MAJOR ISSUES AND PROBLEMS OF FULL-DAY SCHOOLING IN SECOND CYCLE PRIMARY SCHOOLS OF ADDIS ABABA

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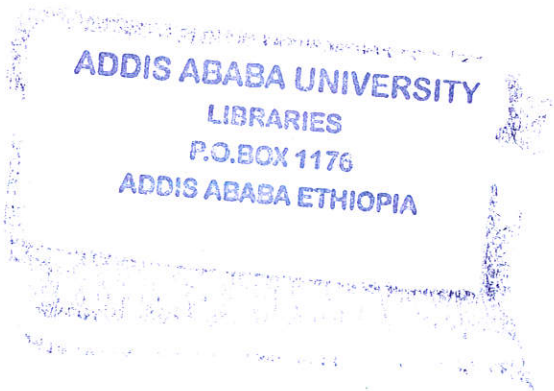

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List of Acronyms and Abbreviations

AIDS	Acquired immune deficiency syndrome
EFA	Education for All
ESDP	Education Sector Development Program
GER	Gross enrollment ratio
GDP	Gross National Product
HIV	Human immunodeficiency virus
MDG	Millennium Development Goal
MOE	Ministry of Education
NER	Net enrollment ratio
NGO	Nongovernmental organization
PTA	Parents-Teachers Association
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children Fund
UPE	Universal Primary Education
WB	World Bank

Abstract

Countries have employed different alternative models of schooling in their school systems and also altered from one to the other in times, most commonly from half-day to full-day schooling. In the case of Ethiopia, Addis Ababa City Administration has launched its effort to realize such alteration in primary schools since academic year 1999E.C. With scarcity of resources of the country, employing full-day schooling would have significant implications on the provisions and achievement of primary schooling. Taking these all into account, this study was carried out to assess the major issues and problems of full-day schooling in second cycle primary schools of Addis Ababa. It surveyed the benefits and challenging factors of the schooling model along with its implications on the internal efficiency and educational equity in schooling. In order to attain its objective, descriptive survey method was employed. The study was conducted in six governmental primary schools sampled from two sub-cities of Addis Ababa; namely, Kirkos and Akaki-Kaliti. Sub-cities, schools, teachers and students were selected using multi-stage sampling techniques. The main sources of the data were teachers, students, principals, Parents-Teachers Association (PTA) representatives and Kebele's educational team leaders. Questionnaires were administered to 65 teachers and 273 students sampled from the respective schools. Semi-structured interviews were conducted with a principal and a PTA representative of each sampled school and two educational team leaders from the sub-cities selected. Besides, document review and direct school observation were also conducted to secure additional information on the basic questions of the study. The sequential exploratory research design was employed to collect and analyze quantitative data first, qualitative data next and finally to interpret the entire analysis of both types of data. Frequency count, percentage and mean were used to analyze the quantitative data through the use of Statistical Package for Social Studies (SPSS) for Windows. One-sample T-test was used to compare class sizes and weekly teaching loads of respondents to the target set by Addis Ababa Education Bureau and Ministry of Education (MOE).The qualitative data were analyzed using focus by question approach. Accordingly, the major findings of the study revealed that lengthening school day was considered as the least determinant of effectiveness in the schools, three-fourth of the respondents confirmed that full-day schooling contributed to better students' behaviors and performance, the majority of parents have very narrowed view on the benefits of the schooling, the schooling has contributed to increase in drop-out rate of 5 -8 grade students in the schools, half of the teacher respondents rated the effect of the schooling as "high" to exclude children with economic problems from school and the practices of the schooling were found to be entangled with economic problems of students and inadequacy of school facilities and services and as a result, increased students' absenteeism and truancy. On the basis of the conclusions drawn from these findings, the researcher recommended that parental awareness and involvement need to be enhanced, students with economic problems should be supported either through school feeding program or material supports, mounted political, financial and material commitment is required to improve school facilities and more importantly, it is highly commendable to investigate the implications that the schooling model can have on achieving the development goals of the country.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

In this part, those basic aspects that could give a beginning and essential information on the general nature of the study are presented. It presents the background of the study, highlights pertaining to the problem statement, objectives, scope, significance and limitations of the study. It also includes operational definition of terms, a summary of the research methodology and organization of the study.

1. 1. Background of the Study

Primary schooling has a great importance in education system of countries. In any education system, primary schooling provides the initial ground for the academic performance of citizens at every other stages of an education system. According to Bruns et al. (2003), primary education is the gateway to all higher levels of education that train skilled professionals that every country, no matter how small or poor, requires. This indicates that the pupils who are expected to join higher levels of education need to get better education at primary level. They get the basic and general education that enable them prepare for further general educations as well as trainings. Primary education develops the capacity to learn, to read and use math and to acquire information, and to think critically about that information (Bruns et al., 2003).

Researches have also indicated that primary schooling contributes to economic growth of countries. According to Colclough (1993), there are substantial bodies of evidence to claim that primary schooling is productive in an economic sense, and that it affects people's behavior in ways which support a wide range of development goals. It is also considered as a powerful instrument to bring about productivity and better utilization of resources through its role in enhancing human abilities. Therefore, primary schooling has got the attention of countries all over the globe in the endeavor to realize nations' development.

The reassertion of interest in primary schooling is not limited to economic arguments. From the point of human right; among many others, the right to education is also acknowledged for all people – as it was declared by the United Nations in 1948 (Francois, 1968). Furthermore, as cited in Education for All (EFA) Global Monitoring Report (2003/4), it was declared that elementary education would be free and compulsory (United Nations, 1948, Article 26). Along with this

right, as one of the international development goals, countries have been working to ensure that every child will get primary education, that is, the commitment to achieve Universal Primary Education (UPE).

Besides, a substantial body of research documents that education, particularly primary education, promotes achievement of all of the other Millennium Development Goals (MDGs): poverty reduction, gender equality, child health, maternal health, lower HIV/AIDS and other communicable diseases, and environmental sustainability (Bruns et al., 2003). It is from these view points that primary schooling has got global attention beyond its importance to well performance of education systems across the world. This requires countries to invest on and make the primary schooling efficient so that they can promote balanced development in their economy.

To these effects, the importance of ensuring equal access to quality primary schooling is unquestionable. The ill-functioning of primary schooling affects not only the overall performance of the education system but also the lifelong learning ability and capacity of the citizens so that they can actively participate in the process of realizing developments. When a large share of children does not complete primary education, the productivity of labor force, the potential for knowledge-driven development, and the reservoir of human potential from which society and the economy can draw are all fundamentally constrained (Bruns et al., 2003). Countries, therefore, have been devoted to assume the ever challenging responsibilities of providing education to their citizens. They have attempted to develop different strategies and policies and formulated reforms to ensure the provision of quality education to eligible member of the society. Objectives and structure of primary schooling need to be efficient and appropriate in such a way that it can promote equity and quality of education.

According to the regional overview of EFA Global Monitoring Report (2005), the primary education of sub-Saharan Africa countries is characterized by massive educational deprivation and not only are large numbers of children, in particular girls, denied access to school, but also many do not complete the primary cycle. The same report of EFA (2005) showed that an enormous gap exists between the number of pupils graduating from school and those among them mastering a minimum set of cognitive skills. Furthermore, many schools of developing countries offer an education of very poor quality (Colclough, 1993). Many educators and others have identified inadequate facilities, insufficient training of teachers, over crowded classes, mess

in leadership, shortage of books and other teaching materials as the major hurdles to this effect and above all, the policies and reforms that are made on the system unsuitably with less consideration to the availability of determining resources (Lockheed & Verspoor, 1991).

In the context of the Ethiopian setting, there are still children who are out of school. They are mainly illiterate, and had either never attended school or left before completing the primary cycle. Besides, the quality of education that has been delivered is still questioned. To reverse this trend, reforms and policy changes would be required in order that all children should receive schooling of an acceptable quality.

The Ethiopian government formulated Education and Training Policy in 1994 and has been under implementation since then. Aiming at preparing students for further education and training, as indicated in the policy document, primary education is provided to offer basic and general education with eight years of duration (MOE, 1994). It has also the goal of ensuring that all the children of the relevant age group receive primary education by the year 2015.

Various activities have been carried out to expand and improve education so as to achieve the goals. In this respect, noteworthy results have been registered in terms of some basic indicators of education system performance. For instance, the Gross enrollment ratio (GER) of primary second cycle (Grade 5-8) has increased by 22.3 percent points in the years between 2001/02 and 2005/06 as indicated in the Education Statistics Annual Abstract of year 2005/06 (MOE, 2007). It also indicated that the 6.7% repetition rate in 1995 E.C (2002/03) was reduced to 3.8% in 1997 E.C (2004/05).

Conversely, according to the Ethiopia Education Statistics Annual Abstract of year 2005/06 the survival rate to grade 5 for the year 2004/05 was 59.3% for both sexes (MOE, 2007). This shows that more than 40% of the people did not continue in the second cycle of primary level in years between 2000/01 and 2004/05 at national level. The drop-out rate at primary (1-8) level was reduced 4.4% in years between 2000/01 to 2004/05 at national level. But this figure does not agree with that of Addis Ababa Region. According to Education Statistics Annual Abstract (2005/06) of Addis Ababa Education Bureau, drop-out rate at primary second cycle (grade 5-8) showed nearly 4% increment only in years between 2000/01 and 2004/05.

In the meantime, there has been tremendous effort made on the system to impact on quality of primary schooling. One of these efforts is to employ full-day schooling system. To implement the government's strategy, Ministry of Education (MOE) of the country involves in the process of reverting double-shift schooling system into full-day mode of operation in progressive fashion.

However, along with the implementation of full-day schooling, there are many issues that need to be dealt with in relation to current educational provision and challenges. Moreover, its implication on the education system has not yet been investigated since its commencement. Thereby, this study attempts to assess how it is affecting the efficiency and equity of primary schooling and its benefits to the school community. It also examines the major problems observed in employing full-day schooling in the second cycle governmental primary schools.

1. 2. Statement of the Problem

Primary schooling has been given more attention particularly in the developing part of the world due to many reasons. First, it is quite apparent that the overall performance of youth and effectiveness of all other levels of an education system is dependent on the basic education the students get at primary level. Second, with the need and commitment to achieve Universal Primary Education (UPE), countries have been increasingly concerned with provision of quality education to their eligible children. Third, the awareness that many of governments have created on the positive implication of primary schooling to tackle and mitigate the existing socio-economic problems in their economy. In sum, Colclough (1993) pointed out that access to good-quality primary schooling is of central importance to national development. Cognizant of these facts, countries have increased their commitments to realize provision of primary schooling qualitatively as well as quantitatively.

It is on this assertion that the government of Ethiopia has made significant efforts to mount the quality and availability of primary schooling starting from the formulation of Education and Training Policy in 1994. The Ministry of Education (MOE) of the country has been involved in the process of converting double-shift schooling system of primary schools into full-day mode of operation. The elimination process has been undertaken in a progressive mode that will spread to different regions of the country.

Among the regions of the country, Addis Ababa region is the leading city to extensively employ full-day schooling at the primary and secondary levels. Understandably, while most of the non-governmental schools in Addis Ababa have employed full-day schooling system starting from their establishment, the governmental schools had been employing half-day schooling system. Currently, Addis Ababa Education Bureau has forced every primary school working in the city to teach students using full-day mode of operation with no disparity of restriction on school ownership. However, many of the pupils of neighboring areas do still attend classes in double-shift schooling system.

Yuen-hung et al. (1994) show that many academics, educators and the education authority see converting half-day schools to full-day schools as an effective means of enhancing educational quality. However, apparent differences have occurred in terms of how countries do consider its timetable, management and organization. Comparing to half-day schooling, Yuen-Hung et al. (1994) argue that it relieves the tight learning schedules of schools and enables them design a more flexible curriculum. Other writers also suggested that it provides more opportunities for better communication between teachers and students and enables teachers give greater care to the students.

Full-day primary schooling has positive implications on promoting all-round education and developing the learning capabilities of the students. Literature has also shown that the double-shift schooling system was introduced to alleviate the problem of overcrowded schools and insufficient school facilities and places. This was expected to have been a temporary solution to the problems. Therefore, it is rational decision to eliminate double-shift schooling as far as the availability of such pertinent educational inputs as qualified teachers, teaching-aid materials and other teaching facilities and logistics allow doing so.

On the other hand, the effective implementation of full-day schooling is reliant on many socio-economic facet of economy and should be seen along with the development objectives of education. From the societal point of view, sociologists who study education ask how the system of education is organized and how it is linked to other social institutions. As Scarpitti and Andersen (1992) indicated, sociologists are now increasingly interested in how education is linked to the family, since most children spend as much time in school as they do at home. Research revealed that, with the level of poverty that people are in, child labor has become crucial for family's survival in urban areas. Child labor is increasingly employed in domestic

activities and petty trades. This definitely requires them to invest at least part of the working hours of each day on other duties than learning. So, in all likelihood, children from poor families are forced to be absent, tardy, truant or in general not to attend classes properly and regularly. And, according to Habtamu (2003), regular absenteeism from schools and child labor are amongst the factors that contribute to dropping out of students from schools.

It is quite obvious that the issue of full-day mode of operation should not be seen by emphasizing on the point that children can stay and learn longer in the compound of the schools. Many educators agreed that keeping the children occupied is one thing, and keeping them gainfully occupied is another. More importantly, the practice of such system must be measured in comparison with the prevailing educational provision and challenges of the country. It should not be seen not only how it brings about better cognitive achievement to the students but also how it can impact on the effort to ensure internal efficiency and social equity of education. In other words, its importance, relevance and timeliness should be seen in terms of development goals of country. On top of that the implication that it may have on pupil's behavior, on pupils' and their parents' social lives also need to be examined thoroughly.

With this view, this study attempted to assess the major issues and problems of full-day schooling in second cycle of primary schools of Addis Ababa by way of answering the following basic questions:

1. What is/are the effect(s) of full-day schooling on the quality of education in second cycle primary schools of Addis Ababa?
2. What is/are the effect(s) of full-day schooling system on the internal efficiency (repetition and drop-out) of education in second cycle primary schools of Addis Ababa?
3. What is the potential impact of full-day schooling system on the effort to address social equity in second cycle primary schools of Addis Ababa?
4. What is/are the effect(s) of full-day schooling on:
    a) Students' absenteeism in second cycle primary schools of Addis Ababa?
    b) Students' truancy in second cycle primary schools of Addis Ababa?
5. What are the major problems in the implementation of full-day schooling in second cycle primary schools of Addis Ababa?

1. 3. Objectives of the Study

The study was intended to achieve a general objective under which it has some specific objectives.

i) General Objective of the Study

The study was conducted with the broad objective of assessing the major issues and problems of full-day schooling system in the second cycle primary schools of Addis Ababa.

ii) Specific Objectives of the Study

Based on the general theme of the study, the study has the following specific objectives:

- To identify observable evidence on the benefits of full-day schooling primary schools;
- To overview the implication of full-day schooling on access and equity of primary schooling
- To identify constraints preventing the full realization of the benefits of full-day schooling; and
- To propose measures to overcome such constraints and how its benefits and effectiveness can be maximized

1. 4. Significance of the Study

The education policy and practices of Ethiopia seem to favor the implementation of full-day schooling in primary schools. But there is no significant study that has been conducted on the topic. Therefore, it would be logical and timely to give special concern to it. Thus, this study was considered to be significant in the sense that:

- It sheds light on strategies that can be employed to attain successful implementation of full-day schooling
- It forwards research findings that seek further research and policy options
- It helps school teachers and educational leaders to enhance their awareness on prominent aspects of full-day schooling

In general, this study is expected to be relevant to the works of practitioners and researchers in the field, policy makers, educational officials and other stakeholders through providing the aforementioned significance and suggestions.

1. 5. Delimitation of the Study

There are different types of primary schools in Addis Ababa in terms of ownership. Since they are only the governmental ones which have experienced the process of eliminating half-day schooling at a certain time and have relatively larger number of pupils in their compounds, the research was delimited to deal with the case of sampled governmental schools. It would be unmanageable and beyond the limit of the study to touch upon all the issues of the full-day schooling and all the actors involved in its implementation. Therefore, along with the fact that the implementation of the schooling is not very matured and the need for making the research manageable so as to serve its purpose, the task of the researcher is premised on the core issues and actors of full-day schooling. From students enrolled in the second cycle grades, only students of grade seven and eight were considered to fill in questionnaire with the common understanding that they can be matured and able to express their feelings and opinions in more logical manner than grade five or six students.

1. 6. Limitation of the Study

The socio-economic implication of full-day schooling could be identified well if parents and children who dropped out since the schooling has started were involved widely in filling questionnaires. This is, however, beyond the capacity of the researcher due to time and financial constraints. Therefore, the study did not consider the opinions of parents and children who already dropped out of school. But, an attempt was made to include parents who are active members of Parents-Teachers Association (PTA) of the studied schools with the researcher' firm conviction that they can express at least common opinions of the majority of the parents.

On the other hand, in the preliminary investigation of the subject matter of the study, some educational leaders have shown reluctance to provide valuable information that can mount the comprehensiveness of the study. Although it was learnt that there have been reports coming to educational offices at Kebele level with respect to the implementation of full-day schooling in governmental primary schools, it appeared to be difficult to access them during the study. This again constrained the researcher from analyzing what the schools have been formally reporting to the offices. Moreover, the schools have no referable formal records on student absenteeism and truancy, and this limited the researcher from further investigation of the subjects with the support of quantitative figures.

1. 7. Operational Definition of Terms

Absenteeism: a situation in which a student is not at school for an entire school day.

Drop-out: leaving a school before completing a particular cycle or level of education.

Full-day schooling: is considered as an arrangement of an education system whereby students are retained the whole day in the compound of the schools to extensively carry out the teaching-learning process (Coelen, 2004).

Half-day schooling: is an arrangement in which two groups of students attending classes on shifting system using the same buildings, equipments and other school facilities.

Primary schooling: is a sub-system that consists of grades 1 – 8, divided into two cycles of 1 – 4 and 5 – 8 grades (MOE, 1994).

School facilities: are facilities of a school that consist of water, latrines, clinics, library, pedagogical centers and laboratories (MOE, 2003).

Student Truancy: a situation in which a student misses or cuts class(es) of a school day.

1. 8. Organization of the Study

The study was organized to consist of five chapters. The very first chapter of the thesis deals with the overview of the study that includes its background, significance, objectives, scope, limitations, operational definition of terms, research methodology and organization of the study. The second chapter presents review of literature that is presumably related to the subject matters of the study. Chapter three explains the research design and methodology employed to conduct the study. Chapter four presents data presentation, analysis and interpretation of the study. Finally, chapter five deals with major findings, conclusions that were drawn from the findings of the study and the recommendations that the researcher forwards.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with reviewing literary works on full-day schooling and its association with primary schooling in the developing world. First, the rationales for primary schooling, achievement and challenges of primary schooling in developing countries are reviewed. Then, major aspects of full-day schooling are thoroughly dealt with. Finally, current context of primary schooling in Ethiopia is reviewed.

2.1. Primary Schooling: The Rationale

A diverse body of literature demonstrates that primary schooling has positive implications on nations' endeavors to bring about socio-economic development to their countries (Colclough, 1993; Burns, Mingat & Rakotomalala, 2003; Lockheed & Verspoor, 1991). These developments have created two key priorities for shcooling: it must meet economies' growing demands for adaptable workers who can readily acquire new skills, and it must support the continued expansion of knowledge (World Bank, 1995). Education, especially basic (primary and lower-secondary) education, also contributes to poverty reduction by increasing the productivity of labor, by reducing fertility and improving health, and by equipping people to participate fully in the economy and in society (World Bank, 1995). According to the EFA Global Monitoring Report (2005) released by UNESCO, there is also mounting evidence that the quality of human resources is directly related to individual earnings, productivity and economic growth. Furthermore, the international communities have formally accepted education as human right longer ago. "The Universal Declaration of Human Rights, adopted by the United Nations in 1948, asserts that 'everyone has a right to education', and subsequent international conferences and normative texts have reaffirmed this goal and sought to achieve it" (UNESCO, 1998:6). Based on these points of view, many governments have shown great efforts to educate their citizens successfully and yet others strive for realizing it.

Education contributes to economic growth in the sense that the strongest growth comes about when investment in both human and physical capital takes place in economies with competitive markets for goods and factors of production (World Bank, 1995). The growing amount of evidence has demonstrated that primary schools were truly productive in a strictly economic

sense, and that they affected people's behavior in ways which supported a wide range of development goals (Colclough, 1993).

Research and experience demonstrate that an educated labor force is a necessary, albeit not sufficient, condition for economic development in that its large component stems from improvements in the qualities of the labor force (Schultz, 1961; Denison, 1962; McMahon, 1984; as cited in Lockheed & Verspoor, 1991). It seems fairly evident that the educational systems of the developed countries are among the most underlying supports for the continuing existence of these nations as developed societies (Adams & Bajor, 1975). The trend in these countries shows that their industrialized economies were based on a relatively well educated and skilled labor force. Many scholars indicated the relationship between growth in participation of primary education and gross national product, per capital over 110 years of 34 of the rich countries, and found that none of them developed their economy before attaining universal primary education (Philip, 1975; World Bank, 1980 as cited in Yohannes, 2005).

Schooling has also a considerable effect on earnings of individuals. The correlation between the schooling and income of the individual is an obvious illustration of the interaction between education and economic achievements (Mandi, 1981). In relation to earnings of citizens, research showed that the rate of return to education is high particularly in the developing countries (World Bank, 1990).

The effects of schooling on earnings are also seen in relation to productivity. Earnings provide an indirect measure of productivity, but physical productivity is the best measure of education's economic impact; workers and farmers with more education are physically more productive than those with less (Lockheed & Verspoor, 1991). According to Colclough (1993), primary schooling improves productivity and then outputs of rural and urban self-employers in at least three different ways. The first is related to the extent to which more education allows producers to increase output with given inputs; second, workers would allocate existing inputs more efficiently as a result of education; and third, they may be more skilled at selecting new types of inputs for given production goals as a result of education. Such correlation between education and productivity dictates the extent to which primary schooling is important to citizens.

Burns et al. (2003) clearly emphasizes that when a large share of children do not complete primary education, the productivity of the labor force, the potential for knowledge-driven

development, and the reservoir of human potential from which society and the economy can draw are all fundamentally constrained.

Research has shown that primary schooling is important in reducing rates of population growth (Cochrane 1979, 1988; Schultz, 1991 as cited in Colclough, 1993). This is mainly because the schooling of women increases their ability to regulate their fertility through contraception. Moreover, it has been indicated that the increased availability of family planning has been a major factor in reducing total fertility rates in developing countries (World Bank, 2008).

As far as health of children is concerned, the literature has shown that primary schooling appears to improve health (Cochrane et al. 1980 as cited in Colclough ,1993). Lockheed & Verspoor (1991) also indicate that women's education is also closely related to children's health and children of educated mothers live healthier and longer. Furthermore, Colclough (1993) elaborates that schooling increases the ability of households, at different income levels, to improve the nutritional content of diet, and initiate earlier and more effective diagnosis of illness. As an instance, the Millennium Development Goal (MDG) Report (2008) shows that mortality rates are higher for children from rural and poor families and whose mothers lack a basic education considering that fact that a child born in a developing country is over 13 times more likely to die within the first five years of life than a child born in an industrialized country.

According to the EFA Global Monitoring Summary Report (2003/4), there is evidence that HIV infection may be declining more markedly among young educated women than among those with less education. In addition, a child born to an adolescent mother is at greater risk of dying in infancy or childhood and is likely to be deprived of the known benefits passed down from educated mothers to their children (United Nations, 2008).

Education affects development through its enduring impact on various dimensions of cognitive competence: literacy (reading and writing), numeracy, modernity, and problem solving (Scrbner & Cloe, 1981, as cited in Lockheed & Verspoor, 1991). And, as Colclough (1993) explains, numeracy and literacy brought about by schooling are not only critical to the improvement of productivity at work and in the home, but also to the enhancement of satisfaction in leisure. This is mainly because as literacy spreads widely, people can be benefited from accessing a wide range of books, media and cultural pursuits.

2.2. The Conditions of Primary Schooling in Developing Countries

Schooling in developing countries takes place under conditions that are very different from those in developed countries even though its principal objectives seem similar (World Bank, 1990). It remains true that the everyday contests in which children grow up and educational institution functions in some developing countries can differ markedly from those predominant in developed, industrialized countries (Harber & Davies, 2005). At the primary level, while students in developed countries are likely to go to school in modern well-equipped buildings and have a curriculum that is well thought out in terms of scope and sequences, in many low-income countries, by comparison, they are likely to go to a shelter-less school or have class in a poorly constructed and equipped building, and their curriculum is likely to be poorly designed (Lockheed & Verspoor, 1991).

Considering the demographic context of education, Harber and Davies (2005) indicate that one glaring difference between developed and developing countries is in terms of their effectiveness in getting children educated in the light of rapidly expanding school-age population. According to UNESCO report (2007) on regional patterns in school-age population between years 1995 and 2005, while the size of the school-age population decreased dramatically in Central and Eastern Europe, sub-Saharan Africa experienced the most rapid growth with the number of school-age children rising by one-quarter -this is to mean that there were five children in 2005 for every four in 1995. Based on the data collected from selected countries, the report also shows that the population growth rates will slow between 2005 and 2015 with the projection that the most significant growth to be in sub-Saharan Africa where there will be 21% more school-age children in 2015 than in 2005. Given the rate of population growth, it seems that sustainable expansion of primary schooling is going to be challenging task to many of the developing countries, particularly sub-Saharan African countries.

Harber and Davies (2005:18) also point out the following to further illustrate the demographic context of primary education in developing countries:

> *One further feature of enrolment confronting educational managers in developing countries is that there is often a high drop-out rate, caused by such factors as the inability to pay fees and teenage pregnancy... Moreover, in urban areas poor children not enrolled in schools, or drop out of schools, whose families cannot support them increasingly end up as street children making a meager living from selling, unskilled labor, begging or petty theft.*

Many economists in education agree that the issues of expenditure per student, fragility and vulnerability of developing economies to decisions made elsewhere have got more attention in the economic context of primary schooling (World Bank, 1990). The general report by UNESCO (2007) indicated that annual spending on primary students in poorer countries represents a relatively smaller share of an already low level of GDP per capita and this double effect amounts to very high differences in the funds invested in education across countries. In addition, due to the war and violent unrest that have been happening in the developing world, the civilian population is increasingly affected rather than soldiers (Harber & Davies, 2005).

Children affected by conflict or political unrest – those who most need structure and a semblance of normality in their lives – are more likely to be deprived of an adequate education (UNESCO, 2008). According to United Nations report (2008), conflict continues to displace people from their homes and drive them into poverty, and more than 42 million, 16 million of these are refugees, people are currently displaced by conflict or persecution, both within and outside the borders of their own countries. The report also indicated that data for 114 refugee camps in 27 countries show that full primary school enrolment has been achieved in only 6 out of 10 camps, and that at least 1 in 5 refugee children is not part of the formal education system. In 1 out of 8 of the camps with inadequate primary school opportunities, less than half of all primary school-age children are enrolled (United Nations, 2008).

For many of their citizens one of the economic contexts of developing countries is poverty (Harber & Davies, 2005). Recent reports have shown that the increases in the price of food and other necessities have had a diverse effect on the poor people in the developing regions. According to United Nations report (2008), higher food prices limit the ability of poor people who do not produce their own food to obtain not only food but also other essential goods and services, including education and health care. Furthermore, higher food prices are expected to push many more people into absolute poverty, with estimates suggesting that the increase will be as many as 100 million with in the next decade (United Nations, 2008). Harber and Davies (2005) explain further that poverty means hunger, and children cannot learn effectively if they are weak from hunger. Moreover, children who are malnourished will suffer other health problems which, in turn, will affect their education negatively.

Moreover, the health context of developing countries can also manifested through the existence of different diseases that hamper the education of children. AIDS is still a major health problem in the developing countries (Harber & Davies, 2005).

2.3. Achievements and Challenges of Primary Schooling in Developing Countries

With the declaration that signified primary schooling as human right few decades ago, a substantial body of evidence has shown that primary schooling is productive in an economic sense, and that it affects people's behavior in ways which support a wide range of development goals (Francois, 1968; Colclough, 1993). Therefore, countries have accepted that expansion of primary schooling should be worked out to enhance their human capital in the way it can support the development they strive for. Accordingly, ensuring the provision of quality primary education to all eligible citizens has become the commitment of the international community.

Recent reports have revealed that the developing countries have made unprecedented progress in primary schooling in collaboration with the global effort to universalize till 2015. Along with this, however, due attention is now being given to ensure that children who have got the chance to learn get quality education. There are also developing countries which are still far away from EFA goals. Therefore, considering the prevailing conditions of the developing countries and the benefits which accrue from primary schooling, what are then the overall achievements and challenges in the trend of primary schooling in these countries?

i) Access

One of the indicators of their efforts shows that the number of children of primary school age who were out of school fell from 103 million in 1999 to 73 million in 2006, despite an overall increase in the number of children in the age group (UNESCO, 2008). This shows that the access to primary school has increased over the past decade. Despite the progress in increasing access to schooling, education levels measured by years of schooling are still dismal in many of the countries (World Bank, 2008).

Net enrolment rates (NER) for primary education in the least developed countries, mostly in sub-Saharan Africa, increased by more than 25 percent between 1999 and 2006 (World Bank, 2008). Even though the figures showed that the countries have scored increase in enrollment,

particularly in sub-Saharan Africa, access to primary schooling is still limited to 71 percent of school-age children of the countries (UNESCO, 2008). This clearly indicates that there are certain groups of children who are completely excluded from the education systems. Reports also show that the increment was generally more pronounced for girls than for boys in all developing regions over the period. According to the Global Digest Report (2008) of UNESCO, at national level, educational coverage improved considerably in the United Republic of Tanzania, Ethiopia, Niger, Benin, Guinea and Madagascar, where the NER for primary education rose by more than 50 percent since 1999. However, some countries are still far from the goal of Universal Primary Education (UPE), with NERs below 60% in 2006 in Djibouti, Liberia, Niger, Central African Republic, Eritrea, Burkina Faso and Congo (UNESCO, 2008).

As equitable access of children to schools has got relevant priorities in the Education for All (EFA) efforts, they have taken significant measures to address the inequalities that disadvantage certain groups of children and to design policies that target those groups (Cummings & Dall, 1995). It is up to the countries to mobilize a wide range of innovation to improve access.

They have also contributed to global improvement of the primary school completion rate rose between 2000 and 2005 from 78 to 83 percent (UNESCO, 2008). Out of the total children who have got the opportunities to attend classes huge number of children fails to complete primary education. Due to many socio-economic reasons, the education systems of the developing countries are unable to bring about efficiency of their systems. But 38 percent of developing countries are unlikely to reach 100 percent primary completion by 2015 and another 22 percent of countries, which lack adequate data to track progress, are also likely to be off track(UNESCO, 2008).

ii) Equity

The issue of equity mainly affects several overlapping disadvantaged groups, including the poor, linguistic and ethnic minorities, nomads, refugees, and street and working children (World Bank, 1995). Even though it is global phenomenon to have less number of members from these groups in schools, the magnitude of disparities that occurs within the developing countries seems to be wider during admitting to schools as well as while learning is going on(Lockheed & Verspoor, 1991). In other words, certain groups of children are educationally disadvantaged in virtually all societies; this is reflected in their enrollment, tendency to stay in school, and educational attainment.

As many countries have promoted girls' education, developing countries have also shown significant achievement in realizing gender parity. According to the World Bank Report (2008), in all developing regions, the enrollment of girls at primary level increased more than that of boys between year 2000 and 2006; as a result, two out of three countries have achieved gender parity at the primary level. This growth by itself has positive implications on the other levels of the education systems. However, as indicated by Cummings and Dall (1995), girls need more to have not only equal opportunities to enroll but also equal learning conditions, free of stereotypes and discriminatory values and attitudes.

Although the magnitude has been narrowed for the last three decades, developing countries are still facing gender disparity in their education system. Recent research revealed that many girls are excluded from primary education opportunities due to many factors. Despite impressive gains in gender parity, girls comprise 55 percent of the out-of-school population in the developing countries, and the most intractable groups to reach with primary education are those that are "doubly disadvantaged": girls from ethnic, religious, or caste minorities and accordingly, it is about 75 percent of the total number of girls who remain out of school is in this group (World Bank, 2008). . Indeed, the challenges are still great, especially in the least developed countries where one out of every four children of primary school-age is denied access to this basic human right (UNESCO, 2008).

Poverty is one of the characteristics that significantly affect equitable access primary schooling in the developing nations (World Bank, 1990). Anderson (1988) also points out that children of poor families are less apt to enroll in school and more apt for drop out than children of better-off families in all developing countries (as cited in Lockheed & Verspoor, 1991). Such disparity happens due to many inter-related socio-economic effects. In many of the circumstances, families are supposed to pay for such direct outlays as school fees, supplies, uniforms, transportations and lunches to keep their children at schools. More importantly, families also pay for the education of their children indirectly in terms of opportunity costs that include the household labor not done or the income not earned by children in school. Poor families decide to bear the cost of educating their children if they perceive that the return from education justify the expense (Lockheed & Verspoor, 1991).

The World Bank report (2008) on countries' achievements of Millennium Development Goals (MDGs) indicated that survey in sub-Saharan African countries showed that children from the poorest households are least likely to attend school, regardless of whether they live in urban or rural areas while being poor is the more determinant factor. This is further exacerbated, as the report showed, that the current steady increment of food price may push 100 million people deeper into poverty. With the increasing of poverty, child labor is very quite phenomenon in urban as well as rural areas of developing nations (United Nations, 2008).

In poor families, children's labor is often critical to the income or survival of the household; and children who work have little or no time to attend schools (Lockheed & Verspoor, 1991). Studies have revealed that one of the main factors determining children's school attendance in many of developing countries is the demand for child labor. Throughout the developing world, millions of urban children work in industrial and related activities (Bequele & Boyden 1988 as cited in Lockheed & Verspoor, 1991). The International Labor Organization (ILO) also estimated that 250 million children between the ages of 5 and 14 are toiling in the workforce of developing countries (UNESCO, 1998). It also indicated that in many developing countries, child labor is a major obstacle both to providing universal access to schooling and to reducing school wastage.

Overall, as indicated in the World Bank report (2008), reaching poorer, more socially marginalized children who normally have less access to basic education is a major challenge for the developing countries. Furthermore, the empirical evidence of the report reveals that from 40 surveyed developing countries, in 32 of them primary school attendance is higher in urban than in rural areas but being poor is the more determinant factor for the disparity. Considering the aims of Education for All (EFA), strong emphasis is being placed on promoting equitable access to primary schooling in developing countries, and accordingly, a consistent concern has been expressed for girls, disadvantaged children, the homeless, street children, or children at risk (Cummings & Dall, 1995).

Even though figures showed that developing countries have scored enrollment increment, there are still children who are completely excluded from the education systems of their own countries. To overcome this, governments must expand the overall access of children to schooling through increasing its availability. Measures to increase the supply of school places usually include building new schools, expanding and renovating existing facilities, recruiting and

deploying teachers more effectively, instituting multiple-shift schooling and multi-grade classes, providing single-sex schooling, and adopting nontraditional education schemes (Lockheed & Verspoor, 1991). Developing countries also need to work on improving the demand for education which is characterized by a high valuation of child labor by families and a degree of uncertainty about the benefits of schooling, a low rate of economic growth which leaves much of the population with disposable income, and cultural norms that may lead families to withhold girls from schools (Cummings & Dall, 1995). Strategies to increase the demand for education usually focus on reducing the direct and indirect costs of schooling and mobilizing community support (World Bank, 1990).

Multiple-shift schooling is one of the measures that countries employ to scale up their educational provisions. According to Bray (2000), the main purpose of double-shift schooling, a very common kind of multiple-shift schooling, is to increase the supply of school places while avoiding serious strain on the budget. The author also pointed out that double-shift schooling has helped many countries to move towards universal primary and secondary education in the way that it accelerates expansion of the number of school places that broadens access. Lockheed and Verspoor (1991) also confirms that by organizing classes into separate sessions (for example, morning and afternoon shifts) and having teachers share facilities (classrooms, desks, texts, and equipment), a multiple-shift schooling system can accommodate double or sometimes triple the number of students that a single-shift schooling system can, as well as reduce certain capital and teacher costs. In addition to the benefits that double-shifts schooling has to serve more pupils using a single set of buildings and facilities, they further indicated that in most cases, multiple-shifts also lower school fees and make more working hours available to child laborers, thus benefiting poor children. Bray (2000) also suggests that double-shift schooling may be especially important in urban areas where land is scarce and buildings are expensive.

iii) Quality

With the struggle for attaining universal access to primary schooling, the focus is now on the quality of students' learning. The concern is valid not only for nations who have attained the quantitative targets; it is also valid for nations still striving for expansion of educational access. It has been established that access and quality are not sequential elements. There are also numerous countries that have increased learning outcomes at the same time as they have expanded access (UNESCO, 2007).Quality is rather considered, in the light of growing evidence, as a means for

achieving the universal access and equity of education regardless of gender, location, race, religion, and social class (Hoy et al., 2000).

The quality of basic education is important not only for preparing individuals for the subsequent educational levels but to equip them with the requisite basic life skills (UNESCO, 2003).This idea supports the 1990's Jomtien Declaration of EFA which is a landmark document for the promotion of basic education emphasizing that 'the focus of education must be on actual learning outcomes rather than exclusively on enrolment'(UNESCO, 2003:2). However, many of the developing countries are educating more of their population than ever or achieving expansion goal at the cost of quality (Yohannes, 2005).

Evidence is emerging that in many countries rapid progress in improving schooling enrollment and completion is not translating into better cognitive skills (UNESCO, 2007). The quality of primary education in developing countries is poor in the sense that students of these countries have a mean level of achievement below than that of industrialized countries, and their performance shows a much greater variation around the mean (World Bank, 1995). In developing countries, the expansion of school enrollment at all levels, especially since the 1960s, has increased without adequate attention to quality (Yohannes, 2005).

Considering reading skills of children, Results from a regionally benchmarked assessment for Southern African countries are distressing: in several countries, less than 50 percent of children are able to read by age 12 in several countries while 96 percent of age nine children of OECD countries do so (UNESCO, 2007). The Global Monitoring report by UNESCO (2007) also indicated that many poor countries are far from achieving universal primary completion and must accelerate service delivery to reach the MDGs by 2015. Conversely, slowing expansion would harm the poorest and most marginalized groups most. Therefore, the challenge must be to expand access while enhancing learning outcomes (UNESCO, 2007).

iv) Efficiency

Internal efficiency is one of the critical issues of primary schooling in the developing countries. The slow rate of economic growth that the countries have experienced is likely to limit resources available for education (World Bank, 1990). Therefore, in order to develop education and training, the government and its partners have to ensure that the education system is efficiently managed at both national and school levels.

According to Abagi and Odipo (1997), as the conceptualization of efficiency seems to vary considerably, several issues have come out of the analysis of available literature on efficiency. Firstly, efficiency of education has been masked by the desire to promote access to education by increasing education opportunities to school-age population. Secondly, our knowledge about what education/school efficiency entails is limited. Thirdly, as poverty increases and the level of investment in education declines, policy makers and planners are looking for innovative and viable strategies for improving the operation of the education system and making education promote national development.

In the provision of primary schooling, countries' concerns have not been only to reach the out-of-school children but also the wastage that occurs as large number of pupils persistently take longer period to complete a particular grade and/ or who fails to continue their primary education even before completing its first cycle (Burns et al., 2003) As debates on constituents of efficiency in education continue, the knowledge about this concept has to gone beyond examination results and included rates of repetition, drop-out and completion (UNESCO, 1998). As indicated by Yohannes (2005), repeating grades and dropping out pupils absorb a large share of the limited resources available for education.

One form of school wastage occurs when pupils have to repeat grades. In developing countries especially, this is often a prelude to drop-out. School systems around the world differ widely in their policies toward pupils who fail to master the work appropriate to a particular grade level. In a majority of countries, both developed and developing, educators require such pupils to repeat the grade in order to give them additional time to learn material that they failed to master the first time around. Repetition is thus seen as a remedy for slow students. The practice is typically applied in Grade 1 out of a conviction that it is important for pupils to get off to a good start in their education. However, repeating the final primary grade is also widespread in countries where admission to secondary school is based on passing an end-of-primary school examination (UNESCO, 1998).

In most developing countries, a large proportion of primary-school graduates do not make the transition to post-primary education. Grade repetition is another indicator of pupils' progress, although it can be difficult to interpret, because it depends on policy: some countries systematically promote pupils to the next grade while others apply stringent achievement criteria.

Where grade repetition is possible, however, its incidence is a measure of the proportion of children who do not master the curriculum (e.g. because school quality was insufficient). A high level of grade repetition is a sign of a dysfunctional school system often exacerbating drop out and resulting in overcrowded schools (UNESCO, 2005).

2.4. Alternative Models for Primary Schooling

Universal Primary Education (UPE) can no longer be considered to be the main goal for the development of primary education because it fails to address the problems of low internal efficiency and poor educational quality (Colclough, 1993). The possibility of many developing countries to exploit the socio-economic benefits of primary schooling is far from attaining quantitative expansion of enrollment. As a result, researchers and policy makers shifted away from an emphasis on quantitative issues and began to pay attention to educational quality and its effect on learning outcomes (UNESCO, 1998). It follows that there is likely to be a trade-off between quantitative expansion and qualitative improvement. From this point of view, strategies are formulated to provide an appropriate balance between these two avenues for achieving learning outcomes as well as national objectives (UNESCO, 1998).

Developing countries must therefore concentrate their resources on the improvements that are known to enhance students learning (Lockheed & Verspoor, 1991). Given limited resources to education, the issue is how the countries can make their education system, or particular level of it, efficient enough to provide acceptable quality of education so as to achieve the expected learning outcomes. According to Colclough (1993), there are a series of interventions that could help developing countries save or transfer costs with minimal damage to quality, as well as those which would directly enhance quality and ensure that great proportions of the 6 -11 year old age group were enrolled. World Bank policy paper (1990) also indicates three important points on how resources must be distributed wisely and managed well so as to improve learning. First, priority must be given to the inputs or intervention that makes a difference in learning. Second, the cost of a particular input or intervention must be considered. Third, implementation strategies vary by the type of intervention selected. Education authorities, therefore, have to balance a number of competing factors and must find strategies which are mainly cost-effective (Bray, 2000).

One of the situations whereby policy makers are constantly faced by dilemmas in the allocation of scarce resources is in connection with choosing between alternative models for school systems; namely, single-shift schooling and multiple-shift schooling (Bray, 2000). These systems dictate policy makers and education planner on how the existing school resources can effectively be utilized to serve students of various grades on daily basis. In the same way, Bray (2000) indicated that in multi-shift system, specifically double-shift schooling system, schools cater for two entirely separate groups of pupils during a school day whereby the first group of pupils usually attends school from early morning until mid-day, and the second group usually attends from mid-day to late afternoon. Each group uses the same buildings, equipment and other facilities. The author also showed that in some systems the two groups are taught by the same teachers, but in other systems they are taught by different teachers.

Even though conditions in different settings make the choice complex, Bray (2000) indicates how policy makers can identify priorities of the models by commencing with an analogy that concerns to motor car. Accordingly, single-shift schooling may be compared with an expensive car, and double-shift schooling with a more modest one. Expanding on this metaphor, the author elucidated that an individual trying to decide whether to buy an expensive or a modest car would have to assess the strength of available financial resources, think about the effectiveness of the car to meet his/her needs, identify alternative uses of the savable money by buying a modest car and finally to decide on priority. By the same token, decisions on investment in school systems can be approached in the same way. According to Bray (2000), first, if governments are poor, it may be totally impossible even to think about the single-shift schooling. It seems that the policy makers can opt either to limit the education to few children or to consider the other alternative. Second, in relation to the effectiveness of the alternative models, it is pointed out that there may be differences in the outcomes of alternative school models but that the difference are unlikely to be great. Third, alternative uses for resources will always exist – within each case. Fourth, the real question, therefore, is on priority in that governments have to decide whether they wish to opt for the extra luxury and prestige of a single-shift school system or whether to retain the more modest double-shift system and use the money they have saved for other projects. According to Bray (1989), though many countries, developing or developed, choose models for their school systems in such decision tree, some literature have shown that the way countries state the selected system varies from one another.

Consequently, while schools with full-day system may be called single-shift schools, single-session schools or uni-sessional schools, double-shift schools may also be called double-session schools, bi-sessional schools or half-day schools and so on (Bray, 2000). Other countries like Germany and China distinguish them as whole day and half day schooling, and exceptionally, Latin America countries like Uruguay named full-day and half-day schoolings as full-time and part-time schooling respectively (Cerdan-Infantes & Vermeersch, 2007).

Despite such variations in terminology, government officials, policy-makers and education planners make prominent choices to their education systems considering such factors as availability of resources, their prevailing demand and supply status of education, the social and economical constraints of educational provisions. Furthermore, as minor research works have shown, not only countries have employed these models in their education systems differently but also they have alter from one to other type, most commonly from half-day to full-day schooling. For instance, Ethiopia has launched its effort to successfully realize such alteration nationally. The case of Uruguay Full-Time School (FTS) program makes the explanation suffice. The program lengthened the school day from a half-day to full-day, and provided additional inputs to schools to make this possible, such as materials, teachers, teacher training and construction or rehabilitation of classroom (Cerdan-Infantes & Vermeersch, 2007). The authors also showed that the program has been in place since the early 1990s as a relatively intense intervention/reform that targets mid-sized and disadvantaged urban schools. In general, such kind of alteration occurs in the majority of the low-income countries which have had certain constraints to employ full-day schooling.

2.5. Full-day Primary Schooling: Economic, Educational and Social Implications

Policy-makers at different educational echelons are primarily interested in the balance of broad economic, educational and social factors which must be considered when choosing between models of single, double or even more shifts (Bray, 2000). Hence, it would be very obvious to deal with such factors in relation to full-day schooling as far as one is concerned with assessing the implementation of the model. The consideration of such determinant factors would again be very fruitful as they are presented in comparison with the other common alternatives.

i) Economic Implications of Full-day Schooling

Cognizant of basic education as an essential human right, a key to poverty alleviation and sustainable human development, financing Education for All (EFA) has become a key issue in national and international effort in order to achieve universal primary education by 2015 along with the fact that some governments are unable to provide sufficient resources to provide free basic education for all (UNESCO, 2007). Therefore, the growing attention has been diverted to benchmarking the efforts of governments in terms of resources devoted to primary education.

The overall level of funding for education is an important issue facing policymakers. According to UNESCO report (2008), having the worldwide education expenditure comprised of 4.4% of global GDP, governments invested varying shares of national resources in education. The report also shows that though differences across countries in public education expenditure are enormous, regional figures show that while governments in North America and Western Europe invested the highest share of national resources in education (which accounts for 5.6% of the regional GDP), countries in Central Asia and in East Asia invested by far the lowest level of public spending which reports only 2.8% of their GDP. The primary level, which is the focus of the international community, takes one-third of all education financing worldwide (1.3% of global GDP), sub-Saharan Africa invests the greatest share – 2.1% of GDP; and conversely, Central Asia spends just 0.6% of GDP (UNESCO, 2007). In addition, the public expenditures on education, expressed as a percentage of GNP, have been lower in developing countries than the developed countries since 1980 (United Nations, 2008). In cases where governments have allocated small portions of their GDP which is again very low, there should be a certain mechanism to at least reduce the burden that may come out of the financial constraints.

One of the major opportunities for lowering costs without affecting student learning negatively is using school facilities more intensively (Lockheed & Verspoor, 1991). A body of evidence has shown that multiple-shift schooling, particularly double-shift, is a prudent strategy to make use of school facilities economically so as to ensure primary education for every eligible child (Harber & Davies, 1997; Bray, 2000; Colclough, 1993; Lockheed & Verspoor, 1991). Accordingly, World Bank (1991) indicates that double-shift schooling is helpful to minimize the capital cost of providing more primary schools, enrolling more children and allowing more finance for the purchase of instructional inputs that improve learning. Therefore, policy-makers

need to attentively analyze and address the direct or indirect economic implication that a schooling system can have on an education system.

Building and Other Facilities: in many developing countries it is difficult for primary school systems to improve student achievement, increase the number of graduates, and meet the enrollment demands of a rapidly growing population (Lockheed & Verspoor, 1991). The organization of schooling requires difficult decisions about how to make the most of scarce resources, especially where primary school enrolment has rapidly increased but new funding has not. Multi-shift schooling is one option that can increase the supply of school places through efficient use of existing resources – buildings, facilities, books and teachers.

It is apparent that school facilities are important to deliver educational services at schools. The growing body of research links physical facilities to increased educational opportunity and achievement (UNESCO, 1997). In support of this, Heyneman (1980) indicates that the low level of learning among children can be partly attributed to poor and inadequate facilities in schools of the developing countries (as cited UNESCO, 1997). Lockheed and Verspoor (1991) also state that even though building more schools is an obvious and necessary means to increase the number of school places, constructing schools is not cheap and may require more resources than many countries can afford. It is also shown that a central problem in educationally disadvantaged countries with constrained public-sector budgets is to find ways of providing more school place at lower total cost (Colclough, 1993).

A pilot study that was carried out in 1994-95 to survey the conditions of primary schools in fourteen least developed countries gives cause for alarm (Colclough, 1993). According to the summary of the study, learning involves some very basic inputs that are not enjoyed by large numbers of children, school conditions such as teacher housing, toilets, classroom supplies, electricity or buildings had actually deteriorated. Schleicher et al., (1995) also indicate one the findings of the same study that some parents also refused to let their children attend schools where sanitation facilities were poor (as cited in UNESCO, 1997).

Therefore, educational planners are obliged to justify the large expense of new construction, furniture and their maintenance, repair, re-modeling and replacement to ensure that the physical facilities are cost-effective (UNESCO, 1997). On the basis of different case studies, Colclough

(1993) indicates that there are a number of efficiency reforms that can offer the most cost-effective means of financing further school expansion, among which schooling model is one.

According to Colclough (1993), increasing the extent of double-shift teaching is a feasible reform that developing countries can employ to save cost of education. Considering the economic cost of full-day schooling, Bray (2000) suggests that employing double-shift systems permit savings in land, buildings, equipment, libraries and other facilities. To show this, the writer considered the case of Zambia where its government was very keen to achieve universal primary education but acutely conscious of resource constraints. The strategy of the government that focused on alternative ways to reach its goal did not even consider full-day schooling as an option recognizing that the nation could not afford it throughout the country. Accordingly, extensive use of double and triple shifts differently in primary schools of rural and urban areas enabled the country to reduce 46% percent of cost estimate. While the government is faced by ongoing growth of population, and envisages continued pressure on the education budget, Zambia has implemented these arrangements as long-term measures (Bray, 2000).

One of the very good implementers of similar reform is Senegal (Colclough, 1993). While its educational expansion was constrained by high level of recurrent costs, the introduction of double-shift teaching led it to a sharp increase in primary enrollments with no noticeable decline in school quality (Colclough, 1993). The findings of these studies clearly indicate that employing full-day schooling system seems to have an adverse effect on achieving educational goals as long as governments cannot significantly enlarge their budgetary allocation to education.

Bray (2000) concludes that the cost of primary schooling can be reduced notably through double-shift schooling if not by exactly half as a consequence of extra use of facilities. For instance, studies in Jamaica and Malaysia calculated that double-shift schooling permitted them a 32 and 25 percent saving in buildings and facilities respectively (Bray, 2000; UNESCO, 1992). This is because, unlike full-day schooling, double-shift schooling allows sharing of equipments, facilities as well as buildings and joint orders for supplies to reduce the cost of schooling (Bray, 2000). Zambians' case showed that in stead of full-day schooling, governments can make substantial cost reduction from double-shift teaching in the area of capital costs; namely, the cost of land, equipment, libraries, laboratories and classrooms (Bray, 1989).

Teachers' salary: in developing countries teachers' salaries represent the single most costly expense which accounts for 65 to 95 percent of the educational budget (Farrell & Oliveira, 1993). Similarly, Zymelman (1989) shows that the most important input in primary schooling is teachers' salary which accounts for between 90 and 95 percent of the recurrent budget in Africa countries. These facts make clear that it profoundly determines the well performance of an education system. Teachers are essential factors in the funding of education systems (UNESCO, 2001).

Along with this, when governments decide on their education budgets, they need to make trade-off between factors such as the level of teachers' salaries, the size of classes, the number of teaching hours required of teachers and the intended instruction time for students (UNESCO, 2001). The fact that teachers' salaries in developing countries assumes higher share of GDP has led to the conviction that teachers' salaries in developing should be the target when improving cost-efficiency in the education sector (Farrell & Oliveira, 1993).

Unit cost of education: Many educators who have recognized the effects of deep-rooted financial constraints in the education systems of poor countries have suggested that the length of school day determines the extent to which countries can efficiently use their available resources (Bray, 2000). Several studies have concluded that the unit cost of education is high in developing countries because of high teachers' salaries (Zymelman, 1982; Minedaf, 1981; Meerman, 1980 as cited in Farrell & Oliveira, 1993). A body of literature has also shown that in the context of the given financial and human resources of developing countries, a critical question concerns with feasible strategies to reduce unit costs of education so as to facilitate expansion of primary schooling (Bray, 2000; Colclough, 1993; UNESCO, 1992). Accordingly, the literature has suggested some form of multiple-shift schooling as a major way of making more intensive use of teachers in stead of full-day mode of operation. Lockheed and Verspoor (1991) also suggest that multiple-shift schooling can be used as a means of reducing cost of education.

In situations where salaries are a high proportion of recurrent cost, increase in teacher-pupil ratio, as budgetary saving, appears to be significant scope for reductions in unit costs (Colclough, 1993). It is possible that reducing the attendance obligations of pupils more generally may provide a further way of increasing pupil-teacher ratios. Reducing the attendance obligations of pupils appears to provide a way of increasing pupil/teacher ratios (UNESCO, 1992). The same

article showed that increasing the ratio can be realized by reducing the number of hours per day that is probably not so clearly associated with declining quality (at least down to about six hours per day).

Findings from studies that have been made in different developing countries have confirmed that using appropriate system in multiple-shift schooling, particularly double-shift system, saving in both the number of teachers and in the salary bill could be realized (Colclough, 1993). In Senegal, the approach used in double-shift schooling requires teachers to take both the morning and afternoon sessions in each class and therefore, teachers under this system would teach for forty hours per week with an additional 25 percent of their base salary in payment for extra hours worked (Bray, 2000). Accordingly, this arrangement provides significant reduction in recurrent costs. In comparison with full-day schooling where the relatively lesser use of facilities involves lower maintenance expenditure in full-day schooling, double-shift schooling usually achieves economies in the employment of clerk, cleaners, maintenance, and security workers (Colclough, 1993).

There is an increased recognition of the role of teachers in improving the functioning of education systems and ensuring positive learning outcomes (UNESCO, 2001). It is incumbent, therefore, to study, understand, and analyze teachers' salaries in sub-Saharan Africa, to be able to forecast primary school expenditures and develop realistic policies to minimize teachers' cost (Zymelman, 1989). Colclough (1993) argues that in many countries, especially in those most affected by poverty, salaries have fallen below the levels necessary to retain qualified staff and to provide reasonable incentives for effective teaching. In relation to this, a better trained teaching force is an important factor in educational quality and efficiency and for this purpose educational policy-makers need to ensure that the investment made in teachers is sufficient and proportionate to the demands placed upon them (UNESCO, 2001). The steady increase in the supply of teaching in the developing world has, on average, been counterbalanced by a comparable growth in the number of school-age children therefore, despite significant efforts to train new teachers, many of these countries still experience severe shortages of teaching personnel and must seek to go on training large number of new teachers at low cost and to retrain them with limited scope for monetary incentives (UNESCO, 2001).

Given the inter-related shortcomings of educational financing in developing countries, improving cost-effectiveness of resource utilization is deemed to be significantly important to strengthen the financing of primary schooling along with other policy objectives; expanding and improving funding and promoting more equitable cost-sharing (Lockheed & Verspoor, 1991). In a constrained financial environment, the primary schooling system must maximize its output for a given budget; that is, schools must be managed efficiently and must add only inputs that contribute significantly to learning (Lockheed & Verspoor, 1991).

Students' productivity: in many poor countries children play a crucial economic role, trading and caring for children younger than themselves (Bray, 2000). The findings of a study by Cammish (1993) covering six countries; Bangladesh, Cameroon, India, Jamaica, Sierra Leone and Vanuatu confirmed that child labor is common. The study showed that the percentage of children who at times had to stay away from school to work at home varied between 23 percent in Vanuatu and 92 percent in rural Bangladesh. It also indicated that children miss school day in order to work (as cited in Carron & Chau, 1996). This is an evidence to show that the length of school day definitely matters on how children can productively spend the day. As Bray (2000) explains, releasing pupils for longer period of the day is especially important in societies where school-children earn a living outside school hours.

Cognizant of the implication of educational equity on poverty reduction, it is going to be more challenging to ensure equitable access to primary schooling to every child unless child laborer get chance to learn. Bray (2000) clearly puts that the fact that pupils can both go to school and earn a living may allow poor children to attend school, and more importantly, this reduces social inequalities and raises the overall educational level of the society. To this effect, scholars have forwarded double-shift schooling as feasible alternatives to deliver schooling for such disadvantaged children. Colclough (1993) suggests that part-day attendance – as in double-shift schooling - tends to reduce the opportunity costs of schooling for poorer households, who may have to depend partially on child labor. Bray (2000) also shows that when a double-shift schooling system has a short day than a single-shift system, it saves the time and labor of pupils, and therefore, young children can be released for productive employment.

ii) Educational Issues of Full-day Schooling

Even though there is relatively little empirical evidence on the impacts of different policy choices, full-day or half-day schooling (Bray, 2000), the length of school day during which children stay at school can imply on educational performance and achievement other than its economic implications. An official report from Singapore made by contrasting learning conditions in single-session and double-session schools, noted that single-session schools were planned and coordinated more effectively, relationships between teachers and pupils were also better because people stayed back more often for formal and informal activities, and beyond that a greater sense of belonging made school life more enriching and enjoyable (Bray, 2000). In contrast, the report came out with two major problems in double-session schools. First, it was difficult to arrange either remedial or enrichment classes, because classrooms were often not available outside the hours for each session. Second, most double-session schools operated as two separate institutions in the same compound. Rarely did all staff and pupils come together at the same time, and it was difficult to build cohesive and distinctive school communities (Bray, 2000).

Such empirical evidences have witnessed that the implementation of full-day schooling may, one way or another, bring about a kind of educational difference as it delivers more time for teaching and related duties, enhance belongingness and relationship among the schools community. Also, it has implications on appropriate use of resources, discipline problems and conduciveness of teaching activities for many students from different social classes. Besides, Bray (2000) showed that the observations in Singapore match the experience of educators in other countries. Although such evidences by themselves do not necessarily imply that double-session schools should be abolished for the educational costs that might be outweighed by the economic and other benefits, they do highlight some important contrasts between double-session and single-session schooling.

Cognitive achievement: even though students' cognitive achievement is undoubtedly the explicit objective of education systems, the achievement of these objectives is more difficult to assess and then compare education systems (UNESCO, 2005). According to Bray (2000), reliable research evidence which compares cognitive achievement in different types of system is difficult to find. In relation to full-day schooling, despite the argument that the length of school day determines cognitive achievement, Cerdan-Infantes and Vermeersch (2007) show the two main

factors that determine whether or not more time in schools results in better learning outcome in their research work entitled "More Time Is Better". Accordingly, these factors are what happen in the school in the extra time, and what would the beneficiaries do when they are not in school during the extra time. Since these two factors depend greatly on the characteristics of the existing education system, the implementation of full-day schooling and the beneficiaries, the effects of the schooling will also depend on these characteristics. On the other spectrum, Linden (2001) also shows that there is significant lack of evidence about the cognitive achievement in double-shift schools.

Besides, individual schools with different schooling cannot easily be compared since the situations in which each schooling model is used vary, and even when academic achievement between schools varies, it is often because of other situational factors rather than because of the number of shifts (Bray, 2000). As a consequence, cross-country regressions will shed little light on the issue and careful impact evaluations would be better suited for estimating these effects. Unfortunately, the existing impact evaluations are scarce and their results, though generally favorable, are not robust (Cerdan-Infantes & Vermeersch, 2007).

Nevertheless, previous empirical works have shown prominent findings on the topic in question. The study made by Fuller et al. (1999) on primary schools of Northern Brazil found "no evidence that multiple-shifts in schools are negatively associated with early literacy levels" (as cited in Bray, 2000:53).

In an older study conducted at primary level in Chile by Farrell and Schleicher (1974), the researcher concluded that "there is almost no association between level of academic performance and the number of shifts in which a school is utilized daily" (as cited in Linden, 2001 & Bray, 2000:53).

In relation to multiple-shifting, a study of night schools at the secondary level in Brazil found that the fact of attending day or night school did not appear to have a significant effect on achievement, and these overall differences between day and night school students appear to be largely due to differences in student socio-economic status, attendance patterns and the characteristics of the schools they attend (World Bank, 2000 as cited in Linden, 2001).

Walston and West (2004) compares students who attended full-time to students who attended part-time within the same school, and show that full-time students had significantly higher test scores in both mathematics and reading than part-time students (the study was made on kindergarten). However, the self-selection of children into full-time and part-time kindergarten makes it difficult to attribute the differences in achievement to differences in kindergarten attendance. The authors cannot rule out that these differences in achievement are driven by inherent differences in the students that cannot be observed (as cited in Cerdan-Infantes & Vermeersch, 2007).

In Latin America, two papers, Valenzuela (2005) and Bellei (2005), use exogenous variation in the expansion of the full-time school program in Chile to estimate the impact of longer school days on student achievement and show positive though small effects, with larger effects in language than in mathematics(as cited in Cerdan-Infantes & Vermeersch, 2007).

Although these findings are not entirely consistent, their overall tone is positive in the sense that they suggest that the academic achievement of children in double-shift systems is often just as high as that of children in single-shift systems (Bray, 2000). Considering the prevailing resource allocations in education systems of the developing countries, Bray (2000) forwards two points in favor of double-shifts; first, double-shift schooling may permit reduction in class size and therefore a more personalized teaching approach and second, double-shift schools are generally larger and therefore find it easier to justify expenditure on libraries, laboratories, etc. The author also indicated that if these two factors weigh heavily enough, implementation of double-shifts can actually improve quality.

Curriculum Duration and Content: clarity about the aims of education strengthens the coherence of the education system and helps in itself to improve quality (UNESCO, 2005). Education affects development through its educating impact on various dimensions of cognitive competence: literacy (reading and writing), numeracy, modernity, and problem solving (Scribner & Cole, 1981 as cited in Lockheed & Verspoor, 1991). For primary school students to acquire basic and complex skills, schools must focus their curriculum on teaching those skills provide sufficient time for teaching them, and coordinate instruction across grade levels (World Bank, 1990). The length of time required to achieve educational goals is a matter of considerable significance and a strong indicator of students' access to learning opportunities (UNESCO, 2005).

iii) Social Equity and Full-day Schooling

Girls, the rural poor, children from linguistic and ethnic minorities, nomads, refugees, street and working children and children with special needs go to school less than other and in part, this reflects limited access, in part, lower demand (World Bank, 1995). As the population continues to grow, extending access of schooling to such children equitably becomes harder and more expensive for developing countries, especially the poorest ones (Lockheed & Verspoor, 1991). There are many factors that determining whether or not children attend schools; such as, proximity of schools, national educational policies that affect boys and girls differently, distribution of primary schools, shortage of female teachers, direct outlays and opportunity cost of educating children (World Bank, 1990).

Among many issues, when a school is designed and its length of school day is chosen, they have to be carried out having in mind certain groups of students, from a particular family background, and with specific resources (World Bank, 2006). Lockheed and Verspoor (1991) also state that policy-makers must recognize and address the inequalities that disadvantage certain group children and design policies that target those groups. In employing a kind of educational model, the policy-makers must take account of the potential impact of a selected model on social equity; and with the effort to increase equitable access to education, governments may be faced by a choice between single-shift schooling for some and no schooling for others, or double-shift schooling for everybody (Bray, 2000). In other words, the kind of schooling system can determine the extent to which governments can maintain social equity in their education systems.

In all countries, children of poor families are less apt to enroll in schools than children of better-off families (Anderson, 1998 as cited in Lockheed & Verspoor, 1991). More specifically, some families are too poor to allow members to spend the whole day in school, for they cannot afford to lose the income that children and youths could gain from working (Bray, 2000). This is because children's labor is often critical to the income or survival of the household in poor families and therefore, they are unable to attend school regularly since they would lose essential income and their parents perceive that the cost far outweighs the benefit of education (World Bank, 1991). Moreover, the authors also pointed out that as urban child laborers work long hours at strenuous and often dangerous tasks, the effect on their schooling is considerable in that those who manage to attend school are less able, less industrious, and less regular in their attendance,

putting at a disadvantage throughout their school years and beyond (MacLennan, Fitz, & Sullivan, 1985 as cited in Lockheed & Verspoor, 1991).

Even when young people from poor families do not directly earn money, they are often needed to look after younger children (Bray, 2000). More importantly, looking after younger children is critical in the case of girls. A study by Kelly (1987) showed that in India and several African countries poor, rural girls seldom participate in school because they must draw water, prepare food, gather wood, tend younger children and help with farm activities (as cited in Lockheed & Verspoor, 1991).

As there is a positive correlation between the length of school day and school fees, poor children may also be excluded from school by high fees (Bray, 2000). This idea is also shared by Lockheed and Verspoor (1991) in that in most cases, school fees can be lower as multiple-shift schooling is employed. With incomplete compulsory schooling, families need not only to manage school fees also to pay for uniforms, transportation, and lunches of their children while they stay the whole day at their schools along with the opportunity costs of sending them to schools. World Bank (1991) indicated that these direct costs are often significant in developing countries and to show this, families in Nepal could spend up to 20 percent of their income by sending just one child to schools.

Considering all these prevailing facts of primary schooling in developing countries, a body of evidence has forwarded multiple-shift schooling as more appropriate model of school systems (Colclough, 1993; Lockheed & Verspoor, 1991; Bray, 2000). Different empirical evidences have also confirmed that many developing countries have employed the schooling system. Though it is hard to get precise figure, it appears that double-shift schools serve poorer or disadvantaged population and more generally, making them more effective and would have strong poverty reduction potential (Linden, 2001).

2.6. Full-day School Attendance and Drop-out

Researches show that students cannot perform well academically when they are frequently absent. It is generally accepted that regular attendance at school and the consequent interaction with peers and teachers is an important determinant of learner achievement (Weideman, 2007). Many researches also reported that an individual student's low attendance is a symptom of

disengagement and academic difficulties. Furthermore, Roderick et al. (2007) indicate that when many students have low attendance in classes, such behavior undermines the capacity of all students and teachers to pursue high quality education. Weideman (2007) also argues that the effects of absenteeism are profoundly negative both for the individuals involved and the communities in which they live.

Being absenteeism seen differently, Weideman (2007:9) considers "the concept learner absenteeism is often used as a collective concept that includes various 'types' of absenteeism and there is no international standard for the recording and monitoring of learner absenteeism." Schools, however, experience absences of students and this affects the quality of instruction that is provided by the teachers within the education settings (Moseki, 2004).

Authors generally distinguish between unauthorized absences and authorized absence from school, and authorized absence from schools can be "authorized" by parents, schools or both (Morris & Rutt, 2004; Edward & Malcolm, 2002; Stoll,1990; Whitney, 1994 as cited in Weideman, 2007). Furthermore, authorized absence from school can be defined as legitimate or illegitimate (Whitney, 1994 as cited in Weideman, 2007). Accordingly, Whitney (1994) explains that legitimate absence that can be authorized by the parents and the school and refers to factors such as illness of a learner; and conversely, illegitimate but parentally authorized absences which is related to child labor, excessive household responsibilities, or perceptions within communities or families that school attendance and/or education is less important than the tasks assigned to the child (as cited in Weideman, 2007). On the other hand, the term school phobia is used to refer to the phenomenon where a student is unwilling to attend school, and stays at home with the knowledge of his or her parents (Moseki, 2004).

Absence can be partial that is absent for part of the day or full which is absent for an entire day (Full, 2007; Atkinson & Kinder, 2000 as cited in Moseki, 2004). It is also important to note that terms like absenteeism and truancy have been given different meanings by different writers and therefore, conclusions reached in one study cannot automatically be regarded as being supported or refuted by conclusions reached in other studies (Weideman, 2007). In general, two types of truants exist: those who cut or miss class and those who miss full days. Because of the cyclical nature of these absences, both types of truancy require early intervention (Roderick et al., 1997).

According to Reid (2008), it is suggested that the causes of pupils' non-attendance can be sub-divided into three main fields: pupils who dislike coming to school; those who experience home difficulties; and, those with psychological problems. Though the literature also indicated that most of the risk factors for primary school absenteeism are related to the child and family, the reasons which explain why truants do not attend school emanates from families, schools, students and economic factors (Baker et. al, 2001; Weideman, 2007). Family factors include lack of guidance or parental supervision, drug or alcohol abuse, lack of awareness of attendance laws, and differing views about education (Baker et. al, 2001). School factors include factors such as school environment (school size, attitudes of teachers, students, and administrators), an inability to engage the diverse cultural and learning styles of minority students, inconsistent attendance policies, and lack of meaningful consequences (Baker et. al, 2001; Weideman, 2007). Student factors include drug and alcohol abuse, misunderstanding or ignorance of attendance laws, physical and emotional ill-health, lack of incentive (Bell, Rosen, and Dynlacht, 1994), lack of school-engaged friends, and lack of proficiency in English (Rohrman, 1993 as cited in Bell et. al 1994). Economic factors include employed students, single-parent homes, a lack of affordable transportation and child care, high mobility rates, and parents with multiple jobs (Bell, Rosen, and Dynlacht, 1994).

With the fact that the success of an education system is significantly determined by the economic status and background of families, the socio-economic reasons too can have paramount influence on school attendance. The literature also indicated that non-attendance of students is highly related with poverty which is an ordinary symbol for communities of the poor countries. More specifically, the followings were identified by Weideman (2007) to be the socio-economic reasons for students' absenteeism from schools, particularly in developing countries.

Lack of Parental involvement: authors in the subject area report a positive correlation between parental/ care-giver involvement in learner education and attendance (Railsback, 2004; Wittenberg,. 2005 as cited in Weideman, 2007 and Moseki, 2004).

Dysfunctional/ Disintegrated Family structures: this is an important factor influencing the extent of learner absenteeism and as a study conducted in South Africa indicated, teachers reported that 74% of students were affected by problems relating to an unstable home environment-including poverty, physical and mental disabilities and social and emotional needs (Weideman, 2007).

Different literatures also support the argument that unstable or insecure home environments contribute to absenteeism of students.

Food insecurity: citing the 2007's report of South African Human Rights Commission, Weideman (2007) indicated that it is estimated that 14 percent of South African children go to school having had either nothing to eat or only a cup of tea in the morning and in one of the provinces the estimate is as high as 22 percent. It is fair to anticipate that children who are far away from food security could be strongly challenged to stay longer hours in their schools.

Child Labor: studies have found that one of the most common reasons for children not attending school is that their families need them to work. Children have extensive domestic duties. An estimated 38 percent of South African primary school students engage in some form of household/domestic labor such as cooking or cleaning, with African girls most likely to have these responsibilities. Many students from poor families spend a certain amount of time each day, both before and after school, on domestic chores (Moseki, 2004).

Transport: It is estimated that one fifth of South Africa's students get to school late (i.e. partial absenteeism). Inadequate public transport systems and poverty combine to contribute to late coming and absenteeism and in some cases to drop-outs (Moseki, 2004).

HIV/AIDS: is potentially an important factor in determining the extent of learner absenteeism in primary schools and the impact of HIV/AIDS on students' households is also likely to affect learner absenteeism. The prevalence of HIV/AIDS and it's impact on the families of students' is likely to place more pressure on some students to remain at home to care for ailing family members, do household chores, or find employment. HIV/AIDS also appears to have affected educator absenteeism, which in turn contributes towards student absenteeism (Railsback, 2004 as cited in Moseki, 2004).

In relation to this, the truancy problem, cutting or missing of school day class(es), has become one of the most troubling issues that school administrators face while attempting to reform governmental schools (Gullatt & Lemoine, 1997). Furthermore, studies indicated that students with the highest truancy rates are the same students with the lowest achievement levels who frequently appear on the drop-out lists (Ruijters, & Visscher, 1990; McCaughlin & Vachu, 1992;

as cited in Gullatt & Lemoine, 1997). Research shows that the causes of truancy are unique, multi-dimensional and inter-disciplinary (Reid, 1985 as cited in Reid, 2008).

According to Reid (2008), there are three major forms of truancy. The first is low-level truancy which can be equated with harmless fun, growing up and natural child rebellion. The second type is of persist low levels of truancy which is manifest by significant parental-condoned absenteeism, specific lesson absence and post registration truancy. The third type is high-level truancy which is equated with pupils whose schooling is seriously damaged by non-attendance, disruptive behavior and links with crime. Truants are more likely to end up unemployed and have poor life chances- socially, professionally and economically (Reid, 1999 as cited in Reid 2008). There is also a clear correlation between under-achievement in primary school and failure in adult life as well as with truancy (Reid, 2008).

Reid (1999) shows that truancy and absentee rate vary by age and gender citing a research that reported more boys than girls truant; whether at primary or secondary stages. The author further indicated that one study reported that nine times more boys than girl truants. Given that the peak age for truancy was fourteen in the study, Reid (1999) indicates that truants tend to be older pupils and from poorer backgrounds which are more likely to be in low skilled than in professional or managerial jobs.

Though the literature does not indicate how significantly a schooling system, such as a full-day or half-day schooling, can cause increase in either full-day absenteeism or missing classes of a school day, it has been indicated that there are school-related factors that can impact the rate of non-absenteeism. The requirements to pay school fees, subject matter and particularly boredom with the school curriculum, learner and educator relationships, competence of educators, punishment for late-coming, violence in schools were found to be the major factors for the rate of absenteeism and truancy in a school (Weideman, 2007). In addition, based of the findings of various studies, Weideman (2007) also indicates that school fees and other costs such as uniforms and books are among the key barriers preventing school attendance along with some anecdotal evidence to suggest that poor school facilities contribute to absenteeism.

In effect, as indicated in the discussion of the literature reviewed, it was understood that children from poor families face difficulties to stay longer hours every school day due to the deep-rooted socio-economic problems prevailing in their day-to-day livings. Weideman (2007) indicates that

truancy is influenced by a lack of community support, an unsupportive school environment, disorderly family life, inclement weather, transportation problems, personal deficits and poor health. On the other hand, researches that have been made in the developing countries showed that many inter-related school problems have also caused children not to attend their classes regularly and suitably. All these together with the need for child labor and food security, the length of school day can probably matters on the rates of absenteeism and truancy of school children.

One the other hand, many school directors suggest that absenteeism and lateness of teachers are very common phenomena in primary schools, particularly in governmental ones. As Harber and Davies (2003) presents, researches in Nigeria (Harber, 1989) and in Tanzania (Saunder, 1984) revealed that teachers were late or absent without good reason. A situation from Lebanon where many teachers offer extra tutorial lessons outside class hours was reported that many teachers have refused to teach properly during school hours because they know that they can make extra money by teaching the same pupils after school. Harber and Davies (2003) also show that one obvious reason for staff absenteeism is that they may have a second job in order to survive. Surveys in Indonesia, Liberia and Somalia showed that substantial proportions of primary teachers had second and sometimes third wage-earning jobs (World Bank, 1990, as citied in Harber & Davies, 2003).

All these, in general, damage the well-performance of an education system as a whole. In addition, it is shown that elementary absenteeism is not only a strong predictor of absenteeism in middle and high schools also a predictor of school drop-out and ensuing problems in later life. It is also indicated that truancy is associated with sex promiscuity, alcohol and drug abuse, and dropping out of school (Moseki, 2004). In other words, "since absenteeism often leads to drop-out, encouraging regular attendance tends to prevent drop-out" (UNESCO, 1998:32). It is argued that students who are frequently absent are at risk of not achieving their educational, social or psychological potential and their future career prospects are limited (Weideman, 2007). With such consensus that the increasing academic expectations for students require that students be in school, however, there is no agreed upon standard for what level of absenteeism constitutes a significant threat to learning (Roderick et. al, 2007).

2.7. The Context of Primary Schooling in Ethiopia

Primary education is the base of the formal education pyramid and has often been viewed as the most crucial educational level in the formal education (Yalokwu, 2001). It also promotes achievement of all the other Millennium Development Goals (MDGs): poverty reduction, gender equality, child health, maternal health, lower HIV/AIDS and other communicable diseases, and environmental sustainability (Bruns et. al, 2003). Acknowledging the right to learn for all – as it was declared by the United Nations in 1948 along with these importances of primary schooling, current Ethiopian government, local and international NGOs and other stakeholders have been showing noteworthy efforts to meet the objectives of the education system as well as achievement goals set by the international community.

The education sector's vision was put "to see all school-age children get access to quality primary education by the year 2015 and realize the creation of trained and skilled human power at all levels who will be driving forces in the promotion of democracy and development in the country" (MOE, 2005:5). With the 1994's education and training policy of the country that "envisages bringing-up citizens endowed with humane outlook, countrywide responsibility and democratic values having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the environment at large."(TGE, 1994:6), it has been tried to tackle the problems that impede the education system of the country. On the contrary, a review of recent reform efforts in Ethiopia and other four sub-Saharan countries suggests that the process has been more complicated and expensive than originally anticipated (Moulton et al. 2001 as cited in Lloyd, 2003).

In accordance with arrangements made on the secondary and tertiary levels of the country's education system, primary schooling is now being delivered within eight-year period having two cycles: first cycle (grade 1- 4) and second cycle (grade 5 -8). According to MOE (2002), extending elementary school from six to eight years help students to receive broader and more substantial knowledge that, in the end, will be beneficial to themselves as well as to the country.

After two decades of near stagnation, enrollments grew rapidly at all levels following the implementation of the 1994 Education and Training Policy and Strategy. In primary and secondary education, large-scale investment in government schools has been the primary source

of the growth and despite the gains in enrollments, however, the system's coverage remains modest at all levels compared with that in other low-income countries (World Bank, 2005). "With only 60 percent of each cohort ever entering grade 1, a quarter of the entrants dropping out by grade 2, and nearly 50 percent by grade 5, Ethiopia appears unlikely to meet the Millennium Development Goal of universal primary completion by 2015 if present conditions persist "(World Bank, 2005:60).

According to Central Statistics Authority of Ethiopia (CSA, 2008), the data for year 1998 E.C. shows that the total population of Ethiopia in the 5 -14 age group comprised of 19,973,976 children (boys account for 51% and girls account for 49% of the total). In the same year, there were 11,376, 959 children who enrolled in primary schools (1 – 8 grades) and 96.2% of them attended in government-owned primary schools (CSA, 2008). Bearing in mind that the primary school age of country is 7 to 14, rough comparison shows that the total number of children enrolled in primary schools take up 57% of the total children in the 5 -14 age group. In addition, in 2004/05, out of 14.3 million primary school age (7-14) children, 11.4 million (79.7%) were enrolled in formal primary schools (55.9% male and 44.1% female) and according to projections undertaken by the Central Statistics Authority (CSA) the total population of Ethiopia is estimated to reach 81.3 million in 2009/10, with 16.5 million of this being made up by children of primary school age (ESPD III).

According to MOE education annual abstract of 2006/7, the primary gross enrollment at national level has increased by 32.7 percentage points while the second cycle (Grades 5-8) has increased by 22.3 percentage points between year 2001/02 to 2005/06 and in year 1998 E.C. the data shows that Addis Ababa (148.5%) has the highest participation rate while Afar and Somali Regions have the lowest (21.9%) and (30.3%) respectively. Though the data at national level shows that the country has increased enrollment at primary level, it has still significant variations in the achievement of different regions. A comparison of rural and urban enrollment indicates that 75.7% of primary enrollment (regular and evening) was accounted for by rural areas and 24.3% by urban and among those enrolled, the proportion of girls is lower than that of boys both in urban and rural areas though the gap is relatively lower in urban areas (MOE,2007).

According to the national standards, the first cycle (1-4) primary education requires teachers with minimum qualification of Teacher Training Institutes certificate and a Teacher Training

Colleges' diploma is required for the second cycle primary grades (MOE, 2007). At national level, the target set for 1998 E.C (2005/06) was 98.3% for the first cycle and 63% for the second cycle (MOE, 2005). But, the data on the number of qualified teachers of the same year shows 97.6% for the first cycle and 59.4% for the second cycle of primary level and this shows that much effort has to be made to attain the target set for the second cycle primary level (MOE, 2007). This fact accords to the research finding of Amare (1998) which indicates that teachers qualification issues including the need for qualified teachers was one of the major problems of the country's education system. Consequently, as Amanuel (2007) indicates, some of the teachers in primary schools lack qualification and skills to transfer relevant knowledge and skills to their students.

"Predictably, Ethiopian girls are less likely than boys to attend school at all levels and the gap widens with level of schooling; children from rural areas and those from poor families lag behind their peers in urban areas and those from wealthier families"(World Bank, 2005:113). On the other hand, a study looked at grade four completion rates for the richest 20 percent of the sub-Saharan countries' population indicated that while many countries of the region have already achieved universal attainment and for many others such achievement is likely within the next 15 years, a few countries including Ethiopia, however, even the richest 20 percent have far to go (World Bank, 2005).

Despite the effort, Ethiopian education at primary level still faces numerous problems that constrain its quality, effectiveness, relevance to the society as well as to the individual(Wanna, 2001). Furthermore, Amanuel (2007) expresses that Ethiopia is experiencing various bottlenecks with regard to primary schooling.

According to the Education Sector Development Programme – ESDP III, the target set for student-section ratio for primary level was 66.2 but the ratio was 69 in 1998 E.C. (MOE, 2005). With this discrepancy, Yohannes (2005) shows that the school system of Ethiopia is characterized by large class-size especially in schools of urban areas. Along with this, MOE (2005) also indicated that lack of well-equipped libraries and laboratories, enough water, latrines, pedagogical centers were serious problems in most of the primary schools of the country. In relation to this, 36.7% of primary schools have reported that they use shift systems in year1997 E.C (MOE, 2007).

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

This chapter describes the research method and setting of the study, sources of data and instruments used to collect the data of the study. It also explains the population and sample size, and procedures followed in sampling, data collection and analysis of the collected data of the study.

3.1. Research Setting of the Study

The study focused on full-day schooling in the governmental primary schools of Addis Ababa City Administration. The fact that full-day schooling is now intensively being employed in Addis Ababa where socially as well as economically diversified children, families and communities live makes the city more appropriate to look into the implications of the system. According to the Education Statistics Annual Abstract 1999E.C (2006/07) of Education Bureau of Addis Ababa City Administration, the governmental primary schools which accounts to 18% of the total primary schools in the city enroll 49% of the total number of students in the second cycle grades (5 -8). This shows that though the size of the schools varies, the governmental primary schools enroll relatively greater number of children as compared to the non-governmental ones. Due to these facts, the newly commenced full-day schooling in these schools may have a great implication in achieving the development objective of Ethiopia.

More specifically, the study was delimited to schools sampled from two sub-cities /Kifle Ketema/ of Addis Ababa, Kirkos and Akaki-Kaliti. Kirkos Kifle Ketema is located at the center of the city which is identified as a part of the city where greatly diversified households settle to work and live in relatively congested living conditions. Akaki-Kaliti Kefle Ketama, on the other hand, is situated at one of the edges the city, which is known as "industrial zone". The sub-city is characterized by households who are mainly working in manufacturing firms as well as self-employed in agricultural duties. Children also actively participate in the day-to-day livings of households in these sub-cities. In effect, the cases of schooling in such circumstances would help very much to deal with the extent to which a chosen schooling model can affect the learning situation.

3.2. Research Strategy of the Study

The principal objective of the study, as aforementioned, is to assess the major issues and problems that challenge the newly commenced full-day schooling in the governmental second cycle primary schools of Addis Ababa. By the very nature of such study, as many writers have agreed, researchers are required to gather prominent data from different group of respondents who have experienced the phenomenon in question. To this end, a descriptive survey method was employed to conduct the study so that it helped the researcher describe the implementation of full-day schooling together with different kinds of data related to the subject of the study.

The study began with a survey to generalize results in accordance with the responses of the respondents and then focused to collect detailed views from focal persons through open-ended interview. Therefore, the use of this mixed methods enabled the researcher capture both quantitative and qualitative data to best understand the research problem in question. The quantitative data of the study were collected first with the intent to explore the topic with teachers and students at the sampled schools. Then, the researcher, in the second phase, expanded the understanding of the subject matters using the data collected from principals and PTA representative and from the school observations.

3.3. Sources of Data

The primary sources of data for the study consisted of different groups of informants: teachers, students, Parents-Teachers Association (PTA) representatives, school principals and educational team leaders. Along with these informants, official records, reports and other relevant documents were prominent secondary sources of the study. And, the existing physical settings and extra-time services of the schools were also supportive sources of information for the study.

3.4. Population and Sampling Procedures

Addis Ababa City Administration has ten sub-cities. According to the Education Statistics Annual Abstract 1999E.C (2006/07) of Education Bureau of Addis Ababa City Administration, there are a total of 94 governmental primary schools enrolling 49% of the grade 5 to 8 students which comprised of 43,964 boys and 55,577 girls, and there are also 2,030 male and 1,701 female teachers in the primary second cycle schools of the city. It is learnt that none of governmental primary schools currently employs double-shift schooling system in the city.

Moreover, in more than 80% of these schools, full-day schooling has been employed since the academic year of 2000 E.C. and the remaining ones had started at the middle of academic year 1999E.C. and in 2001E.C.

This figure clearly designates that the target group shown above was too large to manage. As shown by Best (2005), studying a whole population to arrive at generalizations would be impractical, if not impossible to meet the purpose of a research. In such cases, many authors have suggested multi-stage sampling as an appropriate approach to make sampling. For instance, Trochim (2004) recommends cluster or area random sampling, a variation of simple random sampling, to sample a population that is dispersed across a wide geographic region by dividing population into cluster (usually along geographic boundaries), randomly sampling clusters and then measuring samples within sampled clustered. Therefore, the need to use multi-stage sampling technique had become imperative to select representative samples for the study. Accordingly, the researcher had made a cluster sampling of two sub-cites /Kilfe-Ketama/ which is 20% of the total. These two sampled sub-cities were Akaki-Kaliti and Kirkos and within each of the sub-cities, there were nine governmental primary schools. Within each of the selected sub-cities, three schools (33.3%) that had been randomly sampled were considered. Again, within the sampled schools, teachers of second cycle grades /5 – 8/, and student of grade seven and eight were sampled as shown in table 3.1. Furthermore, a (vice) principal and a PTA representative from each sampled school and an educational team leader from each of the two cluster sub-cities were included at the data collection stage of the study.

Table 3.1: Samples of Sub-cities, Schools, Teachers and Students

No.	Sub-cities	Schools	Teachers			Students		
			N*	n**	%	N*	n**	%
1.	Akaki-Kaliti	Akaki Mengist	59	12	20	702	71	10
		Gelan No. 2	45	9		605	61	
		Kaliti	58	12		637	67	
		Total	**145**	**33**	**20**	**1944**	**199**	**10**
2.	Kirkos	Finfina	48	10	20	191	20	10
		Uraeal	60	12		269	27	
		Shemelese Habte	50	10		266	27	
		Total	**158**	**32**	**20**	**753**	**74**	**10**
Grand Total			**203**	**65**	**20**	**2697**	**273**	**10**

N* represents the total number of grade 5 – 8 teachers or grade 7 & 8 students of the sampled schools
n** represents the number of teachers or students sampled from the schools

As indicated in table 3.1, the total number of teachers of second cycle grade in the sampled six schools is 203 and 65 teachers (20% of them) were sampled randomly. On the other hand, there were 2,697 grade-seven and eight students in the sampled schools among which 273 students (10% of the total) were also sampled randomly so as to fill in the questionnaire of the study.

3.5. Data Collection Instruments and Procedures

With the sphere of the aforementioned research strategy, integration was made to collect both the quantitative and qualitative data by mixing open-ended questions with closed-ended questions on the survey. In accordance with the idea that quantitative data often involve random sampling (Creswell,2003), teachers and students were randomly sampled to be considered as the primary source of the quantitative data used in the study. On the other hand, in qualitative data collection, purposive sampling had been used so that principals, PTA-representatives and sub-cities' educational team leaders were considered because they have experienced the central aspects of full-day schooling.

The researcher employed four types of data collection instruments: questionnaire, interview, observation and document review. Such triangulation gave the researcher a greater chance to make use of the potential of each device and mount the plausibility of the findings of the study. In support of this, Best (2005) indicates that each data-gathering device has its own particular weakness or bias, there is merit in using multiple methods, supplementing one with other to counteract bias and generate more adequate data.

i) Questionnaire

The quantitative data of the study were collected by means of two sets of questionnaire, containing forty-five and twenty-three question items from teachers and students respectively. The questionnaires were designed to comprise of Likert-scale items mainly based on a scale from "strongly agree" to "strongly disagree", ordinal-level response (ranking) format questions and some other questions asked for factual information, such as teaching load and average class size. The items of the questionnaires, except some general questions, were arranged in accordance with the research questions of the study. Front pages of the questionnaires displayed a brief explanation of the purpose of the study with a statement that reveals the confidential nature of the inquiry so as to encourage truthful replies from the respondents.

The question items of the questionnaires were constructed in English language after surveying and reviewing different questionnaires that had been used in various school studies. Two MA second-year students of Educational Psychology Department had constructively criticized mainly on the arrangement of the items.

In addition, two educational experts working in sub-city Education Bureaus had provided important comments particularly on the relevance of specific items. These efforts had contributed to the researcher to ensure content validity of the instrument. The questionnaire that had been constructed for students was translated to Amharic with the help of graduating students of Institute of Language Studies (ILS). Then, the two questionnaires were given to the advisor for further amendment and approval.

In order to test the validity and reliability of the questionnaire, pilot testing was made at two primary schools, Kebena Primary School and Edget Birehan Primary School, taken from two non-sampled sub-cities; Arada Sub-city and Yeka Sub-city. The teacher's questionnaire was distributed to 20 teachers and the Amharic version of the student's questionnaire was distributed to 30 students of the two schools and 100% of the two distributed sets of questionnaire were filled in and collected on time. Accordingly, the internal consistency of the instruments was tested using Cronbach's Alpha method of SPSS 15.0 for Window version. The result of this reliability test showed that the teacher's and the student's questionnaire were found to be reliable by 0.782 and 0.711 respectively.

Based on the comments and suggestions obtained from the respondents, appropriate adjustments and pretty corrections were made on the instruments. Additional but important factors indicated by respondents were considered at different points of the questionnaires. That is, they were included as options for answers of different question items of the two sets of questionnaire. Some questions that seemed to be less relevant were also adjusted on the basis of respondents' responses. For instance, question item 13 of the teachers' questionnaire was adjusted to ask respondents for reasons of preferring "full-day schooling" rather than asking them why they do prefer "half-day schooling".

ii) Interview

Semi-structured interview was used to gather more qualitative data from school principals, educational team leaders and PTA representatives of the sampled schools. Best (2005:323) shows that "through the interview technique the researcher may stimulate the subject's insight into his or her own experiences, thereby exploring significant areas not anticipated in the original plan of investigation". Taking this in mind, the researcher forwarded a group of open-ended questions to the interviewees and generally obtained crucial responses at great depth though the researcher was unfortunate enough to record the interview due to the interviewees' unwillingness. Since the questions had been distributed almost a week ahead of the interview, the researcher could get responses that were tangible and less emotionally presented. Moreover, the researcher tried to check out the consistency of responses, which is the reliability of the interview, through restating a question in a slightly different form during the interviews.

iii) Observation

To supplement the data collected through other instruments, the researcher conducted direct observation so that fieldnotes were taken mainly on the school facilities and extra-time services in the sampled schools. Recommending this approach, Best (2005) indicates that as a data-gathering device, one can study the characteristics of a school building by observing and recording such aspects as materials of construction, number of rooms for various reasons, size of rooms, amount of furniture and equipment, presence or absence of certain facilities and other relevant aspects. The researcher used checklist to rate the availability of facilities and services using five-scale from "adequately available" to "not available". Each school was observed for 40 minutes during the lunch-break time of the schools (6:30 to 7:30 local time).

iv) Document Analysis

Document analysis should serve a useful purpose in yielding information helpful in evaluation or explaining educational practices (Best, 2005). In light of this, the educational statistics and policy documents, school records on teachers and students, and reports were reviewed in the study. Moreover, rosters of sampled grade seven and eight sections were also used to get hint on how effectively students are attending the whole classes of the school day regularly.

3.6. Data Analysis Techniques

In line with the objective of the study, the data gathered through questionnaires, interviews, document review and observation were analyzed using the following techniques:

Frequency count and percentage were used to analyze various characteristics of informants and their responses to the relevant question items. Numbers and/or percentage were used to describe the frequency and to explain the findings.

An independent T-test was used to look into how significantly teachers' weekly teaching load and class size deviate from the standard criteria set by Addis Ababa Administration Education Bureau for full-day schooling. The result of the T-test was considered at $p=0.05$ significance level.

With the quantitative data analyzed in this technique, the qualitative data collected from interviewees and observation were summarized in such a way that it could substantiate the interpretation of quantitative data analyzed. Finally, those qualitative and quantitative that had been analyzed separately were interpreted in an integrated manner.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter has three main parts. Part one deals with the general characteristics of informants who involved in providing data for the study. The second part presents the analysis of quantitative and qualitative data in a sequential approach. Finally, the third part presents the interpretation of the entire analysis made on the data.

4.1. Characteristics of Respondents

The major categories of informants involved in the study were five; teachers, students, principals, PTA representatives and sub-city educational team leaders. The researcher believed that these respondents, particularly the first two, have directly experienced the practices in the newly commenced full-day schooling system of their respective schools. Thus, they were considered as prominent sources of information to deal with the research questions of the study.

In the data collection, the researcher employed a sequential approach whereby the majority of quantitative data were collected in the first phase and the qualitative ones in the second phase of the data collection stage. Accordingly, there were questionnaires administered to 65 teachers and 273 students who had been sampled from six primary schools of two Addis Ababa sub-cities; Kirkos and Akaki-Kaliti. Out of these, the returned copies were 60 (92.3%) from teachers and 247 (90.5%) from students. In the second phase, semi-structured interviews were conducted with six principals, six PTA representatives and two educational team leaders of the sub-cities. General characteristics of the informants are indicated in table 4.1.

The composition of total respondents shows that males took 55.4% and females took 44.6% of the total, which does not indicate significant variation. In the particular case of principals, however, as table 4.1 shows, females' participation, which comprised of only 16.7%, is weak as compare to that of males. In relation to the respondents' age, with exception to a principal, the PTA representatives and the team leaders were aged above 35 years. Conversely, three-fourth of the total teacher respondents was between 20 to 27 years. About 83% of the teachers who responded to the questionnaire have less than eight years of teaching experience. The figures apparently show that it is less likely to have well-experienced teachers in such schools despite the fact that the majority of the sampled schools have been in practice for longer time.

Accordingly, the majority of the responses of the respondents represent the views of teachers who have entered into teaching profession recently.

Table 4.1: General Characteristics of the Informants

No	Variables	Categories	Respondents							
			Teachers n = 60		Principals n = 6		PTA Rep. n = 6		Team leaders n = 2	
			No.	%	No.	%	No.	%	No.	%
1.	Sex	Male	29	48.3	5	83.3	5	83.3	2	100.0
		Female	31	51.7	1	16.7	1	16.7	-	-
		Total	**60**	**100.0**	**6**	**100.0**	**6**	**100.0**	**2**	**100.0**
2.	Age	Below 20 years	0	0.0	-	-	-	-	-	-
		20 - 23 years	14	23.3	-	-	-	-	-	-
		24 - 27 years	31	51.7	1	16.7	-	-	-	-
		28 - 31 years	8	13.3	-	-	-	-	-	-
		32 - 35 years	1	1.7	-	-	-	-	-	-
		36 – 38 years	0	0.0	-	-	-	-	2	100.0
		39 & Above years	6	10.0	5	83.3	6	100.0	-	-
		Total	**60**	**100.0**	**6**	**100.0**	**6**	**100.0**	**2**	**100.0**
3.	Educational Qualification	Below Certificate	0	0.0	-	-	4	66.7	-	-
		Certificate	4	6.7	-	-	-	-	-	-
		Diploma	53	88.3	6	100.0	2	33.3	-	-
		B.Sc./B.A & above	3	5.0	-	-	-	-	2	100.0
		Total	**60**	**100.0**	**6**	**100.0**	**6**	**100.0**	**2**	**100.0**
4.	Teaching Experience (in Years)	Below 4 years	24	40.0	-	-	-	-	-	-
		4 - 8 years	26	43.3	1	16.7	-	-	1	50.0
		9 - 13 years	5	8.3	-	-	-	-	1	50.0
		14 – 18 years	0	0.0	3	50.0	-	-	-	-
		19 – 23 years	0	0.0	2	33.3	-	-	-	-
		24 - 28 years	2	3.3	-	-	-	-	-	-
		29 and Above years	3	5.0	-	-	-	-	-	-
		Total	**60**	**100.0**	**6**	**100.0**	**0**	**0.0**	**2**	**100.0**

With respect to the educational qualification, 88.3% of the total number of teacher respondents (n = 60) have got diploma and five of them have first degree in their subject areas. Considering the minimal requirement of Addis Ababa Education bureau, 93.3% of the total respondents, who have at least a diploma, are qualified to teach in second cycle grades (5 – 8). This shows that most of the responses obtained indicate the views of teachers who are qualified to teach in second cycle primary schools of the country.

With regard to the average weekly teaching loads of the teachers, the summary is depicted in table 4.2.

Table 4.2: Number and Percentages of Teachers' Weekly Teaching Load

Less than 13 hours		13 - 16 hours		17 - 20 hours		Above 20 hours		Mean
No.	%	No.	%	No.	%	No.	%	(Hours)
21	35.0	12	20.0	26	43.3	1	1.7	15.27

Table 4.2 shows that 98.3% of the teacher respondents have average weekly teaching loads of less than 20 hours. When the average teaching load is compared to the target set by Addis Ababa Government Education Bureau for full-day schooling, a maximum of 22.5 hours, the difference shows that the teachers can have extra-time to carry out other duties. On the other hand, unless the extra-time is supposed to be utilized effectively, it seems to be wastage in terms of time and teacher resources.

Along with their teaching load, the teachers also indicated the average number of students they teach in a class. Their responses are depicted in table 4.3 below.

Table 4.3: Average Number of Students in a Second Cycle Class by Teacher

Sub-city	Teacher respondents		Class Size			SD
	No.	%	Minimum	Maximum	Mean	
Kirkos	29	48.4	35	67	50.66	10.366
Akaki-kaliti	31	51.6	53	85	63.48	7.298
Total	**60**	**100.0**	**35**	**85**	**57.28**	**10.948**

The comparison between the average class size of the sub-cities in total, 57.28, and number of students in a class of 5 – 8 grades set by Addis Ababa Government Education Bureau for full-day schooling, which is 40, shows that there is statistically significant difference between the figures. Moreover, using Levene's Test for Equality of Variances, the average class size of the two sub-cities shows 0.028 which is a small value (<0.05). Therefore, the two sub-cities do indeed have unequal variance. The T-test under the assumption of unequal variances has a value of -5.509, and the degree of freedom has a value of 50.0 with an associated significance level of 0.000. The significance level tells that the probability that there is no difference between class sizes of the two sub-cities is very small. Therefore, it can be said that there is a significant difference between class size of second cycle grades of Kirkos and Akaki-Kaliti sub-cities.

On the other hand, the other group of respondents who filled in the questionnaire was grade seven and eight students of the sampled schools. Table 4.4 summarizes their age groups, gender and grade level.

Table 4.4: Age Group, Gender and Grade Level of Student Respondents

No.	Students' Age Group	Students' Gender	Students' Grade				Total	
			Grade 7		Grade 8			
			No	%	No.	%	No.	%
1.	Below 12 years	Male	4	100.0	0	0.0	4	1.6
		Female	2	100.0	0	0.0	2	0.8
2.	12 – 14 years	Male	39	79.6	10	20.4	49	19.8
		Female	37	75.5	12	24.5	49	19.8
3.	15 - 17 years	Male	32	58.2	23	41.8	55	22.3
		Female	34	47.2	38	52.8	72	29.1
4.	18 & Above years	Male	2	22.2	7	77.8	9	3.6
		Female	0	0.0	7	100.0	7	2.8
Total			**150**	**61.5**	**97**	**38.5**	**247**	**100**

As shown in table 4.4, there were 247 students involved in the study. One hundred-fifty (61.5%) of them were grade seven and 97 (38.5%) were grade eight students. The proportion can help to verify that the number of grade seven students was somehow higher than that of grade eight. With regard to respondents' age, 143 (59%) of them were above 14 years old. Considering the normal primary school age of Ethiopia, which is 7 – 14, the majority of student respondents were older than the expected age group.

4.2. Data Analysis

The major sources of the quantitative data were teachers and students. They were requested to fill in questionnaires having 45 and 23 question items to teachers and students respectively. Even though the two groups of respondents were asked to complete different questionnaires, there were common question items presented to both so as to analyze if any significant variation exists in their views on the issues to be addressed. On the basis of this analysis, the qualitative information were congregated to get further information and to triangulate the data obtained from teachers and students in the first phase of the data collection. Thus, to this end, principals and PTA representatives of the sampled schools and educational team leaders from the sampled sub-cities were interviewed; relevant documents from the schools and other educational bureaus were reviewed and finally, a direct school observation was made by the researcher in the

sampled schools. In this main section of the chapter, therefore, the analysis of both quantitative and qualitative data is presented sequentially.

4.2.1. Quantitative Data Analysis

The quantitative data collected through questionnaires is presented either in isolated or combined manner based on the commonness of the question items.

4.2.1.1. Schooling Preferences of the Respondents

There were general questions presented to survey respondents' views on full-day schooling, particularly to deal with their schooling preferences and parents' acceptance of full-day schooling (see Appendix A).

Table 4.5: Schooling Preferences and Parents' Acceptance of Full-day Schooling

No.	Items		Teachers		Students		Total	
			Male	Female	Male	Female	Teachers	Students
1.	Schooling preferences							
	Full-day Schooling	n	18	16	90	114	34	204
		%	52.9	47.1	44.1	55.9	56.7	82.6
	Double-shift Schooling	n	11	15	27	16	26	43
		%	42.3	57.7	62.8	37.2	43.3	17.4
2.	Parents' Acceptance of Full-day Schooling							
	Very high	n	8	4	63	79	12	142
		%	66.7	33.3	44.4	55.6	20.0	57.5
	High	n	5	8	22	19	13	41
		%	38.5	61.5	53.7	46.3	21.7	16.8
	Fair	n	9	7	21	27	16	48
		%	56.3	43.8	43.8	56.3	26.7	19.4
	Low	n	5	9	9	4	14	13
		%	35.7	64.3	69.2	30.8	23.3	5.3
	Very low	n	2	3	2	1	5	3
		%	40.0	60.0	66.7	33.3	8.3	1.2

Out of the total respondents, 56.7% of the teachers and 82.6% of the students showed that their preference of schooling whereby they want to teach and to learn respectively is full-day schooling. This shows that the majority of the respondents do prefer full-day schooling. In terms

of gender, out of the total 43 students who preferred double-shift schooling 62.8% of them are males and 57.7% of the total teachers who preferred double-shift schooling were females. It depicts no significant variation of preferences schooling in terms of gender. Furthermore, out of the total 34 teachers who preferred to full-day schooling, 61.8% of them had teaching experience in double-shift school. As depicted in table 4.5, respondents also rated the level of parents' acceptance of full-day schooling. The figures show that 41.7% of teacher and 74.3% of student respondents rated parents' acceptance more than "Fair".

The teachers were also requested to show how significantly the length of school day determines the effectiveness of primary schooling with respect to other related determining factors. To this end, they were provided with eight possible factors of effectiveness in primary schooling. The ranking responses of teacher respondents are summarizes in table 4.6.

Table 4.6: Rank Order of the Determinants of Effectiveness in Primary Schooling

No.	Determinants	Mean	Mean Rank
1.	Quality of Teachers	6.50	1
2.	Availability of Basic School facilities	5.35	4
3.	Length of School Day	2.67	8
4.	Relevance of Curriculum	5.45	2
5.	Community Participation	4.00	6
6.	Total Years of Schooling	2.87	7
7.	The amount of Teachers' Salary	5.20	3
8.	Effectiveness of School Leadership	4.23	5

As the table depicts, the higher the mean is the upper the rank and the upper the mean in the rank is the most significant determinant the factor. Accordingly, quality of teachers, relevance of curriculum and the amount of teachers' salary are the three major determining factors of primary schools' effectiveness. Though 63.3% of the teachers confirmed their agreement to the statement "Full-day schooling has contributed to the improvement of the quality of primary schooling in the school", the analysis of ranking responses showed that school effectiveness is less likely to be determined by such factors as total years of schooling and length of school day as compared

to the listed factors. Taking the factors indicated into account, the views that the teacher respondents did have on the importance of the length of school day is contradicting.

4.2.2.2. Quality in Full-day Primary Schooling

Teachers were requested to show their level of agreement or disagreement with regard to the benefits of full-day schooling in order to improve the quality of the school system. As can be seen in table 4.7, the frequency of respondents' responses is summarized and averaged to pick out those major benefits of the full-day schooling that were indicated by the teachers.

Table 4.7: Rate of Full-day Schooling's Effect on Quality of Schooling by Teachers

No	Items	Frequency										Mean	Mean Rank
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree			
		No.	%	No.	%	No	%	No	%	No	%		
1	Improving students' academic performance	21	35.0	20	33.3	16	26.7	3	5.0	0	.0	3.98	3
2	Expands the Intended curriculum content	14	23.7	30	50.8	7	11.9	7	11.9	1	1.7	3.83	6
3	Broaden the extra-curricular activities performed	24	40.7	20	33.9	11	18.6	2	3.4	2	3.4	4.05	2
4	Broaden the chance to use better teaching methods	22	36.7	16	26.7	12	20.0	8	13.3	2	3.3	3.80	7
5	Increases the actual teaching hours of the school day	22	37.3	27	45.8	6	10.2	4	6.8	0	0.0	4.14	1
6	Benefits the teachers as they worker longer hours	14	23.7	14	23.7	15	25.4	8	13.6	8	13.6	3.31	12
7	Improves teacher-students relationship	25	42.4	13	22.0	16	27.1	3	5.1	2	3.4	3.95	4
8	Promotes a positive organizational culture in the school	15	25.4	19	32.2	17	28.8	7	11.9	1	1.7	3.68	8
9	Enhances the flexibility of the teaching-learning activities	19	32.2	21	35.6	11	18.6	7	11.9	1	1.7	3.85	5
10	Enhances the flexibility of arranging remedial classes	12	20.0	20	33.3	16	26.7	10	16.7	2	3.3	3.50	11
11	Improves the flexibility in utilization of resources	18	30.0	13	21.7	18	30.0	7	11.7	4	6.7	3.57	9
12	Makes the lifespan of school facilities longer	17	28.3	13	21.7	19	31.7	6	10.0	5	8.3	3.52	10
13	Reduces maintenance cost of physical resources	6	10.0	13	21.7	22	36.7	7	11.7	12	20.0	2.90	13

Accordingly, the mean ranking shows that full-day schooling has primarily brought about increment in the actual teaching hours of the school day. Secondly, it is also indicated that the schooling can broaden the extra-curricular activities that can be perform in the schools. Thirdly, the benefit of the schooling is related to improving students' academic performance.

Increment of actual teaching hours: - the teachers were also asked to evaluate how significantly the schooling has contributed to the increment on the teaching hours (see appendix A, question item 21). The responses show that 68.3% of the respondents indicated their agreement that the schooling system has brought about significant increment in the actual teaching hours of the school day.

Broadening extra-curricular activities: - as indicated in table 4.7, the respondents showed that employing full-day schooling scheme or system would allow the school to broaden the kinds of extra-curricular activities in which the students can involve for better understanding and all-round development. Along with this, as the question item number 23 of the questionnaire shows (see appendix A), the respondents were also requested to show their agreement or disagreement on the statement "Full-day schooling has contributed the school to effectively perform extra-curricular activities of the second cycle grades (5 - 8). More than three-fourth of the respondents showed their disagreement about the idea. Thus, it seems that their schools have not utilized the time advantages of full-day schooling to effectively carry out the extra-curricular duties.

Improving students' academic performance: - as indicated earlier, it is ranked third out of the listed possible benefits of full-day schooling. In relation to this, the teachers were asked whether they think that full-day schooling has contributed to students' achievement in the subject(s) they teach (See appendix A, question item 20). Accordingly, while half of the respondents (50%) responded "Yes" the other 50% of the respondents confirmed that they do not think that the schooling has contributed to students' achievement in his or her subject area.

Student respondents were also given with a list of possible benefits that a student can obtain from learning in full-day schooling. Their responses are indicated in table 4.8.

Table 4.8: Rate of Full-day Schooling's Effect on Quality of Schooling by Students

No.	Items	Frequency										Mean	Mean Rank
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree			
		No.	%	No.	%	No.	%	No.	%	No.	%		
1	Improving students' academic performance	161	65.2	45	18.2	22	8.9	16	6.5	3	1.2	4.40	1
2	More learning hours	130	52.6	49	19.8	34	13.8	32	13.0	2	.8	4.11	4
3	Releasing students from household tasks	104	42.1	44	17.8	39	15.8	38	15.4	22	8.9	3.69	7
4	Students' better usage of library	66	26.9	44	18.0	49	20.0	49	20.0	37	15.1	3.22	8
5	Broaden the extra-curricular activities performed	114	46.3	47	19.1	43	17.5	25	10.2	17	6.9	3.88	6
6	Enhances the flexibility of arranging remedial classes	131	53.5	37	15.1	35	14.3	31	12.7	11	4.5	4.00	5
7	Improves teacher-students relationship	143	58.4	48	19.6	35	14.3	14	5.7	5	2.0	4.27	2
8	Better support among students	139	56.5	49	19.9	36	14.6	17	6.9	5	2.0	4.22	3

Mean ranking of their responses shows, as depicted in the table, that the first benefit of full-day schooling is better academic performance for which 83.4% of the respondents showed their agreement; the second one is improved teacher-students relationship having the support of 78.0% of the respondents and the third one is better co-operation among students which was agreed by 76.4% of the respondents.

4.2.2.3. Grade Repetition and Drop-out of Students

The teacher respondents were asked to rank the given list of possible reasons for school wastage (repetition and/or drop-out) in order of significance in their schools (see Appendix E). Thus, the result of mean ranking shows that family-related problems of children, children's responsibilities in their households and inadequate support for children with learning difficulties were found to be the primary reasons for increased school wastage. This also shows that the majority of the reasons are student-related. They also rated the significance of grade repetition and drop-out problems in their respective schools. In view of that, 33.4% and 38.4% of the teacher respondents respectively rated the problems of grade repetition and students' drop-out to be at

least higher than fair. It shows that the problems of grade repetition and drop-out in the schools are perceived to be higher by one-third of the teachers. As indicated in table 4.9, the two groups of respondents were also requested to rate the effects of full-day schooling on repetition and drop-out.

Table 4.9: Rate of Full-day Schooling's effect on Repetition and Drop-out by Respondents

No.	Items	Teacher (n=60)		Students(n=247)	
		No.	%	No.	%
1.	How do you rate the effect of full-day schooling on grade repetition?				
	Very high	6	10.0	13	4.9
	High	12	20.0	15	6.1
	Fair	25	41.7	55	22.4
	Low	13	21.7	79	32.1
	Very low	4	6.7	85	34.6
2.	How do you rate the effect of full-day schooling on student's drop-out?				
	Very high	9	15.0	37	15.0
	High	21	35.0	35	14.2
	Fair	14	23.3	58	23.6
	Low	12	20.0	58	23.6
	Very low	4	6.7	58	23.6

The percentage distribution of the rating responses indicates that both groups of the respondents inclined to give "high"- rate to the effect of full-day schooling on drop-out than on repetition. In other words, they were only 40% of teacher and 37.7% of student respondents ranked more than "fair" rate out of the total respondents who rated the problem of drop-out to be more than "fair". About 67% of the student respondents indicated that the effect of full-day schooling on repetition is lower than average. In relation to this, it is found that 10.5% of the student respondents repeated at a time since full-day schooling was commenced in their schools and 50.0% of them confirmed that the effect of full-day schooling is at least higher than fair for their repetition. Similarly, 9% of the student respondents had temporarily dropped out of the school since full-day schooling was commenced and in this regard, 64.7% of them indicated that the effect of full-day schooling on drop-out is considered to be at least higher than average.

4.2.2.4. Equitable Access to Full-day Primary Schooling

The teachers were asked to respond on the extent that the implementation of full-day schooling on the effort to address educational equity in primary schooling. Thus, table 4.10 depicts the question items and respondents' rating using the rating given for each item.

Table 4.10: Rate of the Full-day Schooling's effect on Equitable Access of Schooling by Teachers

No.	Items	Teacher (n=60)	
		No.	%
1.	The effects of full-day schooling to have children who are excluded from the primary schooling		
	Very high	6	10.0
	High	22	36.7
	Fair	20	33.3
	Low	10	16.7
	Very low	2	3.3
2.	Children who face more difficulties to attend in full-day schooling		
	Boys	5	8.3
	Girls	39	65.0
	Boys and girls equally	16	26.7
3.	Full-day schooling limits the access of primary schooling to out-of-school children.		
	Strongly agree	12	20.0
	Agree	20	33.3
	Neutral	17	28.3
	Disagree	8	13.3
	Strongly disagree	3	5.0
4.	Do you think that full-day schooling limits the expansion of schools in your working area?		
	Yes	22	36.7
	No	21	35.0
	Not sure	17	28.3

Accordingly, the respondents showed their level of agreement or disagreement to the statement "Full-day schooling limits the access of primary schooling to out-of-school children", as indicated in item 3 of table 4.10. As the responses showed, 53.3% of the total 60 teacher respondents agreed to the statement, and furthermore, 37.5% of those who agreed to the statement and substantiated their agreement by rating "strongly agree".

The teachers were also asked to view on whether full-day schooling can limit the expansion of primary schools or not in their working area. The responses showed that 36.7% and 35% of the respondents said "yes" and "no" respectively and the remaining respondents could not be sure to respond.

In relation to this, the teachers were also requested to evaluate the extent to which full-day schooling has contributed to the exclusion of students from primary schooling, as indicated in item 1 of table 4.10. They are 28 teacher respondents (46.7%) who rated the effect to be higher more than fair and the other 20 (33.3%) respondents rated the effect as "Fair". The figures clearly show that the majority of the teachers do feel that full-day schooling has significant effect on children's exclusion from primary schooling.

To look into the effects of full-day schooling on gender disparity, the teachers were also requested to indicate whether boys, girls or both are facing more difficulties to attend in full-day schools. Accordingly, as can be seen in table 4.10 item number 2, while nearly one-fourth of the total respondents showed their feelings that both boys and girls equally face difficulties to attend, 39 respondents who shared 65% of the total number of respondents tended to express that girls are more disadvantaged due to the schooling system.

Besides, the teachers were provided with a list of groups of children who are likely to be vulnerable to the consequences of inequitable access of primary schooling (see appendix A, question item 34). They were also kindly requested to indicate a group or groups of children if they feel that full-day schooling has an effect upon the group or groups. The total summary of their responses is shown in table 4.11.

Table 4.11: Rank Order of Vulnerable Groups of Children

No.	Groups of Children	Responses		Percent of Cases	Rank
		No.*	%**		
1.	Working children	44	25.6	73.3	2
2.	Children from poor families	50	29.1	83.3	1
3.	Street children	22	12.8	36.7	4
4.	Children with special needs	12	7.0	20.0	6
5.	Migrant children (from rural areas)	23	13.4	38.3	3
6.	Orphan children	21	12.2	35.0	5
Total		172	100.0	286.7	-

*The number of respondents who identified the groups of children as vulnerable
**The percentage of total groups represented by each group of children

The table shows that 83.3% of the total 60 teacher respondents, which comprises 50 teachers, indicated that children from poor families face difficulty to attend in full-day schooling; and 73.3 % of the same number of respondents responded that the schooling system creates difficulty for children who are working. In the same way, according to the responses of 38.3% of the respondents, children who have migrated from rural areas can be constrained to have primary schooling due to full-day schooling system. To the other end, only one-fifth of the total respondents indicated that full-day schooling creates difficulties to children with special needs.

The same level or rank order of vulnerability of the groups can alternatively be analyzed using the percentage of total groups of children represented by selected group. Thus, children from poor families and working children consecutively accounts to 29.1% and 25.6% of the total group of children or responses.

4.2.2.5. Students' Absenteeism and Truancy

With respect to the bond between full-day schooling and non-attendance of students, the teachers were requested to respond to questions related to the topic. Table 4.12 depicts the relationship between full-day schooling and absenteeism.

Table 4.12: Relationship between Full-day Schooling and Absenteeism

Item	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
Full-day schooling is a reason for increased students' absenteeism	No.	%	No.	%	No.	%	No.	%	No.	%
	19	32.2	22	37.3	10	16.9	6	10.2	2	3.4

As can be seen in table 4.12, the teachers showed their level of agreement or disagreement to the statement "Full-day schooling is a reason for increased students' absenteeism in the school". With neutral view of 16.9 % of the respondents, almost 70% of the respondents showed their agreement to the statement among which almost 50% of them strongly agree to the statement.

Furthermore, with the premise that full-day schooling may increase students' absenteeism, the researcher had been very keen to see the major social reasons of the students to show up increased absenteeism. To this end, the teachers ranked the given list of social reasons for absenteeism in relation to the implementation of full-day schooling as shown in table 4.13.

Table 4.13: Rank Order of Social Reasons for Students' Absenteeism by Teachers

No	Reasons	Rank																		Mean	SD	Mean Rank
		1st		2nd		3rd		4th		5th		6th		7th		8th		9th				
		No	%	No	%	No	%	No.	%	No.	%	No.	%	No	%	No	%	No	%			
1.	Students spend time to take care of their family members	4	6.7	6	10.0	5	8.3	6	10.0	14	23.3	3	5.0	11	18.3	4	6.7	7	11.7	4.75	2.384	5
2	Students engaged in employment for themselves	21	35.0	7	11.7	6	10.0	8	13.3	8	13.3	3	5.0	4	6.7	3	5.0	0	.0	6.75	2.229	1
3	Public transportation-related problems	3	5.0	4	6.7	3	5.0	6	10.0	4	6.7	6	10.0	9	15.0	15	25.0	10	16.7	3.78	2.436	8
4	Illness of students or their families	5	8.3	3	5.0	4	6.7	4	6.7	5	8.3	13	21.7	8	13.3	11	18.3	7	11.7	4.18	2.411	7
5	Students engaged in employment for their families	12	20.0	10	16.7	13	21.7	7	11.7	3	5.0	8	13.3	4	6.7	2	3.3	1	1.7	6.42	2.173	2
6	Lack of parental involvement in schooling	4	6.7	14	23.3	17	28.3	8	13.3	3	5.0	5	8.3	4	6.7	3	5.0	2	3.3	6.17	2.117	3
7	Lack of facilities in the school	4	6.7	5	8.3	2	3.3	4	6.7	7	11.7	7	11.7	4	6.7	10	16.7	17	28.3	3.77	2.651	9
8	Children's responsibilities to head their families	2	3.3	12	20.0	5	8.3	15	25.0	7	11.7	3	5.0	6	10.0	4	6.7	6	10.0	5.30	2.360	4
9	Inability of parents to impose discipline on their children	4	6.7	2	3.3	6	10.0	4	6.7	10	16.7	11	18.3	10	16.7	4	6.7	9	15.0	4.32	2.303	6

The mean ranking shows that students' engagement in employment, lack of parental involvement in schooling and children's responsibilities to head their families were the foremost student-related reasons for the student respondents.

On the other hand, students were also asked to evaluate the effects of full-day schooling on students' absenteeism. About 40% of the student respondents showed their belief that the schooling system has higher effect on students' absenteeism, and among these almost 60% of them rated the effect as "very high". In relation to this, the students were also requested to show how frequently they are absent from schools. As shown in table 4.14 below, the frequency of respondents' absenteeism is cross-tabulated with their view on the effects of full-day schooling on the absenteeism.

Table 4.14: The Frequency of Students' Absenteeism and Truancy

Item		Frequency of Absenteeism								Total	
		Not at all		Seldom		Usually		Always			
		No.	%	No.	%	No.	%	No	%	No	%
The effect of full-day schooling on students' absenteeism	Very high	15	26.3	33	57.9	8	14.0	1	1.8	57	23.2
	High	9	23.1	20	51.3	10	25.6	0	0.0	39	16.0
	Fair	12	17.9	48	71.6	5	7.5	2	3.0	67	27.3
	Low	14	29.2	29	60.4	4	8.3	1	2.1	48	19.6
	Very low	8	23.5	24	70.6	2	5.9	0	0.0	34	13.9
Total		**58**	**23.7**	**154**	**62.9**	**29**	**11.8**	**4**	**1.6**	**245**	**100.0**
		Frequency of Truancy								**Total**	
The effects of full-day schooling on students' truancy	Very high	14	28.0	21	42.0	13	26	2	4.0	50	20.2
	High	16	28.6	25	44.6	10	17.9	5	8.9	56	23.4
	Fair	23	29.5	42	53.8	10	12.8	3	3.8	78	31.5
	Low	7	16.7	28	66.7	5	11.9	2	4.8	42	17.0
	Very low	7	33.3	13	61.9	1	4.8	0	0.0	21	8.5
Total		**67**	**27.1**	**129**	**52.2**	**39**	**15.8**	**12**	**4.9**	**247**	**100.0**

As table 4.14 clearly shows, 154 (62.9%) students showed their frequency of absenteeism as "Seldom" and 34.4% of these respondents believe that the effect of full-day schooling is more than fair for being absent. Moreover, the effect was also rated to be more than fair by 39.6% of those students who showed that they are usually absent from school, comprising11.8% of the total respondents. The figure indicates that the effects of full-day schooling is quite significant to add up the number of students who may be absent from their schools. In addition, teachers' views on students' truancy were analyzed and accordingly, their responses are summarized in table 4.15.

Table 4.15: Teachers' Views on Students' Truancy

No.	Items	Teacher (n=60)	
		No.	%
1.	Have you observed children who quit/miss part of the school day in your class(es)?		
	Not at all	6	10.0
	Seldom	17	28.3
	Usually	23	38.3
	Always	14	23.3
2.	Students who more likely quit/miss part of the school day is full-day schooling was started in your school are:-		
	Boys	13	21.7
	Girls	24	40.0
	Boys and Girls equally	23	38.3
3.	Full-day schooling has increased the number of students who miss class(es) of the day.		
	Strongly agree	14	23.3
	Agree	18	30.0
	Neutral	10	16.7
	Disagree	16	26.7
	Strongly disagree	2	3.3

As indicated in item number 1 of the table, 38.3% of the teachers confirmed that they have students who usually quit or miss their classes and 23.3% of the teachers have observed that there are students who always miss their classes. More than half of the teachers also agreed that full-day schooling has increased the number of truant students in their respective schools. In relation to this, 40% of the teacher respondents showed that more girls are truant than boys. This could be the reason for the teacher respondents to perceive that full-day schooling has greater adverse effect on girls as compare to that of boys.

Furthermore, the respondents, as indicated in table 4.16, ranked periods /segments of the school day in order of how frequently they are missed by students.

Table 4.16: Rank Order of Missed Periods of the School Days

No.		Rank								Mean	SD	Mean Rank
		1st		2nd		3rd		4th				
		No	%	No	%	No	%	No.	%			
1.	The early periods of the morning/afternoon classes	10	16.7	18	30.0	21	35.0	11	18.3	2.45	0.982	2
2.	The late periods of the morning/afternoon classes	12	20.0	17	28.3	22	36.7	9	15.0	2.53	0.982	3
3.	All the morning classes	4	6.7	10	16.7	10	16.7	36	60.0	1.70	0.979	4
4.	All the afternoon classes	34	56.7	17	28.3	5	8.3	4	6.7	3.35	0.899	1

The ranking of their responses indicates that the likelihood of being missed is very high in the afternoon classes as they are compared to the other segments of the school day. Along with this, the respondents were also asked to rate the possible reasons for the students to be truant, as indicated in table 4.17.

Table 4.17: Rank Order of Reasons for Students' Truancy by Teachers

No	Reasons	Rank																		Mean	SD	Mean Rank
		1st		2nd		3rd		4th		5th		6th		7th		8th		9th				
		No	%	No	%	No	%	No.	%	No.	%	No.	%	No	%	No	%	No	%			
1	Students' engagement in petty employment	52	21.4	28	11.5	26	10.7	26	10.7	21	8.6	28	11.5	17	7.0	24	9.9	21	8.6	5.63	2.702	3
2	Students fail to bring food for their lunch	22	9.0	45	18.4	33	13.5	39	15.9	30	12.2	34	13.9	26	10.6	9	3.7	7	2.9	5.76	2.139	2
3	Lack of parental guidance	73	29.8	28	11.4	42	17.1	28	11.4	13	5.3	21	8.6	7	2.9	19	7.8	14	5.7	6.39	2.551	1
4	Violence or bullying in the schools	11	4.5	27	11.2	22	9.1	30	12.4	35	14.5	22	9.1	21	8.7	31	12.8	43	17.8	4.46	2.528	7
5	Excessive responsibilities of older students at their home	27	11.1	28	11.5	38	15.6	25	10.2	47	19.3	26	10.7	23	9.4	15	6.1	15	6.1	5.48	2.312	4
6	Loosen control in the school	20	8.1	43	17.5	26	10.6	28	11.4	29	11.8	28	11.4	33	13.4	20	8.1	19	7.7	5.24	2.449	5
7	Lack of awareness of attendance rules	19	7.7	20	8.1	27	10.9	31	12.6	21	8.5	34	13.8	38	15.4	36	14.6	21	8.5	4.67	2.421	6
8	Students tend to play outside the school	20	8.1	15	6.1	30	12.1	17	6.9	28	11.3	13	5.3	29	11.7	51	20.6	44	17.8	4.20	2.648	8
9	Health difficulties to students	20	8.3	20	8.3	12	5.0	19	7.9	23	9.5	29	12.0	30	12.4	31	12.8	58	24.0	4.05	2.658	9

Lack of parental guidance, students' inability to bring food for lunch and students' engagement in petty employment were ranked to be the major reasons for students' truancy as compared to the listed possible reasons. This shows that the foremost reasons of have more truants in the schools are related with the socio-economic problems of the students and their parents. This could be one of the reasons to have lack of parental guidance which is considered as the prime reason for the problem in question.

4.2.2.6. Major Problems of Full-day Schooling

Based on the weighted mean ranking made on the responses of teachers and students (see appendix G), full-day schooling in the governmental primary schools has some basic problems. One of these could be seen in increment of class size. About 66% of the teachers and 53% of the students agreed upon the idea that the schooling system has increased the number of students in a class. Among these respondents, 56.4% of the teachers and 64.5% of the students showed that they strongly agreed upon the idea.

Poor students' motivation: the responses of both groups of respondents suggested that poor students' motivation to learn is one of the major challenges in the implementation of full-day schooling system. To this particular problem, 66.1% of the teachers and 45.3 % of the students agreed that it is one of the foremost problems of the system (see appendix G).

Weak Parents' participation: the other problem indicated by the respondents was related to the participation of parents for the effective implementation of the schooling system. About 57% of the teachers and 58.2% of the students agreed that the parents' participation in the schooling of their children is weak to the extent that it challenges effective implementation of full-day schooling system.

Inadequate school facilities: in addition to these, nearly 50% of each group of the respondents indicated that the school facilities (such as toilet, water supply) are agreeably considered as the problem of full-day schooling in the schools. In support of this, the responses that the teachers gave to the question (see appendix A, question item 15) that

requested them to evaluate the adequacy of facilities in their schools show that 50.0% of the teachers rated it as poor. In the same way, they were also asked whether they feel that the available facilities in their respective schools make the schools capable to teach students in full-day mode (see appendix A, question item 16). The result shows that 41.1% of them disagreed to the capability of their schools for the schooling mode. The same disagreement was manifested by 23.1% of the student respondents. Despite the fact that higher number of teachers and student respondents prefer the schooling mode, there is quite significant number of respondents who were in doubt to say that their respective schools are capable of employing the schooling.

Indiscipline behaviors of teachers: on the other side, the students indicated that indiscipline behaviors of teachers are also other problems of full-day schooling and 51.9% of them confirmed this. In relation to the kinds of possible indiscipline behaviors of teachers, the students were also given to identify the existing ones. Accordingly, 50% of the students said that their teachers fail to arrange remedial classes, 49.4% of them showed that "late coming" is the problem of their teachers and 45% of them also indicated that their teachers have shown a sort of tiresome while they teach in the full-day schooling system.

4.2.2. Qualitative Data Analysis

The analysis made on data collected from the interviewees, observations, document review and open-ended question items of the questionnaires is presented in this sub-section of the chapter. An attempt was also made to categorize the majority of the analyses in accordance with the research questions of the study.

4.2.2.1. Interview Analysis

Semi-structured interview was used to gather data from three groups of interviewees; as aforementioned, six principals, six PTA representatives and two educational team leaders. For better discussions of the basic questions of the study, the analysis of the data is made using focus-by-question approach. Hence, the responses were recapitulated to show informants' opinions on the topics in question. Besides, responses that pole apart from the others were also remarked.

i) Benefits of the Full-day Schooling

All the interviewees were asked to state the emerging benefits of full-day schooling in the governmental primary schools. In this regard, all the interviewees indicated that in principle full-day schooling can significantly improve the quality of an education system. Many of them viewed its benefits in relation to the extension of teaching hours and betterment of students' behaviors.

The responses obtained from the education team leaders indicated that the schooling is of paramount importance to improve the delivery of teaching, to cover syllabuses timely and to enable teachers and students effectively participate in co-curricular activities of their schools. The team leader from Akaki-kaliti sub-city said that double-shift system had been used as to mitigate the discrepancy that have been occurring between provision of schools and increment in the demand for schooling. He emphasized that double-shift schooling was only a temporary solution to the problem. He also added that due to congested programs in double-shift, syllabuses were not covered properly and therefore, the full-day schooling was commenced to the governmental schools.

On the other hand, the education team leader from Kirkos sub-city believes that full-day schooling has contributed the students to get better schooling while they are in the school for longer hours of the day and more importantly, those students who were poorly performing could be assisted by their teachers. Furthermore, he also mentioned that the schooling has also contributed to the enhancement of teachers' as well as students' belongingness to the schools.

With these general views on its benefits, the leaders were also asked to evaluate the extent to which the aforementioned benefits are being obtained on the ground. In this regard, it is learnt that formal assessment was not made on the implementation of the system. However, as the team leaders explained, reports from Kebele educational bureaus have indicated that the system has not only brought about significant merits to the day-to-day teaching process but has also adversely contributed to drop-out rate and absenteeism in the schools.

The principals also mentioned that the primary benefit is that it has extended the teaching hours of the school days. They argued that students can now attend seven periods a day with an increment of five minutes on the previous allotment of 40 minutes to each period. All the interviewees do believe that this helps the teachers deliver their subject matters in accordance with the syllabus. The principal of Urael Primary School extended his view in this regard that it is not the increment of the teaching hours that really matters but more importantly how the teachers can make use of the teaching hours while they are in the classrooms.

Secondly, the principals also expressed their views in that the system has created great opportunities for the students to build up better relationship with themselves as well as with their teachers. Therefore, poor performers can be in a good position to expose themselves to others' learning experience and students, especially who are in need of further assistance, can easily communicate with their teachers in their spare times while they are in the compound of the school. From the administration point of view, along with the problems that the system itself brought in, it has contributed them to involve teachers in different programs and practical inquiries.

The PTA representatives explained that the majority of parents who view full-day schooling as appropriate send their children to the schools with the strong belief that they can learn better and be restricted from the pathway to develop misbehavior and spending times in unproductive manner.

ii) Truancy, Absenteeism and Drop-out of Students

As the team leader from Kirkos Sub-city put it, "theoretically the reason why full-day schooling is employed goes with the overall improvement of the primary education system which includes improved internal efficiency of schools". He further indicated that reports that have been coming from the governmental primary schools and Kebele educational bureaus urge close investigation on the direct implications of full-day schooling on the efficiency status of the schools. Furthermore, as the team leaders suggested, full-day schooling has brought about noteworthy mount in students' drop-out from schools. The two team leaders also confirmed that due to personal problems of the

students, it is becoming very common phenomenon to see students missing either classes of the school day partially or as a whole. Consequently, it seems very likely that those who are regularly missing classes end up with dropping themselves out of the school. The team leader from the Akaki-Kaliti sub-city further deduced that the problem of truancy, absenteeism and drop-out of students seems to be insignificant as it is compared with that of the advantages that full-day schooling brings into the education system.

The principals and PTA members were also asked to share their views on the matter. Almost all responses from the interviewees confirmed that there are groups of children who have been seriously victimized by the implementation of full-day schooling. These are children whose living conditions, one way or another, are not conducive enough to comfortably take up their education.

Along with their learning, many children are working to assist themselves as well as their families. Therefore, they usually miss at least half of the school day to appear on their pretty jobs in cafeterias, on taxi, shoe polishing and car-parking services. As it is learnt from the interviewees, there are even students who are attending part of their classes while they are working in factories particularly in the sampled schools of Akaki-Kaliti sub-city.

From the instances of some of the principals' experiences, they have experienced to watch students of their schools begging on the streets. When the principal of Urael Primary School explained an incident, he said,

> *"I met one of my students who even worn her uniform begging on the street. ... To deal with the case, I contacted her mother and she told me that it is the only way out to use her to generate cents through begging while she is attending only half of the school day..."*

According to the interviewees, children who had migrated from rural areas to have the shelter of their relatives in the city are also forced to miss classes very frequently due to the fact that their guardians usually inclined to be served by these children for more hours in each day. Therefore, it is likely that these guardians have pushed the children to miss class on regularly basis.

As it is learnt from the interviews conducted with the different groups of interviewees, the working children, children from extremely poor families, children with HIV positive or whose parents are HIV positive and orphan children could not be able to fulfill their food and other basic needs to attend classes. Along with these problems of the children, it is well learnt from the explanation of the interviewees that full-day schooling can limit the probable opportunities of similar group of children who have been denied from primary schooling in their corresponding areas.

iii) Challenging Factors in Full-day Schooling

The two team leaders indicated that smooth implementation of full-day schooling has been impeded mainly due to unexpected interruption in the construction of school buildings. The economic problems of the students were given as another major constraint to the schooling system. The second problem was also emphasized by the principals of the schools. As they said, many of the children from poor families learn in the governmental primary schools who usually fail to fulfill learning facilities (materials and uniform) and to provide food for their lunch. It is also learnt that there are students who are getting supports from volunteer teachers and other staff of the schools. The researcher understood that the support comprised of supply of learning materials and facilitation of payment for the children's lunch within the schools. It is also understood that there were greatly appreciable efforts of teachers who have been trying to deal with the problems of poor families whose children either recently dropped out the school or likely to do so.

As many of the interviewed principals confirmed, the major obstacles for them to employ full-day schooling have been related to budgetary constraints of the schools. They explained that due to these constraints, they cannot provide facilities of their schools as adequately as required to retain students for longer hours in the school. Moreover, along with the increasing number of teachers, some of the principals indicated that teachers' common interest to be assigned only in the morning or afternoon classes has occurred since full-day schooling is employed and consequently, these interests have created difficulties in the class scheduling as well as in the administration of the teachers. The main reason is that most of the teachers have another job somewhere else to add up some more on their salary.

4.2.2.2. Analysis on School Observation

In the second course of the data collection phase, the researcher carried out observation in each of the sampled schools. The purpose of the observations was to capture primary information on twofold of interest: school facilities and extra-time services. To this end, the observation checklist was used to rate both the availability of facilities as well as the services (see appendix C). The observations took place in the respective schools in accordance with the time schedule depicted in table 4.18.

Table 4.18: Dates and Times of the School Observations

No.	Sub-city Name	Observed School	Observation	
			Date	Time
1.	Kirkos	Urael Primary School	24/04/2009	12:35 – 01:15PM
		Finfina Primary School	27/04/2009	
		Shemeles Habte Priamry School	28/04/2009	
2.	Akaki-Kaliti	Kaliti Primary School	29/04/2009	12:45 – 01:25PM
		Akaki Mengist Primary School	30/04/2009	
		Gelan II Primary school	01/05/2009	

All of the school observations were carried out during the lunch break time of the school days. By doing so, the researcher could evaluate the extent to which the basic school facilities were adequate enough to serve the school community. In the meantime, the researcher also made an effort to look into the delivery of extra-time services so as to adequately serve the school community while they are away from classroom or office duties. The direct observations of the researcher were collaborated with informal explanations of the focal persons in the respective schools. This, in effect, had contributed to the analysis of the observation.

i) Availability of Facilities

Water: - the supply of water, for the purposes of drinking and cleaning, seemed to be inadequately available in the observed schools with the exception of Finfina Primary School. In the majority of the schools studied, it was observed that there were no separated supply of water to teachers and students.

Clinic: - in the observed schools, there was no any clinic or post at least to deliver first aid service in case of unexpected accident or simple injury that may happen in the schools. Exceptionally, the researcher observed a complete first aid kit, which was supplied by Red Cross Association, in Akaki-Mengist Primary School and very few components of the kit in the drawer of the Finfina Primary School's principal office. On the contrary, Addis Ababa Education Bureau's standard criteria for full-day schooling requires that any primary school enrolling more than a hundred students should have at least three separated first aid kit in the school compound.

Library: - with the exception to the case of Kaliti Primary School, in all other observed schools there are rooms that are supposed to actively give library services. However, with the help of the focal persons' explanations, the researcher understood that the size of the rooms, equipments and the availability of referable materials could not make them adequate to deliver appropriate library service to their users.

Settings for lunch: - in all schools, students had no any observed setting or place designed to keep as well as to eat their foods. During the observations, the researcher also witnessed that not only the children keep their foods with them till they eat but also they eat their lunches in their classrooms, corners and different places in the compounds of the schools.

Staff-room facilities: - primarily, the size of the staff-room is very incomparable to the number of teachers in every school observed. Secondly, in all cases the rooms' facilities are very poorly-equipped and not attractive enough to stay in it for longer. In some of the schools, the researcher also observed that while some teachers watch TV, the others were having a nap at their chairs. The researcher did not see any entertaining event in the staff-rooms. The researcher believes that having such inadequately equipped staff-room seems unfair to force the teachers to stay in the compound when they have no classes.

Latrine: - the researcher witnessed that there was no significant problem in relation to latrine.

ii) Extra-time Services

The researcher also observed the services that were available in the schools during the lunch break-time of the school days; like cafeteria, mini-media and recreational services.

Cafeteria service: - no well organized cafeteria was observed in any of the schools observed. There were, however, inadequately equipped cafeterias serving both students and other staffs in a single room. During the observations, the researcher had a chance to watch children in the schools who were eating food that had been provided by volunteer teachers.

Mini-media service: - on the contrary to the establishment of mini-media clubs in the schools, the provision of mini-media service is inadequate.

Recreational Services: - the majority of the students were observed playing on the ground and the researcher understood that there was no facility seen for students to stay and relax in the compound.

4.2.2.3. Document Analysis

In addition to the data gathered from students, teachers and other focal persons who participated in the study, the researcher reviewed different documents that are relevant to the study. Among these, data on the number of registered, dropped out and repeated students in the second cycle grades (5 – 8) of each sampled school were collected of five years time (1996E.C. to 2000E.C).

With the fact that all the sampled schools have employed full-day schooling since academic year 2000E.C, the rates of repetition and drop-out for year 2000E.C. are compared to the average repetition and drop-out rates of four preceding years respectively so as to see if any change happened on the rate due to full-day schooling. Due to scarcity of relevant data on the issues, calculation of the rates were made considering the number of students registered in the second cycle grades of the sampled schools of the years considered.

i) Drop-out Rate in the Second Cycle Grades (5 – 8)

Table 4.19 shows the drop-out rate for grade 5 – 8 students of five years and it also indicates the average drop-out rate for years between 1996 and 1999E.C (for further data refer to Appendix H).

Table 4.19: Drop-out Rate in Second Cycle Grades (5 – 8) of the Sampled Schools

Year	Boys (%)	Girls (%)	Total (%)	Average (%)
1996E.C.	7.37	7.76	7.58	5.92
1997E.C.	6.42	4.45	5.36	
1998E.C.	5.71	5.56	5.63	
1999E.C.	5.81	4.57	5.10	
2000E.C.	7.71	9.17	8.52	8.52

As can be clearly seen from the table, the drop-out rate had been steadily decreasing till academic year 2000E.C. The rate for year 2000E.C, 8.52%, is the highest one of the five years considered. Taking the effects of other factors into account, it is fair to say that the commencement of full-day schooling contributed to the increased drop-out rate in the second cycle of the sampled schools. Moreover, this clearly coincides with the data obtain from different informants of the study in that the schooling has adverse effect on drop-out of students. Further investigation on the trend in terms of gender clearly shows that the drop-out rate for boys had been higher than that of girls till year 2000E.C. Conversely, since the start of full-day schooling, in year 2000E.C, the drop-out rate for girls showed significant increment. On the other hand, this data clearly corresponds to the informants' suggestion that girls are more disadvantaged as they are forced to attend in full-day schooling scheme.

ii) Repetition Rate in the Second Cycle Grades (5 – 8)

Table 4.20 depicts the repetition rate of grade 5 – 8 students for boys and girls.

Table 4.20: Repetition Rate in Second Cycle Grades (5 – 8) of the Sampled Schools

Year	Boys (%)	Girls (%)	Total (%)	Average (%)
1996E.C.	14.74	8.81	11.58	11.16
1997E.C.	10.94	10.86	10.90	
1998E.C.	12.62	10.92	11.67	
1999E.C.	12.26	9.13	10.48	
2000E.C.	11.75	9.13	10.30	10.30

As table 4.20 indicates, the repetition rate of the same cycle has no significant variation before and after the commencement of full-day schooling in the sampled schools. The rate for year 2000E.C, 10.3%, is also lower as it is compared to the average rate of grade repetition of the previous four years. This is probably because those children who can properly attend in full-day schooling can get academic benefits as they stay longer hours in schools so that they may perform better academically.

Along with the repetition and drop-out rate, the researcher was also very keen to review changes that occurred on absenteeism and truancy of students; however, the schools had no analyzable data on the non-attendance problems of their schools. Though it would be unfair to generalize, sample rosters taken from a grade seven class of each school indicated that the number of students who miss the afternoon classes is higher. On average, the number of students who were absent in the afternoon classes is higher by 50% of the number of students who were absent in the morning classes of the same days. This point supports the views of the respondents in that the number of students who miss classes in the afternoon is high.

4.2.2.4. Responses for Open-ended Questions

The teacher respondents were asked to show whether they prefer full-day schooling or double-shift schooling and 56.7% of them responded that they prefer full-day schooling. On basis of this, they were requested to write their major reasons why they prefer full-day

schooling (see question item 13 in appendix A), and accordingly, the following reasons were put forward:

- It gives extra-time to perform other activities
- It allows the teachers cover the portions of subject according to the syllabus
- It improves the relationships between students and teachers
- It saves students from spending their times in risky and unproductive situations
- It allows the teachers to comfortably learn somewhere else in extension program
- It avoided the 6 –boring periods of afternoon classes during double-shift system
- It gives more chance to the administration of the schools to involve teachers in variety of teaching-related duties

The teachers also forwarded the following points on the question that requested them to comment of the implementation of full-day schooling:

- To make the schooling system successful, the students must be motivated and their families and guardians must be helped
- The teaching process should be improved
- The concerned government body should take the problems and attitudes of the community to implement the schooling effectively

Similarly, the student respondents were also asked to show their additional comment on the implementation of the schooling system and the responses were summarized as follow:

- It helps us to learn every subject daily
- It does not take the problems of the students and families into account
- Weak interest of parents is seen toward the system
- Boredom is seen in the teachers' actions
- We can be far away from unnecessary places and be free from burden at home
- Teachers and parents should work together very closely

4.3. Interpretation of Quantitative and Qualitative Data

In this last section of the chapter, both quantitative and qualitative data that were sequentially analyzed are interpreted all together.

i) Opinions on Full-day Schooling

About 57% of the teacher respondents and 82.6% of the student respondents showed that their preference of schooling whereby they want to teach and to learn respectively is full-day schooling. From the discussion made with principals and PTA representatives, it is also learnt that the majority of parents whose children were students of the sampled schools did prefer full-day schooling. In relation to this, three-fourth of the student respondents confirmed that their parents had positive attitude toward the schooling system. Studies have demonstrated that as far as the schooling is to be employed in such a way that its impact on socio-economic well-being of the community is maintained, its effective implementation can be actively supported by the school community (teacher, students and the parents).

In relation to this, the majority of the PTA representatives and the other interviewees strongly believe that full-day schooling make the school community particularly the parents confident in that the likelihood of their children to delinquently and unproductively spend their times is low as they stay longer in the school. From the analysis of these and other sources of data, it is clearly seen that the majority of parents tend to prefer full-day schooling more specifically because they perceived that the schooling is important to keep their children off the street and for the betterment of their children's behavior rather than for their all-round development. The construal of this is that it is partially because of such perception that parents do make weak participation in the schooling, which is one of the challenging problems of full-day schooling. On the contrary, many studies have demonstrated that the community participation is one of the factors that determine effectiveness of primary schooling (UNESCO, 1998).

ii) Benefits of Full-day Schooling over Double-shift Schooling

The judgment of the researcher in analyzing and integrating evidence from all of the gathered data resulted in the identification of major benefits of full-day primary schooling

which have the potential to enhance students' learning. Moreover, the findings confirmed the reflection of Cerdan-Infante and Vermeersch (2007:1) that "with a longer school day, it is expected that students learn more because they spend more time with teachers and devote more time to school tasks".

Learning time: - the allocation of classroom learning time is extended. The teacher as well as the student respondents indicated that increment of actual teaching hours is one of the major benefits obtained from the commencement of full-day schooling in the primary schools. From the other sources of the study, it is also learnt that the time allotments to major subjects is extended from five periods to six periods per week, each period of the school day is now lengthened by five minutes and the number of periods of a school day is mounted from five to seven. On the contrary, 28.3% of the teachers did not agree to the statement that the teaching hours in the full-day teaching process have been properly used. The same disagreement was also identified from the responses of 36.5% of the student respondents who are basically the prominent stakeholders of the system. From all these information, the study proved that even though the newly commenced full-day schooling has brought increment in learning time the schools have not utilized the time effectively for better learning activities and enhancement of students' all-round development. These views may be interpreted in that quality problems of primary schooling are less likely to be as a result of half-day schooling system.

Academic performance of the students: - it is confirmed by different sources of the study that full-day schooling has promoted more chance for enhanced teacher-students interaction, better peers-relationship and peers-support learning. They also indicated that the students have got better chances to deal school matters with their friends and to use library services, and the system has created better chances for the students who are in need of their teachers outside the normal teaching-learning hours. These, in effect, may help them to perform better academically.

On the other hand, half of the teachers of different subjects, who can be the right source with regard to students' academic performance, indicated their situate that the new system has improved academic performance of the students. Since there may be so many other factors along with the commencement of the system that can positively impact on

the academic performance of the students, it is difficult to explicitly interpret the data in that the schooling system is the reason for the improvement of the students. But, it is quite safe to generalize from the study that the implementation of full-day schooling in the government schools has contributed to the better academic performance of students in the second cycle grades.

iii) School Wastage (Grade Repetition and Drop-out of Schools)

In the preliminary exploration on the major reasons for school wastage, it is found that family-related problems of the students, higher burden of students in their household responsibilities and schools' inadequate support for children with learning difficulties were cited as the foremost reasons. More specifically, many of the children have not been in a position to get appropriate support from their families to succeed in learning. With the current economic challenges of the community, the students have had difficulties in getting foods as well as adequate learning facilities so as to proceed in their learning. They have been needed by their parents to assist their families in sharing works or responsibilities at home as well as through generating income from being employed somewhere else.

The data gathered from the informants of the study also indicated that the implementation of full-day schooling has had intermingled effects on school wastage. The analysis of the data further depicts that although the schooling system has, in one way or another, put impact on both repetition and drop-out problems, more of the respondents indicated that it has greater effect on students' drop-out than on grade repetition. While 30% of the teachers and 11% of the student respondents suggested that the influence that full-day schooling can exert on grade repetition is higher, 50% of the teacher respondents and 29% of student respondents confirmed that the schooling has higher influence on students' drop-out from schools. In addition, two-third of the total student respondents also indicated that the effect of full-day schooling on repetition is lower than average and 47% of them rated the same to drop-out. This clearly shows that more number of teachers as well as student respondents understood that the effects of full-day schooling are more serious on students' drop-out than on grade repetition in the grades of second cycle level of primary schools.

In support of this, half of the students who repeated in a grade after full-day schooling had been started said that their grade repetition was highly because of the full-day schooling; similarly, 64 % of students who experienced being dropped out of school claimed that it was highly because they were forced to spend longer hours of the day in the schools. The higher number of students who dropped out in the schooling system related their reasons with full-day schooling than those who repeated at a time or two in full-day schooling. These information along with the reports coming up from similar schools and Kebele education bureaus led the researcher to indicate that the implementation of full-day schooling is now becoming one of the determinant factors of grade repetition and students' drop-out in the second cycle level of primary schooling and the economic-related problems of students has mainly caused students to drop out than to repeat. This, in fact, supports the idea of Anderson (1988) that children of poor families are less apt to enroll in schools and are more apt for drop out than children of better-off families in the developing countries (as cited in Lockheed & Verspoor, 1991).

iv) Equitable Access to Full-day Primary Schooling

One of the basic questions of the study was to assess the implication that full-day schooling has brought about in relation to promoting equitable access of primary schooling. Accordingly, the analysis of series of question items that had been presented to the informants generally shows that the majority of the informants inclined that full-day schooling has put groups of children away from the primary schooling.

Nearly half of the total teacher respondents believe that effect of full-day schooling to exclude a group or groups of children from primary schooling is high. From the interviewees' points of view, it is also learnt that most of these educational leaders do also believe that the schooling system has brought about a negative impact to the national efforts of enhancing the accessibility of schooling but they expressed their feelings that its adverse effect is very less as compare to the advantages that the majority of the students have gained through learning in full-day scheme. Although the magnitude of its effect varies based on the understanding differences of the informants, the majority of them confirmed its effect. Based on the analysis of the data and literature written on the

topic, the study bears out that the full-day schooling has an adverse effect on promoting equitable access to primary schooling at second cycle level.

The question that should follow is which group or groups of children can be denied from primary schooling due to the schooling scheme. Consequently, the responses obtained from the informants of the study depicted that children from poor families, children who have been working and those children who had migrated to Addis Ababa from rural areas are the major disadvantaged groups to carry on their primary schooling.

In support of the idea that poverty is one of the characteristics that significantly affect equitable access to primary schooling in the developing nations (Lockheed & Verspoor, 1991), 83.3% of the total 60 teacher respondents indicated that children from poor families face difficulty to attend in full-day schooling. In many of the circumstances, families are supposed to pay for such outlays as school fees, supplies, uniforms, transportations and lunches to keep their children at schools. In this respect, the interviewees as well as respondents of the questionnaires indicated that those children from the poor families recognizably fail to equip themselves with such basic requirements of the schools as fees, textbooks, uniform and food for lunch. It is also learnt that there are significant number of students in each of the studied schools who have been served on the ground. On the other hand, all interviewed principals shared their strong sentiment that such children have been victimized as they are forced to stay for longer hours of the working days. This is mainly because as they have to spend more hours in the school, the probability of fulfilling the basic outlays they are expected to have for learning as well as for living diminishes. In other words, as the study shows, most of the children with such difficulties are now strongly challenged to take up their schooling while attending the whole day.

In relation to this, as aforementioned, the analysis of gathered data also indicated that those children who are facing difficulties in full-day schooling are those who work. Three-fourth of the teacher respondents agreed to the idea. It was also confirmed that there have been many students who learn as well as work and furthermore, the interviewed principals confirmed that there are many children who dropped out of the schools due to the inconveniency that the schooling system created upon their working

conditions. Most of the times, the challenges of these working children go with poorness of families. As Lockheed and Verspoor (1991) indicated that in poor families, children's labor is often critical to the income or survival of the household; and children who work have little or no time to attend schools. From these all, it can be gone over that the full-day schooling, which demands the students to stay longer in the school, has significant implication on the extent that the working children face difficulty to continue their schooling.

In the same way, according to the responses of 38.3% of teacher respondents, children who have migrated from rural areas can be constrained from continuing their primary schooling due to full-day schooling system. As the PTA representatives as well as principals indicated, many of the guardians of these migrating children run to exploit the children. This exploitation requires the children to work at homes for longer hours of the day. In many times, the guardians pay for the education indirectly in terms of opportunity costs that include the household labor not done or the income earned by children in school (Lockheed & Verspoor, 1991). This fact and the analyzed data of the focal persons, full-day schooling may narrow down migrated children's chance to learn more than double-shift schooling does as it requires them to stay longer in the school to the contrary of the guardians' interest.

v) Students' Absenteeism and Truancy

One-fourth of the teacher respondents indicated that there are students who always miss classes. 39.1% of the teacher respondents rated the effect of full-day schooling on students' absenteeism to be high. Though due to lack of formal way of recording the rate of absenteeism in the schools limited the researcher to deal with it in detail, the discussions with the different focal persons of the schools show that the number of absent students has increased since full-day schooling was commenced. It is also found that many children tend to be absent mainly because of their socio-economic problems. Working children are expected to appear at their work places for the whole day. This is supported by the data that 15% of the student respondents are usually absent from schools and 70.5% of the students showed the main reason for absenteeism is related with the commitment that the students have at their work. It is also found that the absenteeism rate

is increasing as the children face difficulties to bring their lunch. In some of the studied schools, there had been a tendency to restrict children from going out of the school compound at lunch time. This, by it self, contributed to higher absenteeism in that those children who cannot bring lunch to the school do not come to attend even the morning classes. The children who are taking more responsibilities at their homes tend to be absent.

On the other hand, more than half of the teachers agreed that full-day schooling has increased the number of truant students in their respective schools. Sampled rosters of grade seven and eight classes of the schools show that more children have become truant due to same reasons of absenteeism. Almost 50% of the student respondents felt that full-day schooling system has higher impact on truancy. 20% of the respondents also confirmed that, in one way or another, they usually involve in truancy. In addition to that, it is learnt that afternoon classes have significantly higher likelihood of being missed by the students. This shows that the problem of truancy is highly related with difficulties of the students to stay longer hours at the schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The first part of this chapter presents brief summary of the study along with the major findings derived from the analysis of data collected in the study. Secondly, conclusions are drawn on the basis of the findings of the study. Finally, feasible recommendations are forwarded with respect to the conclusions that are already made.

5.1. Summary

With the efforts of the Ethiopian government to improve the quality of primary schooling, double-shift schools have been converted into full-day schools. Consequently, Addis Ababa Education Bureau has already launched the full-day schooling in all governmental primary schools. The point is how significantly this policy option has contributed to and will contribute to well performance of the education system of the country.

With this general premise, this study was conducted to assess the major issues and problems of full-day schooling in the second cycle of primary schools of Addis Ababa. The study particularly focused on looking the potential influence that the newly commenced schooling system can have on achievement of educational provision. Having this general objective, the study was carried out to answer the following basic questions:

1. What is/are the effect(s) of full-day schooling on the quality of education in second cycle primary schools of Addis Ababa?
2. What is/are the effect(s) of full-day schooling on the internal efficiency (repetition and drop-out) of education in second cycle primary schools of Addis Ababa?
3. What is the potential impact of full-day schooling on the effort to address social equity in second cycle primary schools of Addis Ababa?
4. What is/are the effect(s) of full-day schooling on:
    a. Students' absenteeism in second cycle primary schools in Addis Ababa?
    b. Students' truancy in second cycle primary schools in Addis Ababa?
5. What are the major problems in the implementation of full-day schooling in second cycle primary schools of Addis Ababa?

To carry out the study, a descriptive survey approach was employed in the courses of the study. The study was carried out in six governmental primary schools that had been sampled from two sub-cities of Addis Ababa Administration City. Teachers, students, principals and PTA representatives of the sampled schools and Kebele education team leaders from the two sub-cities were the major informants of the study. Along with these, review on documents and school observations were made to triangulate the data gathered from the informants and to get more supportive information for better attainment of the intended objective of the study.

The data collection stage of the study was organized to consist of two phases. In the first phase, questionnaires were used to gather more of quantitative data from teachers and students of the sampled schools. Then, relevant documents were reviewed, interviewees were conducted with the principals, PTA representatives and education team leaders, and the school observations were made following the analysis of quantitative data collected. Finally, the interpretation of quantitative and qualitative data was carried out in an integrated manner to draw major findings and conclusions of the whole study.

The major findings that were made from the analysis of data secured from various sources are summarized as follow:

- The data collected from the sampled full-day schools revealed that 93.3% of teacher respondents are diploma holders. According to Education Sector Development Program III (ESDP III -79), Addis Ababa Government Education Bureau and Ministry of Education targeted to reach 87% for the share of primary 5-8 qualified teachers by year 2001E.C. The comparison shows that the qualification of teachers seems to be consistent with the target set for the quality indicator.

- As indicated in the ranking responses of teacher respondents, it was found that lengthening school day is the least determinant factor for the effectiveness of primary schooling when it is compared to other determinant factors, as suggested in UNESCO (1998).

- About 65% of the teacher respondents feel that girls face more difficulties to attend in full-day schools as compared to the case of boys. Others also showed that due to cultural constraints and the economic problems seen in both sexes, the girls are double-disadvantaged because of the schooling system.

- From the data obtained from various informants, it was found that students with special needs are less likely to favorably or unfavorably be affected by full-day schooling.

- According to the data obtained from the teachers and principals, the average number of students in the 5 – 8 classes studied schools, 57 students, was found to be high in comparison with the efficiency indicator of student-section ratio targeted by Addis Ababa City Government Education Bureau and Ministry of Education (ESDP III-79) for year 2001E.C, which is 40 students. It was also found that student-section ratio shows significant variation between the two sub-cities studied.

- The weekly average teaching loads of the teachers involved in the study was found to be 15.27 hours a week and therefore, the teachers are less burdened from the major teaching duties as compare to the maximum weekly teaching load of 22.5 hours set by Addis Ababa Education Bureau. On the basis of the data obtained from the principals of the schools, having relatively less teaching hours has helped the administrators to involve the teachers in different developmental programs and co-curricular activities.

- It is found that more than three-fourth of the informants involved in the study have the perception that the full-day schooling can significantly increase the learning time of the students and as a result it can contribute to better students' behaviors and performance, and very importantly to all-round development of the students.

- On the basis of the explanations made by the PTA representatives and the principals, the majority of parents do accept full-day schooling not because of its academic benefits rather as an advantage of protecting their children from

misbehaving and spending their times in 'unwanted' places. This shows that the parents have very narrowed view on the benefits of full-day schooling system.

- With respect to the majority of the students, when they spend longer hours of the day in their schools, the likelihood of getting chance to work closely with their friends and to have the support of their teachers in the spare times of the school day has been improved due to full-day schooling. Thus, it is found that teachers do perceive that their students have shown improvements in academic performance.

- The comparison between the five-year average repetition rate of 5 -8 grade students before and after the full-day schooling was commenced depicts no significant difference is seen on grade repetition rate of the schools. However, most of the teachers do believe that since the schooling system contributes to better academic performance of the students, it can also have positive effect on it. Due to the influence of different school and parent-related factors, it would be difficult to see either the favorable or unfavorable effect of the new schooling system.

- Although the gap is not cosmic, the comparison between drop-out rate of 5 – 8 graders before and after the commencement of full-day schooling indicated increment. Since there are many other factors that can determine the drop-out rate along with the full-day schooling system, it would be difficult to say that full-day schooling has caused increased drop-out rate. However, the triangulated sources of the study confirmed that children who should work for the survival of themselves as well as of their parents at home or in petty employment and children who cannot get food and basic learning materials have increasingly continued to drop out. The informants suggested that this is happening because as they are forced to attend the whole day in the school they lose the chance to continue working and therefore, these children lie on the difficult choice- either to live while working or to learn while not eating. But, it can safely be said that the full-day schooling has contributed to the increment of drop-out rate of students in the schools.

- According to the data gathered, nearly half of the total teacher respondents believe that the effect of full-day schooling to exclude children with socio-economic

problems from primary schooling is high. It is also confirmed by many informants of the study that the parents to whom sending children to full-day schools have greater opportunity cost, and those who cannot supply food and learning materials to their children oppose full-day schooling. Thus, one of the major findings of the study in relation to the problems of full-day schooling in the primary schools of Addis Ababa was found to highly be related with the economic problems of the children.

- From the analysis of various data collected, it was also found that students' absenteeism and truancy is significantly increasing because of the full-day schooling. Students' employment and difficulties to bring lunch and to fulfill materials were found to be the foremost reasons for these problems.

- The problem of students' truancy was found to be very high in the studied full-day schools mainly because of student-related problems. More importantly, it was found that the number of students who has been missing the afternoon classes is alarmingly increasing and it was also seen that the higher the grade is the higher the truancy rate.

- The school facilities like water, staff-rooms, settings for lunch and libraries, clinic and extra -time service like mini-media, cafeteria, and recreational centers of the sampled schools were found to be very inadequate in comparison to the standard of a full-day primary school set by Addis Ababa Education bureau, let alone the international standard criteria. In addition, 41.1% of teacher and 23.1% of the student respondents believed that the available school facilities could not make their schools adequate for full-day schooling. From these and the observations conducted, it was found that the schools are not adequately equipped to retain the children in the school so that they can effectively learn using full-day mode of operation.

5.2. Conclusions

From the above major findings of the study, the following conclusions are drawn.

- As it has been already mentioned, the implementation of full-day schooling has made the problem of large class size very acute in the second cycle level of governmental primary schools. So, with regard to the class size of the schools, the current situation in the full-day schools is inconsistent with the target set by Addis Ababa Education Bureau for year 2001E.C.

- Although it is found that the majority of teachers, students and principals have shown their preference on full-day schooling to double-shift schooling, the findings of the study clearly show that the full-day schools have been challenged because of weak participation of parents which partially emanates from their narrowed views on the benefits of the schooling. On the contrary, many studies have demonstrated that the community participation is one of the factors that determine effectiveness of primary schooling (UNESCO, 1998). It may also have significant contribution to poor motivation of the students to learn in full-day scheme and this, in turn, affects not only the effective implementation of the schooling but also the quality of primary schooling at large.

- As clearly indicated in the program action plan document of ESDP-III, it is suggested that dropping out of school is affected to a greater extent by socio-economic factors rather than specific school-related factors in countries like Ethiopia (MOE, 2005). Having the awareness on how significantly it can constrain the educational provision, however, the findings of the study show that there were no any formally organized effort known in the schools to deal with children who are supposed to be disadvantaged due to the full-day schooling, basically the ones who have economic problems to attend full-day class properly.

- Ethiopia is one of the countries that have been struggling to hit the "Education for All (EFA)" goal by the year 2015 under the global commitment. However, the findings of the study indicated that the newly commenced full-day schooling has

shown significant impact on limiting the access of primary schooling to working children and children from very poor families. As Lockheed and Verspoor (1991) indicated that in poor families, children's labor is often critical to the income or survival of the household; and children who work have little or no time to attend schools. And, considering the socio-economic problems of the community and higher rate enrollment in the governmental schools into account, it can be concluded that the current implementation of full-day schooling might have constrained the country's effort to meet the EFA goal with in the given period of time.

- The comparison made between the available facilities of the schools with the target set by Addis Ababa Education Bureau clearly shows great inconsistency. With exception to the playfields, the schools had no reliable supply of water, clinical service, well-equipped staff-rooms, setting for keeping as well as serving lunch, well-equipped cafeteria and recreational centers. Heyneman (1980) indicated that the low level of learning among children can be partly attributed to poor and inadequate facilities in schools of the developing countries (as cited UNESCO, 1997). On the basis of these and the explanations of focal persons, it can be concluded that the currently available facilities in the schools may not be adequate to retain students for longer hours of the day with the full-day schooling scheme.

- As indicated by Cerdan-Infantes and Vermeersch (2007), whether or not more hours result in better learning outcomes depends broadly on what happens in the school in the extra times. In this regard, it was learnt from the school observations and other sources that there was no well-planned effort observed in the schools to make use of the extra times gained because of full-day scheme. On the basis of this, it can be concluded that the facilities and services of the schools may not be adequate enough to enable the students spend their extra time productively to result in better learning outcomes.

5.3. Recommendations

The study has identified crucial factors impeding the effectiveness of full-day primary schooling. More specifically, the study has indicated important findings that provide guidance at the level of system, school heads, classroom (teachers and pupils), parents and broad community including professionals, educators and sponsoring bodies.

The following recommendations are grounded in evidence derived from the analysis of benefits of the schooling, constraints pertinent to effective full-day schooling, its implications on educational access and equity, and as well as advice given in the literature. The researcher recommends the following measures for effective implementation and mitigating the problems of full-day schooling in the governmental primary schools of Addis Ababa.

- It is discovered that the student-section ratio does not meet the target of the country' education sector and it is going to be challenging to meet the target with the newly commenced full-day schooling system. A lot of efforts need to be exerted to enhance the efficiency quality of the primary schools. As far as the full-day schooling system is needed to remain in practice and be effective, Addis Ababa City Government Education Bureau and other stakeholders should plan to build additional schools so that the burden of having larger class size in the existing schools can be minimized.

- As the findings from which the conclusions are drawn indicated that the studied governmental schools have been entangled with inadequacy of school facilities which can improve the teaching-learning process as well as all-round development of the full-day schools' community. Recognizing that governmental budget is the major financial source of the schools; the concerned governmental body is required to show up great political, financial and material commitment to provide the schools with adequate resources so that their day-to-day activities can support toward the achievement of the development goals.

- Among the factors that determine effectiveness of primary schooling, one is parents' awareness on educational benefits as well as their involvement in

activities of their children's schools. Beyond participating PTA members in routine administrative duties, a great effort should be made to first enhance their awareness on the academic-related benefits of teaching children in the full-day mode of operation and second to deal with the real challenging factors that constrain them from sending children to full-day schools. This is because these all efforts will have significant influence on teachers' as well as students' motivation to learn in the schooling system.

- "Children who are temporarily hungry are generally more easily distracted from their school work than those who have eaten" (Pollitt et al. 1983 as cited in Lockheed & Verspoor, 1991:75). So, children who fail to get food adequately and to attend in the schooling system should be supported either through feeding program at the schools or through other form of support in collaboration with aiding agents so that the problems that emanate due to the new schooling system can be maintained temporarily.

- Many educators agreed that keeping the children occupied is one thing and keeping them gainfully is another. The schools should plan for better mechanisms that would help the students as well as staff of the school to efficiently utilize the extra-time that are gained from the schooling system.

- Considering the actual benefits of the schooling system with respect to the economic capability of the country and the challenge that the country will face ahead in meeting global commitments, it is highly commendable to the concerned governmental and other bodies to investigate its implications in a very concrete manner.

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Appendices

Appendix A	Questionnaire Filled by Second Cycle Primary School Teachers
Appendix B	Questionnaire Filled by Grade Seven and Eight Students
Appendix C	Guideline for Interview with School Education Leaders and PTA Representatives
Appendix D	Guideline for School Observation
Appendix E	Rank Order of Reasons for School Wastage at Primary Second Cycle School
Appendix F	Rank Order of Reasons for Absenteeism in Primary Second Cycle
Appendix G	Rate on the Problems of Full-day Schooling by Teacher and Student Respondent
Appendix H	Data on Registered, Repeated and Dropped Out School Cycle students in the Sampled Schools (1996E.C. – 2000 E.C.)

Appendix - A
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

(Questionnaire to be filled by Second Cycle Primary School Teachers)

Dear Teacher:

I am a graduate candidate working on my thesis research entitled **"Problems and Issues of Full-Day Schooling in Second Cycle Primary Schools of Addis Ababa".**

This questionnaire is designed to gather necessary data for the research. The data to be collected through the questionnaire is highly valuable to meet the objective of this research. Therefore, you are kindly requested to precisely, thoroughly and honestly fill in and return the questionnaire. The collected data would be kept strictly confidential and used for the academic purpose only.

Thank you in advance for your cooperation.

General Instruction

- No need of writing your name
- Please put tick mark in the box □ or fill the required information on the space provided.

Part I: Background Data

1. Name of School: _____
2. Name of Sub-city in which your school is located: _____
3. Sex: Male □ Female □
4. Age: _____
5. Educational Qualification:
   - High School Graduate □ Diploma □
   - Certificate □ B.Sc./B.A. Degree □
   - Other (Kindly specify): _____
6. Field of Study: _____
7. Service years: In Teaching: _____ In non-teaching: _____
8. Subject(s) you teach now: _____
9. Weekly teaching load: _____
10. How many students on average are there in your class(es)? _____

Part II: General Questions

11. Did you teach in any double-shift school before?

Yes ☐ No ☐

12. In which kind of schools do you prefer to teach?

Full-day schools ☐ Double-shift schools ☐

13. If your choice to question number 12 is "Double-shift schools", please write your major reasons.

a) _____

b) _____

c) _____

14. How would you rank the following factors that determine effectiveness of primary schooling in the order of their significance using numbers from 1 to 8?

Factors	Rank
a) Quality of teacher	____
b) Availability of basic school facilities	____
c) Length of school day	____
d) Relevance of curriculum	____
e) Community participation	____
f) Total year of schooling	____
g) The amount of teachers' salary	____
h) Other (Kindly specify): _____	____

15. The available school facilities make the school capable of teaching students in full-day schooling system effectively.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

16. In your opinion, how do you rate the level to which parents accept full-day schooling?

Very high ☐ High ☐ Fair ☐ Low ☐ Very low ☐

17. Full-day schooling has contributed to the improvement of the quality of primary schooling in the school.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

18. How do you evaluate the adequacy of facilities in your school?

Very high ☐ High ☐ Fair ☐ Low ☐ Very low ☐

Part III: Questions related to the Benefits of full-day schooling

19. Indicate your level of agreement or disagreement regarding the benefits of full-day schooling to the community of your school (teachers, students and parents) by putting tick "√" mark using the rating scale: Strongly Agree = 5, Agree = 4, Neutral =3, Disagree =2 & Strongly Disagree = 1

No.	Items	5	4	3	2	1
19.1.	Improves the students' academic performance					
19.2.	Expands the intended curriculum content					
19.3.	Broadens the extra-curricular activities performed					
19.4.	Broadens the chance to use better teaching methods					
19.5.	Increases the actual teaching hours of the school day					
19.6.	Benefits the teachers as they work longer hours per day					
19.7.	Improves teacher-students relationship					
19.8.	Promotes a positive organizational culture					
19.9.	Enhances flexibility in arranging the teaching-learning activities					
19.10.	Enhances the flexibility in the arrangement for remedial classes					
19.11.	Improves flexibility in the utilization of resources					
19.12.	Makes the lifespan of school facilities longer					
19.13.	Reduces maintenance cost					
19.14.	Others (Kindly specify): _____					

Part IV: Internal Efficiency (Repetition and Drop-out) - related Questions

20. How do you rate the problem of grade repetition in the second cycle level of your school?

Very high ☐ High ☐ Fair ☐ Low ☐ Very low ☐

21. How do you rate the problem of students' drop-out in the second cycle level of your school?

Very high ☐ High ☐ Fair ☐ Low ☐ Very low ☐

22. Kindly rank the following reasons for school wastage (grade repetition and/or students' drop-out) in your school in order of significance from Number 1 to 10.

Reasons	Rank
a) Proximity to primary schools	_____
b) Appropriateness of teaching methods employed	_____
c) Length of teaching hours of the school day	_____
d) Early childhood schooling	_____
e) Adequacy of educational materials	_____
f) Adequate support for children with learning difficulties	_____
g) Family problems of the children	_____
h) Children's responsibilities in their families	_____
i) Other (Kindly specify): _____	_____

23. In your opinion, how do you evaluate the effect that full-day schooling has on grade repetition?

Very high ☐ High ☐ Fair ☐ Low ☐ Very low ☐

24. In your opinion, how do you evaluate the effect that full-day schooling has on student's drop out?

Very high ☐ High ☐ Fair ☐ Low ☐ Very low ☐

Part V: Questions Related to Social Equity in primary schools

25. How do you rate the effect of full day schooling to have children who have excluded from the primary education in your working area?

Very high ☐ High ☐ Fair ☐ Low ☐ Very low ☐

26. In your opinion, children who face more difficulties to attend in full day schooling are:-

Boys ☐ Girls ☐ Boys and girls equally ☐

27. Identify the group(s) of children who may have difficulties to attend full-day schooling in your school. (You may choose more than one)

a) Working children ☐
b) Children from poor families ☐
c) Street children ☐
d) Children with special needs ☐
e) Migrant children (from rural areas) ☐
f) Others (Kindly specify): _____

28. Full-day schooling limits the access of primary education to out-of-school children.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

29. In your opinion, do you think that full-day schooling can limit the expansion of schools in your working area?

Yes ☐ No ☐ Not sure ☐

Part VI: Questions related to Students' Absenteeism

30. Full-day schooling is one of the reasons for increased students' absenteeism in your school.

Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐

31. How would you rank the following reasons of students' absenteeism in your school? (Please rank them based on their significance using numbers from 1 up to 10)

Reasons	**Rank**
a) Students spend time to take care of members of their families	____
b) Students are engaged in employment to generate income for themselves	____
c) Public transport is unavailable, unreliable or unaffordable	____
d) Illness of students or their parents	____
e) Students are engaged in employment to generate income for their families	____
f) Lack of parental involvement in the school activities of their children	____
g) Lack of facilities (such as water, electricity and sanitation) in the school	____
h) Children's responsibilities to head households/family	____
i) Inability of parents to impose discipline on their children	____
Other (Kindly specify): _____	____

Part VII: Questions related to Students' Truancy

32. Have you observed children who quit/miss part of the school day in your class(es)?

Not at all ☐ Seldom ☐ Usually ☐ Always ☐

33. If your answer to question number 32 is either "Usually" or "Always", please rank the following periods in the school day in order of how frequently they are quitted/ missed by students using numbers from 1 to 5.

Classes	Rank
a) The early periods of the morning/afternoon classes	_____
b) The late periods of the morning/afternoon classes	_____
c) All the morning classes	_____
d) All the afternoon classes	_____
e) Other specific time (Kindly specify): _____	_____

34. How would you rank the following reasons for quitting/missing class(es) of a school day? (Please rank them based on their significance from 1 up to 10).

Reasons	Rank
a) Fragmented and/or disorganized lives of students	____
b) Excessive responsibility of older students at their home	____
c) Violence or bullying in schools	____
d) Students are tired to concentrate or attend for the entire school day	____
e) Students tend to spend the learning hours in playing outside of the school	____
f) Lack of guidance or parental supervision	____
g) Lack of awareness of attendance rules	____
h) Engagement of students in petty employment	____
i) Students' health difficulties	____
j) Students fail to bring food for their lunch	____
k) Other (Kindly specify): _____	____

Part VIII: Teaching -related Questions

35. Do you think that full-day schooling has contributed to the academic achievement of students in the subject(s) you teach?

Yes ☐ No ☐ Not sure ☐

36. In your opinion, has the way students spend their extra-time in the school helped them to achieve better in your subject(s)?

Yes ☐ No ☐ Not sure ☐

37. How often are the intended teaching hours used properly since full-day schooling was started in your school?

Not at all ☐ Seldom ☐ Usually ☐ Always ☐

38. Full-day schooling brings about significant increment in the actual teaching hours of the school day?

Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree □

39. Full-day schooling has contributed to complete delivery of intended contents of the major subjects (Language, Mathematics and Science) in accordance with the syllabus.

Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree □

40. Full-day schooling has contributed the school to effectively carry out extra-curricular activities of the second cycle grades (5 to 8).

Strongly Agree □ Agree □ Neutral □ Disagree □ Strongly Disagree □

41. At what time do you usually perform those extra-curricular activities? (You may choose more than one as appropriate to you)

During weekend □ During regular schooling hours □

After school hours □ Other (Kindly specify): _____

Part IX: Questions related to the problems of full-day schooling

42. Indicate your level of agreement or disagreement regarding the problems of full-day schooling in the community of your school (teachers, students and parents) by putting tick "√" mark using the rating scale: Strongly Agree = 5, Agree = 4, Neutral =3, Disagree =2 & Strongly Disagree = 1

No.	Items	5	4	3	2	1
42.1	Inadequacy of teaching facilities (classroom, laboratory, library)					
42.2	Poor **teacher's** motivation to teach in full-day schooling system					
42.3	Poor **students'** motivation to learn in full-day schooling system					
42.4	Inadequacy of school facilities (toilet, water supply, play field)					
42.5	Inadequacy of curriculum facilities (textbooks, teaching guides)					
42.6	Shortage of qualified teachers					
42.7	Low competence of school principals					
42.8	Indiscipline behaviors of teachers (absenteeism, late coming)					
42.9	Large number of students in a class					
42.10	Reduced teachers' opportunity to have extra-work somewhere else					
42.11	Parents' negative attitude toward full-day schooling					
42.12	Improper utilization and allocation of available resources					
42.13	Mismatch between teachers' expectation and actual work conditions					
42.14	Other (Kindly specify): _____					

43. Kindly add any comment you may have on the implementation of full-day schooling.

_____

_____

_____

_____

Thank you!

Appendix - B

አዲስ አበባ ዩኒቨርሲቲ
የድኅረ ምረቃ ፕሮግራም
የትምህርት ዕቅድ እና አስተዳደር ክፍል

(በ 7ኛ እና 8ኛ ክፍል ተማሪዎች የሚሞላ የጽሑፍ መጠይቅ)

ውድ ተማሪዎች፣

የዚህ መጠይቅ ዋና ዓላማ በአዲስ አበባ የመጀመሪያ ደረጃ ሁለተኛ ሣይክል ት/ቤቶች የሙሉ ቀን ትምህርት አሠጣጥ ሥርዓት ሁኔታን እና ያጋጠሙ ችግሮችን ለማጥናት ለሚደረግ ጥናት የሚረዳ መረጃ ለመሠብሠብ የተዘጋጀ ነው። ስለሆነም እርስዎ በሙሉ ፈቃደኝነት እና ተቆርቋሪነት ላይ ተመስርተው የሚሠጡት መልስ ለጥናቱ ዓላማ መሣካት ከፍተኛ አስተዋፅኦ ያደርጋል። በመሆኑም ለሁሉም ጥያቄዎች ተገቢ እና ትክክለኛ መልስ በመስጠት እንዲተባበሩን በአክብሮት እንጠይቃለን።

የሚሠጡት ማንኛውም መረጃ በምስጢር ተይዞ ለጥናት ዓላማ ብቻ ይውላል።

ለትብብርዎ በቅድሚያ እናመሰግናለን።

መመሪያ

- ስምዎን መፃፍ አያስፈልግም
- የቀረቡትን ጥያቄዎች ለመመለስ በባዶ ቦታዎች ተገቢውን መልስ በመስጠት ወይም ከቀረቡት አማራጭዎች ተስማሚውን ምርጫ የያዘውን ፊደል በማክበብ ምላሽዎን ይስጡ።

<u>ክፍል አንድ፤የግል ሁኔታ</u>

1. የትምህርት ቤትዎ ስም፤ _____
2. ትምህርት ቤትዎ የሚገኝበት ክፍለ ከተማ፤ _____
3. ጾታ፤ ሀ. ወንድ ለ. ሴት
4. እድሜ፤ _____
5. የክፍል ደረጃ፤ ሀ. 7ኛ ክፍል ለ. 8ኛ ክፍል

<u>ክፍል ሁለት፤አጠቃላይ ጥያቄ</u>

6. በየትኛው የትምህርት አሠጣጥ ስርዓት መማር ይፈልጋሉ?
   ሀ. በሙሉ ቀን ትምህርት አሠጣጥ ስርዓት ለ. በፈረቃ ትምህርት አሠጣጥ ስርዓት
7. ትምህርት ቤትዎ በሙሉ ቀን ትምህርት አሠጣጥ ስርዓት ለማስተማር በቂ መሆን ላይ ይስማማሉ?
   ሀ. በጣም እስማማለሁ ለ. እስማማለሁ ሐ. መወሰን አልችልም መ. አልስማማም ሠ. በጣም አልስማማም
8. በትምህርት ቤትዎ የሙሉ ቀን ትምህርት አሠጣጥ ሂደት ውስጥ የመማሪያ ጊዜዎን መምህራንዎ በአግባቡ ተጠቅመውበታል ብለው ይስማማሉ?
   ሀ. በጣም እስማማለሁ ለ. እስማማለሁ ሐ. መወሰን አልችልም መ. አልስማማም ሠ. በጣም አልስማማም
9. በእርስዎ አስተያየት ቤተሰብዎ /አሣዳጊዎ/ ስለሙሉ ቀን ትምህርት አሠጣጥ ስርዓት ያላቸው አመለካከት፤
   ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

10. በሙሉ ቀን የትምህርት አሠጣጥ ሥርዓት በመማርዎ ምክንያት በሚማሩት የትምህርት ዓይነትዎች ላይ ያለዎት ብቃት የተሻሻለ ይመስልዎታል?

ሀ. አዎ ለ. አይመስለኝም ሐ. እርግጠኛ አይደለሁም

<u>ክፍል ሦስት፤ የሙሉ ቀን ትምህርት አሠጣጥ ስርዓት ጥቅሞችን የተመለከቱ ጥያቄዎች</u>

11. ከዚህ ቀጥሎ ለቀረቡት የሙሉ ቀን ትምህርት አሠጣጥ ስርዓት ጥቅሞች ላይ ያለዎትን የስምምነት ደረጃ በሠንጠረዡ ውስጥ በዝርዝር በተቀመጡት ደረጃዎች መሠረት የ"✓" ምልክት በማድረግ ምላሽዎን ይስጡ፡፡

ተ.ቁ	ጥቅሞች	ደረጃዎች				
		በጣም እስማማለሁ	እስማማለሁ	መወሰን አልችልም	አልስማማም	በጣም አልስማማም
11.1	የሚሰጡትን ትምህርቶች በተሻለ ለማወቅ ይረዳል					
11.2	ብዙ የመማሪያ ክፍለ ጊዜያትን ይሰጣል					
11.3	ከወላጅ ስራ ጫና ለመላቀቅ ተማሪውን ያግዛል					
11.4	በትምህርት ቤቱ ቤተ-መጽሐፍት በተሻለ ለመጠቀም					
11.5	በትምህርት ቤቱ ባሉ ክበባት በመሳተፍ ለመማር ያግዛል					
11.6	የባከኑ የትምህርት ጊዜያትን ለማካካስ ይረዳል					
11.7	ለተሻለ የመምህር እና ተማሪዎች ተገቢ ግንኙነት ያግዛል					
11.8	ከተማሪዎች ጋር በትምህርት ቤት ውስጥ ለመረዳዳት ይረዳል					
11.9	እባክዎ ሌላ ካለ ይግለፁ፤ _____					

<u>ክፍል አራት፤ከክፍል መድገም እና ትምህርት ማቋረጥ ጋር የተያያዙ ጥያቄዎች</u>

12. በትምህርት ቤት የሙሉ ቀን ትምህርት አሠጣጥ ሥርዓት ሥራ ላይ ከዋለ ጀምሮ ክፍል ደግመው ያውቃሉ?

ሀ. አዎ ለ. አላውቅም

13. በእርስዎ አስተያየት የሙሉ ቀን የትምህርት አሰጣጥ ሥርዓት ለተማሪዎች ክፍል መድገም ምክንያትነቱ፤

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

14. በትምህርት ቤትዎ የሙሉ ቀን ትምህርት አሠጣጥ ሥርዓት ተግባራዊ ከሆነ በኋላ ትምህርትዎን አቋርጠው ያውቃሉ?

ሀ. አውቃለሁ ለ. አላውቅም

15. በእርስዎ አስተያየት የሙሉ ቀን የትምህርት አሰጣጥ ሥርዓት ለተማሪዎች ትምህርት ማቋረጥ ምክንያትነቱ፤

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

<u>ክፍል አምስት፤ ከተማሪዎች ቀሪ መሆን ጋር የተያያዙ ጥያቄዎች</u>

16. ከትምህርት ቤት ቀሪ የሚሆኑት፤

ሀ. በፍፁም ለ. አልፎ አልፎ ሐ. ብዙ ጊዜ መ. ሁል ጊዜ

17. በሙሉ ቀን ትምህርት አሠጣጥ ሥርዓት መማር ለተማሪዎች ቀሪ መሆን ያለው ተፅዕኖ፤

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

18. ከዚህ ቀጥሎ የቀረቡት ማህበራዊ ምክንያቶች በእርስዎ ት/ቤት በሙሉ ቀን ትምህርት አሠጣጥ ስርዓት ውስጥ ለተማሪዎች ቀሪ መብዛት ያላቸውን የተፅዕኖ ከባድነት ደረጃ ከ 1 እስከ 9 ባሉ ቁጥሮች በመጠቀም ያሳዩ።

ምክንያት	ደረጃ
ሀ. ተማሪዎች ወላጆቻቸውን በቤት ውስጥ እንዲያግዙ ስለሚፈለጉ	_____
ለ. ተማሪዎች ተቀጥረው ስለሚሰሩ	_____
ሐ. የሕዝብ ትራንስፖት አለመኖር፣ አለማስተማመን ወይም የክፍያ ተመጣጣኝነት አለመኖር	_____
መ. የተማሪዎች ወይም የወላጆቻቸው መታመም	_____
ሠ. ለመማር አስፈላጊ የሆኑ ነገሮች (የመማሪያ ቁሳቁስ እና ዩኒፎርም) ማሟላት አለመቻል	_____
ረ. የተማሪዎች በተገቢ ሁኔታ ምግብ ለማግኘት አለመቻል	_____
ሰ. የተማሪዎች መኖሪያ አካባቢ ከትምህርት ቤት መራቅ	_____
ሸ. የወላጆች በልጆቻቸው የትምህርት እንቅስቃሴ ላይ ክትትል አለማድረግ	_____
ቀ. የተማሪዎች ጨዋታ መምረጥ	_____
በ. እባክዎ ሌላ ካለ ይግለፁ፣ _____	

ክፍል ስድስት፤ ከተማሪዎች የየዕለቱን ትምህርት ክፍለ ጊዜያት በከፊል ያለመማር ጋር የተያያዙ ጥያቄዎች

19. ከትምህርት ቀናት ውስጥ የትምህርት ክፍለ ጊዜያት በከፊል ያልፍዎታል?

ሀ. በፍፁም ለ. አልፎ አልፎ ሐ. ብዙ ጊዜ መ. ሁል ጊዜ

20. በሙሉ ቀን ትምህርት አሠጣጥ ሥርዓት መማር ለተማሪዎች ከትምህርት ቀን ውስጥ በከፊል ትምህርት ላለመከታተል ምክንያትነቱ፤

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

21. ከዚህ ቀጥሎ የቀረቡትን ተማሪዎች በሙሉ ቀን ትምህርት አሠጣጥ ስርዓት ውስጥ ከትምህርት ሰዓታት በከፊል ሳይማሩ ሊቀሩባቸው የሚችሉ ምክንያቶች በእርስዎ ት/ቤት ተማሪዎች ላይ ያሏቸውን ተፅዕኖ ክብደት ደረጃ ከቁጥር 1 እስከ 9 ባሉ ቁጥሮች በመጠቀም ያሳዩ።

ምክንያት	ደረጃ
ሀ. የተማሪዎች በገቢ ማስገኛ ሥራዎች ላይ መወጠር	_____
ለ. የተማሪዎች ምሳ ይዞ ለመምጣት ወይም ለማግኘት አለመቻል	_____
ሐ. የቤተሰብ ክትትል ወይም ቁጥጥር ማነስ	_____
መ. ወደ ትምህርት ቤት ለመሄድ የሚያስፈራሩ ወይም የሚደባደቡ ተማሪዎች ስላሉ	_____
ሠ. ተማሪዎች በቤታቸው ሥራ እንዲሰሩ ቤተሰቦቻቸው ስለሚፈለጉ	_____
ረ. በትምህርት ቤቱ ያለው ክትትል ወይም ቁጥጥር ማነስ	_____
ሰ. የትምህርት ቤቱን ደንብ በሚገባ አለማወቅ	_____
ሸ. የትምህርት ቤት ቆይታ ሙሉ ቀን መሆኑ የጨዋታ ጊዜ ስለማይሰጥ	_____
ቀ. የተማሪዎች የጤንነት እክሎች	_____
በ. እባክዎ ሌላ ካለ ይገለፁ፣ _____	

ክፍል ሰባት፤ ከሙሉ ቀን ትምህርት አሠጣጥ ስርዓት ችግሮች ጋር የተያያዙ ጥያቄዎች

22. ከዚህ ቀጥሎ በቀረቡት የሙሉ ቀን ትምህርት አሠጣጥ ስርዓት ችግሮች ላይ ያለዎትን የስምምነት ደረጃ በሠንጠረዡ ውስጥ በዝርዝር በተቀመጡት ደረጃዎች መሠረት የ"✓" ምልክት በማድረግ ምላሽዎን ይስጡ።

ተ.ቁ	ችግሮች	ደረጃዎች				
		በጣም እስማማለሁ	እስማማለሁ	መወሰን አልችልም	አልስማማም	በጣም አልስማማም
22.1	የማስተማሪያ ቁሳቁሶች (ክፍሎች፣ ላብራቶሪ፣ ላይብረሪ) አለመሟላት					
22.2	መምህራን በሙሉ ቀን የትምህርት አሠጣጥ ስርዓት ለማስተማር ያላቸው ተነሳሳሽነት ማነስ					
22.3	ተማሪዎች በሙሉ ቀን የትምህርት አሠጣጥ ስርዓት ለመማር ያላቸው ተነሳሽነት ማነስ					
22.4	በትምህርት ቤቱ ቁሳቁሶች (መፀዳጃ፣ የጂንጂ ውሃ፣ መጫወቻ ሜዳ) አለመሟላት					
22.5	የትምህርት መርጃ ቁሳቁሶች (መጽሐፍት መማሪያዎች) አለመሟላት					
22.6	የብቁ መምህራን ብዛት ማነስ					
22.7	የትምህርት ቤቱ አስተዳደር ሁኔታ ዝቅተኛ መሆን					
22.8	የመምህራን ሥነ ሥርዓት ማነስ (ቀሪ መሆን፣ ማርፈድ)					
22.9	የመማሪያ ሰዓት ተስማሚ አለመሆን					
22.10	በአንድ ክፍል ውስጥ የሚማሩ ተማሪዎች ቁጥር መብዛት					
22.11	የተማሪዎችን ቤተሰብ በተገቢ ሁኔታ አለማሳተፍ					
22.12	ሌላ ካለ (እባክዎ ይግለፁ)፤ _____					

23. በሙሉ ቀን የትምህርት አሠጣጥ ሥርዓት መማር ከጀመሩ በኋላ በመምህርዎ ላይ ምን ዓይነት ችግሮች አሥተውለዋል? (ከአንድ በላይ ሊመርጡ ይችላሉ)

ሀ. አርፍዶ መምጣት

ለ. ደስተኛ ሆኖ ያለማስተማር

ሐ. የመማሪያ ጊዜን በአግባቡ አለመጠቀም

መ. የባከኑ የመማሪያ ጊዜያትን ባግባቡ አለማካካስ

ሠ. የድካም ስሜትን ማንፀባረቅ

ረ. ሌላ ካለ (እባክዎ ይገለፁ)፤ _____

24. እባክዎ ስለሙሉ ቀን የትምህርት አሠጣጥ ሥርዓት ተጨማሪ አስተያየት ካለዎት ከዚህ ወረቀት በስተጀርባ ይግለጹ።

እናመሰግናለን!!

Appendix- C
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF EDPM

Guideline for Semi-structured Interview with School Principals and Sub-cities' Educational Officials and PTA Representatives

I. General Information:

1. Sub-city: _____
2. Position: _____
3. Name of School(for principals): _____
4. Year(s) of experience: _____
5. Date: _____
6. Time: _____

I. Open-ended Questions:

1. Would you explain the major benefits of full-day schooling in relation to the
    a) the teaching-learning process?
    b) community of the school (teachers, school administrators and 5 – 8 grade students and their parents)?
2. Would you please explain the effect that full-day schooling may have on
    a) Students' drop out? and
    b) Grade repetition in the second cycle grades of primary schooling?
    c) Could you explain how you reached this conclusion?
3. Could you explain how full-day schooling affects the effort in addressing social equity of schooling at second cycle primary schools of Addis Ababa?
4. What is your opinion on the effect(s) of full-day schooling on:
    a) Students' absenteeism, and
    b) Students' truancy (quitting/missing part of school day) at second cycle primary level
    c) Could you explain how you reached this conclusion?
5. What is your view on the implementation of full day schooling in government primary schools of Addis Ababa?
6. Is/Are there problem(s) in the implementation of full day schooling? If so, would you explain the major one(s)?

Thank you!!

Appendix - D
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDPM

School Observation

The objective of this observation is to capture supportive information on availability of school facilities and delivery of extra-time services for the study entitled "Problems and Issues of Full-day schooling in Second Cycle Primary Schools of Addis Ababa".

General Information

1. Sub-city: _____
2. Name of School: _____
3. Number of class rooms: _____
4. Date: _____
5. Time: _____
6. Number of students in the school: Male: _____ Female: _____

Observation Checklist

No.	Facilities /Services	Rating Scale				Remark
		Adequately available	Moderately Available	Inadequately Available	Not Available	
1.	**Availability of Facilities**					
1.1.	Water					
1.2.	Clinic					
1.3.	Library					
1.4.	Staff room facilities					
1.5.	Setting for students' lunch / /					
1.6.	Playfield					
1.7.	Fenced compound					
1.8.	Toilet for teachers & administration staff					
1.9.	Toilet for students					
2.	**Extra-time Services**					
2.1.	Active mini-media service					
2.2.	Recreation facilities for staff members					
2.3.	Recreation facilities for students					
2.4.	Café service for teachers & administration staff					
2.5.	Café service for students					

Appendix E

Rank Order of Reasons for School Wastage at Primary Second Cycle Schools

No	Factors	Ranking Scale																Mean	Mean Rank
		1st		2nd		3rd		4th		5th		6th		7th		8th			
		No.	%	No	%	No.	%	No.	%	No.	%	No	%	No.	%	No	%		
1	Proximity to primary schools	3	5.0	0	0.0	8	13.3	5	8.3	6	10.0	8	13.3	10	16.7	20	33.3	3.08	7
2	Appropriateness of teaching methods	1	1.7	0	0.0	2	3.3	6	10.0	11	18.3	13	21.7	9	15.0	18	30.0	2.82	8
3	Length of teaching hours of the school day	6	10.0	4	6.7	6	10.0	7	11.7	14	23.3	7	11.7	11	18.3	5	8.3	4.18	5
4	Early childhood schooling of the students	5	8.3	6	10.0	3	5.0	13	21.7	7	11.7	7	11.7	12	20.0	7	11.7	4.08	6
5	Adequacy of educational materials	4	6.7	4	6.7	12	20.0	8	13.3	11	18.3	14	23.3	5	8.3	2	3.3	4.50	4
6	Adequacy of support for children with learning difficulties	6	10.0	11	18.3	9	15.0	11	18.3	6	10.0	7	11.7	7	11.7	3	5.0	4.93	3
7	Family problems of the children	21	35.0	15	25.0	14	23.3	1	1.7	2	3.3	3	5.0	4	6.7	0	0.0	6.45	1
8	Children's responsibilities in their families	10	16.7	19	31.7	7	11.7	8	13.3	6	10.0	4	6.7	3	5.0	3	5.0	5.67	2

Appendix F

Rank Order of Reasons for Absenteeism in Primary Second Cycle Schools by Teachers

No	Reasons	Rank																		Mean	SD	Mean Rank
		1st		2nd		3rd		4th		5th		6th		7th		8th		9th				
		No	%	No	%	No	%	No.	%	No.	%	No.	%	No	%	No	%	No	%			
1	Students spend time to take care of their family members	4	6.7	6	10.0	5	8.3	6	10.0	14	23.3	3	5.0	11	18.3	4	6.7	7	11.7	4.75	2.384	5
2	Students engaged in employment for themselves	21	35.0	7	11.7	6	10.0	8	13.3	8	13.3	3	5.0	4	6.7	3	5.0	0	.0	6.75	2.229	1
3	Public transportation-related problems	3	5.0	4	6.7	3	5.0	6	10.0	4	6.7	6	10.0	9	15.0	15	25.0	10	16.7	3.78	2.436	8
4	Illness of students or their families	5	8.3	3	5.0	4	6.7	4	6.7	5	8.3	13	21.7	8	13.3	11	18.3	7	11.7	4.18	2.411	7
5	Students engaged in employment for their families	12	20.0	10	16.7	13	21.7	7	11.7	3	5.0	8	13.3	4	6.7	2	3.3	1	1.7	6.42	2.173	2
6	Lack of parental involvement in schooling	4	6.7	14	23.3	17	28.3	8	13.3	3	5.0	5	8.3	4	6.7	3	5.0	2	3.3	6.17	2.117	3
7	Lack of facilities in the school	4	6.7	5	8.3	2	3.3	4	6.7	7	11.7	7	11.7	4	6.7	10	16.7	17	28.3	3.77	2.651	9
8	Children's responsibilities to head their families	2	3.3	12	20.0	5	8.3	15	25.0	7	11.7	3	5.0	6	10.0	4	6.7	6	10.0	5.30	2.360	4
9	Inability of parents to impose discipline on their children	4	6.7	2	3.3	6	10.0	4	6.7	10	16.7	11	18.3	10	16.7	4	6.7	9	15.0	4.32	2.303	6

Appendix G

Rate on the Problems of Full-day Schooling by Teacher and Student Respondents

No	Items	Respondents	Frequency										Mean	SD	Mean Rank
			Strongly agree		Agree		Neutral		Disagree		Strongly disagree				
			No.	%	No.	%	No	%	No	%.	No	%			
1.	Inadequacy of teaching facilities	Teachers	24	40.0	10	16.7	4	6.7	12	20.0	10	16.7	3.40	1.618	5
		Students	136	55.3	25	10.2	19	7.7	26	10.6	40	16.3	**3.78**	1.574	1
2.	Poor teachers' motivation to teach in FDS	Teachers	12	20.3	12	20.3	14	23.7	8	13.6	13	22.0	3.12	1.340	11
.		Students	51	20.7	52	21.1	82	33.3	35	14.2	26	10.6	3.27	1.240	7
3.	Poop students' motivation to learn in FDS	Teachers	16	27.1	23	39.0	7	11.9	4	6.8	9	15.3	**3.64**	1.228	2
		Students	65	26.5	46	18.8	80	32.7	35	14.3	19	7.8	**3.42**	1.238	3
4.	Inadequacy of school facilities	Teachers	21	35.0	8	13.3	13	21.7	8	13.3	10	16.7	**3.40**	1.452	4
		Students	87	35.8	33	13.6	23	9.5	53	21.8	47	19.3	3.25	1.584	8
5.	Inadequacy of curriculum facilities	Teachers	13	22.0	16	27.1	7	11.9	11	18.6	12	20.3	3.14	1.456	10
		Students	70	29.0	37	15.4	23	9.5	55	22.8	56	23.2	3.04	1.575	9
6.	Shortage of qualified teachers	Teachers	8	13.3	12	20.0	13	21.7	12	20.0	15	25.0	2.82	1.334	13
		Students	80	33.3	46	19.2	39	16.3	37	15.4	38	15.8	3.30	1.474	5
7.	Low competence of school principals	Teachers	18	30.0	12	20.0	10	16.7	5	8.3	15	25.0	3.38	1.367	7
		Students	52	21.5	35	14.5	66	27.3	49	20.2	40	16.5	3.04	1.369	9
8.	Indiscipline behaviors of teachers	Teachers	13	21.7	16	26.7	13	21.7	3	5.0	15	25.0	3.35	1.219	9
		Students	80	32.7	47	19.2	41	16.7	41	16.7	36	14.7	3.28	1.454	6
9.	Large number of students in a class	Teachers	22	37.3	17	28.8	8	13.6	8	13.6	4	6.8	**3.69**	1.393	1
		Students	82	34.2	45	18.8	24	10.0	48	20.0	41	17.1	3.33	1.529	4
10.	Weak participation of parents in implementing FDS	Teachers	19	31.7	15	25.0	12	20.0	6	10.0	8	13.3	**3.55**	1.333	3
		Students	86	36.0	53	22.2	29	12.1	40	16.7	31	13.0	**3.51**	1.446	2
11.	Reduced teachers' opportunity to have extra-work	Teachers	16	26.7	11	18.3	17	28.3	5	8.3	11	18.3	3.10	1.288	13
		Students	-	-	-	-	-	-	-	-	-	-	-	-	
12.	Improver utilization and allocation of available resource	Teachers	12	20.0	18	30.0	16	26.7	3	5.0	11	18.3	3.38	1.154	7
		Students	-	-	-	-	-	-	-	-	-	-	-	-	
13.	Mismatch between teachers' expectation and actual work condition	Teachers	21	35.0	15	25.0	15	25.0	3	5.0	6	10.0	3.39	1.188	6
		Students	-	-	-	-	-	-	-	-	-	-	-	-	
14.	Unsuitable teaching hours	Teachers	-	-	-	-	-	-	-	-	-	-	-	-	
		Students	61	25.7	35	14.8	46	19.4	58	24.5	37	15.6	3.11	1.430	12

Appendix H

Data on Registered, Repeated and Dropped out Second Cycle Students in the Sampled Schools (1996E.C. – 2000E.C.)

No.	Year	Gender	Registered	Repeated		Dropped out	
			No.	No.	Rate(%)	No.	Rate(%)
1.	1996	Boys	2252	332	14.74	166	7.37
		Girls	2577	227	8.81	200	7.76
		Total	**4829**	**559**	**11.58**	**366**	**7.58**
2.	1997	Boys	2258	247	10.94	145	6.42
		Girls	2651	288	10.86	118	4.45
		Total	**4909**	**535**	**10.9**	**263**	**5.36**
3.	1998	Boys	1506	190	12.62	86	5.71
		Girls	1887	206	10.92	105	5.56
		Total	**3393**	**396**	**11.67**	**191**	**5.63**
4.	1999	Boys	2308	283	12.26	134	5.81
		Girls	3044	278	11.75	139	4.57
		Total	**5352**	**561**	**10.48**	**273**	**5.1**
5.	2000	Boys	2528	297	9.13	195	7.71
		Girls	3131	286	9.13	287	9.17
		Total	**5659**	**583**	**10.3**	**482**	**8.52**

Note: the drop-out rate and the repetition rates are calculated only considering the number of students registered in each year of consideration.

DECLARATION

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

Name: Samson Getachew

Signature: 

Date: June 30, 2009