An Assessment of Major Factors Affecting the Demand for Primary Schooling in Rural Areas of Oromia Zone of Amhara Region

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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AN ASSESSMENT OF MAJOR FACTORS AFFECTING THE DEMAND FOR PRIMARY SCHOOLING IN RURAL AREAS OF OROMIA ZONE OF AMHARA REGION

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Abstract

The main purpose of the study was to identify the major economic, social and school related factors affecting the demand for primary schooling in Oromia Zone of Amhara Region. The sources of data were district education officers, principals, teachers, household heads and non-schooling children. The method used for the study was descriptive survey. The samples were selected based on purposive, systematic random sampling and accidental sampling techniques accordingly. Interview, questionnaire, document analysis and focus group discussion were data gathering tools. The validity and reliability of the questionnaires were tested through pilot testing. All the distributed questionnaires were correctly filled and returned with exception of minor limitations.

Questions were raised and discussed regarding utilization of school resources such as teachers and classrooms. Background of non-schooling children and major economic, cultural and school related factors affecting the demand for schooling were also studied. Factors contributing to drop out and create schooling differences between sexes were also analyzed. Based on the study the following major findings are summarized.

As enrolment and drop out rate, number of new entrants to schools, percentage of female students and the average PTR and PSR indicate that there was low demand of the society for schooling. Dropout rate was high for lower grades and females. The reasons for the high drop out of girls are attributed to high demand for girls' labor at home, cultural factors, economic problems and early marriage. Because of cultural factors and economic expectations, the demand for girls' schooling was also low. Lack of resources and school facilities were not found to be major problems. Lack of knowledge of the value of education, child labor, poverty, lack of role model (shortage of educated people from the locality), early marriage (for girls) and long distance between home and school were the main reasons for parents not to send and withdrew their children to and from schools. Furthermore, parents' lower economic and education background affected children's schooling opportunity. Parents directly and indirectly contribute to schools as school fee and donations which might have effect on the demand for schooling. Most parents also send their children to schools expecting employment opportunity after completing their education which, in turn, might have implication on the demand for schooling. Based on the findings the following recommendations are suggested.

Broadcasting through local radio programs that highlight the positive aspects of education, informing Parents and children about the value of education, promoting adult literacy program for parents to appreciate better the value of education, providing financial or material assistance to those who can not afford schooling costs; and abolishing the 10 Birr payments per year, and instituting counseling services to schools may increase the demand and reduce drop out. Furthermore, expanding labor saving technologies and introducing flexible school calander can save children's time. In addition, more number of high school graduates should be recruited, trained and employed in their birth place area to serve as role models. Increasing the supply of female teachers by recruiting from the school locality may also increase girls' enrolment. Low cost schools should be constructed from local raw materials near to the residence to enhance the demand. Alleviating poverty by increasing their income through different means is important. In this regard strengthening agricultural extension program is important. Continuous efforts have to be made to stop early marriage.

Acronyms

A.A.	Addis Ababa
A.A.U	Addis Ababa University
ANRSEB	Amhara National Regional State Education Bureau
CSA	Central Statistical Agency
CSAE	Center for the Study of African Economies
EADTC	East African Development and Training Consultants
EFA	Education For All
ESDP	Education Sector Development Program
EMPDA	Educational Materials Production and Distribution Agency
E.C.	Ethiopian Calendar
FDRE	Federal Democratic Republic of Ethiopia
FAO	Food and Agricultural Organization
GPI	Gender Parity Index
GER	Gross Enrollment Ratio
IIEP	International Institute for Educational Planning
M. Ed.	Mastrate of Education
MA	Master of Arts
MOE	Ministry of Education
NER	Net Enrolment Rate
PHRD	Policy and Human Resource Development
PSR	Pupil Section Ratio
PTR	Pupil Teacher Ratio
TTI	Teacher Training Institute
TGE	Transitional Government of Ethiopia
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Education, Scientific, and Cultural Organization
USAID	United States Agency for International Development
UPE	Universal Primary Education

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CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Background to the Study

Education is the key for the development of a nation. It contributes directly to the growth of national income by improving the skills and productive capacities of the labor force. Education makes people more adaptive to new ideas and techniques of production (World Bank, 1990:8). From the social point of view, education equips members of the society with knowledge, alternative views and moral sense in the process of making economic, political and social decisions in society (Getachew, 1999:73). It also increases output and efficiency in all sectors of production, and it is one of the mechanisms to reduce poverty and income inequality (Verspoor, 1990:1).

Primary education in developing countries is considered to have great importance because of its wide range of benefits. These include the shapening and strengthening of a child as an individual in relation to his or her fellow people, to nature and to the world (Taylor, 1997:1). Taylor further explained that primary education used to build a capacity for life long learning to individuals, and develop knowledge, skills, and attitudes which will contribute to the general development of the community. It was long recognized by the international community that primary education is both a necessity and fundamental human right. The United Nations (UN) in 1948 declared that education is a human right. Hence, it is widely accepted that all children should receive at least primary education to yield sustainability to the development of a country.

Cognizant of the contribution of education to the socio-economic development of a nation, many countries of the world have been trying towards the schooling of their citizens. In line with the UN convention of the education training policy (TGE, 1994) of the country, the Ethiopian government has planned to achieve Universal Primary Education (UPE)

in 2015 (MOE, 1996). Even though significant improvements have shown in enrollment since the implementation of the new education and training policy (for example, out of school-aged children decreased from 70% in 1998 (Degarg, 1998:120) to 40% in 2003(Gizaw, 2003:31) as to Ayalew (2005:3) and Zerihun (2007:87), however, the hopes and aspirations to achieve UPE in Ethiopia remains still a problem. In developing countries the education of the majority of the population could not be realized due to the economic, social and cultural factors (World Bank, 1989; Kelly and others, 1982; king and Hill, 1993). According to Brown (1991:1), over 150 million Children between the ages of 6 and 11 are not at school. Among these over 90% of the children live in the poorest parts of the world. Among the poorest parts of the world there is also great disparity between urban and rural in terms of education for many reasons.

As explained by Psacharopolous and Woodhall (1991), "- - - in some cases school enrolments are low because school supply is low, in other cases young people or their families do not choose to take the advantage of the existing opportunities." Focusing on the second point Psacharopolous and woodhall further state that, even when the supply of the school place is sufficient to provide the opportunity to UPE, short falls may occur since a wide variety of other factors also affect enrollment. The educational, social, economic base, general level of living conditions and cultural characteristics of rural households are the determinant factors of the demand for schooling (Kreitlow, 1954:14; Brown, 1991:191).

According to Brimer and Pauli (1971:94), by these rural agrarian society schools are negatively viewed by students and parents and education has no major place. The people may have some traditional form of school which is linked with religious teaching that is resistant to change to such extent it can not be utilized by state education. From this we understand

that the demand for schooling among rural households is influenced by traditional religious education.

These rural societies have their own culture and traditionally independent philosophy of life. However, the modern schools ignored these traditional cultures (D'Aeth, 1975:61). Concerning this D'Aeth explained as follows for the failure of formal education in rural areas. "They (Schools) divorced the children from their rural communities, ignored their culture, include unsuitable attitudes related to urban life and failed to encourage an understanding of the environment in which they will grow up and live".

The situation concerning primary education in Ethiopia is not better than other developing countries. According to MOE (2007:3), even if there is steady growth in enrollment of primary education, there are still about 22.5% of children who did not get access to school. Moreover, there is great disparity in school enrolment ratio between rural and urban areas. According to the Ethiopian social sector report (PHRD, 1996), because of the high increase in enrollment as compared to the increase in school supply, class size in the urban areas have reached at a pedagogically unaccepted level. On the other hand, many schools in the rural areas have had much lower number of students than the schools are expected to accommodate. However, a recent study by World Bank (2005: xxiv), and Ayalew (2005:16), indicated that as the education system expanded conditions have worsened in rural primary schools than urban schools. Pupil teacher ratio and Pupil section ratio became great in rural primary schools than urban schools which are the opposite of other developing countries. There are also relatively high dropout rates in rural areas than urban areas. The rural people in Ethiopia have little respect to the formal education since it has continuously ignored their culture (Tekeste, 1996: 65-66). Many children in Ethiopia may be kept out of school not because of lack of school, but because their parents

may have made conscious decisions not to enroll them. This implies the low demand of rural households for schooling of their children.

The economic base of poor rural parents has dual influence. On the one hand the low economic base makes it impossible to afford educational materials for a child and on the other hand schooling has high opportunity cost to them to send children to school. In such rural parents according to Brimer, and Pauli (1971:95), there are many tasks in the home and in the fields for children which are light enough to perform and which give material benefit to the limited economy of the family.

In Ethiopia too as reported by MOE (ESDPI, 1999:2) "Attending schools is often impractical for rural families who need their child for work during the agricultural peak seasons and for household tasks." Hence, economic factor is one of the constraints that affects the demand for schooling of rural households in Ethiopia.

Early marriage is one of the traditional beliefs that hinder the educational participation of girls. This is especially true for most developing countries of Africa, Asia and Latin American countries. As UNESCO (1995) mentioned in Zeyn (2004:27), studies showed in some countries of Africa early marriage is traditionally considered as important for young girls, subject as they are the community values. In Ethiopia too, there is gender disparity in enrollment. Even though female enrollment ratios are generally lower than those of males, the problem is very serious especially in the rural areas because of cultural factors, patterns of work for girls in the home and early marriage (CSAE, 1996; MOE, 2007).

In general, because of economic and socio-cultural factors in rural Ethiopia there is low demand of households towards schooling of their children. Educational planners often attribute the low levels of educational participation to supply side constraints, and government

efforts are directed at expanding the supply of schools (USAID /Ethiopia, 1994). The low level of supply in many countries serves to obscure to what extent the lack of or limited demand for educational service by households negatively affects educational participations. In countries with traditional societies, the demand of the households for the schooling opportunity is more determinant than its availability, as it is the case in Ethiopia (USAID / Ethiopia, 1994).

As USAID Ethiopia (1994), pointed out that there are many factors which are supposed to affect the demand of the households for schooling in rural areas of Ethiopia. Some of the factors identified are: household income, parents' educational background, family size, price of schooling, expected returns from schooling and costs of the child's time forgone. Hence, this study focused on investigating the main determinant factors of the rural households' demand for schooling in rural areas of Oromia Zone of Amhara region.

1.2. Statement of the Problem

According to the 2006/07 annual education statistics abstract net enrollment ratios are by far better in urban than rural areas of Ethiopia. The net primary school enrollment ratio of Amhara region is 76.8% for the indicated period. This indicates 23.2% of the school aged children are out of school. Furthermore, there is great disparity in net enrollment ratio between rural and urban areas in the region. Access to Schooling in rural areas is less than almost by half as compared to urban areas (ARNSEB, 2007:5). This implies that there is lack of access to schooling in rural areas of the region.

The primary net school enrollment ratio of Oromia zone is very low when compared with the regional average as well as with other zones. According to the data obtained from ANRSEB annual statistical report (2007:163), the net enrollment ratio of Oromia zone for first cycle

primary level for the last 2005/06 year was 62.7% while the regional average was 71.2%. This indicates 37.3% of the school age children did not get access to schooling in the zone. Compared with other zones also it stood at the lowest level of the region in terms of net enrollment.

In addition to this, the Pupil- Teacher- Ratio (PTR) of the zone at the primary level was 50 which indicates bellow the regional average (60) ANRSEB (2007:161). The Pupil- Section-Ratio (PSR) for the same year was 54, whereas the regional average was 64. Furthermore, it has the lowest PTR and PSR as compared with other zones of the region. The above data indicated the average ratio for rural and urban areas of the zone altogether. The figure for rural areas alone is expected to be even much lower than this. Hence, in general, this shows the low demand of the households for schooling in the zone.

So, the identification of major factors contributing for the low demand of the households for primary schooling of their children among rural Oromia zone of Amhara region is the purpose of this study. Thus, this study is aimed at identifying the major determinant factors of households' demand for primary schooling in rural areas of Oromia zone of Amhara region. Hence, in order to attain its purpose, the study was guided by the following basic questions.

a. What are the major economic factors that contribute for the low demand of schooling among rural households?
b. What are the socio-cultural factors that influence rural households' demand for schooling?
c. What are school related factors that affect the demand for primary schooling in the study area?

1.3. Significance of the Study

The study will be significant in providing the necessary empirical evidence regarding how the economic and socio-cultural factors

contribute for the low demand of rural households for primary schooling of their children in the rural areas of Oromia zone of Amhara region. Hence:

1. It will be useful for the concerned bodies and interested individuals to be aware of the conditions and take the necessary measures to ameliorate the situation and to increase enrollment and reduce disparity and dropout rates.
2. It may help district education officers, zonal education department and regional education bureau in locating new schools based on the demand of schooling.
3. The study may also initiate other researchers to study the problem in depth.

1.4. Delimitation of the Study

For the sake of in depth and manageability of the study, it was delimited to the assessment of major factors contributing for the low demand of primary schooling among rural people of Oromia zone of Amhara region. The study was also limited to the investigation of school enrollment in the first cycle of primary school (grades 1-4); as it is the level which is often found in the rural areas. There may be other variables that affect rural households' demand for schooling of their children. However, the researcher focused solely on economic and socio-cultural variables and school related factors.

1.5. Limitations of the Study

In a situation where there is no fixed income for rural household heads, it is difficult to measure their economy. To know the economic background of households parents were asked the types and number of animals they have. However, due to cultural reasons they were not willing to respond to the exact number of animals they have. Rather, a weak indicator, the type of house they have was asked to measure their economy.

Absence of school age population data was another problem. The absence of school age population data makes it difficult to calculate GER and NER which in turn affected to study the demand for primary schooling in the study area. However, to solve the problem of lack of school age population data the researcher used the annual enrollment growth, and dropout rates, gender parity index and the number of new entrants for different years of the sampled schools to asses their demand for education.

1.6. Research Design and Methods

1.6.1. Method

The main purpose of this study was to examine the most important constraints such as economic and socio-cultural variables, and school related factors that affect rural households' demand for primary schooling. To serve this purpose, descriptive survey method was used.

1.6.2. Data Sources

Both primary and secondary data were used for the study.

1.6.3. Sampling and Sampling Techniques

According to CSA 2002 report, Oromia zone of Amhara region has a population of 590,854 and 5 districts (CSA, 2002:32). It also contains 98 rural primary schools (1-4 grades) (ARNSEB, 2006/07:152). The population of the study includes primary school principals, teachers, non-schooling children, schooling parents, non-schooling parents, parents of drop out children and district education officers. From the 5 districts of Oromia Zone, which have 98 rural primary schools, having first cycle grades (1-4), two of them which have low primary school- age population to school ratio were selected. This served as criteria to select the sample districts in order to control the availability of schools on the demand of the households for schooling.

As ANRSEB annual educational statistics for the year 2005/06 indicated that Artuma-Fursi and Jile-Timuga have the lowest net enrollment ratios in the zone (60.6% and 61.7% respectively). Furthermore, Artuma-Fursi had 46 pupils-teacher-ratio and 50 pupils-section-ratio. And, Jile-Timuga had 50 and 53 pupils-teacher-ratio and pupils-section- ratio respectively. These figures were the lowest in the region. Hence, these two districts were selected as samples based on purposive sampling because of their lowest net enrollment ratio, pupils-teacher-ratio and pupils-section-ratio.

Out of the total 50 rural primary schools having first cycle in the selected two districts, six schools (three schools from each district) which have low school participation were selected based on purposive sampling. The selection of the three schools from each district was based on their distance from town. The first school at a distance of five Km from town, while the second and the third approximately at a distance of 10 and 15 Kilometers from town. This was done to see the influence of distance from towns on school enrollment. The selected schools were Allala, Betie, and Mutie-Fecha (from Jile-Timuga district); and Derensa, Jara and Chiri (from Artuma-Fursi district).

All the sample school principals (six in number) and 64 teachers teaching in those schools were included in the study to get data based on availability sampling. The selection of sample household heads and non-schooling children who were the main source of information for this study was done following the location of selected school samples.

There are three groups of household heads: household heads having schooling child, heads who have no schooling child and drop out child. The purpose of taking samples from the three groups of household heads was to analyze the background of the household who school, do not school and drop out their children from school. Proportional samples

were taken from all groups of household heads. Sample household heads and non-schooling children were selected in the following manner.

The number of sample household heads of non- schooling children were 80; and they were divided in to six schools (they were divided in to six peasant associations that use the six schools). Based on this, 13 household heads from each of the four schools and 14 household heads from each of the two schools were selected.

According to Artuma-Fursi and Jile-Timuga district education office heads' response, each first cycle primary school was giving service only to one peasant association. To select the specific sample from each peasant association, systematic random sampling was used. Their list was obtained from their peasant association's office. The total number of household heads from each of the four peasant associations were divided by 13 and the samples were household heads found at the interval of every quotient number on peasant associations' list. For the rest two schools their total number of household heads was divided by 14 and the samples were household heads found at the interval of every quotient number on peasant associations' list.

While interviewing household heads, 13 non-schooling children from each of the four peasant associations who were performing different tasks and 14 non-schooling children from each of the rest two schools were interviewed. Eq al number of boys and girls were interviewe from each peasant association.

The list of 48 drop out children (eight drop out children from each of the sample schools) was taken from the principals' office and their parents were interviewed.

The selection of 80 household heads of schooling children was done first by sampling students from each school. From each of the selected four sample schools 13 children were selected by using systematic random sampling. Again from each of the rest two schools 14 children were selected using the same technique. Finally, the selected students' parents were interviewed.

1.6.4. Data Gathering Tools

Interview was used to obtain data from the three groups of households and non-schooling children.

Questionnaire was prepared and dispatched to school principals and teachers. Furthermore, to get additional information about the issue, it was dispatched to district education offices.

Data on the number of rural primary schools and schooling participation in the Zone related with enrollment rates, PTR and PSR were extracted from Amhara region education bureau annual statistical report.

To triangulate the data obtained through various means, focus group discussion was conducted with parents and teachers.

1.6.5. Data Collection Procedures

The validity and the reliability of the questionnaires were tested through pilot testing using respondents of similar character outside the sample study area. The instruments were commented by the research advisor and improvement has been made based on the feed back.

Six field assistants (who completed grade 10 and working in different government offices) were trained for half a day on how to conduct the interview. They were able to speak, read, and write both Oromifa and Amharic languages. The general purpose of the interview, questionnaire and each item in the interview schedule was explained during the

training. The field assistances were also practiced how to conduct the interview during training.

The majority of the household heads were able to speak Amharic. As a result, the questionnaires for all groups of respondents including principals were prepared in Amharic language. For principals and teachers there were two separate questionnaires with close and open ended items. For the three household head groups and non-schooling children four separate interview guidelines were prepared with both close and open ended items.

Questionnaires for the districts' education officers, principals and teachers were distributed by the researcher himself, explaining the general purpose of the study. Since the sample schools were teaching beyond grade four, the questionnaires distributed for teachers were only to those teachers teaching from grades 1 – 4.

All the questionnaires distributed to principals (six in number) have been returned. All of them gave the necessary information for the questions. Of the 64 questionnaires distributed for teachers, all have been returned. However, only 50 teachers (78.12%) have correctly filled all the questions. Questions which were not correctly filled by teachers were discarded. All the interview schedules for household heads and non-schooling children were correctly filled and returned. Some questions which were included in all respondents' questionnaires which were not relevant to the study were discarded.

1.6.6. Data Analysis Tools

Both qualitative and quantitative data analysis methods were employed. Percentage and frequency table were used to explain personality characteristics of respondents. Ratio and Gender Parity Index (GPI) were used to show proportion of female students. Frequency tables were also used to present the collected data. To see the degree of agreement on the

ranks of respondents on each factor of students' enrollment and dropout, Spearman rho (p) correlation was used. Respondents' response agreement on different issues was analyzed by chi square (x^2) statistical tool.

1.7. Definition of Terms

- ***Demand for schooling***- the quantity of education actually purchased by a family and corresponds with the enrolment and persistence of the family's children in school (Rap, 1983) cited in (Seyoum, 1999: 2)
- ***Expected Returns of Education***- the higher income and other related advantages as a result of education (Mbua, 2002:211).
- ***Gender Parity Index*** – the proportion of girls in school as compared to boys (ANRSEB, 2006/07:23).
- ***Gross Enrollment Rate*** - is the proportion of pupils in primary level, expressed as a percentage of the population of 7-14 years old (ANRSEB, 2006/07:5).
- ***Net school enrollment ratio***- is the proportion of primary school pupils aged 7-14 years expressed as a percentage of the population 7-14 years old (ANRSEB,2006/07:6).
- ***Opportunity cost (forgone earning or indirect costs of schooling)***- the value of the alternative opportunity that both the student and society must sacrifice when the former spends his/her time in being educated rather than working (PHRD,1996:28).
- ***Universal primary education***- refers when the entire population of primary school age enrolls in school (World Bank, 1980:17).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Common Primary Education Problems of Developing Countries

Developing Countries are characterized by low standards of living, high population growth, and incomplete educational system with many children having no schooling and wide spread of illiteracy (Omari and others, 1983:25; D'Aeth, 1975:28). Primary education in these countries is characterized by low enrollment rates, low incompletion rates and low achievement rates (World Bank, 1990:5).

Because economic and social returns to society are known to be higher for primary education than other levels of education and that education is the corner stone of economic and social development, most governments are committed to provide free primary education to all children (Soubbotina, 2000: 39; Omari and others, 1983: 12-13). However, in these low income countries the fund available for this purpose is insufficient to meet the demand of rapidly growing population. Hence, many of the developing countries have not met their objectives. They have not provided education to all children (World Bank, 1990:2). The fund is also allocated inequitably with better education provided to urban children relative to rural children, the well offchildren relative to poor children, and to boys relative to girls.

Even though there were impressive gains between 1960's - 1980's in these countries, there were also distrusting failures. Access to education is still limited and certain groups of childrer. are completely excluded especially in low - income countries (Anderson, 1992: 8-9; World Bank, 1989: 28; Brown 1991: 21).

In most of these countries school age population grows at the greater pace than the capacity to enroll them in schools. Many of the developing

countries faced obstacles to development that are perhaps more difficult than those that were faced by today's developed countries (Adams and Bjork, 1975:38). This is because many of the developing countries have huge population that is rapidly growing. The problem is more serious in rural areas than in urban areas because rural people do not have the culture to limit their family size.

As king and Hill (1993:100), for example most African countries after independence showed high growth rate in school enrollment between 1960 and 1983 more than any other developing regions. But fast population growth, which is twice as fast as elsewhere (World Bank, 1995:36) and adverse economic conditions caused enrollments to decline in much of the regions in the early 1980's.

The net primary enrollment rate of Ethiopia is 15% while the rate for least developed countries is 60% UNDP (1999) cited in Habtamu (2002). In line with the UN convention of the education training policy (TGE, 1994) of the country, the Ethiopian government has planned to achieve Universal Primary Education (UPE) in 2015 (MOE, 1996). Even though significant improvements have shown in enrollment since the implementation of the new education and training policy (for example, out of school-aged children decreased from 70%in1998 (Degarg, 1998:120) to 40% in 2003(Gizaw, 2003:31) as to Ayalew (2005:3) and Zerihun (2007:87), however, the hopes and aspirations to achieve UPE in Ethiopia remains still a problem. Millions of children (most of them are rural) still unable to gain access to schooling and large numbers from among those who have had the opportunity drop out before acquiring the basic skills. Amare and Temechegn (2002:10) indicated the adult illiteracy rate of Ethiopia is estimated to be 61% which sharply contrasts with some Sub – Saharan African countries such as Zimbabwe (7%), West Africa (15%), and Namibia (22%). The average for Sub – Sahara

Africa is 54%. This indicates access to and demand for schooling is limited to certain groups only.

According to World Bank and UNESCO's estimation 130-150 million children world wide between the ages of six and eleven are not at school in developing countries (World Bank, 1995: 28; Anderson, 1992:8-9; Lockheed and others, 1991:28). Significant numbers have to work to survive as farm laborers, as street venders and prostitutes. Of the total children who are not at school in these countries, majorities come from one or more of the traditionally disadvantaged groups in the society: rural, female and poor. The major obstacles to their participation are either too few places or too little parental demand for education or too much discriminatory treats in the schools (World Bank, 1990:5; Adams and Bjork, 1975:129- 130). This is because there are no schools available, or their families can not afford the costs, or they may need their child's labor and partly because some of the families under estimate the benefit of education (FAO, 203: 15-24).

Rural communities and especially rural women still miss out educational opportunities. According to Lockheed and Others (1991: 28), and FAO (2003:14), for every three girls born in South East Asia only one completes the primary education. 40% of the children who begun school also drop out and 75% of women in many parts of Asia and Africa are still illiterate.

Although the disparity between boys and girls has narrowed since 1960, the percentage of girls who enroll continues to lag behind that of boys through out most of the developing world. As Lockheed and Others (1991:148), in Africa the enrollment of 6-11 years old children is 69% for boys and 57% for girls. This wide gap reflects (Soubbtonia, 2000:39) cultural norms, early child bearing, limited employment opportunity for women and traditional expectation of girls' contribution to the household work.

One of the educational problems of Africa is inequality between boys and girls (King and Hill, 1993: 101). In no country male and female are benefited equally. In poor countries girls' education is characterized by low enrollment, high drop out and repetition rates, and lower attainment.

As research findings show, there is inequality of education based on social back ground namely between rural and urban, residence, income difference, gender difference, and ethnicity difference in developing countries Husen (1986) mentioned in Silanda (1988:8). As the study pointed in Zambia and Sudan, the percentage of rural and lower socio - economic groups was higher among students than graduates. In Philippines also there is high drop out of students among lower educational and economic back ground of parents. Drop out is also large in rural primary schools (FAO, 2003:14). About 30% of the children in developing countries (World Bank, 1995:14) who enroll in primary Schools do not complete it. As also argued by Anderson (1992: 2), of the 100 million children who began schooling in 1990, 40% drop out before acquiring the skill to read and write. Even many of the children who complete primary school do not acquire the skills they need for productive adult lives.

Only one-fifth of the countries in Africa have completion rates above 80%. Low completion rates in these countries is the result of drop out and repetition. The problem of drop out is serious among developing countries. Lockheed and others (1991) confirm that, despite the relatively high gross enrollment rates world wide, it is less than 60% of those who are enrolled in low middle income countries who reach the final year of primary schooling.

The Ethiopian government also has designed the education sector development program (ESDP) and the main objectives of the program includes improving participation rates , achieving Universal Primary

education (UPE) in the year 2015, narrowing enrollment gaps between boys and girls, rural and urban population(MOE, 1996). Though enrollments have been increasing, achieving UPE in the next seven years seems challenging. In addition to the large and increasing young population, as argued by Derebssa (1999), the problem of drop out needs special attention as mentioned in Habtamu (2002:35). Hence, achieving UPE in many of these countries including Ethiopia is very difficult because hundreds of millions of rural people are unable to access one of their rights – the right to education.

2.2. Disparity in Primary Schooling

Since 1960's enrolment has increased rapidly but access to education is still limited and certain groups of children are completely excluded, especially in low income countries (World Bank, 1991: 154). This is reflected in their enrollment, tendency to stay in school, and educational attainment.

There are numerous kinds of inequalities between individuals with regard to their access to education. As Ferge (1981: 133), these include inequalities based on sex, social background, the area in which one lives, language, religion, the general environment conditions in the home, parents' income, etc.

Girls, the rural poor, children from linguistic and ethnic minority, nomads, refugees, street and working children and children with special needs go to school less than others (World Bank, 1995:43). In part, this reflects limited access, in part lower demand. Hence, many governments, including the Ethiopian government declared that they would reduce disparities between regions, sexes, urban/rural areas, ethnic groups and various social groups in access to education Habtamu (2002:67). But the disparities in the opportunities available tend to continue to exist between regions, sexes, urban- rural areas, center-periphery of the country and ethnic groups. The difference in educational supply; demand

and the language process across the entire primary school population are the major factors for such disparities (Lockheed and Others, 1991:145).

Many authors like Ayalew (2005:12), Seyoum (1996), Amare and Temechegn (2002), and Ayalew (1989) argue that, in addition to the limited access, since its introduction modern education in Ethiopia was not equitably distributed among the various sectors of the population. It was urban and male biased.

The Education Sector Development Program (ESDP) states that schools are ill distributed among regions, urban -rural areas, and efforts will be made to correct it (MOE, 1999). It also states that the education system is characterized by low access and quality, and inequitable distribution of educational opportunity. Under these situations, rural areas and girls are especially disadvantaged. According to World Bank report (World Bank, 2005: XXIV), still there is wide disparity in the country between rural and urban areas, girls and boys and the poor and the rich. But these gaps are narrow in other sub Saharan African countries.

2.2.1. Rural – Urban Disparity

School – area distribution is higher in urban areas than rural areas and the access to schooling is also by far better in urban areas than rural areas (Degarge, 1998:78). Hence, enrollments are much higher in urban than rural areas (D'Aeth, 1975:61) and relatively lower for girls, especially in rural areas. As compared to urban students, only few students complete primary schooling in rural schools (World Bank, 1990:33). Fewer than 50% of rural children in most countries, and as few as 10% in many countries complete grade 4. Even those who completed primary schooling can not read and write very well.

According to FAO (2003:14), nearly 130 million children most of them are rural and women are unschooled. Hence, (World Bank, 1995: 43,

Anderson, 1992:12 – 13), children who live in rural areas or remote areas are often left out of education. Drop out rate is also very high in rural primary schools.

Rural areas (Brown, 1991: 23) are generally suffered from governmental neglect; and education for the children of these rural areas is beset with most of the general problems but also special difficulties. These difficulties vary from country to country but have some common features (Phillips, 1975: 208).

The major impediments to schooling in the rural areas as World Bank reported are lack of schools, lack of resources, lack of reinforcements for education in the local environment, differences between language of instruction and local language, household and farm chores that compete for time in child's schedule and incomplete primary schools (World Bank, 1990: 3). It is difficult to recruit teachers who live and teach in rural areas. School supervision also decreases as distance to the school increases. Because of this reason rural literacy rates are often less than half those in urban areas and in some places, they are as low as one third of the urban rates (Anderson, 1992: 12 – 13).

The situation of rural – urban disparity became more serious in ethnic groups. In Guatemala, for example, (Lockheed and others, 1991: 153), the rural world is divided in to two sub populations – India and Non India which are often estranged by cultural and linguistic barriers. While 48% of Non - Indian children in rural areas attend school, only 26% of Indian children do. In Zambia also (Silanda, 1988: 142) the cultural factor is to some extent responsible for the disparities between rural and urban areas. The urban population has adopted non-traditional values faster than the rural people have. There is high resistance of schooling among rural people.

In Ethiopia (Mulat, 1998:43), there is wide difference in school enrollment between rural and urban areas, the former enrolling only 18% of eligible students at primary level, while the latter enrolled as high as

91% of eligible students at the same level. One reason for the low demand of schooling in the rural areas as the study mentioned, education is given less value in the rural areas due to high opportunity cost of farm labor. Another study by Abraha and others (1991) mentioned in king and Hill (1993: 117), urban girls enrolled in schools are more likely than rural girls to persist compared with boys. Female persistence in school from grades 1 to 4 is higher in urban schools (0.61) than in rural schools (0.42). In order to change this disparity much emphasis was given on the expansion of primary education in the last decade on rural areas. As a result, out of the 2787 newly constructed primary schools, 80% were provided in rural areas MOE (2004) cited in Ayalew (2005). Even though progress seems to have been made, when considering the size of rural population, yet it has not been attained.

There is still wide gap between urban and rural areas in terms enrollment. Zerihun (2007:65) on his study identified the 90% rural population accounts 77% enrollment, while the 10% urban population represented by 23% enrollment. This reflects children in rural areas could not get access to education as children do in urban areas compared with their respective school - age population.

On the other hand, World Bank (2005: XXIV) and Ayalew (2005:16), found that as the education system expanded, conditions have worsened in the rural primary schools of Ethiopia. Pupil – Section Ratio (PSR) and Pupil – Teacher Ratio (PTR) became great in rural primary schools than urban schools which is the opposite of other countries of the world which have low PSR and PTR in rural primary schools. This may suggest shortage of schools in the rural areas.

2.2.2. Disparity Based on Socio – Economic Status

In all countries of the world, children of poor families are less likely to enroll school and more likely to drop out than children of better on

families (World Bank, 1990: 34; Anderson, 1992: 13). A study in India and Nepal showed that students' enrollment in the richest families exceed that of the poorest by 50 – 100%. An underprivileged child stands far less chance of getting through the education system than a wealthy one.

Families incur both direct and indirect costs of schooling. In Egypt the cost of schooling was the major reason for poor families not to send their children to school (World Bank, 1990: 34). Even when schooling is free, families can not afford clothes and school supplies for their children. When these costs are added with the child's labor forgone, costs for poor families can ill afforded (Anderson, 1992:13). Children of poor families often who work to survive frequently forfeit education. Under such economic problem (Brown, 1991: 59) girl's school is almost always be curtailed than a son's. Where as girls from wealthy families have much better chance of even getting to the end of secondary school.

As carron and Chau (1980: 134 – 135), children in less industrialized societies continue less far in school than they do in industrialized societies. They also learn slowly and score worse in exams. The reasons are both direct and indirect cost of schooling, the availability of schools, and children from poor families feel less ambitious about education and leave school earlier than others.

2.2.3. Gender Disparity

One of the educational inequalities is between boys and girls. Although enrolment rates have been increasing in the developing world for both sexes, this expansion has not sustainably diminished gender disparities (Soubbotina, 2000:39; king and Hill, 1993:2; World Bank, 1995:43). The enrollment rates of girls remain much lower than those of boys and boys are still likely to be enrolled with the widest gaps in the poorest countries. More than two thirds of children who never go to school or who dropout before completion are girls. In some countries girls' primary

school enrollment is less than two thirds that of boys. Differences in male and female literacy rates attest to the history of girls' lack of access to education. In rural areas of some countries, female literacy rates are bellow 5% (Anderson, 1992:12). Illiteracy among African women (Conway and Bourque, 1993: 123) is greater than 70% on the average and more than 90% in the rural areas.

In Ethiopia the disparity between sexes (Mulat, 1998:44; Habtamu, 2002:70; Ayalew, 2005:14), is significant. Even though the total number of girls gross enrollment has improved (22.9% in 1986 E.C. and 47% in 1993 E.C.), the gap continues to be widen. According to these persons the difference between the boys' and girls' gross enrollment ratio was about 6 percentage points in 1987 E.C., but became 10 percentage points in 1993 E.C. Seyoum (1999:85) in rural Bale Zone also found that girls' enrollment is characterized by low school participation and they are underrepresented. It is thought that enrollment for females' is constrained by a number of socio – economic and cultural factors in Ethiopia.

The gender gap in school enrollment is not a matter of access. In addition to a shortage of school places for girls, in many countries parents' demand for education of their daughters is low reflecting both cultural norms and socio – economic factors (World Bank, 1995:44). Hence, the reason why women are seldom as well educated as men lie outside the education system (King and Hill, 1993:108). Ideas about the appropriate roles for women in the labor mark t or in the society, about the biological unacceptability of women for science, and about the gender based division of work in the household and on the farm influence decisions about schooling as do income, class, religion and rural – urban residence.

Reluctance among female teachers to work in isolated rural areas, perceived irrelevance of the curriculum to their lives, demand for girls' household labor, restrictions placed up on girls' physical mobility, early

marriage and employment opportunity for women (World Bank, 1990:34; soubbotina, 2000:39) are also other factors. Hence, the reasons for gender disparity can be grouped in to child labor, negative attitude of parents towards girls' schooling, low economic and education background of parents, cultural factors and lack of role model.

- ***Child Labor***

Child labor is very important to the livelihood of some households. Thus, schooling has high opportunity cost to send children to school. Especially, in rural areas children spend more time working than those in urban areas. Therefore, there are fewer rural girls in schools than urban girls (Odaga and Heneveld, 1995:17).

In China, Malaysia, and India girls work 85 - 150% more hours than boys. Hence, they attend less than boys (King and Hill, 1993:26) and more likely to be burdened with household tasks which create pressure on their school work than their brothers. A survey in rural Bale zone by Seyoum (1999:123), for non – schooling boys and girls (aged 7 – 14 years) reported that girls were more burdened for household tasks than boys. Girls have reported of doing many activities such as clearing house, preparing food and caring small siblings. They are the care takers of their younger siblings in many countries (Lockheed and others, 1991:46). They also prepare meals, carry water and fire wood (King and Hill, 1993: 30) which seriously discourages them from attending school.

- ***Parents' Attitude Towards Girls' Education***

In some cases parents have negative attitude towards girls' education. As King and Hill (1993:26), parents have doubt whether educated woman make good wives. Hence, in many traditional societies education beyond acquisition of literacy is contrary to the social pressure for women to become good wives and mothers and threatens their possibilities for marriage.

Parents also consider higher benefit of education for boys than girls. According to World Bank (2005:133), even after controlling for household and community characteristics, registration rates differ between boys and girls in Ethiopia which implies household decision makers perceive higher benefits of education for boys than girls and low priority on the education of girls (Mulat, 1998: 47). Hence, the gender gap in school enrollment is not a matter of access only.

In Nepal it was found that (UNESCO, 1975: 38), the values of particular ethnic groups and their attitudes to the role and status of women was the major factor not to enroll girls. In many African societies the expectations of parents for their daughters are not as high as those for their sons (Conway and Bourque, 1993:126). Education is not considered as crucial as it is for boys. Until a girl is married, her family wants her unpaid labor in agriculture and in the home. Even when there has to be made choices for economic reasons between educating a boy and a girl, preference is given to a boy. Parents see in the son the perpetuation of the family name, whereas a daughter will invariably be married off in to some other family. The education of girls is therefore seen as less worthwhile investment.

- ***Economic Background of Parents***

Girls from economically better off families (Brown, 1991:59) have much better chance of even getting to the end of secondary school than boys from poor families. But a girl from a poor family stands less chance than all of them. Hence, under such economic problem girls' school enrollment will almost always be curtailed rather than a son's. For example, a study in the rural India by Joshi and Roa (1964) cited in psacharapoulos and Woodhall (1991) indicated that, girls' participation in schooling may be much more influenced by parental wealth than boys' enrollment rates. Assie (1983) mentioned in King and Hill (1993:112), has also shown that in Cotd'Ivoire girls from high socio – economic

status is highly benefited. His study made clear that although 25% of all students in the economically advantaged groups were female, 41.7% of those in the advantaged group were females.

- ***Cultural Factors***

One of the most persistent obstacles to the development of education in many developing countries is the cultural beliefs to stand in the way of rapid extension of education to women. The belief is that women's place is the home and that formal education is unlikely to aid in fulfilling this basic role (Adams and Bjork, 1975:131). It is often feared that education of women will weaken the family, rearrange the hierarchy in the family and village and work against religion. In all non – literate societies, the roles of sexes are distinguished.

A number of studies show that attitudes concerning the appropriate roles of men and women are identified from very early. In Nepal (UNESCO, 1975:86) and Upper Volta (D'Aeth, 1975:53), for example, there is limited chance of education for women than the whole population and the situation of women especially in the rural areas is worse. The roles are assumed at very early age: the household chores and responsibility for younger brothers and sisters have prevented girls from attending school and these duties are considered essential by parents. Hence, the rural girls and women are the most disadvantaged groups of the population.

The problem is more serious in Muslim countries. For example, (Adams and Bjork, 1975:132), in western Pakistan in the late 1950's, there were 17000 students, only 750 (4%) were girls. A high degree of girls' discrimination is found in all under developed countries. As Csapo (1981) mentioned in King and Hill (1993:113) reviewed a number of thesises and editorials and articles from news papers, in northern Nigeria it was bad for the society in general, and for girls in particular to be educated in western schools. Odaga and Heneveld (1995:22) and Ferge (1981:21),

also indicated that the hindrance of socio – cultural factors on educational participation of children is worsen on girls. The cultural expectation of girls and the priority given to the future role as mothers and wives have a strong negative effect on their educational enrollment and participation. This is also true in the traditional Ethiopia that the main providers of education were the Orthodox Church and Koran schools. Both of them operate against the participation of women in modern education, this is particularly true in rural Ethiopia even today (Seyoum, 1986).

Early marriage is one of the traditional beliefs that hinder the educational participation of both boys and girls. This is especially true for girls in most developing countries of Africa, Asia, and Latin America. A survey conducted by UNESCO in some countries of Africa shows that early marriage is traditionally considered as important for young girls, subject as they are community values. For instance, in Tanzania the society consider adolescent girls as something that is going to decaying unless used as soon as it is ripe (UNESCO, 1995:1; Conway and Borque, 1993:127). Similarly, in Somalia, parents encourage early marriage and more attention is paid to outer appearance of girls than to their intellectual abilities.

Attitudes to female roles in the family also affect girls' access to education. A survey in Lome, Togo (Brown, 1991:59) found that families were reluctant to send girls to school on the ground that it was waste of money, since they got married, they moved out of their parents' household. This is also true in Ethiopia that 20% of primary school students are either promised, married or divorced (King and Hill, 1993:34). Girls growing up under such conditions will be educated only if schooling is viewed as a positive factor. Furthermore, Esmonde (1991) in Dalocha district of Ethiopia, cited in Mulat (1998:36), assured that parents resist sending their daughters to school for fear of compromising previously arranged marriages. Understandably, promised children could

meet persons of the opposite sex they might want to marry at school, thus endangering the marital contracts arranged earlier by their parents.

Mulat (1998: 46), also explained that parents preferred sending boys to school in Bale and Welayta, and to some extent in Tigray where girls were married either early or drop out before they complete their primary education. In north Gonder, according to Mulat's study however, girls were favored more than boys perhaps because parents placed a higher value of male child labor. Hence, (UNESCO, 1975:75; Brown, 1991:39), the expansion of educational and employment opportunities for men is accepted as a major road to progress, but this is not the case for women because of their family role and the fact that they are viewed both as examples and bearers of the traditional values. These attitudes of women education provide special place for females keep them in subservient position with limited horizons. Hence, in developing countries sometimes women are excluded from education by considering school is not agent of socialization and formal education is irrelevant to them especially in the rural areas (Brown, 1991:59).

- ***Lack of Role Model***

Parents in many countries would like their girls to be thought by women. Shortage of female teachers can inhibit school attendance. In Kerata state, India, which has the highest female literacy and girls' enrollment (World Bank, 1995:116; Anderson, 1992:25), more than 60% of teachers were women compared with less than 20% in Bihar and Uttar Pradesh, the two states with the lowest enrollment rates for girls. Hence, (King and Hill, 1993:123), the presence of female teachers in schools and classrooms is often held to be a strategy to attract girls. In Pakistan, for example, in 1980's 67% of teachers were males because of this reason parents were not willing to send their daughters to school (king and Hill, 1993:292) and they were interested to send their daughters (Anderson, 1992:21) where there were only women teachers.

Everywhere, parents care about who teaches their children. If the teacher is not known and trusted, the school is not considered safe. However, when girls, poor children and rural children have been left out of education, the pool of qualified teachers from these groups most of the time is small (Anderson, 1992:25) and female teachers are in short supply, especially in African countries (King and Hill, 1993:294). Learning materials in classrooms also portray women's role is confined to that of wife and mother. In Zambia as Tembo (1984) mentioned in (King and Hill, 1993:123), surveyed text books contain many more male than female characters and those female characters represented in domestic roles, and were presented as passive, stupid and ignorant. Men's activities were admired, but women's were ignored.

2.3. Drop out

Drop out rates reflect ineffective teaching and weak demand for education (King and Hill, 1993:106). It is also well documented that dropout rates widely vary among different social groups. One study by Rumberger (1987) mentioned in Habtamu (2002:38) pointed out that drop out is higher among ethnic, racial and language minorities and students from poor families. Ayalew (1997) and Tadesse (1974) both mentioned in Habtamu (2002:38), indicated that students in rural areas are more vulnerable to the problem than urban students. It is widely vary from country to country (King and Hill, 1993:7). On the average 9.6% of girls in low income countries, leave primary school before finishing compared with 8.2% of boys. In Sub – Sahara Africa drop out rate is high for girls than boys.

The problem of school wastage is high among developing countries. Lockheed and others (1991) and King and Hill (1993:6) assured that despite the relatively high gross enrollment rates throughout the world, it is only less than 60% of those who are enrolled in school in low income

countries and it is only about 70% in middle income countries reach in the final year of primary school. UNICEF (2000) mentioned in Habtamu (2002:36), reported that only 55% of primary school entrants reach grade 5 in Ethiopia, while the figures are 74% and 67% for developing and sub – Saharan African countries respectively. According to Ayalew (2005:17-18), drop out rate in Ethiopia did not show any improvement. As he found that between the years 1999/00 – 2003/04 the drop out rate increased and also high at the lower grades. For example, Gizaw (2003:26) identified that between the years 1996/97 - 1999/00 drop out rate increased from 15.7% to 17.8%.

Hence, wastage in education, particularly in the forms of drop out from schools and repetition of grades is a major problem of the education in developing countries including Ethiopia (Brimer and Pauli, 1971:54 – 55). According to these persons drop out is also high at the first grade level. A study for 33 countries of Africa and Asia showed that it is high for girls than boys. While 6 of the 8 countries of South American and 4 of the 5 European countries did not show such variation.

According to King and Hill (1993:7), the major reasons and causes for dropping out of schools have been identified by many researchers. The reasons are grouped in to economic reasons, family and community related, socio – cultural factors and distance of the school.

2.3.1. Economic Reasons

Poverty is one of the most important characteristics associated with drop out. There is direct relationship between poverty and educational achievement. As the study by Habtamu (2002:52) showed in Addis Ababa and Debreberhan areas the most important obstacle to continue schooling was family poverty and the need of child labor by the parents. Family poverty according to him refers to inability of provision of food, clothing and school materials.

Ahmed and Coombs (1975:183) also assured that there were more drop outs among the poorer districts than the rich in Kenya. Inability to pay school fees was the major reason. On top of this, Mulat (1998:64) added that a small charge of students has always resulted in a more than proportionately large number of drop outs in rural areas of Ethiopia.

Drop out is high among agrarian societies where the family occupies the child. It is also high at the first grade level (Brimer and Pauli, 1971). The study by Habtamu (2002:53), in Debreberhan area showed that, most of the drop outs were in the months of December and January which are harvest months as main months for absenteeism. As the study also showed many drop outs recalled that they were often late to school and absent from school, on the average for over 10 days per semester. The reasons provided for being late to school as Mulat identified include being busy with household works such as fetching water and/or firewood, cooking, lack of transportation, breakfast or lunch not given on time, did not do home works, etc.

According to World Bank (1995:41), about 30% of the children who enrolled in primary school do not complete. Only one fifth of the countries in Africa have completion rates above 80%. The reason for this is high demand of parents for child labor. Families may need children to work and withdrew them, especially girls. Hence, (Adams and Bjork, 1975:126), the child may be seen as an economic asset to parents and school may seem a threat to the realization of this asset; or parents may fear that new knowledge and ideas may alienate the child from traditional family ways.

2.3.2. Socio – Cultural Factors

The poor parents' attitude towards school probably had its foundations in their own experiences (Brimer and Pauli, 1971:92). They have little

hope of benefiting their children from school. They regard the school as a means of taking their children out of their hands. In Western Europe as Brimer and Pauli indicated that the attitude of parents and their interest towards education as being fundamental to the motivation of children to learn were the main reasons for the dropout of students.

In low income groups of people, particularly where in large tracts of territory the population is agrarian or nomadic, their attitude towards education is neutral and for them schools have no major place (Brimer and Pauli, 1971:94). But there may be some traditional form of school linked perhaps with religious teaching which is resistant to change to such an extent that it can not be utilized by state education. This religious education has the authority of the ancient tradition which prevents change and is supported by elders and has relevance to every day life. This is because (D'Aeth, 1975:46), the present schools teach the wrong attitudes and skills and are divorced from indigenous cultures. This situation is acute in Africa and occurs to a varying extent in other developing countries. Drop out rate is also higher for social minorities as seen in India, Sirilaka and Vietnam as identified by UNESCO (1984) cited in World Bank (1991:153).

Parents' educational background creates difference on students' retention in school (Alexander and Others, 1994:56). Most of the time students from low educational background of parents have high probability of dropping out of school than students from educated back ground of parents.

2.3.3. Distance from School

Schooling in urban areas is provided very well than rural areas in developing countries (Thomas, 1975:21). In Ethiopia (Ayalew, 2005:18), one reason students dropout before completing primary education is distance of the school. Seyoum's study in the rural areas of Bale zone

(Seyoum, 1999:116) showed that, one reason given by teachers for the drop out of students was long distance between home and school. Even if (Anderson, 1992:21) children start to school, distance in rural areas often makes them to decide to drop out because it takes too long or is too much trouble to get there.

2.4. Factors Affecting the Demand for Primary Schooling

The reason for many of the groups to remain out of primary school is not only the result of action by governments. It is also caused by the demand for schooling amongst some private households is low (Colclough and Lewin, 1993:3).

Girls, the rural poor, children from linguistic and ethnic minorities, nomads, refugees, street and working children and children with special needs go to schools less than others (World Bank, 1995:41). In part this reflects limited access, in part lower demand. Much education is provided publicly based on the demand of the society. As a result, it is sometimes argued that a basic determinant of supply is demand (Mbua, 2002). Hence, apart from supply side, constraints on the demand side also affect school participation. Annual growth rate of schools may not necessarily indicate educational growth. It is when parents' use of schools that school growth rate makes a difference in participation rates. For instance, (Degarge, 1998:82), identified in the case of Afar regional states, the high growth rate of schools did not bring improvements in enrollment. While schools in Afar grew by 55.7% annually, enrollment has been growing by 0.94% annually. This reflects lower demand of the society for education.

Demand side constraints are many. These include household level factors such as affordability of schooling relative to household income, opportunity cost of children's time, the value of schooling perceived by parents, and individual level factors such as gender. The social,

economic and cultural factors (Lockheed and others, 1991:161) also have a powerful adverse effect on the demand for schooling.

Habtamu (2002:55-56) and Mulat (1998:43), pointed out that in Ethiopia the demand for schooling as measured by enrollment ratio is one of the lowest in the world. According to them and World Bank (2005:133), and Tekeste (1996:65) households' demand for education in Ethiopia is constrained by a number of factors. Educational status of the household head, residence (rural/urban), high direct cost of schooling, high opportunity cost of schooling, lack of further educational opportunities, education not leading to non–farm employment, irrelevance of schooling to rural life, failure to perceive the benefit of education, early marriage, long distance to school, individual level factors such as age significantly affect enrollment.

In general, factors affecting the demand for schooling in rural areas can be grouped as family income, family educational background, cultural and religious factors, employment opportunity, school related factors and the benefit of education.

2.4.1. Family Income

The most important cause of low demand for education among rural people is poverty. Even when the returns to schooling are high, both direct and indirect costs of school attendance are often too high for poor families to afford (Colclough and Lewin, 1993:19). Per capita income is one of the factors that determine demand for education (Mbua, 2002:211). In subsistence economy, where very little is saved, most people can not afford to send their children to school because of price or cost of education and also forego the contribution of that child to the family output in the farm. A similar study conducted in Ceylon (Brown, 1991: 54) and (Brimer and Pauli, 1971:25), on non – schooling children in 1960 between the ages of 6 – 14 indicated that the main cause for non – attendance of school was poverty. In Nicaragua growing economical

difficulties resulted in irregular school attendance among rural children. Household earning was very low (Brown,1991:177) and the families living in poverty were preoccupied with the day to day survival of their families and have limited capacity and/or incentive to investment in education.

Mulat (1998:47), in Ethiopia identified that demand for education and ability to get ones children enrolled in primary schools were found to have positive and significant associations with household wealth approximated by ownership of a tin – roofed house. On top of this, World Bank (2005:134) added that, after controlling supply side factors and other household and personal characteristics, children's enrollment increased by 6 – 10 percentage points as one moves from poorest to richest groups in Ethiopia. The effect of income is more serious for younger children and for children who live beyond five kilometer of the school. This suggests that, income matters.

A report for the USAID (1993) used a total of 520 households with school age children from a total of four regional localities (namely Bale, Welayta, South Gonder and Central TigraY) gives a detailed study on the demand for schooling in rural Ethiopia. Economic constraints were the major impediments to participation and persistence in primary school in the rural areas. In the study parents agreed that opportunity costs (child labor) and school costs were the highest problems to sending their children to school.

- **Direct Cost of Schooling**

Although most of the direct cost of primary schooling met by the government, many children do not go to school because schooling entails direct monetary costs for fees, books, pencils and other supplies, uniforms or other required clothing and/or transportation to and from school which cost more than their family can afford (King and Hill,1993:15; Anderson, 1992:21).

It is agreed by many that households in the higher income group send their children to school and spend more on education per school – aged children than households in the lower income group (PHRD, 1996; EADTC, 1988). On the contrary, poor families certainly find it difficult to pay fees, and even free education imposes a substantial financial burden through clothes and other expenses of school materials exert pressure (Psacharpoulos and Woodall, 1991).

As the World Bank survey in Ethiopia in 2001 showed that 13% of the children mentioned affordability as the major reason why they were not in school (World Bank, 2005: XIII). The direct cost of schooling was very heavy. For example, as the study showed, from 1999 – 2000 households spent an estimated total of 387.8 million *birr* on educational services (nearly 30% of government's recurrent budget). Across households the direct cost of schooling was more heavy for poorest households than richer household; the situation for poor households also aggravated by large number of children which increases direct cost per child.

- **Opportunity Cost of Schooling**

Rural children often have problem of attending school. Because they have to help with jobs around the house, work to help their parents economically. In Nicaragua, for example (Brown, 1991:76), the growing economical difficulties resulted in irregular school attendance among rural children. The situation there is quite difficult because when there is a lot of agricultural work, depending on the season children have to help their parents. According to World Bank (2005: XIII), more than half of rural Ethiopian boys and nearly third of rural girls engaged in different kinds of activities. This affects school enrollment. Even if all the direct costs covered by the government, school attendance involves indirect costs.

There are many tasks in the home and in the fields, which are light enough for children to perform and which give material benefit to the limited economy of the family. As to Brimer and Pauli (1971:95), for these families the season of harvest is critical. In communities of this kind children are valued not only for themselves, but also as potential assets. In many places children are active workers in the household economy (Anderson, 1992:21). Boys herd animals, help with the harvest or do odd jobs to earn little income. Girls plant and cultivate along side their mothers, take care of younger siblings, cook, carry water and firewood, and perform other daily tasks that are essential for family survival.

Mulat (1998:46) found that in Ethiopia economical reasons were the major factors for parents not to send children to school. Parents responded that opportunity cost of going to school (child labor) and the payment of school fees were serious obstacles not to send children to school. When a child's presence in school conflicts with participation in work activities, families are said to incur opportunity cost in enrolling a child at school. Degarge (1998:108) also confirmed that because of high child labor both in domestic and farm activities, the demand for schooling in Ethiopia is one of the lowest. As a result, many primary schools were not utilized by the surrounding communities.

The extensive use of child labor has obvious implications for school enrollment. In rural areas child labor is the most important determinant of school enrollment. Child labor demand among boys and girls vary from country to country. For example, in rural Ethiopia labor demand fall more heavily on boys than on girls. Results from interviewing a sample of 576 households indicated that household duties are the primary cause of school absenteeism among 57% of boys but 32% of girls as to Biazen and Junge (1988) mentioned in King and Hill (1993:314). In other areas the demand for household labor falls more heavily on girls. This is true in most Muslim countries.

According to Mulat (1998:63), because of their significant labor and income contributions, children from poor households are very often kept at home for work instead of being sent to school. This situation reflects that economic development leads to higher income which increases demand for education. All else being unchanged, a 10% increase in the employment rate among households reduces child participation in work by 1.8 percentage points and raises school attendance rate by 0.6 to 0.8 percentage point. This reflects that as income increases as a result of employment, child participation in household work decreases and school attendance increases.

2.4.2. Family Educational Background

Psacharopoulos and Woodhall (1991) and King and Hill (1993) have identified the level of parents' educational background as a major factor affecting the demand for schooling of their children. The educational level of parents' influences children's enrollment more than any other variables like income and occupation. Parents who are well educated generally give high value to education and expect their children to become well educated too. Educational level of parents is important determinant of enrollment, repetition, and dropout rates. Research findings indicate that educated parents are more likely to send their children to school and keep the longer in schools (Magland, 1994).

In general, educated parents place a higher value on the education of their children, and this shows that the demand for schooling is higher among educated families. On the other hand, illiterate parents are highly associated with high drop out rate (Rumberger, 1987). In countries like Ethiopia where schooling rate is low, one barrier to schooling of children may be parents themselves have not been to schools and have no idea what schools can do for their children (World Bank, 2005:135). Among rural households asked why they were not sent their children to school,

a higher percentage answered 'no experience' or 'have no need of it' than too expensive or too far or poor quality. Hence, the child's chance is influenced by the percentage of household heads in a locality that are literate.

In addition to the above, Mulat (1998:46 – 47), argued that parental education has strong influence on household demand for education. Each additional year of parental education accounted for an 8.5% increase in the household consumption of education. Enrollment was positively related with the educational level of the household head, i.e., literate parents have greater demand of education for their children than illiterate ones. Hence, (Brimer and Pauli, 1971:96), a major contributing variable to the isolation of the school from the community is lack of education of parents. Where parents have not themselves been to school, or despite having been in school, remain illiterate there is no basis on which the school can anticipate any understanding of its aims or activities by the families.

2.4.3. Cultural Factors

In the traditional rural society, education was imparted by the family itself in terms of preparing its younger members for occupational and other social roles (Gandi, 1983:31). For such society formal schooling may not be in conformity with their expectations. Hence, the kind of education demanded by such society depends on the nature of the family itself and its cultural needs and aspiration.

The failure of formal education to create literate population is not simply a matter of shortages and lack of resources, important though these factors are. It reflects (Brown, 1991:70) the alienation of much of the population from the education system. Formal education devalues the popular cultural heritage. The formal schools for rural children are Unsuitable. They divorce the children from their rural communities, ignore their culture, include unsuitable attitudes related to urban life

and fail to encourage an understanding of the environment in which they will grow up and live (D'Aeth, 1975:61). In Ethiopia also Tekeste (1996:11) argued that, the education system is very much an urban phenomenon and the rural people have little respect for it because it did not respect their culture. Hence, an education system that fails to respect the culture of its beneficiaries will gain little respect.

Rural societies perceive education as something, which is irrelevant to them. With regard to this Kenate (2005:86), found that low cultural development of society, early marriage, low perception of the society towards education, and giving low value for girls' education were the major factors affecting the demand for schooling among Majangir people in Ethiopia.

There are also cultural variations in receptivity to change among the poor societies. In general, the Nilotic pastoral tribes (who live in parts of Sudan, Uganda and Kenya) and the Pakot of Western Kenya seem to oppose European innovations. For these societies learning have no value. The Pakot's resistance to outside influence appears to be based up on a satisfaction with traditional culture and feeling that it is superior and more desirable than Euro-American civilization (Adams and Bjork, 1975:58 – 59).

Vast disparities in schooling are also seen in Guatemala among ethnic groups compounding the contrasts between rural and urban life. Guatemala's rural world is splitted in to two sub populations – India and non – India which are often estranged by cultural and linguistic barriers. While 48% of non – Indian children in rural areas attend school, only 26% of Indian children do Lourie (1988) cited in Lockheed and Others (1991:153). The reason for such variation is cultural differences.

2.4.4. Religious Factors

In Tanzania cultural resistance because of religious or traditional beliefs affect school enrollment. Freyhold (1977) mentioned in Omari and others

(1983:69), reported that some religions and cultural groups in Tanga region opposed sending children to school because of cultural and religious factors.

The demand for secular education, especially for girls, has been lower in Muslim countries than else where partly because of the obvious difficulties of complementarity with the Koran school (Bray and Others, 1986) mentioned in Gould (1993:14). However, Robertson (1986) cited in King and Hill (1993) defended that Islam religion should not be associated with low enrollment of girls in Africa. According to him, the Muslim north Sudan significantly scored high enrollment rates than the Christian and traditional south. He also added that since independence the predominantly Muslim countries in Africa have had the highest enrollment growth rates.

As to King and Hill (1993), even though many of these countries secularized their education, for example Egypt and Turkey, yet in many countries the emergence of religious fundamentalism and growing dependence on the *Sheria* or Muslim law, have been associated with flourishing of Islamic studies with in the secular curriculum. In Pakistan, for example Islamic is the main curriculum in all schools. Seyoum (1999:91), in rural Bale area of Ethiopia found that, even though most of the residents are Muslim (they exceeded the Christians by 9.6%), the number of Muslim students were smaller than the Christian students as compared to the proportion of households by each religion. Therefore, children from Islamic households are the one who lack access to schooling.

2.4.5. Employment opportunity

A USAID report in 1994 mentioned in Mulat (1998:46), gives valuable insights in to the demand for schooling in rural Ethiopia. According to this report, both mothers and fathers in the study areas agreed that securing employment (economic incentives) was the single most important reason for sending children to school. In Zambia too, (Shanda,

1988:141), throughout general education emphasis was given to acquisition of skills for employment in the modern sector which is hardly present in the rural areas. Yet even in towns also there is scarcity of jobs. Graduates of primary education could feel rejected because the school has not inculcated in them the necessary skills needed by the communities. Parents therefore hesitate to support their children's education

Therefore, for those who manage to complete primary school there is a question of what job prospects there are. If the labor market provides more and better paid jobs for school graduates, clearly there is more incentive to make sacrifices in order to keep children at school (Brown, 1991:54). If school leavers are virtually unable to be employed or if the type of education offered is viewed irrelevant to the society, the value of education comes in to question.

2.4.6. School Related Factors

- ***Language of Instruction***

Linguistic minorities suffer from relatively lower enrollments because they are often poor and because of language policies. Most countries are multilingual, either officially or in practice. Linguistic diversity reflects ethnic diversity and is often associated with high levels of illiteracy (World Bank, 1995). Language of instruction is a universal problem. When the language of instruction favors one group over another, children who speak a language other than the language of instruction confront a substantial barrier to learning. Not speaking the language of instruction has impact on the demand for schooling. In Morocco, for example, (Lockheed and Others, 1991:153), French, which is not an indigenous language and unofficial language of the government and was not the media of language, but widely spoken among the educated minorities, was introduced in the third grade as the media of language. The result was high student failure and drop out. As Salmi (1987) cited in Lockheed and Others (1991:153), indicated that the knowledge of French was the

single most important determinant of successfully completing primary school exam. So, distinction must be made between inadequate mastery of the language and inadequate mastery of the language of instruction.

In Ethiopia also according to World Bank (2005:133-135), the language group of households affects registration rates because education provided in a language other than the households primary language becomes either difficult or of low potential benefit. There is substantial difference across language groups, particularly in the rural areas.

- ***Flexibility in the Delivery of the Program***

The timing of school program is most important for the groups that have been disadvantaged rural children, girls and children in difficult circumstances (Anderson, 1992:22). This is because the timing of school schedule affects children's work. Hence, adjusting the school calendar to match the agricultural cycle increases the demand for schooling in the rural areas. Programs to offer education to children whose family depends on their work can either pay families to offset their economic losses or alter the timing of school so that classes do not conflict with children's work.

A study in Bangladesh indicated that girls and rural children enrollment increased and dropout rate decreased by adjusting the school opening time (Lockheed and others, 1991:165). During harvest classes were held in the early morning or late afternoon according to the preference of parents. The teacher, village residents and mothers were supervised by professional staff. This increased the demand highly for education among rural communities. According to Anderson (1992:24), in Dominican Republic too, classes were offered to working children late in the day, after their work was finished. In rural Bangladesh, parents decided on the school schedule for their children, thus ensuring that it did not conflict with daily chores or with planting and harvest season.

Literature reveals that in order to meet the need of the community, the school must consider the socio – economic activity of the society. This is possible by adjusting the school calendar when the parent needs the labor of the students. With regard to this Degarge (1998:128), also argues introducing flexible school schedule is important to mitigate the cost of school attendance and to reduce conflicts between domestic and field activity of children and tie schooling.

In many rural areas of Ethiopia the school calendar does not take in to account the need of rural children to help their parents in agricultural and other domestic activities. Wolday (1996), for example, pointed out that in rural areas enrollment of students is seasonal, and a number of students attending school significantly decline during harvesting season and increasing during the lean season.

- ***Distance from School***

Since schools are rapidly available and accessible in urban areas, urban children are more likely to enroll in school than rural children. Hence, distance from school is a critical factor whether or not to enroll school (Lockheed and Others, 1991:146).

Parents' decision about whether or not to send their children to primary school is very much influenced by the proximity of schools. The greater the distance between the child's home and a school, the less likely is that the parents will send the child. This is especially true for girls of all ages (Andeson, 1992:21). Even if children start to school, distance often makes them to decide dropout of the school. Hence, long distance to school suppresses the demand for education (Mulat, 1998:48) and it is the single most important factor of primary school enrollment in rural areas (Lockheed,and Others,1991:146).

One factor that affects school distance is the catchment area of the school. In rural areas where the population is scattered, school catchment areas tend to be large. A child aged 7 years residing in such an area without efficient means of transport may be considered too young to walk long distances. Such accessibility of school affects the child's schooling because of the age of the child. Hence, the existence of unavoidably large rural school catchment areas is one of the major causes for the low demand of schooling in the rural areas (Silanda, 1998:81).

In some African countries, children walk many miles for school every day. A report showed in Egypt (Brown, 1991:53), that 94% of boys and 72% of girls enrolled when there was a school with in one kilometer distance. When the distance rose to 2 Km, enrollment fell to 90% and 64% respectively for boys and for girls.

In Ethiopia also as Mulat and Zewdie (1996) mentioned in Mulat (1998:49), gross enrollment declined at primary school level from 29% for rural households with less than 1 Km distance from school to only 2% for those residing over 15 Km away. Furthermore, Zerihun (2007:68) disclosed that the influence of distance was a major factor affecting the demand for schooling, especially in the peripheral parts of the country.

In addition to this, World Bank pointed out that (World Bank, 2005: xxxix), about one in seven Ethiopian children cited the lack of school as the reason why they were not enrolled. A third rural children live at least 5 Km from the nearest primary school. As the study showed, an additional kilometer of distance from the nearest primary school reduces primary school registration rates by 2-3 percentage points up to a distance of 12-15 Km. Children of the primary school age group are not expected to walk long distances to get education. Therefore, schools need to be established within the proximity of residence to increase demand in rural areas.

2.4.7. The Benefit of Education

The benefit of education is one of the factors that affects the demand for schooling (Mbua, 2005:210). In most developing countries, the notion of education is oriented towards western values and not relevant to rural economies. Parental support to education should be seen in relation to the benefits accruing for the family and for the community in which the school is operating (Silanda, 1998:141).

It has been found out by Gould (1993:18) that, parents support their children's education if they perceive the expected returns from their children's education are valuable. Similarly, Seyoum (1999:124) also found that the primary motive for most of the parents to send their children to School was to get employment opportunity. Therefore, parents' expectation of employment opportunity or expected returns from education affects their attitude whether to enroll or not to enroll their children.

CHAPTER THREE

PRESENTATION AND ANALYSIS OF DATA

Under this chapter issues such as characteristics of respondents, utilization of school resources, assessment of the households' demand for schooling, and background of the children who are deprived of schooling opportunity are discussed. Furthermore, factors affecting the demand of households for primary schooling and factors contributing to dropout and schooling differences between sexes are presented in detail.

3.1. Characteristics of Respondents

The data collected for the study through interview, questionnaire and document analysis were tallied, tabulated and analyzed through both qualitative and quantitative research methods. The samples of the study include six primary school principals, 64 primary school teachers teaching from grades 1 to 4, 80 parents having no schooling children, 80 school-age children who are not currently enrolled, 48 parents whose children drop out of school, and 80 parents having schooling children.

Table 1: Respondents by Type and Sex

sex	Principals		Teachers		Household Heads						Non-Schooling children	
					Having no schooling children		Whose children drop out of school		Having schooling children			
	Fr	%	Fr	%	Fr.	%	Fr.	%	Fr.	%	Fr	%
Male	6	100	45	70	56	70	34	71	60	75	40	50
Female	0	0	19	30	24	30	14	29	20	25	40	50
Total	6	100	64	100	80	100	48	100	80	100	80	50

The fact that all school principals being males shows low participation of females in educational leadership, while the relatively higher number of female teachers could show the coming of females in to the profession.

Of the total household heads (208), 150 (72%) were males. Their relation to the total household was to be the head of the household, and the relation of the remaining 58(28%) females to the total household was to be the head of the household.

3.2. Utilization of School Resources

To know to what extent the existing resources were utilized in the sample schools, investigation was made with regard to Pupil-Teacher Ratio (PTR), Pupil-Section Ratio (PSR) and teachers' teaching load.

3.2.1. Pupil - Teacher - Ratio (PTR)

The most important resource in the school is a teacher. Due to this, the bulk of the budget allocated for education in Ethiopia goes to the salary of teachers (PHRD, 1996: V). Hence, there should be proper exploitation of the skill of a teacher.

Table 2: Pupil- Teacher Ratio /PTR) for Sample schools

Name of the school	Location (District)	Grades taught	Total No of Teachers in the school	Total No of students in the school	PTR
Chiri	Artuma-Fursi	1-6	7	320	45
Jara	Artuma-Fursi	1-8	11	483	44
Derensa	Artuma-Fursi	1-6	16	616	38
Alala	Jile-Tiuga	1-8	17	798	47
Betie	Jile-Timuga	1-8	20	1080	54
MutiFecha	Jile-Timuga	1-4	19	798	42
Average			90	4095	45.5

Pupil teacher ratio (PTR) is one of the common educational indicators of efficiency and quality. Except one school all schools were teaching

including the second cycle of primary education. Some teachers were teaching in both cycles. Hence, the PTR for each school was calculated by taking their total number of students and teachers. In all of the five schools except Betie, the Pupil- Teacher Ratio (PTR) is below the standard set by MOE for primary education (that is 50:1).

The average PTR for the six schools (2000E.C.) is 45.5:1 which indicates an adequate supply and relatively underutilization of teachers. When compared with the region's total PTR for rural primary schools (69:1 in 1998 E.C.), it indicates that there is low demand for education in the sample areas.

3.2.2. Pupil- Section - Ratio (PSR)

The average class size is a general measure of both access to and utilization of educational facilities (Silanda, 1988:88). It is used to assess the efficiency of education.

Table 3: Pupil- Section Ratio (PSR)

Name of the School	Approximate Distance from town (in km)	PSR
Chiri	5	42
Jara	9	55
Derensa	15	48
Alala	5	55
Betie	20	38
Muti - Fecha	25	46
Average		47.5

*The PSR was calculated by separating for first cycle (Grades 1-4) only.

All schools were teaching in double shifts. As a result, the PSR for much of the schools was moderately low. Only two schools (Jara and Allala) have PSR above the national standard set by MOE (50:1). When

compared with the region's average PSR for primary education (that is 68:1 in 1998 E.C), the PSR of the schools show low demand of the society for education.

In general, all schools have PSR below the national & the regional averages for primary education for 1998 E.C (that is 69:1 and 68:1 respectively) (MOE, 2007:20). This relatively indicates low demand for education & utilization of resources.

3.2.3. Teachers' Teaching Load

All the teachers teaching in the sample schools have different teaching loads per week for different reasons. First, it has been observed that the instructional media of grades 1-4 is self-contained classroom in oromifa language. There were some teachers in almost all schools who can not speak and teach in Oromifa language. As a result, they were teaching Amharic and English Subjects only. Hence, these teachers had small teaching loads per week. Secondly, since much of the schools offer education up to grade six or eight, some teachers were teaching beyond grade four which resulted in different teaching loads from those teachers teaching in a self contained class rooms. As a result, the average teaching load in each school is not a good indicator of the actual teaching load per a teacher.

However, the average figure indicate that large proportion of teachers (61%) have teaching load more than 25 periods per week which indicates effective utilization of teachers.

3.3. Assessment of the Status of the Household Demand for Primary schooling

Net Enrollment Rate (NER) is a good indicator of school participation. This is because it excludes the under and over aged children. However, due to lack of school-aged population data at the sample areas (peasant

associations) for the study period, NER was not analyzed. Instead, each school's enrollment growth rate was analyzed from principals' questionnaires in order to assess the demand for schooling in the study area. In addition to this, annual growth of new entrants to first grade and drop out rate at school levels for the last three years were analyzed to assess the status of the demand for schooling.

Table 4: Enrollment Growth Rates of Grades 1-4

Name of the school	1998 E.C			1999 E.C.			2000 E.C.		
	Male	Female	Total	Male	Female	Total	Male	Fem	Total
Chiri	-14.53	-13.59	-14.09	-9	-13.48	-11.11	50.54	63.6	56.54
Jara	104.47	86.11	96.10	-16.66	-5.97	-11.92	-1.42	15.07	6.39
Drens	20.35	19.28	19.86	10.44	-8.38	1.90	-0.45	32.67	13.06
Allala	3.35	24.34	13.05	23.82	19.93	21.84	-8.74	10.78	-9.76
Betie	-10.92	-6.53	-9.03	-5.78	-8.16	-6.83	9.09	10.47	9.69
MutiFec	46.97	23.35	35.67	8.22	32.09	18.60	17.83	23.05	20.36
Averag	25.01	22.16	23.57	1.84	2.67	2.25	11.14	22.16	16.65

Four schools showed high enrollment growth rate from 1997 E C. to 1998 E.C. especially one school, that is Jara, extremely showed high enrollment growth rate (96.10%). But three schools had relatively small enrolment growth rate in 1999 E.C. On the other hand, most of the schools (five schools) showed growth rate in 2000 E.C. Betie and Chiri schools experienced negative enrollment growth rates from 1997 E.C. to 1999 E.C. and positive growth rates in 2000 E.C. Contrary to them Allala, which experienced positive enrollment growth rate from 1997 E.C.-1999 E.C entered in to negative growth rate in 2000 E.C. The average enrollment growth rate for all schools indicate positive growth rate for all years with decreasing and fluctuating trend.

In general, from the table it is possible to see that with the exception of Muti-Fecha school, which had continuous increase of enrollment growth rate, the rest schools had experienced fluctuations in enrollment which could be the result of increasing and decreasing in the demand for schooling for the indicated periods in the area surveyed by each school. The reasons for the increasing and decreasing of the demand might be demographic changes in the number of school age population (due to birth, death and migration), and/or it might be due to economic and cultural factors.

To see the total percentage of girls' enrollment growth as compared to boys', table 5 is provided below.

Table 5: Girls as a percentage of total Enrollment

Name of the school	1997 E.C	1998 E.C	1999 E.C	2000 E.C
Chiri	46.81	47.08	45.83	47.90
Jara	46.75	44.37	47.36	51.23
Derensa	45.60	45.38	40.80	47.87
Allala	46.18	50.79	50.00	49.43
Betie	43.07	44.25	43.60	39.01
Muti-fecha	47.81	43.47	48.41	49.49
Average	46.03	45.8	46	47.48

In most of the schools the registration of students was male dominated. The average proportion of females is lower than males in their representation in enrollment in all of the surveyed years. The average Gender Parity Index (GPI) for the year 2000 E.C. was 0.98 which indicates under representation of girls in enrolment.

The actual number of students already enrolled to school is a partial indicator of the demand for schooling (CSAE, 1996). The number of new entrants to grade one in different years can better indicate the demand

for schooling of households. For this reason, the number of new entrants to grade one in each of the schools for four years is presented in table 6.

Table 6: Number of New Entrants to Grade One by sex

Name of the school	1997 E.C.			1998 E.C			1999 E.C.			2000E.C		
	M	F	T	M	F	T	M	F	T	M	F	T
Chiri	24	31	55	22	13	35	22	13	35	30	31	61
Jara	21	20	41	33	21	54	38	29	67	45	42	85
Derensa	48	42	90	60	50	110	64	55	119	68	63	131
Allala	52	49	101	75	72	147	105	100	205	125	126	251
Betie	194	185	379	118	102	220	99	86	185	179	120	299
MutiFecha	71	63	134	119	81	200	120	100	220	141	134	275
Total	410	390	800	427	339	766	448	383	831	586	516	1102

In four of the schools the number of new entrants increased from year to year. The growth was for both males and females. However, two schools, Chiri in Artuma-Fursi district, and Betie in Jile-Timuga district, experienced continuous decrease of new entrants in 1998 E.C. and 1999 E.C. with exception of slight improvement in 2000 E.C. As explained above, the reasons might be demographic changes in the population (high death rate and low birth rate) or shortage of economy to afford schooling. The total number of new entrants for all schools showed improvement except for the year 1998 E.C. Especially for the year 2000 E.C it Showed high enrollment of new entrants.

Demand for schooling can be also judged by the decision parents make regarding the already enrolled child. According to Ayalew (2005:17-18), dropout rate in Ethiopia did not show any improvement. As he found that between the years 1999/00 and 2003/04, dropout rate increased and also high at lower grades. It is also high for students from poor families, female students and female girls (Ayalew, 1997) & (Tadesse, 1974) both cited in Habtamu (2002:38), king and Hill (1993:7).

Table 7: Dropout Rates of students from Grades 1-4 by sex (%)

Name of the school	1997 E.C			1998 E.C.			1999 E.C.			2000 E.C		
	M	F	T	M	F	T	M	F	T	M	F	T
Chiri	9.40	13.59	11.36	6.00	8.98	7.40	7.69	11.68	9.52	3.64	4.76	4.13
Jara	4.87	5.55	5.19	0.59	0.74	0.68	0.71	3.17	18.7	1.44	2.06	1.75
Derensa	20.0	22.85	21.82	20.89	25.74	23.09	17.11	27.45	21.33	14.73	16.74	15.8
Allala	9.70	14.34	11.84	11.91	12.58	11.63	8.16	7.28	7.72	4.79	5.88	5.33
Betie	16.08	19.61	17.60	21.29	21.28	21.29	13.75	13.65	13.71	7.2	11.2	7.95
Muti Fecha	18.6	21.31	19.90	11.39	10.28	10.91	10.81	12.14	11.46	4.46	5.31	4.88
Average	13.1	16.2	14.65	12.01	13.26	12.63	9.7	12.56	11.13	6.07	7.65	6.86

Drop out rates for all sexes together and separately widely fluctuate from year to year for all schools with the exception of Allala which experienced slight decrease from year to year. One probable reason for the continuous decrease of drop out rate in Allala School might be its proximity to the town and the continuous supervision by the concerned bodies and the increasing of awareness among the society towards education might help to retain students in schools. It is also high for most of the schools especially for four schools (namely, Derensa, Allala, Betie & Muti-Fecha) which experienced more than 10% on the average for both sexes from 1997 E.C.-1999 E.C. However, in 2000 E.C. all of the schools showed improvement in drop out. The reason might be that since the data collected for the study was at the middle of the academic year, the total dropout data for the year was not collected.

The average dropout rate at the time of data collection for the year 2000 E.C including both sexes for all schools was 6.86% which is high compared with the region's average dropout rate (5.98%) for 1998 E.C for primary education. As discussed in section 3.6. in detail the reasons are economic, cultural and school related factors.

As it is obvious in developing countries and rural areas, girls' dropout rate is greater than boys' in the surveyed areas with exception of minor variation (in Allala in 1999 E.C. and in Muti-Feha in 1998 E.C. girls' dropout rate was slightly lower than males' dropout rate and in Betie in 1998 E.C. and 1999 E.C. equal dropout rate between girls and boys). This is also assured by 75% of teachers' response that girls were the dominant to drop out of school.

The high dropout rate of girls as compared to boys attributed to cultural factors, early marriage and high demand for girls labor at home. It also indicates that parent's preference of more years of schooling for their sons than daughters.

Table 8: Average Dropout Rates by Grade level

Name of the school	Grade 1	Grade2	Grade 3	Grade 4
Chiri	13.44	10.30	5.20	4.19
Jara	2.73	2.4	1.10	1.13
Derensa	22.21	22.12	17.1	135
Allala	10.67	11.97	7.24	6.59
Betie	16.34	13.74	19.10	11.43
Muti-Fella	17.25	15.21	13.00	11.00
Average	13.77	12.62	10.45	7.97

*The average drop out rate for each school was calculated by taking four years' data

It is well addressed by many people like Ayalew (2005:54), Habtamu (2002:36) and Brimer and Pauli (1971:54), that dropout is high for rural primary schools and lower grade levels. In the surveyed areas too, the average dropout rate including both sexes is high at the first grade level. It continuously decreases with increasing of grade level. This indicates that the more education the child gets, the more the chance for the child to survive in school.

Analysis of enrollment growth rate, number of new entrants and dropout rate indicate that there is low demand of the society for schooling in the study area. There was low and fluctuating enrollment growth rate, high and fluctuating dropout rate, and low and fluctuating number of new entrants. Drop out was also high for girls and lower grade levels with decreasing trend as grade level increases. The proportion of girls in all schools was also below that of boys.

3.4. Background of Non - Schooling Children

3.4.1. Family Socio-Economic Status

With regard to family socio- economic status, family economic and education background was assessed for the children who lacked access to schooling opportunity.

- ***Family Economic Background***

A study conducted on non-schooling children in 1960 between the ages of 6-14 indicated that the main cause for non-attendance of school was poverty (Birimer and Pauli, 1971:25). In Ethiopia also (Mulat, 1998:47), the demand for education and ability to get ones children enrolled in primary schools was found to have positive and significant associations with household wealth approximated by ownership of tin-roofed house.

To know whether occupation types create difference in the demand for schooling, household heads having schooling children and household heads having non-schooling children were asked if they trade certain items in times when there are no agricultural activities. Their response shows that 90% of household heads having no schooling children had their main occupation farming. Insignificant proportion of them were engaged in trading and both activities.

On the other had, 75% of the household heads of schooling children were engaged in farming. About 10% and 15% were engaged in trading and

mixed occupations respectively in addition to farming. This indicates that those who engaged in trading activity or in mixed activities (farming and trading) earn some amount of income to educate their children.

Table 9: Engagement in Occupations

	Occupations									
	Farming		Trading		Both		Cattle rearing		Total	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Parents of non schooling children	72	90	3	3.75	4	5	1	1.25	80	100
Parents of schooling children	60	75	8	10	12	15	0	0	80	100
Total	132	82.5	11	6.87	16	10	1	0.62	160	100

To know whether there is relationship between economic background of parents (as measured by occupations) and their consumption of education, the Chi squire (x^2) statistical tool was used. Hence, there is enough evidence to support the claim that economic background of parents(as measured by occupation types) has influence on the schooling of children, $x^2(3,n=160)= 8.34, p<.05$.

In general, although additional factors might have contributed for sending of their children to school, at this point it is possible to conclude that those household heads who accomplish mixed activities (trading in addition to farming) and trading activity alone have good income to educate their children. This shows positive relationship between family wealth and household demand for education as measured by types of occupations parents engaged.

An other economic measurement system used was the type of house parents have. Parents of having and not having schooling children were asked their house type.

Table 10: House types of Parents of Schooling and Non-Schooling Children

	House Types				Total	
	Tin - roofed		Thatch -roofed			
	Freq	%	Freq	%	Freq	%
Parents of non-schooling children	14	17.75	66	82.5	80	100
Parents of schooling children	49	61.25	31	38.75	80	100
Total	63	39.5	97	60.62	160	100

Majority of the household heads having no schooling children (82.5%) made their house from thatch roof. On the other hand, 61.25% of household heads having schooling children made their house from tin roof. This shows that household heads who are relatively in a better position in income and construct tin-roofed houses, have high demand for schooling compared with others. On the other hand, the relatively large and poor household heads (85.5%) who construct their houses from thatch roof have low demand for schooling because of their low income.

The chi-square (x^2) value (32.06) Degree of Freedom =1 at $\propto$ =.05 =3.84 support the claim that economic background of parents (as measured by house types) has impact on the enrollment of children. There is direct relationship between economic background of parents and their demand for schooling of their children. Hence, from this it is possible to conclude that, demand for schooling in the surveyed area is affected by income of households as measured by type of house. Children from low economic background are the most deprived of education.

- ***Parents' Education Background***

Studies indicate that the educational level of parents influence the demand for schooling of their children.

Table 11: Educational level of Household Heads

Educational Level of Parents	Parents of non-schooling children		Parents of Schooling Children		Total	
	Freq.	%	Fr	%	Fr	%
Illiterate	57	71.6	32	40	89	55.8
Can read & write	12	15	20	25	32	20
Above grade 1	11	13.4	28	25	39	24.2
Total	80	100	80	100	160	100

Table 11 shows that the educational level of parents is low, especially for parents of non-schooling children. The average figure of educational level for the household heads of non- schooling children indicate that 71.6% are illiterate (can not read and write), where as the figure for household heads of schooling-children is much lower (40%). On the other hand, household heads who do not have schooling children account 28.4% of the sample those who can read, write and attended formal school above grade one. On the other extreme, 60% of household heads of schooling children can read, write and attended formal school above grade one.

In general, the chi-square statistical value also shows that there is significant association between educational level of households and the demand for schooling of their children in the surveyed area, X^2 (2, n=160) = 16.42, P< .05. As it is proved in the research, those parents who are relatively attended school and read and write were in a better position to send their children to school than illiterate parents. Hence, children from illiterate parents were the most deprived of education.

3.4.2. Family Socio- Cultural Factors

Under socio-cultural factors issues such as usefulness of education and religion are discussed bellow.

As the response of the respective district's education office heads responded that, more than 99% of the population in the rural areas is Muslim. This is also witnessed by sample household heads and non-schooling children. Among the sample of non- schooling children & household heads of non-schooling children, 97% were Muslims; where as the figure for household heads of schooling children was 100%. Because of the almost absence of other religions in the surveyed area, it was not possible to compare the influence of different religious out looks on educational participation.

Researches indicate that religious education is preferred by families to secular education in Islam Arab countries. For example, as to King and Hill (1993), even though many of the Arab countries secularized their education, for instance Egypt and Turkey, yet in many of these countries the emergence of religious fundamentalism and growing dependence on *Sheria* or Muslim law, have been associated with flourishing of Islamic studies with in the secular curriculum. Based on this fact, Muslim parents were asked questions related to the schooling preference for their children.

Table 12: Comparison of Muslim Parents Having and Not-Having Schooling Children for their Preference of School

	School Type					
	Gov't		Koran		Total	
	Freq	%	Freq	%	Fr.	%
Muslim Parents of non-schooling Children	36	45	44	55	80	100
Muslim Parents of schooling-Children	30	37.5	50	62.5	80	100
Total	66	41.5	94	58.75	160	100

From table 12 we understand that the influence of religious (koranic) education is the dominant to modern education in the study area. Its influence is even slightly higher for those who decided to enroll their children to government schools than household heads having no schooling children. The average figure for both household groups indicates that 58.75% of parents prefer Koranic schools for their children. Hence, in the study area parents show preference of religious education than modern education.

On the other hand, household heads of schooling children were asked types of schooling their children attended before enrolling to formal primary school and additional schools in which they were attending along with formal schools. Based on these questions 67% and 61% of households replied that their children attended and were attending Koranic schools before primary schooling and additionally with primary schooling respectively.

Hence, it vividly tells us that the population of the study area is more conservative for their religion and they hesitate whether government schools make their children a 'good citizen'; and the population value religious education more than secular education. The average school preference of Muslim household heads also shows that most of the population in the study area prefers religious education than government school.

Household heads of schooling children were asked an other question "Do you think education is useful?" recommended by 'yes' and 'No' answers. There was a marked difference in their response to the question.

Table 13: Comparison of Schooling and Non - Schooling Children Parents in their Understanding of the value of Education

Parents	Do you think education is useful?					
	Yes		No		Total	
	Freq	%	Freq	%	Freq	%
Parents of Non-Schooling Children	58	72.5	22	27.5	80	100
Parents of schooling children	78	97	2	3	80	100
Total	136	84.75	24	15.25	160	100

From their response we can see that majority of the household heads of schooling children (97%) believe that education is useful. This indicates the household heads have a good awareness about the usefulness of education and as a result they enrolled their children to school. On the contrary, a relatively large number of household heads of non-schooling children (27.5%) replied that education is not useful. This shows their low level of awareness about the usefulness of modern education and as a result of this they did not enroll their children to schools. For this group of people Koranic (religious) education might have big role than modern education. The chi-square value (19.60) also at Degree of Freedom=1 and α=.05=3.84 indicates that there is enough evidence to support the claim that parent's perception about the usefulness of education has impact on the schooling of children.

In general, from the foregoing discussion we can infer that the demand for schooling in the study area is affected by religious factors and the low attitude of the society towards modern schooling. Especially, children from household head groups who give low value to modern education are the one deprived of education.

3.4.3. Gender

In section 3.3 it is identified that girls' enrollment and drop out rates as compared to boys are the lowest and the highest respectively. A look at the proportion of girls to boys also shows similar situation.

Table 14: Percentage of Women Students to the Sample Students

Name of the school	F	M	Total	% of Female to the total
Chiri	126	137	263	47.9
Jara	145	138	283	51.23
Derensa	203	221	424	47.87
Allala	306	313	61	49.43
Betie	348	444	792	43.93
Muti-Fecha	395	403	798	49.49
Average	253.8	276	529.8	47.90

As can be observed from the table with exception of Jara School, in all of the schools the population of female students to the total students is below half. The average figure of proportion of female students to the total is 47.9%. Even though the figure is approaching that of males, still it indicates the under representation of females in schooling. This fact is also supported by principals' response that females are the most deprived of education.

3.5. Factors Affecting the Demand of Households for Primary Schooling

It is difficult to narrate all the factors affecting demand for schooling in the rural areas. This is because demand for schooling is affected by a number of complicated and mixed factors. In this study, an attempt has been made to point out only some of the most important economic, cultural and school related issues that affect the demand for schooling in the study area.

3.5.1. School Related Factors

- ***Language of Instruction***

Ethnicity (language group) was not treated under this study. This is because almost more than 95% of the population in each district and in the selected sample areas was Oromo. The rest 5% were Amhara people who have their own schools in Amharic instruction.

- ***Time Schedule of the School***

According to the response of principals all schools were teaching in double shifts. The duration of shit I is from 8:00 am - 12:15 am for about 4 hours and 15 minutes. The duration of shift II is from 12:30 am - 4:45 pm. concerning the duration and time schedule of the school, principals were asked whether parents have any complaint. All School principals (100%) replied that there was no any compliant from parents with regard to the duration and timing of the schools.

Parents of schooling and drop out children were also asked whether they have any complain with regard to the timing and duration of the school. Majority of them support shift system working conditions of the schools.

Table 15: Parents of Schooling and Drop out Children Response with Regard to Timing and Duration of the School Schedule

Parents interest to the timing of the school	Parents of drop out children		Parents of schooling children		Average	
	Freq.	%	Freq.	%	Fr.	%
Morning	13	27	34	42	28	34.5
Afternoon	14	30	7	9	15	18.75
At any time	21	43	39	49	37	46
Total	48	100	80	100	80	100

The average majority of the respondents (46%) indicated that they prefer any time (any shift) of the timing of the school schedule for their children's schooling. On the other hand, 34.5% of the average respondents for both groups of household heads preferred the morning shift for their children's schooling and the remaining 19.5% selected the afternoon shift.

Concerning the duration of the timing of the schools' programs, both groups of household heads did not give any comment. Therefore, time schedule of the schools' (shift system) was preferred by majority of the respondents, even if relatively small percentage of household heads preferred the morning shift.

- ***Distance from School***

To know the influence of distance of residence from the school on the demand of schooling, the time taken to reach the nearest primary school was asked for household heads of non- schooling and schooling children.

Table 16: Time taken to reach the Nearest Primary School

Time Taken to reach the nearest primary school	Parents of Non-schooling children		Parents Having schooling children	
	Freq.	%	Freq.	%
Les than half an hour	15	18.75	29	36
Half to one hour	26	32.5	22	28
One to one & half an hour	18	20	18	22
One & half to two hour	21	25.25	11	14
Total	80	100	80	100

As can be observed from table 16, majority of the students (36%) reside at a distance of less than half an hour time travel to reach the school. As the time travel increases, the number of schooling-children decreases. On the other hand, the percentage of non- schooling children residing

less than half an hour time travel is minimum (18.75%) as compared with the percentage of schooling children residing in the same time travel.

This shows that majority of the local household heads who live less than half hour time travel from the nearest primary school enrolled their children to school. On the other hand, majority of the local household heads who live with a distance of more than half an hour time travel did not enroll their children to school. With regard to distance, MOE (1995:18,) stated that the national average distance between home and school for primary school is 3 kilometer.

A distance of more than one hour (two hours in double trips) is naturally difficult for children, especially for girls because of fear of abduction and other factors. The Pearson product moment correlation coefficient (r) also shows that there is high Positive relationship between distance of the school and the number of non- schooling children. On the other hand, there is high negative relationship between distance of the school & the number of schooling children.

Hence, the percentage of non- schooling children increases as the time travel from school increases and the percentage of students attending school decreases. This indicates that distance as a factor of school enrollment affects the demand for schooling in the study area.

- ***Availability of Resources***

It is clear that the availability of teachers and teaching-learning materials are most important to carry out the teaching-learning process in the school. As Silanda (1988:93), the provision and utilization of teachers as measured by Pupil-Teacher-Ratio (PTR) and educational qualification form useful indicator to assess the demand for schooling.

In the surveyed schools the collected data from principals and teachers indicate that all teachers have the required qualification (+1 or 10+1) for

first cycle primary education. Furthermore, as can be seen from table 2, the average PTR for the surveyed schools is 45.5:1 which indicates an adequate supply of teachers.

Four of the six principals replied that text-book student ratio is 1:2, while two of the six principals replied the ratio as 1:1. This indicates shortage of text books in most of the schools which might have its own impact on the demand of schooling in the study area.

- ***Availability of School Facilities***

Availability of school facilities may affect the demand for schooling. In areas where there is shortage of school facilities like chairs, parents may not send their children to schools (World Bank, 1995:116). In this regard principals were asked whether there are enough school facilities such as chairs, latrine, and class rooms. According to their response all the schools have latrine and enough amount of chairs. Furthermore, from table 3 it is clear that the average number of students per class for the surveyed schools is 47.7 which indicates enough space (classroom). In general, all the above shows the adequate availability of school facilities in the study area.

3.5.2. Economic Factors

- ***Child Labor***

Principals and teachers were asked whether all school aged children (7-14 years) in the school locality are enrolled or not. As 75% of principals and teachers replied that all school aged children in the school locality were not enrolled. They were also asked to rank for the reasons that are thought to affect school enrollment of boys and girls separately.

Table 17: Principals and Teachers Average Rank order for the Factors that affect Parents not to send their Boys and Girls to Schools

Factors	Principals' average Rank order for		Teachers' average rank order for		Principals' and Teachers' rank Difference (D)			
	Boys (A)	Girls (B)	Boys (C)	Girls (D)	Boys		Girls	
					D= A-C	D^2	D= B-D	D^2
Poverty	4.25	4	2.9	4.3	1.35	1.82	-0.3	0.09
Inability to pay school expenses	5.66	6	6.9	7.09	-1.24	1.53	-1.09	1.04
Education devalues culture	5.0	6.4	5.5	3.6	-0.5	0.25	2.8	7.84
Lack of knowledge of the value of education	2.5	3.75	1.8	4.33	0.7	0.49	-0.58	0.33
Lack of role model	3.6	4.8	4.4	4.25	-0.8	0.64	0.55	0.3
Child labor	1.75	2.25	3.0	5.2	-1.25	1.56	-2.95	8.7
Long distance to school	6.6	5.6	5.0	4.88	1.6	2.56	0.72	0.51
Lack of employment opportunity	8.4	7.6	6.45	8.62	1.95	3.8	-1.02	1.04
Disinterest in the language of instruction	9	8.4	7.09	7.54	1.91	3.64	0.86	0.73
Early marriage	8	3.75	8.8	3.3	-0.8	0.64	0.45	0.20
						16.93		20.75
						$\sum D^2=$		

Spearman rho (ρ) for boys = $1 - \frac{6\sum D^2}{N^3 - N} = 1 - \frac{6X16.93}{10^3-10} = 0.89$

The rank correlation between principals and teachers indicates that there is high positive agreement (0.89) in their response for the factors affecting parents not to send their sons to schools. Hence, lack of knowledge of the value of education, child labor, poverty and lack of role

model are the main four factors ranked by principals and teachers for parents not to send their sons to school.

Like for boys, the spearman rho (ρ) rank correlation coefficient for girls (0.87) indicates that there is high positive relation between the rank order of principals and teachers concerning the factors of non-enrollment of girls to schools. Therefore, early marriage, child labor, lack of knowledge of the value of education, poverty and lack of role model were the five major reasons answered by principals and teachers for parents not to send their daughters to schools in the surveyed area.

However, child labor of girls, which is chosen at the first rank by principals, is chosen at the seventh rank by teachers. This indicates there is no agreement between principals and teachers on girls' child labor.

Household heads of non-schooling children were also asked open-ended question as to why they did not enroll their children to school.

Table 18: Parents of Non-schooling Children Response not to Enroll their Children in School

Reasons	Freq.	%
Poverty	33	41.8
Child labor	14	17.54
Lake of knowledge of the value of Education	12	15.1
Long distance of the school	7	8.45
Lack of role model	3	3.63
Early marriage	3	3.65
Education conflicts with religion	3	3.63
The children do not like education	3	3.63
Migration of children to Arab countries	2	2.57
Total	80	100

As can be observed from table 18, the household heads of non-schooling children response also partially corresponds with the principals and teachers response. The top four factors responded by parents not to send their children to school are poverty, child labor, lack of knowledge of the value of education and long distance to school. The first three factors are also selected by principals and teachers too. Here, the exception given as a priority problem in the fourth rank by parents is long distance to school which is ranked as medium by principals and teachers.

Households of schooling children were also asked a question, "How often do you need the help of your child?" 90% of the respondents responded "sometimes" and the remaining 10% said "always". Parents were also asked "in which months do you need the help of your child?"

Table 19: Months Parents of Schooling Children need their Child Labor

Months	Frequency	%
September	11	14
October	10	12
November	17	21
December	9	11
March	2	3
April	9	11
May	2	2
July	10	12
August	8	10
At any time	2	3
Total	80	100

November, September, October, December and April are the critical months parents need their children's labor. This is because these

months are harvesting months in which the labor of the household is intensively occupied by agricultural work. April is a fourth month in their response that they need their child labor. This month is a farming month parents highly need their child labor.

Further, household heads of schooling children were asked to give rank for the jobs their children perform after and before school. Child labor is still the dominant even for students before and after school..

Table 20: Parents Average Rank order for the Jobs their Children perform Before and After School

Jobs	Average rank order
Going to and from school	3.72
Agriculture	3.24
Cattle herding	2. 39
Collecting fire wood	4.22
Studying	3.79
Cooking food	4.35
Fetching water	4.42
Trading	6.6
Cleaning House	6.46
Taking Care of children	6.33

Cattle keeping and agriculture which are branches of agricultural activities ranked first and second which consume students' time. Going to and from school and studying stood at the third and fourth rank which consume students' time. Hence, the need for child labor is ranked top by household heads that their children perform before and after school.

According to the response of principals, teachers, and household heads of non - schooling children, child labor is the second most important factor for parents not to send their children to schools. This is also even supported by household heads having schooling children, that their children before and after school spend most of their time on agricultural activities. Hence, child labor is one of the factors that affect the demand of households for schooling of their children in the study area.

- ***Direct Cost of Schooling***

In section 3.4.1. We have seen that children from low economic background are the most deprived of schooling in the research area.

All the principals replied that parents do not pay fee for school registration. The school fee was abolished since 1987 E.C. According to the 75% of principals' response, since the abolishing of school fee enrolment increased. The rest 25% of principals replied that there is no difference in enrollment before and after abolishing of school fee. Principals were also asked, "Is there any contribution parents are asked? All the principals replied that there is no any contribution parents or students are asked. However, when they were asked about their school income, all of the principals replied that one of their income was being generated from community contribution. This clearly indicates parents indirectly pay for their child's schooling.

Parents of schooling children were also asked a question "Is there any payment or contribution you are asked by the school?" 87% of the respondents replied 'yes'. There was 10 Eth. *Birr* payments per year that every parent was being asked for the salary of the school guard. An other question that they were asked "Are you voluntary to support school?" 80% were volunteers, whereas the remaining 20% were not because of economic problem. Even among the 80% volunteers, majorities were not willing to support school in cash because of lack of money.

Even among the volunteer parents of schooling children, there was wide difference in their will to support school in cash. While only 20% were willing to support schools in cash, about 50% of the volunteers were willing to support through labor. This indicates most parents either do not have money to pay or they might consider the payment as heavy added with the forgone labor contribution. This is also proved by Mulat (1998: 64) that a small charge of students has always resulted in large number of dropouts in rural areas of Ethiopia.

To sum up, household heads of schooling children pay 10 Eth. *Birr* per year for school guard salary and one of the schools' income is community contribution. Parents of schooling children were willing to support school through labor rather than cash. All these indicate household heads of schooling children directly or indirectly pay to the schools. The direct school payment and the indirect contribution might have effect on the demand for schooling for both schooling and non-schooling parents.

3.5.3. Cultural Factors

Under cultural factors religion and employment opportunity are discussed.

- ***Religion***

To know whether the religion of the society has impact on their demand for primary schooling, a question for household heads of non-schooling children and for non – schooling children themselves was presented. In their response 53% of parents 43% non- schooling children supported koranic schools, where as the rest 47% of parents and 57% of non-schooling children did government school. This indicates if conditions permit almost half of the parents of non- schooling children and non-schooling children themselves prefer to enroll and attend learning in Koran (religions) schools.

On the other hand, to see the magnitude of the influence of religion on their demand for schooling, different questions were raised for parents of schooling children. Majority of them (67%) responded that their children attended Koran education before enrolling in government school and the rest 33% responded none. On the other hand, 61% of parents of schooling children responded that their children were attending Koran school in addition to government school. Contrary to the parents of non-schooling children large number of respondents (72%) preferred koranic school for their children. This indicates if there were schools with koranic curriculum, the 72% of household heads of schooling children would have enrolled their children to koranic schools. But because of absence of these schools, they were forced to enroll their children in government schools.

One of the reasons for parents of non- schooling children not to send their children to school is the conflict of education with religion (See table 17). Even though it is given less percentage (3.3%), it is one of the factors that affect their demand for schooling of their children.

From the discussion we can conclude that, religion is one of the most important constraints that affect the demand for schooling in the study area. This is because the curriculum of modern education does not include the culture and religion of the society. As a result, as Tekeste (1996:11) explained, it ignored their culture and in turn it gains little respect from the population of the study area.

- ***Employment Opportunity***

To know parents' expectations from education of their Child, three questions were forwarded for parents of drop out and schooling children. Parents of drop out children were asked a question, "What benefits do you expect when you enroll your child to school?" As might be expected, economic return was the expectation of most of the household heads. According to the majority of the respondents employment opportunity after completing education was their major reason to enroll their children to school.

Table 21: The Benefits Parents of Drop Out Children Expect in Enrolling their Children in School

What benefits have you expected when you enroll your child in school?	Freq	%
Employment opportunity	23	48
To be able to read & write	12	25
To know the world	1	2
To be a good person	12	25
Total	48	100

According to USAID report (1994) mentioned in Mulat (1998:46) in rural Ethiopia both fathers and mothers agreed that securing employment (economic incentives) was the single most important reason for sending their children to school. In the finding of this study too, table 21 clearly shows that the major reason for parents of drop out children (48%) to enroll their children to school was to get employment opportunity after completing education.

A question was also forwarded for parents of schooling children "what benefits do you expect from schooling of your children?" Like parents of drop out children, the major reason for majority of the household heads of schooling children to sending their children to school was to get employment opportunity.

Table 22: Reasons for Parents of Schooling Children for Sending their Children to School

The benefits Parents of schooling children expect from schooling of their children	Fr.	%
Employment opportunity	42	52.5
To be able to read and write	8	10
To know about the world	5	6.25
To be a good person	25	31.25
Total	80	100

As can be seen from the above table, more than half of (52.5%) the respondents of household heads of schooling children replied that economic return (employment opportunity after completing education) was their main reason for sending their children to school.

Hence, economic return (employment opportunity after completing education) affects the demand of households for schooling their children. This is because households enroll and send their children to school if the expected return is economically valuable to them.

3.5.4. Lack of Role Model

As discussed in section 3.5.2. Principals and teachers were asked to give rank for the different factors that affect parents not to send their children to school. Lack of role model stood at the fourth constraint for boys and the fifth constraint for girls. As discussed with some parents and teachers and observed by the researcher, there is lack of educated people from the locality of the study area. Most of the teachers and principals are Christians and from Oromia region. Because of lack of educated role model from the locality area, parents still do not have clear vision about the benefit of education.

3.6. Factors Contributing to Drop Out

According to Brimer and Pauli (1971:15) drop out is defined as "Pupil who leaves school before the end of the final year of the educational stage in which he is enrolled". Under table 7 it is mentioned that dropout rate widely fluctuates from year to year in the surveyed schools. It is also high for lower grade levels and decreases with increasing of grade level.

Teachers and principals were asked the months of the year students mostly drop out from school. They gave different answers for the question.

Table 23: Response of Principals and Teachers with regard to Months Students mostly Drop out from School

Months	Principals' Response		Teachers' Response	
	Freq.	%	Freq.	%
October	0	0	5	7.8
November	1	16.6	9	14.06
December	2	33.3	14	21.87
January	2	33.3	15	23.43
February	1	16.6	6	3.12
March	0	0	2	6
April	0	0	4	14
May	0	0	9	10
Total	6	100	64	100

January, December and November are indicated by majority of principals and teachers as the main months students mostly drop out from schools. These months are harvesting months in the surveyed area. As a result, parents are highly in need of their children's labor which resulted in drop out of large number of students from school. Relatively small number of teachers also indicated that April, May, October, March and February are the main months students mostly to drop out from schools. April, May and March are in the spring season in the study area which cause for the drop out of students.

Principals and teachers were asked to give ranks for the reasons that are the probable factors of student drop out separately for boys and girls.

Table 24: Average Rank of Order of Principals and Teachers for the Factors that lead to Male and Female Students Drop out

Reasons	Principals' average rank order for		Teachers' average rank order for		Principals' and Teachers' average rank Difference(D)	
	Boys (A)	Girls (B)	Boys (C)	Girls (D)	Boys $(A-C)^2$	Girls $(B-D)^2$
Poverty	3.6	4.25	2.75	4.68	0.72	0.02
Inability to pay school expenses	7.25	5.25	5.61	6.07	2.68	0.67
Education devalues culture	6.5	5.0	5.36	5.14	1.29	0.01
Lack of knowledge of the value of education	5.0	3.0	2.81	4.75	4.7	3.06
Lack of role model	3.0	3.33	4.3	5.41	1.69	1.44
Child labor	3.0	3.66	2.83	3.7	0,02	0.0016
Long distance from school	5.5	6.0	5.6	5.75	0.11	0.06
Lack of employment opportunity	7.6	6.75	7.28	8.36	0.10	2.59
Disinterest in the language of instruction	7.0	8.3	7.22	8.81	0.51	0.26
Early marriage	7.0	5.12	7.22	3.0	0.04	4.49
				$\Sigma D^2 =$	11.86	12.60

Spear man rho (P) = $1 - \frac{6\Sigma D^2}{N^3 - N} = 1 - \frac{6X11.86}{10^3 - 10} = 0.92$

The spearman rho (P) rank correlation coefficient between principals' and teachers' response for boys (0.92) indicates that there is high positive relationships in their answers concerning the factors of drop out for

boys. Hence, child labor, poverty, lack of role model and lack of knowledge of the value of education are the four main factors for the drop out of boys from schools.

Like for boys the spearman rho (P) rank correlation coefficient between principals' and teachers' response (0.92) indicates there is high positive relationship in their answers concerning the factors for female students to drop out from schools. As a result, the above four factors for the drop out of boys, i.e. child labor, lack of knowledge of the value of education, poverty and lack of role model are also the main four reasons for female students to drop out from schools.

To get additional information on the problem, principals were asked the reasons for the dropout of students. In addition to the above factors, they suggested migration of students to Arab countries and preference of Koran schools as major obstacles for students to continue their education.

To know whether education and economic background of parents of drop out students have impact, comparison was made between household heads of schooling and drop out children.

Table 25: Comparison of Economic and Education Background of Parents of schooling and Drop out Children

	House Type							Education Background								
	Tin-Roofed		Thatch roofed		Total			Illiterate		Read and write		Above grade 1		Total		
	Fr	%	Fr	%	Fr	%		Fr	%	Fr	%	Fr	%	Fr	%	
Parents of schooling children	49	61	31	39	80	100	Df= 1 ∝=.05	34	42	20	25	26	33	80	100	Df=2 ∝ at .05 =5,99
Parents of drop out children	13	27	35	73	48	100	X^2= 14.00	30	62	9	19	9	19	48	100	X^2= 10.46
Total	62	44	66	56	128	100		64	52	29	22	35	26	128	100	

Table 25 clearly shows education and economic background of parents made a difference on children's schooling. Where as the 61% of household heads of schooling children's house made from tin-roof, the figure for household heads of drop out children is 27%. Hence, even if the measurement used is weak indicator to measure their economic background, it suggests that children from lower economic background were more vulnerable to dropout than children from better off economic background. The chi-square value also shows significant association between household economy and dropout of Children from schools.

Like economy, education background of parents also makes difference on children's schooling. Large number of household heads of drop out children (62%) were illiterate (can not read and write). This indicates they were not educated and had no awareness about the value of education. The figure for household heads of schooling children is 42% which is lower than household heads of drop out children. This shows most of the household heads of schooling children have the ability to read and write and attended formal school which created a good awareness for them about the value of education. From the chi-square table it is also possible to conclude that children from lower education background of parents are more likely to dropout from schools than children from better off education background, X^2, (2, n=128)=10.46, p<.05. Hence, education background of parents is one of the factors for the dropout of students. Children from families of low education background are the most affected to the problem in the surveyed area.

Parents of drop out children were also asked open ended question about the reasons for the dropout of their children from school.

Table 26: Reasons of Parents for the Drop out of their Children from School

Reasons	Fr	%
Poverty	16	33.3
Child labor	8	16.66
Lack of awareness about the value of education	7	14.58
Lack of interest on the behalf of students	8	16.66
Expensiveness of education materials	2	4.16
Household works	2	4.16
Early marriage	2	4.16
Long distance from school	2	4.16
Long distance to secondary school	1	2
Total	48	100

According to their response, poverty (33.3%), child labor (16.66%), lack of interest on the behalf of students (16.66%) and lack of awareness about the value of education were the main four factors for students to drop out from schools.

In general, child labor, poverty, lack of role model, lack of knowledge of the value of education, migration to Arab countries, early marriage and low economic and educational background of parents were the main factors for the drop out of students.

3.7. Factors Contributing for the Difference in Schooling Between Sexes

To know parents' decision the child of which sex to send school, and the factors that contribute for the difference in schooling between sexes, several questions related to child labor and expected returns of education

were raised to principals, teachers and the three household head groups of non-schooling, drop out and schooling children.

Principals and teachers were asked about which child of sex mostly to dropout from school. According to the 75% of principals and teachers response females were the dominant to drop out from school most of the time. This is also supported by table nine that in the entire surveyed schools drop out rate of females is greater than males. In table seven we have also seen that females were under represented in enrollment as compared to boys. Teachers also responded that females were mostly absent from school and come to school late as compared to males.

According to the response of household heads of non-schooling and schooling children, the factors that contribute for the under representation in enrollment and drop out of girls from schools are grouped in to child labor, expected returns from schooling and cultural factors.

3.7.1. Labor Contribution of Children by Sex

Since parents frequently mentioned the need for child labor as the major reason not to send their children to school, parents were asked which child of sex mostly useful to them.

Most of the household heads (39%) have replied that the labor contribution of boys is greater than the labor contribution of females. Equally with this, 39% of the household heads replied that there is equal contribution of labor from both females and boys. Boys mostly fit for agricultural activities and the response of household heads in valuing the labor contribution of boys more than females seems to correspond with farming and cattle keeping activities.

However, on table 14, it has been pointed out by principals and teachers that the need for child labor next to early marriage was the most

important factor for the non-enrollment of girls. On table 25 it is also mentioned that the need for child labor is the main reason for the drop out of girls from schools. As it is also observed for non- schooling girls and boys in the study area by the researcher, girls were more burdened by different tasks than boys. Girls have reported of doing many tasks such as cleaning house, caring children, fetching water, preparing food, collecting fuel wood, etc. On the other hand, boys were reported of to perform few activities: farming and cattle keeping. In this regard a study conducted by Befekadu (1998:60) in rural primary schools of Oromia region also proved that child labor (to work to the household, to work on the farm, and to earn money) was one of the factors affecting girls' education.

In addition, they were asked an other question, "If conditions permit, which child of sex you send to school?" In response to the question, 42% replied that they will send male child, 5% responded that they will send all sexes, 5% replied that they will not send any of them and only 3% will send female child to school.

Hence, from principals' and teachers' response and the number of tasks girls performing we can understand that girls' labor contribution is more useful than boys' contribution.

3.7.2. Expected Returns from Schooling

To know parents' expectations from their male and female children's schooling, different questions were forwarded for household heads of schooling children. They believe that educating female brings low return as compared to the return obtained from the education of male children.

Table 27: Parents of Schooling Children Expectations from their Female and Male Schooling Children

	Male		Female		No Difference		Total		
	Fr.	%	Fr.	%	Fr.	%	Fr	%	
1. Who do you think will be employed first after Completing education?	29	36	20	25	31	39	80	100	DF=2 ∝at.05= 5.99 X^2=2.56
2. In the job employment opportunity Who do you think gets more salary?	35	44	10	12	35	44	80	100	DF=2, ∝at.05= 5.99 X^2=16.27

From table 27 of the first question we see that household heads relatively perceive lower employment opportunity for females (25%), than males (36%). However, the statistical value of chi-square (2.56) at Degree of Freedom = 2 and ∝=.05=5.99 indicated that there is no evidence to support the assumption that parents perccive low employment opportunity for females. This supports that parents in the study area expect equal benefit from both male and female schooling child.

From the same table of question two we clearly see that parents expect more salary from males (44%) as opposed to low salary from females (12%). Intact, large number of respondents (44%) also responded that there is no difference in terms of salary amount between educated males and females. However, the large difference in the parents' expectation from their educated female and male salary implies that, parents' demand for their female children's education is low because of the low return they expect from them. The chi Square statistical value (16.27) Degree of Freedom =2 at ∝ =.05=5.99 also indicates that parents expect more salary from their educated male children than educated females.

Parents were also asked to whom the benefits of the education of girls mostly go to. Majority responded that the benefit goes to the educated girl herself.

Table 28: Parents of Schooling Children Perception to Whom the Benefit of Girls' Education goes to

The benefit of education of Girls mostly goes to	Fr.	%
The educated girl herself	26	33
Her self and her husband	18	23
Her parents	14	18
The society	9	11
Equal to her parents and her husbands' parents	9	11
Her husband's parents only	4	5
Total	80	100

Majority of the respondents believe that the benefit of education of girls goes to the educated girl herself (33%) and 23% of the respondents also consider that the benefit mostly goes to her self and her husband. Unfortunately, few number of respondents replied that the benefit of education of girls goes to her parents (18%) and to the society (11%). This fact addresses that parents' expectation from their girl's education is low as compared with their expectation from boys. In this regard, World Bank (2005:133) also mentioned that in Ethiopia parents expect higher benefit of education for boys than girls. Hence, this leads to low demand of parents for their girls' education in the study area.

3.7.3. Cultural Factors

Household heads of non- schooling children were asked which sex of a teacher they choose for their daughter if they enroll them to school. Majority of them (44%) preferred female teachers for their daughters.

Table 29: Parents of Non- Schooling Children Preference of Sex of a Teacher for their Daughters

Sex of a teacher	Parents preference		
	Freq.	%	
Male	15	19	Df=2
Female	35	44	∝at.05= 5.99
Any of them	30	37	X^2=8.7
Total	80	100	

Majority (44%) of the household heads of non- schooling children preferred female teachers for their daughters if they enroll their daughters to school. On the other hand, relatively large number of household heads (37%) also preferred any of the sexes of a teacher for their daughters if they enroll them to school. The chi square value (8.7) also supports parents' preference of female teachers for their daughters. However, in the surveyed schools the percentage of female teachers was small (30%), where as majority of the household heads preferred female teachers for their daughters if they enroll them. There is imbalance between the availability of female teachers and parents' demand of female teachers for their daughters. This affects the demand of parents for schooling of their daughters.

To know the feeling of parents about the learning of girls with boys in one class, a question was presented for household heads of non-schooling children. However, majority of the respondents accepted the learning of girls with boys together in one class.

Majority of the household heads of non- schooling children (50%) responded that the learning of girls with boys in one class is good. 22% also replied that they do not feel any thing whether girls learn together with boys or not. In general, this shows currently there is awareness of gender equality in the study area. This is because majority of the

respondents accepted the learning of girls with boys in one class. But a relatively small number (28%) of the respondents do not accepted the learning of girls with boys in one class. Hence, girls from such families are deprived of schooling because of their parents' negative attitude towards the learning of girls with boys in one class.

On the other hand, 50% of the household heads of non- schooling children believe that education for females is not necessary. They responded that since a female marries and go to her husband's family, educating her is waste of money. Others also believe that whether a female educated or not, she does not bring change to development because the total family in the household is headed by a man. Concerning this Befekadu (1998:64) in rural primary schools of Oromia region identified that socio-cultural factors were the major barriers to promote girls' education in Muslim areas than the Christian areas of the region. Muslim parents were not willing to send their daughters to schools.

To sum up, in the study area the preference of sex of a teacher by household heads of non- schooling children negatively affected their demand for schooling of their daughters. Few girls from parents who resist the learning of girls with boys in one class also affected their demand for schooling. About half of the parents of non-schooling children believe that education for females is not necessary. Hence, their demand for schooling of their daughters is affected by their traditional attitude.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1. Summary

The main objective of the study was to identify the major economic, social and school related factors that affect the demand for primary schooling in Oromia Zone of Amhara Region.

In order to achieve the objective of the study ,questions were raised and discussed regarding utilization of school resources such as teachers, classrooms, the background of the children who are deprived of schooling opportunity, and major economic, cultural and school related factors affecting the demand for schooling. Issues such as factors contributing to drop out and schooling differences between sexes were also discussed.

The study was conducted in six primary schools and six peasant associations that use these schools. The respondents of the study were six primary school principals, 64 teachers teaching from grades 1-4, 80 household heads of non-schooling children, 80 non- schooling children, 48 household heads of drop out children and 80 household heads of schooling children.

The method used for the study was descriptive survey method. The samples for the study were selected based on purposive, systematic random sampling and accidental sampling techniques accordingly.

Both primary and secondary data were used for the study. Primary data were obtained from district education offices, school principals, teachers, household heads and non-schooling children. Secondary data were obtained from MOE and Amhara Education Bureau yearly statistical reports.

Interview, questionnaire, document analysis and focus group discussion were data gathering tools of the study. The questions included both close and open ended items.

The validity and reliability of the questions were tested through pilot testing. All the distributed questions to all respondents were correctly filled and retuned with exceptions of minor limitations (21.88% of teachers did not correctly fill all the necessary information).
The collected data were analyzed using qualitative methods, percentages, Spear man rho (p) correlation coefficient and average rank order, ratio, gender parity index and chi-square statistical tool. Based on the analysis, the following major findings are summarized.

1. The average Pupil Teacher Ratio (PTR) and Pupil Section Ratio (PSR) for the surveyed schools are relatively small (45.5:1 and 47.5:1 respectively) which indicate the under utilization of teachers and classrooms because of the low demand of the school locality for schooling. Furthermore, all schools have adequate supply of school facilities like chairs, latrine, black-board, etc. However, in most of the schools there is shortage of student text books.

2. There is low demand for schooling in the surveyed area. This is reflected by low and fluctuating enrollment growth rate, under representation of girls in schooling, low and fluctuating number of new entrants to each school in every year; and high drop out rate by Ethiopian standard but with a decreasing trend. The drop out rate is high at lower grade levels and it continuously decreases with increasing of grade levels. It is also high for females.

3. Children from lower economic and education back ground are the most deprived of schooling opportunity in the study area.

4. Children's schooling opportunity in the study area is affected by their parent's religious outlook. This is because parents give high value for religious (Koran) education than modern education. According to the parents' response if schools were available in Koranic curriculum, majority of them would have enrolled their children to those schools. In addition, Parents' perception of the value of education in the study area has influence on schooling of children.
5. Lack of knowledge of the value of education, child labor, poverty, and lack of role model are the main four factors ranked by principals and teachers for parents not to send and withdrew their sons to and from school. On the other hand, early marriage, child labor, lack of knowledge of the value of education, poverty and lack of role model are the five major reasons answered by principals and teachers for parents not to send and withdrew their daughters to and from schools. The above factors also correspond with households' response.
6. January, December and November are the three main months parents need their children's labor for agricultural activities which result in large number of students to drop out from schools in these months.
7. One of the sample schools' income was community contributions through different means. In addition to this, parents directly pay 10 Eth. *Birr* annually for schools.
8. The major reason for for parents to send their children to school was to get employment opportunity after completing their education.
9. There is high negative relationship between distance of the school and the number of schooling children. On the other hand, there is positive relationship between distance of the school and the number of non-schooling children. This indicates distance as a

factor of school enrollment affects the households demand for schooling in the study area.

10. Lack of educated people from the locality (Lack of role model) is one of the problems that affect demand for schooling in the surveyed area. This is reflected by the fact that most of the teachers and principals were Christians and from Oromia region.

11. In the study area girls were burdened by different tasks than their brothers. Parents have low regard for schooling of their daughters and relatively perceive lower employment opportunity for females than males and expect more salary from males than females. Hence, the demand for schooling of girls' education is very low. Majority of the household heads believe that the benefit of educating a girl mostly goes to the educated girl herself which affect the demand for girls' schooling.

12. Large proportion of household heads preferred female teachers for their daughters. However, in the study area there is shortage of female teachers which discourages the demand for schooling of daughters.

4.2. Conclusion

1. Analysis of enrollment growth rate, proportion of female students, Pupil – Teacher - Ratio (PTR), Pupil - Section - Ratio (PSR), religious outlook of parents, drop out rate and number of new entrants to each school indicate that there was low demand for schooling in the surveyed area.
2. Even though there was high dropout rate, it is decreasing from time to time which might be attributed to increasing of the demand for schooling among the school locality and the efforts made by all the concerned bodies to retain students at schools. It is also high at lower grade levels and decreases with increasing of grades which indicates the more the education the child gets, the more for a child to survive in the school.
3. Low economic and education background of parents, lack of knowledge of the value of education, child labor, poverty, lack of role model, early marriage (for girls), long distance between home and school were the main reasons for parents not to send and withdrew their children to and from schools.
4. The direct payments and indirect contributions parents pay to schools might have negative effect on the demand for schooling.
5. Because of cultural factors and economic expectations and high demand for girls' labor at home, the demand for girls' schooling was low.

4.3. Recommendations

On the bases of the findings, the following recommendations are suggested.

1. In general, in the study area there is low demand for education which is reflected by low PTR and PSR. There is also low enrolment growth rate in general and for girls in particular. The reasons are cultural and economic factors. Simply constructing and expanding schools does not bring the demand for education. The demand for education should emanate from the families and the community. Hence, to bring the demand the following measures should be taken by the concerned bodies.

1.1. Although education is free from tuition, families still incur both direct and indirect costs. Parents directly pay 10 Eth. *Birr* per year. They also indirectly pay in kind (donations) to schools. Hence, the 10 Eth. *Birr* payments per year should be abolished and the indirect contribution (donation) in kind should also be based on the interest of the households.

1.2. One of the problems of households is low awareness about the value of education. Hence, making aware of the society about the value of education is important. In this regard broadcasting through local radio programs that highlight the positive aspects of education is important to appreciate parents and the community the value of education. Parents also should be informed about the value of girls' education.

1.3. In the study area parents give high value for Koranic education than modern education. Convincing the community and parents through local religious leaders is important to send and retain their children to schools. Religious leaders should convince the school community that there is no conflict between Islam religion and modern education.

1.4. Poverty (economical problem) is the most important factor affecting the demand for schooling. Therefore, it is better to provide financial or material assistance to those who can not afford schooling costs.

1.5. Students and non-schooling children should be made aware by principals and teachers about the benefits of education.

1.6. Parents should be involved in school affairs through community mobilization which creates a good opportunity for them to send and retain their children to schools.

1.7. One of the causes for the non enrolment and drop out of students was child labor. Changing the school calendar taking in to consideration the agricultural cycles to meet the agricultural seasonal demand for child labor might increase the demand for schooling among parents and the community and decrease drop out. Hence, classes should be closed during critical harvesting and farming months. This should be done by informing the community in order to get their will towards schooling.

1.8. Expanding labor saving technologies like easily accessible water wells, grain mills, fuel efficient smokeless wood burning stoves, etc. can save children's time. As a result, parents may send their children to schools and drop out rate also decreases.

1.9. It is observed that most teachers were from Oromia region. There is shortage of role model teachers from the school locality. Hence, more number of high school graduates should be recruited, trained and employed in their birth place area to serve as role models and bring the demand and thereby reduce drop out rate.

1.10. Increasing the supply of female teachers by recruiting from the school locality increases girls' enrolment and their school achievement.

1.11. Women from the school locality also should be trained for community leadership which may serve as a strategy to attract more girls towards schooling.

1.12. It has been observed that long distance between school and home is one of the reasons for the low demand of schooling. Hence, low cost schools should be constructed from local raw materials near to the residence to enhance demand for schooling.

2. It is reported that drop out is high especially for lower grade levels and for females. The reasons are child labor, poverty (economic problem), cultural factors, lack of knowledge of the value of education, lack of role model and early marriage (for girls). To minimize drop out, the following measures have to be taken by the concerned bodies.

2.1. Poverty (economic problem) was one of the reasons for parents not send and withdrew their children to and from schools. Hence, alleviating poverty by increasing their income through different means is important. In this regard strengthening agricultural extension program is important.

2.2. Low education background of parents is one of the factors for parents not to send and withdrew their children to and from schools. As a result, promoting adult literacy program is important for parents to appreciate better the value of education and to send and retain their children to schools.

2.3. Continuous efforts have to be made by peasant associations, school principals, teachers and the community to stop early marriage, especially for girls.

2.4. Instituting counseling services to schools is important to retain students at schools. Teachers (at least some of them) should be trained counseling training for short period of time on how to guide and counsel students at schools.

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APPENDICES

Appendix 1

Questionnaire A

ADDIS ABABA UNIVERSITY

School of Graduate Studies

Department of Educational Planning and Management

Educational Policy and Planning Stream

Questionnaire to be filled by District Education office Heads in Oromia Zone of Amhara Region.

Dear Education office Heads,

The aim of this interview is to get answers for the research problem entitled 'An Assessment of Major factors Influencing the Demand for Primary Schooling in Rural Areas of Oromia Zone of Amhara Region'. Hence, the responses to these questions will be used only for research purpose. Thus, your frank and sincere response to the questions help to meet the objective of the study and your answers will be kept confidential.

Thank You in advance for your Cooperation!

Give Short and Brief Answers for Questions Requiring Supply type of Answers, while Tell the Letters of the Answers for those with Alternatives.

A. Background Information

1. District _____ 2. Sex _____
3. Education Level: a. TTI b. Diploma c. Degree d. Other (if any mention) _____
4. List of the total No of first cycle rural primary schools with their approximate distance from Town
5. Which schools have low schooling participations?
6. Do all Peasant associations have first cycle primary school? A. Yes b. No
7. Percentage of population by religion in the rural area

Islam _____ % Christian _____ % Others _____ %

ThankYou

Appendix 2

Questionnaire B

ADDIS ABABA UNIVERSITY

School of Graduate Studies, Department of Educational Planning and Management

Educational Policy and Planning Stream.

Questionnaire to be filled by primary School Principals of Oromia Zone of Amhara Region.

Dear Principals,

The aim of this questionnaire is to get answers for the research problem entitled 'An assessment of Major Factors Influencing the Demand for Primary Schooling in Rural Areas of Oromia Zone of Amhara Region'. Hence, the responses to these questions will be used only for research purpose. Thus, your frank and sincere response to the questions help to meet the objective of the study and your answers will also be kept confidential.

Thank You in advance for your Cooperation.

Give Short and Brief Answers for Questions Requiring Supply type of answers, while Encircle the letter of the answer for those with Alternatives.

A. Background Information

District_____ Name of the school_____

Year of establishment_____ _____(E.C) Grade thought_____

1. Gender: a. Male b. Female 2.Age____3.Mother tongue_____
4. Religion: a. Islam b. Christian c. Other_____
5. Education level: a. Grade 10 b.10+1 c. Grade 12 d. 12+TTI e. Diploma
   f. Other (if any)____
6. Total years of experience: a. 5 years and below b. 6 to 10 years c.11 years and above
7. Years of experience as a school principal: a. 5 years and below b. 6 to 10 Years
   C. 11 years and above
8. Total service years in the present school_____
9. The official age of entry to grade one is 7 years. Do you follow this rule in admitting new entrants? a. Yes b. No
10. What is the common age of new entrants to your school? For boys ____ for girls___

11. In admitting new entrants, was there a time when more children appear for registration than the space you have? a. Yes b. No

12. If your response for Question No.11 is ``Yes``, how did you determine which child to accept? a. You accepted those who came first b. You selected randomly c.You accepted all d. Other (if any)_____

B. Economic Factors

13. Is there registration fee? a. Yes b. No

14. If your response for Question No 13 is ` No``, when did you abolish it?(Give the year)_____(E.C)

15. Did enrollment increase after abolishing school fees? a. Yes b. No difference c. Decreased

16. Is there a kind of contribution that students are asked? a. Yes b. No

17. If your response for question No 16 is ``yes``, specify the type of contribution (for what purpose)and its amount per student.

Kind of contribution	Amount
A. ----------	----------
B. ----------	----------.
C. ----------	----------

18. Give your sources of income for different activities of the school.

a)----------b)----------

c) ----------D) ----------

19. For how many hours students stay at school in single shift? (----------hours)and Specify the timing of school schedule----------

20. In how many shifts are you teaching? a. Single b. Double c. Triple

21. Is there any complaint from parents of the students regarding the duration students? Stay at school? a. Yes b. No

22. If your response for question No. 21 is "yes``, specify the complaints.----------

23. In which months of the year do you think students mostly come to school late?

a)----------b)----------c)----------

24. In which months of the year do you think students mostly absent from the school?

a)----------b)----------c)----------

25.In which months of the year do you think students mostly drop out from the school?

a)----------b)----------c)----------

26. Give 2 to 3 reasons you think responsible for students

26.1 Coming late to school

a)----------

b) ----------

c) ----------

26.2. Being absent from school

a)----------

b) ----------

c) ----------

26.3. Dropping out from school

a)----------

b) ----------

c) ----------

C. Socio – Cultural Factors

27. From boys and girls which of them do you think are mostly drop out from school?

a. Boys b. Girls c. No difference between them

28. Which group of children are mostly deprived of educational opportunity?

a. Boys b. Girls c. No difference between them

29. Do you think most of the local community support Oromifa language as being the medium of instruction? a. Yes b. No c. I do not know

D. Utilization of Resources

30. Total No of Teachers with years of teaching Experience

Sex	Years of teaching Experience				Total
	1 -3 years	4 – 6 years	7-10 years	Above10years	
Male					
Female					
Total					

31. Teachers with Educational Status

Sex	Grade 10	10 + 1	Grade 12	12 + TTI	Others	Total
Male						
Female						
Total						

32. No of Students in each Grade (in 2000 E.C.)

Sex	Grades				Total
	1	2	3	4	
Male					
Female					
Total					

33. Age of students by Grade and Sex (in 2000 E.C.)

Sex	Grade1			Grade2			Grade3			Grade4		
	< 7 years	7-10 years	>10 years	< 8 years	8-11 years	>11 years	< 9 years	9 -12 years	> 12 years	<10 years	10-13 years	>13 years
Male												
Female												
Total												

34. No of new Entrants to Grade 1 in different years

Sex	1997 E.C.	1998 E.C.	1999 E.C.	2000 E.C.
Male				
Female				
Total				

35. No of Students Enrolled and Drop out in different years by Grade level

Year	Sex	Grade1		Grade2		Grade3		Grade4	
		Enrolled	Drop out	Enrolled	Drop out	Enrolled	Drop out	Enrolled	Drop out
1997 E.C.	Male								
	Female								
	Total								
1998 E.C.	Male								
	Female								
	Total								
1999 E.C.	Male								
	Female								
	Total								
2000 E.C.	Male								
	Female								
	Total								
Grand Total									

36. Average No of students per class _____ 37.Text book – student ratio _____

E. School Related Factors

38. Put a tick mark (√) in front of the rooms that exist, and an X mark for those that do not exist in the school

Principal's office _____ Store room _____

Staff room _____ Pedagogical enter _____

Library _____ Latrine for students _____

39. Put a tick mark (√) in front of the rooms that exist in adequate supply and an 'X' mark for those that do not exist in adequate supply.

Student text books_____ Black board ___ Chairs for students ____ Chalk _____

40. What is the distance of the nearest secondary school from your primary school?

a. Less than 5 km b. 5-10 km c. 11-15 km d. 16- 20 km e. More than 20 km

43. Put according to their importance the factors you think responsible for the drop out of boys and girls separately.

	Rank for Male	Rank for Female
A. Poverty	_____	_____
B. Inability to pay school expense	_____	_____
C. Education devalues the culture of the society	_____	_____
D. Lack of knowledge of the value of education	_____	_____
E. Lack of role model	_____	_____
F. The need for child labor	_____	_____
G. Distance from the school	_____	_____
H. Fear of lack of employment	_____	_____
I. Disinterest in the language of instruction	_____	_____
J. Early marriage	_____	_____
K. Others (if any)	_____	_____

44. Give 2 to 3 reasons you think responsible for students to come to school late

a. _____

b. _____

c. _____

45. What measures do you suggest to increase school enrollment

45.1. For boys

a. _____

b. _____

c. _____

45.2. For girls

a. _____

b. _____

c. _____

46. What measures do you suggest to minimize drop out of students?

a. _____

b. _____

F. General Information

41. Do you think that most primary school- age children (7-14 years) in the school locality are attending school? a. Yes b. No

42. If your response for question No 43 is 'No', put according to their importance the factors you think are responsible for parents not to send their children to school for boys and girls separately.

	Rank for Male	Rank for Female
A. Poverty	_____	_____
B. Inability to pay school expense	_____	_____
C. Education devalues the culture of the society	_____	_____
D. Lack of knowledge of the value of education	_____	_____
E. Lack of role model	_____	_____
F. The need for child labor	_____	_____
G. Distance from the school	_____	_____
H. Fear of lack of employment	_____	_____
I. Disinterest in the language of instruction	_____	_____
J. Early marriage	_____	_____
K. Others (if any)	_____	_____

c. _____

47. Does the local community support the school? a. Yes b. No

48. If your response for question No 47 is Yes, do you think the support is willingly or forced? a. It is voluntarily b. It is forced

49. In what form does the local community support the school? a. In labor b. In kind c. In money d. Other (if any)

Thank you

Appendix 3

Questionnaire C

ADDIS ABABA UNIVERSITY

School of Graduate Studies, Department of Educational Planning and Management

Educational Policy and Planning Stream

Questionnaire to be filled by primary School Teachers of Oromia Zone of Amhara Region.

Dear Teachers,

The aim of this questionnaire is to get answers for the research problem entitled 'An Assessment of Major Factors influencing the Demand for Primary Schooling in Rural Areas of Oromia Zone of Amhara Region'. Hence, the responses to these questions will be used only for research purpose. Thus, your frank and sincere response to the questions help to meet the objective of the study and your answers will also be kept confidential.

Thank You in advance for your Cooperation!

Give short and Brief Answers for Questions Requiring Supply type of Answers, while Encircle the letter of the Answer for those with Alternatives.

A. Background Information

District_____ Name of the school_____

1. Gender: a. Male b. Female 2.Age___ 3.Mother tongue_____

4. Religion: a. Islam b. Christian c. Other_____

5. Education level: a. Grade 10 b.10+1 c. Grade12 d. 12+TTI e. Other (if any)_____

6. Total years of experience: a. 5 years and below b. 6 to 10 years c.11 years and above

7. Total service year in the present school: _____

B. Economic Factors

8. In which months of the year do you think students come to school late?

a. _____ b. _____ c. _____

9. In which months of the year do you think students absent from school ?

a. _____ b. _____ c. _____

10. In which months of the year do you think students drop out from school ?

a. _____ b. _____ c. _____

C. Socio – Cultural Factors

11. Which group of students mostly absent from school? a. Boys b. Girls
    c. No difference
12. Which group of students mostly drop out from school? a. Boys b. Girls
    c. No difference
13. Which group of students mostly come to school late? a. Boys b. Girls
    c. No difference

D. Utilization of Resources

14. During this semester how many periods do you teach per week? a. 10 – 15 periods
    b. 16 – 19 periods c. 20 – 25 periods d. More than 25 periods

E. General Information

15. Do you think most children of primary school–aged children (7 – 14 years) in the School locality are attending school? a. Yes b. No
16. If your response for question No15 is No, put according to their importance the factors you think are responsible for parents not to send their children to school for boys and girls separately.

	Rank for Male	Rank for Female
A. Poverty	_____	_____
B. Inability to pay school expense	_____	_____
C. Education devalues the culture of the society	_____	_____
D. Lack of knowledge of the value of education	_____	_____
E. Lack of role model	_____	_____
F. The need for child labor	_____	_____
G. Distance from the school	_____	_____
H. Fear of lack of employment	_____	_____
I. Disinterest in the language of instruction	_____	_____
J. Early marriage	_____	_____
K. Others (if any)	_____	_____

17. Put according to their importance the factors you think responsible for the drop out of Students for boys and girls separately.

	Rank for Male	Rank for Female
A. Poverty	_____	_____
B. Inability to pay school expense	_____	_____
C. Education devalues the culture of the society	_____	_____
D. Lack of knowledge of the value of education	_____	_____
E. Lack of role model	_____	_____
F. The need for child labor	_____	_____
G. Distance from the school	_____	_____
H. Fear of lack of employment	_____	_____
I. Disinterest in the language of instruction	_____	_____
J. Early marriage	_____	_____
K. Others (if any)	_____	_____

18. Give 2 to 3 reasons you think responsible for students to come to school late

a. _____

b. _____

c. _____

19. What measures do you suggest to increase school enrollment

19.1. For boys

a._____

b. _____

c. _____

19.2. For girls

a.. _____

b. _____

c. _____

20. What measures do you suggest to minimize drop out of students?

a. _____

b. _____

c. _____

Thank you

Appendix 4

Interview A

ADDIS ABABA UNIVERSITY

School of Graduate Studies, Department of Educational Planning and Management

Educational Policy and Planning Stream

Interview schedule to be answered by Household heads having No Schooling Child in Oromia Zone of Amhara Region.

Dear Parents,

The aim of this interview is to get answers for the research problem entitled 'An Assessment of Major Factors Influencing the Demand for Primary Schooling in Rural Areas of Oromia Zone of Amhara Region'. Hence, the responses to these questions will be used only for research purpose. Thus, your frank and sincere response to the questions help to meet the objective of the study and your answers will be kept confidential.

Thank You in advance for your Cooperation!

Give short and Brief Answers for Questions Requiring Supply type of Answers, while Tell the Letters of the Answers for those with Alternatives.

A. Background Information

District _____ Peasant Association _____

1. Occupation: a. farming b. trading c. both d. Cattle rearing only
2. Position in the household: a. father b. mother c. other
3. Age _____ 4. Gender _____ 5. Religion: a. Muslim b. Christian c. other
6. Ethnicity: a. Oromo b. Amhara c. Other
7. Language spoken at home. a. Oromifa b. Amharic c. Other
8. Educational status: a. can not read and write (illiterate) b. can read and write c. grade
9. Total family members _____ 10. No of children: Male ___ Female ____ Total __
11. Family members and their educational status: Illiterate __ Grade1 ____ Grade2 ____ Grade3 ____ Grade 4____ Grade5 ____ Grade6 ____ Above Grade6 ____

B. Economic Factors

12. Type of House: a. tin- roofed b. thatch -roofed

13. Livestock holding (if does not own put an 'X' mark under the Number)

Kind	Number	Kind	Number
Cattle	_____	Horse	_____
Sheep	_____	Donkey	_____
Goat	_____	Camel	_____
Other	_____		

14. Whose labor contribution is more useful to the household?

a. Boys' b. Girls' c. No difference

C. Socio – Cultural Factors

15. Do you think education is useful? A. Yes b. No
16. Do you think education helps to be a good farmer? A. Yes b. No
17. If conditions permit a child of which sex do you want to send school?

a. Male b. Female c. Both of them d. None of them

18. If conditions permit to enroll your child to school, which school do you prefer to your child? a. Government school b. Koran school c. Church school
19. How do you see the learning of girls with boys in one class? a. I like it b. I do not feel any thing c. I do not like it
20. A teacher of which sex do you prefer to teach your daughter if you enroll to school?

a. Male teacher b. Female teacher c. Any of them

21. Do you think the education of girls is appropriate? a. Yes b. No
22. If your response for question No 21 is 'No', give the reason _____

D. School Related Factors

23. How many hours do you think it takes to reach the nearest primary school?

a. Less than half an hour b. Half an hour to one hour c. One hour to one and half an hour d. One and half an hour to two hours e. More than two hours

24. Do you like Oromifa language as a medium of instruction? a. Yes b. No

E. General Information

25. Tell me 2 to 3 reasons why you did not enroll your child to school?

a._____

b._____

c._____ *Thank you*

Appendix 5

Interview B

ADDIS ABABA UNIVERSITY

School of Graduate Studies, Department of Educational Planning and Management

Educational Policy and Planning Stream

Interview schedule to be answered by Non-schooling children in Oromia Zone of Amhara Region.

Dear Children,

The aim of this interview is to get answers for the research problem entitled 'An Assessment of Major Factors Influencing the Demand for Primary Schooling in Rural Areas of Oromia Zone of Amhara Region'. Hence, the responses to these questions will be used only for research purpose. Thus, your frank and sincere response to the questions help to meet the objective of the study and your answers will be kept confidential.

Thank You in advance for your Cooperation!

Give Short and Brief Answers for Questions Requiring Supply type of Answers, while Tell the Letters of the Answers for those with Alternatives.

A. Background Information

District _____ Peasant Association _____

1. Age ___ 2.Gender ____3. Religion a. Islam b. Christian c. Other
4. Ethnicity a. Oromo b. Amhara c. Other
5. Language spoken at home. a. Oromifa b. Amharic c. Other
6. No of children in the family _____
7. Have you attended any type of school? a. Yes b. No
8. If your response for question No 7 is Yes, which type of school have you attended?
   a. Koran School b. Government School c. Church school
9. Can you read and write? a. Yes b. No

B. Economic Factors

10. Family occupation: a. Farming b. Trading c. Both d. Cattle rearing only
11. Have you asked your parents to enroll you to government school? a. Yes b. No

12. If your response for question No 11 is 'Yes', what was their response? _____

13. Who supports if you want to learn? a. Father b. Mother c. Both of them d. Both of them do not support

14. What are the activities you help your parents? (you can give more than one answer)

a. Farm activities b. Looking after cattle c. Taking care of younger siblings

d. Fetching water e. collecting firewood f. Cooking food g. cleaning house

h. Other (if any) _____

15. Your parents' house type: a. tin-roofed b. thatch-roofed

16. Your Parent's Livestock holding (if does not own put an 'X' mark under the Number)

Kind	Number	Kind	Number
Cattle	_____	Horse	_____
Sheep	_____	Donkey	_____
Goat	_____	Camel	_____
Other	_____		

C. Socio – Cultural Factors

17. Educational status of parents: Father a. can not read and write (illiterate)

b. can read and write c. grade ___

Mother a. can not read and write (illiterate)

b. can read and write c. grade _____

18. Marital status: a. Single b. Married c. Divorced d. Promised

19. Do you think education is good? a. Yes b. No

20. If conditions permit which school do you like to attend? a. Government school b. Koran school c. Church school

D. School Related Factors

21. If conditions permit do you like learning in Oromifa language? a. Yes b. No

22. If conditions permit a teacher of which sex do you prefer to teach you?

a. Male teacher b. Female teacher c. Any of them

23. How many hours do you think it takes to reach the nearest primary school?

a. Less than half an hour b. Half an hour to one hour c. One hour to one and half an hour d. One and half an hour to two hours e. More than two hours

Thank you

Appendix 6

Interview C

ADDIS ABABA UNIVERSITY

School of Graduate Studies, Department of Educational Planning and Management

Educational Policy and Planning Stream

Interview schedule to be answered by Household heads whose children drop out of school in Oromia Zone of Amhara Region.

Dear Parents,

The aim of this interview is to get answers for the research problem entitled 'An Assessment of Major Factors Influencing the Demand for Primary Schooling in Rural Areas of Oromia Zone of Amhara Region'. Hence, the responses to these questions will be used only for research purpose. Thus, your frank and sincere response to the questions help to meet the objective of the study and your answers will be kept confidential.

Thank You in advance for your Cooperation!

Give Short and Brief Answers for Questions Requiring Supply type of Answers, while Tell the Letters of the Answers for those with Alternatives.

A. Background Information

District _____ Peasant Association _____

1.Occupation: a. farming b. trading c. both d. cattle rearing only

2. Position in the household: a. Father b. Mother c. other

3. Age _____ 4. Gender _____ 5. Religion: a. Muslim b. Christian c. other

6. Ethnicity: a. Oromo b. Amhara c. Other

7. Language spoken at home. a. Oromifa b. Amharic c. Other

8. Educational status: a. can not read and write (illiterate) b. can read and write c. grade _____

9. Total family members _____ 10. No of children: Male ___ Female __ Total ___

11. Family members and their educational status: Illiterate __ Grade1 ____ Grade2 ___ Grade3 ____ Grade 4____ Grade5 ____ Grade6 ____ Above Grade6 ____

B. Economic Factors

12. Type of House: a. Tin-roofed b. Thatch-roofed

13. Livestock holding (if does not own put an 'X' mark under the Number)

Kind	Number	Kind	Number
Cattle	_____	Horse	_____
Sheep	_____	Donkey	_____
Goat	_____	Camel	_____
Other	_____		

14. For which activities do you want the help of your child? (put in order of their importance) Home duties ____ Farm activities _____ Caring children _____ Cattle keeping _____

15. In which months of the year do you have high farm activities for which you need the help of your child? a. _____ b. _____ c. _____

16. In which months of the year do you get enough money to purchase school materials?

a. _____ b. _____ c. _____

C. General Information

17. A child of which sex you drawn from school? a. Male b. Female c. Both of them

18. What benefits do you expect when you enroll your child to school? (put according to their importance). Employment opportunity _____To be able to read and write _ To know the world and his environment _____ To be a good person _____

19. Tell me 2 to 3 reasons for which you drawn your son/daughter from school?

a._____

b._____

c_____

20. What do you suggest regarding the school time in order that your child will help you in chores with out dropping out from school?_____

D. School Related Factors

21. How many hours do you think it takes to reach the nearest primary school? a. Less than half an hour b. Half an hour to one hour c. One hour to one and half an hour d. One and half an hour to two hours e. More than two hours

Thank you

Appendix 7

Interview D

ADDIS ABABA UNIVERSITY

School of Graduate Studies, Department of Educational Planning and Management

Educational Policy and Planning Stream

Interview schedule to be answered by Household heads of Schooling Children in Oromia Zone of Amhara Region.

Dear Parents,

The aim of this interview is to get answers for the research problem entitled 'An Assessment of Major factors Influencing the Demand for Primary Schooling in Rural Areas of Oromia Zone of Amhara Region'. Hence, the responses to these questions will be used only for research purpose. Thus, your frank and sincere response to the questions help to meet the objective of the study and your answers will be kept confidential.

Thank You in advance for your Cooperation!

Give Short and Brief Answers for Questions Requiring Supply type of Answers, while Tell the Letters of the Answers for those with Alternatives.

A. Background Information

District _____ Peasant Association _____

1. Occupation: a. Farming b. Trading c. Both d. Cattle rearing only
2. Position in the household: a. Father b. Mother c. Other
3. Age _____ 4. Gender _____ 5. Religion: a. Muslim b. Christian c. other
6. Ethnicity: a. Oromo b. Amhara c. Other
7. Language spoken at home. a. Oromifa b. Amharic c. Other
8. Educational status: a. can not read and write (illiterate) b. can read and write c. grade
9. Total family members _____ 10. No of children: Male ___ Female ____ Total _
11. Family members and their educational status: Illiterate __ Grade1 ____ Grade2 ____ Grade3 ____ Grade 4____ Grade5 ____ Grade 6 ____ Above Grade 6 ____

B. Economic Factors

12. Type of House: a. Tin-roofed b. Thatch-roofed

13. Livestock holding (if does not own put an 'X' mark under the Number)

Kind	Number	Kind	Number
Cattle	_____	Horse	_____
Sheep	_____	Donkey	_____
Goat	_____	Camel	_____
Other	_____		

14. Whose labor contribution is more useful to the household?
    a. Boys' b. Girls' c. No difference
15. Do you think educational expenditure is a priority like other household expenses?
    a. Yes b. No
16. Whose school materials do you think are costly? a. Boys' b. Girls' c. No difference
17. Which school expenses are difficult? a. Clothes b. Shoes
    c. Exercise books and pens
18. In the job employment of educated people, who do you think has high employment opportunity? a. Males b. Females c. No difference
19. In the job employment of educated people, who do you think get more salary?
    a. Males b. Females c. No difference
20. Mention three months of the year you need mostly the help of your schooling child for farm activities a. _____ b. _____ c. _____
21. What do you suggest regarding the school time in order that your child will help you in chore season while learning _____
22. How often do you need the help of you child's labor a. Always
    b. Sometimes c. Never
23. Is there any payment or contribution you are asked at school? a. Yes b. No
24. Put in order of the time your child spend out of school with in a day starting with the one which consumes the highest time.

a.	Travel to and from school _____	f.	Cooking food _____
b.	Helping farm activities _____	g.	Fetching water _____
c.	Looking after cattle _____	h.	Trading _____
d.	Collecting fire wood _____	i.	Cleaning house _____
e.	Studying outside school _____	j.	Taking care of younger siblings _

C. Socio – Cultural Factors

25. Do you think education is useful? a. Yes b. No
26. Do you think education helps to be a good farmer? a. Yes b. No
27. Is your child attending school other than government school? a. Yes b. No
28. If your response for question No 27 is 'Yes', which school is he/she attending?
    a. Koran school b. Church school c. Other, specify _____
29. Before entering primary school in which of the following schools your child attended? a. Koran school b. Church school c. None
30. Which school do you like most for your child to attend? a. Government school
    b. Koran school c. Church school

D. School Related Factors

31. How many hours do you think it takes to reach the nearest primary school? a. Less than half an hour b. Half an hour to one hour c. One hour to one and half an hour
    d One and half an hour to two hours e. More than two hours
32. A teacher of which sex do you prefer to teach your daughter if you enroll to school?
    a. Male teacher b. Female teacher c. Any of them
33. Do you like Oromifa language as a medium of instruction? a. I like it
    b. I do not like it c. I do not care it

E. General Information

34. What benefits do you expect from the education of your child? You can give rank for the following benefits by starting with the highest benefit
    Employment opportunity ____ To be able to read and write _____
    To know the world and his environment _____ To be a good person _____
35. Who do you think contributes much to the household if educated?
    a. Boys' b. Girls' c. No difference
36. For whom do you think the benefits of the education of girls mostly go to?
    a. For her parents b. For her husband's parents c. Equal for both parents
    d. For herself e. For the society f. For herself and her husband
37. Are you voluntary to support school? a. Yes b. No
38. If your response for question No 37 is Yes, in what aspects can you support?
    a. In cash b. In kind (material) c. In labor d. In all aspects

39. What are the problems you encountered in educating a child in general?

a. _____

b. _____

c. _____

Thank you

Appendix 8

Focus Group Discussion

ADDIS ABABA UNIVERSITY

School of Graduate Studies

Department of Educational Planning and Management

Educational Policy and Planning Stream

Guide Lines for Focus Group Discussion with Parents and Teachers

1. What are the factors affecting the demand for schooling in rural areas?
2. Is there any advocacy by the concerned bodies to send parents their children to school?
3. What are your expectations from schooling of your children?
4. What is your perception about education?

Declaration

I, the undersigned, declare that this thesis is my original work; and has not been presented for a degree in any other university. Furthermore, all sources of materials used for the thesis had been duly acknowledged.

Name *Menberu Wagaye*

Sign _____

Date of submission 19th June, 2008

This thesis has been submitted for examination with my approval as university advisor.

Name: **professor Seyoum Teferra (Ph.D.)**

Sign: _____

Date of submission: 19/06/2008