

Social Promotion, A Pathway for Achieving in School in Nigeria



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ABSTRACT: Nigeria's education commits to the building of a just and egalitarian society. Social promotion is a 21st century approach in education that tends to favour no child left behind in schooling. The concept is framed around the principle of egalitarianism whereby provisions for education are such that can guaranty equal opportunities for all children to achieve in school through effective teaching and learning. Consequently, a simple regression was therefore conducted to examine whether social promotion significantly predicts learner achievement in public primary schools in Cross River State, Nigeria. Three research hypotheses were formulated to guide the research. 20,000 pupils, including 10,000 boys and 10,000 girls, were purposefully recruited from 50 schools for the study. The social promotion and achievement in school questionnaire (SPASQ) was used to generate data. Based on the notion of social justice, data was statistically analysed via SPSS. The results indicate that effective teaching, effective learning and automatic promotion significantly predict learner achievement in school. It is therefore recommended that provisions should be made to foster recruitment of qualified and competent teachers and a supportive learning environment, and social promotion should replace the merit-oriented examination to produce a process that can facilitate achievements for all children in school.

KEYWORDS: social promotion, achievement, children, primary school, Nigeria.

INTRODUCTION

Education systems in the 21st century are making reforms oriented around the vision of social promotion (Brophy, 2006, Ndaruhutse, Brannelly, Latham & Penson, 2008; Hernandez-Tutop, 2012; Social Promotion, 2012). Recent changes made in policy and programmes pledge allegiance to an education in which no child is left behind in it. A no-child-left-behind measure (Ewa, 2020) invokes the concept of ensuring all children are making progress in school and achieving from learning. It is an approach that looks beyond the merit principle of evaluating a child's academic performance. Emerging from research as a means to support disadvantaged learners, the practice challenges the effects of grade repetition on the educational system (Hernandez-Tutop, 2012; Ewa, 2020). A requirement that mandates that a learner has to pass prescribed examination(s) to be promoted in school subscribes to the competent based curriculum. Quite a number of educational systems seriously take learner abilities into consideration to measure the extent of learning. It is an indication of standard agenda implying a process for selecting children who are able to meet set benchmarks to qualify for promotion.

Social promotion does not place a stress on merit. It is rather a difference on education in a democratic direction. Merit system explores what is the ideal, always searching to find the 'best pupil' in learning. Social promotion contrasts the idea of compelling a learner to merit a pass and/or promotion. Consequently, the criteria nonetheless provide that all children are to receive automatic promotion (Brophy, 2006; Ndaruhutse et al., 2008). Given this viewpoint, social promotion is synonymous with automatic promotion. One attempt to define the concept is that documented in Hernandez-Tutop (2012) and Social Promotion (2012). From the perspective of these writers, the strategy involves moving a learner to the next grade regardless of whether s/he meets stipulated qualification criteria in order to keep the person at par with peers at school (*cf.* Ewa, 2020). Such a definition presents a picture in which all the beneficiaries of education have an insurance cover from any incidences that might lead to dropout from school. In the light of the propositions for an education that is indeed for all, classroom tests are instruments of which usefulness is to perform continuous diagnosis of learner abilities in order to address issues that can cause ineffectiveness in learning.

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LITERATURE REVIEW

Social promotion emerged in recent literature such as Brophy (2006), Ndaruhutse et al., (2008), (Hernandez-Tutop, 2012) and Social Promotion (2012) as a strategy for grounding education for all on a strong participative frame and to challenge all inequitable social, institutional and pedagogical arrangements. Driving forward towards a more accommodated curriculum, progressivist activities are shifting the phase of education from grade retention to social promotion model. A very popular trend in the 19th and 20th century education across the world is the merit promotion (Hernandez-Tutop, 2012) relying on grade retention as an intervention to academic achievement. Even today education in Nigeria demonstrates tenacity with this practice. Looking at it from a conservatist perspective, merit promotion facilitates quality assurance in the standard of education, more so that it can guarantee sustainability in the quality of it. Merit promotion is a phrase made relevant in education to signify achievement in learning through the fulfillment of set criteria. Movement to the next grade/class, graduation and certification, within this plan, takes place just to benefit the brightest or the intelligent learner or a learner who wants to continue in education (Hernandez-Tutop, 2012). As a process by which to achieve in school success is made possible subject to testing and passing the test. This is being emphasised in the national policy on education of Nigeria (Federal Republic of Nigeria - FRN, 2008) and it focuses on making summative judgment on performance so powerful (Shohamy, 2001; Resnick and Schantz, 2017). Most times the tests or examinations produce a measure of only the cognitive competencies of the examinees. Cognitive tests are about evaluating how much of the units of instructions a learner has been able to commit to memory and can reproduce same on demand. Education in the present day cannot assume a no-child-left-behind posture by furthering an inheritance of which design favours individual achievement more than a whole group success.

The reasoning among proponents of merit promotion, e.g. Anderson (2000), indicates an uncritical compliance to a prevalent practice, a dominant system in which mental skills serve as a key criterion for setting the bar on achievement for children in school. A change in the direction of all turns the demerits from the counterproductive effects of grade retention (Ewa, 2020) to advantages for automatic promotion. Drawing from Hernandez-Tutop (2012:3), it is a change from: (1) a stress on merit to a stress on efficiency; (2) a focus on individual to group learning; (3) a belief in different capability to equal capability; (4) a move from adjusting pupils to school to adjusting the school to the pupil; and (5) a focus on the best pupils to all pupils. Promotion is effected in this way for the social and psychological interests of the learner. As a new way in education, children are likely to be made to engage in classroom programmes involving exploration, analysis and criticising relevant issues of educational value during lessons, guided by teachers. The argument leverages on the 'assessment for learning' discourse - a formative approach involving the continuous tracking, feed backing and improvement of performance to be able to predict the achievement of a learner (Miske, 2003; Guskey, 2003; Organisation for Economic Co-operation and Development - OECD, 2005; Kuze and Shumba, 2011). It helps evolve a progress monitoring system which teachers use to identify the strength and weaknesses of children in order to facilitate positive outcomes going forward (United Nations Educational, Scientific and Cultural Organisation - UNESCO, 2000; Shepard, 2006). What a way to launch new directions for teaching and learning (Darling-Hammond and Rustique-Forrester, 2005). It is empowering whereby teachers can collaborate with children - and even parents - to make decisions about promotion, taking into cognizance the needs and interests of the learner. Different studies have been carried out in the turn of the 21st century in the global west and sub-Saharan Africa on the overall issue under examination. Results of some of the research are against the application of merit promotion as a means to sustain educational standards (Jimerson, 2001a). For example, Roderick and Nagaoka (2005) employed a regression discontinuity design to match the level of achievement of retained learners and comparison group. The outcome of the study revealed that grade 3 learners who repeated class under the Chicago high-stakes testing policy scored lower in the test two years after the retention. Mackatiani (2017) conducted a mixed methods research to examine the influence of examinations oriented approaches on quality education in primary schools in Kenya. One of his findings suggests that examinations based system increases inefficiency in education and the number of overaged children in primary schools in Kenya rose due to failure and repetition. What causes it, according to Boit, Njoki & Chang'ach (2012), is that examinations prioritise theoretical learning over practical learning and training. However, grade repetition applies at the end of the sixth year cycle in Burundi at a time where teachers and parents perceived that the child is prepared and has covered enough learning materials in the curriculum to engage in a qualifying examination to transit to secondary education (Jimerson, Kaufman, Anderson, Whipple, Figueroa, Rocco, and O'Brien, 2002). It implies that examination is tied to a child's readiness; not to school stipulations.

An education that indeed recognises and values difference in children welcomes reforms that generate a humane policy on grade promotion (King, Orazem & Paterno, 2008). Interventions in education are utilised to support the achievement of all children; not particular ones. Introducing social promotion in the context of Nigeria also means a call to jettison the grade retention policy. That could minimise the behaviour of children where they may want to contemplate drop out for failure to meet the minimum standard requirement, and scale up the quantity of them that can actually complete the full cycle of schooling. Some learners, especially the over aged ones, find it difficult to cope with the humiliation associated with repeating a class. Schools in

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Nigeria tend to become fixated on standards system and examination is now an addiction. That forecloses other alternatives that can facilitate achievements. Examination does not in all situations give a true reflection of knowledge as it involves a one-off measurement of performance. Effective learning is what promotes knowledge. The decision of the school then concerning promotion is based primarily on pupil attendance and skills acquisition in contrast to that which is determined by way of the usual teacher made test or the standardised test. Primary education involves huge investment, more so, as it is being provided free of charge for Nigerian children following the introduction of the Universal Basic Education (UBE) scheme in the country (Universal Basic Education Commission - UBEC, 2004). Some of the difficulties experienced in regard to the education of children are the increased pressure that is put on the meagre budgets often allocated to primary schools in Nigeria. Standard based promotion poses extra cost on education because grade retention doubles or trebles the resources needed to re-teach and re-test a child who has failed in the previous year(s). The social promotion system rather helps to save cost.

Despite the talks about 'all' 'equality', 'social justice', education continues to serve as a tool for fostering class distinctions among learners in Nigeria. The school therefore plays a role in reproducing social inequality (Croizet, Autin, Goudeau, Marot & Millet, 2019). Institutions display a reflection of a capitalist environment as they uphold differentials by forcing a pattern of classifications that stratify achievements and determine the fate of children. Enu and Joseph (2018) add to the understanding of this debate in their article in which they decry that the functioning of the school in Nigeria also exacerbates social class whereby learner achievement in school is determined by test. Apart from utilising it for promotion to a higher grade, test scores also serve as guides for selecting applicants in the labour market. Every pupil has the desire to succeed from schooling to be able to have a promising career future. That is realisable provided the individual is able to scale through a stiff competition. As such, there is a tendency for some (slow) learners to even engage in unethical practices e.g. examination malpractices.

A condition for reconstructing the disparities entrenched in the school system in Nigeria is by adopting a plan that considers the achievement of all as a medium to level class differences. Argument in relation to ensuring equal opportunities and possibilities in education concentrates on making schools become genuinely egalitarian by abolishing the divide between the achieving and underachieving learners. It implies the provision of equal access all through the various levels of formal education (*also see* Enu and Joseph, 2018), including the outcomes of learning, since achievement is the final point of demonstrating educational attainment. 'Achievement for all' in schooling does not produce a demotivating effect on the hardworking learner. While some perceptions might pitch against this reasoning here as rather favouring those demeaned as 'dull learners', it is however important to note that children develop at different pace and there are those whose development might be delayed. The motivation to achieve is not always exogenous to the child, arising from the variables in the external environment around the individual. Each child has intrinsic drives to learn at his pace and to achieve.

THEORETICAL FRAMEWORK

The discourse of social promotion being examined in the present study is informed by the notion of social justice as espoused by Hytten and Bettez (2011). It is fundamentally grounded around provisioning understanding education for social justice. Education is being conceived within the realm of social justice as services programme whose aim is to develop all humans possessing varying characteristics and belonging to a multicultural backgrounds. Consequently, it raises concerns about whether the available provisions and structures offer equal opportunities for all the recipients to achieve the objectives of their education. Central to this field is a tag on 'equal distribution of opportunities for all to achieve'. From such a position it is implicative that there are inequities which are institution based, and these constitute a threat to the education of children. A change thus becomes imperative via a just approach. Such a change allows for a socially just teaching that supports the learning and achievement of all children (Grant and Gillette, 2006) in school. A socially just school also reflects a socially inclusive environment (World Bank, 2013; Woodcock, 2013; Ewa and Ewa, 2019) in which the school is changed to accept all and all are helped to achieve from learning. The inequities that inhibit learner achievements are characteristic of unjust provisions that exclude and marginalise certain background of children in education. A system that is examination oriented, as it is the case presently in Nigeria, produces disparities in achievements among learners and does not represent an education that is indeed for all. An education system that pursues a just society highlights social promotion in school as a means to ensure no child is actually left behind (Brophy, 2006, Ndaruhutse et al., 2000), Hernandez-Tutop, 2012 & Social Promotion, 2012).

STATEMENT OF THE PROBLEM

A key philosophy on which the Nigerian policy on education is anchored is 'the building of a just and egalitarian society' (FRN, 2008:1). It indicates that provisions in education are to support effective learning and achievement of all children across the various processes of schooling. Social promotion is an education for social justice approach that has potentials to address the challenges inherent in the existing methods being applied to determine pupils' achievements in school. Currently, the attention

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given to competence based examinations tend to overwhelm the importance of effective teaching and learning in schools in the country. This is a contradiction in policy. On the one hand the education policy points at having a just and equal society and on the other emphasises the use of examinations to promote learners to the next grades in school. Policy is inconsistent in terms of the process by through which children are made to achieve educational goals. The practice undermines the decision to ensure justice and egalitarianism in learner achievements in schools. This model of examination is solely used to predict learner achievement. Incidences of school dropout occur because many children fail to meet minimum requirements in such examinations and as such, asked to repeat the grade/class. Even though different stakeholders are making efforts to intervene, the insistence that every learner must pass qualifying examinations tend to put a clog on the wheel of progress of children whose development is delayed so that some of them are actually left behind. Thus, that seems to create variations in the opportunities available for the children to succeed in future.

PURPOSE OF THE STUDY

This research examined whether social promotion predicts learner achievement in state primary schools in Cross River State, Nigeria. It particularly investigated whether:

1. Effective teaching predicts learner achievement in school.
2. Effective learning predicts learner achievement in school; and
3. Automatic promotion predicts learner achievement in school.

RESEARCH QUESTIONS

These questions were raised for the study:

1. Does effective teaching predict learner achievement in school?
2. Does effective learning predict learner achievement in school?
3. Does automatic promotion predict learner achievement in school?

STATEMENT OF RESEARCH HYPOTHESES

The following null hypotheses were formulated to guide the study:

1. Effective teaching does not significantly predict learner achievement in school.
2. Effective learning does not significantly predict learner achievement in school.
3. Automatic promotion does not significantly predict learner achievement in school.

THE METHODOLOGY

Research Design

The survey is being adopted as an appropriate design for the research to take a quantitative direction (Creswell, 2003; Muijs, 2004). It follows scientific procedures and processes to access numerical data, and statistically presents a picture of the situation in the context. As such, it allows data generation via questionnaires. It implies that the non-quantitative strategies such as case study, ethnography and content analysis (Robson, 2011) are not useful in the circumstance.

Research Area

Cross River is among the 36 federal states that constitute Nigeria (Nigerian National Population Commission, 2010, 2013). It is located at the south-south geopolitical zone of the country, sitting on the coast of the Atlantic Ocean. Cross River State is a multicultural, multi-ethnic and multilingual society. Children in this area are boys and girls belonging to these diverse backgrounds. They receive formal education in public primary schools located across the state. All public schools in this place subject pupils to examination/test as a medium to progress to the next class/grade and to graduate from school (FRN, 2008). Apparently, this is in compliance with the directive from the national policy on education.

Study Population

The present study focused on all primary age children in primary schools located in the state. Over 80 thousand pupils including boys and girls aged between 6 and 11+ years were registered in these schools from grade one to six (FRN, 2008; Cross River State Universal Basic Education Board, 2022). Only children in grade 4 and 5 aged from 9 years and above participated in the study. Pupils within this age range can read and write simple sentences in English. Their peers in the junior primary section were excluded due to concerns about their cognitive and linguistic abilities. Also, pupils in primary 6 did not participate. These ones were preparing for their graduation examinations and there was the need not to bother them.

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Sample and sampling method

20 thousand pupils, representing 25 per cent of the population, were recruited via a purposive sampling procedure (Creswell, 2003; Muijs, 2004; Robson, 2011) from 50 schools – 400 pupils per school - for this study. It enabled an equal representation of participants: 10 thousand boys and 10 thousand girls. More so, the strategy was deployed so as to draw respondents that could provide rich data to support the study. Officials at the Education Board and in schools used their records to assist to identify the schools and pupils respectively so as to ease sampling.

Data Tool

The social promotion and achievement in school questionnaire (SPASQ) was employed to collect data from participants. This data source is drawn from other similar ones used, but modified appropriately to reflect the focus of the present study. Children in the research area are familiar with questionnaires and can use it. SPASQ has three sections: information area, the demographic part and response aspect. The first part is meant to inform participants about the study and indicate their roles therein. The second collected information on the age, name of school and class of the participants. The third part had 15 items, five to address each hypothesis. Since the research involved children, the two Likert scale of 'YES' and 'NO' was used to make it easy for them to complete the questionnaire.

Establishing trustworthiness

The study adopted a positivist/realist paradigm to check for validity, reliability and generalisability (Muijs, 2004). Also such a philosophy is applied to ensure the processes, events and procedures involving access and analysis of data were performed with minimum error and fraud (Cohen, Manion & Morrison, 2000; Carcary, 2009). The researcher is research active. SPASQ was nonetheless scrutinised for validity and internal consistency by experts in measurement and evaluation, and was adjudged to be good and useful. It was later piloted in one school within the research site using 50 pupils. Data arising therefrom was subjected to statistical analysis for reliability test via the Cronbach Alpha. The result showed .79 signaling that the instrument is suitable for use in the primary study.

Ethical considerations

Negotiations were made with gatekeepers – education authority and head teachers - to be able to access the schools. Staff of the Education Board and teachers used their records to identify the schools and pupils. The children were given participation sheets to read and to give informed consent to participate. However, they cannot self-consent to take part in research. Parents and teachers had to endorse the consent forms on their behalf. The children were allowed two weeks to decide to take part before being served the questionnaire. Names of schools and pupils are anonymous, and participants' data are confidential. Data was stored safely by the researcher, and used only for the purpose of the research.

Data Analysis

All participants completed and returned the SPASQ. All 'YES' responses in the document were scored 2 points and 'NO' responses one point each. The simple linear regression was used to analyse data hypothesis-by-hypothesis. Simple linear regression is used to examine the linear correlation between each of the variables for social promotion: effective teaching, effective learning, automatic promotion and learner achievement in school (the dependent variable). The statistical package for the social sciences (SPSS) was deployed to facilitate data analysis. See summary of SPSS output of simple linear regression on tables 1, 2 and 3 below:

Table 1: Simple regression test of effective teaching and learner achievement.

Coefficients^a

| Model | Unstandardised coefficient | | Standardised coefficient | t | Sig. | 95% Confidence Interval for B | |
|--------------------|----------------------------|------------|--------------------------|--------|------|-------------------------------|-------------|
| | B | Std. Error | | | | Lower bound | Upper Bound |
| 1 Constant | -5.623 | 4.020 | | -1.874 | .000 | 98.632 | 142.463 |
| Effective teaching | .176 | .56 | 2.31 | 3.183 | .000 | 0.764 | 1.450 |

a. Dependent Variable: Learner achievement in school

Result of simple linear regression is shown on table 1 above. Estimates of the coefficients are presented in the B column. Constant (β_1) = -5.623; effective teaching (β_2) = .176; P-value for the two coefficients as given in the Sig. column = .000. The calculated t for β_1 = 3.183 is higher than β_2 = -1.874 and P-value = .000 at 95% confidence interval for B. As such, the null hypothesis that states: effective teaching does not significantly predict learner achievement in school is rejected; the alternative hypothesis is retained.

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It suggests that effective teaching significantly predicts learner achievement in school. Effective teaching is strongly correlated with learner achievement in school.

Table 2: Simple regression test of effective learning and learner achievement.

Coefficients^a

| Model | Unstandardised coefficient | | Standardised coefficient | t | Sig. | 95% Coefficient interval for B | |
|--------------------|----------------------------|------------|--------------------------|--------|------|--------------------------------|-------------|
| | B | Std. Error | | | | Lower bound | Upper Bound |
| 1 Constant | -5.623 | 4.020 | | -1.874 | .000 | 98.632 | 142.463 |
| Effective learning | .189 | .56 | 2.31 | 3.281 | .000 | 0.764 | 1.450 |

b. Dependent Variable: Learner achievement in school

The outcome of data analysis on table 2 show two coefficients: constant (β_1) = -5.623; effective learning (β_2) = .189; p-value for the two coefficients given in the Sig. column = .000. The calculated t for β_1 = 3.281 is higher than β_2 = -1.874 and P-value = .000 at 95% confidence interval for B. As such, the null hypothesis that states: effective learning does not significantly predict learner achievement in school is rejected; the alternative hypothesis is accepted. It indicates that effective learning significantly predicts learner achievement in school. Effective learning has a strong connection with learner achievement in school.

Table 3: Simple linear regression test of automatic promotion and learner achievement.

Coefficients^a

| Model | Unstandardised coefficient | | Standardised coefficient | t | Sig. | 95% Coefficient interval for B | |
|---------------------|----------------------------|------------|--------------------------|--------|------|--------------------------------|-------------|
| | B | Std. Error | | | | Lower bound | Upper Bound |
| 1 Constant | -5.623 | 4.020 | | -1.874 | .000 | 98.632 | 142.463 |
| Automatic promotion | .218 | .56 | 2.31 | 3.631 | .000 | 0.764 | 1.450 |

c. Dependent Variable: Learner achievement in school

Table 3 presents result of data analysis for hypothesis three. The two coefficients as shown in column B: Constant (β_1) = -5.623; automatic promotion (β_2) = .218; p-value for the two coefficients given in Sig. column = .000. The calculated t for β_1 = 3.631 is higher than β_2 = -1.874 and P-value = .000 at 95% confidence interval for B coefficients. As such, the null hypothesis that states: automatic promotion does not significantly predict learner achievement in school is rejected; the alternative hypothesis is accepted. It suggests that automatic promotion significantly predicts learner achievement in school. Automatic promotion has a strong correlation with learner achievement in school.

DISCUSSION OF FINDINGS

Findings from data analyses are being discussed hypothesis-by-hypothesis as follows:

Hypothesis One

The outcome of analysis of data for hypothesis one suggests that effective teaching significantly predicts learner achievement in school. No education can rise above the quality of its teacher (Federal Republic of Nigeria, 2008). Teachers have a strong influence on pupils' learning. Effective teaching is feature of an effective teacher. It is characterised in terms of profitable content knowledge, systematic and appropriate utilisation of instructional procedures, adequate content coverage (Ding and Sherman, 2006), attention to learner emotional needs, a supportive physical environment for learning and positive teacher-learning interactions. Teacher performance during classroom lessons predicts learner achievement. Increased spending on standard examinations does not correlate to an increase in test scores. Higher expenditure on the examinations does not yield sustainability in children's achievement (Barnes, 2011). Learner achievement in tests is accomplished through a thorough, meaningful and consistent teaching of the child (*cf.* Adeyemi, 2020). Teaching that is effective is more importantly intended at the all-round development of a child's abilities; not just for testing.

Hypothesis Two

The result of data analysis for this hypothesis indicates that learning effectiveness significantly predicts learner achievement in school. Children who learn how to learn well have the tendency to develop understanding, knowledge for criticism, creativity, and innovations other than to pass qualifying examinations. It is a life-long achievement. When the direction of learning is that which

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encourages memorisation (rote learning) it leads to a dead end. They may not remember the facts and, if they do, the information may not be useful or exploratory. Such learning is temporary and the purpose is to assist the learner produce positive test scores perhaps as a fulfillment of teacher accountability and to impress parents. Now the world has become a society that is knowledge-based. Effective learning is the ability of a learner to 'rethink what is taught, how it is taught, and how learning is assessed' (Bransford, Brown & Cocking, 2000:13). Effective learning is about learning to practice what is learnt, learning to develop meanings, learning with others to develop them and learning to change who we are (Lieberman and Pointer-Mace, 2008). Learning in this sense is not directed; rather it promotes personal explorations whereby children can independently develop how they think.

Hypothesis Three

The finding from data analysis of this hypothesis surmises that automatic promotion significantly predicts learner achievement in school. This procedure is indeed no-child-left behind (Brophy, 2006; Ndaruhutse et al., 2008; Hernandez-Tutop, 2012 & Social Promotion, 2012) in education. Social promotion mitigates risks to learner achievement, thus averting the propensity of school dropout. Education is not only about teaching to test. Within the school are children with different abilities, talents and needs. It is inappropriate to subject all of them to a one-off test as a means for them to qualify for promotion to the next grade/class, get certificated and and/or to graduate. Boit, Njoki & Chang'ach (2012) argued that examinations prioritise theoretical learning over practical learning and training. Social promotion looks beyond the mental capacity which a child is expected to demonstrate in an examination. It underscores effective teaching and learning as a process for enabling all learners to develop knowledge, understanding, exploration, critical skills, hands-on-tasks (practical) and to achieve, each according to his pace.

RECOMMENDATIONS

Arising from the findings of this study, the following recommendations were made:

1. Qualified and competent teachers should be recruited to ensure effective teaching.
2. Friendly and supportive provisions from policy to practice should be made available for children to learn effectively in school; and
3. The first two suggestions should serve as processes and procedures to support the application of automatic promotion to replace the one-off standard-based examinations to support the achievements of all learners.

CONCLUSION

An education system that genuinely seeks the achievement of all learners adopts social promotion to ensure the progress of children at school is just and equal. The outcome of the research has indicated the way examination oriented practices places the education of children in at risk in Nigerian schools. Many pupils in Nigeria leave school without achieving the purpose of getting education. Others feel dissatisfied because the process for determining achievements rather produces class differentials among pupils and limits opportunities for success for some of them. Automatic promotion emerged from research apparently as no-child-left-behind. No-child-left-behind is anti-examinations and opposed to any other process which makes progress in school restrictive for pupils. Implicitly, as a new way forward, social promotion ensures the policy provisions and objectives of education create an environment that facilitates effective teaching and learning so that all learners can develop useful knowledge and skills to support a meaningful life in future.

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