

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**MANAGING SECONDARY SCHOOL EVENING
EDUCATION IN GULELE SUB - CITY OF
ADDIS ABABA**

NEGASH RETTA



JUNE ,2009

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NEGASH RETTA

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For the Degree Of Master Of Arts IN
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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION

MANAGING SECONDARY SCHOOL EVENING EDUCATION
IN GULELE SUB-CITY OF ADDIS ABABA

BY

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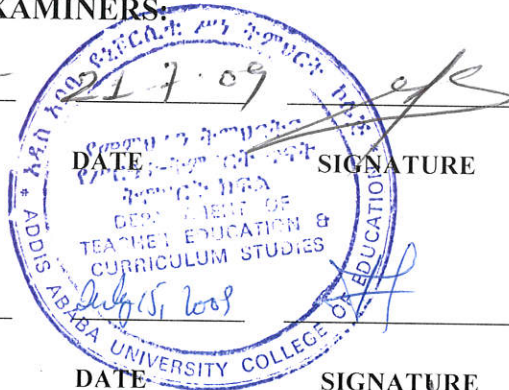
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ABBREVIATIONS

AAU :	Addis Ababa University
AEB:	Addis Ababa Education Bureau
EGSECE:	Ethiopian General secondary Education Certificate Examination
EHEECE:	Ethiopian Higher Education Entrance Certificate Examination
MOE:	Ministry of Education
SPSS:	Statistical package for social science
UNESCO:	United Nations Educational, Scientific and cultural organization
UNDP:	United nations Development program.

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ABSTRACT

The major purpose of this study was to assess the management of (government) secondary schools evening education in Addis Ababa by taking Gulele Sub-City as a case. Quantitative method was used for the study purpose. The data collecting instruments were the questionnaires. The major sources of data for the study were secondary school evening teachers, adult learners. Hence, 54 secondary evening school teachers and 176 evening adult learners were selected from the sampled population by using simple random and systematic sampling techniques respectively. The responses obtained from the respondents were systematically tallied, tabulated, analyzed and narrated in terms of statistical tools such as percentage, mean and standard deviation. The main findings were managerial problems at all levels resulting from lack of paying due-attention in controlling, supervising, directing, evaluating and providing instructional support. Lack of designed and relevant curriculum to the evening schools was the other major problem. The major drawbacks concluded were lack of organized management system to run the instructional process, lack of experienced evening teaching staff in handling adult learners in the selected secondary evening schools to bring quality education. It is recommended that the secondary evening school principals and the adhoc evening committee with the other evening schools community must pay attention in strengthening the managerial and instructional processes to obtain the required quality education and to keep its relevance by employing appropriate adult curriculum.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Education is an integral part of social life since time immemorial. It had been started in different countries of the world like, Greece, Rome Egypt, China, India and Persia around valleys in which the cradle of civilization had been flourished (Aggarawal, 1996). In the same way, the stability and evolution of traditional African societies resulted from an informal but integrated and lifelong system of education, which helped to convey skills, values and culture from generation to generation. After exhibiting primitive life of ancient man, it is transformed to modern education through processes. Modern man is the beneficiary of his life through this ongoing process. This is because education is the source of modernization. If we assume development or change of life, we have to pass through the process (which is education). That is why education is said to be instrumental in bringing about development and change. It is man's source of development from his beginning to his end. In this, Aggarwal (1996:10) said that, "it is the process of development from infancy to maturity."

It is also a continuous lifelong process of developing human resources in the constantly changing world (Tight, 1983;Kundu, 1986). From this view point we can see that education is a continuous process, aiming at developing trained personnel in a given socio-economic society. This aim could not be achieved through the formal education system alone. Hence, it is necessary to use evening education parallel to the formal program to give chance to the working people to fulfill their felt needs (Tilahun, 1993).

Evening education is part of the solution to economic problems by making the people more productive through it. Formal education cannot

be taken as the only means where all age levels can gain knowledge and fulfill training objectives. In this case, evening education has a significant part to play. There is access to evening education and a flexible program for immediate use according to the situation and needs of adult population (Kassahun, 1997). Though evening education is less structured and flexible to the learners, it is an organized one that can accommodate different age groups of the population. Of course, the program is a part-time and conducive for both learners and their teachers. Course offerings are not this much costly too. But it takes longer duration to complete grade nine to grade 12 than the regular programs (MOE.1993).

Evening education, which is part of a non-formal education is not a recent phenomenon in Ethiopia. It was introduced in the 1950's (MOE, 1965). Even though they were not well organized, evening schools began to show-up everywhere (MOE, 1965:2). However, MOE did not give much attention to evening education. In fact, it was after the popular revolution of 1974 that evening education had been given due attention at all levels (elementary - higher) by MOE. During this time MOE (1980) set directives to maintain uniformity in the program which led to the opening of many evening schools in Addis Ababa and other provincial towns. Since then, evening education had started to expand.

Evening education increases opportunities for day dropout regular students, for government employees, for selfhelp people and for house wives. Less privileged learners of the regular program, for example, will have wide chances to continue in evening programs with out restriction (Cross, 1988; Good, 1973; Smith, George and Kidd, 1970). In addition, most evening learners attend their classes at evening programs in their leisure time.

The evening learners' participation rate is increasing from year to year especially for females. And adult evening schools are seen as features of urban areas (Tilhahun, 1987; Lowe, 1970; Coles, 1978; Makulu, 1971; Kundu, 1986). They primarily are organized to help young men who were unable to attend the day schools to learn and keep a job. That is why young people could engage in part-time work during the day and continue their education during the evening (UNESCO, 1972).

Based on the current Ethiopian administrative structure, Addis Ababa Region entertains the biggest student population in the evening program starting from elementary schools to higher levels. The management of the coordination aspects of the evening education process will be the main subject of the study.

1.2. Statement of the Problem

In urban areas, there are two forms of education at present: formal (regular) and non-formal education. The evening education is included in the latter form of education. But, the rural Ethiopian population lacks this access to education (Rose, 1997; UNDP, 1994). According to the student researcher's view, problems on managing and coordinating the evening programs are observed. It is, for instance, given less regard by the management bodies. In addition, though there is access to evening education, its standard and quality is below expectation. Its organization, coordination and supervision are not also run properly. As a result, the coordination and implementation of the education process of the evening program are going worse than improved.

In general, as evening education is one part of non-formal education (UNESCO, 1972), major weaknesses in the management (particularly planning, organizing, coordinating, directing, implementing and

evaluating) of evening program are revealed; as a result, the programs lack quality and equity (UNESCO, 1972; Bhola, 1990; Thompson, 1990). Of course, evening education in the secondary schools of Addis Ababa can have a significant role in providing education to those who are unable to learn in the regular program. But the problem lies on giving attention to manage it. The co-ordinations of the principals, the vice principals, the teachers and the adult learners of the evening education in secondary schools are in question, MCEwar (2003).

Therefore, eventhough there are numerous problems which may affect the evening learners academic performance, the main concern of this study is to investigate the level of managing the secondary school evening education and how the education process is in the selected schools (grades 9-12) in Gulele sub-city in Addis Ababa.

Thus, this study will attempt to find out answers for the following basic questions:

1. How is the secondary school evening education managed by the principals?
2. Do teachers give due attention to the evening education and help the evening students?
3. Is the evening teaching-learning atmosphere conducive in the selected secondary schools?
4. Do evening students participate in coordinating and directing student affairs?
5. How is the evening education coordinated and implemented to bring quality of education?

1.3. General Objective of the Study

The overall objective of the study is to assess the management of secondary schools (Government secondary schools) evening education in Addis Ababa by taking Gulele sub-city as a case study.

1.3.1. Specific Objectives

The research focuses on the following specific objectives:

- Surveying the management of the evening education and the instructional activities at secondary level in Gulele sub-city.
- Identify problems in planning, organizing, coordinating and controlling evening student affairs with the schools administration.
- Examine the extent to which teaching materials and falsities are available.
- Analyze the extent to which the learning environment is conducive for effective implementation of the evening education program.
- Find out problems and suggest solutions to make the implementation program more effective.

1.4. Significance of the Study

The purpose of this study is managing secondary schools evening education and interactive instructional process in the selected government secondary schools in Gulele sub-city. Therefore, it is anticipated that this study would contribute in the following ways:

1. This study may reveal realities about some major factors affecting the management and implementation of evening instructional activities in secondary schools program.
2. The study will indicate what additional inputs are necessary to implement evening educational program at secondary school level.

3. The study may help teachers, parents, evening students, principals and educators to identify important variables that affect academic performance of the evening students.
4. The study may also indicate some solutions to all stake-holders in implementing the evening education programs at secondary level.
5. The study will stimulate further research in the area.

1.5. Delimitation of the Study

The scope of this study is limited to three selected secondary schools that run evening program (government secondary schools) in Gulele sub-city of Addis Ababa. They are Medhanealem, Dilber and Yekatit 12 Secondary Schools. This is mainly because, the student researcher is familiar with the sub-city which facilitates his communication with principals, teachers and evening learners.

1.6. Limitation of the Study

In conducting this study, some respondents were reluctant to fill the questionnaire. Some of them were found to be slow to give back the questionnaire they filled. This referred to the evening teachers. In spite of these, the student researcher attempted to make the study as complete as possible.

1.7. Theoretical Framework

The most important managerial elements like planning, organizing, coordinating, supervising and evaluating (independent variables) in the evening education are main elements in bringing about educational quality in learning (dependent variable).

The school principals, teachers and evening students must have shares in evening education processes. The planning, organizing, coordinating and supervising should be participatory. The evening school managers (principals) must create conducive climate for evening learners to tackle their affairs by themselves. Managerial duties should be shared. If managerial duties like planning and managing are not participatory, little or no learning is going to take place (Kassahun, 1997). Hence, the teaching-learning process in the evening education of secondary schools needs common involvement to maintain its quality and relevance.

Beyond this involvement, school principals should be facilitators, counselors, and cheer leaders for evening learners (Wendel, Hoke and Joekel, 1996). It is believed that the potential of learners can only be maximized when there is a deliberate interaction between elements like: the learning process, learning needs and interests and available instructional resources (Peter, 1998). Besides, it is important to help the evening learners to continuously assess their progress and make feedback a part of the ongoing planning process.

1.8. Definition of Key terms

1. Adult:

A person who has come into that stage of life in which he has assumed responsibility for himself and usually for others and who has concomitantly accepted a functionally productive role in his community (Good, 1973:16).

2. Adult Education:

Is any process by which men and women, either alone or in groups; try to improve themselves by increasing their knowledge, skills, or attitudes, or the process by which individuals or agencies try to improve men and women in these ways (Good, 1973:16).

3. Continuing education:

Any extension of opportunities for reading, steady, and training to young persons and adults following their completion of or withdrawal from full-time school and college programs; education for adults provided by special schools, centers, colleges, or institutes that emphasizes flexible rather than traditional or academic programs (Good, 1973:133).

4. Evening school:

In general, an institution, public or private, that offers an organized program of courses, at hours other than those commonly used for elementary and secondary school classes, for persons not engaged in full-time schooling (Good, 1973:222).

5. Management : The integration of both human and material resources toward common organizational goal (Ayalew, 1991: 186)

6. Non-formal education:

Is “any organized, systematic activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children.” (Albert, 1996:226).

7. Secondary school:

The upper-part of a divided secondary school, comprising usually grades 9-12 (Good, 1973:522). This definition works for evening secondary schools in Ethiopian context only since the issue of the education policy, 1994.

CHAPTER TWO

2. Review of the Related Literature

2.1 The Concept of Evening Education and its management

2.1.1 The Concept of Evening Education

Evening education is one part of non-formal education which is born as a result of the inadequacy of the capacity of formal education to respond the demands of new social and economic conditions (Habtamu, Habtegiorgis and Wanna 1999). It is the education to be promised to youth and adult who do not have access to and/or withdraw from formal schools due to various reasons irrespective of age and time (education policy, 1994). It is a flexible program which attracts individuals to attend the program on voluntary bases (Kundu, 1986).

Evening education is an organized educational process which reserves a great variety of needs for people during their adulthood in their part-time. It is a substitute program for formal schooling (Fikre and Others, 1999).

This means that, evening education is organized to help people who are unable to attend day schools to learn to find and keep a job. Like formal education, evening education can be instrumental in bringing about change and development. It is part of the solution to economic problems to make people more productive through it, (Kassahun, 1997). Hence, evening education can play its role in poverty alleviation process to bring about development when people involved are educated and when it is well managed. Besides, its flexible nature could serve dropouts, business men, housemaids and other disadvantaged groups of the society. It also

helps to improve the skill and knowledge of those who are already employed and to increase productivity; it gives continuing education for those whose ages have lapsed, Adult Education, (1989:67).

2.1.2 Team School Management Roles

The need for effective school management to be based on team work within schools is a basic premise in educational climate. For this, teachers need to work together collectively to produce an atmosphere in the school which encourages learners to respond in a positive and responsible fashion (Bell, 1992). Reference to the importance of professional teamwork appears frequently in school situations. The members of staff work as a team so that they can offer leadership and guidance areas of the curriculum that might present difficulties to individual teachers. In this way weaknesses and omissions are assessed as far as possible and remedied.

Learners are grouped in classes, sets, streams, year groups, teams and in many other ways. They are expected to act as a group rather than as individuals when they are thus organized (Bell 1992). The same is true of teachers who may belong to departments, team or a variety of other units within which they are expected to act, to a greater or lesser degree, in concert with colleagues. The effective management of these groups of teachers is vital to the well-being of the school and for the education of learners within the school. The responsibility for this task falls to all teachers and not only on the head teacher (including his deputy head teacher). According to Bell (1992:2) the main professional grade teachers will be responsible for the following:

- Advising and cooperating with the head teacher and other teachers... on the preparation and development of courses of

study, teaching materials, teaching programs, methods of teaching and assessment;

- Contributing to the selection for appointment and professional development of teachers;
- Coordinating or managing the work of other teachers;
- Taking such part as may be required...in the review, development and management of activities relating to the curriculum and organization of the school.

The fundamental message is clear, teachers at all levels in schools have management responsibilities as part of their everyday duties. These responsibilities are not carried out in isolation but involve working with and through colleagues (Ayalew, 1991). The management of this process, the management of teams of teachers, in the school system is crucial when secondary evening education learners are considered to be members of managing teams. The managing teams should be participatory beyond the teachers and head teachers (including deputy head teacher) (Ayalew, 1991).

If management responsibilities are not carried out in isolation in the teaching learning process, secondary education evening students (mainly adults) should have a share in it (Aspinwall and Others, 1992). Because, the important role players in any school form are the head teachers, teachers and learners. All management functions like planning, organizing coordinating, supervising and evaluating need teamwork (Aspinwall and Others, 1992). They should be participatory. In this, management participatory roles should be brought and must be created by the school head teacher conductively. So that an environment will be conducive for evening secondary education teachers, learners and even for supportive administrative personnel to the student researcher.

Finally, the management skills or functions (planning, organizing, coordinating, supervising and evaluating) which are participatory in the evening education are discussed below briefly.

2.1.2.1 Planning

Planning is one of the management skills or functions which can be formulated before hand or decide in advance with 'what' is to be done and the 'how'. It helps a manager to visualize future possibilities and to appraise key fields for possible participation. It is future-oriented and is full of uncertainty (Adane and Others, 2002). It is a forecast by educated men and expertise for further action. The same authorities define it as a course of action. It has a starting point to accomplish the expected target. It helps the school management to see the need for setting multiple objectives (Adane and Others, 2002). Failure to define and seek multiple goals may lead to failure of the entire educational system. To gain managerial perspective, the educational decision-makers systematically evaluate their own assumptions, action, attitudes, beliefs and goals. This helps for seeing the school system's problems and opportunities in a dynamic external environment (Hargreaves and Others, 1989). A step by step monitoring in planning helps to take corrective measure in time, so that resources will be implemented properly to accomplish the expected target. It has different steps from its start to its accomplishment. Hence, planning has basic steps that can be adapted to all planning activities at all organizational levels. The steps are (Adane and Others, 2002:110):

- Establishing the goals
- Defining the present situations
- Determining aids and barrier
- Developing a set of actions

There are many plans in management. Every segment, nook, and corner of about every type of organization and environmental factor has been subjected to planning to some degree. However, one common ingredient of all planning is time (Adane and Others, 2002:114). Therefore, every action to planning is referred to the time factor. It is an important resource to accomplish planning. At the school level all the staff members, students and other stakeholders should have part in planning the educational activities of evening classes (Hargreaves and Others, 1989). The school planning, for our own sake must be participatory from the very beginning. Before planning, the resources like manpower, material and time should be considered to plan. Specially the secondary evening management that bases team work should play team management role in planning, so that the planning belongs to be for all the evening school community (MOE, 1980). Furthermore, the instructional processes should be well planned as for the regular program. If the planning is participatory, it belongs to all and hence every school community member concerns for its implementation (Bell, 1992).

This facilitates the accomplishment of objectives in the secondary school evening education where adult learners are key accomplishers of the duties in reference to team management roles. This is because planning is a deliberate cooperation activity (Adams, 1987). Generally, good planning (which is the primary function of management) enables the school principals to improve their coordination, their ability to keep every day act in perspectives, their ability to make decisions, increases efficiency, control, achievement and confidence (Adane and Others, 2001).

2.1.2.2 Organizing

Organizing is the second element of management function. Once managers have established objectives and developed plans or programs to reach them, they must design and staff organization to be able to carryout those programs successfully (Ayalew, 1991). The designing and staffing of organization refers to the process of organizing-the way is arranged and allocated among members of the organization so that the goals of the organization can be efficiently achieved (Adane, and Others, 2002).

It is the process of arranging an organization's structure and coordinating its managerial activities and the use of resources to achieve its goals (Ayalew). Organizing involves major steps, such as division of work, departmentation, span of control, designation of line and staff authority, delegation of authority, and organizational charts (Adane and Others, 2002: 165). Hence, organizing is a process of establishing orderly use of resources as in the management system.

In managing secondary schools' evening education, organization plays important roles. The evening school education has its own structures. The structures should be arranged (or organized) in order to be employed by the evening school community. Activities should be organized by school principals, teachers, adult learners and others. This helps to run the activities obviously. If so, mutual understanding and those of working conditions will be created in the evening education processes. Therefore, the organized and arranged duties should be delegated to different sections to facilitate the educational activities (Bell, 1992). This brings healthy environment to the evening school community that senses belongingness.

2.1.2.3 Coordinating

The evening educational activities which are organized under the topic 'organizing' need coordination. The organized duties should be delegated to different sections in the evening education system. If the assignment is delegated by defined employer the delegated duty should be coordinated. Workers working together should be coordinated by the delegated personnel. The coordination is obvious before teachers and adult learners. For example, department heads coordinate the department teachers, and evening committee coordinates the evening school community. Therefore, coordination is synonymous with directing. If the process is coordinated well, there will not be interruption or break, so that the process goes smoothly (Bell, 1992).

In the secondary school, evening education coordination should be there so as to facilitate the educational duties without overlapping. The absence of identified coordination will result confusion and overlapping. Every defined duty should be coordinated to accomplish the educational objectives without any intervention (Adane and others, 2002). In general, teachers, students and administrative personnel need coordination to be directed. But the coordination should be participatory that senses belongingness.

2.1.2.4 Supervising

If we are to talk about educational supervision in its functional and true sense, it is when fully operational at the grassroots level; i.e. the school level. The mission center is the school where the actual teaching-learning activity takes place. As teaching-learning is a day to day and continuous process, the function of supervision at the school level should also be a continuous responsibility. It is also the function of managerial control. It

tends more of supporting the teaching-learning process. This support can help teachers to overcome their problems in the process (Dull, 1981). In the teaching-learning process, the main role of the principal with his deputy principal is to supervise the evening education continuously. For this, according to MOE (1987 E.C) the principal responsibilities in supervision would be:

- Creating a conducive environment to facilitate supervising activities in the school by organizing all necessary resources;
- Giving professional assistance and guidance to teachers to enable them realize instructional objectives;
- Coordinating evaluation of teaching-learning process and the outcome through the initiation of active participation of evening staff members;
- Cause the evaluation of evening school community relations and on the bases of the evaluation results strive to improve and strengthen such relations.

Moreover, as one of the main vital functions of management, supervision should be continuous and involves in any school system. There is no interruption in supervision especially in the evening classes to give more support. More emphasis should be given in the secondary evening school to keep the standard of educational environment. Here, in the evening education, supervision can be used to exhibit the duty of inspection (Zewde, 1984). This is because, evening teachers even coordinators may not give due attention (by considering part-time teaching). Hence, supervising as managerial element should control and must avoid teachers weaknesses. Sometimes external supervision can be a remedy for these weaknesses other than the internal supervision (the principal). In general, to bring good control, teachers, students and principals of the evening education must work collaboratively under supervision.

2.1.2.5 Evaluating

At the most straight forward level it can be said that evaluating means placing a value on things. However, we would like to propose a more exhaustive definition (Aspinwall and Others, 1992:3):

Evaluation is part of the decision making process. It involves making judgments about the worth of an activity through systematically and openly collecting and analyzing information about it and relating this to explicit objectives, criteria and values.

Evaluating is an integral part of the total supervisory plan for educational growth. Evaluation should be: Comprehensive (all factors in the teaching-learning situation), based on valid criteria, diagnostic, continuous and functional (Adane and others, 2002). Once plans are laid, necessary resources are assembled, and directions issued, the executive must take action to assure that performance conforms to plans (Adane and Others, 2002: 205). Evaluation standards come directly from the objectives, specifications and other goals developed in the planning process (Aspinwall and Others, 1992). According to him (1992: 205) three steps are involved in the evaluation process. They are:

- Setting standards at strategic points
- Checking and reporting on performance
- Taking corrective action

Evaluating in the evening education needs participations of the evening school community. The secondary evening education process should be evaluated continuously, so that it is possible to take corrective measure in time if any constraint occurs (Bolton, 1994). The continuous

evaluating process helps to bring quality and relevant education in the evening secondary schools. It should be the usual duty for principals, teachers, evening learners and for evening administrative personnel for development. The teaching-learning process and other related activities should be evaluated in the evening schools to create conducive environment.

2.2 The Learning Process in Evening Education

Any teacher who is academician can not manage the evening teaching-learning process without having teaching experience in the past. However, in the end, it is the teacher who is rich in teaching experience to decide how to manage the learning process, having taken in to consideration the needs of the particular leaders who are on the receiving end.

According to Walklin (1990:5), the above concept is supported likewise:

People learn in many different ways, and teaching strategies must take account of such parameters as ability, interest, motivation, difficulty, group mix, physical and intellectual handicaps and many others. No single learning theory can cope with every aspect of group needs. But a teacher armed with a good basic knowledge and understanding of learning principles will be better placed to make a conscious choice of teaching method than one who does not have such an understanding.

Therefore, for teaching-learning process, the teacher is the decisive person. As we grow older we learn by experience. Sometimes we learn from our daily life and from the world of work (Knowles, 1980). Likewise, learners in the evening education are exposed to a wide variety of events

in their social environment and they learn something during each encounter. They learn by interacting with people, places and things. Without this interaction they should know little more than on the day they were born (Walklin, 1990). The evening learners in the secondary schools in any countries of the world can be more of adults (Knowles, 1980). This is also true in the Ethiopian context (MOE, 1965). Therefore, the evening teacher can learn their experiences in return. For this, the learning process will be learner-centered. Because, the learners participate actively in the process while the evening teacher teaches them. In this, the evening adult learners' ability, need and desire to take responsibility for learning are matured enough. These are true for adult learners according to Knowles (1980:44-45) as:

1. Their self concept moves from dependency to independency or self directedness.
2. They accumulate a reservoir of experiences that can be used as a basis on which to build learning.
3. Their readiness to learn becomes increasingly associated with the developmental tasks of social roles.
4. Their time and curricular perspectives change from postponed to immediacy of application and from subject-centeredness to performance-centeredness.

To conclude, adult learners learn from their life experience and this helps them to participate more in the learning process.

But, evening adult learners are affected by factors like economic or social factors. To overcome there economic problems, they will be motivated to attend evening classes. They could be initiated to increase their social status. For this, adults will be motivated to participate in evening learning for the following reasons (Tilahun, 1987:78):

- The interest to gain knowledge;
- To reach a personal goal;
- To take part in activities, and
- To comply with some formal requirements in the society, etc.

Therefore, the interest of evening learners will be directed towards getting better jobs and social respect.

2.2.1 Barriers to Learning in the Evening Education

Most of the evening students are adults. In one or the other way they may face challenges on the way to evening school and even in the school campus-that may bring unfamiliarity with peer groups, in the learning process, in the class with classmates and on the way back to their homes.

Barrier to learning may be self-imposed or may result from past involvement with teachers. The evening learners may feel that they are getting too old to learn (by fearing ridicule) and fear that they may be made to appear dense relative to others (Walklin, 1990). They may have mental and physical impairments such as disorder, failing eyesight or emotional insecurity that would hold them back (Lowe, 1970). However, it has been recommended that when teaching people with learning blocks, the teacher should be aware of the fragile relationship that will initially exist and work hard at dispelling anxieties.

The best way to clear the barriers to learning is to ask each evening learner to make a note of their perceived problems and to share their worries with a sympathetic teacher (Walklin, 1990).

To avoid barriers there are positive ways of building confidence. According to Walklin (1990:18) positive ways of building confidence to clear barriers in learners are to:

- Make the student feel at home in class
- Explain things carefully, moving from the known to the unknown
- Take your time and do not rush things
- Avoid getting impatient when students are slow to grasp the point
- Encourage questions and reward students who volunteer answers
- Present information in small, digestible amounts, giving plenty of practice and reinforcement
- Avoid jargon and try to avoid being too theoretical as most of the learners do not want such learning situations.

As Knowles (1980) concluded, evening learners are in different age groups, they need handling. They will be happy and feel free when they are respected and sympathized in the school campus as well as in the class. Hence, if they are handled in good manner and if their different experiences that they reflect is respected they will avoid or clear their barriers to the learning situations in the evening education and they flourish when their abilities and life achievements acknowledged and respected.

2.2.2 The role of a Teacher in the Evening Education

Learner-teacher relationships in the classroom (whether in regular or evening class) are one of the more important factors in the learning process. Little or no learning can take place unless the students want to learn. The general assumption is that the majority of students enter a classroom with a desire to learn something, this being an intrinsic human characteristic (Walklin, 1990). The outcome depends largely upon

the teacher's apparent attitude towards them. The ability to establish rapport rests upon the teacher's demonstration of a sympathetic attitude towards the group and on the group's willingness to follow the teacher's lead. Here, mutual cooperation and support is the keystone of success (Walklin, 1990). This will result in the group acquiring a sense of belonging, a team spirit and good relations. A smooth pattern of interaction should then follow.

Evening learner needs care. Any assigned teacher to teach in evening classes should sense them. The secondary school evening class learners are grown up people. They do have their own job at day time. At the same time, they are rich in life experience out of school. Therefore, the evening teacher must create or establish rapport to exhibit a firm, fair, warm and friendly attitude to show empathy towards the evening learners. Attention should be paid to making eye contact with each member of the group and speaking in a pleasant tone of voice. A keen interest should be taken in listening carefully to responses from the group when accepting answers and if an incorrect response is offered, anxiety should be relieved by preserving the respondent's self-esteem (Walklin,1990). According to Ornstein and Lasley (2000:18) the teacher has the responsibility to help the adult learner to be successful and below are some basic applications of theories of motivation for producing learner success in school:

- *Be sure students can fulfill their basic school needs. Provides time to discuss academic and social expectations, responsibilities, and behaviors.*
- *Make sure the classroom is comfortable, orderly, and pleasant. A student's sense of physical and psychological comfort is affected by such factors as room temperature,*

light, furniture arrangements, pictures and bulletin boards, and cleanliness.

- *Help student perceive classroom tasks as valuable. Learners are motivated when they believe the tasks they perform are relevant to their personal needs, interests, and goals.*
- *Help students take appropriate responsibility for their successes and failures.*
- *Help students set reasonable goals.*
- *Provide variety in learning activities.*
- *Use novel and interactive instructional methods.*
- *Use cooperative learning methods.*
- *Monitor students' work; provide feedback.*
- *Provide ways for improving.*

To the above basic applications of theories of motivation for learner success in short, the teacher has the responsibility to help the learner feel and be successful. Students should not be bored, but be interested in their school work. The teacher's role is to create interest in them so as to help them to be able to solve problems. He should be a guider and a facilitator to regulate their participation in the interaction (Ornstein and Lasely, 2000). Whenever he enters in the evening class, he should avoid his wrinkled-face instead, he should show a smiling face (Ornstein and Lasely). Showing smiling face by the side of evening teacher towards his learners helps them to feel free. He should be able to through his eyes corner to corner and should move gently in between the learners to with their attention (Walklin, 1990). His role is always to bring their concentration to the learning process. This attractive environment helps the adult evening learners not to lose their concentration during the learning-teaching process. Likewise, the teacher, as a facilitator can

succeed in helping the adult evening learners to gain knowledge for their behavioral change (Ornstein and Lasley, 2000).

To generalize the teacher's role as a facilitator and evening learners (who are above 15 years old in the context of secondary school-adult learners), the following points are supportive summary according to the view of (Galbraith, 1991, in Habtamu 1999:163). For this, evening teacher (adult teacher) as a facilitator must:

- Establish a physical and psychological climate conducive to learning
- Involve learners in mutual planning of methods and curricular directives.
- Involve participants in diagnosing their own learning needs.
- Encourage learners to identify resources and to devise strategies for using such resources to accomplish their learning plan and
- Involve learners evaluate their learning.

Besides, the evening education teacher in secondary school must be ready to himself to learn from his learners. This is because, the evening learners are adults (at least 15 years and above) who have their own experience out of school, their own living life that they face daily and the knowledge that they benefit from their daily relation in the world of work. In general, Daloz (1986:xii) points out that:

We know that the quality of learning is high when students show intellectual, emotional, and ethical growth; we know that teaching is excellent when it fosters such growth, when we have teachers who are willing to care both about their subjects and for their students.

2.3 Principal Leadership Quality in the Secondary Evening School

Without appropriate leadership no quality program will work. Dynamic leadership is necessary for any school system (formal or nonformal). Only dynamic leadership can create the commitment to drive the strategy. The message is very clear-if there is not total involvement by leadership in quality, it will not work and may well be counter productive (Westburnham, 1992:112). The implication of this is that before the issue of quality is raised within the school the quality of leadership may need to be explored. For this, instructional leadership provides intellectual direction and aims at innovation within the school organization, while empowering and supporting teachers as partners in decision making (Marks and Printy, 2003).

One of the biggest problems in creating a total quality evening school is the emphasis on the leadership and personal accountability of the head teacher. As has been shown there are significant problems in creating a shared concept of leadership within senior management teams and it is even more difficult to see leadership at work throughout the school (Westburnham, 1992:115). For a total quality approach to work leadership has to permeate every role in the school because leadership as instruction emerges from both the principal and the teachers. This is best manifested through team structures but also needs to be encouraged in classrooms in the work of both teachers and students. Leadership has to be the 'warp' of the school, holding together every aspect of organizational life, not the embroidery applied for display (Westburnham, 1992: 115).

Fundamental to any discussion of leadership, however widely distributed, is clarity as to the essential purpose of that leader. There is

no doubt that student learning and achievement has to be at the heart of leadership activity if it is cooperative, transparent and sympathized to the school community. Besides, the principals main duties are routine evening school administration, selection, training, supervision of teachers, financial control and community relations. To support these duties, Clark (1980:107) says:

We like to have principals organize and direct the program in the various communities. We want the principal to be one who has extensive community contacts. We want him to be enthusiastic; to be a promoter; to be an evaluator; to be one who is alert to organize and develop any proper educational program, in any place at any time, which will serve the adult community in which his school is located.

The components of leadership that are relevant to teams, classrooms and student groups are key to the work of the head teacher or principal. The key components, to leadership in a quality environment (Clark, 1980: 117) are:

- Vision
- Creativity
- Sensitivity and
- Subsidiary

These components are not offered as a hierarchy; indeed they are highly interdependent and each presupposes the others to be fully effective (Clark, 1980). If these components are found either in individuals or distributed in teams then the context for managing will be created. In this way, the evening school will develop the capacity to become a learning organization that is capable of changing through the process of continuous improvement. Certainly, the principal in his leadership

should be visionary to arrive to his goal. According to Wendel, Hoke and Joekel (1996:61-62), the prominent attributes of visionary leadership are:

- First, visionary principals have strong personal convictions to which there are enthusiastically committed.
- Second, visionary principals work vigorously toward realizing goals in the school that are consistent with their personal convictions.
- Third, visionary principals treat the school organization as a culture with traits and processes that are to be skillfully employed in efforts to effect change.
- Fourth, visionary principals gain reputations as innovators because they are assertively initiate new actions and new directions for their school.
- Fifth, visionary principals have a personal image of their school in the future. The imagined school of a future is better some ways than the school of present.

According to the above authorities, the principal as the instructional leader needs to have a vision. The true test of him is selecting, articulating and getting others to share the right vision (Cooper and Wayne, 1988). The right vision encourages long-range planning and a forward-looking attitude whereby the organization is constantly evaluating itself and working to elevate the organization to the next level (Wendel, Hoke and Jockel, 1996). In general, putting a vision into action by being an innovator and a risk taker, initiating change and always looking to future and what can be, is common among successful school principals as they work with staff, parents, students and the community (Wendel, Hoke and Jockel). Besides, the evening school principal in his leadership, is decisive and influential change agent that marks qualities of the school for evening adult learners. For this, according to Wendel,

Hoke and Joekel (1996:126-127), ten managerial habit and practices were identified that mark qualities of the school principal:

1. Provides clear direction and purpose.
2. Encourages open communication-vertical and horizontal.
3. Coaches and supports supervisees.
4. Provides objective recognition of achievement.
5. Establishes and maintains monitoring and control of operations.
6. Selects the right individuals for positions.
7. Understands financial implications of decisions.
8. Creates a climate for innovation and change.
9. Gives clear directions for actions to be taken when needed.
10. Maintains a high level of integrity.

The principal managerial duties are the expected duties that enable him to see positive education processes. In this situation, quality consists of doing the right thing in the right way consistently over time in evening education processes.

Furthermore, the real leadership responsibility of the secondary school principal is to evaluate and improve instruction since schools are organized and administered so that students may be taught, more emphasis should be given to this aspect of the evening school program than to any other. Before real and effective instructional improvement can be made, the principal must know what the evening schools are trying to do (Burrup, 1962:69).

Corrbaly, Jensen and Frederick (1961:62), had touched and underlined the above principal's key roles like:

The principal is in a position to affect attitude, social climate, moral, progress, cooperation, and direction of effort in the secondary school. He is the key person, charged with the

responsibilities of improving instruction. No one expects him to be an expert in all instructional areas, but he is expected to be an expert in coordinating, organizing, stimulating, activating, encouraging, arranging, planning, and evaluating techniques directed toward improvement of instruction in all areas and on all levels.

Hence, the principal is the conscious leader in evening school system. He can play key roles to bring innovation in the secondary evening school. He is change agent in the school.

2.4 Evening Education in Ethiopia

2.4.1 Historical Background

Evening education which was emerged in the western world in the late 17th c. (Tilahun, 1993) is one part of non formal education which serves for different age groups in the level of elementary and junior high schools. But in the sense of secondary schools, adult learners (age 15 and above) are the beneficiaries. It had its own objectives from the very beginning. According to Clark (1980:64) the specific objectives of evening education (which is adult education) stated as:

- To make learners aware their civic responsibilities to one another and to the community
- To make them economically more efficient
- To develop an understanding of the attitudes and personal adjustments required for successful home life and family relationships
- To promote health and physical fitness
- To provide an opportunity for cultural development
- To supplement and broaden educational backgrounds

- To provide for the development of vocational interests through opportunities for self-expression.

As indicated by the above writer and as practically seen now days, the objectives of evening learners are promotion for more economic and successful life status in any country and any evening education in the whole world. Therefore, evening education is the base to broaden educational backgrounds for those who are unable to attend day school for many reasons. Hence, the specific objectives indicated by Clark (1980) are sound full and can be seen their practicality in evening education in the world and in Ethiopia visually.

Although evening school offerings in adult education have had a long and respected history, in many countries of the world (up to 1965) this program had been in its infancy (Corbaly, 1961:373). In most of African states evening education had been started late in 1960s, because of colonial domination over Africa except Ethiopia. But evening education in Ethiopia had started before 1960s (that had been started before 1955).

Since then, evening classes had been spread in Ethiopia. The field of higher education also came in to the scene with the opening of the university college in 1951 (MOE, 1965:4). The spread of elementary and secondary schools throughout the empire had its effects and ramifications in the field of adult education. Eventhough not well organized, evening schools began to show-up every where (MOE, 1965).

Through time, adult education in the public schools has developed through a series of experiences with evening schools. Public evening schools were first organized primarily to help young men who were unable to attend day schools to learn to find and keep a job (UNESCO, 1972:149). This is because young people could engage in part-time work

during the day and continue their education during the evening (UNESCO, 1972:151). This is true in Ethiopian context nowadays. Besides, the evening adult learners can prepare themselves for national examinations (EGSEC for grade 10 and EHEECE for grade 12 according to the education policy of 1994).

The courses offered in evening classes correspond to those in regular program with the absence of the subject like physical education. In the current situation, secondary schools, colleges and universities are the major producers of evening education in the country (MOE, 1990, 1993, Tilahun, 1987).

2.4.2 Organization and Management Evening Education in Ethiopia

The source of evening education was adult literacy learning (MOE, 1965). For adult literacy learning and then evening education, the traditional education (church education) was the main contributor for expansion (MOE). This is true before the 1950's. After the Italian liberation, urban dwellers, community members who were living in scattered areas around churches had started adult literacy learning. The facilitators were church men (Clergies) (Tekeste, 1996). The learning areas were under sheds of big trees. Sometimes church campuses were used for adult literacy centers.

As interested individuals were increased in number for adult literacy; MOE had provided school facilities, cost of electricity, and had given for the adult learners moral and material support. After sometimes organizations such as the national literacy campaign organization, Ministry of National Community Development, University College students and others conducting adult literacy paved the way for the

spread of evening education especially in urban centers. Through time, evening education starting from elementary to secondary level has started to be organized and managed by regular (day) school head teachers, teachers and educators among the urban community. MOE had urged its teachers and inspired students of higher grades to volunteer in the adult literacy program. When the number of adult learners in literacy programs were increased, the demand for night school had been increased. Hence, night schools were opened in different places in Addis Ababa city and outside Addis Ababa in ^{many} ~~money~~ urban centers. Therefore, night schools or evening schools became the center of urban. MOE had given attention to evening education by issuing directions for management and expansion purposes.

The directives of MOE (in different years) at national level gave attention the day school men to expand and administer the evening programs. This helped (MOE, 1965, 1977, 1980, 1989, 1986) to:

- Increase access to evening education
- Expand evening education using available resources
- Update the knowledge skills and attitudes of the people in maximizing output
- Provide learning opportunity for dropouts and
- Provide literacy programs.

All the above steps, measures, movements and attentions and volunteerisms lay background on the main features of the organization and management of evening education in secondary schools. And the following technical aspects are discussed below to expand the evening programs.

2.4.2.1 Organizing Evening Education Committee

The evening education that can be run in secondary schools sets a committee that can hold the responsibilities in the evening education duties. The committee is accountable to the evening school principal. Its duration is for two years. A new committee is chosen at every two years. The committee members according to the new directives of MOE (2005) are:

- The school principal
- One vice principal
- 2 school teachers' association representatives
- A representative of the school administration and
- 2 evening students as representatives

This committee is composed of 7 members. The chair person is the school principal and the committee selects one secretary that holds the agendas.

Furthermore, the committee has the following duties and responsibilities in accordance to MOE (2005):

1. Selecting and recruiting evening teachers who are rich in teaching day and evening classes.
2. Preparing evening rules and regulations for the evening learners
3. Admitting evening new learners to each grade level by checking education document
4. Selecting and recruiting cashier and accountant who have enough experience and who are loyal enough to collect the cost following the principle of finance
5. Managing the financial aspect of the program

6. Managing and coordinating the evening education
7. Controlling the teaching-learning process
8. Evaluating the evening education standard
9. To decide lower and maximum payment for each employee
10. Directing the evening education process
11. Paying the evening salary for the employers
12. Improving the evening education atmosphere to create conducive environment for adult learners.

Besides, the committee checks whether the relationship between teachers and the adult learners is fatherly or motherly. If any thing unfamiliar is seen (happened) by the side of any evening teacher or learner measures will be taken without hesitation to correct it in time.

2.4.2.2 Selection and Employment of Teachers for Evening Education

Evening school committee announces the regular school teachers for vacancies in the evening education. The vacancies in subject wise will be notified publicly in notice board and applicants give their document to the respective department heads.

According to the new directive of AEB (2005), evening teachers are selected on the basis of the following criteria:

1. The selection criteria is based on merit, experience, and ability etc
2. The selection and recruitment are based on the basis of voluntarism
3. If the expected teachers are not volunteer, any teacher outside the expected school, can apply for competition

4. The department heads screen and select the right teachers for evening education and pass them to be approved and checked by the evening committee.

Therefore, the evening committee looks the documents of the applicants whether they are applicable or not for the vacancy. Teachers by their merits, teaching experience in evening education, and by their ability will be selected and employed (recruited). The recruited teachers will get to commitment before they go to teaching the evening classes. Therefore, the selection and recruitment will go likewise for vacancy in the evening classes.

2.4.2.3 The Source of Finance

The evening secondary schools are not financed by the government. The only income generating sources are the evening learners. As the evening learners are learning on voluntary basis, they also pay their fee on voluntary basis if they go to evening classes. The payment per head-learner varies with the directive. The fee that should be paid is the same within the same grade level. Any delay to pay the fee will result a fee, i.e. 0.25 cents per day as penalty. The collected fee will be paid for evening teachers and for other recruited employers at the end of the month. Out of the collected birr, 11% of it will return to finance bureau. The other income source comes from students' transcript and from lost identification cards.

According to the directive of AEB (2008) a new tuition fee became applicable for each level. The fee ranges from birr 28 to Birr 56.

If the learners are more and more, the tuition fee will increase collectively. The reverse is true-i.e. if the student population is decreased, the tuition fee will be less. Therefore, the learning population in the evening education determines the amount of tuition fee.

CHAPTER THREE

Research Design and Methodology

Under this chapter the followings are treated:

- Methods of research
- Sampling techniques and sample population
- Data gathering instruments and sources of data
- Piloting the study
- Procedures for data collection
- Methods of data analysis

3.1 Methods of the Research

As stated earlier, the purpose of this study was concentrated on “managing secondary school evening education in Gulele sub-city of Addis Ababa” and its reflection on the quality of education. The quantitative method was used to analyze the tabulated data. Therefore, to analyze the collected data (the tabulated data) quantitative method was desirable in the study This was also supported by authors like Creswell (2003), Bogdan (1982), Bicklen (1982) and Robson (1993).

3.2 Sampling Techniques and Sample Population

Out of the 10 sub-cities in Addis Ababa, Gulele sub-city was involved purposively in the study, because resourceful secondary schools like Yekatit-12 and Medhanealem are found in this sub-city. Besides, the

student researcher had been living in the sub-city for longer years, and this could facilitate easy communication with the selected schools. To obtain the required information 3 sample secondary schools were selected purposively out of 5 secondary government schools which are Medhanealem, Yekatit 12 and Dilber by their resourcefulness. There were a total of 1765 evening learners in the 3 sample evening secondary schools from grades 9-12 and 107 evening teachers. To systematize the selection of evening learners for sources of data collection:

Collect the name lists from each sections of the sampling schools.
Assume the number of respondents to be 176.

Divide the total number of the evening learners by 176. The result would be 10. This result helps to get the interval among the name lists. Then, take one evening learner at the interval of 10 from name lists of the evening learners in each section (class) as a respondent. Likewise, out of the total target population indicated (in the appendix 1), 176 evening learners were selected using systematic sampling technique, Yalaw (1998) and 54 evening teachers were selected by using simple random sampling technique. This makes the total sample size reduced to 230.

3.3 Data Gathering instruments and sources of data

In the study, the data was collected using questionnaires. Sources of data for the study were secondary school evening teachers and learners.

3.3.1 The Questionnaire

The questionnaire was prepared based on the basic questions and review of related literature. The major reason why questionnaire have been used

in the data gathering process was to get much information from the large number of respondents (Sadker and Sadker, 1997). Therefore, questionnaires were considered appropriate to prepare and gather information from the respondents. Two sets of questionnaire were designed and used in data collection instruments. One set of the questionnaires was designed for the 3 sampled-secondary schools evening teachers and the other set was prepared for the evening learners (adult learners) of the same sample schools.

Both closed and open-ended items (for evening teachers) were used in the questionnaire and they were prepared in Amharic for respondents to clear their misunderstandings (appendices 4 and 5).

3.4 Piloting the Study

The data gathering instruments were designed on the basis of the study, research question and reviewed literature. The designed sets of questionnaire were also commented by 3 researchers who were graduates of curriculum, English language and sociology. The comments gave additional improvement for the reliability and for face validity of the items. After getting the consent for the tryout, it was employed at Entoto Amba secondary school. Two sets of questionnaire were prepared for 16 evening teachers and 20 learners. They were selected by using simple random sampling technique. Hence, the sets of the questionnaire were distributed for the two groups. All the questionnaires were filled and returned in time.

The piloted questionnaires were cleaned up for errors, faced by respondents. However, data obtained were analyzed using SPSS version 15.0 to see the reliability. Reliability using Crombach's alpha obtained

from the pilot test was acceptable to conduct the study. This is supported in Yalaw (2006). According to him Cronbach's 0.70 level obtained is sufficient enough to carry out the research. The reliability of the items for evening teachers' questionnaire item No 1,10, 11 and 21 were corrected based on comments on the statistical finding item total corrections. Also, the wordings of the learners' questionnaire No 9 is corrected based on information found from the same source.

Finally, the pilot report was submitted to the thesis advisor for more checking and corrections were made. For the detail analysis the statistical attachments in appendices 2 and 3 are attached.

3.5 Procedure for Data Collection for the Study

The student researcher asked the sampled secondary evening school administrators for consent to distribute the data collecting instruments by taking a supporting letter from Addis Ababa University. Then, the student researcher got consent to distribute and collect his data. After the instruments have been tested for their effectiveness in the pilot test, one set of questionnaire for evening teachers by simple random sampling technique and the other set for evening learners by selecting them using systematic sampling technique were distributed in the purposively selected secondary evening schools.

Explanations (orientations) about the data gathering instruments were given to the selected evening secondary schools evening teachers understudy during breakdowns by the help of vice principals. The same briefing had been done for the selected evening learners. All respondents were briefed how to fill the questionnaires. The sampled-secondary evening principals were cooperative enough in distributing and collecting

the questionnaires. The 2 sets of questionnaire which were distributed for 54 teachers and for 176 students were returned within 2 days but one questionnaire from each set (one from the teachers and the other one from the learners) was not returned.

3.6 Methods of data Analysis

The responses obtained through the questionnaires were tallied and tabulated, narrated and analyzed in terms of numbers, percentages and the mean value with the standard deviation.

Chapter Four

Presentation and Interpretation of the Data

In this chapter the analysis and interpretation of data will be treated. As shown in chapter 3, the data were obtained from the sampled secondary school evening teachers and learners. Two sets of questionnaire were prepared for data collection. One set of the questionnaire was prepared for evening teachers in the selected secondary evening schools and the other set was prepared for the evening learners in the same sample schools. After the preparation of instruments of data gathering, the questionnaires were distributed, collected and analyzed. Tables are used to present data and the interpretation followed them.

4.1. Background Information of the Respondents

The total numbers of respondents included in the data collection processes were 53 secondary school evening teachers and 175 evening learners from the 3 selected secondary evening schools in Gulele sub-city of Addis Ababa. The evening teachers included in the data collection from Medhanealem, Yecatit 12 and Dil Ber secondary schools were 25, 19 and 10 respectively by using simple random sampling technique, where as the evening learners included in the data gathering from the same schools were 42, 56 and 78 respectively by using systematic random sampling techniques. During questionnaire collection, one respondent from each group did not return back the questionnaires. Hence, 53 evening teachers and 175 learners returned the questionnaires they filled

The background information in Table 1 includes age, sex and educational status (for both groups of respondents), work experience for teacher respondents and work status and tuition fees (for the evening learners).

Table.1 Background Information of the Respondents

No	Variables	Evening Teachers			Evening Students		
		Category	F	%	Category	F	%
1	Age of the respondents	Below 26 years	21	39.6	15-20 years	82	46.8
		26-35 years	10	18.9	21-27 years	74	42.3
		36-45 years	8	15.1	28-34 years	14	8.0
		Above 45 years	14	26.4	Above 34 years	5	2.9
		Total	53	100.0	-	175	100
2	Sexes of the Respondents	Male	45	84.9	Male	94	53.7
		Female	8	15.1	Female	81	46.3
		Total	53	100.0	Total	175	100.0
3	Educational status of the respondents	Diploma	1	1.9	Grade 9	49	28
		BA	49	92.4	Grade 10	54	30.9
		MA	3	5.7	Grade 11	42	24
		Total	53	100.0	Grade 12	30	17.1
					Total	175	100
4	Work experience of the Teachers	Below 5 Years	23	43.4			
		5-10 Years	7	13.2			
		11-15 Years	2	3.8			
		16-20 Years	3	5.7			
		Above 20 Years	18	34.0			
5	Work status of the students				NGOS' Employee	89	50.9
					Government Employee	26	14.9
					Self Employed	21	12.0
					Student	39	22.2
					Total	175	100
6	Tuition Fee Covered by				Family/Father/Mother	70	40.0
					Self	92	52.6
					Friend(s) (Spouse)	6	3.4
					Other(s), Specify	7	4
					Total	175	100

As indicated under item 1 in the Table above, 21(39.6%) of the evening teacher respondents were below 26 years old, while 14(26.4%) of them were above 45 years of age. Whereas 82 (46.8%) and 74(42.3%) of the evening students were found to be in the age range of 15-20 and 21-27 years respectively. It can be clearly seen that more of the evening teachers were under the age of 26 and

most evening learners were in the age range of 15 – 20 years. Hence, the findings show that the evening learners are found to be young and the evening learners are adults.

As seen in item 2 of the same Table, 45 (84.9%) of the evening teachers and 94(53.7%) of the evening learners were males. Only 8(15.1%) of the teacher respondents were females, but 81(46.3%) of the evening learner respondents found to be females. Female evening teachers' participation rate is very less, whereas the evening female learners' participation rate is 46.3% which is closer to the participation rate (53.7%) of the evening male learners.

Concerning educational status of the respondents under item 3 of Table 1, 49(92.4%) and 3(5.7%) of the evening teachers were BA and MA holders respectively, while 49(28%), 54(30.9%), 42(24%) and 30 (17.1%) of the evening learners found in the level of grade 9, 10, 11 and 12 respectively. In qualification most of the evening teachers are BA holders.

In the case of work experience of the evening teachers (the respondents) under item 4 in the same Table above, 23(43.4%) of the respondents work experiences were found to be below 5 years. 18(34.0%) of them were in the work experiences of above 20 years. This shows that the evening education lacks experienced evening teachers in the selected evening secondary schools.

When the work status of the evening learners as the respondents in item 5 under Table 1 is considered, 89(50.9%) of the evening learners were NGOS' employees, while 39(22.2%) of the respondents were found to be job less student, 26(14.9%) of the evening learners were government employees, but 21(12.0%) of the respondents (the evening learners) found to be self employed. Therefore, most of the evening learners can pay their education costs by themselves in the selected evening secondary schools.

Concerning the coverage of tuition fee or cost of evening education for the evening learners under item 6 in Table 1, 92(52.6%) of the respondents could cover their education cost, while 70(40.0%) of them were under the help of their family. 7(4.0%) of the evening learners' education cost was found to be covered by others. Only 6(3.4%) of the total respondents (the evening learners) were found to be helped by their friends or spouse. Hence, most of the evening learners (52.6%) cover their education cost in the selected secondary schools.

4.2 The Management of Secondary Evening Schools

In order to assess the management of secondary evening schools four items were prepared to teacher respondents and three items were prepared to learner respondents. Each of the item was assessed along a five -point-scale rating from (1) strongly disagree to (5) strongly agree. Results are summarized in Table 2 and 3.

Table.2 Teachers' View of the Management of Secondary Evening Schools

NO	Items	Responses									
			SD	D	UD	A	SA	M	T	\bar{X}	SD
1	Evening school is managed by evening school committee.	F	4	3	4	16	25	1	53	4.1	1.2
		%	7.5	5.7	7.5	30.2	47.2	1.9	100		
2	Evening education is managed properly	F	25	11	2	13	2		53	1.91	1.31
		%	47.2	20.8	3.8	24.5	3.8		100		
3	Planning the activities of the night division is one of the main duties of the evening school principal	F	2	9		30	11	1	53	3.74	1.1
		%	3.8	17.0		56.6	20.8	1.9	100		
4	The evening school principal manages properly the teaching- learning processes.	F	4	22		18	8	1	53	3.23	1.29
		%	7.5	41.5		34.0	15.1	1.9	100		

SD= Strongly Disagree, D= Disagree, UD= Undecided, A= Agree, SA =Strongly Agree, M= Missing, f= Frequency, T= Total, \bar{X} = Mean, SD= Standard Deviation

As shown in Table 2, out of the total teacher respondents 25(47.2%) rated strongly agree, 16(30.2%) of them rated agree, 4(7.5%) of them selected undecided, 3(5.7%) of them rated disagree and another 4(7.5%) of them selected strongly disagree in giving a feedback to the question "Evening school is managed by evening committee". This showed 77.4% agreement on committees' running of evening education.

The argument "Evening education is managed properly" was rated as 25(47.2%) strongly disagreed, 13(24.5%) agreed, 2(3.8%) undecided, 11(20.8%) disagreed and 2(3.8%) strongly agreed. It was not supported by 68.0% of the teacher respondents.

Planning as one of the school principal's duty was supported by 30(56.6%) respondents as agree and 11(20.8%) of them as strongly agree. On the other hand 9 (17.0%) of the respondents disagreed and 2 (3.8%) of them strongly disagreed. But, 1(1.9%) respondent did not decide to give his response. And 1(1.9%) respondent was missing to give response. As seen 56.6% of the teacher respondents agreed that planning was one of the main duties for the evening school principal. Concerning to this, Adams (1987) said that planning is one of main activities of the school principal.

Regarding the evening school principals' properly management of the teaching – learning processes, 22(41.5%) of the respondents disagreed and 4 (7.5%) strongly disagreed as opposed to this, 18 (34.0%) of them agreed 8(15.1%) of the respondents strongly agreed. On the other hand, 1(1.9%) respondent was missing to give the response. Nearly half, 49.1% of the teacher respondents were of the opinion the evening school principal does not manage properly the teaching- learning processes.

Table.3 Students' View of the Management of Secondary Evening Schools

NO	Items	Responses									
			SD	D	UD	A	SA	M	T	\bar{X}	SD
		%	7.5	41.5		34.0	15.1	1.9	100		
1	The evening education program is well coordinated.	F	49	88	2	26	5	5	175	2.12	1.08
		%	28.0	50.2	1.1	14.9	2.9	2.9	100		
2	The secondary school evening principal follows the evening teaching-learning process closely by taking feed backs from the evening learners.	F	119	40		6	6	4	175	1.48	0.94
		%	68.0	22.9		3.4	3.4	2.3	100		
3	There is a daily class attendance for evening learners.	F	98	40	3	17	12	5	175	1.85	1.27
		%	56.0	22.9	1.7	9.7	6.8	2.9	100		

In item 1 of Table 3, evening learners (the respondents) were asked to rate how the evening education program was coordinated in their schools. In responses to this, 88(50.2%) of the respondents disagreed and 49(28.0%) of them strongly disagreed. On the other end, 26(14.9%) of the respondents agreed and 5 respondents (2.9%) strongly agreed. But, 5 respondents (2.9%) were missing to give their responses, while 2 respondents did not decide to give their responses. Half of the respondents (50.2%) revealed that the evening education program was not well coordinated.

In item 2 of the same Table 3, the evening learners (the respondents) view about the management of evening secondary school asked with the item stated as follows "The secondary school evening principal follows the evening teaching learning processes closely by taking feed backs from the evening learners," About 119(68.0%) of the respondents strongly disagreed and 40 respondents (22.9%) disagreed. On the other hand, 6 respondents (3.4%) strongly agreed. But, 4 respondents (2.3%) were missing to give the responses. According to the responses given by most (68.0%) of the respondents the evening secondary school principals do not follow the evening teaching-learning processes closely.

Item 3 of Table 3, the evening learners view about the management of evening secondary education stated as “There is a daily class attendance for evening learners”, was assessed. Accordingly, 98 respondents (56.0%) strongly disagreed and 40 respondents (22.9%) disagreed. On the other end, 17 respondents (9.7%) agreed and 12 respondents (6.8%) strongly agreed. 5 respondents (2.9%) were missing to give their responses and 3 respondents (1.7%) did not decide to give responses. According to the responses given by a little over half, (56.0%), of the respondents the evening teachers were not taking the daily class attendance for evening learners.

Therefore, one can clearly see that the evening school was run by the evening school committee, but the management was not proper. Further more, planning the activities of the night division was one of the main duties of the evening school principals. However, the evening secondary schools’ teaching – learning process was not managed properly by them. Moreover, the responses given by most of the respondents (evening learners) depict that the evening education program is not well coordinated, the evening school principal does not follow the teaching-learning process and daily class attendance is not taken.

4.3. The Teaching- Learning Process in the Evening Schools

Under the tables below, the results of six items for teacher respondents and five items for student respondents are summarized. The questions were prepared in order to assess the evening schools teaching learning process.

Table.4 Teachers' View of the Teaching Learning Process in the Evening Secondary Schools

NO	Items	Responses									
		F	SD	D	UD	A	SA	M	T	\bar{X}	(Sd)
1	Evening teachers employ student-centered teaching-learning process in your school	F	4	15	1	25	7	1	53	3.31	1.25
		%	7.5	28.3	1.9	47.2	13.2	1.9	100		
2	Evening teachers try to understand the learning process of evening adult learners	F	1	13		28	11		53	3.81	1.02
		%	1.9	24.5		52.8	20.8		100		
3	Evening teachers' equal and respectful treatment of learners encourages students to ask and respond to question freely in class.	F	2	4	1	20	26		53	4.2	1.1
		%	3.8	7.5	1.9	37.7	49.1		100		
4	The evening teachers use teaching aids in their teaching-learning process properly	F	4	31		13	4	1	53	2.65	1.17
		%	7.5	58.5		24.5	7.5	1.9	100		
5	Continuous assessment is properly employed in the evening education process	F	2	11	1	26	10	3	53	3.62	1.16
		%	3.8	20.8	1.9	49.1	18.9	5.7	100		
6	When we teach evening learners their use of life experiences boost the teaching learning process.	F	9	3		28	13		53	3.8	1.0
		%	17	5.7		52.8	24.5		100		

The first item of Table 4 shows the teachers view about the employment of student- centered teaching- learning process in the secondary evening schools. For this, 25 (47.2%) of the respondents agreed and 7(13.2%) of them strongly agreed, but 15(28.3%) of the respondents disagreed and 4(7.5%) of them strongly disagreed. On the other hand, 1(1.9%) respondent did not decide to give response and 1(1.9%) respondent was missing to give response.

According to the responses given most respondents agreed that evening teachers employed student -centered teaching-learning method in the evening secondary schools.

The second item of Table 4, asked evening teachers to rate the efforts they are making to understand the learning of evening adult learners. Accordingly, 28(52.8%) of the respondents agreed but 13(24.5%) of them disagreed to accept the view. On the other hand, 11(20.8%) of the respondents strongly agreed and 1(1.9%) respondent strongly disagreed.

According to the responses, most of the respondents (52.8%), agreed on evening teachers' making efforts to understand the learning process of evening adult learners. According to Orenstein and Lasley (2000:18) the teacher has a responsibility to help the adult learner to be successful.

In the third item in Table 4 above, the treatment of evening learners by their evening teachers was rated. Evening teachers (the respondents) were asked to rate the treatment of evening learners by their evening teachers according to the degree of agreement. In response to this item, 26(49.1%) of the respondents strongly agreed and 20(37.7%) of them agreed. On the other hand, 4(7.5%) of the respondents disagreed and 2(3.8%) of them strongly disagreed. But, only 1(1.9%) respondent failed to decide on his/her response.

According to the responses given by most to the respondents (49.1%), as indicated in the table above the evening teachers' equal and respectful treatment of learners encourage students to ask and respond to questions freely in class.

In item four as indicated in Table 4, teaching aids in the evening learning process were reviewed. The evening teachers (the respondents) were asked to rate about the use of teaching aids in evening teaching- learning situation according to the degree of their agreement. In response to the item, 31(58.5%)

of the respondents disagreed and 13(24.5%) of them agreed. On the other hand 4(7.5%) of the respondents strongly agreed and the same number of the respondents (4:7.5%) strongly disagreed. Only 1(1.9%) respondent was missing to give response.

According to the responses given by most of the respondents (58.5%), the evening teachers did not use teaching aids in their teaching-learning processes properly.

In item five of Table 4, the employment of continuous assessment in the evening education was asked. Accordingly, 26(49.1%) of the respondents agreed and 11(20.8%) of them disagreed. On the other hand, 10(18.9%) of the respondents strongly agreed and 11(20.8%) of the respondents disagreed and 2(3.8%) of them strongly disagreed. Three (5.7%) of the total respondents were missing to give their responses, but 1(1.9%) respondent preferred to be neutral. According to the responses given by most respondents (49.1%), continuous assessment is being used properly in the evening education.

In item six of table 4 above, life experiences of evening learners (they are adults as indicated in the back ground of this study in Table 1) in the teaching-learning process was reviewed. Evening teachers (the respondents) were asked to rate how evening learners use of life experiences boost the teaching learning process according to their degree of agreement. In responses to the item, 28(52.8%) of the respondents agreed and 13(24.5%) of the total respondents strongly agreed. On the opposite side, 3(5.7%) of the respondents disagreed and 9(17.0%) of them strongly disagreed.

According to the responses given by most respondents (52.8%), evening learners used their life experiences in their learning situation.

Table.5 Students' View of the Teaching Learning Process in the Evening Secondary Schools

NO	Items	Responses									
			SD	D	UD	A	SA	M	T	\bar{X}	(Sd)
		%	17	5.7		52.8	24.5		100		
1	Continuous assessment is practical in the evening school.	F	21	33		64	50	7	175	3.53	1.4
		%	12	18.9		36.5	28.6	4	100		
2	Some evening school teachers ridicule the learners when they ask questions or when they do mistakes in class.	F	53	73		23	24	2	175	2.38	1.4
		%	30.3	41.8		13.1	13.7	1.1	100		
3	Evening school teachers get well prepared before they enter the classes.	F	7	21	1	80	60	6	175	3.98	1.11
		%	4	12	0.6	45.7	34.3	3.4	100		
4	The evening school teachers are sympathetic and respectful to evening learners	F	19	23		91	39	3	175	3.63	1.26
		%	10.9	13.1		52.0	22.3	1.7	100		
5	There is a similar service for evening and day learners in the school	F	73	34		26	19	4	175	2.21	1.42
		%	41.7	30.3		14.9	10.9	2.3	100		

In item one in Table 5, an issue concerning the practice of continuous assessment was forwarded. The evening learners were asked to rate the degree to which continuous assessment in their evening schools was employed. Responses indicated, 64 respondents (36.5%) agreed and 50 respondents (28.6%) strongly agreed. Contrary to this, 33 respondents (18.9%) disagreed and 21 respondents (12.0%) strongly disagreed. But 7 respondents (4.0%) were missing to give the responses.

According to the responses given by most of the respondents (65.1%), continuous assessment is practical in the evening secondary schools.

In item two under Table 5 above, the evening respondents (the learners) were asked to rate the degree to which teachers ridicule students in the classroom. Responses indicated that, 73 respondents (41.8%) disagreed and 53 respondents (30.3%) strongly disagreed. On the other extreme, 23 respondents (13.1%) agreed and 24 respondents (13.7%) strongly agreed. But, 2 respondents (1.1%) were missing to give responses. Hence, the responses given by most of the respondents (41.8%) depict that evening teachers do not ridicule (don't make fun of) their evening learners in the question-answer processes.

Under item three in Table 5, the evening school teachers' preparation before they enter the evening classes was reviewed. For this, the evening learners (the respondents) were asked to rate about the subject preparation of evening teachers before entering the classes according to the degree of their agreement. In responses given to the item, 80 respondents (45.7%) agreed and 60 respondents (34.3%) strongly agreed. To the other extreme, 21 respondents (12.0%) disagreed and 7 respondents (4.0%) strongly disagreed. But, 6 respondents (3.4%) were missing to give their responses and 1 respondent (0.6%) did not take apposition.

According to the responses given by most respondents (45.7%) the evening school teachers get well prepared before they enter the evening classes.

In item four under Table 5 above, respondents were asked about the evening secondary school teachers' sympathy and respectfulness to their evening learners in the teaching-learning processes. Accordingly, responses indicate that, 91 respondents (52.0%) agreed and 39 respondents (22.3%) strongly agreed. To the other end, 23 respondents (13.1%) disagreed and 19 respondents (10.9%) strongly disagreed. But, 3 respondents (1.7%) were missing to give responses.

Hence, as most of the responses given by most of the respondents (52.0%) depict, the evening school teachers found to be sympathetic and respectful to their evening learners.

Under item five in Table 5, a statement which says "There is a similar service for evening and day learners in the school" was forwarded to the evening learners (the respondents). In responses to the item, 73 respondents (41.7%) strongly disagreed and 34 respondents (30.4%) disagreed. On the other end, 26 respondents (14.9%) agreed and 19 respondents (10.9%) strongly agreed. 4 respondents (2.3%) were missing to give their responses.

According to the responses given by most of the respondents (41.7%), there is no similar service for evening and day learners.

Therefore, most of the teachers' responses under Table 4 show that, the teaching methodology in the evening teaching learning process is based on student-centered (performance -centered) approach. Besides, when evening teachers respect and treat their evening adult learners' sympathetically, learners will be encouraged to ask and respond to questions and they can play positive roles by employing their life experiences and creating healthy relations with their teachers. The employment of continuous assessment in the evening education is something that should be encouraged. But, as detected by most respondents, evening teachers do not use teaching aids in their teaching-learning process. Similarly, the responses given by the evening learners (the respondents) under Table 5 depict, continuous assessment is being practiced in the evening school. The evening teachers not ridiculing their evening learners and their sympathetic and respectful approaches to the evening learners are positive. But absence of similar service for both programs (the evening and the day) is something that needs correction.

4.4. The Teaching-Learning Environment in the Selected Secondary

Evening Schools

The items labeled below in the Table 6 and 7, show whether the environments of the teaching- learning process in the selected secondary evening schools are conducive or not. The items were reviewed by the evening school teachers and learners as respondents.

Table.6 Teachers' View of the Educational Environment

NO	Items	Responses									
			SD	D	UD	A	SA	M	T	\bar{X}	(Sd)
1	There are no problems exhibited in managing evening schools	F	14	33		3	3		53	2.02	1.01
		%	26.4	62.2		5.7	5.7		100		
2	The environment in your school is conducive to run evening classes	F	2	3	2	29	16	1	53	4.0	1.0
		%	3.8	5.7	3.8	54.7	30.2	1.9	100		
3	The evening education gives chance for learners who work during the day	F				11	41	1	53	4.8	1.0
		%				20.8	77.4	1.9	100		
4	The evening education helps the day drop out students to continue their learning	F			3	12	37	1	53	4.7	0.4
		%			5.7	22.6	69.8	1.9	100		
		%	4.0	9.7	1.1	31.4	52.0	2.3	100		

Under item 1 in table 6, the evening teachers were asked about the presence of problems in managing some selected evening secondary schools. The item was stated as follows "There are no problems exhibited in managing evening schools". Responses indicate that 33(62.2%) of the respondents disagreed and 14(26.4%) of them strongly disagreed. On the other hand the same number of responses, 3(5.7%), indicate that respondents agreed or strongly agreed.

According to these responses most respondents (62.2%) indicated that there are problems in the management of evening schools in these selected secondary schools.

In item 2 of the same table above, the evening teachers (the respondents) were asked to rate if there is a conducive environment to run evening classes in the selected secondary evening schools. Responses indicate that, 29(54.7%) of the respondents agreed and 16(30.2%) of them strongly agreed. On the other hand, 3(5.7%) of the respondents disagreed and 2(3.8%) of them strongly disagreed. But, 2(3.8%) of the respondents did not decide to give their responses, while 1(1.9%) respondent was missing to give response.

Hence, as most of the respondents (54.7%) responses said, there is ground for conducive environment to run the evening classes.

In item 3 of Table 6, the chance of day workers to learn the evening education in the selected secondary evening schools was reviewed. Evening teachers were asked to rate the chance of day workers to attend the evening classes according to the degree of their agreement. In responses to the item, 41(77.4%) of the respondents strongly agreed and 11(20.8%) of them agreed. But, 1(1.9%) respondent was missing to give response.

Therefore, as most respondents (77.4%) supported the opinion that evening education is conducive for learners who work in the day time for their life. This result agrees with the information obtained about evening learners work status (77.8% of the respondents are workers) in the background of this study.

In item 4 in Table 6 above, evening teachers reviewed the education of drop out students. Accordingly, 37(69.8%) of the respondents strongly agreed and 12(22.6%) of them agreed. But, 3(5.7%) of the respondents did not decide to give responses and 1(1.9%) respondent was missing to give the response.

According to the responses given by most respondents (69.8%), evening education helps drop outs to continue their learning in the selected secondary evening schools.

Table.7 Students' View of the Educational Environment

NO	Items	Responses									
			SD	D	UD	A	SA	M	T	\bar{X}	(Sd)
1	The environment for the teaching-learning process in the evening school is conducive.	F	13	52		71	39		175	3.41	1.32
		%	7.4	29.7		40.6	22.3		100		
2	I Attend the evening school to get a better job.	F	16	18		41	97	3	175	4.08	1.35
		%	9.1	10.3		23.5	55.4	1.7	100		
3	I attend the evening school to improve my knowledge and my skills.	F	17	9		38	110	1	175	4.24	1.29
		%	9.7	5.1		21.7	62.9	0.6	100		
4	I attend evening classes to spend my leisure time in learning	F	3	19	2	65	82	4	175	4.19	1.03
		%	1.7	10.9	1.1	37.1	46.9	2.3	100		
5	I learn in the evening school, because I am a dropout in the day program.	F	52	99	1	5	15	3	175	2.02	1.10
		%	29.7	56.6	0.6	2.9	8.5	1.7	100		
6	I attend the evening school for job satisfaction in the day time.	F	35	32		25	78	5	175	3.46	1.67
		%	20	18.3		14.3	44.6	2.8	100		
7	I attend the evening class to get acceptance in the community	F	7	17	2	65	91	4	175	4.2	1.13
		%	4.0	9.7	1.1	31.4	52.0	2.3	100		

In item 1 in Table 7, evening students were asked to rate the extent to which a conducive environment to teaching learning existed in their schools (Scale: 1= strongly disagree to 5= strongly agree) Responses indicated that, 71 respondents (40.6%) agreed and 39 respondents (22.3%) strongly agreed. On the other extreme, 52 (29.7%) respondents disagreed and 13(7.4%) respondents strongly disagreed.

As most of the respondents responses depict, there is ground for conducive environment in the teaching-learning process.

In item 2 under Table 7, evening learners were asked why they learn. The item they rated was stated as follows "I attend the evening school to get a better job." For this, the respondents were asked to rate their views according to the degree of their agreement. In responses to the item, 97 respondents (55.4%) strongly agree and 41 respondents (23.5%) agreed. On the other side, 18 respondents disagreed and 16 respondents (9.1%) strongly disagreed. But, the rest, 3 respondents (1.7%) were missing to give their responses.

According to the responses given by most (55.4%) of the respondents attending evening school help any one to get a better job.

Under item 3 in Table 7, respondents were asked to rate how much they participate in evening education for improving their knowledge and skills (Scale: strongly disagree 5: strongly agree). Results indicated that, 110 respondents (62.9%) strongly agreed and 38 respondents (21.7%) agreed. On the opposite side, 17 respondents (9.7%) strongly disagreed and 9 respondents (5.1%) disagreed. But 1 respondent (0.6%) missed to give the response. As many of the respondents (62.9%) responses depict, attending in the evening secondary school improves the evening learner's knowledge and skills.

In item 4 under Table 7, a question was asked about attending the evening classes to leisure time for learning. The respondents (the evening learners) were asked to rate their view according to the degree of their agreement. In responses given to the item, 82 respondents (46.9%) strongly agreed and 65 respondents (37.1%) agreed. On the other hand, 19 respondents (10.9%) disagreed and 3 respondents (1.7%) strongly disagreed. But, 4 respondents (2.3%) missed to give the responses and 2 respondents (1.1%) did not take position.

According to the responses given by most of the respondents (46.9%), attending the evening classes during leisure time is accepted.

Under item 5 of Table 7, the evening learners (the respondents) reviewed that the evening school for dropouts. Hence, the respondents were asked to rate their view according to the degree of their agreement. In connection to this, the responses given indicate that, 99 respondents (56.6%) disagreed and 52 respondents (29.7%) strongly disagreed. On the other end, 15 respondents (8.5%) strongly agreed and 5 respondents (2.9%) agreed. But, 3 respondents (1.7%) were missing to give the response while 1 respondent (0.6%) seems to prefer not to take position.

According to the responses given by most respondents (56.6%), the importance of the evening program for dropouts to continue their learning is rejected.

In item 6 under Table 7, attending the evening school as job satisfaction in the day time was treated. In connection to this, the evening learners (the respondents) were asked to rate their view on the job satisfaction in the day time according to the degree of their agreement. In responses to the item, 78 respondents (44.6%) strongly agreed and 25 respondents (14.3%) agreed. On the other side, 35 respondents (20.0%) strongly disagreed and 32 respondents (18.3%) disagreed. The rest 5 respondents (2.8%) were missing to give their response.

Hence, as most of the responses given by most respondents (44.6%) depict, any one who attends the evening school can get job satisfaction in the day time.

Concerning item 7 of table 7, attending the evening class to get acceptance in the community was reviewed by evening learners (the respondents). For this, the evening learners were asked to rate their view according to the degree of their agreement. Responses indicated that, 91 respondents (52.0%) strongly agreed and 65 respondents (31.4%) agreed. On the other hand, 17 respondents

(9.7%) disagreed and 7 respondents (4.0%) strongly disagreed. 4 respondents (2.3%) were missing to give the response and 2 respondents (1.1%) did not decide to give their responses.

According to the responses given by most of the respondents (52.0%), attending the evening school to get acceptance in the community is accepted.

All in all, the opinions given by most teacher respondents were positive, except the claim that said evening education has problems with its management. Further more, evening learners participate in the program for achieving better job and social respect was accepted by them. This result is consistent with Tilahun (1987), to over come their economic problems some learners will be motivated to participate in evening education. Also it is found out evening education has created conducive environment for workers and dropouts to reach a personal goal. The responses given by most student respondents also depict, the environment for the teaching-learning process in the evening school is conducive. In connection to this, attending the evening school will benefit a better job, improves ones knowledge and skills and the leisure time will be spent in learning. Further more, attending the evening school satisfies job needs during the day time and will gain acceptance in the community further.

4.5. The Participation of Evening Learners in Coordinating and Directing Student Affairs in Some Selected Secondary Evening Schools.

In order to measure the participation of evening learners in school management, 4 items for teachers and 2 items for learners indicated in Table 8 and 9 respectively below were included. Respondents were asked to express the degree of their agreement in scale having 5 points (1: strongly disagree, 5: strongly agree). The following tables summarizes the results.

Table.8 Teachers view on Participation of Evening Learners in Coordinating and Directing Student Affairs

NO	Items	Responses									
			SD	D	UD	A	SA	M	T	\bar{X}	(Sd)
1	Evening school principal gives due attention to what each evening class representatives report about the evening learners affairs	F	4	18	1	17	12	1	53	3.33	1.35
		%	7.5	34.0	1.9	32.1	22.6	1.9	100		
2	There are 2 representatives of evening school learners in the evening school committee in coordinating and controlling discipline in evening classes.	F	1	8	1	31	10	2	53	3.8	1.0
		%	1.9	15.1	1.9	58.5	18.9	3.8	100		
3	Representatives of evening school learners participate in the evening school management about student affairs.	F	3	19		20	10	1	53	3.2	1.3
		%	5.7	35.8		37.7	18.9	1.9	100		
4	Some evening teachers do not like the participation of evening learners in coordinating and directing the evening classes in collaboration with the evening school management.	F	3	19	1	20	8	2	53	3.22	1.27
		%	5.7	35.8	1.9	37.7	15.1	3.8	100		

In item 1 in Table 8, evening teachers were asked to rate the extent to which school principals pay due- attention to what every class representative report about the affairs of evening learners. (Scale1: strongly disagree, 5: strongly agree). Results indicate that, 18(34.0%) of the respondents disagreed and contrary to this 17(32.1%) of them agreed. On the other hand, 12(22.6%) of the respondents strongly agreed and 4 (7.5%) of them strongly disagreed. But 1(1.9%) respondent was missing to give response and 1(1.9%) respondent did not decide to give response.

According to the responses in their degree of agreement given by most respondents (34.0%), evening school principals do not give due –attention to what each evening class representative reports about the evening learners affairs This finding is similar with what Zewde, 1984 said that evening teachers even principals may not give due attention to the duty of supervision by considering this program as part-time teaching.

In item 2 under Table 8, evening teachers (the respondents) were asked to review the role the representatives of evening learners in coordinating and directing learners' affairs in the evening secondary schools committee. Accordingly, 31(58.5%) of the respondents agreed and 10(18.9%) of them strongly agreed. On the other hand, 8(15.1%) of the respondents disagreed and 1(1.9%) respondent strongly disagreed. The rest, 1(1.9%) respondent did not decide to give response and 2(3.8%) of the respondents were missing to give their responses.

According to the responses given by most respondents (58.5%), there are 2 representatives of evening school learners in the selected secondary evening schools committee.

Under item 3 in Table 8, the opinion about representatives of evening learners' participation in the management of evening secondary schools was sought. According to the evening teachers (the respondents) rating, 20(37.7%) of the respondents agreed and 10(18.9%) of them strongly agreed. On the other hand, 19(35.8%) of the respondents disagreed and 3(5.7%) of them strongly disagreed. But 1 respondent (1.9%) was missing to give the responses.

According to the responses given by most of the respondents (37.7%), representatives of the evening learners are participating in the management of the selected secondary evening schools.

In item 4 under Table 8 above, the evening teachers (the respondents) were asked to rate the opinion which says “some evening teachers do not like the participation of evening learners in coordinating and directing the evening classes in collaboration with the evening school management”. In responses given, 20(37.7%) of the respondents agreed and 8(15.1%) of them strongly agreed. On the other hand, 19(35.8%) of the respondents disagreed and 3(5.7%) of them strongly disagreed. But, 1 respondent (1.9%) preferred to be neutral and 2 respondents (3.8%) were missing to give their responses.

According to the responses given by most respondents (37.7%), some evening teachers have miss-conception about the participation of evening learners in coordinating and directing the learners' affairs in collaboration with the evening school management through their representatives.

Table.9 Learners view on Participation of Evening Learners in Coordinating and Directing Student Affairs

NO	Items	Responses								\bar{X}	(Sd)
			SD	D	UD	A	SA	M	T		
		%	5.7	35.8	1.9	37.7	15.1	3.8	100		
1	There are evening learners' representatives to direct learners affairs in the evening education	F	47	29		65	30	4	175	2.94	1.52
		%	26.9	16.6		37.1	17.1	2.3	100		
2	The evening school learners do not participate in management and coordination of the education processes.	F	52	99	1		15	3	175	2.58	1.43
		%	29.7	56.6	0.6		8.5	1.7	100		

Under item 1 of Table 9, the evening learners' representatives directing learners' affairs in the evening education was reviewed. Hence, the evening learners as respondents were asked to rate their view according to the degree of their agreement. In responses to the item, 65 respondents (37.1%) agreed and 30 respondents (17.1%) strongly agreed. On the other end, 47 respondents (26.9%) strongly disagreed and 29 respondents (16.6%) disagreed. But, 4 respondents were missing to give the responses.

According to the responses given by most of the respondents (37.1%), there are evening learners' representatives to direct learners' affairs in the evening education.

In item 2 under Table 9, the absence of participation of evening learners (the respondents) in the management and coordination of the education processes was reviewed. The respondents were asked to rate their view according to the degree of their agreement. In responses to the item, 99 respondents (56.6%) disagreed and 52 respondents (29.7%) strongly disagreed. On the extreme side, 15 respondents (8.5%) strongly agreed and 5 respondents (2.9%) agreed. The rest 3 respondents (1.7%) missed to give the responses.

As the responses given by most of the respondents (56.6%) depict, evening learners participate in the management and coordination of the evening education processes. As to most teacher respondents, evening secondary school principals did not give due-attention to the complaints brought by evening learners' representatives. In the evening school management committee, there are two evening learners representatives. The learners' representatives could participate in the coordination and directing of the learners affairs in the school management. Moreover, the concept of some of evening teachers' about the evening learners' participation in the evening school management reveals the presence of a gap. Also the learners' responses reveal evening learners' representatives participate in directing learners' affairs in the management. So this shows the participation of the learners in the evening education committee appears normal.

4.6. The Quality of Evening Secondary Education

These items were given to respondents to assess the quality education through different approaches. The first three items in Table 10 were responded by the secondary evening school teachers, while the rest three items in Table 11, were responded by the evening secondary students in the sampled schools. Results are summarized in tables below.

Table.10 Teachers' view of Quality of Evening Education

No	Items	Responses									
			SD	D	UD	A	SA	M	T	\bar{X}	(Sd)
1	I have taken training on adult education that enables me to help evening learners	F	11	31	2	4	2	3	53	2.1	0.97
		%	20.8	58.5	3.8	7.5	3.8	5.7	100		
2	There is continuous supervision in the night division at your school	F	10	35	2	2	4		53	2.15	1.03
		%	18.9	66.0	3.8	3.8	7.5		100		
3	Organizing the evening education helps to increase access to learning in the country.	F		1		13	36	3	53	4.7	0.6
		%		1.9		24.5	67.9	5.7	100		
		%	26.2	38.9		18.9	14.9	1.1	100		

In item 1, Table 10, the training of evening teachers on adult education that enables them to help evening learners was reviewed. The evening teachers (the respondents) were asked to rate the training of teachers on adult education that can help evening secondary school learners according to the degree of their agreement. Responses indicated that, 31(58.5%) of the respondents disagreed and 11(20.8%) of them strongly disagreed. On the other hand, 4(7.5%) of the respondents agreed and 2(3.8%) of them strongly agreed. But, 2(3.8%) of the respondents referred to be neutral and 3(5.7%) of the respondents were missing.

According to the responses given by most (58.5%), of the respondents there was no training of evening teachers on how to help adults learn.

In item 2 of Table 10, the evening teachers' view of the employment of continuous supervision in the night division of secondary school was assessed. For this, 35(66.0%) of the respondents disagreed and 10(18.9%) of them strongly disagreed. On the other hand, 2(3.8%) of the respondents agreed and 4 respondents (7.5%) strongly agreed. But 2 respondents did not decide to give their responses. According to the responses given by most of the respondents (66.0%), there is no continuous supervision in the night division of the secondary school with mean value. This activity in the evening schools is against what was recommended by Zewde (1984) as there need not be interruption in supervision in the evening classes to give more support.

In item 3 of Table 11, the evening teachers' view about organizing the evening education to bring access to learners in the country was assessed. Hence, 13(24.5%) of the respondents agreed and 36 respondents (67.9%) strongly agreed. Only 1 respondent (1.9%) disagreed and 3 respondents (5.7%) were missing to give their responses.

According to the responses given by most of the respondents (67.9%), organizing the evening education helps to coordinate, to control, to evaluate for implementation and to bring quality education through access in the process.

In an open ended question which was designed for secondary evening school teachers, respondents were asked to give some additional comments that could be included in the study. Accordingly, out of the total respondents, 48 respondents (90.6%) commented that:

- Stretching tutorial program on Saturdays to bring quality education in the evening program.
- Designing evening secondary school curriculum.
- Plant electric generators in each evening schools and
- Strengthening close instructional support and coordination by the side of the secondary school management in collaboration with the evening school committee should be included in the study to bring the evening teaching-learning process up the standard of the day program.

On the other hand, the open-ended question which referred to the alleviation of the problems encountered in the secondary school evening education was reviewed by most of the respondents (the evening school teachers). For this, 50 respondents (94.3%) forwarded some solutions for the secondary school evening education to alleviate the existing problems on the teaching learning processes. The respondents suggested the following solutions:

- Evening learners should borrow the text books (if there are available in stores) like that of day students.
- Giving library, Laboratory and pedagogical center services for the evening learners
- Giving due-attention to evening adult learning process by the evening school management and by the evening teachers
- Giving supervision support
- Attendance taking for evening learners and evening teachers
- Well organized evening committee
- Lesson planning
- Compensations for lost periods

Table.11 Students' view of Quality of Evening Education

No	Items	Responses									
			SD	D	UD	A	SA	M	T	\bar{X}	(Sd)
1	Teachers who participate in the evening school are well experienced	F	12	58	2	59	41	3	175	3.3 4	1.34
		%	6.9	33.1	1.1	33.8	23.4	1.7	100		
2	There is a continuous in-built supervision in the evening program	F	38	84		30	21	2	175	2.4 9	1.33
		%	21.7	48		17.2	12.0	1.1	100		
3	I am offered quality education in the evening school program.	F	46	68		33	26	2	175	3.4 3	1.44
		%	26.2	38.9		18.9	14.9	1.1	100		

In item 1 in Table 11, the experiences of teachers who participate in the evening school were treated. The respondents (the evening learners) were asked to rate their view according to degree of their agreement. In responses to the item, 59 respondents (33.8%) agreed and 41 respondents (23.4%) strongly agreed. On the other end, 58 respondents (33.1%) disagreed and 12 respondents (6.9%) strongly disagreed. The rest 3 respondents (1.7%) missed to give the responses and 2 respondents (1.1%) kept themselves neutral.

As most of the responses given by most of the respondents (33.8%) depict, teachers who participate in the evening school teaching-learning process are well experienced.

In item 2 of Table 11, continues in-built supervision in the evening program was reviewed. The evening learners (the respondents) were asked to rate whether the continuous in-built supervision is under use or not in the evening program according to the degree of their agreement. Responses indicated, 84 respondents (48.0%) disagreed and 38 respondents (21.7%) strongly disagreed. On the other hand, 30 respondents (17.2%) agreed and 21 respondents (12.0%) strongly agreed. 2 respondents (1.1%) were missing to give their responses.

As to most of the respondents, (48.0%) there was no inbuilt- supervision in the schools at all.

In item 3 in Table 11, offering quality education in the evening school program was viewed. For this, the evening learners (the respondents) were asked to rate whether quality education is offered in the evening school program or not according to the degree of their agreement. In responses to the item, 68 respondents (38.9%) disagreed and 46 respondents (26.2%) strongly disagreed. On the other end, 33 respondents (18.9%) agreed and 26 respondents (14.9%) strongly agreed. 2 respondents (1.1%) were missing to give the responses.

Most of the respondents disagreed on the evening schools' offerings of quality education.

Therefore, one can clearly see from the above responses teachers do not take adult education training that enables them to handle the evening adult learners. On the other hand, continuous implementation of supervision in the secondary evening school is impractical. Also evening teachers are experienced but in-built supervision is not in use at all in the evening schools. Moreover, the quality of education given in those schools seems questioned by the clients. All in all, those who are concerned should be aware of this situation.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1 Summary

The objective of this study is to assess the management of government secondary schools evening education in Glulele Sub-City of Addis Ababa. In connection to the objective, the study attempted to find out answers for the following basic questions:

1. How is the secondary school evening education managed by the principals?
2. Do teachers give due-attention to the evening education and help the evening students?
3. Is the evening teaching-learning activity conducive in the selected secondary schools?
4. Do evening students participate in coordinating and directing student affairs?
5. How is the evening education coordinated and implementing to bring quality of education?

To examine the basic questions, 3 secondary evening schools were purposively selected from Gulele sub-city. The data collecting instruments employed to obtain data pertinent to the investigation were questionnaire, interview and observation checklists. Sources of the information used in the study were documents, evening teachers, evening learners and the evening school principals. Hence, 54 secondary evening teachers and 176 evening learners were elected by using simple random and systematic sampling techniques from the selected schools in Gulele Sub-City respectively. Further more, 3 principals and 5 vice principals were elected by using available sampling technique for interviewing. Moreover, information obtained through observation checklists was used in the study. Hence, the data were obtained from 238 respondents.

The responses obtained through the questionnaire were systematically tallied, analyzed and presented in tables in terms of percentage, mean, and standard deviation and narrated.

On the basis of the analysis made, the main findings of the study are summarized below.

1. The management of the secondary schools:

1.01 The evening school was managed by the evening school committee as indicated by 47.2% of the respondents. But, as most of the respondents (47.2%) indicated the evening school was not well managed.

1.02 The evening school principal was not following the teaching-learning process closely by taking feed backs from the evening adult learners as viewed by 68% of the evening adult learners.

2. Learner centered teaching methods:

2.01 Learner-centered teaching methods used by evening teachers as 47.2% of them and this positive development was supported. But, (28.3%) responses of disagreement show the use of teacher-centered approaches.

2.02 Teaching aids were not employed in the teaching-learning process of the secondary evening schools as 58.5% of the evening teachers, the interviewees and the observation check list indicated.

2.03 According to the evening learners (41.7%) view, there are not similar services with day students in their evening schools.

3. Conducive learning environment: The presence of conducive environment in some selected secondary evening schools was indicated by 54.7% respondents.

4. The reasons for attending evening school:

- 4.01 Majority of them (55.4%) attend the evening classes to get a better job.
- 4.02 Still 62.9% of them attend evening classes to improve their knowledge and skills.
- 4.03 And some of them (44.6%) attend the evening class for job satisfaction in the day time.
- 4.04 Finally 31.4% of the evening learners attend the evening class to get acceptance in the community.

5. Students' participation in coordination:

- 5.01 Evening school principals were not giving due-attention to what the evening school learners' representatives' report about their affairs as seen by 34.0% of the evening teachers.
- 5.02 There is evening school committee which consists of two evening learners as the representatives of the learners as reported by 58.5% of the evening teachers.

6. Quality of evening secondary education:

- 6.01 Training of evening school teachers on adult education was not conducted at all as reported by 58.5% of the evening learners. Most of the teachers participating in the evening program were inexperienced. They were not using lesson plans.
- 6.02 Continuous supervision was not conducted in the evening programs as reported by 66% of the evening teachers.
- 6.03 Inbuilt supervision for experience sharing was not employed at all as 48% of the evening learners responded.

6.04 Tutorial program was not employed to bring quality education as reported in the open-ended item No 23. Besides, no evening school adult learners' curriculum was designed. Furthermore, electric power interruption was occurring in the evening schools.

5.2 Conclusions

Based on the major findings illustrated in the summary, the following conclusions are made.

1. The evening secondary schools management was not led properly by the evening school principals. Due-attention is not given to manage the evening education process as day program.
 - 1.1. The secondary evening school has a committee and it is accountable to the school principal. But, the evening school principals failed to follow the instructional activities closely and they did not pay attention to the feedbacks coming from the evening adult learners.
 - 1.2. In the teaching-learning process, most evening teachers were found to use learner-centered teaching method though there was the use of lecture method. They failed to employ teaching aids. Besides, the evening learners could not get similar services like day students.
2. The presence of conducive environment in the selected secondary evening schools was exhibited.
 - 2.1. The secondary evening school adult learners enjoy themselves by attending their evening classes to get better job. Some of the evening learners attend the evening classes to improve their knowledge and skills. And yet, others attend the evening classes to get acceptance in the community.

- 2.2. Absence of special support from evening teachers may prohibit further study.
3. The evening learners were found to participate in coordinating and directing student affairs in the evening schools management by their representatives. But, there were problems in participating them practically because the evening school principals give less attention to the learners' representatives.
4. Regarding quality of evening education in the selected secondary evening schools through coordination there were problems in exhibited in coordinating and there by in bringing quality education to the standard.
 - 4.1 The evening teachers did not get training on adult education. This caused a limitation on how to handle adult learners.
 - 4.2 Continuous supervision is not fully employed in the secondary evening schools. Like wise in built supervision is not in use for experience sharing in evening schools.
 - 4.3 Appropriate curriculum for adult evening learners was not yet designed and tutorial program was not employed to support the adult learners. The electric power interruption is also the other problem for evening classes.

5.3. Recommendations

On the basis of the conclusion made some recommendations are suggested:

1. The secondary school evening education needs special care to lead. It needs due-attention. A well organized management with its aspects must be employed. For its employment the evening school principals are strictly necessary. Together with this strong evening education committee is also necessary for the night division.

2. As it is a crucial program especially for disadvantaged ones, it needs to be well planned, well organized and well controlled to serve the needs of the toiling population. There fore, the evening school management (the principals) should give due-attention to follow and to support the instructional process properly.
3. The learning situation must be learner-centered. The evening learners must get similar services like the day students. These common services will create conducive environment to the adult learners.
4. The secondary evening school learners should participate in the management affairs. In this, the principals are expected to prepare the necessary pre conditions.
5. To handle the adult learners well training on adult education should be prepared for evening teachers. And to improve teaching, the evening school teachers should have experience sharing among them. This experience sharing helps the evening teachers to improve their teaching skills.
6. Appropriate curriculum should be designed to the evening program to create convenient situations for adult learners.
7. Tutorial program should be set to support the adult learners.
8. Electric power generators should be planted in secondary evening schools for power interruption.
9. It should be underlined that, the secondary evening school principals must give instructional support and must organize the evening school committee to collaborate with the school management to bring quality education in the selected secondary evening schools in Gulele Sub-City.

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- ያለው እንዳወቀ (1998) የምርምር መሰረታዊ መርሆዎችና አተገባበር፣ ባህዳር አልፏ አሳታሚዎች::

Appendix 1

Sample groups	Selected sample secondary evening schools									Total
	Medhanialem			Yekatit -12			Dilber			
	M	F	T	M	F	T	M	F	T	
Evening teachers	44	5	49	36	2	38	18	2	20	107
Evening learners	420	360	780	321	235	556	180	249	429	1765
All total	464	365	829	357	237	594	198	251	449	1872

Key: M= male

F= Female

T= Total

Appendix 2

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.817	.818	22

Item – Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item -Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
q1	65.2500	86.200	-.439	.	.859
q2	65.4375	60.929	.965	.	.774
q3	66.0625	69.529	.545	.	.802
q4	66.4375	66.263	.722	.	.792
q5	66.3750	69.983	.607	.	.801
q6	66.4375	76.929	.060	.	.820
q7	65.7500	61.400	.885	.	.778
q8	65.7500	70.467	.486	.	.805
q9	64.7500	70.600	.353	.	.811
q10	64.3125	80.096	-.177	.	.842
q11	63.6875	80.229	-.293	.	.829
q12	64.1250	71.050	.610	.	.803
q13	66.3125	63.029	.757	.	.786
q14	65.8750	66.117	.523	.	.801
q15	64.0000	76.000	.205	.	.816
q16	63.8750	73.717	.446	.	.810
q17	63.7500	74.333	.359	.	.812
q18	64.8125	73.763	.281	.	.814
q19	65.1250	68.783	.469	.	.805
q20	64.6875	72.763	.363	.	.811
q21	64.6250	77.050	-.002	.	.827
q22	65.8125	63.896	.779	.	.786

Appendix 3

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized items	N of items
.857	.862	20

Item-Total Statistics

	Scale Mean if item Deleted	Scale Variance if item Deleted	Corrected item - Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if item Deleted
q ¹	55.9500	179.418	.647	.	.843
q ²	55.1000	183.463	.547	.	.847
q ³	55.5500	174.682	.683	.	.840
q ⁴	54.6000	189.621	.359	.	.854
q ⁵	55.4000	177.832	.736	.	.840
q ⁶	55.4500	182.155	.620	.	.844
q ⁷	55.4000	191.621	.357	.	.854
q ⁸	55.0500	186.997	.514	.	.849
q ⁹	55.7500	207.882	.113	.	.876
q ¹⁰	55.2500	177.145	.693	.	.841
q ¹¹	55.8000	194.800	.319	.	.855
q ¹²	55.3500	183.608	.423	.	.852
q ¹³	55.7000	200.853	.120	.	.861
q ¹⁴	55.4500	192.050	.500	.	.851
q ¹⁵	55.0500	178.155	.600	.	.844
q ¹⁶	55.9000	196.832	.136	.	.865
q ¹⁷	55.8500	187.608	.343	.	.856
q ¹⁸	55.0500	182.261	.540	.	.847
q ¹⁹	55.2500	184.724	.467	.	.850
q ²⁰	55.8500	180.871	.619	.	.844

Appendix 4

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHERS
PROFESSIONAL
DEVELOPMENT STUDIES
ADULT AND LIFELONG LEARNING UNIT
FOR GRADUATE STUDIES**

Questionnaire to be Filled in by Secondary School Evening Teachers

Title of Research: Managing secondary school evening education in
Gulele-sub-city of Addis Ababa

General Direction

The objective of this study is fully academic to elicit possible responses that could help in solving problems from the secondary school evening teachers. Thus, you are kindly requested to fill the questionnaire with relevant information. The collected data will be used only for the research purpose. You are not requested to write your name on the questionnaire.

Thank you in advance!

Part-II: General Information

Instruction II: For the items 1-22, you are asked to mark /√/ whether you strongly disagree (SD), disagree (D), undecided (UD), agree (A) or strongly agree (SA) on the space corresponding to each item.

No		SD	D	UD	A	SA
1	I have taken training on adult education that enables me to help evening learners.					
2	Evening school is managed by evening school committee.					
3	Evening education is managed properly.					
4	There are no problems exhibited in managing evening schools.					
5	Evening school Principal gives due-attention to What each evening class representative's report about the evening learners' affairs.					
6	There is continuous supervision in the night division at your school.					
7	Evening teachers employ student-centered teaching-learning process in your school.					
8	Evening teachers try to understand the learning process of evening adult learners.					
9	The environment in your school is conducive to run evening classes.					
10	Planning the activities of the night division is one of the main duties of the evening school principal.					
11	Evening teachers' equal and respectful treatment of learners encourages students to ask and respond to questions freely in class.					

No		SD	D	UD	A	SA
12	The evening teachers use teaching aids in their teaching-learning process properly.					
13	Continuous assessment is properly employed in the evening education process.					
14	Organizing the evening education helps to increase access to learning in the country.					
15	The evening education gives chance for learners who work during the day.					
16	The evening education helps the day dropout students to continue their learning					
17	There are 2 representatives of evening school learners in the evening school committee in coordinating and controlling dispelled in evening class					
18	Representatives of evening school learners participate in evening school management about student affairs					
19	When we teach evening learners their use of life experiences boost the teaching learning process.					
20	Some evening teachers do not like the participation of evening learners in coordinating and directing the evening class in collaboration was a evening school management.					
21	The evening school principal manages properly the teaching-learning processes.					

22. Any other helpful comment(s) for the study you like, please -----

23. What would you request to alleviate the problems of evening secondary education?

እክያ 5

በአዲስ አበባ ዩኒቨርሲቲ

የስነ-ትምህርት ኮሌጅ

በመምህራን ትምህርትና የሥርዓተ-ትምህርት ክፍል

የጎልማሶች ተከታታይ ትምህርት

የድህረ-ምረቃ ጥናት

በ2ኛ ደረጃ ትምህርት-ቤቶች የማታ ትምህርት ክፍል የሚያስተምሩ መምህራን የሚሞላ መጠይቅ:

የጥናቱ ርዕስ: በጉለሌ ክፍለ ከተማ የሚገኙ ሁለተኛ ደረጃ ትምህርት-ቤቶች የማታው ክፍለ-ትምህርት አስተዳደር

አጠቃላይ መመሪያ:

የዚህ መጠይቅ ዋና ዓላማ በጉለሌ ክፍለ ከተማ በሚገኙ 2ኛ ደረጃ ትምህርት-ቤቶች በማታው ክፍለ-ትምህርት ከሚያስተምሩ መምህራን በሚያስተምሩበት ወቅት የሚያጋጥሙባቸውን ችግሮች በተመለከተ ተአማኒነት ያላቸውና ለጥናቱ ጠቃሚ የሚሆኑ መልሶችን ለማሰባሰብ ነው። ስለዚህ የእርሶ ለመጠይቁ መልስ መስጠት ለጥናቱ ክፍተኛ ድርሻ ስለአለው ለመጠይቁ ተገቢውን ምላሽ እንዲሰጡ ይለመናሉ። ለመጠይቁ የሚሰጠውም መልስ ለጥናቱ አገልግሎት ብቻ እንደሚውል በአክብሮት እንልግለሁ። በዚህ መጠይቅ ላይ ስምዎን መጻፍ አያስፈልግም።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ!

ክፍል አንድ:- የግል ሁኔታ

መመሪያ አንድ: ለሚከተሉት ጥያቄዎች የ« ✓ » ምልክት በሚገኙ ውስጥ በማስቀመጥ መልስዎን ይመልሱ

1 ዕድሜ: ሀ/ ከ26 ዓመት በታች ከ36 - 45 ዓመት
ለ/ ከ26 - 35 ዓመት መ/ ከ45 ዓመት በላይ

2 ፆታ : ወንድ ሴት

የትምህርት ደረጃ: ሀ/ ዲፕሎማ ሐ/ ሁለተኛ ዲግሪ
ለ/ የመጀመሪያ ዲግሪ

3 በመምህርነት የሥራ ልምድ

ሀ/ ከ5 ዓመት በታች ሐ/ ከ11 - 15 ዓመት
ለ/ ከ5 - 10 ዓመት መ/ ከ16 - 20 ዓመት
ሠ/ ከ20 ዓመት በላይ

ክፍል አንድ:- አጠቃላይ ሁኔታ

መመሪያ ሁለት:- ከ1-22 ለተዘረዘሩ አባባሎች በሚከተሉት የምላሽ መስፈርቶች ማለት ' በጣም አልስማማም '፣ ' አልስማማም '፣ ' መወሰን አልችልም '፣ ' ' እስማማለሁ እና በጣም 'እስማማለሁ' በሚሉት ትይዩ በተሰጠው ቦታ ላይ የ« √ » ምልክት በማስቀመጥ መልሱ

ተ. ቁ.		በጣም አልስማማም	አልስማማም	መወሰን አልችልም	እስማማለሁ	በጣም እስማማለሁ
1	በማታው ክፍለ-ትምህርት የሚማሩ ጎልማሳ ተማሪዎችን እንዴት መርዳት እንዳለብኝ የሚያግዝ ስልጠና ወስጃለሁ።					
2	በትምህርት ቤታችሁ የማታው ክፍለ-ትምህርት የሚመራው በማታ ትምህርት ኮሚቴ ነው።					
3	በትምህርት ቤታችሁ የማታው ክፍለ-ትምህርት ስርዓት ባለው መንገድ ይመራል።					
4	በሁለተኛ ደረጃ ትምህርት ቤቶች የማታውን ክፍለ-ትምህርት በመምራት ረገድ የሚያጋጥሙ ችግሮች የሉም።					
5	የማታው ክፍለ ትምህርት ርዕሰ መምህር በማታ ተማሪዎች ወኪሎች ስለማታ ተማሪዎች ለሚቀርብለት ጉዳይ ትኩረት ይሰጣል።					
6	በትምህርት ቤት በማታው ክፍለ-ትምህርት ተከታታይ የሆነ የሱፐርቪዥን ድጋፍ ይሰጣል።					
7	መምህራን በማታው ክፍለ-ትምህርት ተማሪ-ተኮር የሆነ ትምህርት ይሰጣሉ።					
8	መምህራን በማታው ክፍለ-ትምህርት የሚማሩ ጎልማሳ ተማሪዎችን የትምህርት አቀባበል ለመረዳት ጥረት ያደርጋሉ።					
9	በትምህርት በትዎ የማታውን ትምህርት ለማካሄድ ምቹ ሁኔታ አለ።					
10	በማታው ክፍለ-ትምህርት የርዕሰ መምህሩ ዋና ተግባራት እንዲያማታውን ክፍለ-ትምህርት ስራ ማቀድ ነው።					
11	የማታ መምህራን ተማሪዎቻቸውን በእኩልነትና በአክብሮት ቢይዙ ተማሪዎች ጥያቄ ለመጠየቅና ለመመለስ ይበረታታሉ።					

ተ. ቁ.		በጣም አልሰማም	አልሰማም	መውሰን አልችልም	አስማለሁ	በጣም አስማለሁ
12	መምህራን በማታው ክፍለ-ትምህርት የትምህርት መርጃ መሳሪያዎችን ሙሉ በሙሉ ይጠቀማሉ።					
13	ተከታታይ ምዘና በማታው ክፍለ-ትምህርት በአግባቡ ይተገበራል።					
14	የማታ ክፍለ-ትምህርት መጠናከር በሃገር ውስጥ የትምህርት ዕድል ለማስፋፋት ይጠቅማል።					
15	የማታ ክፍለ-ትምህርት በቀን ራሳቸውን እየረዱ ለሚማሩ ተማሪዎች የመማር ዕድል ይሰጣል።					
16	የማታው ክፍለ-ትምህርት ከቀኑ መደበኛ ንግግራም ላቋረጡ ተማሪዎች ትምህርታቸውን እንዲቀጥሉ ይረዳል።					
17	በማታው ክፍለ ትምህርት ኮሚቴ ውስጥ ሁለት የማታ ተማሪ ተወካዮች በኮሚቴ አባልነት የማታውን ተማሪ በማስተባበርና የክፍል ስነሥራዓት በመቆጣጠር የአመራር ሚና ይጫወታሉ።					
18	የማታ ተማሪ ተወካዮች በማታው ክፍለ ትምህርት አመራር ውስጥ ስለማታ ተማሪዎች ጉዳይ በመወከል ይሳተፋሉ።					
19	የማታ ተማሪዎችን በምናስተምርበት ወቅት ተማሪዎቹ ተሞክሮአቸውን በክፍል ውስጥ ስለሚጠቀሙ የመማር ማስተማሩን ሂደት ያገለግላቸዋል።					
20	አንዳንድ የማታ መምህራን በማታ ተማሪዎች ተወክለው በማታው ክፍለ ትምህርት አመራር ውስጥ የሚሳተፉ የተማሪ ተወካዮች ይጠሉዋቸዋል።					
21	የትምህርት ቤቱ ርዕሰ መምህር የማታውን ክፍለ-ትምህርት በተገቢው መንገድ ይመራሉ።					

22. በዚህ ጥናት ውስጥ ቢካተቱ ጠቃሚ ናቸው ብለው የሚያምኑባቸው አስተያየቶች ካሉ እዚህ ይግለፁ -----

23. በሁለተኛ ደረጃ ትምህርት ቤቶች በማታው ክፍለ-ትምህርት በመማር- ማስተማሩ ሂደት ለሚከሰቱት ችግሮች ምን መፍትሄ ያስቀምጣሉ -----

4. Educational status:

A/ Grade 9	<input type="checkbox"/>	C/ Grade 10	<input type="checkbox"/>
B/ Grade 11	<input type="checkbox"/>	D/ Grade 12	<input type="checkbox"/>

5. Work status:

A/ NGOS' Employee	<input type="checkbox"/>	C/ Self Employed	<input type="checkbox"/>
B/ Government Employee	<input type="checkbox"/>	D/ Student	<input type="checkbox"/>

6. Tuition fee is covered by:

Family /Father-mother

Self

Friend (s) spouse

Others, specify -----

Part-II: General Information

Instruction II: For the items 1-20, you are asked to mark /√/ whether you strongly

Disagree (SD), Disagree (D), Undecided (UD), Agree (A) or strongly

Agree (SA) on the space corresponding to each item.

No		SD	D	UD	A	SA
1	The environment for the teaching-learning process in the evening school is conducive.					
2	Teachers who participate in the evening school are well experienced.					
3	The evening education program is well coordinated.					
4	Continuous assessment is practical in the evening school.					
5	Some evening school teachers ridicule the evening learners when they question or when they do mistakes in class.					
6	There is a continuous in-built supervision in the evening program.					
7	There is a daily class attendance for evening learners.					
8	Evening school teachers get well prepared before they enter the classes.					
9	I attend the evening school to get a better job.					
10	There are evening learners' representatives to direct learners' affairs in the evening education.					
11	I attend the evening school to improve my knowledge and my skills.					
12	I attend evening classes to spend my leisure time in learning.					

No		SD	D	UD	A	SA
13	I learn in the evening school, because I am a dropout in the day program.					
14	I attend the evening school for job satisfaction in the day time.					
15	The secondary school evening principal follows the evening teaching – learning processes Closely taking feedbacks from the evening learners.					
16	I attend the evening class to get acceptance in the community.					
17	The evening school learners do not participate in management and coordination of the education processes.					
18	I am offered quality education in the evening school program.					
19	The evening school teachers are sympathetic and respectful to evening learners.					
20	There is a similar service for evening and day learners in the school.					

እክያ 7

በአዲስ አበባ ዩኒቨርሲቲ

የስነ-ትምህርት ኮሌጅ

በመምህራን ትምህርትና የሥርዓተ-ትምህርት ክፍል

የጎልማሶች ተከታታይ ትምህርት

የድህረ-ምረቃ ጥናት

በ2ኛ ደረጃ ትምህርት ቤቶች የማታ ትምህርት ክፍል የሚማሩ ተማሪዎች የሚሞላ መጠይቅ

የጥናቱ ርዕስ: በጉለሌ ክፍለ-ከተማ የሚገኙ ሁለተኛ ደረጃ ትምህርት ቤቶች የማታው ክፍለ- ትምህርት አስተዳደር

አጠቃላይ መመሪያ:

የዚህ መጠይቅ ዋና ዓላማ በጉለሌ ክፍለ ከተማ በ2ኛ ደረጃ ትምህርት ቤቶች በማታው ክፍለ-ትምህርት የሚያጋጥሙ አንዳንድ የጎልማሳ ተማሪዎች ችግሮችን ለመፍታት የሚያስችሉ መረጃዎችን ለማሰባሰብ ነው። ስለዚህ ያንተ/ያንቺ ትክክለኛና ግልጽ የሆነ ምላሽ ለዚህ ጥናት የሚያበረክተው አስተዋጽኦ ክፍተኛ መሆኑን ተረድተህ/ሽ ይህን የመረጃ ማሰባሰቢያ መጠይቅ ተገቢውን መልስ በመመለስ እንድትተባበር/ሪ ትለመናለህ/ሽ። ስም መጻፍ አያስፈልግም። በመጠይቁ የሚገኘው መረጃም ለዚህ አላማ ብቻ ይውላል።

ስለትብብርህ/ሽ በቅድሚያ አመሰግናለሁ!

ክፍል አንድ:- የግል ሁኔታ:

መመሪያ አንድ: ለሚከተሉት ጥያቄዎች የ« ✓ » ምልክት በባቦ ሣጥን ውስጥ

በማስቀመጥ መልስ/ሽ/::

1. ፆታ: ወንድ ሴት
2. ዕድሜ: ሀ/ ከ15 - 20 ዓመት ለ/ ከ21 - 27 ዓመት
 ሐ/ ከ28 - 34 ዓመት መ/ ከ34 ዓመት በላይ
3. የክፍል ደረጃ: ሀ/ 9ኛ ክፍል ሐ/ 11ኛ ክፍል
 ለ/ 10ኛ ክፍል መ/ 12ኛ ክፍል
4. ሥራ
 ሀ/ መንግሥታዊ ያልሆነ ድርጅት ሠራተኛ
 ለ/ የመንግሥት ሠራተኛ መ/ ተማሪ
 ሐ/ የግል ተቀጣሪ

5. የትምህርት ክፍያን ወጪ የሚሸፍነው:

- ሀ/ ቤተሰብ/አባት - እናት ሐ/ ጓደኛ/ጓደኞቹ/የትዳር አጋር
- ለ/ በግል መ/ ሌላ የተለየ ካለ -----

ክፍል ሁለት:- አጠቃላይ ሁኔታ


መመሪያ ሁለት:- ከ1-20 ለተዘረዘሩ አባባሎች በሚከተሉት የምላሽ ስፍርቶች ማለት 'በጣም አልስማማም' ፣ 'አልስማማም' ፣ 'መወሰን አልችልም' ፣ 'እስማማለሁ እና 'በጣም እስማማለሁ በሚሉት ትይዩ በተሰጠው ቦታ ላይ የ« √ » ምልክት በማስቀመጥ መልስ/ሽ

ተ. ቁ		በጣም አልስማማም	አልስማማም	መወሰን አልችልም	እስማማለሁ	በጣም እስማማለሁ
1	የማታ ትምህርት የምማርበት ትምህርት ቤት ውስጥ ያለው የመማር ማስተማር ሂደት ምቹ ነው።					
2	በማታ ትምህርት ኘርግራም የሚሳተፉ መምህራን ብቃት ያላቸው ናቸው።					
3	በትምህርት ቤቱ በማታው ክፍለ-ትምህርት ጥሩ የሆነ የስራ ቅንጅት አለ።					
4	በትምህርት ቤትዎ በማታው ክፍለ-ትምህርት ተከታታይ ምዘና ይተገበራል።					
5	በክፍል ውስጥ ተማሪዎች ጥያቄ በሚጠይቁበት ወቅት ወይም ስህተት ሲፈፀሙ አንዳንድ መምህራን እነርሱን የሚያሸማቅቁ ቃላት ይሰነዘራሉ።					
6	በማታው ትምህርት ኘርግራም የክፍል ውስጥ ስፐርቪዥን ያለማቋረጥ ይካሄዳል					
7	በማታው ክፍለ-ትምህርት የተማሪዎች ስም ቁጥጥር በየቀኑ ይካሄዳል።					
8	መምህራን ወደ ክፍል በሚገቡበት ጊዜ በቂ ዝግጅት አድርገው ነው።					
9	የማታ ትምህርት የምማረው የተሻለ ስራ ለማግኘት ነው።					
10	የማታውን ክፍለ ትምህርት ለመምራት የማታ ተማሪ ተወካዮች ይሳተፋሉ።					
11	የማታ ትምህርት የምማረው ያለኝን ዕውቀትና ክሊሎት ለማሻሻል ብዬ ነው።					


ተ.ቁ		በጣም አልሰማማም	አልሰማማም	መውሰን አልችልም	እስማማለሁ	በጣም እስማማለሁ
12	የማታ ትምህርት የምከታተለው ትርፍ ጊዜዬን በትምህርት ለማሳለፍ ስለፈለግሁ ነው።					
13	የማታ ትምህርት የምማረው በቀኑ መደበኛ መርሃ-ግብር በማቋረጡ የተነሳ ነው።					
14	የማታ ትምህርት የምማረው ቀን፣ ቀን ስለምሰራ ነው።					
15	የማታው ክፍለ ትምህርት ርዕስ መምህር ከማታ ተማሪዎች ግብረመልሶችን በመሰብሰብ የመማር ማስተማሩን ሂደት በቅርበት ይከታተላል።					
16	የማታ ትምህርት የምማረው በህብረተሰቡ ውስጥ ያሰኝን ተቀባይነት ለመጨመር ነው።					
17	የትምህርቱን ኻርግራም በመምራትና በማቀናጀት ስራ ላይ የማታ ተማሪዎች ተሳትፎ አያደርጉም።					
18	በትምህርት ቤቱ በማታው መርሃ-ግብር የሚሰጠኝ ትምህርት ጥራቱ የተጠበቀ ነው።					
19	በትምህርት ቤትዎ ውስጥ ያሉ መመህራን የማታ ተማሪዎችን በአጋኝነት ስሜትና በአክብሮት ይይዟቸዋል።					
20	በትምህርት ቤቱ ውስጥ በቀኑና በማታው የትምህርት መርሃ-ግብሮች መካከል ለተማሪዎች አንድ አይነት አገልግሎት ይሰጣል።					

DECLARATION

This thesis is my original work and has not been presented for a degree in any university and that all sources of material used for the thesis have been duly acknowledged.

Name: Negash Retta
Signature: 
Date: 24/07/09

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

Name: Teshome Nekatibeb (PhD)
Signature: 
Date: July 14, 2009