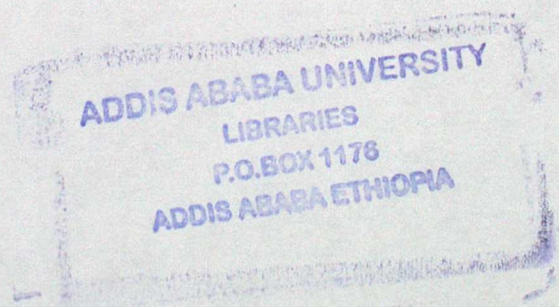
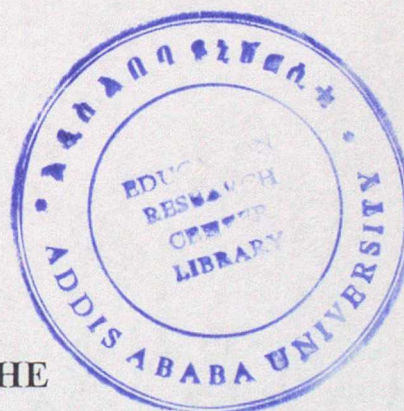


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By
DEMOZ GUANCHE

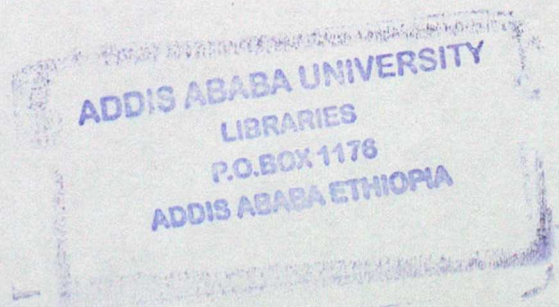
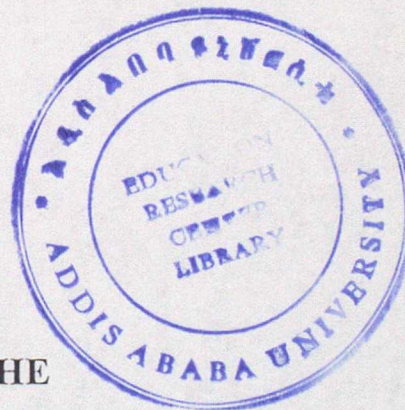


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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES ADDIS
ABABA UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN COUNSELING PSYCHOLOGY**

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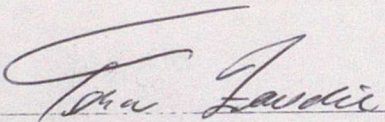
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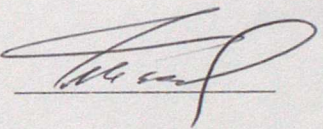
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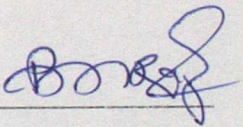


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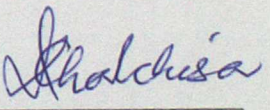
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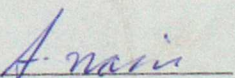
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Abstract

The main purpose of this study was to assess the socio-cultural factors that influence the educational participation of Menjo community in primary education and suggest feasible solution to minimize the educational problem of Menjo community. To this end, data were gathered from 155 Menjo students belonging to Grade 4-8, and 61 teachers teaching in the selected schools using separate questionnaires. Ten educational officers and 10 school principals participated in interview. Focus group was held involving 11 educated Menjo adults. Purposeful sampling was used for selecting schools, systematic random sampling was used for selecting students and teachers sample. Percentage, mean, t-test were used and qualitative description were employed to analyze the data obtained from interviews and focus group discussion.

Based on the findings from data analysis, some of the socio-cultural factors like lack of parent-teacher interaction, peer interaction, teacher-student interaction; lack of model educated Menjo people as an example; communities low appreciation for modern education; the low level of educational background of parents; practice of tradition of being looked down by others; low degree of school and community relationship, traveling long distance from home to school, unwillingness of non- Menjo students to mix with students of Menjos have been identified as a major influencing factors in the educational participation of Menjo students. In line with these findings, it was concluded that socio-cultural factors have a grate impact on the participation of Menjo students in the primary schools of the zone.

Creating awareness about the value of education, providing monetary/material incentives, providing special privileges for Menjo community girls, creating a common collaboration among all stakeholder (NGOs), creating awareness program to all non-Menjo community, special provision of land and houses in near by town where schools are established were recommended.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Education is a means and an end, which enable people to acquire knowledge and skill to manage, control and make proper use of natural environment. It is a pre-requisite for social and economic development of any country. For fully effective development of society every one should get opportunity to develop his /her potential. Education promotes the overall mental, social, psychological development of human beings. UNESCO (2000:47) claims that "Education is the basic tool to enhance development, awaken talent empower, individual and make people to realize their rights." Moreover, MOE (1994) states one of the aims of education is to strengthen the individual's and society's problem solving capacity and culture starting from basic education. It enable man to identify harmful tradition and replace them by useful ones. It helps man to improve changes as well as develop and conserve his environment for the purpose of an all rounded development by diffusing science and technology into the society.

It is to mean that education is important for the development of individual as well as the society in any given environment. The kind of education, which a country needs, is some what related to the social and cultural development of the country. In relation to this, Fajerlind and Saha (1983) pointed out that all schools in every society are engaged in the process of socialization of some kind. It is unlikely that education could ever take place in attitudinal or cultural vacuum. Thus, education serves as a bridge in transforming value, culture and norms of the past generation to the present wealth alone cannot do. What is more, it seems impossible for people to make the best use of the environmental resources of life and society without having proper education

in their settings. In this respect, it could be said that education is one of the vital component of life and a mean to solve the problem of the society.

Therefore, the extent of the future economic, social and cultural development of a given society profoundly determined by the degree of intellectual maturation in turn determined by the skill, competence, knowledge and behavior that young people acquire in schools.

Education, especially, primary and lower secondary education helps to reduce poverty by increasing the productivity of the poor, by reducing fertility and improving health and by equipping people with the skill they need to participate fully in the economy and society (World Bank, 1996). Similarly, King and Hill (1993) said that education in general and primary education in particular has direct and positive on earning, farm productivity, and human fertility as well as inter- generational effect on child health, nutrition and education. With regard to the purpose of primary education, World Bank (1990: 8) stated that primary education is the part of education system which serves two major purposes: to reduce illiterate and numerate population who can deal with the problem at home and at work and to serve as a foundation upon which further education are built. On the other hand, the relation of education and culture to the formation of identity, and in political terms, its relation to denomination and existence, have by now become important discussion and enquiry. Hence, education is a key link in the connecting structure between culture and development (Shukla and Kual, 1998).

The majority of developing countries that have a number of culture, ethnic and minority groups that are not in the main stream of the society. For instance to multiple ethnic and language groups, in most parts of Africa and India, the socio-cultural diversity needs to be taken into account in the design and implementation program (UNESCO, 1985). In relation to this, UNESCO (1991) identified that the minority groups of society are usually deprived of opportunities in the framework of education for all and high school dropout and repetition rate.

In relation to our situation, students' poor enrollment, the rate of dropout and the rise of repetition in a class were reported by many researchers such as Seyom Tefera (1996), Tilaye Kassahun (1999), Rumberger(1987). For this reason, the issue of identifying factors that influence the process of primary education among Menjo students was the aim of this study.

Basic education is fundamental right for all children in all communities. Education of all citizens is one of the best investments a country can make. It is the lever with which children can lift themselves out of poverty and participate fully in their communities. Sending all children to school and giving them appropriate 'quality education' today will pay enormous dividends for next generation. However, many of disadvantaged groups like: girls, nomadic or migrant families, and minority groups are being victimized by patriarchal law, or domination of the majority people. To this effect, they are seriously exposed for poor enrollment or dropout and repetition.

Ethiopia has different minority groups within the regional and zonal administration, characterized by their own ethnic, social, cultural or religious identity, which differ from that of the majority people. Kafa zone is one of the zones where Menjo communities are ostracized. In this zone Menjos are one among the Kafa people who are bearing complex discriminatory acts for long historic periods (Mesfin Tekle, 2005). Out of the total estimated people of Kafa, Menjo and the rest occupational castes account for not more than 10% and 1% respectively (Bart 1996). Functionally all the above castes do have very significant role in the socio economic sphere of the zone –engineering and the production system. All Kafa people understand this concept. But a substantial number of Kafa do not recognize Menjo as *human* rather as *subhuman*. (Gezahegn, 1996). Hence, as Lang (1992:274) wrote, Menjos is underrated by non Menjo and reason for today's discrimination has the legend that come from early men on how Menjo was created:

"Unmarried daughter of Menjo secretly had sexual intercourse with a dog. She become pregnant and her large stomach was seen by her father. Who then told his servant to throw her into a valley. They did. But she was not killed by the throw. In fact, she was not even hurt; she merely sat in the valley by a river and give birth eventually to a boy by a bank of the river. She collected worms from the river side as nourishment for herself and her son. Upon maturing her son hunted Wild pigs, monkeys and baboons in the forest. He eat all which he killed and also feed his mother with the result of his hunts. After some time they both left the valley and traveled a long way before reaching an inhabitant area where they settled. The son did not change his habits of hunting and eating the entire wild animals he hunted and killed. The people saw this and did not like it; they told him and his mother and live in the forest, the women and her son were chased into the forest by the people."

Since then, non -Menjos perception on Menjos is practiced negatively in some urban and rural area of Kafa zone. Furthermore, this legend leaves the society to have negative impression on Menjo minority so far. As the result, Menjos are not allowed hand shaking, prevented entering residence of non-Manjos house; with big taboos in commodity marketing, facing complex procedure for services, and isolating school children (Mesfin Tekle, 2005).

Although significant progress has achieved in increasing access and coverage for primary school in Kafa zone, the gap between the Menjo and the non-Menjo is enormous. However, attempts to narrow the gap in education disparity between the Menjo and the non-Menjo have been slow. These disparities also persist in problems such as dropout and repetition rates (Tefaye W/Michel, 2005).

Accordingly, the main focus of this study was to asses how socio-cultural factors, such as factors related to family background and parent support/encouragement, student-teacher interaction, parent-child interaction, lack of educated role model, self concept, community participation in school activities, early marriage, teacher parent interaction, gender role socialization and stereotype, peer interaction, culture tradition and belief, the attitude of society towards education affect the primary education of Menjo students.

Kafa zone is one of the thirteen zones of southern nations, nationalities and peoples region. The Menjo community in Kafa zone inhabited the thickly forested marginal land and represent the most socially and culturally ostracized of the society (Dagmawi, 2005). Having this in mind, this study was meant to identify the socio-cultural factors that influenced the primary education of Menjo community students.

1.2. STATEMENT OF THE PROBLEM

Primary schooling has several socio-economic advantages. Many studies (WB, 1999; Lockheed and Verspoor, 1991) report that primary schooling improves productivity, reduce fertility (reducing population growth), improves family health and nutrition, reduces infant and child mortality, and improve life expectancy.

However in Africa, the drop out rate before the completion of primary schooling is 54 % (Bishop, 1994). On top of this, Sadker (1987) identified that students who are from minority groups and culture which permit large families, etc are about three times likely to dropout of the school than others. Similarly, a study from Somalia show a similar trend especially girls usually dropout of school after grade three (Larssen and Hassen, 2001).

Moreover, many research findings disclosed that drop out is higher among ethnic, racial and language minorities and there is high percentage of dropout among minority group (Brimer and Panti, 1971; Rumberger, 1987). These minorities have their own customs, values, norms and traditional provisions. First, parent actually has the culture that requires their children take part in different activities of economic values. Second, these societies have not yet developed the awareness that education has significant role in the field of production (Aggrawal, 1982). Moreover, ethnic and cultural resist modern schooling, which is rooted in their fear of cultural alienation and distortion of traditional values (UNESCO, 1985).

Further, Genet (1998) Odaga and Henevel (1995) indicated that the hindrance of socio-cultural factors on education participation of children is worse on girls. The cultural expectation of girls and the priority of given to the future role as mother and wives have strong negative effect on their educational enrollment and participation.

In relation to our situation, particularly in the case of Menjo community such socio-cultural problems are highly prevalent. Regarding this, as the study indicated: the Menjo as identified and treated as "pariah" or sub-human as is evident in the local inquiry, *Ashone Menjone*,? Which means is he a human or a Menjo? (Dagmawi,2005). Further, the researcher of the present study while he was a teacher in the zone , made a preliminary assessment of the problem and noted that the students from the Menjo community were a large proportion of school dropouts repeaters and poor enrollment compounded with discrimination of students from other non-Menjos. Thus, these factors have initiated the researcher of this study to investigate the problem that affect educational participation of the Menjo students in primary education.

Hence, the study would be guided by the following leading question:

1. Do some cultural and traditional beliefs affect the participation of boys and girls?
2. What are the major factors that contribute for Menjo students dropout and repetition?
3. Do parents, teachers and non Menjo peers foster/encourage Menjo students' school involvement?
4. What are the main socio-cultural factors that are impeding the participation of Menjo Students in their primary education?

1.3. OBJECTIVES OF THE STUDY

1.3.1. General Objective

The general objective of the study was to investigate the influence of socio-cultural factors in the participation of Menjo students in primary education.

1.3.2. Specific Objectives

1. To examine if some tradition and cultural beliefs affect the enrollment dropout and repetition of students.
2. Identify whether the students of the Menjo primary school children get proper care and support for their education.
3. To asses if seasonal activities contribute for Menjo students dropout.
4. To determine the major socio-cultural factors influencing Menjo students participation in primary schools.

1.4 SIGNIFICANCE OF THE STUDY

Since, no research has been conducted (to the knowledge of the researcher) in the area to identify the problem and its solution; the study would provide necessary empirical evidence regarding the major socio-cultural factors that may influence Menjo students education, thereby enabling concerned individuals to be aware of the condition and take necessary measure to improve the education of Menjo students. Hence, the result of the study will be expected to:

1. Demonstrate the major challenges that impede the educational participation of Menjo children in the primary education of Kafa zone.
2. To suggest some valuable information and provide possible suggestion to educational policy makers and planners to remedy to the problem.
3. To develop awareness among community members of regional, zonal and other concerned educational officials to the education of Menjo students and facilitate the development policies and programs to

provide primary education in order to promote their social and cultural progress.

4. To suggest the necessary information for further research.

1.5 DELIMITATION

This study area is restricted to the Kafa zone, in which Menjo students were largely available. The reason the researcher would delimit his study in this area is that the researcher has been working as a teacher with the Menjo community for seventeen years and has past experience on the area; and due to different constraints the study included only Menjo students, their teachers, principals, educational experts and a few adult Menjos. The non-Menjo students were not included.

The focus to be emphasized in this study were those major factors related to socio-cultural background such as factors related to family background and parent support / encouragement, student-teacher interaction, parent-child interaction, lack of educated role model and self concept, community participation in school activities, early marriage, teacher parent interaction, gender role socialization and stereotype, peer interaction, culture tradition and belief, and attitude of society towards education.

1.6. OPERATIONAL DEFINITION OF TERMS

Drop out: a pupil who leaves school before the end of the final year of the education stage or cycle in which he/she is enrolled (UNESCO, 1998:14).

Enrollment: the total number of students registered in the school system or cycle.

Repetition: this is the situation in which pupils repeat or become unable to be promoted to the next higher grade after completing one academic year in a grade

Primary schools: It is from grade 1-8 subdivided into from section of Basic (1-4) and general (5-8) education (MOE, 1994)

Participation: in this study used to mean enrollment indicates the persistence of pupils in primary education (Kane.1995)

Socio-cultural: in this study include social and cultural which the researcher related to the activities or practice of the society.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Socio-Cultural Factors

Some developing countries are homogenous in terms of having significant number of culture, ethnic, and linguistic groups that aren't in the mainstream of society (UNESCO, 1985:169). For instance, the tribal and indigenous group of the Andean countries, the tribal and scheduled casts in India and the population belonging to multiple ethnic and language groups in most part of Africa illustrate the socio- cultural diversity that needs to be taken account in the design and implementation of educational programmes (Ibid).

The minorities have their own customs, values, and norms and tradition that have their own effect on educational provision. First parents actively have the culture that requires their children take part in different activities of economic values. Second these society haven't yet developed the awareness that education has significant role in the field of production (Aggrawal, 1982). Moreover ethnic and cultural minorities resist modern schooling, which is rooted in their fear of cultural alienation and distortion of traditional values.

The hindrance of socio- cultural factors on educational participation of children is worse on girls. The cultural expectation of girls and the priority given to the future roles as mother and wives have a strong effect on their educational enrolment and participation (Odaga and Hanveled, 1995)

Some of the cultural practices that affect minority children enrollment and participation are:

2.1.1 Family Background and Parental Support

The family background has significant implication in ones life because family is the first place of education of the child. It plays a pivotal role in the development of the child .the making and unmaking of his future life depends on his/her early experience (Chaube and Chaube, 1995).

Thus, family backgrounds out of which children are brought up determine the children's success in schoolwork.

The crucial importance of the home is determining the school performance of children has long been also recognized. The educational level of parents influences children's school performance more than the other variable like income and occupation. Parents who where well educated generally give high value to education and expect their children to become well educated too. They usually show interest in their children progress in meeting and collaborating with teachers. Particularly (Stevenson and Parker, 1987) found that more educated mothers know more about their child's school performance, has more contact with teachers, and were more likely to have taken action, when necessary to, manage their child's academic achievement.

The proper provision of educational material and the creation of conducive home situation for the student from their parents is thought be an important help in academic performance, but lack of encouragement and educational information from the parents to the students could likely case certain deficiencies in their educational performance. In this regard, Paschal et.al., (1984) have to say a child capacity to prosper academically depends on a considerable extent, on the amount of parental support ha receives and quality of home he is lucky or unlucky. On top of this, Lockheed and Verspor (1991) pointed out that the occupational and educational level of parents has shaped the school attainment of children and they also state that pupils with parent support seems to be successful in their academic performance, while

people lacking such parental support tend to fail in achieving what they desired in education.

Educational level of parents is an important determinant of enrollment repetition and dropout rates. Research findings indicate that educated parents are more likely to send their children's to school and keep them longer in schools. Education of parents affects the children's school enrollment and year of schooling significantly (Magland, 1994).

On the other hand, illiterate parents are highly associated with high children dropout rate (Rumberger, 1987). One top of this Lichter (1965) pointed out that families with low educational status do not give value to their children's education. They lack the ability to foster their children in education as that of the literate ones. That is, they do not encourage and provide the necessary books and other learning materials to their children. This implies that such parents often think that it is not normal and proper to keep their children at home and need children help in their domestic work rather than schooling.

The major contributing factor to the isolation of the school from the community is lack pf education of the parents. Parents who are uneducated do neither actively participate in school affair nor understand school objectives and what is going on in it. This contribute high wastage rate. Thus, children success of schooling is affected for better or worse by the attitude and educational level of families. An educational statue of mothers plays the most important role in influencing children's school performance either positively or negatively and important predict of children's achievement in school. The better educated the mother the greater her commitment to her children education (Hallack, 1990) and the more the illiteracy there is among mothers the less chance their children of schooling (Chabaud, 1994) and the higher the contributor to wastage rate. Thus, the provision of necessary materials and encouragement required from family depend on the level of education of the family and the value they give to the education of their

children. It also seems that, it is more useful to consider parental support as a sub-culture factor than as an independent cause of enrollment and performance variation.

Students from agricultural and unskilled worker families are generally affected by the hardship; they face the process of learning which has a negative influence to academic achievement (Capera, 1969) accordingly, the low level of family living standard and the labor intensive occur of the family demands time of children as a working member of the household, then the students time is a reason for poor academic performance and drop out (Kobe, 1975).

The students who are unable to buy pen, pencils, papers and other related utilities will quit the school. This implies that marginalized from the society are one of the main reason to dropout for students low participation, repetition and drop outs, the World Bank(1986) pointed out that talented students from disadvantage still find it hard to enroll because they can not afford or to pay for text book ,cloth and incidental and thus, many have to dropout. Hence, family background and support for education in one of the socio-cultural factors that influence the educational participation of students.

2.1.2 Community Participation in School Activities

There is always interaction and interdependence wherever society exists. The major role that continuity could perform in the development of education is effective participation in school construction and encouraging parents to send their children to school and motivate children to stay in school. However, some parents indifferent about their children progress and failure in schoolwork and throw away their responsibility on school. On the other hand schools are no way meant to control the pupils out of school activities. It is the parent who should follow up their children where about and what they do. In relation to this, Chaube and Chaube (1995) and Assefa (1991) have noted that the school has become an exterior part of the society, it should

have been an integral one, it so much different is found between school and the society conflict exists to harmony between the child's total personality and the atmosphere he is exposed to in his school. Hence cooperation between the school and the society is of prime importance. A school is not an island separate from the rest of the community that it serves.

When the participation of community members in school program is active, the objective of the school will be much more facilitated. If school community interaction operates as a continuation and strengthens the formal education program, the success of project will be supplemented by the knowledge acquired in the formal academic program (Zaudnhe, 1989). Thus without full participation and clear goals of society, it will be impossible to arrive at any universal understanding or agreement to the purpose of education. The interdependence of the school and community means neither of them can stand by themselves. The schools draw its student from the community and depend on the community for much of its financial, material and social support. The community in turn depends on the school for its change of values, material and social support. The community in turn depends on the school for its change of value, attitude and to shape its children (Gorton, 1988).

How the school and the community work together will play a large part in determining the efficiency of the school. What each does it directed towards the achievement of a common goal, That is, the betterment program & meeting the need of community (Brimer and Panti, 1971). Community participation in school affairs does not raise pupil's performance but also increase the survival capacity of each individual pupil, if communities' participation in provision administration, task performance activity of the school, then the school condition could be improved and a student achievement in learning school subjects also become effective.

School organization depends much on their environment for the environment for the resource they get for the client they serve. Community can assist,

facilitates manpower and by participating in administration of the school (Atchison and Hill, 1978). Hence, community participation is helpful since it contribute much by participating in all activities of school system and the society should participate in solving school problems, which are affecting students effective learning.

2.1.3 Culture, Tradition and Beliefs

One of the purposes of formal education is to serve as a bridge in the transforming the values, norms and culture of one generation to the next. It is influenced by social, cultural, political and geographical factors. Consequently academic performance of students is affected both by internal and external factors. Factors within the classroom are not the only causes of low achievement in education and the home based factors, which include family size, household income, parents education cultural and traditional beliefs all contributes substantially poor academic performance (Aggrawal,1987). Culture is in essence, a pattern of expectation about what are appropriate behavior and beliefs for the member of the society.

Then cultural condition can directly or indirectly affect educational process. For instance, traditional societies test that the male child has acquired skill and values necessary for him to play a full part as an adult before having this status . The community is not aware of the child education . In most cases female's do not get chance to go school due to some reason associated with some traditional beliefs.

The increasing educational and occupation needs less supported by traditional customs and beliefs, the exposure to new experiences are just a few much modern orientation, which results from school experiences (Fagerlind and Saha,1983). But, if the educational profession is to neglect the full source of disorder and conflict in society itself, the work of the school will be negated and hampered by the influence of culture (Stanely, 1964). The problem of an African child as stated in cultural development of some

regional experience is that the school child's experience is at different levels and contradictory. The culture he lives out of the school and the bookish and exogenous culture he learns at the new (UNESCO, 1981). Moreover, cultural tradition should be seen not as obstacle (dropout, repetition, etc) but as reservoirs of collective wisdom and foundation for new learning (UNESCO, 1991).

In addition to culture problem geographical barriers like distance from schools and problems of communication to exchange up-to date information can also affects educational process (Havelock and Huberman, 1977). Accordingly, Tallb (1998) pointed out that students who come from the disadvantaged or minority environment due to factors like remote area, family problem, poor housing and especially of cultural problem are more likely to dropout of schooling.

Since educational organization are people and people have different culture and traditions. It goes without saying that educational activities are affected by peoples' traditional beliefs.

The traditional beliefs of people in an organization includes historical background, ideologies, values and norms of the society which are not easy identified or which can not given-up easily (Zaudnch,1992; Kast and Rosentweig,1985).

The learning environment would very continent if parents and teachers and school curricula are freed from superstition. Children bring diverse cultural traditions into the classroom that may not be along with education activities. Unless these cultures are put in agreement with the classroom activities no intended outcome will be achieved (Harbison and Mayers, 1964).

With regard to the important of culture Cole (1977) pointed out that culture could serve the activities of education as a source of knowledge .It the source of security, the foundation on which the new can be built, the point of pride and the focus of national unity. It is the means where by of some the

drabness of burden of life can be lightened and gaiety and creativeness enter in. On top of this, Combell corbally and Nystrand (1983) identified that awareness of the culture around the school environment facilitates educational operation. Because there is always a constant interaction between the two; the school within limit can affects that culture and the culture values of the community can affect school.

2.1.4 Parents Attitude Towards Education

The attitude of parents to education is very important to get their children educated. Some parents may think that schools have no benefit except as a means to take care of children while they are at work other consider as if education would alienate their children from the family and village by teaching unconventional beliefs (coombs, 1985). moreover with regard to how parents may perceive schools. Brimer and Pauli (1971) pointed out that the school is a person like building where one sits in arrows, listening and being punished, controlled by people from a different neighborhood who never tried to find out what one thought or wanted to do.

The parental attitude towards formal education probably had its foundation in the experience of parents who have a little hope in the school benefiting their children. They regarded it as a means of taking children out of their hand (Briner and Panti, 1971)

In Ethiopia there are some traditional and harmful views of society towards the education of women such as:

A kitchen is a woman as a court is a man.

A home without a women is like a bam without cattle.

Holding the above beliefs and others saying parents consider their daughter as responsible for running the whole house hold assignment and if women are educated they may threaten man's position as the dominating figure in the family .Thus, limited knowledge by parents and communities of the social

and health benefits, and beliefs that a women considered as dominated by inferior feelings and girls may not continue in school or achieve poor performance.

2.1.5 Early Marriage

Early marriage is one of the socio-cultural factors that hinders the educational participation of girls in most developing countries. For instance, research revealed that in Somalia, parents encourage early marriage and attention is paid to the other appearance of girls than to their intellectual abilities. Similarly, in Tanzania the society consider adolescence girls as something that is going to decaying unless used as soon as it is rape (UNESCO, 1995). This implies that early marriage influence on the educational participation of girls. Moreover, according to Odaga and Heneved (1995) socio-cultural beliefs customs and practices pregnancy early marriage girls expectation and other traditions play a significant role in decision to keep or send girls to school. An intention ceremony creates a lot of confusion and dilemma for girls affecting their school attendance and even leading to drop out.

Research revealed that the reason for the early marriage of girls differs from one country to another (Mehra, 1988). For instance, in Kenya the Massi culture is polygamous, and a man's wealth is determined by the number of children he has (Akaranga, 1995)

2.1.6 Lack of Role Model and Low Self Conception

Lack of role model or a low self-conception has been cited as one of the major characteristics of the disadvantaged group of society. The lack of role model has a significant influence on students learning. Modeling as an important part of social learning in which human beings learn their behavior from another significant person (Colman, 1970)

Futher and Colmn states (1970:11) we first observe someone then we imitate what we see, we are more likely to model our activities after people consider admirable, children are very suspicious to such social learning process.

Thus the absences of learned family member who succeed in modern education in the community has its own impact on motivation of children to enroll in schools. On the other hand, Pruzek (1974) found that self concept to be significantly related to academic achievement for the so called disadvantaged as well as other students. And there is a positive relationship between high self concept and school achievement.

2.1.7 Gender role socialization and stereotyping

Several studies indicated that gender role socialization and stereotyping is one of the socio-cultural factors that hinders girl's participation.

With regard to gender r role stereotyping, Almaz, (1991) and Alemthay(1985) found that females are considered by the society too much submissive, timed, mentally and physically week , while males are competitive, courageous, and intelligent. As a result such differentiation and expectation great affects female's aspiration and competency in education. The attitude of parents towards the importance of education for females is determined by what the society expects of the roles of males and females. For instance, researcher revealed that parents would rather like boy's to sent to school than girls, they argue that girls who attend school are likely to become prostitute Moreover, family considered their male children as brave, expressive, self confident, whereas their daughter as shy quit and dependent (Almaz,1991), thus such activities affect the educational participation of students.

2.2. Child- Parent Interaction

Parents have great contribution or influence on their children in the social, educational and economic activities, their interaction directly or indirectly facilitate or hinder their child daily movement. The child's school problem has their root in the home (Coombs, 1980). Because family is the first school of an

individual as education is a life long processes that start early in the period of infancy (UNESCO, 1991). To put in values, norms, and moral of the society in the child the family as an educational institute is needed to prepare itself for such kind of activities.

Children cognitive development depends more on the modeling and the intellectual stimulation they get from their parents than on the mere presence of material possession. Parents who provide a rich cognitive environment interact with their children often not just when they need too, frequently at length and in way likely to stimulate thinking (Hess and McDevitt 1984).

Home is the immediate social environment which determine in shaping the personality pattern of an individual in his early stage of development. The child attitude towards people, expectancies of security and conditional or emotional responses are shaped in his early stage of development.

These have strong influence on his future adjustment. The personal and social problems of the child are minimized if their interaction with their parents is increased.

During early childhood, children usually learn through imitation. Then they often to follow what their parents do. This initially in built behavior and personality will gradually develop and influence their learning activities either positively or negatively depending on the learning experience they have accumulated.

Family varies in their child rearing practice according to their background factors like education, occupational status, ethnicity and educational status. As a result, the impact of home and family background variable are much more influential than that of either teacher or schools (Bridge,Judd and Moock, 1979).

On top of this, there is variation of parenting style or in child rearing practices across culture. The point is that certain practice exhibit high degree

of parental affection while other parental practice put considerable limits and restriction to the Childs behavior (Kurdek & Fine, 1994, Miner,, 1979).

According to Fantuzzo etal(1995), the type of behavior repertoire which prevailing the home generalizes to the school environment. The family becomes the first generalization agent in the personality development of an individual (Rasseh&vaideanu, 1987) Change the family as an institution suggests that the education system is going to have to play a more important part in the socializing of children and the trans̄mission of culture norms, and values to the young. On the contrary, however, the education within the family, this will bring about the comparable change in relation with in the system, between teachers and those taught (Rasseh and Vaiideanu, 1987).

2.3. Teacher- Student Interaction

Teacher's interpersonal behavior is one important facets of the classroom learning environment. Within the extent literature, teachers support friendliness and facilitation of a cooperative, academically engaging and task oriented ethos in the classroom are associated with improved affective and cognitive outcomes for students (wubbels, Breklemans, Hooymayers, 1991).

Considering the social transmission of school related values and competencies may be especially pertinent for minority or poor children, many of whom are at risk of poor school outcomes. Theories have suggested that positive relationship with teachers may act as a bridge between home and school culture, helping children understand and affiliate with the school setting (Wang and Walberg 1994).minority children for school failure may not be exposed to mainstream cultural assumption regarding schooling and may not make meaningful connections to the school culture without the personal academic support of the teachers (Ogbu, 1993).

On top of this, some literature asserted that achievement is enhanced by high expectation for students coupled with classroom climate characterized by encouragement and support of teachers (Bernard, 1991). Student's

perception of interpersonal connectedness to others at school and "belongings" to the school culture are associated with academic engagement and psychological well being (Goodenow and Grady, 1974; Wentzel, 1994).

Unfortunately, many at risk students experience a more negative social context at school than do their more achieving peers. Students who drop out and repetition of school have less teachers support / encouragement, societal engagement and commitment at school and have not develop the social bonds with adults that allow them to sense themselves as members of social community (Finn,1989).By the time they dropped out of school many believe that the school or teacher has rejected them.

Regarding to this, finding show that teachers unintentionally behave differently towards high and low achieving students. High achieving students receive (and perceive) more positive support interpersonal interaction and higher expectation from performance from teachers. Low achievers often obtain compensatory instruction and increase teaching effort; however this is coupled with more negative affect interpersonal interaction from teachers. Many at risk or disadvantage pupil notice that they often perceive by the time they dropped out of school many believe that the school or teacher as if they dislike them (Wehallage and Rutter, 1986).Therefore, one mechanism affecting social satisfaction might be differential teachers behavior towards at risk or minority students.

In order to promote constructive peer interaction on at risk or minority students influence teachers first must ensure that the interaction takes place within supportive and accepting context.

Teacher must control the major factors affecting the student-student interaction, which include the way in which learning goal are structured and the way in which conflicts among ideas are managed(Detutsch, 1962).

2.4 Peer- Interaction

Constructive peer relationship is almost certainly an absolute necessity for maximal achievement, socialization and healthy development. Some of the ways in which constructive peer relationship contributes to the achievement of educational goals are as follows (Jonson, 1980)

- 1) Peers have a great deal of influence on student's educational aspiration and actual achievement. Especially when students are young or disadvantaged and when they have poor study skills, interaction with academically motivated peers can significantly increase achievement. Being part of accepting and supportive relationship with peer's related utilization of abilities in achievement situation.
- 2) Constructive interaction with peers can increase children's social skills and thereby reduce their future isolation.
- 3) In order for peer relationship to be constructive influences they must promote feeling of belonging, acceptance, support caring, rather than feeling of hostility and rejection.

On top of the above, the impact of peer relationship on the achievement of the students Arvizu, (1996); Gonzalees, (1996) found that between the black and white students achievement increase when the black students felt accepted by their white classmates. The studies also disclosed that student's attendance and achievement are enhanced by the creation of class norms characterized by diverse and positive peer relationships.

Peer group can influence and even teach how to behave in class study for test, provision and share reading material, converse with teachers and school administrators, and can contribute to the success or failure of an individual performance.

Rouse (1998); Cornwall (1996);) and Cauce (1986) stated that the quality of students of relationship with their classmate is associated with achievement.

For instance, children who are rejected by their peers have lower academic achievement than children that are more popular do. It indicates that peer rejection predicts decrease in academic performance. Usually peer groups can play important role in the school activities of the students.

Peer members can contribute more to student's achievement because they are most powerful on students' day to day behavior in school. Peer relationship may associate with motivation outcomes. Being accepted by peer members is related positively to satisfaction with school and to pursuit of goals to learn and to behave in socially appropriate ways.

In general, based on the findings, one can generalize that peer group influence had better contribution for social and academic and personal development of the child at large.

CHAPTER THREE

THE RESEARCH DESIGN AND METHOD

3.1 Research Method

The main purpose of this study was to investigate the influence of socio cultural factors on the participation of Menjo community students, and to assess the major factors that hinder their participation. It also aimed to suggest feasible solution for the problem of school enrollment, dropout and repetition rates of Menjo community students in the primary schools.

The researcher used descriptive survey methods with the assumption that they could help to asses problems related with prevailing socio-cultural factors that inhibit the participation of the minority students in the primary schools in Kafa zone. The importance of this method is confirmed for such purpose by Best and Kahan (2003).

3.2 Source of Data

A combination of primary and secondary data sources were used to make the study reliable, informative and triangulate the outcomes. Primary data were obtained from Menjo community students and their teachers through two questionnaires. The questionnaire were prepared for the students in Kafinono language and for teachers Amharic language.(The questionnaires prepared in Kafinono were distributed to the students while those prepared in Amharic language were distributed to the teachers. The language frequently used by the teacher in the school environment is Amharic and there were also teachers who could not speak/read the vernacular language Kafinono). Moreover, data from school principals and educational officers were obtained through interview. And the focus group discussions were made with some educated adult Menjo people. This enabled the researcher to gather adequate information from different groups of respondents.

3.3. Population and Sampling Technique

3.3.1 Study Population

The principal participants of this study were Menjo students of primary schools in some selected Woreda of Kafa zone which has a record of large size of this community. Kafa zone is one of the zones of the South Nations, Nationality and Peoples Regional State which is located in South West Ethiopia. The researcher has been teaching for the last seventeen years in different primary and secondary schools in the zone. And this experience helped him to make a close contact with teachers teaching the Menjo students in primary schools. The researcher also had a periodic discussion with some of these teachers particularly on issues pertaining to Menjo community students' drop out, failure and their poor school enrollment. The researcher believed that conducting research in Kafa zone might help to solve some of the major problems that might be because of socio-cultural factors. That is the reason for the researcher to choose Kafa zone as the study area .

The target populations of this study were all Menjo students from grade 1-8. However, the researcher deliberately gave more emphasis for grades 4-8 considering that they have relatively stayed longer time at the school, and they may give better information than lower grade students.

Out of 10 Woredas found in Kafa zone, 3 Woredas with a record of large size of Menjo students were taken. These were Bitu, Decha, and Gimbo Woredas.

3.3.2 Sampling Technique

The participants of this study were 5 categories. They were Menjo students, Teachers, educational administrators, principals, and some educated Menjo adults. For the purpose of this study the researcher selected 10 schools purposely from the selected Woredas to draw the sample of teachers and students because these schools have relatively more Menjo students compared to other schools in the Woredas. In purposive sampling of the schools the size of the Menjo students was taken into consideration. Teachers

and students were selected by systematic random sampling techniques. Since in some schools the number of teachers and students were very few, available sampling was employed. In most of the schools after considering the total number of Menjo students in each section from grade 4-8, students were selected each section with the help of home room teachers and principals. The researcher selected the sample size with the proportion of 0.35, as recommended by Huck (2004). As indicated by Huck one can select the sample size of 0.20, 0.50, or 0.80 out of the total population. However, the researcher to make the research relevant has taken the sample size of .35.

The school principals and educational officers were selected by purposeful sampling to obtain appropriate and relevant information in their perspective. Educated Menjos adults were included in the study by incidental sampling. Mostly these Menjo adults were educated up to 10 grade level.

It would be noted that although teachers, educational officers and principal were non-Menjos, the students were selected only from Menjo community and some educated Menjos adults. Unfortunately, the researcher had never found any Menjo teachers in the selected schools.

3.3.3 Sample Participants

With regard to students, from the total of 463 students from grade 4-8 155 students were selected. This comprises 35.85 percent of students the total Menjo community students in the sample schools. And 61 teachers (39.35%) from the total of 146 teachers in sample schools were requested to participate. Moreover, 10 educational administrators, 10 school principals, were involved in the interview session and 11 educated Menjo adults in focus group discussion respectively. The distribution of student participants is given table 1; distribution of teachers is given in table 2.

Table 1. Total Number of Menjo community students in the sample school and sample taken

Woreda	Name of School	Grade available	grades selected	Total Menjo students	sample students
BITTA	Bitagenet	1-8	4-8	91	32
	Oda	1-4	4	53	19
	Lemlem	1-4	4	17	6
GIMBO	Diri	1-8	4-8	58	20
	Kyakela	1-4	4	25	9
	Bitawash	1-8	4-8	36	13
	Gojeb	1-8	4-8	54	19
DECHA	Shapa	1-8	4-8	79	27
	Beha	1-4	4	4	4
	Gedam	1-4	4	46	16
Total				463	155

Table. 2 Total Number of teachers in the sample schools and sample Teacher- participants

Woreda	Name of Schools	Total teachers	Sample teachers
BITTA	Bitagenet	33	12
	Oda	11	6
	Lemlem	5	5
GIMBO	Diri	22	8
	Kyakela	9	4
	Bitawash	18	6
	Gojeb	20	7
DECHA	Shapa	16	5
	Beha	4	4
	Gedam	8	3
Total		146	61

3.4 Instruments and Procedure of Data Collection

3.4.1. Instruments

To obtain relevant data, 2 separate questionnaire were designed : (a) Menjo students, (b) teachers teaching Menjo students. Apart from the above 2 questionnaires, interview questions were designed for (a) school principals, (b) educational administrators. (c)Also a set of questions were designed for focus group discussion among educated Menjo adult.

A questionnaire was designed with questions on major socio-cultural factors that influence students' school participation, and reasons for students' dropout and class repetition, by adapting a questionnaire designed by Habtamu Wondimu (2002). The items were modified and restructured so that they deal with Menjos community context. Further, researcher's experiences with Menjo community perspective were used as a base for designing data gathering instruments.

- For Menjo students questionnaire with 58 items were prepared in the form of close ended, ranking and Likert scales with very low (1) to very high (5) option. Open ended questions were also included requesting the respondents to supply possible suggestions which they think should be done.
- For the teachers questionnaire 38 items were prepared and out of which 34 items were similar with that of students.
- To supplement the questionnaire, interview questions were designed for educational experts and principals to measure their opinion regarding Menjo community students' school participation in relation to non Menjo students. For these respondents, 6 interview items were prepared.
- For focus group discussion, 6 items were prepared to enrich the information gathered for the study, from 11 educated Menjo adults. .

3.4.2 Finalization of Data Gathering Instruments:

The descriptive survey method was used in this study to treat the problems in a wider magnitude. The relevant data were gathered through the questionnaire, interview and focus group discussion.

A/ Translation

Questionnaire, interview and focus group discussion items were prepared first in English and then translated into Amharic and Kafaanono, by the help of the English and Amharic language postgraduate students and native Kafaanono teachers to make it easier for understanding.

B / Validation process

The questionnaires were commented for its clarity and relevance by 3 experts who were currently offering teaching in Addis Ababa University, including 1 professor, 1 PhD and with 1 Masters Degree respectively. The experts were asked to moderate on a 3 point scale indicating a/very high b/high c/moderate d/ low e/ very low in relation to relevance of the questions to the study purpose. After their experts opinion and modification incorporated, The measuring instrument consisted:

1. The first set comprised 12 items related to demographic, parental marital status, parents' educational level and occupation of Menjo students. Additional six items on educational status and years service in the zone were included for teachers' questionnaire.
2. The second part included 28 items regarding parental support, reasons for dropout and repetition, and student's level of interaction with their parent, teacher and peers. In the teachers' questionnaire, additional 10 items were included to assess Menjo students school participation in relation to non-Menjos, and who encourage them were included.
3. The third part of the questionnaire consisted of 30 items to investigate the influence of socio-cultural factors on students' school participation.

The same kinds of questions were forwarded to both students and teacher respondents.

C/ Pilot test

The questionnaire was pilot-tested. The major objective of pilot study was to test and refine the instrument. This was carried out with 29 Menjo students (27male and 2 female) and 18 teachers from two primary schools (Sheta 03 and Wushwush) to check its reliability. These two primary schools were not used in the main study.

In the pilot study, the students' questionnaire was administered to the subjects during regular time. The investigator told the purpose of the questionnaire to the participant and gave illustration on how to fill it. After 10 days the questionnaire was again administered to the same participant to check its coefficient stability/ test retest reliability.

D/ Reliability

The result of the test- retest reliability coefficient over 10 day's period for the pilot sample was highly reliable which was $r=0.755$.

The field trial had helped to identify ambiguities and misunderstanding, establish sample procedure as well as to test the reliability of the instrument for collecting the necessary data. All the necessary amendment had been made in line with the feedbacks obtained from the respondents.

E/Final Data collection

After sample schools for the study were identified, two assistant researchers were employed on part time basis. They were selected based on the recommendation of the Woreda education administrators for their language skills, academic qualification and familiarity to the area. The investigator informed the assistants the purpose of the study and given a short training how to administer questionnaire in their respective places. The training consisted of instruction in general techniques, field procedure for the study,

general procedures for completing questionnaire by respondents. They were used as translators and data collectors. Convenient time was also chosen for the respondents in order to maximize the quality of responses and degree of return.

After a short visit to each school the total number of teachers and Menjo community students were obtained from the school record office and once all things were made ready for the researcher to proceed, the researcher and assistants gave orientation on the purpose of the study to the respondents, after getting the consensus of the respondents. The questionnaire was distributed to randomly selected teachers and students respondents. That is, after students were selected from each section and gathered in one class and the necessary clarification were also given by the researcher for questions raised regarding some of the items from individual student respondents.

The questionnaire for Menjo community students was presented in their own mother tongue, therefore the necessary orientation and explanation was made in Kafinono by the researcher and his assistants. They were free to ask questions that perplexed them. Then students were allowed to give their responses to each item individually and they could fill the questionnaire without any problem and with content and closely supervised by the researcher and his assistant.

In the case of principals and educational officers discussion were made based on the designed interview.

Finally, 11 educated Menjo adults (identified with the help of school principals) were gathered by the school principals on an appointed date. The researcher and his assistants held the focus group discussion and recorded the necessary information.

3.5 Method of Data Analysis

3.5.1 The Variables

The dependent variable of this study was the status of participation of Menjo community students in primary schools. The independent variable were the influence of socio cultural factors that hinders the participation of Menjo minority students, which includes: family background and parent support / encouragement, student-teacher interaction, parent-child interaction, lack of educated role model and self concept, community participation in school activities, early marriage, teacher parent interaction, gender role socialization and stereotype, peer interaction, culture tradition and belief, and attitude of society towards education.

3.5.2. Data Analysis Technique

Descriptive survey both qualitative and quantitative data analysis method were used. The data analyze was done using statistical package for the social science, SPSS version 12.0. The specific methods of data analysis were :

- Percentage was used to explain the background characteristics of respondents' and degree of the influence of socio cultural factors on the educational participation of Menjo students.
- Independent- sample t-test mean was used to determine the significant mean difference between Menjo students and their teachers views on the influence of socio cultural factors to see the perception differences of the two respondents.
- Interview responses and focus group discussion were described thematically.

CHAPTER FOUR

RESULT OF THE STUDY

The purpose of this chapter is to analyze the obtained data under six sections as indicated in the following pages. Section I deals with demographic information of teachers, students, school principals, and educated Menjo people. Section II contains parental support and involvement about their children's education. Section III involves analysis of factors for students' drop out and repetition. Section IV deals with community and parent related factor. Section V is concerned about socio -cultural influences.

Section I

4.1 Demographic characteristics of student and teacher respondents

Table 3. Characteristics of student respondents by gender,age and religion

No	Item		
1	Gender	Number	Percent
	a. Male	135	87.10
	b. Female	20	12.90
	Total	155	100
2	Age		
	a. Below 10 years	-	-
	b.10-14 years	5	3.22
	c.15-16 years	62	40.00
	d.17-18 years	63	40.64
	e.19years above	25	16.13
	total	155	100
3	Religion		
	a. Orthodox	52	33.55
	b Muslim	-	-
	c. Catholic	10	6.45
	d. Protestant	71	45.81
	e. No religion(pagan)	22	14.19
	Total	155	100

As it can be observed from the table 3, a total number of 155 students were involved in the study. Of these, 87.10 percent were males while the rest 12.90percent were females. Regarding their age 3.22 percent were 10-14 years, 40 percent were 15-16 years, 40.64 percent were 17-18, 16.13 percent

were above 19 years. Protestant was the predominant religion (45.81 percent), followed by Orthodox 33.5 percent, Pagans (no religion) 14.19 percent, Catholic 6.45 percent.

Table 4: Background of Parents of the Menjo student respondents

No	Items	Number	Percent
1	Parent marital status		
	a/ live together	133	85.81
	b/ divorce	22	14.19
	c/ others	-	-
	Total	155	100
2	Siblings		
	a/ yes	148	95.48
	b/ no	7	4.52
	Total	155	100
3	Are all sibling from your mother		
	a/ yes	127	81.92
	b/ no	21	14.2
	Total	148	100
4	Mother educational level		
	a/ illiterate	136	87.74
	b/ can read and write	11	7.09
	c/ 1-4 grade	8	5.61
	d/ 5-9 grade	-	-
	e/ above 9 th grade	-	-
	Total	155	100
5	Father educational level		
	a/ illiterate	122	78.71
	b/ can read and write	21	13.55
	c/ 1-4 grade	12	7.74
	d/ 5-9 grade	-	-
	e/ above 9 th grade	-	-
	Total	155	100
6	mother occupation		
	a/ farmer	58	37.00
	b/ merchant	-	-
	c/ government employee	-	-
	d/ making clay products and selling charcoal and furl wood.	97	62.58
	Total	155	100
7	Father occupation		
	a. farmer	96	36.0
	b/ merchant	1	0.7
	c/ government employee	2	1.3
	d/ Selling forest products	56	61.94
	Total	155	100

Concerning the marital status of the parents of Menjo student respondents, 85.81 percent indicated that their parents (father and mother) lived together and 14.19 percent of students indicated that their parents were divorced due to death and conflict.. With respect to their siblings 95.48 percent students had brothers and sisters, and 4.52 percent of them did not have siblings. And the respondents responded those siblings 81.92 percent were coming from his or her mother, 14.2 percent were not from his/her mother.

As for educational background of parents, the majority 87.74 percent of students indicated that their mothers were illiterate; while among the remaining respondents 7.09 percent could read and write (non formal), 5.61 percent had completed from grade 1-4th. Further, regarding their mothers occupation, 62.58 percent of them make clay products, selling charcoal and fuel wood and 37 percent were farmers.

On the other hand, the majority of respondents 78.71 percent fathers were illiterate (no schooling) while the remaining students' 13.55 percent fathers' could read and write (non formal) 7.74 percent completed from grade 1-4th. Regarding father occupation 61.94 percent of their fathers were selling fuel wood and 36.0 percent were farmers, 0.7 percent and 1.3 percent indicated that their father occupation was merchants and government employees respectively. This implies the majority of the Menjo community living with subsistence way of life. Hence, it might have negative impact to their children to proceed their education properly.

Table 5. Characteristics of Teachers by their Gender, Age Religion Education and Service years.

n	Items	Number	Percent
1	Gender		
	a/ male	52	85.25
	b/ female	9	14.75
	Total	61	100
2	Age		
	a/ 19-25 years	2	3.28
	b/ 26-34 years	28	45.90
	c/ 35-44 years	30	49.18
	d/ 45 and above years	1	1.64
	Total	61	100
3	Educational status		
	a/ 10+1	5	8.2
	b/ 10+3	-	-
	c/ 12+TTI	35	57.4
	d/ 12+2	21	34.42
	e/ 12+4	-	-
	Total	61	100
4	Religion		
	a/ Muslim	3	4.91
	b/ orthodox	50	82.19
	c/ protestant	8	13.00
	d/ catholic	-	-
	e/ other	-	-
	Total	61	100
5	Service in the zone		
	a/ 1-5 years	4	6.6
	b/ 6-10years	18	29.5
	c/ 11-15 years	23	37.5
	d/ 16-25years above	16	26.4
	Total	61	100

As it can be seen from table 5 above, a total of 61 teachers were involved in the study. 85.2 percent were males and 14.8percent of them were females.

As per age's concerned, the majority of the teachers (49.18 percent) were 35-44 years, 45.9 percent were between the age of 26-34 and 3.27 percent were 19-25 years and 1.63 percent 45 and above years. This revealed that most of the teachers were enough matured in age wise and could perceived the problem of their students at ease.

Concerning the educational background of teacher's 7.4percent were12+TTI and 34.4 percent were 12+2 graduates and 8.2 percent were 10+1 teachers. Regarding the religion of the respondents, 82.19 percent were orthodox, 13 percent and 4.91 percent of teachers were protestant and Muslims.

With regard to service year in the zone or region, 37.5 percent of teachers served between 11-15 years, 29.5 percent were between 6-10 years, 26.4percent were between 16-25 years and the remaining 6.6 percent served 1-5 years. From this data what we see most of teachers had a long year service in the zone so they do have good awareness about the Menjo pupils educational activities.

Table 6. Characteristics of school principals, educational officers and educated adult

principals			educational officers			Menjo adults		
Gender	n	%	Gender	n	%	Gender	n	%
a. male	10	100	a. male	10	100	a. male	11	100
b. female	-	-	b. female	-	-	b. female	--	---
total			total			total		
Age			Age			Age		
A. 20-25	1	10	a. 20-25	-	-	a. 20-25	-	-
B. 26-30	3	30	b. 26-30	3	30	b. 26-30	5	46
C. 31-35	2	20	c. 31-35	5	50	c. 31-35	3	27
D. 36&above	4	40	d. 36&above	2	20	d. 36&above	3	27
Total	10	100	Total	10	100	Total	11	100
Religion			Religion			Religion		
A. Muslim	1	10	a. Muslim	1	10	a. Muslim	-	-
B. Orthodox	6	60	b. orthodox	5	50	b. orthodox	-	-
C. Catholic	2	20	c. catholic	3	30	c. catholic	3	27.27
D. Protestant	1	10	d. protestant	1	10	d. protestant	2	18.18
E. others			e. others			e. no religion	6	54.55
Total	10	100	Total	10	100	Total	11	100
Educational status			Educational status			Educational status		
a. 12compP..	-	-	a. <12ye.	-	-	a. literate		
b. 10+1	-	-	b. 12+TTI	3	30	b. 1-4 th	3	27.2
c. 12+TTI	4	40	c. 12+1	2	20	c. 5-8 th	2	18.1
d. 12+1	1	10	d. 12+2	4	40	d. 9 th	6	54.5
e. 12+2	4	40	e. 12+4	1	10			
f. 12+4	1	10						
Total	10	100	Total	10	100	Total	11	100
service/occupation			service/occupation			Service/occupation		
a. below5years	1	10	a. below5years	-	-	a. farmer	8	72
b. 6- 10 years	2	20	b. 6-10years	3	30	b. gov'e employee	3	28
c. 10year	7	70	c. 10years	5	50	c. other	-	-
d. 11years &above			d. 11years &above	2	20			
Total	10	100	Total	10	100	Total	11	100

As it is indicated above table 6, principals, educational officers and educated Menjos involved in interview and focus group discussion; their gender,

religion, educational status and occupation/ service in the zone is described below.

With regard to the age of school principals, 40 percent were above 36 years, 30 percent were between 26-30 years, 20 percent were between 31-35 years and 10 percent between the age category of 20-25 years. The age of educational officers that was, 50 percent between the age of 31-35 years, 30 percent between 26-30, and 20 percent 36 and above age category. This indicates that the majority of the respondents were found with adult age group. Thus that the response of the respondents could be more dependable.

Concerning the educational background of the respondents, 80 percent of the school principals were 12+2 and 12+TTI graduates, where as 20 percent and 10 percent of education experts were 12+1, and 12+4 graduates respectively.

With respect to religion, 60 percent of school principal were orthodox 20 percent were catholic; the remaining 10 percent were protestant and Muslim. Concerning educational experts 50 percent, 30 percent were orthodox and catholic respectively, and also similar numbers, 10 percent of them were protestant and Muslims.

Regarding service year in the zone, the majority of school principals (70 percent) and 20 percent had above 11 years and 6- 10 service years respectively. Similarly 20 percent and 30 percent of educational experts were served above 10 years and between 6-10 in the zone. That is, both school principals and educational experts had long year of service in the zone which implies that they had adequate awareness about the living standards, the culture and traditional belief of the Menjo community and its impact on the education participation of their children.

On the other hand, 11 educated Menjos from three woredas were involved in the focus group discussion, all respondents (100 percent) were males. Regarding their occupation, 72 percent were farmers, and 28 percent were government employees. In terms of their age 46 percent of them were between the age of 26-30, 27 percent between the age of 31-35 and above 36

respectively. The majority of the respondents religion, 54.5percent were pagans (no religion) and 27percent were orthodox and 18 percent were Catholics respectively. As regard to their education 54.5 percent were 9th grade, 27.2 percent and 18.1 percent were 5-8th and 1-4th grades respectively. Hence, their literacy level, occupational experience and ages have a positive contribution on the dependability of the information obtain.

Section II

4.2 Some Cultural and Traditional aspects that Affects Students Enrollment

Table 7: Student's home condition relating to school as perceived by Menjo students

Item	Respondents	
	n	%
who had sent you to school in the beginning?		
a/ your mother	25	16.12
b/ your father	88	56.77
c/ oneself	39	25.16
d/ school teacher	3	1.9
e/ your friends	-	-
f/ others, specify	-	-
Total	155	100
when you first entered a school, were you living with your parents:		
a/ yes	118	76.13
b/ no	37	23.9
Total	155	100
The reason for you to isolate from your parents and to live alone		
a/ because of your parents did not want to live with them after age of 7 or above years.	5	13..51
b/ because of culture of the society (example superstition)	29	78.38
c/ to be married and your own independent life	3	8.12
d/ if any other reason ,specify	-	-
Total	37	100

As it is evident from table 7. 16.12 percent were sent to school by their mothers, 56.77 percent were by their father and 25.16 percent were by oneself.

Among the students respondents, 76.13 percent reported that they lived together with their parents at the time of school year, the remaining 23.9 percent didn't live with their parents. This is due to different reasons as shown in the table. Among this, the culture of the society 78.38percent, the tradition that did not allow children to live with their parents after 7 years of age 13.5percent for marriage and 8.2 percent and to lead independent life of their own. The students were asked regarding the support of parents, teachers and non-Menjo students in Menjo students' participation. The results are presented in tables 8,9,10 and 11.

4.3 Do parents, teachers and non-Menjo peers fostered Menjo students school Participation?

4.4 Table 8. Menjo Parental support for their children as perceived by students respondents

Items	Respondents	
	n	%
Enough support from your parent (as money for clothing and school)		
a/ yes full support	21	13.55
b/ yes, partial support	37	23.87
d/ no. support	97	62.58
Total	155	100
your parent /guardian buying pencils, exercise books for you		
a/ yes, always they do	18	11.62
b/ yes, but sometimes	42	27.09
c/ no, they don't	95	61.29
Total	155	100
If you are getting no or partial support where did you get school material?		
a buying myself	132	98.5
c. provided by the teacher	2	1.5
d. non government organization	-	-
e. others	-	-
Total	134	100
your source of income		
a/ honey	12	8.9
b/ coffee	-	-
c/ cattle raring	26	19.40
d/ selling fire wood and charcoal	96	71.64
e/ other	-	-
Total	134	100

As it indicated in table 8, majority 62.58 percent of the Menjo students stated that they did not get enough supports and 23.87 percent had got partial support to their school in from their parents. The respondent were asked whether their parents/ guardians bought pencil, exercise books and other learning materials 61.29 percent of respondents did not get full support from their parents, while 27.09 percent could get partial and 11.62 percent full support from their parents or guardians. The informants were asked if

they could not get enough support or partial support who was the source of school material, 98.5percentof the respondents reported that only through self effort of themselves; and the remaining (1.5 percent) replied as they were provided by the teachers. If they were helping themselves 134 what was their source of income, 98.2 percent of the respondents reported by selling fuel wood and charcoal and 8.9 percent by selling honey and cattle rearing correspondingly.

Table 9.Menjo Parents involvement in education of students as perceived by Menjo students

Items	Respondents					
	usually yes		sometimes		never	
	n	%	n	%	n	%
Family usually talk to your teacher	9	5.81	-	-	146	94.19
Family ask you about your school day	-	-	9	5.81	146	94.19
Family ask you about your home work	-	-	12	7.74	143	92.25
family look at your exercise book	-	-	10	6.5	145	93.5

As it is indicated in the table 9, majority of the students, that is 94.19 percent of the respondents, there was no one in the family who usually talk to their school teacher. This shows the absence of enough support and follow up controlling system by the family/ parents influence the educational participation of students. Concerning someone at home to help in their homework, to ask about their school days and to look at their exercise books, majority of the respondents, 94.2 percent, 92.25percent and 93.5 percent of students responded that such support were never given in their home. Again, this directly or indirectly affects the educational performance of and participation of the students.

Table 10. Peer relations in school as perceived by the Menjo students

Items	respondents	
	n	%
how many friends do you have from non Menjo?		
a/ none	130	83.9
b/ one friend	21	13.5
c/ 2-3 friend	4	2.6
d/ more than three	-	
Total	155	100
Are these non Menjo friends helping you in doing home work?		
a/ always	-	-
b/ sometimes	-	-
c/ very few times	11	7.09
d/ never	144	92.9
Total	155	100
Do this Non Menjo friends play with you?		
a/always	-	-
b/ sometimes	7	4.5
c/ very few times	148	95.5
d/never		
Total	155	100
Are this non Menjo students sharing of items of food with you? (ex, sugar cane)		
a/ always	-	-
b/ sometimes	-	-
c/ very few times	3	1.9
d/ never	152	98.1
Total	155	100

As it is revealed in the table 10, regarding their peer relationship with non Menjos students the majority of the Menjo students, that is, 83.9 percent of students stated that they did not have friends from none Menjo students only 13.5 percent had one friend and 2.6 percent replied they have 2-3 friends. When they were asked whether these friends help them in doing homework, playing together, and sharing of things of eating, 93 percent, 95.5percent and 98.1 percent of Menjo students reported that never found such kind of relationship between them and non Menjo communities students.

Table 11. Relationship with teachers in school as perceived by Menjo students

Item	Respondents									
	very much		sometimes		very few times		never		total	
	n	%	n	%	n	%	n	%	n	%
do non Menjo teachers have interest at your study	-	-	-	-	22	14.3	133	85.81	155	100
do non Menjo teachers support outside the class room	-	-	-	-	18	11.62	137	88.38	155	100
do non Menjo teachers encourage you in the class	-	-	-	-	29	18.71	126	81.29	155	100
do non Menjo teachers encourage you to mix and to play with others	-	-	-	-	17	11	138	89.03	155	100

Regarding students relation with teachers in the table 11, majority of the informants, more than 81% of Menjo students responded that teachers had never supported them, to mix with non Menjo students, to ask doubts and questions outside or inside the class, and never showed interest in their learning. And the rest of the respondents below 18.71 percent replied that they had got very few times support /encouragement from teachers. This implies Menjo students did not get any support from their teachers. Lack of teachers support to the Menjo pupils might be one of the causes of drop out and repetition.

4.5 Some major factors that contribute for Menjo students drop-out

Students were asked with questions on the drop out from school and their response is presented in table 12. Whereas on the same issue teachers respondents on 2 items presented in table 13 below.

Section III

Table 12. Student dropout and reasons as perceived by students

Item	Respondents	
	n	%
Did you discontinue school any time?		
a/ yes	108	69.68
b/ no	47	31.10
Total	155	100
Duration of drop out		
a/ for one year	42	38.9
b/ for two years	48	44.5
c/ for three year and above	18	16.7
Total	108	100
season of drop out		
a/ autumn	48	44.4
b/ spring	60	55.6
d/ winter	-	---
e/ summer	-	---
Total	108	100
Reason for dropout		
a/ for marriage purpose	8	7.41
b/ due to seasonal cultural celebrations	34	31.5
c/ to collect farming activity	66	61.1
d/ others	-	-
Total	108	100

As it could be seen from the table 12, 69.68 percent of the students reported that they dropped out of school sometime or other, while 31.10 percent of them did not drop out. This indicated that there were high educational wastage in Menjo community. Respondents were asked for how long did they

leave the school, 38.9 percent of them left for one year, 44.5 percent left for two year, and 16.5 percent left for three year and above.

Moreover, respondents whom asked the reason why they dropped out for one year and above and most of the students ranked that Menjo people were not allow to mix by the other non- Menjo, distance from house to school, excessive involvement in family work, lack of parental support/ encouragement, related with agricultural season, due to health problem of myself, family breakdown and etc. Furthermore, the respondents were asked in which season they mostly dropped out, most of the respondent, 55.6 percent of students respond that they dropped out during autumn and 44.6 percent during spring. The main reason for dropped- out during these season was for 61.1 percent of students to collect farming activity, like honey cutting and coffee. Also, 31.5percent students dropped out because of seasonal cultural activities of the community and 7.05 percent for marriage purpose.

Table 13: Initiation schooling and drop out as perceived by Teachers

Item	respondent	
	n	%
Who initiation Menjo students for schooling		
a/ parent	15	24.59
b/ teacher	17	27.86.
c/ student themselves	29	47.54
d/ other	-	-
Total	61	100
Duration of drop out		
a/ autumn	24	39.34
b/ spring	30	49.88
c/ winter	-	-
d/ summer	7	10.78
Total	61	100

As per data presented in the table 13, the responsibility to initiate and make Menjo pupil to enter school for the first time teachers responded that for

47.54 percent students themselves, 27.86 percent by teachers and for 26 percent by parents. This implies due to lack of awareness about the value of education and parental involvement on primary education affects the educational participation of Menjo children.

Concerning the seasons at which most of students drop out, majority of the teacher stated (49.18 percent) that most of them dropout during spring and 39.4 percent felt during autumn. Whereas 10.78 percent dropped out during the summer. The reason why most students especially during spring and autumn seasons dropped was because of many students engaged in ceiling cultural hive, cutting honey and coming from a distance walk to school.

4.5 Grade repetition and reasons for the repetition by Menjo students

Table 14. Grade repetition and reasons as perceived by the Menjo students

Items	respondents	
	n	%
Grade level at which students repeated		
a./ grade 1		
b/ grade 2	22	14.19
c/grade 3	12	7.75
d/ grade 4	10	6.45
e/ grade 5	19	12.25
f/ grade 6	31	20.00
g/ grade 7	11	7.09
h/ grade 8	5	3.22
I/ never failed	45	29.03
Total	155	100
Repetition rate of students at different grade level		
a/ none	45	29.03
b/ only once	54	34.83
c/ twice	32	20.64
d/ three times	13	8.18
e/ more than three times	11	7.35
Total	155	100

As it is evident in the table 14, the majority of the respondents, 85 percent of the students repeated at different grade level and 34.83 percent, 20.64 percent, 8 percent, and 7 percent had repeated from the time they began

primary education till now only once, twice three times and more than three times respectively. This shows that there was high educational wastage in the Menjo community and it affects the educational participation of Menjo children.

Moreover respondents were asked the reason for repeating more than once, students revealed that being engaged income generating task, traveling a long distance, , frequent absent from the school, , lack of parental support/ encouragement, lack of encouragement from the school, early marriage and poor academic performance were the main reason for their repetition at different grade level.

4.6 The major socio-cultural reasons impending participation of Menjo students

Out of 30 socio- cultural reasons influencing the participation of Menjo students in primary education, 4 items have shown a statically significant difference between teachers and students respondents. On the remaining 26 items there were no statically significant difference; indicating that Menjo students and their teachers had no difference in their opinions. The items are grouped thematically based on issues and result are presented below.(Table 16-20)

Table 15. Societal condition that impending school participation

Items	resp.	Response value											
		5		4		3		2		1		m	t-value
		n	%	n	%	n	%	n	%	n	%		
community appreciation of modern education	T	1	1.6	11	18.0	14	23.0	20	32.8	15	24.6	3.38	.615
	S	14	9.0	27	17.4	30	19.4	54	34.8	30	19.4	3.49	
low community value to education	T	14	23	29	37.7	15	24.6	3	4.9	-	-	3.61	1.484
	S	49	31.6	46	25.2	27	17.4	18	11.6	15	9.7	3.88	
gender socialization &stereotype	T	13	21.3	26	42.6	20	32.8	2	3.3	-	-	4.02	1.4833
	S	54	34.8	66	42.6	24	15.5	7	4.5	4	2.6	3.81	

T= teachers

S= Menjo students

As far as societal appreciation of modern education was concerned, Menjo student respondents, 54.2% and, 57.4% teachers asserted that Menjo community have low appreciation for modern education. Whereas 26.4% students and 26% teachers argued that the community has high appreciation for modern education. The t value obtained (-.615) confirmed that there was no statistically significant difference between the two respondents.

As far community value to education, among student respondents 56.8% and, 70.5% teachers replied that Menjo society do not give value for education. Whereas, 21.3% students and 4.9% teachers notified to the contrary of the given suggestion, and 17.4% students and 24.6% of teachers asserted that the influence is moderate. The t value obtained (-1.484) depicted that there is no statistically significant difference between the teacher and student respondents.

Concerning the influence of gender role socialization and stereotype, among student's respondents 77.4% and, 63.9% teachers indicated that its influence is very high. 32.8% students and 15.5% teachers responded that the influence is moderate. Moreover, the t value obtained (1.483) verified that there is no statistically significant difference between teachers and students respondents.

Table 16. Comparison between Menjo students and their teaches on factors related to Menjo parents on their children's education

Factors related to Menjo parents on their children's education													
Items	resp.	Response value											
		5		4		3		2		1		m	t-value
		n	%	n	%	n	%	n	%	n	%		
lack of interaction b/n parent & teacher about educa,	T	40	65.6	15	2.4	6	9.8	-	-	-	-	4..58	0.248
	S	114	73.5	27	17.4	8	5.2	3	1.9	3	1.9	4.55	
lack of attention the education of childr,by their parents	T	39	63.6	20	32.8	2	3.3		-	-	-	4.52	.705
	S	106	68.4	29	18.1	19	12.3	1	.6			4.60	
parents fair their children will develop disobedient after school	T	27	44.3	31	50.8	2	3.3	1	1.6			2.44	12..823 *
	S	9	5.8	11	7.1	57	36.8	41	26.5	37	23.9	4.37	
parent suspect to be learn their children undesirable behavior	T	13	21.3	26	42.6	11	18	10	16.4	1	0.6	4.74	.756
	S	117	75.5	36	23.2	2	1.3	-	-	-	-	4.68	
parent want their children to errand at home or field than to school	T	34	55.7	25	41	2	3.3			-	-	4.50	.205
	S	91	58.7	57	36.1	4	3.9	3	1.9	-	-	4.52	
low frequency of re/ship b/n school & parent	T	6	9.8	29	47.5	21	34.4	3	4.9	2	3.3	3.361	1.034
	S	46	29.7	26	16.8	41	26.5	22	14.2	20	12.9	3..55	
the high demand of child labor	T	38	62.3	22	36.1.	-	-	-	-	1	1.6	4.46	1.053
	S	98	63.2	40	25.9	10	6.5	5	3.2	2	1.3	4.50	

T= teachers S= Menjo students

As far as lack of interaction between parents and children regarding educational issue was concerned, out of the total of 155 student respondents, the majority (90.9percent) and teachers 89.6% indicated that the influence of shortage of parental interaction in relation to education was very high. While 9% of students and 9.8% teachers revealed that the influence is moderate and low respectively. The t-value obtained was below the critical t value (.248). This confirmed that there was no statistically significant difference between student and teacher respondents. Therefore, it could be stated that lack of interaction between parents and their children is one of the major hindering factors of the participation in primary education.

With regard to lack of attention to the education of children by their parents, among student respondents, a large proportion (86.5%) and (96.7%) teachers indicated that parents do not give attention to the education of their children. Moreover, the t-value obtained (.705) verified that there was no statistically significant difference between the two respondents. This shows that lack of parental attention as one of the factors hindering educational involvement of the students.

With regard to parents fear children that will develop disobedience after schooling, among student's respondents 12.9% and 54 % teachers reported that the influence highly affected. While 46% teachers and 56.2% students responded that the influence is not affected.. For further analysis of the data and to examine the degree of consistency between the two respondents the calculated t value indicating that lack of conformity between the two respondents. There was a statistically significance difference in their rating that the indicated mean response of teachers 4.3770 was greater than the mean score of student respondents i.e.(2.4452).

On the question that parents suspect their children would learn undesirable behavior was concerned, out of 155 students respondents the majority (98.5%) and 65.9% teachers replied that the influence is very low. Whereas 1.5% students and 18% teachers revealed that the influence is moderate. The t value obtained (.705) shows that there is no significant different between the two groups of respondents.

Concerning parents intention that their children to errand at home or field than to school, out of 155 student respondents 95.5% and out of 61 teachers, 96.7% teachers confirmed that the influence was very high. The t value obtained (.756) depicted that there was no statistically significant difference between the teacher and student respondents' opinion.

Concerning low frequency of relationship between school and parents, among student's respondents 46.5% and, 57.3% teachers responded that parents

have low relationship with school. But 26.5% students and 34.4% teachers replied that there is moderate relationship with the school and 27.1% students and 8.2% teachers indicated that there was regular relationship between parents and the school.

As far as the high demand of child labor in domestic and farm activities was concerned, out of 155 student respondents the majority (89.1%) and , 98.4% teachers replied that there was high demand for the labor of their children in domestic activities. The t-value obtained (1.053) verified that there was no statistically significant difference between the teacher and student respondents.

Table17. Factors related to school and community on Menjo children education

Items	resp.	Response value												
		5		4			3		2		1			
		n	%	n	%	n	%	n	%	n	%	m	t-value	
Lake of menjo comm..participation of school activities	T	44	72.5	12	19.5	5	8.2	-	-	-	-	4.49	1.242	
	S	103	66.5	32	20.6	15	9.7	3	1.9	2	1.3	4.63		
Low attitude of menjo commu. towards education	T	17	27.9	23	37.7	18	29.5	3	4.9		-	4.12	1.486	
	S	79	51.4	39	25.2	19	12.3	13	8.4	5	3.2	3.88		
Low degree of school and community rel/ship	T	23	37.7	28	45.9	10.	16.4	-	-	-	-	4.29	.302	
	S	11	7.1	37	23.9	54	34.8	28	18.1	25	16.1	3.01		
low degree of parent participation in school	T	16	26.2	16	26.2	26	42.6	1	1.6	2	3.3	3.80	.752	
	S	31	20	74	47.7	41	26.5	7	4.5	2	1.3	3.70		

T= teachers S= Menjo students

Concerning lack of Menjo community participation of school activities, among student's respondents, the majority (87.1%) and (91.8%) teachers replied that Mnjos communities do not participate in school activities. Also, the computed t-value (.1.248) shows that there was no statistically significant difference between the two respondents. This implies lack of Menjo's community

participation in school activities affects the educational involvement of their children.

Concerning low attitude of Menjo community towards education among student respondents, the majority (76.2%) and (65.6%) teachers replied that Menjo community have low attitude towards education. While 12.3% students and 4.9% teachers were confirmed that Menjos have high attitude towards education.. Further, 11.6% students and 39.5% teachers responded that the influence of the factor is moderate. However, the t value obtained (1.488) verified that there was statistically significant difference between the two respondents. This implies that the society's low attitude towards education has influenced the educational involvement of Menjo children.

Concerning low degree of parent participation in school, out of 155 student's respondents, a large proportion of (83.9%) and, 83.6% teachers replied that Menjos parents do not participate in school. Whereas 14.1% student's and 16.4% teachers depicted that Menjo parents are participated in school activities. The t-value obtained (-.452) indicated that there was no significance difference between the two respondents

Section V

Table 18. Factor related to culture of Menjo community

Items	resp.	Response value											t-value
		5		4		3		2		1		m	
		n	%	n	%	n	%	n	%	n	%		
early marriage	T	10	16.4	24	39.3	16	26.2	7	11.5	3	4.9	3.49	-0.109
	S	38	24.5	50	16.8	32	20.6	21	13.5	14	9	3.51	
practice of tradition look down by the others	T	26	42.6	31	50.1	4	6.6	-	-	-	-	4.29	-.621
	S	74	47.1	61	39.4	16	10.3	3	1.9	1	0.6	4.36	

T= teachers

S= Menjo students

As far as early marriage is concerned, among student's respondents, 56.8% and 34 55.7% teachers notified that early marriage is highly affected Menjo student's school participation While 22.5% students and 16.4% teachers

responded that early marriage has low influence. Whereas 20.6% students and 26.2% teachers scored as it has moderate influence. This shows that almost above half of the students rated that the influence is greater. Whereas only some of the respondents rated very low and moderate respectively. The t-value obtained (-.109) proved that there was no statistically significant difference between the teachers and Menjo students opinion..

Concerning practice of tradition of looking down by others, among students respondents 85.9% and, 93.4% teachers revealed that the influence was very high. The t value obtained (.621) verified that there was no statistically significant difference between the teacher and student respondents.

Table 19. Factor related to Menjo children themselves

Items	resp.	Response value											t-value
		5		4		3		2		1		m	
		n	%	n	%	n	%	n	%	n	%		
fear of sexual harassment	T	4	6.6	31	39.3	14	23	8	13.2	4	6.6	2.94	2.206*
	S	25	16.1	36	23.2	33	21.3	26	16.1	35	22.6	3.37	
fear of sexual abduction	T	1	1.6	28	45.9	23	37.7	4	6.6	4	6.6	3.03	1.51
	S	21	13.5	36	23.2	50	32.3	23	14.8	25	16.1	3.30	
feeling of isolation from non menjo	T	8	13.1	48	78.1	5	8.2					3.93	.635
	S	70	45.2	52	33.5	8	5.2	3	1.9	22	14.2	4.04	
low self confidence of menjo people	T	20	32.8	41	67.3	-	-	-	-	-	-	4.18	1.38
	S	61	39.4	63	40.6	29	-	2	1.3	-	-	3.78	
a general impression the menjo students has less capable for studies	T	16	26.2	31	50.8	10	16.4	4	6.6	-	-	4.11	1.04
	S	63	40.6	56	36.1	26	16.8	7	4.5	2	1.3	3.96	
student mobility	T	38	62.3	21	34.4	2	3.3	-		--	-	4.58	.033
	S	104	67.1	38	24.5	13	8.4	-		-	-	4.59	
seeking of marriage with non menjo	T	16	26.2	32	52.5	13	21.3	-	-		-	4.07	.187
	S	48	31.0	77	49.5	23	14.8	7	4.5		-	4.04	
the tradition on the role of female influenced	T	22	36.1	39	63.9	-	-	-	-	-	-	4.52	1.54
	S	103	66.5	33	21.3	16	10.3	3	1.9	-	-	4.36	
being treated differently by others	T	10	16.4	31	50.8	17	27.9	3	4.9	-	-	4.70	9.9*
	S	116	74.8	33	21.3	6	3.9	-	--	-	-	3.78	

T= teachers S= Menjo students

With regard to fear of sexual harassment, among students 38.7% and 19.7% teachers replied that there is fear of sexual harassment and its influence was high. whereas 39.3% students and 57.4% teachers on the contrary notified that fear of sexual harassment and its influence was very low. This implies both teachers and students disagree with the assumption, there was statistically significant difference in their proportion hence the calculated mean of teachers (2.94) is less than the mean score for students (3.37).

As far as fear of sexual abduction was concerned, among student respondents 36.7%, and 47.5% teachers reported that there was fear of sexual abduction in Menjo community. While 30.9% students and 19.7% teachers responded that the problem is moderate. But 37.7 students 32.7 teachers asserted that the influence was low. This implies there was agreement between respondents, moreover the t value obtained (-1.511) showed that there was no statistically significant difference between the two groups of respondents.

Concerning feeling of isolation from non-Menjo, out of 155 student respondents, majority of the Menjo students 78.7% and 91.8% teachers replied that they don't integrate with other non- Menjo students. Only 16.1% of students and 5.2% of teachers notified that they were mixed with non-menjo students in any school activities. The t-value obtained (-.615) depicted there was no statistically significant difference between the two respondents.

As far as a general impression that the Menjo students are less capable of studies is concerned, out of 155 student respondents 76.7%, and 77% teachers replied that the problem has highly affected the educational participation of Menjo children. The t test result (1.044) depicted that there is no statistically significant difference between the two groups of respondents

With regard to students mobility, among students respondents the majority (91.6%), and 96.7% teacher replied that students mobility highly affected the

education of Menjo children. The calculated t value (.033) showed there was no statically significance different between the two respondents.

As far as seeking of marriage with non Menjo was concerned, among students respondents 80.7% and, 78.7% teachers revealed that Menjo people greatly seeking of marriage with non-Menjo children. The computed t value (.187) depicted that there was no statistically significant difference between student and teacher respondents.

As for the tradition on the role of female was concerned, among students respondents, most of the respondents (97.8%) and, 100% teachers revealed that the influence highly affected mango females. The t value obtained (1.546) confirmed that there is no statistically significant difference between the two groups.

Regarding to being treated differently by others, among students respondents a large proportion of (96.1%), and (91.8%) teachers replied that Menjo students are being treated differently by other non Menjo students. However, the two respondents agree with the assumption, there is a statistically significance difference in their rating that the calculated mean response of teachers (3.78) was less than the mean score for students respondents (4.70).

Table 20. Factor related to educated Menjo people

Items	res.	Response value											
		5		4		3		2		1		m	t-value
		n	%	n	%	n	%	n	%	n	%		
lack of educated menjo people as a model	T	41	67.2	20	32.8	-	-	-	-	-	-	4.62	.529
	S	105	67.8	2	1.3	3	1.9	-	--	-	-	4.67	
belittling the value of girls education	T	8	13.5	27	44.3	26	42.6	-	-	-	-	4.09	3.249*
	S	56	36.1	63	40.6	32	20.6	3	1.9	1	0.6	3.70	
the low level of educational background of parents	T	44	72.7	17	27.9	-	-	-	-	-	-	4.76	.678
	S	121	78.1	32	20.6	2	1.3	-	--	-	-	4.72	
low interest and initiation of the menjo people	T	15	24.6	26	42.6	14	23	6	9.8	-	-	3.80	.127
	S	50	32.3	46	29.7	39	25.2	18	11.6	2	1.3	3.81	

T= teachers S= Menjo students

As for lack of educated Menjo people as an example was concerned, among students respondents the majority (96.7%), and 100% of teachers confirmed that there was no educated Menjo as a role model. The t value obtained (.529) showed that there was no statistically significance difference between the two respondents.

Regarding belittling the value of girls education, out of 155 students respondents 61.4% and 58.8% teachers revealed that the influence was very high. While 36.1% students and 24.9% teachers replied that the influence is very low. Moreover, the mean score of the teachers is 4.096 is greater than for the mean score of students. Hence, there is a statistically significant difference between the Menjo students view and teachers view.

As far as low level of educational back ground of parents was concerned, out of the total 155 student respondents a large proportion of respondents, (98.7%) and 99% teacher respondents identified that the educational back ground of parents of Menjo children was very low. The t value obtained (.678) shows that there is no statistically significant difference between the two respondents.

Concerning low interest and initiation of the Menjo parents, among students respondents 61.9% and, 67.2% teachers responded that Menjo people have low interest and initiation for education, while 25.2% students and 23.0% teachers claimed that they have moderate interest for education, and 12.9% students and 9.8% teachers notified that menjo people have high interest and initiation for education . The t value obtained was below critical value (.127) verified that there was no statistically significant difference between the two groups of respondents.

4.7 Presentation of the results through Focus Group Discussion

To get more concrete and supplementary information the researcher decided to conduct discussion with the focus group. As indicated earlier the group contains Key individuals who can be source of the facts related with the

problem. Accordingly the researcher has prepared some leading of items before the discussion was started. And the items poised and response gathered from the group is summarized below:

1. The first question raised for the discussion was the attitude of Menjo community in general and the Menjo children in particular. As per the responses of the group , the community as well as the children of the Menjo have very strong interest and positive attitude towards education. They believe that their poverty and backwardness originated from their ignorance and illiteracy.
2. The second question raised was about the extent of participation in school of Menjo children. Almost all of the members of the group assured that the participation rate or their children were very low in comparison of that of non Menjo children.
3. If the participation of Menjo students is low what are the major reason for the problem. According to the response of the group the major reasons for the poor participation of the children of Menjo community were social, cultural, economic, ethnical and personal. However the prominent obstacles for Menjo students were the socio-cultural factors.
4. If the Major factors hindering school enrollment of Menjo children and their participation are categorized under socio-cultural factors, what are the Major components or problems under this category? The group responded for this question that the following are salient socio-cultural constrains that were affecting the participation of Menjo students
 - A. Lack of awareness of parents about the value of education
 - B. Lack of parent support and encouragement.
 - C. Lack of parent child interaction
 - D. Low community participation in school activities
 - E. Lack of peer interaction particularly with non Menjo children.

5. What are some common problems of schooling that are seen from Menjo students?

The group explained briefly that the serious problem of Menjo students schooling is dropout and repetition . These problems are arising not because the students don't have interest or potential but due to strong socio-cultural pressure exerted by Non- Menjo community at large and students in particular. The majority ones are listed under the question of above.

6. What are your suggestion to minimize the socio-cultural problems that are causing dropout and repetition?

The majority of the respondents claimed that the following are assumed to be the possible suggestion.

1. It is better if the political leaders create awareness on both Menjo-non Menjo, so that Menjo will consider that they have equal right and capacity to learn as well as develop the self-confidence.
2. And non Menjo community need to accept Menjos community as human being ;has right to learn and equal with them under law.
3. It is advisable to guide the parents of Menjo community to be aware of the last long benefit of education and support their children to resist the problem and archive schooling. This can be possible by building the capacity of Menjo by initiation NGO's and other humanitarian organization.

CHAPTER FIVE

DISCUSSION

The main concern of this study was to investigate the influence of socio-cultural factors on Menjo children's school participation, in terms of Menjo students demographic characteristics, school drop out and repetition, peer interaction, teacher-student interaction, parental support and involvement and socio cultural factors .

5.1 Demographic characteristics of the respondents

As data in this study revealed that 216 participants (out of which 155 Menjo students and 61 teachers) involved in the study. Out of 155 students participants 87.10% were males and 12.90% were females. The study reveals the participation of females involved in the study was found very low as compared to male students. Their age ranged from 10 to 19 years out of them, 80.64 of the students were above the legal age standard for the given grade level .Out of the total student participants the dominant number of them were the follower of protestant religion followed by orthodox. However, there were small proportion of participants who were found to be pagans and catholic religion followers.

Concerning students family background 85.81% of students were come from their parents and the rest 14.19% were from divorced families. Moreover, the data showed that the number of students who had sibling were 95.48% but the remaining 4.52% hadn't siblings. Besides an attempt was also made to identify whether the students were from biological parents or not, according the result only 14.2% of them were from step parents. This indicates Menjo student's male parents have more than one wife. This in turn shows the presence of polygamy.

Concerning educational level of parents 81.74% of student's mothers and 78.71% of student's fathers were illiterate. The data suggested that the majority of Menjo children come from illiterate parents who could have low perception about modern education. Moreover, as the data indicated 62.58 % of students mother and 61.94 % students father were found to make clay products and selling fuel woods and charcoal, participate in farming activities respectively. This implies the majority of the student parents were found to lead subsistence kind of life. To this effect, the economic condition of parents in Menjo community may greatly affect their students school enrolment.

The demographic characteristics of teachers indicated that out of 61 teachers 85.25% were males and the remaining 14.75% were females .This implies that the participation of female teachers is very low .Regarding age the majority of teachers 95.08% were above 26 years. This also indicated most of the teachers who teach in this particular school were matured to perceive students problems. The educational level of teachers showed that 91.79% of them were above 12+TTI and 12+2 educational level. From this we can infer that most of the teachers were more likely to understand academic problems.

With regard to service of teachers in the study area the result showed that 63.9% of teachers had above 11 years teaching service .This enable us to say most of the teachers could have adequate awareness about Menjo pupil's school participation and life

5.2 Factor influencing the dropout and repetition of Menjo primary school children

The main objective of this study was to identify the major contribution of Menjo student's dropout and repetition in the school. In this regard, the result of the study revealed that 69.68% of Menjo students were drop out of the school. Most of the students respondents perceived reason for the school

drop out were : due to health problem of parent or oneself, Menjo pupils not allowed to mix by the other non Menjo, distance from house to school, excessive involvement in family work, failure in exam and being engaged in income generating tasks etc. Moreover, the interviewees and educated adult Menjo further revealed that inappropriate school calendar is one of the major factors of students drop out in Menjo society. This is because during autumn, spring and summer season most of students engage in some tasks like cultural bee hive (Nib kofo), collecting coffee, and unable to cross the big rivers and these affects their educational participation. In this effect, almost half of the students go back their home to help themselves and some of them come to school after spending time more than a month.

Different research findings on drop out revealed different factors or reasons for students drop out. With regard to this, FAWE (1995) confirms that female schooling is treated as special problem caused by a sophisticated interplay of socio-cultural and natural factors than male students. On top of this Bishop (1989) points out that malnutrition is usually associated with a high rate of drop out among school children. Others researchers (e.g. Elleni,1995; Tilaye, 1997) concur with the view that in most developing countries school children often suffer from parasite, fever, recurring, headache, stomach pains, anemia and asthmatic problems such ill health problems usually lead students to discontinue their schooling. Furthermore, the location of the school has a considerable impact on the survival of students in schools. The finding of the researchers (Tadesse, 1974; Adane, 1993) indicated that school zoning had a direct relationship with the drop out rate. It is unfair to expect that a student who walk for one to two hours a day will follow his/her lesson regularly and actively. As Bishop (1989) revealed that the student who fail to qualify in examination and fail to meet the requirements become frustrated, as a result they seek to leave the environment that provides them negative feed back.

Similarly, the study shows that there was high repetition rate of Menjo students in primary education, and this is another educational wastage in the

Menjo society and which affects the educational participation of Menjo children's. In this regard, when the students were asked why they repeated more than once and they revealed that lack of parental support , late age admission and early marriage, traveling long distance, less interest towards schooling and poor academic performance were the main reason for their repetition at different grade level. In addition to, Anbesu and Junge (1988); Tilaye, (1999) argue that very low income of parents, too much absenteeism, early marriage, distance from school, negative attitude towards the education of their children are some of the reasons why pupils repeat.

5.3 Conditions related to peer interaction in school participation

The present study discovered that there was lack of interaction between Menjo students and non Menjo students in school activities. In relation to this , the interviewees and educated Menjos reported that to sit with, to group work and to play in the field with non Menjo students is a problem. Some Menjo students prefer the half day school than full day for the very reason that one and half hour break is misery to them with intimidation, gossip, segregating sitting make them severely depressed and highly frustrated.

In this regard, Arvizu(1996), Gonzales,Cauce,Fridman and Mason(1996) studied the impact of peer interaction on school participation of the students. They reported that between the black and white students, participation increase when the black students felt accepted by their white peers. Moreover, according to (Jonson,1980). Constructive interaction with peers can increase children's social skills and thereby reduce their future isolation. The studies also disclose that student's attendance and school participation are enhanced by the creation of classroom norms characterized by diverse and positive peer relationship.

Similarly, Tadesse, (1996), Cauce (1988) indicated that peer group generally becomes more important as children move into adolescence reaching it's furthestmost effectiveness as a reference group when they are fifteen to twenty

years old influencing school participation. In this study region, the most favorable condition are found not only missing for Menjo students school participation, but also the social environment found to be very repulsive.

5.4 Conditions related to teachers- students interaction in school participation

The present study revealed that there was lack of interaction between teachers and Menjo student in school participation. In relation to this, different literature asserted that students who drop out and repetition of school have less teachers support / encouragement, societal engagement and commitment at school, and have not developed the social bonds with teachers that allow them to sense themselves as members of social community (Finn,1989). Moreover, other findings indicates that teachers support friendliness and facilitation of a cooperative, academically engaging and task oriented ethos in the classroom are associated with improved affective and cognitive outcomes for students (Wubbels, Breklemans Hooymayers, 1991)

5.5 Conditions of family support and its influence on children School participation

With regard to parental support for Menjo students school participation, the finding of the present study pointed out the majority (63.58%) students have not get any family support for their education. Hence lack of parent support has more contribution to the lack of Menjo student's school participation. More over the finding is supported by the educated Menjo parents. They revealed that the economic of Menjo society is very low. This is because the farming system of the society is still primitive and people leads subsistence kind of living that they can't feed themselves let alone to send their children to attend to school. This implies that due to low economic activities of the Menjo community the educational participation of students is very low. In this regard, what Crule (1973) stated is relevant. Poor families cannot afford

the cost of education for their children, to plough, trade or deal with other income generating activities. Parents would not volunteer and don't have the capacity to pay expense of papers, pencils and other necessary materials especially if their children spend their time only in school activities. This might have a negative impact on the degree of assistance and encouragement for the success of students, thus Menjo parents have a profound influence on the ways their children view school learning (Traverse, 2000).

On the other hand, Douglas (1964) stated that children whose parents take an interest in their school work and encourage them improve their school performance. Similarly many studies suggest that responding to children's needs readily and adequately, providing explanations about desirable and undesirable actions and rewarding desirable behaviors at home foster the development of self management. This would help to establish psychological security and plays its own role in the children's learning and performance (Steinverg etal, 1994; Philipsetal; 1987 and others) as cited by Darge, (1997).

Thus, the absence of such encouragement and support from the parents affecting the educational participation of Menjo students. Hence, as respondents and different literature argue, Menjo parents do not provide enough encouragement and support for their children .Therefore, it is possible to conclude that Menjo students didn't get care and parental support for their children.

5.6 Factors Related to Education of Children

5.6.1 Regarding Menjo educated people as a model

One of the objectives of this study was to identify the main socio-cultural factors that are impeding the participation of Menjo students. In this regard, the result of the study revealed that there was no significant mean difference between the teacher and students respondents. This shows that the two groups agreed that the lack of educated Menjo people as a model is one of the factors that influenced Menjo pupil school participation. Accordingly, (77.7%)of the total of respondents believed that due to the absence of model

the number of students is limited in schools. Regarding to this, the interviewee and educated Menjo claimed that due to lack of role model in the zone so many Menjo students do not give value for education rather they engaged in different farming activities like; selling fuel woods , hunting and other very low jobs.

5.6.2 Level of educational background of parents

Both the students and the teacher's respondents agreed that the low level of education background of the student parents has a role to play on the educational participation. Out of the total respondents (99 %) replied that the low educational background of parents has negative impact on the school participation. Moreover, the obtained mean shows that there was no statistical significance difference between the two groups of respondents. On top of this, different researchers identified the influence of parents educational level on children's success or failure in school, for instance Stevenson and Parker (1987) pointed out that the level of parent education is an important prediction of pupils school performance. And a study conducted in Ethiopia showed that if parents are illiterate ,school participation of their children will be 22% .If qualified up to grade 9-12 the participation rate will be up to 79%,and if upon tertiary level participation will be up to 102% (PHRD,1996) This tells us parents level affects students success.

5.7 Factors related to school and community

5.7.1 Menjo community participation of school activities

The calculated t-test to see whether there is a significant mean difference between teachers and students in the perception of Menjo community participation of school activities, the result shows that there was no statistically significant difference between the two groups. This implies both students and teachers argued that Menjo communities did not take part in school activities. As the descriptive statistics indicated out of the total teacher and student respondents 95.05% confirmed the lack of Menjo community

participation in school activities. From the above result what we perceived that, due to devoid of parents school involvement in school activities might badly affect their children's school engagement, and the educational system is unmanageable without an interaction of community around it . In this regard, supported the above idea, Chatavenanich and Fry (1990) pointed out that the relationship between the school and the community can be considered as one of the measure of school efficiency. The schools with great degree of assistance from the community were more efficient than their counterparts. On top of this, Barbor (1997) identified that school are far more effective in educating children when families, schools and communities unite their effort. When these social setting recognize the influential factors that affects children's learning experiences in school and work together in resolving the problem. The best possible learning atmosphere will be resulted.

5.7.2 Attitude of Menjo community towards education

As the study revealed that out of the total of 68.98 % of both teacher and student respondents asserted that the attitude of Menjo community towards education highly affected to the participation of Menjo students. Moreover, the obtained t-value to check weather there is significant difference between teachers and students respondents in perception of activities of Menjo community towards education, the outcome shows that there was no statistically significant difference between the two groups. Furthermore, the interviewee and educated Menjo asserted that most of Menjo people have poor attitude towards education due to ignorance and lack of awareness of the value of education they wanted their children to engage domestic chore than schooling. Regarding to this, Briner and Panti (1971) indicated that the parent's attitude towards formal education probably had its foundation in the experience of parents who have a little hope in the school benefiting their children. They regard it as a means of taking children out of their home.

5.7.3 The degree of parent participation in school activities

As the study indicated out of the total of 216 teacher and student respondents 83.7 % rated parents' school participation is very low. This implies that lack of parent's school participation has negative influence of Menjo pupils school involvement. To confirm this outcome the t-value indicated that there was no statistically significant difference perception between the teacher and student respondents. This finding is consistent with Zaudnhe (1989) ideas. He alleged that when the participation of parents in the school program is active, their children are more likely to attend their education in school, and the objective of the school will be much more facilitated. Thus without full participation of parents it is impossible to arrive at any universal understanding or agreement to the purpose of education.

5.8 Societal Factors towards children education

5.8.1 community appreciation for modern education

One of the objectives of this study was to identify the main socio-cultural factors that are impeding the participation of Menjo students. In this regard, the result of the study indicated that Menjo's community appreciation for modern education was very low. Because, concerning this issue the number of teachers and students who indicated that the appreciation to modern education as low counted together 55%. This result shows that Menjo community in general has low perception regarding to modern education. This understanding seems to affect their children's school involvement. More over the obtained mean score(table 15) confirmed that these was no significant difference between the two groups of respondent. Hence lack of community appreciation for modern education is found to be one major factor that affect school participation of Manjo students.

5.8.2. Value Given To Education

The other finding of this study should that societal value to education was found to be another factor that could affect the participation of children for school in here, the proportion of both teachers and students who indicated low societal value given to education was found to be more than average (63%). Based on this result, we can say that Manjos people low awareness about the value of education was found to affect, Manjo's children school enrollment. Concerning the value given to education, the calculated t-value also verified the above discussion.

5.8.3 Gender Socialization and Stereotype

Concerning gender socialization and stereotype as a societal factor that could affect children's school participation, the present study revealed that 73% of teachers and students together rated gender socialization and stereotype as a major reason that can hinder involvement of students to their education. This fact is confirmed by the calculated significant mean difference. This result is also supplemented by the result of the focus group discussion. Because in the FGD the majority of the respondents indicated that specially girls were found to be victims of gender stereotype it means, girls were raised to meant for house chores, and boys as a good hunters and brave people. In relation to this the result of this study also agreed with what Almaz (revealed in her study. She indicated parents would rather like boys to send to school than girls.

5.9 Factors Related To Parents on children's schooling

In this study an attempt was made to identify factors related to parents that could affect children participation to school. Concerning this issue, the result of the study indicated that 36% of participants out of the total revealed that parents fear their children would be disobedient after involvement to school. But equal proportion of the respondents indicated that parents didn't for their children to be disobedient after they become school students. In here,

we can realize that there is a controversial perception between the two groups of the study. Hence, this could not be considered as a major socio-cultural factor that can influence children's participation to school. However, further research is recommended on this issue.

On the some analyses, it was found that, among Menjo community there was a high demand of child labor more over parents were found to be suspicious that their children would learn undesirable behavior if the children attended formal education at school. All these results suggested that socio-cultural factors in the study area are found to be the major hindrance of children's involvement to school.

5.10 Factors Influencing Children's School Participation

5.10.1 Fear of sexual abduction

Test was computed to observe wither there is significant mean difference between the teacher and student respondents in the perception of fear of sexual abduction as a factor of school participation. The result indicated that there was no statistical significant mean difference between the two groups this implies that both the teachers and students have confirmed that fear of sexual abduction is one of the socio-cultural factor that inhibit Menjo children school participation. Out of the total of student teacher respondents 86 39% percent verified fear of sexual abduction as the one factor that negatively influence Menjos students school participation. Where as 73 (33.7 percent) of the total of respondents considered fear of sexual abduction as having low impact on the children school participation.

5.10.2 Feeling of isolation from non-Menjo people

It was found that there was agreement between student and teacher respondents concerning their perception to feeling of isolation from non-Menjo children. That is both the group of respondents considered, it as one of the determinant factors of children's school participation. The t-test performed to examine statically significant mean difference between the two respondents on feeling of isolation from non Menjo indicated that both the

groups perceived feeling of isolation as one factor that determine the children's school participation the majority of the respondents (82.4%) rated that feeling of isolation from non-Menjo highly influences children's school participation.

5.10.3. Low self confidence of Menjo people

Regarding low self confidence of Monjo people, it was found that there was no statically significant mean difference on the perception of teacher and students participants. This means both the groups perceived that low self-confidence of Menjo people as one of the factor that determine children's school participation. Out of total respondents 85.64% rated low self confidence as a major factor that negatively influence children's schools participation.

5.10.4. The impression of Menjo students as having less capable to study.

As for this factor, the t-value compiled indicated that there was agreement between the perception of student teachers respondents. This means both the groups agreed that the general impression of the Menjo students have on their studies is one of the factors that influence the children's school participation. Out of the total sample subjects 76.% agreed that the impression of the Menjo students as less capable for studies negatively affects school involvement.

5.10.5 Student Mobility From One Area To Another Area

Based on the calculated, t-value it was indicated that there was no statistically significant difference on the perception of student mobility as a factor of student involvement. This means both the teacher and student respondents agreed that student mobility affects school participation. The majority (93%) of the sample respondents agreed that mobility of the students has highly decreased children's school participation. The information

obtained through interview and focus group discussion revealed that Menjo students move to place where there are natural forests from time to time because of that it was not possible in one place and follow their education.

5.10.6 Seeking of marriage with non-Menjo

As far as this factor is concerned there was agreement between the teacher and student respondents, 80% of the total respondents indicated that the need to have marriage with the non-Monjos has negatively affected school participation. In line with this, the result from the interview showed that when Menjo wants to have marriage with non-Menjo they usually are not accepted as a partner because Menjo people are treated as unhygienic. Hence, when a Menjo fail in love with non-Menjo girl she will immediately refuse his love, so the Menjo will have a feeling inferiority and poor self definition. As A result he may feel that he can't learn and compete with the non-Menjo students. Consequently he will leave the school.

5.10.7 Traditions on the role of females

The traditional believes on the role of females was found to have impact on school participation, Both the student and teacher respondents agreed on this issue consequently of the total respondents perceive traditional believe on the role of female as the major factor that decreases students school enrollment. According to the response obtained through focus group discussion the society believed that the role of females should not only to serve their husbands but also participating in education and other sectors.

CHAPTER SIX

Summary, Conclusions and Recommendations

In this chapter summary of the study, major conclusions drawn on the basis of findings and recommendation that are expected to be helpful are presented.

6.1 Summary

The main purposes of this study were to assess the influence of socio-cultural factors on the primary education of Menjo students and suggest the feasible solution to reduce the educational marginalization of Menjo children. To this end, the following basic questions were addressed.

1. What are the main socio-cultural factors that are impending the participation of Menjo students in their 1st and 2nd primary education?
2. What are the major factors that contributing for Menjo students dropout and repetition?
3. Do parents, teachers', and non-Menjo peers foster/encourage Menjo students school participation?
4. Do seasonal activities contribute for Menjo students dropout?
5. Do some cultural and traditional beliefs affect their enrollment?

The study was carried out in 10 primary schools in 3 Woredas in Kafa zone. The participants of the study were 155 Menjo students, 61 teachers, 10 educational officers, 10 school principals, and 11 educated Menjo adults.

Data were obtained through questionnaire from teachers and students, interview from educational experts and school principals, and through focus group discussion among educated Menjo adults. To this effect, the following result were obtained:

- The majority of the respondents indicated that the following were some of the major factors hindering Menjo students education.
 - Low appreciation to modern education
 - Being treated differently by others
 - Low degree of school community relationship
 - Lack of educated Menjo people as an example
 - Practice of tradition look down by others
 - Menjo societal low value to education
 - Feeling of isolation from non-Menjo
 - Low self confidence among Menjo children
 - Low level of educational background of parents
 - The impression of Menjo students as less capable to study
 - Student mobility etc.
- The majority of the respondents showed that the major factors contributed students dropout were not being mixed with non-Menjo students; distance from home to school, excessive involvement in family work, due to health problem of parents, oneself and others.
- The major factors that caused the high repetition rate of Menjo students were being engaged in income generating activities, frequent absence from school, excessive involvement in family work.
- A large proportion of Menjo students claimed that their parents, teachers, and non -Menjo students are not fostering the Menjo students education.
- It is found that seasonal activities were hindering Menjo students education. Some of these activities were preparing traditional bee hives; collecting agricultural products like coffee, and spices.

- Some of cultural and traditional beliefs were affecting the enrollment of Menjo students. Some of this were superstition (like believing on thunder, moon) early marriage and isolating children (after the age of 7) from their parents.
- The data indicated that the participation of female Menjo students was very low.

6.2 Conclusions

The following conclusion were drawn based on the finding indicated above

1. Menjo students are not allowed to mix with non-Menjo. Distance of home from the school and excessive involvement in family work were seen as major contributors of lack of school participation by Menjo students. Hence especially, unable to mixed with non-Menjo students would not only create or cause dropout and repetition but also create psychosocial problem on the part of the Menjo. This can also bring about poor socio economic development on Menjo community in particular and to the zone in general.
2. High repetition of Menjo students was caused by factors identified above. And thus, unless some intervention mechanisms are found, the coming generation of Menjo community could feel a sense of deprivation of basic human right, like the right to learn. This further can cause conflict between Menjo and non-Menjo people.
3. Lack of parental appreciation and parental attention, their low participation in school activities and other socio-cultural factors mentioned in the study influenced Menjo students education. This shows that majority of Menjo community are illiterate.
4. Inadequate fostering on the education of Menjo students by teachers, their parents and by non-Menjo students was identified. This might create mistrust, loneliness on the part of Menjo students.

5. Seasonal activities were bringing about poor school participation. This indicated that Menjo students in particular and community in general give more attention to timely economic benefits than long-lasting benefits of education.
6. Cultural and traditional beliefs like superstition (specially believing in thunder) and early marriage as well as separation of children from their parents were cited as major constraints for their education. It can be drawn that, most or all Menjo community have low awareness of the reality than the educated people understand.
7. The participation of female Menjo students is extremely low. This might indicate that there is gender discrimination within the community.

6.3 Recommendations

As it is understood from the study that Menjo students in particular community in general are not getting education as others do. This means the right to learn is not maintained in the Zone.

Segregating community from schooling is expected to cause socio-cultural constraints and conflict. Therefore, fast and feasible measurement should take to check or adjust the situation.

Based on the finding from the study the following feasible suggestion are forwarded to remedy the problems and to minimize the dropout and repetition and to improve the educational participation and activities of Menjo students in the primary school of the Kafa zone using short and long term recommendation which shall be implemented applicable and cost effective.

Short-term recommendation

1. Create awareness through information and communication. To do this, the school administrators the woreda office, woreda administrative council kebele administrators needed to create awareness through

conference, community meetings mass medias and social meetings (like idir). This increasing the awareness about the value of education must boost the Menjo community's involvement in education. In this the woreda education offices and school administrators need to play a decisive role. They also have to work to bring change in the attitude of the community towards modern education by introducing the benefits of education for Menjo communities.

2. The school administrators and educational officers need to identify students who have special problem (especially girls) as victim of dropout and repetition through short term research investigation and give appropriate encouragement financial and material support by finding fund raising means in collaboration with the local government, NGO's, private organization for intervention in the education system of the zone.
3. Participation of parents and communities of Menjo in the school program plays a major role in minimizing the dropout and repetition problems. Hence parent teacher association (PTA) need to strengthen at the school level. The woreda education office, women affair offices, woreda administrative council and the kebele administration need to support Menjo students education. To this end, the school administration is expected to take the initiative and create conducive environment.
4. Create a common collaboration among all stakeholders :NGO's, church organization, and Woreda administration; in order to help the victims of repetition and dropout and to increase the participation and enrollment of the students.
5. The responsible body who are in charge to recruit, select and employ teachers need to give quotas for Menjo teachers so that the number of these teachers in the profession will be substantially increased.

Long term recommendations

1. Many students are forced to dropout, due to poor of interaction with non Menjo community. To solve this problem, the woreda office and zonal education department have to create awareness program to all non-Menjo community in the zone.
2. It is advisable for the responsible body to provide land, build house in near by town where schools are established. This will give chance for the student of to reach from short distance and also for parents to increase their awareness about the benefits of modern education.
3. To buildup the capacity of parents and students opportunity of employment need to be given to minimize social problems.
4. Providing monetary/material incentive to Menjo students linked to attendance, promotion from grade-to-grade might induce the community towards modern education.

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APPENDICES

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School of Graduate Studies
Department of Psychology

A questionnaire to be filled by Menjo community students

The main objective of this questionnaire is to assess more about the participation of Menjo students in some selected primary schools in Kaff zone and the influence of socio-cultural factors on their schooling. You are, therefore kindly requested to fill the questionnaire in order to give the necessary information on the different issues related to the study.

The success of this study directly depends up on your honest and genuine response to the question. The information gather will be confidential and will not be used for any other purpose than the research, and thus you will not be responsible for the research outcome.

Thank you in advance for your cooperation

Part I

Background information

Instruction

- c. no need of writing your name
- d. Please circle the appropriate choice and give short answer when necessary on the space provided.

1. Name of your school _____

2. Sex :-----

3. Age

4 .Grade a) 4th b)5th c) 6th d)7th e)8th

5. Religion a) Orthodox b) Muslim c) Catholic
 d) Protestant e) No religion (pagan) f) Others _____
6. Your parent's marital status
 a) Live together b) Divorce c) Other (specify) _____
7. Do you have brothers and sisters? a) Yes b) No
8. If your answer is 'yes' for question no, 7, are they all from your mother?
 a) Yes b) No
9. Your mother level of education a) Illiterate b) Can read and write (non -
 formal) c) 1-4 grade completed d) 5-8th grade complete
 e) 8th grade and above f) other, specify _____
10. Your father level of education
 a) Illiterate b) 1-4 grade complete
 c) Can read and write (non formal) d) 5-8th grade complete
 e) 9th grade and above f) others, specify _____
11. Father Occupation a) Farmer b) Merchant c) Government employee d)
 selling forest product e) if any other specify _____
12. Mother Occupation
 a) Farmer b) Merchant c) Government employee d) Making clay products
 and selling charcoal and wood e) If any other, specify _____

Part II

Instruction- For each questionnaire items circle the appropriate choice and give short answer when necessary on the space provided.

1. From the beginning by whom you were first send to enter a school.
 a) Father b) Mother c) oneself d) School teacher e) Friends
 f) If any other, specify _____

2. When you first entered a school. Where you living with to your parents?
a) Yes b) No
3. If your answer for question number 2 is "no" what is the reason for you to isolate from your parent s and to live alone?
a) Because of your parents didn't want you to live with them after ages of 7 or above years.
b) Because of the culture of the society (example, superstition)
c) To be-married and lead your own independent couple life
d) If any other reason, Place specify _____
4. Do you get enough support (as money for clothing and schooling) from your parents? a) Yes, full support b) Yes Partial support c) No support
5. Do your parents/ guardians buy pen, pencil, exercise books, books for you?
a) Yes, always they do b) Yes, But sometimes c) No they don't
6. If your are getting partial or no support for questions no 4 and, how do you get your school materials?
a) Buying myself b) Provided by the teachers
c) Non government organization d) If any other place specify _____
7. If for question no/ 6 your answer is "Myself" what is your source of income?
a) Selling bee honey b) Selling coffee c) Cattle rearing
d) Selling firewood or charcoa! e) If any other source place specify _____
8. Have you ever dropped out of school? a) Yes b) No
9. If your answer is 'Yes' for question no, 9 how long did you leave the school?
a) For one year b) For two years c) 3 Years or more

10. If your answer for question no, 9 is yes, what were the reason for your dropping out?
rank the given factors from most (1) to least (11) in front of each item (factors) if 'No'
then leave the following and turn to item 11.

	Reason for drop out	Rank (1 to 11)
a	Due to health problem of my parent	
b	Due to health problem of my self	
c	Family Breakdown (Parental disunity)	
d	I don't like to study in the school	
e	Excessive involvement in family work	
f	Being engaged in income generating tasks	
g	Failure in exam	
h	Distance from house to school	
I	Menjo pupil not allowed to mix by the other non Menjo	
J	Related with peak agricultural season	
K	Do you have other reason for the drop out list them in short?	

11. If your answer is 'yes' for question no/ 8 during which season you dropped out?

- a) Autumn b) Spring c) Winter d) Summer

12. If your answer for question no/ 12 is during either autumn or spring, what is the main reason for dropping out during these seasons?

- e) For marriage purpose
f) Due to seasonal cultural celebration
g) To collect farming activity like honey cutting, coffee and crop
h) Others, specify _____

13 .Have you ever failed grades if so in which grades you failed? make a circle all the letters of grades if you have failed more than once.

- a) Grade 1 b) Grade 2 c) Grade 3 d) Grade 4 e) Grade 5
 f) Grade 6 g) grade 7 h) Grade 8 i) Never failed

14. From the time you began primary education till now, how many times have you repeated grades (failed)

- a) None b) Only once c) Twice d) 3 times e) More than 3 times

For question no 15, if your answer is at least once, what were the reason for your repetition in primary schools? List of the given factors from most (1) least (9) in front of each item.

	Reason for repetition	Rank (1-9)
a	Traveling long distance to school	
b	Excessive involvement in family work	
c	Lack of parental support/ encouragement	
d	Lack of encouragement from school	
e	Less interest and attitude towards schooling	
f	early marriage	
g	Poor academic performance	
h	Frequent absent from school	
I	Being engaged in income generating tasks	
J	Do you have other reason for the repetitions list them in short?	

16. Which cultural practice that hinders your educational activities?

- a) cultural festivals (like superstition) b) mourning c) given more time for entertaining after selling fire woods or charcoal (kesel) d) If others, specify

17.Does some one at home usually talk to your teacher? a)Yes b) No

18. Does some one at home usually ask you about your school day?
a) Usually yes b) Sometimes c) Never
19. Does some one at home sometimes help you with your homework?
a) Yes b) Sometimes c) Never
20. Does some one at home usually look at your exercise book?
a) Yes b) Sometimes c) Never
21. How many friends do you have from non Menjo minority?
a) None b) One friend c) 2-3 friends d) More than 3 friends
22. How often your friends from non - Menjo minority help you in doing homework?
a) Always b) Sometimes c) Very few time d) Never
23. How often students from non - Menjo minority play together with you?
a) Always b) Sometimes c) Very few time d) Never
24. During the break period are you invited to take tea, sugar cane or share of things of eating?
a) Always b) Sometimes c) Very few time d) Never
25. How much your teachers (s) show interest in your studies/ learning?
a) Very Much b) Sometimes c) Very few time d) Never
26. Outside the class/ school ho much your teacher helps your to clarify doubts/ often/
a) Always b) Sometimes c) Very few time d) Never
27. In the class do you feel that your teacher (s) encourage you to ask question?
a) Always b) Sometimes c) Very few time d) Never
a) Always b) Sometimes c) Very few time d) Never
28. Does your teacher(s) encourage you students from non menja community to help myou , mix you and play with you?
a/ Always B/ Sometimes C/ Very Few Times D/ Never

Part III

Socio - cultural factors that influences the primary education of Menjo minority students

Instruction - Please put "✓" Mark in the appropriate column, the influence of the socio - cultural factors on the primary education of the Menjo minority students by the following points.

The five point rating scale that includes the **degree of influence** are:

E. Very high D. High C. Moderate B. Low A. Very low

No	The influence of socio - cultural factors	Rating Scales				
		A	B	C	D	E
1	Lack of interaction of parent with their children regarding to educational issues					
2	Lack of attention to the education of children by their parents					
3	Lack of Menjo community participation in school activities					
4	Society appreciation of modern education					
5	Low attitude of Menjo minority towards the value of education					
6	Low societal value to education					
7	Parents unable to support for learning materials					
8	The high demand of child labor on domestic activities					
9	Low frequency of relation between school and parents to discuss on issue concerning their children					
10	Early marriage					
11	fear of sexual harassment					
12	fear of sexual abduction					
13	feeling of isolation from non Menjos					

14	being treated differently by others					
15	gender role socialization and stereotype					
16	The tradition on the role of female is influential					
17	low self confidence of Menjo minority children					
18	lack of educated people among Menjo minority as example					
19	Parent fear that children will develop disobedient after school					
20	The low level of educational background of parents					
21	Low interest and initiation/ enthusiasms/ of the Menjao minority					
22	Lake of appropriate market center to get school materials					
23	Degree of school community relationship is low					
24	Low degree of parent participation in school					
25	Belittling the value of girl education					
26	Parent suspicious towards the things children taught culturally in school may result in undesirable behavior.					
27	The extent of parent to supply the necessary materials to their children.					
28	Parent wants their children to errand at home or field than to school					
29	A general impression that Menjo minority students less capable for studies					
30	Practice of tradition look down by others					
31	student mobility					
32	Seek of marriage with non- Menjo minority					

Adisaabi Universiti
Guttinnee diiree dooyee kuxo
Saykoloji Kuxo

Manje Doyechina'o wochiyeemmi echeena'o

Gaboo: hini echoochi inde naboo manje doychina'o toommooch ikkinnee daqqe doyyoon bopno doyiibeegoora boono toommooch shaggiibeeti iriteena'on ciinnimmona qihoon kicoochiye . Ebich hini qayo aafecho bi tunemmo itti immaabeeti wochoo tatoona iberoo tune'i bi danegaata gaata baach tunemmona, ebiichee danemmi qiho doyyee shuunooch baach heecheemmo tunoon arichiyaabee echoon ibere mullonna itti wochiyeemmoch galleto gididiyaabee bire aafoonna itti ceechiyeemmoch qollaabeet.

Ikkinnee kuxo

Hajjiyoo:1 - Shigo kooriyaahote

2. tate wochoon yechiti biroon gengoo gedi malletebot.

1. Doyee kechi shigo _____
2. Animo A) Maachee - B) Anaamo
3. Eeno A) 0 - 9 nato B) 10- 14 nato C) 15-16 nato
D) 17-18 nato E) 19 natoye damba
4. Kimo A) 4nno B) 5noo C) 6noo D) 7noo E) 8noo
5. Gibene Haymanooto A) ortodokso B) islaamo C) katoliko D) protestanto E) haymanooto allaa
6. Ne nihoonaa indeena
A) Tookki beeteete B) Gawukkeeteete C) bare shalligoo bee gaato kooribot. _____
7. Manoonaa maneena neech beeteete?
A) Beteete B) Alleena'one
8. Ne manoonaa ne maneena shiijjeto ikke indee waaneniye?
A) Eberoo B) Kooto
9. Ne indee doyyee daqqoo
A) Halla doyaanene b) shemmo hakkiyan c) 1-4 ne kimooch
D) 5-8^{nne} kimooch E) 9^{nnooye} damba doytan
10. Ne nihoochi doyyee daqqo
A) Halla doyaanenone b) shemmo hakkiyoone c) 1-4 kimooch beddaaha doytone
D) 5-8^{nne} kimooch beddaaha doytone e) 9 noyee damba doytone
11. Ne nihoo woddii bi shuuneebeeti shuunoo aabine?
A) Goyo B) Giixo C) Taatee shuunoo D) Mixo Kemo
12. Ne indee woddiaa'a bi shuunaabeeti shunoo aabine?
A) Goyo B) Giixo C) Taatee shuuno D) Mixo Kemo e) qondee hachoo

Guttanee Kuxo

1 Batti batt neen dooyee kexooch giijito kone?

A)tanihoo B)taindee C) taqelloona D)tadojjeenihoo E)tanuuchoo

2 Battibatt dooyee kexooch ne waahooba nebeeto ne kechi asheena'o waaniye?

A) eeha b) toonoone

3. Y.H guttooch giddeti echooch wochoo "toonoonnee"negetigaata ne kechi asheena'o wane ne bariti naboo amoone?

A) nihoo woyee indee yoohena B) asheena'ochi qocoonaa shalligoonooche tiitona

C)mechee/keno/ shagga'a D) bare naboo beegaata Koorib_____

4 Ne nihoo woyee indee waanee degoon danaabectine?

A) Ee deggibeetete B) Gisheche deego daano C) Tan degaacheete

5.Ne xibeena'o neech dooyee qiiceena'on kemee immiibeeteete?

A) Bullaaboon kemee immiyeete B) Ikkiikke aabon kemee immiyeete C)Kemee imaacheete

6..Ne xibeena'o dooyee qiiceena'on kemee imo qayigaata kone neech kemeebeeto?

a) Neqelloonane b) Dojjechina'one C) Taatoonnee D) Baroo beegaata koorib_____

7. Neqelloona ne kema doyya beeto gaata wodde kaalloon gijjoon ne danaabeeto amoon halla'aniye?

A) Eeyo kemma'a C) Miimon kemma'a

B) Bunoo Kemma'a D) Mixoon kemmala

E) Baroo bee gaata koorib_____

8. Doyoon Kuxxa ariinne? A) ariiho B) ariyaach

9. Kuxxa ne arimmo gaata, ambiche naton kuxxetine?

A) 1 B) 2 C) 3 D) Baroo beegaata koorib

10. Ne kuxxeto gaata, amoyichiye?

Nabeena'on hiniyee desh beeti kiiraa kirooch shiichaa dabboona 'v' malletoon kotiib.

	Ne kuxxetochi nabeena'o	1	2	3	4	5	6	7	8	9	10
A	Ta xibee na'o biyyetena										
B	Ta biyya'a										
C	Ta nihoonaa ta indeena biisheeta										
D	Doyoo taan shixxiitaa										
E	Shuunoo meetaa										
F	Giixo qaawa'a										
G	Herechoona diha'a										
H	Kexo wohaa										
I	Bare bushiisheena'ona bacciyoo ta qayona										
J	Goye shuunooch										
k	Bare nabeena'o beegaata koorib										

11. Ne kuxxeto ame gooroone

A) qaawooch

B) Yooyooch

C) Xiiqqetooba

12. Qaawooba ne kuxxeto gaata, ebichi naboo amoone?

A) Keno/ mechee shaagga B) Baree naboona C) Eeyo kuxoch

D) Bunee macooch E) Baroo beegaata koorib_____

13. Dihaa ariinne? ne dihito ambichinne kimoochenane?

A) 1 B) 2 C) 3 D) 4 E) 5 F) Dihaa ariyaach

14. Hanaach beddaaha ambiche kalloon dihitine?

A) Dihaa ariyaach B) Ikaalloon C) 2 kaalloon D) keemoonaa Kemooyee beshoon

15. Ikke kaalloyee beshoon ne dihito gaata bi naboon hinyee desh betoocheen kaaci shiichaadabboona '√' malletoona bekkiib

	Doyoona dihoochi nabeena'o	1	2	3	4	5	6	7	8	9
A	Kexo wohaa									
B	shuunoo meetaa									
C	Dego muccaa									
D	Doyee kechi dego muccaa									
E	Doyoo shixxaa									
F	Mechee / Keno /shaaggaa									
G	Doyoo maggetaa									
H	Wodde aaboon dooyee koxoochee echa'aa									
I	Gijjoon daniimmi shuunee shuunoona									
j	Bare naboo beegata koorib _____									

16. Ne doyyoon kuchiito hiniyee desh icheti nabeena'oochee aabine?

- A) gibeno B) Eefo C) Michi Kemo D) Baroo beegata Koorib _____

17. Ne xibeena' oochee ikkoo dojjechina'on yibbaatii ariihe ?

- A) Ariheete B) Ariyaacheete

18. Ne Doyiti doyyoon kexoocha neen echebeeti asho beete?

- A) Echa bulle aaboon B) Ikki Ikke aaboon C) Echeyaacheete

19. Ne doyyoon deggiibeeti asho neech beete?

- A) Beete bullaaboona B) Beete Ikkikke aaboon C) aalle

20. Ne kexoocha ne kooricoon ciinniibeeto beete?

- A) Beete bullaaboona B) Beete Ikkikke aaboon C) aalle

21. Manji bushiishooyee maach ambiche nuuchoo neech beete?

- A) Aalle B) 1 C) 2-3 D) 3 Yee damba

22. Ebi Manji bushishena'oye bareena'o neen ne kexoocha xannay' beeteete

- a. Bullaaboona B) Ikki Ikke aaboon C) Beshi beshe D) kannayaacheete

23. Manji bushiishena'oye bareena'o ambiche aaboon neenna tookki kaachiyeete?

- a. Bullaaboona B) Ikki Ikke qaboon C) Beshi besh D) kannayaacheete

24. Manji bushiishoo tuneyaani ne nuucheena'on Shuuno aalli gooroon bunoo woyee shaayoon diidaarehote?

- a. Bullaaboona B) Ikki Ikke aaboon C) Beshi beshe D) diidaareyaachon

25. Dojjechina'o neen kuphibeeteete?

- a. Bullaaboona B) Ikki Ikke aaboon C) Beshi beshe D) kuppiyaacheete

26. Doyee satooye maach dojjechina'o neen deggiyeete?

- a. Bullaaboona B) Ikki Ikke aaboon C) Beshi beshe D) degaacheete

27. Doyee kexoocha dojjechina'o neech giyaanon echebe'ii kuppiyeeteete?

- a. Bullaaboona B) Ikki Ikke aaboon C) Beshi beshe D) kuppiyaacheete

28. Manji bushiishena'oye maach bareena'ona nekaayon ne dojje china'o kuppiheete?

- a. Bullaaboona B) Ikki Ikke aaboon C) Beshi beshe D) kuppiyaacheete

Keejiinne kuxo

Manje Doyechina'ochi ikkinne kime doyee toommooch waabeeti iriteena'o

Yaaboo:- Hiniyee desh beeti echeena'on daggooche doyeehina'o toommooch shaggiibeeton kaaci"✓" Malletoona bekkiib.

Iriteena'on kaacoch hiniyee desh bekketoommona tuniye arichiib

A) Matta Oogii'i B) Oogi'i C) Daggitato D) Gishii'j E) Mattai gishii'i

		A	B	C	D	E
1	Doyoon beeggimmona doyechina'achi xibeena'o boonoshi bushiisheena'ona tookkii beeti ikkittino giisheecho tuno,					
2	xibeena'o boono bushiisheena'o doyooch giddee qayo					
3	Manjeena'o doyoon beeggimmona boonoshich beeti qoodoo giisheecho tuno					
4	Manji shooddoo andi gooree doyooch bi immiibeeti gatiyo giisheecho tuno					
5	Manji shooddoo doyoochi gaacoon beeggimmona boonoshi immiibeeti ciino giisheecho tuno					
6	Shooddoo doyooch gaaecimmo tunoon tuyshoo					
7	Xibeena'o doyee qiicoon kemee qayo					
8	Bushiisheena'o woddii giidee shuanoonoon shuuno					
9	Xibeena'o doyee kechi shuunechinaona tookkii beeti giddo giisheecho tuno					
10	Eeno shagaani shaago					
11	Genno toommooch shaggiibeeti shunee mami wooddello					
12	Gennoon giidoona danoyich qaawoo					
13	Manjoye bare ashoona tookkii danoyich qaawee qayo					
14	Bare ashoona hoxeyoo					
15	Animon beeggimmona boonoshi bekkiibeeti gondee ciino					
16	Gennoo toommooch shaggiibeeti qocee maggittino					
17	manji doyechina'o boono qelloona gibene mucco					
18	Shaahiyooch bekkemmi doyi manjeena'oehi haddoo giisheecho tuno					
19	Xibeena'o doyee kexooch giit doyecho wochey aacheeii. ii shato					
20	kechi ashi doyee daqqo giisheecho tuno					
21	Manji shooddoo doyooch boono immiibeeti timo giisheecho tuno					
22	Doyee qiicoon kemoyich mashaamimmi gabiye muccoo					
23	Shooddoo doyee kexona daggooch beeti ikkittino shaaooloo tuno					
24	Doyee hinnooch (nabooch) xibeena'ochi gaaco giisheecho tuno					
25	Gennochi doyouna shaddeyoon giishii ciino					
26	Xibeena'o, boono bushiisheena'o doyimmona qaaweeyani shuriyoon deewemmina'onee ii. ii shato					
27	Doye eqiicoon ceechooch xibeena'ochi giidee (gijjee) shappoo					
28	Xibeena'o boono bushiisheena'on doyee kexooch dachiyoyee goyee budooch boono heyoon qaawoo					
29	Ubbakicaa shooddoo, manji bushoo doyoon doyii tooaachee ii' ii shalligoo					
30	Boonoshalligibeeti qocee shuunee hinnoona tiimmoona baree na'ona dechi wocha ciicho					
31	Doyechina'o ikke xaa' ooch gamii kotee qayo					
32	Bare asheena'ona (manjo tuneyaanoona) tookkii shaageyooch qaawo.					

Addis Ababa University
School of Graduate Studies
Department of Psychology

The main objectives of this questionnaire is to assess more about the participation of Menja students in some selected primary schools in Kafa zone and the influence of socio-cultural factors on their schooling. You are, therefore kindly requested to fill the questionnaire in order to give the necessary information on the different issues related to the study.

The success of this study directly depends upon your honest and genuine response to the questions. The information gathered will be confidential and will not be used for any other purpose than the research, and thus you will not be responsible for the research outcome.

Thank you

Part I: Background information

1. No need of writing your name
2. Please make a circle on the appropriate choice and give a short answer
when necessary on the space provided.
1. Name of your school _____
2. Sex a) Male b) female
3. Your age a) 19-25 years b) 26-30 years c) 31 and above years
4. Educational status a) 10^{+1} b) 10^{+TTI} c) 10^{+3} d) 12^{+2} e) 12^{+4}
5. Religion a) Muslim b) Orthodox c) Protestant d) Catholic e) Other
6. Martial status a) Married b) Unmarried c) divorced
7. Service in the zone/region a) Below 3 years b) 3-5 years
- c) 6-10 years d) 10 years and above

Part II: for each questionnaire items based on your experience and observation circle the appropriate choice and give short answers when necessary on the space provided.

1. Who initiate and made Menja student to enter school first time?
a) Parents b) teachers c) student themselves d) if any others, specify _____
2. Educational level of parents in the society a) High b) Medium c) low
3. The degree of parents to support and encouragement for the educational of their children a) High b) Medium c) low
4. The capacity of parents to supply the necessary learning materials to their children a) High b) Medium c) low
5. How is the interaction of parents with their children regarding to their children education? a) High b) Medium c) low
6. How is the interaction of Menja students with non- Menja students in the school? a) High b) Medium c) low
7. How is the relationship between teachers and Menja students in the school?
a) High b) Medium c) low
8. How is the Menja students participation in the school in general
a) High b) Medium c) low
9. During which season most Menja students dropped out from school?
a) Autumn b) spring c) summer d) winter
10. If your answer for question No 6 is either 'A' or 'B' what is the reason their dropped out _____
11. Below is a list of possible reasons for grade repetition. Based on your experience observation and opinion rank the items according to their contribution. Indicate the most prevalent problem first and the least important list, rank based on the given numbers.

Part III. Socio- cultural factors that influence the primary education of Menja students.

Instruction: Please put "✓" mark in the appropriate column, to indicate the influence of socio cultural factors on primary education of the Menja students by the following points. The five point scale that indicates the degree of influences are

5= Very high = High 3= Medium 2= Low 1=Very low

No	The influence of socio - cultural factors	Rating Scales				
		5	4	3	2	1
1	Lack of interaction of parent with their children regarding to educational issues					
2	Lack of attention to the education of children by their parents					
3	Lack of Menja community participation in school activities					
4	Society appreciation of modern education					
5	Low attitude of Menja social towards the value of education					
6	Low societal value to education					
7	Parents unable to support for learning materials					
8	The high demand of child labor on domestic activities					
9	Low frequency of relation between school and parents to discuss on issue concerning their children					
10	Early marriage					
11	fear of sexual harassment					
12	fear of sexual abduction					
13	feeling of isolation from non Menja					
14	being treated differently by others					
15	gender role socialization and stereotype					
16	The tradition on the role of female is influential					
17	low self confidence of Menja children					
18	lack of educated people among Menja as example					
19	Parent fear that children will develop disobedient after school					
20	The low level of educational background of parents					
21	Low interest and initiation/ enthusiasms/ of the Menja people					
22	Lake of appropriate market center to get school materials					
23	Low Degree of school community relationship is low					
24	Low degree of parent participation in school					
25	Belittling the value of girl education					
26	Parent suspicious towards the things children taught culturally in school may result in undesirable behavior.					
27	The extent of parent to supply the necessary materials to their children.					
28	Parent wants their children to errand at home or field than to school					
29	A general impression that Menja students less capable for studies					
30	Practice of tradition look down by others					
31	student mobility					
32	Seek of marriage with non- Menja community					

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አዲስ አበባ ዩኒቨርሲቲ
በድህረ ምረቃ ፕሮግራም
የትምህርት ፋኩልቲ
የሣይክሎሎጂ የትምህርት ክፍል

በካፋ ዞን በሚገኙ በተመረጡ ወረዳዎች አንደኛ ደረጃ መምህራን የሚሞላ መጠይቅ
ዓላማ:- የዚህ መጠይቅ ዋና ዓላማ በመንጃ ተማሪዎች በአንደኛ ደረጃ ትምህርታቸው ተሳትፎ
ላይ ተፅዕኖ ሊያሳድሩ የሚችሉ ማህበራዊና ባህላዊ ምክንያቶችን አስመልክቶ መረጃ
ለመሰብሰብ ነው፡፡ ስለዚህ ይህ ጥናት ውጤታማ ሊሆን የሚችለው እርስዎ በሚሰጡት
ትክክለኛና ዕውነተኛ ምላሽ ሲሆን የሚውለው በቀጠታ ለጥናት ሥራ ብቻ ከመሆኑም በላይ
ማንኛውንም መረጃ በሚስጠር የሚያዝ ስለሆነ መጠይቁን ከልብ እንዲመልሱልን በትህትና
እጠይቃለሁ፡፡

ስለ ቀና ትብብርዎ በእጅግ አመሰግናለሁ

ክፍል ፩ አጠቃላይ መረጃ

1. ስምዎትን መጻፍ አያስፈልግም
2. ትክክለኛ ምርጃ የያዘውን ፊደል ያክቡ አስፈላጊ ሆኖ ሲገኝም በተሰ ላይ ያለውን
መልስ ስጥ/ጭ
1. የትምህርት ቤት ስም _____
2. ጾታ _____
3. ዕድሜ _____
4. የትምህርት ደረጃ ሀ/ 10+1 ለ/ 10+3 ሐ/ 12+1 መ/ 12+2 ሠ/ 12+4
5. ኃይማኖት:- ሀ/ እስላም ለ/ ኦርቶዶክስ ሐ/ ፕሮቴስታንት 3/ ካቶሊክ
መ/ ሌላ ካለ ይገልጽ
6. የአገልግሎት ዘመን በዞኑ ወይም በክልሉ _____ ዓመት

የሚከተሉትን ጥያቄዎች ካሉዎት ልምድ ተሞክሮ ካዩትና ከእርስዎ ግምት ይሆናል ለሚሉት ምርጫ መልሱን የያዘ ፊደል ያክቡ በተጨማሪም ይሆናል የሚሉትን ተጨማሪ መረጃ ካለዎት በተሰጠው ባዶ ቦታ ላይ ይሙሉ ፡

1. ለመጀመሪያ ጊዜ የመንጃ ልጆችን ትምህርት ቤት እዲገቡ የሚያነሣላቸው ማነው ?
 ሀ/ ቤተሰብ ለ/ መምህራን ሐ/ ~~ልጆች~~ ራሳቸው መ/ ሌላ ካለ ይገለጽ
2. የመንጃ ተማሪዎችን የቤተሰብ የትምህርት ደረጃ በሀ/ሰቡ ውስጥ
 ሀ/ ከፍተኛ ለ/ መሐከለኛ ሐ/ ዝቅተኛ
3. ቤተሰብ ለልጆቻቸውን ለትምህርት የማነሣሣትና የመርዳት ሁኔታ
 ሀ/ ከፍተኛ ለ/ መሐከለኛ ሐ/ ዝቅተኛ
- 4/ ቤተሰብ ለልጆቻቸው አስፈላጊውን የመማርያ የትምህርት ቁሳቁስ ^{የማቅረብ} ~~የማቅረብ~~ አቅማቸው
 ሀ/ ከፍተኛ ለ/ መሐከለኛ ሐ/ ዝቅተኛ
5. የመንጃ ልጆች ቤተሰቦች የልጆቻቸውን ትምህርት በሚመለከት ከልጆቻቸው ጋር ያላቸው ግንኙነት፡
 ሀ/ ከፍተኛ ለ/ መሐከለኛ ሐ/ ዝቅተኛ
6. መንጃ በሆኑና መንጃ ባልሆኑ ተማሪዎች በትምህርት ቤት ውስጥ ያለው ግንኙነት፡
 ሀ/ ከፍተኛ ለ/ መሐከለኛ ሐ/ ዝቅተኛ
7. በመምህራንና በመንጃ ተማሪዎች በትምህርት ቤት ውስጥና ከት/ቤት ውጭ ያለው ግንኙነት፡
 ሀ/ ከፍተኛ ለ/ መሐከለኛ ሐ/ ዝቅተኛ
8. በአጠቃላይ የመንጃ ተማሪዎች ተሳትፎ በትምህርት ቤት ውስጥ፡
 ሀ/ ከፍተኛ ለ/ መሐከለኛ ሐ/ ዝቅተኛ
9. ብዙውን ጊዜ ብዛት ያላቸው የመንጃ ተማሪዎች ትምህርታቸውን የሚያቋርጡት በምን ወቅት ነው ?
 ሀ/ ፀደይ ለ/ መከር ሐ/ ክረምት መ/ በጋ
10. መልስዎ 'ለ6ኛ' ው ጥያቄ 'ሀ' ወይም 'ለ' ከሆነ በዚህ ወቅት የሚያቋርጡበት ምክንያት ቢገልፁ _____

[illegible]

፡ ተገጠመ ቷጋቤቅ ተሠላሳሪ ተላላጅ ህጻናት ተፈረዳለች ሕጻናትም ተጋብረውት ቷጋገጠችና ተሰላሳሪ
 ስጦታዊ ህጻናት ተፈረዳለች ሕጻናትም ስጦታዊ ህጻናት ፡፡ ህጻናትም ተጋብረውት ቷጋገጠችና ተሰላሳሪ
 ህጻናትም ስጦታዊ ህጻናት ተፈረዳለች ሕጻናትም ስጦታዊ ህጻናት ፡፡ ህጻናትም ተጋብረውት ቷጋገጠችና ተሰላሳሪ

[illegible]

:: ወጪቀሃፍ ህላወ , ለ , ጀገህ ሌገ-ክመህ ተገጠመ ቷጋቱቅ ራቱ-ላህተህ
 ራቱ-ህክመፅ ወላ ተፈረሳፍ ሌ-ኛመ ቷወገከተህ ተከላመህ ቶፆሃ ኃ-ኛፍሃ ተፍፍ
 ወሃጋሂህ በዝህህ :: ላቀገዢጋዘተ ቷሀላላ ሳህተፅ ቷቶህ በዝህ ቷወፊፅተ ፅኑበህ
 ኃቅጋሀበከ ተመራተፅ ላህተ-ህ ኃህፍ ተፈረሳፍ ምፍሪመ ላክህ ቷወገከተህ . II

ከፍል ለሰት:-የመንጃ ማህበረሰብ ተማሪዎችን የአንደኛ ደረጃ ትምህርት ተሳትፎ የሚወስኑ ማህበራዊና ባህላዊ ሁኔታዎች:-

መመሪያ:- የመንጃ ተማሪዎችን በትምህርት ተሳትፎአቸው ላይ ተዕዕኖ ሊያሳድሩ የሚችሉ ከዚህ በታች በተዘረዘሩት ምክንያቶች የ ' ✓ ' ምልክት በማድረግ በተገቢው ቦታ ያስቀምጡ:: የተዕዕኖውን መጠን የሚያሳይ አምስት የመመዘኛ መስፈርቶች እንደሚከተለው ተቀምጠዋል::

ሀ. በጣም ከፍተኛ ለ/ ከፍተኛ ሐ/ መካከለኛ መ/ ዝቅተኛ ሠ/ በጣም ዝቅተኛ

	ተጽዕኖ ሊያመጡ የሚችሉ ዋና ዋና ማህበራዊና ባህላዊ ምክንያቶች	ሀ	ለ	ሐ	መ	ሠ
1	ትምህርትን በተመለከተ ወላጆች ክልጆቻቸው ጋር ያላቸው ግንኙነት አናሳ መሆን					
2	ወላጆች ለልጆቻቸው ትምህርት ትኩረት አለመስጠት					
3	የመንጃ ማህበረሰብ በትምህርት ተሳትፎ ላይ ያላቸው ተሳትፎ ማነስ					
4	ማህበረሰቡ ለዘመናዊ ትምህርት የሚያሳየው አስተዋጽኦ					
5	የመንጃ ማህበረሰብ ለትምህርት ያለው ግንዛቤ /አመለካከት/ አናሳ መሆን					
6	ማህበረሰቡ ትምህርትን አንደ ጠቃሚ ነገር አለመገንዘብ					
7	ወላጆች ለትምህርት የሚያስፈልጉ ቁሳቁሶች ለመግዛት ድጋፍ አለማድረግ					
8	ልጆች ለማህበረሰቡ ከፍተኛ የጉልበት ብዝበዛ መዳረግ					
9	ወላጆች ከትምህርት ማህበረሰብ ጋር የሚያደርጉት ግንኙነት አናሳ መሆን					
10	ያለ ዕድሜ ጋብቻ					
11	በሴቶች ላይ የሚደርስ የወሲብ ትንኮሳ					
12	በሴቶች አስገድዶ መደፈር የሚደረግ ጥረት					
13	ከመንጃ ውጭ ያሉ ማህበረሰብ ጋር ለመገናኘት አለመፈለግ					
14	በሌሎች ማህበረሰብ /መንጃ ባልሆኑ/ ተቀባይነት ማጣት					
15	በሥርዓተ ጾታ/በሴቶች/ ያላቸው አመለካከትና አፍራሽ ድርጊት					
16	በሴቶች ላይ የሚደረግ የባህል ተጽዕኖ :					
17	የመንጃ ተማሪዎች በራሳቸው የመተማመን ሁኔታ አናሳ መሆን					
18	በምሳሌነት ሊጠቀሱ የሚችሉ የመንጃ ሙሁራን/የተማሪ/አጥረት					
19	ወላጆች ትምህርታቸውን መከታተል የጀመሩ ተማሪዎች አይታዘዙንም ብለው መፍራት					
20	የቤተሰብ የትምህርት ደረጃ አናሳ መሆን					
21	የመንጃ ማህበረሰብ በትምህርት ላይ ያላቸው ተሳትፎ አናሳ መሆን					
22	የትምህርት ቁሳቁስ ለመግዛት የተመቻቸ የገበያ አቅርቦት እጥረት :					
23	በትምህርት ቤትና በማህበረሰብ መካከል ያለው ግንኙነት መጠን ጠንካራ አለመሆን					
24	በትምህርት ነክ ጉዳዩች ላይ የወላጆች ተሳትፎ አናሳ መሆን					
25	የሴቶችን በትምህርት ላይ የሚኖራቸው ለውጥ ላይ አሳንሶ መመልከት					
26	ወላጆች ለልጆቻቸው ትምህርት በመከታተላቸው አስፈላጊ ላልሆነ የባህሪ ለውጥ ይጋለጣሉ ብሎ ማሠብ					
27	የወላጆች የትምህርት ቁሳቁስ የማሟላት አቅም					
28	ወላጆች ለልጆቻቸው ከትምህርት ይልቅ ዘቸ ውስጥ ወይም በእርሻ ማሳ እንዲሠሩ መፈለግ: በሌት					
29	በአጠቃላይ ማህበረሰቡ የመንጃ ተማሪዎችን ትምህርት ቢማሩ ይገባቸዋል ብሎ አለመመን					
30	በባህላቸው ተዕዕኖ ምክንያት በበታችነት የመታየት ሁኔታ					
31	የተማሪዎች በአንድ ቦታ አለመረጋጋት					
32	መንጃ ካልሆኑ ጋር ጋብቻ /ጓደኝነት ፍልጽ መፋለግ :					

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School of Graduate Studies
Department of Psychology
Guiding question for focus group discussion

The following leading questions for discussion will be presented to educated Menja adults

1. Background information about the respondents

- sex
- age
- religion
- martial status
- educational level
- occupations

2. Main concepts

- concept of socio- culture
- factors related socio-culture
- the influence of socio-culture on education
- suggest ways to alleviate the influence of socio-cultural factors on education of Menja children

3. The leading items of the discussion

3.1 . What is the attitude of Menja community towards education?

3.2. To what extent Menja children are participating in primary education in relative to non Menja students

3.3. If participation rate is low what are the major reasons ?

3.4. what are elements of the most influential factors that is hindering school participation?

3.5. what are some common problems of schooling observed from Menjo students?

3.6. what are your suggestions to minimize the most influential problems of Menjo students participation in primary school?

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School of Graduate Studies
Department of Psychology

Interview for school principals and educational officers.

Name _____ Religion _____
Sex _____ Martial status _____
Age _____ Educational level _____

1. what is the attitude of Menja people towards education?
2. To what extent Menjo children are participating in primary education compared to non Menjo children?
3. If participation rate is low, what are the major reasons?
4. what are elements of the most influential factors that is hindering school participation?
5. what are some common problems of schooling observed from Menjo students?
6. what are your suggestion to minimize the most influence problem of Menjo students participation

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ኘሮግራም
የሳይኮሎጂ ትምህርት ክፍል

የታ

ሃይማኖት

እድሜ

የትምህርት ደረጃ

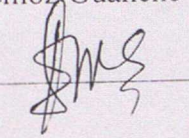
1. የመንጃ ማህበረሰብ ስለትምህርት ያለው አመለካከት ምን ይመስላል?
2. የመንጃ ማህበረሰብ ሕፃናት ወይም ልጆች በትምህርት ተሳትፎአቸው መንጃ ካልሆኑ ልጆች ጋር ሲነፃፀር ምን እንደሚመስል ይግለጹልኝ?
3. የመንጃ ማህበረሰብ ልጆች የትምህርት ተሳትፎአቸው ዝቅተኛ ከሆነ ምክንያቶቹ ምን ሊሆኑ ይችላሉ ብለው ያስባሉ?
4. በዋናነት የመንጃ ማህበረሰብ ልጆች የትምህርት ተሳትፎን ዝቅተኛ እንዲሆን የሚያደርጉ ዋና ምክንያቶች ምንድን ናቸው?
5. በመማር ላይ ያሉ የመንጃ ማህበረሰብ ተማሪዎች በትምህርት ቤት ውስጥ የሚያጋጥሟቸው ችግሮች በዝርዝር ቢገልጹልኝ?
6. ከላይ የተጠቀሱትን ችግሮች ለመቀነስ መፍትሔ ሊሆኑ የሚችሉትን ቢገልጹልኝ?

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Declaration

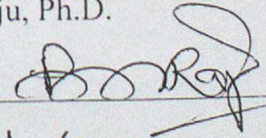
I hereby, declared that this thesis is my original work. It has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Demoz Guanche

Signature: 

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

Name: P. Mohan Raju, Ph.D.

Signature: 

Date: 13/7/07

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