي.  
په پوره توګه طرفدار طرفدار نه یی طرفدار او نه یی خلاف خلاف په پوره توګه خلاف
۷. د درسي کتابونو سختوالی د ټولګیو د تکرار یو عامل دی.  
په پوره توګه طرفدار طرفدار نه یی طرفدار او نه یی خلاف خلاف په پوره توګه خلاف
۸. هغه زده کوونکي چې ابتدایی ټولګي یی تکرار وویلی په وروسته کلونو کې یی د ښوونځي څخه د منفق کیدو زیات احتمال وجود لري.  
په پوره توګه طرفدار طرفدار نه یی طرفدار او نه یی خلاف خلاف په پوره توګه خلاف
۹. د ټولګي تکرار د هغو زده کوونکو لپاره یوه اغیزمنه وسیله ده چې په کور کې د درسی مرستو څخه به برخې دی.  
په پوره توګه طرفدار طرفدار نه یی طرفدار او نه یی خلاف خلاف په پوره توګه خلاف
۱۰. د ټولګي تکرارول د زده کوونکو په لاسته راوړنو(زده کړو) کومه مثبتې اغیزه نه لري.  
په پوره توګه طرفدار طرفدار نه یی طرفدار او نه یی خلاف خلاف په پوره توګه خلاف
۱۱. د ټولګیو تر مینځ د عمر او لیاقت د معیارونو د ساتلو لپاره د ټولګیو تکرارول ضروری لیدل کیږي.  
په پوره توګه طرفدار طرفدار نه یی طرفدار او نه یی خلاف خلاف په پوره توګه خلاف
۱۲. د ټولګیو تکرارول د اقتصاد له نظره د منابعو ضایع ده.  
په پوره توګه طرفدار طرفدار نه یی طرفدار او نه یی خلاف خلاف په پوره توګه خلاف
۱۳. تاسو کومه لاره لازمه ګڼی که چېرې یو زده کوونکی په څلورو مضمونو کې ناکام شی او یا په یو تعلیمي کال کې ۶۰ ورځي ناسوب وي. (د لاندې ځوابونو څخه د خپلی خوښی یو ځواب په نښه کړي)  
په پوره توګه طرفدار طرفدار نه یی طرفدار او نه یی خلاف خلاف په پوره توګه خلاف

په اوتومات ډول پورته ټولګي ته ارتقا بی لدی چې ټولګي تکرار ووايي.

د زده کوونکی سره د یو لړ اضافی مرستو تر څنګ په اوتومات ډول پورته ټولګي ته ارتقا بی د ټولګي له تکراره

د ښوونځي څخه اخراج/ منفکیدل

د ټولګي تکرارول/ د دوهم ځل لپاره په تیر ټولګي کې کېناستل

نه پوهیږم - نوری لاری چاری .....

۱۴. د ټولګي د تکرارولو تر ټولو معمول لامل عبارت دی له: (د لاندې ځوابونو څخه د خپلې خوښې یو ځواب په نښه کړي)

د زده کوونکو تر حده زیاتې ناسوښتیاوې

په څلورو اساسی مضمونو کې ناکامیدل

نه پوهیږم

نور دلایل .....

۱۵. څوک زیات ټولګي تکراروی هلکان – که انجونې؟ (د لاندې ځوابونو څخه د خپلې خوښې یو ځواب په نښه کړي).

زیاتې انجونې ټولګي تکراروی

زیات هلکان ټولګي تکراروی

انجونې او هلکان په یوه اندازه ټولګي تکراروي

نه پوهیږم

۱۶. څوک د ټولګي د دوهم ځل وویلو څخه زیاته گټه پورته کوي؟ (یو ځواب په نښه کړي).

انجونې د ټولګي د بیا وویلو څخه زیاته گټه پورته کوي

هلکان د ټولګي د بیا وویلو څخه زیاته گټه پورته کوي

هیڅ توپیر وجود نه لري

نه پوهیږم

۱۷. د زده کوونکو د عمر په اړه څه فکر کوئ؟ (د لاندې ځوابونو څخه یو ځواب په نښه کړي).

د خپلو ټولګیوالو څخه کوچني زده کوونکي زیات ټولګي تکراروي.

د خپلو ټولګیوالو څخه مشران/لویان زده کوونکي زیات ټولګي تکراروي.

نور واضح بی کړئ .....

۱۸. د زده کوونکو د ټولګي د دوهم ځلې لوستلو یو لامل دا دی چې ښوونکی: ( یو ځواب په نښه کړي ).

تعلیمی سطحه ټیټه ده

کمه تجربه لري

له عمر نه زیات دي

د تدریس ژبه یی د زده کوونکو د مورنۍ ژبې سره توپیر لري

نارینه دي او انجونو ته درس وای

ښځینه دی او انجونو ته درس وایی

نارینه دی او هلکانو ته درس وایی

ښځینه دی او هلکانو ته درس وایی

د تاوو تریخوالی څخه کار اخلي

نه پوهیږم

نور لاملونه .....

۱۹. زده کونکي هغه وخت زیات ټولگی تکراروی چې: (تاسو کولای شئ د یو ځواب څخه زیات ځوابونه په نښه کړي).

د کور او ښوونځي تر مینځ یی زیاته فاصله موجوده وي.

د زده کونکو شمیر په ټولگي کې ډیر زیات وي.

د ټولگي محیط ناسازه وي

د اوبو او تشنابونو کمبود وي.

نه پوهیږم

نور څه .....

۲۰. زده کونکي اکثراً په لاندې مضمونو کې د ناکامی له کبله ټولگی تکراروي. (یو ځواب په نښه کړي).

ژبی (پښتو، انګلیسی، دری)

اجتماعیات/ ټولنیز ژوند

ریاضی/ حساب او هندسه

رسامی

لیک

اسلامیات/ دینیات/قرانکریم

نه پوهیږم

نور څه .....

۲۱. د لاندی ټولگیو له جملی څخه زده کونکي کوم یو زیات تکراروي. (د لاندی ځوابونو څخه یو ځواب په نښه کړي).

څلورم ټولگی

پنځم ټولگی

شپږم ټولگی ۲۲. عموماً څوک د زده کونکو د ټولگي د تکرار پر پیکره کوي؟ (تاسو کولای شئ زیات ځوابونه په نښه کړي

د ښوونځي مسؤلین

ښوونکي

والدین/ محافظین

زده کونکي

نه پوهیږم

نور څه .....

۲۳. مخکی لدې چې د زده کونکو د ټولگي د تکرار په اړه پر پیکره وشي ایا د هغوی د والدینو نظر اخستل کوږي؟

هو □ که ځواب مو هو وی دلیل یی څه دی؟ نه □ که ځواب مو نه وي دلیل یی څه دی؟

۲۴. ستاسو له نظره زده کوونکي اکثراً په کومو حالاتو کې ټولگی تکراروي: (تاسو کولای شئ زیات ځوابونه په نښه کړي).

چې پلار یی بی تعلیمه وي

چې مور یی بی تعلیمه وي

کله چې د هغوی سره په کورنی دنده کې مرسته ونه شي

والدین د تعلیم سره علاقه مندی ونه لری

والدین ډیر مصروف وي

کورنی یی فقیره وي

کورنی یی د زده کوونکي کار او گټی ته اړتیا ولری

نه پوهیږم

نور څه .....

۲۵. ستاسو د تجربی له مخي څومره ناکام زده کوونکي بېرته خپل ټولگی وايی؟

ټول ناکام شوي زده کوونکي یی بیا له سره وايی.

نیم ناکام شوی زده کوونکي یی بیا له سره وايی.

یو څوناکام شوی زده کوونکي یی بیا له سره وايی.

ناکام شوی زده کوونکي یی بیا له سره نه وايی.

نه پوهیږم

نور څه .....

۲۶. ستاسو په اند څومره محروم شوي زده کوونکي خپل تیر ټولگی بیا له سره وايی؟

ټول محروم شوي زده کوونکي یی بیا له سره وايی

نیم محروم شوي زده کوونکي یی بیا له سره وايی

یو څومحروم شوي زده کوونکي یی بیا له سره وايی

محروم شوي زده کوونکي یی بیا له سره نه وايی

نه پوهیږم

نور څه .....

۲۷. تیر کال دی څومره زده کوونکي درلودل چې ټولگی یی د دوهم ځل لپاره وویلی وو.

۲۸. په اوسنی ټولگی کې دی څومره زده کوونکی شته چې دا ټولگی د دوهم ځل لپاره وايی؟

۲۹. ایا پوهیدی چې ستاسو تکراري زده کوونکي په کومو مضامین کې ناکام وه؟ هو □ نه □ که ځواب مو هو وي کوم

مضامین

ژبی (پښتو، انګلیسی، دری)

اجتماعیات/ ټولنیز ژوند

۳۰. ایا تکراری زده کونکو سره په هغه مضامینو کې چې دوی په کې ناکام شوی او له کبله ټولګی د دوهم ځل لپاره وایی اضافی مرستی کیږي/یا شوي؟  هو  نه  که ځواب مو هو وي څرنگه مرستی:

۳۱. ایا ناکامانو/تکراریانو ته درس ورکول تر نورو زده کونکو توپیر لري؟  هو  نه  که ځواب مو هو وي له کوم نظره توپیر لري:

۳۲. ستاسو په ښوونځی کې د هغه زده کونکو سره چې ناکام شوي او ټولګی بیا له سره وایی د ښوونکو، زده کونکو، مدیرانو او سر معلمینو لخوا څرنگه چلند کیږي؟

۳۳. تاسو په ښوونځی او ټولګی کې د تعلیمی کال په پیل، جریان او پای کې د یو ناکام/تکراری زده کونکي سلوک او کره وړه څرنگه ارزیابي کوي.

ستاسو د همکارۍ او با ارزښته وخت څخه یوه نړی مننه.

### Annex.3. Result of Piloting

- I felt that my presence at the field during the research is very important in order to answer all possible questions of participants. Because teachers are not used to research and such type of questionnaire is something new for them, they almost think that this is their assessment in terms of their performance in school as a teacher, clarifying the purpose by researcher himself/herself is very important.
- Piloting almost took 50 minutes and were practice with eight teachers of 4, 5, 6 grades
- Regarding the extent of the repetition I have added two more questions 25 and 26 because I found them very relevant. Since teacher thought that all failed student should repeat and all *Mahroom* to be drop out, those question segregate the difference.

Questions # 25 and 26

- From your experience how many failed student repeat a grade? (select one option)
  - a. All failed students
  - b. Half Failed students
  - c. A few failed students
  - d. None failed students
  - e. I don't know
  - f. Any other please specify.....

26. In your understanding how many *Mahroom* repeat a grade? (Select one option)

- g. All *Mahroom* students
- h. Half *Mahroom* students
- i. A few *Maroom* students
- j. None *Mahroom* students
- k. I don't know

1. Any other please specify.....

Question 29 also need some changes because grade 4, 5, 6 teachers teaches the below mentioned subjects but they answer to this question Chemistry, Physics etc. therefore there should be some options.

29. Do you know in which subjects your students were repeating?

a) Yes      b) No      If yes, which subject(s):

- a. Language
- b. Social science
- c. Math
- d. Drawing
- e. Writing
- f. Islamic subject

I don't know      i. Other please specify.....