

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

**LEADERSHIP PROBLEMS IN THE MANAGEMENT
OF EDUCATIONAL RESOURCES IN SELECTED
TVET COLLEGES OF ETHIOPIA**

BY
NEGESSE TEFEREDEGN TILAYE



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**A Thesis submitted to the School of Graduate Studies of
Addis Ababa University in partial fulfillment of the
requirements for the degree of Master of Arts in
Management of Vocational Education**

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The hard times in the process of learning at least up to the present goal are over. The set backs that I faced but I never forget are over come, I, therefore, praise God, the merciful, the most passionate and the almighty for my success and his Holy Mother for their Grace

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DEDICATION

**NOT UNTO US, O LORD, NOT UNTO US, BUT
UNTO THE NAME GIVE GLORY FOR THE MERCY
AND FOR THY TRUTH'S SAKE**

PSALM 115:1

THE HOLY BIBLE

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List of acronyms and abbreviations

The following acronyms appear in the text as stated here

EDP - Electronic Data Processing

ERMS - Educational Resources Management System

ECBP - Engineering Capacity Building Programs

GDP-Gross Domestic Product

IGA - Income Generating Activities

MIS-Management Information System

POSDCoRB - Planning, Organizing, Staffing, Directing, Coordinating,
Reporting and Budgeting

PPBES- Planning, Programming, Budgeting, Evaluating System

PPBS - Planning, Programming, Budgeting System

SNNPR- South Nation Nationalities and Peoples Region

TMIS- TVET Management Information System

TVET-Technical and Vocational Education and Training

UNESCO-United Nations Education, Scientific and Cultural Organization.

UNICEF-United Nations International Children's Education Fund (an
organization with in the united nations that helps to look after
the health and education of children all over the world)

VET- Vocational Education and Training

Abstract

In the Federal Republic of Ethiopia, Technical and Vocational Education and Training (TVET) is regarded as a key national investment that focuses on the development of its citizens based on the principle of nation building. To this end, currently, the government has designed nation wide implementing the TVET program. The purpose of this study was to examine leadership problems in the management of educational resources in Entoto, Weliso, Assela, Hosaina, General Wingate and Kombolcha TVET colleges of Ethiopia. For the execution of the study, a descriptive survey design was employed. In this endeavor, data were collected through questionnaire, interviews and document analysis. The data collected during the study revealed that the implementation of the TVET is affected by many factors related to planning, coordination, and staffing, financial and physical resources management. Consequently, it has indicated that the implementation of the program in those colleges was marked by the existence of inadequate number of qualified academic staffs, inefficient handling of educational resources and lack of financial, material, human, and physical resources. Based on the findings of the study, some valuable suggestions were forwarded for those deans, administrative and development vice deans, department heads, teachers, workers and offices of the colleges, who were frequently implicated during the course of the study

CHAPTER ONE

THE RESEARCH BACKGROUND

1.1 Background to the problem

A social organization is established with definite goals and objectives. Any organization ultimately produces a certain output in the form of commodity or public service that intended to benefit a given target population at various levels. Whatever the product, the organization is an open system interacting with its environment.

Goldhaber (1979:14) defines an organization as a network of interdependent relationships. When things are interdependent this means that each and every element of the relationship affect and are affected by each other.

Educational organization and management is increasingly recognized as a vital instrument in enabling the teaching learning process to thrive (Ayalew, 1991:1). Organizations are established to attain certain objectives. To achieve well-designed objectives, organizations should be well structured. Organizational structures, by and large demand trained and untrained (skilled, semi-skilled and unskilled) personnel to shoulder authority and responsibility and to carry out organizational tasks

Organizations' settings large and more complex, there arises the need for competent managers or administrators to systematizing the management of human, physical, financial, time and information resources of the

organization. The systematic handling of organizational employees and resources will enable it to utilize the knowledge, skills, and experiences of its employees and resources effectively. In line with this, for proper coordination of activities, the establishment of certain departments, divisions and sections etc, within the organization is imperative.

Effective leadership is in general, a function of adopting the appropriate leader on the college condition. Failure to engage in appropriate leadership behavior would lead to subordinate action to be dysfunctional rather than become productive and satisfied. Departmentalizing employees not only helps to solve communication problems but also helps to check the physical plants and infrastructures, and channel resources available within the capacity of the organization. This demands a good leadership.

According to Yukl (1995:5) Leadership is both a process and a property,

As a process: Leadership is the use of no coercive influence to shape the group's or organization's goals, motivate behavior toward the achievement of those goals, and help define group or organizational culture.

But De Vries (1994:73-89) considered leadership as a property,

the set of characteristics attributed to individuals who are perceived to be leaders. Thus leaders are people who can influence the behaviors of others without having to rely on force; leaders are people whom others accept as leaders.

The above statement emphasizes that a leader is responsible to plan, organize, guide, coordinate, control and evaluate the efforts of organizational employees. Effective leadership requires policies on

planning human resource, resource allocation, wages, and other matters. These may be fixed in written rules and procedures.

The manageability of a system is determined by its capacity to use and change its structures, technologies, and resources in order to achieve targets. Success of a business concern is dependent upon the ability of its leadership. Leadership exists in any type of organization. Leaders are not only responsible for directing their followers but also responsible for the attainment of goals of the organization. The main responsibility of leaders is to get the work done effectively by their followers.

To this effect, a leader should call for the active involvement and participation of all teaching personnel in the overall management of college resources to promote effective teaching -learning processes. It is believed that teachers eventually would assume responsibility in the proper utilization of college resources by executing their day -to -day activities.

Finally the theme of this study was, therefore, to deal with leadership problems in the management of educational resources (human resource, material resource, financial resource, physical resource, time and informational resources) in selected TVET colleges of Ethiopia

1.2. Statement of the problem

Leadership is one of the most important elements of an institution. If leadership and its process were carried out smoothly, the institution would become an effective one, otherwise leadership problems affect its

performance. When we move into management positions, leadership skills are essential to direct new employees to carry out the task, negotiate with departments, write proposals, write reports, conduct meetings and resolve conflicts.

Based on these and other reasons the study had investigated leadership problems in the management of educational resources that are needed by employees and teachers in the colleges. In the selected TVET Colleges, there were many problems associated with leadership in the management of educational resources. In light of the many problems that are associated with leadership problems in the management of educational resources the purpose of the study is to investigate leadership problems in the management of educational resources in selected TVET colleges of Ethiopia.

Thus, to fulfill the aforementioned purposes the researcher believed that it is essential to assess leadership problems in the management of educational resources. Finally, the researcher had investigated and tried to answer the following basic questions in relation to the selected TVET Colleges.

1. What are the major planning problems in the management of educational resources in the colleges?
2. Is there proper coordination and management of material resources in the colleges?
3. Is there significant problem in the management of physical resources in the colleges?

4. What are the basic problems that TVET college deans encounter in managing financial resources?
5. What measures should be taken in order to alleviate staffing problems in the management of educational resources in the colleges?

1.3. Significance of the study

By examining this study the researcher attempts to draw the attention of some selected TVET colleges of Ethiopia to give applicable solutions and recommendations to leadership problems. Among these problems a leader has the primary responsibility of maximizing the performance of trainers who are central in the teaching learning process is assumed to be the core. Besides it is believed that the research will:

1. Help deans of the college to be conscious of their weaknesses and of the major problems they face so that they may find ways and means to alleviate them
2. Make leaders to be aware of the prevalence of the problems identified and prepare these leaders to challenge them. Particularly the deans, teachers and workers would be able to develop positive attitude towards leadership efficiency, and the goal of the colleges.
3. Provide the colleges with constructive ideas that would help them become competent providers of TVET services.
4. Serve as a basis for detailed and further study for those who have the intention to make research on leadership problems in the management of educational resources

5. Contribute to theory and policy formulation regarding it. In general, the study addresses itself to the concerned authorities some considerations for future development of leadership in the educational management of the country.

1.4. Delimitation of the study

The researcher presumes the problem is not confined only to the aforementioned colleges of Ethiopia. It could also affect other colleges in the whole country. However, the research study has been delimited to six randomly selected government colleges of Ethiopia to get reliable data and information that will be used for the study and to make the study area (coverage) manageable

1.5. Limitation of the study

The absence of sufficient literature in the area of technical and vocational education and training and diversity of respondents were the major shortcomings that the researcher encountered during the execution of the study. Besides, getting the right people at the right time with fresh perspectives was another major challenge that was faced during data collection in the colleges.

1.6. Definitions of terms used

TVET: - Technical and Vocational Education and Training: any education, training and learning activity leading to the acquisition of knowledge, understanding and skills, which are relevant for employment or self-employment. TVET serves here as an

overarching term to describe all kinds of formal, non-formal and informal training and learning provided by or in all different colleges (MOE, 2006:50)

Effectiveness: - is the extent to which the leader influences his followers to achieve group objectives (Huneryager and Heckmann 1967:509)

Efficiency: - is the ability to produce the desired effect with a minimum of effort, expense or waste (Huneryager and Heckmann 1967:578)

Leadership: - is a process through which an individual, resources, the cooperation of others, towards the achievement of goals in particular setting (Deighton, 1971:556)

Management: - is the act or art or manner of holding, controlling and directing (Deighton, 1971:642)

Objective: - is a statement of action that falls within the domain of educational policy aimed at enforcing the policy into action according to the priority (Deighton 1971:886)

Resource: - is a means of accomplishing something that can be drawn up on to aid management (Simon and Schuster, 1970:1542).

1.7. Organization of the study

The study is divided into five chapters. The first chapter deals with introduction, statement of the problem and its approach, significance of the study, delimitation of the study, limitation of the study, operational definitions of terms and organization of the study.

The second chapter deals with the review of related literature on analyzing the leadership problems in the management of educational resources. This

part would give a highlight of the theoretical framework of the topic under study like: Concepts of leadership in the management of educational resources (human resource, material resource, financial resource, physical resource, time and informational resources, the management process (planning and decision making, organizing, leading, controlling, etc.), basic managerial roles and skills, management of educational resources, the role of the leader in resource management, and other areas in vocational education and training (VET) services.

The third chapter focuses on research design and methodology. The fourth chapter, namely the presentation and analysis part of the study diagnoses the data collected through questionnaires, interviews, document analysis and personal observation. The fifth and final chapter is dedicated to summary, conclusion and recommendations of the overall study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The study is concerned with aspects of leadership problems in the management of educational resources as it applies to some selected TVET colleges of Ethiopia. In order to proceed with the theoretical constructs this part of the research starts by making the attempt to answer the following queries: what is leadership? How important is it to an organization? How do we relate effectiveness of leadership in the management of educational resources (human resource, material resource, financial resource, physical resource, time and informational resources) to specific leadership behaviors and skills? What are the main functions of the leader in educational management process? (Planning and decision making, organizing, leading, controlling, etc.) and other areas in VET services

A critical review of the literature, thus may provide some satisfactory answers to the questions and may also show the knowledge gap until the present

2.1 The concept of leadership

Leadership is the art of influencing people to direct their will, abilities and efforts towards the accomplishment of common goals. Leadership is also defined as " a process of encouraging and helping others to work enthusiastically toward objectives." (Davis, 1967:616.)

Leadership is a key organizational function that binds the activities of the work group or groups towards the achievement of organizational goals. It can be considered as the heart of organizational machinery without which task accomplishments is difficult, if not, impossible. What is important is leadership conceptualization is that the designated leader has the most influencing power, devotes more time, and is the most responsible person to his/her own group and/or organizations at large. Leadership occurs if and when one person induces others to work toward a goal. Thus, effective leadership has been clearly identified as key characteristics of most successful institutions.

The term administration was used by Fayol to mean management. In this study, the definition of administration is that it is the process of acquiring and allocating resources for the achievement of the organizational goals.

2.1.1 What Is Leadership?

There are several definitions given to leadership. Different books and lexicon provide some varying definitions on the term.

McGregor (1966:73) defines leadership as property of the individual, but a complex relationship among those variables. It follows that leadership is the natural and acquired property of an individual manifested in the process of influencing individuals or groups to attain a certain common ends through common grounds and on equal footing.

Blanchard and Herssey (1982:82) define leadership as the activity of influencing people to strive willingly for group objectives.

Likewise, Koontz et al (1984:507) define leadership as the process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals.

This implies not only willingness to work but also willingness to work with zeal and confidence. It also includes making people perform up to their full capacity.

In other words, a leader is the over all person to share his views, ideas, information and operational devices to stimulate the interest and to influence the behavior of his followers so as to fully participate in an organizational goal achievement on one hand and to ensure that they are fully aware of his views and ideas on the other

Considering the basic principles and concepts of leadership the dean's role is therefore to encourage the teaching and non-teaching personnel to work together and to fully cooperate in the development and implementation of educational policies, directives and plan for effective and efficient management of resources which ensure proper teaching-learning process.

The various and complex activities of an educational organization to be performed by the deans requires the activity of effective leadership.

2.1.2. Characteristics of leadership:

1. Leadership is not domination or coercion but the promotion of followership.
2. Leadership promotes change but it may also resist change to maintain the college social system from forces both within and external to the system, which are pressing for undesirable change.

Burns (1978:19) in commenting on different definitions of leadership stated the following. Some define leadership as leaders making followers do what followers would not otherwise do, or as leaders making followers do what the leaders want them to do. Burns(1978:19) also define leadership as leaders inducing followers to act for certain goals that represent the values and the motivation-the wants and needs, the aspirations and expectations of both leaders and followers. Leadership, unlike naked power wielding, is thus inseparable from follower's needs and goals.

We are confining ourselves in this chapter to leadership in formal organization. There are other types of leaders, which are worthy of study, but they are beyond the scope of this study. Some examples are (1) opinion leaders such as interpreters of news events, (2) intellectual leaders such as Albert Einstein, and (3) societal leaders such as Marx and Engel's (Morphet, 1982:97)

According to Morphet (1982:97) in examining the leadership phenomena of educational organization and administration, we are concerned primarily with leadership that are applicable to those who hold decision-making positions in the various hierarchies of educational organizations and in informal organizations that interact with formal educational organizations. Educational administrators deal not only with a complex of systems within the educational organization but also with a complex of social systems in the environment of the college system, all of which are exchanging inputs and outputs of information, energy, and matter with each other has been confined to leadership in small face-to-face groups.

2.1.3. Selecting a leader

According to Morphet (1982:66) there are many methods by which a group may be provided with leadership. The leader (here not distinguished from the administrator) may be selected by the group itself or by representatives of the group, as in a democracy or a republic. Regardless of the method of selection, an effective group will always have leadership. The role of the leader will vary widely in different types of groups, depending upon the goals and values of the group, the leader's perception of his or her role, the group's perception of the leader's role, and other factors.

The group cannot attain its maximum productivity and the maximum satisfaction of individual members unless functions, activities, interests, and assignments are coordinated (Morphet, 1982:97) That is one of the functions of executive leadership. The executive head of an organization, to be of maximum usefulness to the organization, must also be a leader. The functions of leadership are many and varied.

2.2 Major leadership Functions

Luther Gulick and Lyndall Urwick, being strongly influenced by Fayol, put forward seven administrative functions: planning, organizing, staffing, directing, coordinating, reporting and budgeting, (Hoy and Meskel, 1978:5). These processes are given the acronym "POSDCoRB"

- Planning: - working, out in broad outline, the things that need to be done and the methods for doing them to accomplish the purpose set for the enterprise.

- Organizing: - the establishment of a formal structure of authority, through which work subdivisions are arranged, defined and coordinated for defined objectives.
- Staffing: - the whole personnel function of bringing in and training the staff and maintaining favorable conditions of work.
- Directing: - the continuous task of making decisions and embodying them in specific and general orders and instructions and serving as the leader of the enterprise.
- Coordinating: - the overall important job of interrelating the various parts of the work. It ensures that all units and sub units are working in union towards the common objectives of the enterprise.
- Reporting: - The process of keeping those to whom the executive is includes keeping himself and his subordinates informed through records, research and inspection.
- Budgeting: - concerned with all that which goes on in the enterprise in the form of fiscal planning, accounting and control.

Leaders are expected to use wisely in a planned way the resources at their disposal. Managers or Administrators are expected to be effective in range of areas including, planning, controlling, motivating and managing complaints.

Obviously the dean of the college exercise leadership not to impose power in each individual member of the teaching and non-teaching personnel, but to gain the cooperation of all others and gear their cooperative efforts towards goal achievement of the college

Apart from securing the cooperation of others, the dean needs to motivate and guarantee a sense of belongingness to their fellow teachers.

Of the different functions expected, the vital ones include planning, organizing, motivation of staff, communication, budgeting, coordination and decision-making.

Let us see very briefly on each of these:

2.2.1 planning

Banfield (1962:7) stated the following concerning planning: a plan is a decision with regard to a course of action. A course of action is a sequence of acts, which are mutually related as means and are therefore viewed as a unit; it is the unit, which is the plan. Planning then as defined here is to be distinguished from what we may call 'opportunistic decision making' which is choosing (rationally or not) actions that are not mutually related as a single means.

Following are some basic concepts of planning that are worthy of consideration.

- Modern planning is a logical and systematic process that differs significantly from the elementary kinds of procedures utilized during earlier years.
- In a planning society the people cooperatively determine their goals and appropriate ways of attaining them, whereas in a planned society the goals are determined for the people by their rulers or government.

- The goals of a democratic society are or should be social and economic goals concerned with the welfare and progress of all citizens rather than selfish goals designed to promote or protect the concerns and privileges of special interest groups,
- Cooperation means or implies the bona fide involvement of representative and perceptive lay citizens as well as educators in studying problems and needs and in agreeing on appropriate goals and optimum ways of attaining them rather than merely accepting the goals and policies developed by a few educators or lay citizens.

Kinds of planning: - what kind and quality of education is essential to meet present and emerging needs, and how can it be provided best and most effectively? The most promising procedure for resolving this issue seems to be through perceptive leadership and systematic, comprehensive, long-range planning with rather than for people.

Culbertson (1971:139) has noted that there are essentially two interrelated kinds of systematic planning, each of which has different purposes: strategic planning and Management planning. Each of these may be utilized for both long-and short range planning as well as for comprehensive planning or planning concerned with some aspect of education.

Strategic planning, which fosters and requires productive relations and linkages with public agencies and groups other than those directly

responsible for education, should receive primary attention because it involves the determination of policies and the establishment of new or revised goals and objectives. This concept should be of special interest to educational leaders who have a major responsibility for developing and implementing plans because, if properly utilized, it will help to ensure the commitment and support that is essential to facilitate needed changes.

Management planning, on the other hand, is concerned with the effective and accepted. It may, therefore, be conceptualized as that portion of the planning process that is implemented after the basic decisions relating to goals and policies have been made

2.2.2. Organizing

Organizing involves determining how activities and resources are to be grouped. The basic elements of organizing such as: job design, departmentalization, authority relationships, and span of control, and line and staff roles. The five together make all the major decisions that affect the overall organization, (Dumaine, 1993:80-84)

- Designing jobs-the very first building block of organizational structure is job design. Job design is the determination of an individual's work related responsibilities
- Departmentalization: grouping jobs-the second building block of organizational structure is the grouping of jobs according to some logical arrangements. After establishing the basic rationale for departmentalization, we identify some common basis along which departments are created

- Authority relationships- the third basic element of organizing is the establishment of reporting relationships among positions distributing authority is another normal out growth of increasing organizational size
- Span of control- the process of linking the activities of various departments of the organization. The primary reason for coordination is that departments and work groups are interdependent -they depend on each other for information and resources to perform their respective activities
- Differentiating between positions- the last building block of organizational structure is differentiating between line and staff positions in the organization. A line position is a position in the direct chain of command that is responsible for the achievement of an organization's goals. A staff position is intended to provide expertise, advice and support for line positions

2.2.3. Staffing

The effectiveness of an organization largely depends up on the quality and professional competence of its staff. On the basis of competent leadership and management, the organizational goals are achieved through the work of its staff. There fore, if quality performances in the organization are to be developed and maintained, careful attention and serious thought needs to be given to the staffing of the organization

Hailesellassie (1999:1) defines staffing as the selection, placement, training and development of appropriately qualified employees. He also forwarded

that, in any organization, of all the resources required to attain the organizational goals, the most important is the human resource. Thus creating an organization, which facilitates conditions for effective and efficient performance of workers on one hand, and staffing the organization with appropriate people on the other becomes the most primary task of management of an organization.

Okumbe (1998; 237) has stated that staffing an educational organization adequately is not just a matter of having all the staff positions filled. Human resources are perishable resources, they have to be developed and utilized at the right time. Workers who are a great resource at the moment will depreciate in the near future. Therefore, their resourcefulness must be fully developed and utilized at moment, not only to achieve the immediate needs of the education system, but also to help in preparing other workers who will fill the positions in future.

2.2.3. 1. Motivation of staffing

Luthans (1989:23) defines Motivation as a process that starts with a physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive. Motivation is the combination of a person's desire and energy directed at achieving a goal. It is the cause of action. Motivation can be intrinsic - satisfaction, feelings of achievement; or extrinsic - rewards, punishment, or goal obtainment. Not all people are motivated by the same thing and over time their motivations might changes. Influencing people's motivation means getting them to want to do what you know must be done (U.S. Army, 1973:13). Often the employee knows how

to perform the desired behavior correctly, the process is good, and all resources are available, but for one reason or another, choose not to do so. It now becomes a motivational issue.

The heart of motivation is to give people what they really want most from work. The more you are able to provide what they want, the more you should expect what you really want, namely: productivity, quality, and service

Regarding employee Motivation, Huneryager and Hechman (1967:329) forwards

If moral is high, employees are satisfied and happy about their job, working conditions, pay and other aspects of employment situation are consequently producing efficiently and effectively. On the other hand if they believe moral is low they assume that employees are dissatisfied with things in general and that quality and quantity of production accordingly to the workers.

The dean, as leaders of his college gives the staff orders and instructions that they are expected to know and to follow. He furnishes information concerning the college program or policies, procedures or detailed duties that a reasonable degree of uniformity, efficiency and safety may be achieved.

What is expected of a leader in an organization is to motivate his subordinates more efficiently. This is because he/she can get the work done efficiently and effectively only if he/she properly motivates the behavior of his/her subordinates.

A good deal of researches have been done on this subjects in the past few decades and it is quite likely that all motivation theories taken together predict most human behavior, but it is often difficult to specify the situation in which particular motivation will predict individual work motivation. For example; from Carvel (1970:71 - 73) we read Masllow's hierarchy of needs. Masllow suggests that human behavior occurs when people try to satisfy their unsatisfied needs.

Needs according to Masllow are arranged hierarchically and needs, low in hierarchy must be largely satisfied before needs further up the hierarchy can motivate behavior.

The same author (1976:85-88) also states Frederic Herizberg's motivation theory that people have two different categories of needs, which may cause them to behave in different ways. One group of factor called 'Motivators' which tend to lead job satisfaction and are generally related to job content and includes achievement, recognition, work it self, advancement, and responsibility. The other factors is called "Hygiene" factors do not tend to lead by job satisfaction and are generally related to job context and include company policy and administration, supervision, salary, job security, working conditions, interpersonal relations.

Therefore, a dean in a college, in order to effectively utilize human resources, has to fully understand what employees need from their work.

In similar manner the college dean should seek to exert a type of leadership that will create the atmosphere and working conditions under which success is recognized as being possible to achieve recognition where recognition is due. He should demonstrate interest in all the staff and offer them some encouragement and praise, however small their contribution.

2.3 .3.2. Handling staff problems

The dean should be genuinely concerned about problems his staff members face. Dean (1985:118) identifies personal problems, professional problems and relationship problems as the main ones the dean has to deal with.

The dean cannot stand aside from teacher's personal problems because they affect their professional work. Some personal problems may not have solution because they are part of the individual personality. In such case, the dean should listen and support as far as possible. In helping staff members in their personal problems, Anderson and Vandyke (1963:346) advise that the dean should be careful and should know when not to become involved because being over solicitous could be most damaging to his relationship with teachers even though his intentions were best.

Regarding professional problems, Dean (1985:119-120) explains that there be some who fail in some degree in their professional at responsibility at all such problems is varied. The dean has to study the nature of the problem in some detail and bring it to the attention of the individual himself so as confidence to try to overcome it. The dean can discuss frankly with the individual to identify the kind of importantly required. Then agreeing up on goals can be the step. After that action should be taken to achieve the goal. If such measures are taken and the person realizes the help given to him was beneficial, it will boost this moral.

2.2.4. COMMUNICATION

Katz and Kahn (1978:223) define Communication as the exchange of information and the transmission of meaning. Unless the person you are communicating with understands your meaning, no communication has taken place. Communicating involves both shooting information and hitting target with it. The difficult aspect of communicating is ensuring that the messages does, in fact, hit its target and is understood.

Luthans (1989:506) has suggested that, effective communications is a basic prerequisite for the attainment of organizational goals, and yet it has remained one of the biggest problems facing modern management, however great an idea is, it is practically useless until it is transmitted and understood by others who are concerned with it. According to Robbins (1989:46), in a perfect communication, a thought or an idea is transmitted so that mental picture perceived by the practice, receiver is exactly the same as that envisioned by the sender. In Practice, however, perfect communication is never achieved due to communication barriers

Communication in organization is crucial for the management tasks of planning, organizing, staffing, leading and controlling. An efficient and effective communication system establishes the relationship between and among teachers, non-teaching staff, students and parents. It helps in interchanging thoughts and coordinating efforts.

Simon and Schuster (1970:154 - 171) define communications as any process where decisional premises are transmitted from one member of an organization to another.

It is a process that takes place up ward, down ward and laterally through out the organization.

Korda (1975:135) says that upward communication is the transition of information from employees to their superiors, such communication provide for the feedback of information to management. To suggest improvements and to take their attitudes and feelings known to the college efficiency and to feel more worth while and more closely identified with the college operation.

It is important for the college dean to talk in depth with teaching staff, administrative staff and with students at different levels. Listening to what they say and asking questions in order to find out their views, the dean may get this kind of information from frequently walking around the college and from dropping by in the staff room to chat with the teachers from time to time.

Okumbe (1998:137) says that horizontal dimension of communication is very important for the operation of any task. The term refers to the flow of information between departments or people of the same levels in an organization. For example, deans in different colleges can exchange ideas and information about new methods of teaching practices, notes of college problems and experiences.

Communication is purposive and full of objectives. The first objective is to obtain the understanding when any message is passed from an individual or group to another. The second is to obtain the response that is required from receiver. Communication is a vital instrument for an organization.

Communication is a process of giving of suggestions and receiving of feed – back, information, ideas, methods, etc, and it helps a leader or manager of an organization to properly carry out his duties and responsibilities.

Kilamb (1989:56) states the following as the functions of communication in organization:

- Through communication management is able to establish and disseminate goals of the enterprise.
- Through communication management is able to plan for the achievement of aims and objectives of the organization.
- Through communication management is able to organize human and other resources in the most efficient and effective way.
- Communication is central in selecting, developing and appraising members of the organization.

Communication is important function of leading because any leader will require and use communication to lead, to direct, to motivate and to create a climate in which people will want to contribute.

Communication controls performance of all the workers because through instructions, advice and guidance people will endeavor to achieve the standards.

Communication is one of the essential properties of a manager or college dean to convey their working ideas, feelings, opinions and the decisions made for the betterment of the organization, in this case the college.

2.2.5. Coordination

In any organization a leader needs to possess coordination skills in which the expertise of different human elements and other resources can be utilized properly.

Tead (1983:116-118) states the coordinating technique of a leader as the integral part of his function required of him the ability to help, formulate, transmit, interpret and supervise the working policies with people.

Newman (1956:390) gives his own views on the significance of coordination. He notes the following:

In administration, coordination deals with synchronizing and unifying the action of group of people. A coordinated operation is one in which the activities of the employees are harmoniously joined an integrated towards common objective

Therefore, the purpose of coordination is to ensure teamwork toward the realized objective. As there is more than one person working in the college and materials to be utilized, it needs to be integrated or unified in order to ensure the greatest benefits.

Hicks (1956:14) speak of leadership with regard to coordination. He says that adequate coordination in allocation and utilization of educational supplies with human resources is the responsibility of the dean. His effectiveness is judged by the extent to which he is able to integrate the individual activities of the staff into meaningful pattern of operation.

By way of summary it should be noted that, one of the greatest concerns of responsible leadership role is adequate coordination of all kinds of resources in the formulation of educational programs. They engage in the planning development and evaluation of learning experiences in the proper merging of ideas of individuals in to consensus and in the interpreting of the college program to community and beyond.

2.2.6. Budgeting

Belverd E. Needles, Jr., Henry R. Anderson, and James C. Caldwell (1993:612) define a budget as a plan expressed in numerical terms. A college budget is an aggregate of educational plans with an estimate of the receipts and expenditures necessary to finance to services and facilities required providing the desired educational programs. College budgets are usually made for a period of one fiscal year, although budgetary needs are sometimes projected for some years into the future. The college fiscal year should include a complete scholastic year simplify the estimating of expenditures. Furthermore, the college fiscal year should coincide with the tax levying and collecting year, so that the flow of revenue may coincide with the flow of expenditures during the college year. The most commonly used fiscal year, and perhaps the best for boards of education, is the year beginning July 1 and ending June 30. A fiscal year beginning on January 1 is particularly unsuited to college operations, because fractions of two different operating years must be budgeted within one fiscal year.

The college budget is the instrument through which the people can determine both their educational and their financial policy. Therefore, according to Morphet(1982:410) effective college budgeting must include.

1. The preparation of the budget in such a manner as to provide and educational program that gives effect to educational policies previously determined
2. The budget document, which may be defined as a systematic plan and statement that forecasts the expenditures and revenues of a college system during a stated period of time
3. The presentation, consideration, and adoption of the budget
4. The administration of the budget
5. The appraisal of budget.

2.2.6.1. BUSINESS ADMINISTRATION

According to Morphet(1982:407) the development and execution of sound policies of college business administration are essential to the success of the educational enterprise. The chief executive of the college system must be competent in business administration as well as in curriculum and instruction. Nothing will destroy the leadership potential of the chief college executive more quickly than incompetent business administration. An external audit presenting proof that he or she has been responsible for extravagant or improper expenditures, or that he or she violated state or federal laws in the use of college funds, or that the accounting records of the college do not show the financial condition of the college system or do not show the purposes for which all college funds were expended may subject the chief executive to indictment and dismissal

The most important element in college business administration is the development and administration of the budget. Budgeting can be one of the most effective tools of administration.

2.2.7. DECISION MAKING

Mackrman and Taylor (1976:1397-1453) define decision making as the process of specifying the nature of a particular problem and selecting among available alternatives in order to solve it. Decisions range in importance from the trivial to the momentous. A decision:

1. Must involve a rational choice among alternatives, each of which has potential impacts that cannot be exactly measured or predicted at the time the decision is made
2. Must have a measurable effect on the activities of the business.
3. May affect the ethical, environmental, social and political principles of the business.
4. Must be unavoidable, or impossible to postpone, without serious consequences for the business at the present time or in the future.

2.2.7.1. Deciding and Doing

Decisions made in an educational organization should be put to effect if the resources mobilized during the decision-making processes are not to be wasted. Simon (1976:1) stresses that the task of "deciding" pervades the entire administrative organization quite as much as does the task of "doing". In an effective educational management, the process of doing should intimately succeed the process of deciding. A decision becomes useful for an organization only when it has been implemented otherwise it still remains a good intention.

Simon (1976:240) has suggested that the understanding of the application of administrative principles is to be obtained by analyzing the administrative process in terms of decisions.

He theorized that increasing the rationality of organizational decisions could maximize the effectiveness of organizational decisions. He assumed that there are limits to human rationality and that this creates a need for administration. According to Simon, two persons given the same possible alternatives, the same values, the same knowledge, can rationally reach only the same decision. Hence administrative theory must be concerned with the limits of rationality, and the manner in which organization affects these limits for the person making the decision.

2.2.7.2. The decision-making process

The process of decision-making is very complex. However from Griffith's (1959:113) presented the view what the central process of administration is decision making which is composed on the following six aspects.

1. Recognize, define and limit the problem.
2. Analyze and evaluate the problem
3. Establish criteria or standards by which solutions will be evaluated or judged as acceptable and adequate to the need.
4. Collect data.
5. Formulate and select the preferred solution or solutions. Test them in advance.
6. Put into effect the preferred solution
 - A. Program the solution
 - B. Control the activities in the program.
 - C. Evaluate the results and the process

The primary task of a leader in any organization is to make the right decision at the right time in order to effect change for the purpose of optimizing performance.

The dean as a leader of his college has many things to decide. He needs to make decisions related to the college and to the educational programs. This includes, decisions about scheduling allocation of resources, admission, curriculum organizing and the like. These decisions show in real sense what the quality of the dean is all about.

One of the common factors that make a decision more effective is when the formulated decision satisfies the objectives to be attained and when it achieves acceptance by those who implement it. Decisions can be more effective and reach high standard, where there is group participation.

A decision is most likely to be properly implemented when those involved in the implementation feel committed to it. Of course this commitment comes from being involved in the process of making the decision.

From this point of view, the dean must be aware on which matters he decides by himself, which decisions are shared and which are participation. For instances, decisions about change in timetable, cover for an absent teacher, permission for leave or reporting, the need for a teacher may have to be made by the dean.

At other times there are issues that need staff involvement to discuss matters in details to reach on acceptable solution. These include policy making at the college level, appraising the college program and the like.

Therefore, the ability and desire to make creative decisions are the mark of an efficient college dean. Such a dean is genuine as a leader of the educational program in his college and will make positive decisions.

He also initiates and shares responsibilities with staff to make decisions about the best way of doing things. It is in this way that he both develop high level of job satisfaction and commitment within the staff.

2.3. Determinants of leadership outcomes

2.3.1. The Process of Great Leadership

The road to great leadership (Kouzes and posner, 1987:167) that is common to successful leaders:

- Challenge the process - First, find a process that you believe needs to be improved the most.
- Inspire a shared vision - Next, share you vision in words that can be understood by your followers.
- Enable others to act - Give them the tools and methods to solve the problem.
- Model the way - When the process gets tough, get your hands dirty. A boss tells others what to do...a leader shows that it can be done.
- Encourage the heart - Share the glory with your followers' heart, while keeping the pains within your own.

2.3.2. Leadership training

According to Okumbe (1998:99) leadership training is important for educational managers to develop leadership talents that will facilitate organizational effectiveness. In leadership training, attempts are made to

develop individuals, like head teachers, deans, supervisors and other people in leadership positions, to their fullest potentials through a variety of training techniques. These training techniques should include general management skills programmes, human relations training, problem solving and decision-making programmes, and a variety of specialized programmes.

Leadership training of educational managers should enable them to acquire conceptual, human relations and technical skills, which are essential in organizational behavior. In leadership training educational leaders are made through the acquisition of well set out management skills.

According to Okumbe (1998:253) training of workers serves the following important functions:

- Training is an important investment in human resources since it increases employees' productivity. Acquisition of newer skills and knowledge helps employees to increase both quantity and quality of output in their work.
- Training enhances job motivation and satisfaction.
- Training reduces the problems, which are associated with the supervision of employees.
- Training increases a worker's value to organization, and this prepares him or her for promotion.
- Training increases the stability of an educational organization since it creates a reservoir of qualified employees who easily replace those who transfer, retire or exit from the organization for various reasons.
- Training reduces work-related accidents.

Simon (1976:329) defines authority as the power to make decisions, which guide the actions of another. Authority is legitimate power. It is power, which is vested in a particular person or position, which is recognized by both the wielder of power and by those over whom power is wielded. Authority refers to the ability to influence specified others in accordance with definitions of certain organizational role relationships. It inheres in the office occupied by an individual and it is his or her right to command, the right to expect obedience and the right to enforce obedience.

From the definitions we have understood that leaders influence, control and direct the efforts of workers towards common objectives. Influencing, controlling and directing the efforts of organizational employee not only need knowledgeable, experienced and talented leaders but also leaders who have those psychological and clear understanding of the human behavior.

To many, it may seem, that all leaders are equally effective. However, as there are individual differences, all leaders are not equally effective. Some leaders are more effective than others.

Redden (1970:6-7) revealed such individual differences by stating:

Leaders' effectiveness is measured by the extent to which the leader influences followers to achieve group objectives. Although there is no measuring device knows effectiveness of a leader, the style of leadership is determined by one's level of effectiveness.

Redden (1970:14) further explains by saying:

An effective leader should possess not simply ability to use a higher or lower task relationship or any particular style, but the skill of situational sensitivity style, flexibility and situational management.

Accordingly leaders need to have not only ability in mastery of knowledge of curriculum and programs; they must also possess the ability in assessing the situations they are in and act accordingly to achieve the educational objectives. A leader of an organization to be aware of three important skills: technical skills, conceptual and human skills, which would enable an organization, get moving and eventually succeed.

A leader who acquired the skills will understand where or note that individual employee is utilizing his technical skill to produce the right amount of out-put. Like wise, a leader with three skills not only transfers employee to a place of work where one can fit, but also provides the guidance and direction necessary to reform the job.

Redden (1970:14) states that effectiveness depends on using the appropriate behavior to match the situation. Besides style flexibility, an effective leader must know how to read situation and he must have the skills to change the situation meet the requirement. Thus, Redden recommends that an effective leader should possess not simply an ability to use a high or a low task relationship or any particular style, but the skill of situational sensitivity style, flexibility and with the view of different authors.

2.3.3. Technical skills

Katz (1955:33-34) defines *technical skill* as:

The ability of applying knowledge, methods, techniques and equipment that are necessary of the performance of a given tasks

Technical skill could be acquired from experience, education and training. As a result, a leader must know that he executes plans of operation through and with people or organization. In addition, he is required to possess the technical skills that could equip him with methods, procedures, and other technical know-how. The possession of technical know-how not only enables the leader to direct his subordinates, but also to influence and to arouse individual interest toward to achieve the organizational goals.

College deans, need to possess adequate knowledge of methods, procedures, process and/or techniques that could be applied in interpreting the curriculum by all teachers.

1.3.4. Human skills

Katz (1955:33-34) explains human skills as:

The ability to work with and through people including and understanding of motivations and application of effective leadership

Accordingly, a leader needs to be well oriented about human complexity in order to have the work done with the required amount of proficiency. He is also supposed to possess an understanding of the kind of motivation and its application in promoting interests of the subordinates towards to the common ends. This fact holds true to the college deans who are bound

responsible of managing the teaching and the non-teaching personnel, the material and financial resources.

2.3.5. Conceptual skills

Katz (1955:33-34) defines conceptual skills as:

The ability to understand the complexities of the overall organization and where one's own operation first into the organization, this knowledge permits one to act according to the objectives of the total organization rather than on the basis of the goals and needs of one's own immediate group alone. In terms of leadership it means sensitivity to the organization.

It follows that the above stated facts can be said to a mechanism that will arouse the interests and the good will of teachers in the college situation.

Even though, teachers function with zeal and enthusiasm to foster the necessary knowledge and experiences to their students all times.

2.3.6. Successful leadership behaviors in education

Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never-ending process of self-study, education, training, and experience. Good leaders are continually working and studying to improve their leadership skills, they are not resting on their laurels (success).

Bass (1989:246) states that there is three basic ways to explain how people become leaders. The first two explain the leadership development for a small number of people. These theories are:

- Some personality traits may lead people naturally into leadership roles. This is the Trait Theory.
- A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Events Theory.
- People can choose to become leaders. People can learn leadership skills. This is the Transformational Leadership Theory. It is the most widely accepted theory today and the premise on which this guide is based.

2.4. Educational Resource Management

2.4.1. Management of resources

The Association of school Business officials, (Curtis, 1971:407), extensive study, developed a useful conceptualization of resource management called ERMS or educational resources management system. The association conceptualized business administration service as a component of the total educational system provided for the purpose of facilitating the attainment of educational objectives. ERMS was explained as follows:

An ERM System should be viewed as a basic conceptualization of a planning, programming, budgeting, evaluating system (PPBES) application. The system is designed for the management of educational resource in local college districts.

The ERMS conceptualization had its origin in the planning, programming, and budgeting systems (PPBS) used in industry. The association adapted PPBS to education, renamed it PPBES, and described it

as an educational resources management system. Following are the basic assumptions upon which ERMS is based (Morphet,1982:408)

- The resources available to a college district are equal to the demands of the district.
- The college district exists to produce a set of out comes-to achieve certain objectives expressed as specific changes in characteristics of the learners.
- Objectives of a college district can be achieved theoretically in a multitude of ways (Program plans), some of which are more effective than others.
- Productivity of a college district can be increased by the organization of learning activities and supporting services into programs specifically directed toward achieving previously defined goals and objectives.
- Better decisions regarding the selection of program plans and greater benefits from their operation result when the costs therefore are considered on a long-term (multi -year) basis.
- Better decisions regarding the selection of program plans and greater benefits from their application result when outcomes are related methodically to objectives.

The processes of the ERM System were considered by the association to be planning, programming Budgeting, and evaluating. Those processes were defined as follows(Morphet,1982,409)

1. Planning is the process of guiding internal change so that the college adapts effectively to the dynamic society of which it is a part.

2. Programming is the process of developing program plans.
3. Budgeting is the process, which includes in addition to final reconciliation of programs and available resources according to established priorities, the preparation of the budget documents, and the approval by a board of education, and the execution of the budgetary plans.
4. Evaluating is the process of assessing the attainment of objectives and the worth of programs.

It is interesting to note that the Association of School Business Officials is using the systems approach in its recommendations for the establishment of a management system. Business management uses is seen not as ends in itself but as a means to attain educational objectives.

The implementation of PPBES involves research. Planning involves the determination of purposes and goals and the projection of the possible consequences of the acceptance of alternate purposes and goals. The intelligent selection of purposes and goals cannot be done without the availability of needed information. Programming cannot be accomplished without considering alternate programs. This requires cost-effectiveness and cost-benefit analyses. These analyses cannot be made without relevant information. Adequate budgeting requires information concerning programs, object, function, losses, revenues, and so forth. Evaluation requires the measurement of actual output as compared with expected output. This requires appropriate information. A management information system is designed to obtain the information necessary for planning, programming, budgeting, and evaluating. It is pointed directly to the

implementation of these processes. Electronic data processing (EDP) is not an information management system (MIS) although it is essential to that system. EDP is simply the processing of information whereas according to Granger (1971:177) MIS is a planned arrangement for assuring that appropriate data are communicated in the proper form to the correct decision points at the appropriate time so that it facilitates organizational and managerial planning and operational decision-making.

2.4.2. Functions of Educational Management

Okumbe (1998:11) says the first, and foremost, function of educational management is the assurance that sound policies, goals and objectives are formulated in a given college and that methods are determined for the achievement of these objectives.

The second function of educational management is to procure the resources necessary for the achievement of the objectives.

An educational manager should be able to identify the sources of funds, the appropriate learning and teaching resources, the appropriate curriculum and above all a congenial human resource.

The third function of educational management is to organize and coordinate the activities of the college with the prime function of achieving the objectives of the college with maximum efficiency and effectiveness. The material resources are also allocated in the most appropriate manner.

The fourth function of educational management is to influence and stimulate the human resources available. Educational management thus recognizes that human beings are endowed with abundant potentials, which should be deliberately and carefully released to ensure maximum utilization of the resources at the disposal of the college

The fifth function of educational management is to integrate the college and its activities into the set-up of the society.

The sixth function of educational management is to evaluate the college's activities in accordance with the blueprint.

2.4.3. The role of the leader in resource management

2.4.3.1. Leadership Roles

Before dealing with what the role of the leader in their respective jobs, it is wise to thoroughly understand the term 'role.' To this effect, Goiden (1966:13) writes role as:

The dynamic aspect of the positions, offices and status with in an institution. Roles have certain obligation and responsibilities, which may be termed as role incumbent

To be performing his role each role has a set of tasks and responsibilities that may or may not be spelled out. Roles have a powerful effect on behavior for several reasons, to include money being paid for the performance of the role, there is prestige attached to a role, and a sense of accomplishment or challenge

In this connection Simon and Schuster (1970:157) comply with the above definition by saying.

The designated positions of the status within the organization, which tends to define the behavior of the person who fills the role. It also states that expectations by members of social systems for particular positions are called role.

It follows that the behavior of a person (leader) who assumes the position and status makes the difference in organizational activities. The role incumbent needs to deliberate of explain his position, his likings and disliking, his out looks towards organizational functions and outcomes and his regards to his subordinates ahead of time. This behavior of a leader creates an atmosphere conducive for cooperation among employees so that they could efficiently achieve organizational objectives.

With regard to the college dean's role, John E. Corbally, Roald F. Camel and Nystrand (1983:346) points the following major roles:

1. He plays the role of developing and implementing the curriculum
2. He plays the role of selecting the instructional materials that best suit the teaching learning process.
3. He plans, organizes, coordinates and evaluates the work of teaching and non-teaching personnel.
4. It follows that the college dean plays the role of creating channels through which communicates new idea, new methods, programmes of activities to avoid confusion and unnecessary duplication of resources. He does this to perform his duties and to live up to the

expectation of teaching and non-teaching college personnel in general and to avoid role conflicts in particular.

2.5. Educational Resources

A resource generally refers to anything in the college to set process of learning and teaching in motion. Resources that are deliberately organized from which the learner's draws and/or acquires information, knowledge and skills: (Gizaw, 1989:76-126). The main types of educational resources include:

1. Human Resources
2. Material Resources✓
2. Physical Resources ✓
3. Financial Resources
4. Time Resources
5. Informational resources

Prior to managing and evaluating performance, the college dean must sure that the college is being supplied with the above six types of resources adequately utilized in due course of time. However; more often than not colleges seem to have been inadequately supplied with the necessary materials such as reference books, laboratory books, equipments etc.

Yet, colleges are said to be provides with a list of standardized items of materials and other equipment, which in most cases are not accusable or available for use.

This very fact indicates that materials and equipments largely affect the learning teaching activities in general and that of the college administration in particular.

The deans are facing difficulties in collecting and in distributing the available college resources to the students as needed. The scarcity of instructional resources, no doubt, will face the college personnel to be aware of the scarcity and to properly handle, administer and wisely use the available little resources in carrying out the teaching-learning activities as effectively as possible. We shall now see separately the types of resources.

2.5.1 Human Resources

Human Resources refer to people directly or indirectly involved in carrying out activities related with teaching and learning. In an educational organization, human resources include the workers and the students. The workers here consist of the teaching and the non-teaching staff, the non-teaching or supporting staffs in an educational organization are those employees who provide the support services, who organize and conduct instructions as well as learners who operate in the process. (Gizaw, 1989:76) they are the following.

- Teaching staff
- Professional like psychologists, Librarians, health workers, registrars,
- Professional administrators.
- Support personnel (clerks, store keepers, catering personnel, drivers, gardeners, guards, learners, bursars, accountants, matrons, secretaries, foremen, janitors, cooks, etc.)

- Learners for whom the whole operation is focused
- Parents in particular provide service that facilitate the teaching and learning process and the society in addition to the contributions which help to create an environment conducive for teaching and learning expected to consume the end product of education.

People are the prime factors in maintaining the teaching-learning activities in the college system. Consequently; they need proper management.

Thus, Administrators should involve their human skills to work with and through other people.

Administrator, be it educational or otherwise, fulfill their duties and responsibilities through working with others. To this effect administrators should create a conducive environment in order to provoke the interests and increase the working capacity of the workers to accomplish the educational objectives.

2.5.2. Material Resources

This includes those items so designed, modified and prepared to assist teaching- learning activities. They are produced according to specific age and level of instructions e.g. text books, reference books, teaching guides, manual programmed instructions, audio-visual aids, Television, Radio, Projects, films etc.

Since resources are scarce they need proper management within and outside class- room situation.

Accordingly, costly resources need to be managed and used properly. In view of this fact UNICEF (1983:79) make the following observation:

Next to teachers, textbooks and other teaching materials remain the most costly items required for a minimum standard of education and they are critically short in supply in the college of the poorer developing countries

As the above statement signifies that material resources are costly, they must be distributed and controlled effectively to ensure its proper management and proper uses. In light of this, the college deans together with their fellow administrators see it that scarce instructional material resources are used and administered according to the set rules and regulations by the members of the college community.

In addition, college deans should open their doors for information pertaining to resources acquisition, allocation, distribution and application to the objective it is to mean to serve. The available information on resources will help college deans to set a certain controlling mechanism to be applied by teaching and non- teaching personnel.

2.5.3. Financial Resources

This is one of the resources needed by college administration. It is an essential tool used to purchase goods and services required to effect to teaching and learning operation. Its allocation and acquisition could be many and varied William (1971:4) suggests the following ways for the acquisition of financial resources: -

- Amount allotment for education of the total budget and domestic product (GDP)
- Public (community) donation for education of youth private foundation.
- International organization aids.

It is to be budgeted into recurrent and capital budget. As the source of equalization is narrow and scarce it requires careful distribution to job areas and careful management, particularly so in developing countries including Ethiopia because they cannot all by themselves provide the amount of money (Finance) for attraction, This was being ascertained by UNESCO (1985:13) by saying,

Educational expenditures already account for a high Percentage of GDP exceeds this threshold. Accordingly the increase in education, financing depends essentially on economic grown.

To this effect, Bouchouchi (1983:21) confirms by saying:

Despite the acknowledged importance and priority of education, it seems that in most less developed countries, there is a shortage of financial resources.

It follows that the financial resources need careful management if education is to be run smoothly.

2.5.4. Physical Resources

A college plant and its environment if properly organized and used to effect good teaching and learning activities can be classified as physical

resources of the college. The physical facilities (resources) that enhance the teaching and learning activities are: (Gizaw Zewge, 1989:78)

1. The college plant comprising

- The classroom
- Laboratories
- Libraries
- Offices, auditorium, workshop,
- Recreational and sport fields etc.

2. The college physical environment that includes the rivers, hills, plains, valleys, rocks, roads, buildings etc.

These physical facilities if used by teachers, will provide them with the necessary information that helps to facilitate good teaching and learning interaction. Frequently the physical facilities (resources) are often said to act as mediators for teaching –learning interactions.

2.5.5 Time Resources

It is to be remembered that organizational activities require time resources. This refers to the appropriate time used to carrying out performances. Time resources will enable the college deans to set sequential instructional arrangement, e.g. period allotment. Time is managed through periods, while planning ahead will make the biggest contribution to personal time control. Several techniques may also compress more work into or attain greater results from a shorter period of time. These techniques fall into three general classifications: (1) having others do more for you, (2) making a conscious decision to do only those things that are truly important, and (3) doing things quicker yourself.

2.5.6 Informational Resources

Information management involves discovering and using data and knowledge within the organization, finding and exploiting external sources of information, and developing an efficient system for making only the useful information available to the people who need it, when they need it.

Korda (1975:147) has stated that information always comes from below, and the more important it is, the farther down one has to go to collect it. The administrator can communicate from his or her level in the hierarchy downward to subordinates information on decisions that have been made, instructions on operating procedures, announcements, interpretation of events, approval or disapproval of requests, and similar matters. However, no real information relating to the evaluation of an existing policy or program or the institution of new policies originates in the superintendent's office or the dean's office. That information originates at the operating level, and the most important operating level is the classroom.

DATA (although the term is often used interchangeably with information) are best thought of as "raw" facts and figures that until processed, have little value for problem solving or decision-making.

INFORMATION is data that has been processed (sorted and analyzed) for specific use by managers in decision making related to planning, organizing, communicating, and controlling.

A MANAGEMENT INFORMATION SYSTEM (MIS) is a set of interlocking procedures for collecting, analyzing, and reporting past, present, and projected data and information from within and outside an organization so as to make the information useful to managers for planning, controlling, and decision making (Granger,1971:177-178)

Knowing how information is used in making short-and long-range decisions is an important first step in building a system to provide the needed data. A systematic examination of the sources of information internally and externally will then uncover a wealth of data to apply to the information needs. An important consideration in dealing with information sources is to avoid having critical data become irretrievably lost, through never having been recorded in the first place.

The basic goal of a management information system is to collect and record data, process it to put it into a useful form and transmit the resulting information to the managers who need it for decision-making.

To sum up all the above listed resources do need good management and effective leadership processes.

2.6. Effective management of educational Resources

2.6.1. Resources utilization

Acquisition of resources unless supported by some procedures will create ineffective utilization of college resources. To this effect, college dean together with his teaching and non-teaching personnel create a guideline to serve, as a mechanism is the effective utilization of resources.

The training materials such as text books, reference books, maps, globes, laboratory equipment and other materials are requested by the college dean and procured by the book stores for allocation.

To request and procure the materials ahead of time determines the awareness and the efficiency of the college dean.

The procurement of training materials largely depends up on the ahead of time demand of the college dean. In other words, the dean determines the kind and amount of instructional resources. The determination is accompanied by mechanisms that can be applied for proper usage. For example rules and regulations of handling and managing resources would determine the store house where they are carefully placed and they're by ascertaining the responsibilities of the teaching, non-teaching, the pupils etc, for effective utilization of college resources.

All these precautions have taken ahead of time to ensure the effective teaching learning by effective usage of college resources.

2.6.2. Resource Allocation

Allocation of educational resources refers to transporting, sending or giving out the resources from available resources to where they are needed and in turn allocated to smaller groups such as teachers and pupils for use in classes. The allocation includes both far and nearly areas. The allocation includes both resources allocated to users are not to be kept in the store, but are to be handed out for the pupils and the teachers, to effect good teaching and learning interaction. In allocating educational resources at college level, College dean needs to formulate allocation mechanism, in this connection,

Otto (1954:607) suggests:

As books and others instructional materials are allocated to teachers, the office keeps a complete record of each teacher's account with the bookroom.

Once distributed students too, are accountable for the loose and mishandling of textbooks and other instructional resources. This is realized by making each student sign against the books received. It is also and/or equally important to inform parents and guardians of students through a duplicate copy of the signed papers. The signed paper or document shows the kind of instructional materials will help them to check and to continue checking the conditions of the materials, this double-checking system of the college and parents will increase the span of life of the material.

2.6.3. Resources Control

Educational Materials are essential inputs for running instructional objectives. These resources need a continue control. This would help in providing information, ideas, methods and valid data required for relevant decision-making. In this connection UNESCO (1983:14) writes, controlling and evaluation in its importance as:

The function intended to assure the efficient use of scarce resources, measures effectiveness in achieving the objectives and confirm the continuing relevance of scarce resources or changing circumstances.

To control the educational resources in the college both kind of evaluation is possible to use.

Of all kinds of evaluation, formative and summative evaluations are the college uses the ones for it is done every time.

UNESCO (1986:14) writes that formative evaluation is done periodically to explore experiences to data in order to available strategy for achieving. Formative evaluation (also known as internal) is a method of judging the worth of a program while the program activities are forming (in progress). This part of the evaluation focuses on the process. Its main purpose is to catch deficiencies so that the proper intervention can take place. This allows the learner to master the required skills and knowledge. Formative evaluation is also useful in analyzing learning materials, student learning and achievements, and teacher effectiveness. Formative evaluation is primarily a building process, which accumulates a series of components of new materials, skills, and problems into an ultimate meaningful whole.

While summative evaluation attempts to measure progress towards the objectives of the programme, the summative evaluation (also known as external) is a method of judging the worth of a program at the end of the program activities (summation). The focus is on the outcome.

As stated above college deans need to orient the concerned administrators, bookstores, and teachers to exercise a periodic checking of situational materials by way of evaluation and submit information to the college deans about the condition teaching- learning materials regularly. This has to continue regularly for evaluation and controlling helps to the college deans to fit and discriminate the conditions and the management of instructional materials identification and discrimination will enable the college dean to decision and to formulate regulation to alleviate the prevailing conditions.

This practice of controlling will also help the college administrators to set an inventory system of the college resources on one hand and to stipulate time on the other. Controlling and its application on due time will enable college deans to live up the expectations.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research methods

The descriptive survey method is used in this research. As mentioned by Seyoum and Ayalew (1989) descriptive survey method becomes useful when the purpose of the research is to picture the current situations. It also allows collection of the data using tools and documentary analysis, describes and interprets what is. It is concerned with conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. Basically survey method helps to obtain first hand information from small samples representing large size population and also enables the researcher to have access to multiple methods of collecting information. Descriptive survey method focuses on investigating the issues, practices and problems of the target colleges. Hence, the following procedures of data collection and analysis were made.

3.2. Data source

The major data sources were deans, administrative and development vice deans, department heads, teachers, administrative workers and offices of the colleges. These were used as sources of data since the positions they hold provide them the opportunity to contribute to the effectiveness of resources management. Teachers and administrative workers are chosen because they are at the forefront of TVET program implementation

In addition to this; related documents were also reviewed. Documents, books, journals, research papers, published and unpublished materials and annual abstracts were examined to help to establish the review of related literature.

3.3. Sample population and Sampling techniques

3.3.1. Sampling techniques

The target colleges were selected on the basis of random sampling techniques due to large number of trainees, trainers and administrative workers and their seniority positions in the use of more resources in different regions. Both qualitative and quantitative data will be collected in the survey.

3.3.2. Sample

According to the data obtained, the six colleges consisting of 5 deans, 6 administrative and development vice deans, 488 teachers (including 45 department heads) and 287 administrative workers.

Along with this, 5 deans, 6 administrative and development vice deans, 30 department heads were selected purposively due to their positions and their high attachment with resource management, moreover, 180 teachers and 38 administrative workers were selected based on availability sampling bringing the total subjects of the study 259. This was believed to be representative and adequate to secure information to its relative advantage and to collect relevant and detailed information from the respondents. These respondents are assumed to have the experiences, which they can

share to the study as a result of their position and involvement in leading and facilitating the programs of the colleges.

The colleges included in the study are:

1. Entoto TVET College (Addis Ababa region)
2. General Wingate TVET College (Addis Ababa region)
3. Woliso TVET College (Oromia region)
4. Asella TVET College (Oromia region)
5. Hosaina TVET College (SNNP region) and
6. Kombolcha TVET College (Amhara region)

3.4. Data gathering instruments

The researcher generally employed three types of data gathering instrument

1. Questionnaires
2. Interviews and
3. Document analysis.

Questionnaires would be administered because it is easy to address many people and saves time and money to collect data from all sources. A set of questionnaires (close ended and few open ended) was prepared. The questionnaires were design so as to be answered by deans, administrative and development vice deans, teachers and administrative staffs. In order to test the clarity of each question and assess how long it would take the respondents to fill in the questionnaires, a pilot study were conducted in General Wingate TVET college. On the basis of the feedback obtained

from the pilot testing and the supervisor made essential comments before the final version was prepared.

Interview questions were prepared to survey the attitude of the TVET programs on the management of educational resources. The purpose was to assess whether the felt needs of respondents were taken in to account. Interview provides opportunities to respondents to express their feelings freely. To this end, two (40%) of the deans, two (33.3%) of the administrative and development vice deans and five (11.1%) of the department heads were interviewed. The responses of the interviews were written in order to note some of the main points in the responses for the purpose of interpretation and analysis of data.

Besides the various readings and literature related to leadership problems in the management of educational resources under investigation, reliable information was also obtained from documents of the target colleges by using document analysis

3.5. Analysis of Data

Based on their duties and responsibilities, respondents were categorized into four namely deans, administrative and development vice deans, teachers and administrative workers (with the exceptions of some tables). The purpose of this grouping was to make a comparison between the responses obtained from these groups. Percentages were used to analyze the data and to test differences between the categories of respondent's responses.

The percentages were calculated, conclusion drawn from the findings of the study that enabled the users to recommend some basic solutions to the major problems prevailing in the colleges

Finally, the analysis and interpretations of the tabulated data follows

CHAPTER FOUR

PRESENTATION AND ANALYSES OF DATA

This part of the research study deals with analysis and interpretation of the data gathered from respondents. The characteristics of the population were deans, administrative and development vice deans, department heads, teachers and administrative workers. The data obtained through questionnaires, interviews, observation checklists, and documents were analyzed and interpreted.

Out of the total of 259 questionnaires distributed for the sample colleges, 4(80%) from deans, 4(66.7%) from administrative and development vice deans, 20(66.7%) from department heads, 150(83.3%) from teachers and 25(65.8%) from administrative workers were filled and completed questionnaires were returned. 26(10%) questionnaires were not returned at all and the rest 30(11.6%) were omitted because they were non-legible or partially completed. Finally 203(78.4%) questionnaires were selected for this study because they met the criteria of having no missing data from any specific question

4. 1. Presentation and analysis of the findings

Based on the responses obtained from the sample respondents, the analysis and interpretation of the data are presented following each table

TABLE I
Characteristic of the Respondents

No	Item	Respondents							
		*D		*AD		*AW		*T	
		No	%	No	%	No	%	No	%
1	Sex								
	a) Male	4	100	3	75	11	44	130	76.5
	b) Female	-	-	1	25	14	56	40	23.5
	Total	4	100	4	100	25	100	170	100
2	Age in (Years)								
	a) 25-30	-	-	-	-	5	20	45	26.5
	b) 31-36	-	-	-	-	5	20	43	25.3
	c) 37-40	1	25	1	25	7	28	12	7.0
	d) Above 41	3	75	3	75	8	32	70	41.2
	Total	4	100	4	100	25	100	170	100
3	Service in years								
	a) 1-5	-	-	-	-	-	-	35	20.6
	b) 6-10	-	-	-	-	5	20	40	23.5
	c) 11-15	-	-	-	-	5	20	25	14.8
	d) 16-20	-	-	-	-	8	32	30	17.6
	e) 21-25	1	25	1	25	7	28	30	17.6
	f) Above 25	3	75	3	75	-	-	10	5.9
	Total	4	100	4	100	25	100	170	100
4	Qualification								
	a) 12+1	-	-	-	-	2	8	-	-
	b) 12+2	-	-	-	-	15	60	76	44.7
	c) 12+3	-	-	-	-	8	32	10	5.9
	d) BA/ B.SC.	1	25	3	75	-	-	68	40
	e) MA/ M. SC.	3	75	1	25	-	-	16	9.4
	Total	4	100	4	100	25	100	170	100

Note: *D = Deans *AD = Administrative and development vice deans
 *AW = administrative workers *T = Teachers

As shown in item 1 of table I, the sex composition of the respondents shows that 130(76.5 %) of the teachers, four (100 %) of the deans, three (75%) of administrative and development vice deans and 11(44%) of the administrative workers were male. Similarly one (25%) of administrative and development vice deans, 40(23.5 %) of the teachers and

14(56 %) of the administrative workers were female. This may imply that the respondents were predominantly male.

As to the age limits of the majority of the four groups of respondents were above 30 years. As far as the age of the respondents concerned, the data reveals that from the total of 203 respondents 50 (24.6%) said that their age were 25-30 years, 48 (23.6%) were 31-36 years, 21 (10.3%) for 37-40 years, and 84 (41.4%) were respond that their age were above 41 years

As far as the service year concerned, the data reveal that from the total of 203 respondents, 35 (17.2%) said that they served for 1-5 years, 45 (22.2%) were served for 6-10 years, 30 (14.8%) for 11-15 years, 38 (18.7%) for 16-20 years, 39 (19.2%) for 21-25 years, and 16 (7.9%) responded that their service year is more than 25 years

Accordingly, two (8%) of administrative workers were 12+2, 15(60%)of administrative workers and 76(44.7%)of teachers were 12+2 by qualification while eight (32 %) of administrative workers and 10(5.9%)of teachers were 12+3. On the other hand, one (25%) of deans, three (75%) of administrative and development vice deans, and 68(40%)of teachers were BA/ B. SC while 3(75%) of deans, one (25%)of administrative and development vice deans and 16(9.4%)of teachers were MA / M. SC. by qualification. All these indicated that the respondents had accumulated experience and knowledge in order to provide (share) important ideas how to manage educational resources in the colleges

TABLE II.
Respondents Response on Participation in Resource Planning

No	Item	Respondents							
		*D		*AD		*AW		*T	
		No	%	No	%	No	%	No	%
1	Teaching staff					3	12	20	11.8
2	Administrative staff					3	12	30	17.6
3	Administrative and teaching staff	3	75	2	50	6	24	45	26.5
4	Administrative body with department heads	1	25	2	50	13	52	75	44.1
	Total	4	100	4	100	25	100	170	100

Note: *D = Deans *AD= administrative and development vice deans
 *AW = administrative workers *T = Teachers

As shown in Table II, three (75 %) of the deans, two (50 %) of the administrative and development vice deans and six (24 %) of the administrative workers and 45(26.5%) of teachers replied that administrative and teaching staff were participated in the overall college planning. While one (25%) of the deans, two (50%) of the administrative and development vice deans, 13(52%)of administrative workers and 75(44.1%) of the teachers respondents assured that administrative bodies with department heads participated in the college planning. Surprisingly, however, three (12%) of the administrative workers and 30(17.6%) of the teachers confirmed that the colleges have teachers participate in resource planning.

One can conclude that deans in those colleges didn't invite most teachers in the resource planning. This may be due to the existing misconception that planning the college's activities is left for the deans, administrative and development vice deans or the department heads alone. However, planning the overall activities of the college without the active

participation of the practitioners would face opposition from the teachers and make the implementation endeavor futile. Moreover, deans may lose the valuable assets that could be obtained from teachers if they are to exclude their participation.

TABLE III.
Respondents' Response on Planning of Educational Resources

No	Item	Degree of effectiveness	Respondents							
			*D		*AD		*AW		*T	
			No	%	No	%	No.	%	No.	%
1	Rate of effective planning	A. Excellent	2	50	3	75	-	-	-	-
		B. Very good	2	50	1	25	5	20	30	17.6
		C. Good	-	-	-	-	10	40	65	38.3
		D. Fair	-	-	-	-	10	40	75	44.1
		Total	4	100	4	100	25	100	170	100
2	Implementation status of annual planning	A. Excellent	2	50	1	25	-	-	-	-
		B. Very good	2	50	3	75	5	20	25	14.7
		C. Good	-	-	-	-	10	40	60	35.3
		D. Fair	-	-	-	-	10	40	85	50
		Total	4	100	4	100	25	100	170	100
3	Objectivity of planning	A. Excellent	3	75	2	50	-	-	-	-
		B. Very good	1	25	2	50	5	20	60	35.3
		C. Good	-	-	-	-	10	40	85	50
		D. Fair	-	-	-	-	10	40	25	14.7
		Total	4	100	4	100	25	100	170	100

Note: *D = Deans *AD= administrative and development vice deans
 *AW = administrative workers *T = Teachers

It has been recorded in table III that, the rate of effectiveness of resources planning, 10(40%) of administrative workers, and 75(44.1%) of teachers replied that the degree of effectiveness of planning educational resources were fair. In addition to this, 10(40%) of administrative workers and 85(50%) of teachers replied that implementation status of annual resource planning were fair. Finally, 10(40%) of the administrative workers and 85(50%) of the teachers replied that the objectivity of planning was good.

One can conclude that planning of educational resources with out active involvement of the teachers and administrative workers resulted in fair implementation status of annual planning and this hinders the development of the TVET programs.

TABLE IV

**Respondents' Response on the Extent of Staff Participation in the College's
Administrative and Academic Meetings**

No	I t e m	R e s p o n d e n t s							
		*D		*AD		*AW		*T	
1	How often does the staff held regular Meetings?	No	%	No	%	No	%	No	%
	A. Once in a year					20	80	107	62.9
	B. Twice in a year.	2	50	2	50	3	12	33	19.4
	C. Three to five times	2	50	2	50	2	8	30	17.6
	D. Over 6 times							-	-
	Total	4	100	4	100	25	100	170	100
2	Rate of regular staff meeting to discuss on annual plan								
	A. Excellent					2	8	7	4.1
	B. Very good	2	50	3	75	3	12	23	13.5
	C. Good	2	50	1	25	10	40	43	25.3
	D. Fair					10	40	97	57.1
	Total	4	100	4	100	25	100	170	100

Note: *D = Deans *AD= administrative and development vice deans
 *AW = administrative workers *T = Teachers

According to the information given in table IV, 20(80%) of the administrative workers and 107 (62.9%) of the teachers replied that the staff participated in the college's administrative and academic meeting only once in a year. Two (50%) of the deans, two (50%) of the administrative and development vice deans, three (12%) of administrative workers and 33(19.4%) of the teachers, said that it was only twice in a year that the staff participated in the over all academic and administrative meetings. on the other hand, two (50%) of deans, two (50%) of administrative and development vice dean, two (8%) of administrative workers and 30(17.6%) of teachers replied that the staff participated three to five times a year in administrative and academic meetings.

From this one can conclude that, the staff participated in the colleges administrative and academic meetings only once in a year were inadequate. Therefore deans and administrative and development vice deans improve the management programs and activities planning through meetings as opportunities to employees about planning process and to expand their out look in their college.

As far as the rate of regular staff meeting to discuss academic and administrative issues concerned, the data reveals two (50%) of deans, one (25%) of administrative and development vice dean, 10(40%) of administrative workers and 43(25.3 %)of teachers said that the rate was good where as 10(40%) of administrative workers and 97(57.1 %) of teachers replied that the rate was fair. This shows that the discussion of the college on annual planning were unsatisfactory. Therefore the deans must

encourage workers and teachers to discuss on planning process three to five times or more with in a year for successful implementation of the TVET programs in general and the plan of the college in particular

TABLE V
Respondents' Response on Human Resource Management

No	Manpower inputs	Degree of availability	*AD		*AW		*T	
			No.	%	No.	%	No.	%
1	Teachers	A. Highly available			-	-	-	-
		B. Available	1	25	14	56	87	51.2
		C. Moderately available	3	75	11	44	70	41.2
		D. Less available			-	-	13	7.6
		Total	4	100	25	100	170	100
2	Shop technician	A. Highly available	-		-	-	-	-
		B. Available	-		-	-	21	12.4
		C. Moderately available	3	75	15	60	82	48.2
		D. Less available	1	25	10	40	67	39.4
		Total	4	100	25	100	170	100
3	Administrative workers	A. Highly available	-	-	-	-	-	-
		B. Available	3	75	15	60	61	35.9
		C. Moderately available	1	25	10	40	97	57.1
		D. Less available	-	-	-	-	12	7.0
		Total	4	100	25	100	170	100

Note: *AD = Administrative and development vice dean

*AW = administrative workers

*T = Teachers

As indicated in table V, item No 1, one (25%)of the administrative and development vice dean, 14(56%) of the administrative workers and 87(51.2 %)of the teachers replied that the degree of manpower inputs of teachers were available. On the same table item No 2, three (75%) of administrative

and development vice deans, 15(60%) of administrative workers and 82(48.2 %) of teachers replied that shop technician were moderately available. On the other hand, three (75%) of administrative and development vice dean, 15(60%) of administrative workers and 61(35.9%) of teachers replied that administrative workers were available

One can conclude that the manpower inputs of the colleges have some shortages of teachers and shop technician both in terms of qualification and degree of availability for the successful implementation of the TVET programs. An efficient dean, administrative and development vice dean, and department heads must ensure proper development and maintenance of staff based on proper personnel policies. They also ensure that the right person in the right job and in the employment of staff. There should be careful implementation of human resource management systems to solve the severe problems of inadequate staff development

TABLE VI

Respondents' Response on Leadership Efficiency to Manage Human Resources (Staffing and Decision-Making) and Financial Resources

No	Item	Degree of Efficiency	Respondents							
			*D		*AD		*AW		*T	
			No	%	No	%	No	%	No	%
1	Develop clear job descriptions	A. Highly efficient	3	75	3	75	2	8	25	14.7
		B. Efficient	1	25	1	25	9	36	75	44.1
		C. Moderately efficient	-	-	-	-	11	44	45	26.5
		D. Less efficient	-	-	-	-	3	12	25	14.7
		Total	4	100	4	100	25	100	170	100
2	Manage time	A. Highly efficient	2	50	2	50	5	20	25	14.7
		B. Efficient	1	25	1	25	9	36	70	41.2
		C. Moderately efficient	1	25	1	25	11	44	75	44.1
		D. Less efficient	-	-	-	-	-	-	-	-
		Total	4	100	4	100	25	100	170	100
3	Step -by step manner of problem solving	A. Highly efficient	3	75	2	50	2	8	20	11.8
		B. Efficient	1	25	2	50	5	20	35	20.6
		C. Moderately efficient	-	-	-	-	3	12	45	26.4
		D. Less efficient	-	-	-	-	15	60	70	41.2
		Total	4	100	4	100	25	100	170	100
4	Management of income generating activities	A. Highly efficient	-	-	-	-	-	-	-	-
		B. Efficient	1	25	2	50	5	20	35	20.6
		C. Moderately efficient	2	50	1	25	6	24	45	26.5
		D. Less efficient	1	25	1	25	14	56	90	52.9
		Total	4	100	4	100	25	100	170	100

Note: *D = Deans *AD= administrative and development vice deans
 *AW = administrative workers *T = Teachers

According to the information obtained in table VI, one (25%) of the deans, one (25%) of the administrative and development vice deans, nine (36%) of administrative workers and 75(44.1%) of the teachers replied that leadership efficiency to develop clear job descriptions were efficient. Moreover, one (25%) of the deans, one (25%) of the administrative and

development vice deans, 11(44%) of administrative workers and 75(44.1%) of the teachers ensured that leadership efficiency to manage time were moderately efficient. In addition to this, 15(60%) of administrative workers and 70(41.2%) of the teachers stated that step-by-step manner of problem solving were less efficient. Finally, one (25%) of the deans one (25%) of the administrative and development vice deans, 14(56%) of administrative workers and 90(52.9%) of the teachers replied the management of income generating activities were also less efficient

From the analysis made, one can infer that deans and administrative and development vice deans tend to manage the college's financial and time resources in an efficient manner. They also improve to manage staffing and the decision making process in an efficient manner. Finally, they also encouraged the college's administrative workers and teachers to develop income-generating activities by:

- Granting autonomy to colleges in terms of the use of generated funds (within the overall legal and regulatory framework.).
- The regions have stated to 'enforce' income generating activities through reduced budgetary allocations and
- Training and reorientation of college managements towards market oriented approaches.
- Influence the provision of funds by careful studied budgetary systems, accounting, reporting and effective negotiation

TABLE VII
Respondents' Response on Educational Resources Functions

No	Item	<i>Respondents response</i>									
		<i>V. Good</i>		<i>Good</i>		<i>Fair</i>		<i>Poor</i>		<i>Total</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
9.1	Planning of educational resources	2	13.3	9	13.3	14	16.5	4	11.4	29	14.3
9.2	Selection of educational resources	2	13.3	13	19.1	18	21.2	4	11.4	37	18.2
9.3	Organization of resources	3	20	12	17.6	18	21.2	5	14.4	38	18.7
9.4	Timely distribution of resources	3	20	10	14.7	14	16.5	6	17.1	33	16.3
9.5	Utilization of educational resources	2	13.4	13	19.1	11	12.9	6	17.1	32	15.8
9.6	Handling of educational resources	3	20	11	16.2	10	11.7	10	28.6	34	16.7
	Total	15	100	68	100	85	100	35	100	203	100

As indicated in table VII, the performance of educational resources functions, 14(16.5 %) of planning of educational resources, 18(21.2%) of selection and organization of educational resources functions were fair. Similarly, three (20%) of timely distribution and 13(19.1%) of utilization of educational resources were very good and good respectively. Finally, 10 (28.6%) of the respondents replied that handling of educational resources was poor. This implies that there were low degrees of resource functions in the colleges to implement TVET programs. Ensure adequacy of educational resources by:

1. Enhancing the feeling of teachers in the handling and planning of educational resources
2. Involve the staff in decision -making process and in leading

3. Improving the management of resources through cooperative efforts,
and it is accomplished by performing the educational functions

TABLE VIII
Respondents' Response on Supply and Maintenance of Materials

Item	Respondents							
Can you receive immediate supply of materials from the stores	*D		*AD		*AW		*T	
	No	%	No	%	No	%	No	%
1. Yes.	3	75	4	100	15	60	75	44.1
2. No	1	25	-	-	10	40	95	55.9
Total	4	100	4	100	25	100	170	100
Degree of maintenance of materials								
1. Very high	-	-	1	25	-	-	-	-
2. High	2	50	3	75	4	16	27	15.9
3. Moderately high	2	50	-	-	7	28	68	40
4. Low	-	-	-	-	14	56	75	44.1
Total	4	100	4	100	25	100	170	100

Note: *D = Deans

*AW = administrative workers

*AD = Administrative workers

*T = Teachers

This item was designed to reveal whether colleges were supplied with the necessary materials or not.

As shown in table VIII, three (75%) of the deans, four (100%) of the administrative and development vice deans, 15(60%) of the administrative workers and 75(44.1 %) of the teachers replied that teachers received training materials immediately. One (25%) of the deans, 10(40%) of the administrative workers and 95(55.9 %) of the teachers, on the other hand, indicated that they didn't received materials as they requested. on the other hand 14(56%) of administrative workers, and 75(44.1%) of teachers replied that the degree of maintenance of materials were low.

From the above analysis one can conclude that teachers and workers didn't receive immediate and adequate materials for their training purposes from the stores. However, respondents went on saying that they took the measures described here under to overcome their college's shortage of resources.

1. Provide supply of materials on requisition date
2. Develop repair and maintenance department as soon as possible
3. Use their material resources economically
4. Demand the contribution of NGO's, parents and others showing the seriousness of the college's maintenance problem

department heads said that teacher's commitment to follow the handling of resources in workshops and classrooms were moderately efficient.

From the above analysis one can infer that teachers efficiency in managing educational resources was minimal. This might happen due to the fact that:

- Teachers may assume teaching as their sole duty and refrain from participating in educational resource management
- Deans may not participate and motivate teachers in the area of resource management.
- Though teachers have the interest to participate in the college's resource management, the colleges deans and administrative and development vice deans did not invite them. As a result they failed to carry out the commitment and shared responsibility of educational resources management
- Teachers seem not to understand that they are equally accountable for the failure that may appear in educational resource management.

However, tending to achieve the entire colleges programme only through the deans, academic and training deans, administrative and development vice deans endeavor of resource management appears to be difficult if not impossible at all. Teacher's active involvement in this regard would therefore be very indispensable.

TABLE X
Respondents' Response on the Assessment of On-The -Job Training

No.	Item	Response	
		No	%
1	Training was conducted for teaching staff only	22	10.9
2	Training was conducted for administrative staff only	35	17.2
3	Training was conducted for both teaching and administrative staff	23	11.3
4	Training was not conducted at all	123	60.6
	Total	203	100

As indicated in table X above, training opportunities offered by the six colleges for their academic and administrative staffs in order to improve management of resources concerned, the following evidence was obtained. According to the data gathered from the total sample respondents only 80 (39.4 %) respondents replied on-the- job training conducted to upgrade their knowledge, skills, and experiences. Where as the majority of the respondents, which comprise 123 (60.6%) revealed that on-the job training not conducted at all last year on management of educational resources.

One can infer that training is essential to perform the task of resource management. Though the respondents believe that training is vital they have never been provided the theory and practical aspect to carry out the task. Thus, it is possible to say that all colleges must find a way to improve the availability and opportunities of on-the -job training. Basically, training can result in reduced leadership problems and helps to improve management of resources efficiently and effectively.

TABLE XI
Respondents' Response on Damage of Material Resources

No.	Item	Respondents response									
		* ED		* HD		* MD		* RD		Total	
		No	%	No	%	No	%	No.	%	No	%
15.1	Chairs	3	25	11	16.2	10	10.5			24	11.8
15.2	Tables	3	25	11	16.2	10	10.5			24	11.8
15.3	Machines in the workshop	1	8.3	5	7.4	15	15.8			21	10.3
15.4	Materials in food preparation classes			4	5.9	6	6.3	3	10.7	13	6.4
15.5	Materials in hair dressing classes			4	5.9	5	5.3	3	10.7	12	5.9
15.6	Computers	1	8.3	7	10.2	15	15.8			23	11.3
15.7	Tools in workshops	1	8.3	5	7.4	6	6.3	3	10.7	15	7.5
15.8	Electric systems			1	1.4	1	1.1	6	21.4	8	3.9
15.9	Water pipes			1	1.4	1	1.0	6	21.4	8	3.9
15.10	Raw materials in the workshops	1	8.3	4	5.9	7	7.4	5	17.8	17	8.4
15.11	Text books	1	8.4	10	14.7	11	11.6			22	10.8
15.12	Other reference books	1	8.4	5	7.4	8	8.4	2	7.1	16	7.9
	Total	12	100	68	100	95	100	28	100	203	100

Note: *ED = extremely damaged
*MD = moderately damaged

*HD = highly damaged
*RD = rarely damaged

A brief look at table XI above indicated that, of the respondents three (25%) said that chairs and tables were extremely damaged, and 11(16.2%) said that chairs and tables were highly damaged and 10(14.7%) said that textbooks were highly damaged. Similarly 15(15.8%) of the respondents replied that machines in the workshops and computers were moderately damaged.

One can conclude that the colleges had suffered from damages of material resources especially chairs, tables, machines in the workshops, computers and textbooks. The above finding was also consistent with the information the researcher obtained through observation.

Therefore those leaders (deans, administrative and development vice deans and department heads) work cooperatively and improve the sufficiency and adequacy of the college's material resources by:

- i. Resource utilization and mechanisms for maintenance and updating
- ii. Descriptions of facilities and resources; inventories
- iii. Survey of material resources on a regular basis. E.g. quarterly
- iv. Organizing computer centers with appropriate software and hardware

TABLE XII
Respondents' Response on Causes for Material Damage

No	Item	No. of respondents in each rank						% of Highest rank
		1	2	3	4	5	6	
1	Lack of efficient store management	1	1	2	16	2	1	7.9
2	Improper transportation during distribution	3	4	5	6	1	1	2.9
3	Lack of proper handling by students	8	17	4	4	2	2	8.4
4	Lack of proper handling by teachers	3	4	18	5	2	2	8.9
5	Lack of follow up by administrative dean	2	3	2	1	9	7	4.4
6	Lack of follow up by academic dean	2	3	2	1	3	4	2
7	Absence of sufficient maintenance	26	8	5	3	3	5	12.8
	Total	45	40	38	36	22	22	

Table XII tries to indicate causes for material damage that was found in the colleges. Respondents were offered six possible causes for material damage and also they were required to rank these given possible causes for material damage from 1 to 6 according to its order of severity. To make the analysis

and interpretation easy, from each rank only one rank, which has the highest respondents, was chosen.

The data indicated on table XII, demonstrates the respondents ranking of the causes for material damages. As it is indicated by the table 26(12.8%)respondents ranked item 7, which is absence of sufficient maintenance to be first; 18(8.9%) respondents choose item number four to be ranked second; 17(8.4%)respondents ranked item 3 of the table, lack of proper handling system to be third. Item 1 of the table, lack of efficient store management, ranked to be fourth by 16(7.9%)respondents and finally item 5 is ranked to be fifth by nine (4.4%), and sixth by seventh (3.5%)respondents respectively

From these findings one can say that first of all the colleges face serious causes for material damage due to absence of sufficient maintenance. Secondly there was an improper handling of educational materials by teachers and thirdly there was lack of proper handling of material resources by students. The deans, administrative and development vice deans and department heads:

- Ensure cooperative work with teachers, workers and students on the part of material resources management
- Follow the handling and maintenance of material resources
- Build stores with a low cost basis for materials and transport materials appropriately.

TABLE XIII
Respondents' Response on Physical Resources Management

No	Item	Degree of availability	*D		*AW		*T	
			NO	%	NO	%	NO	%
1	Class rooms	A. Highly available	-	-	-	-	-	-
		B. Available	4	100	13	52	62	36.5
		C. Moderately available	-	-	9	36	65	38.2
		D. Less available	-	-	3	12	43	25.3
		Total	4	100	25	100	170	100
2	Workshops	A. Highly available	-	-	-	-	-	-
		B. Available	4	100	16	64	95	55.9
		C. Moderately available	-	-	9	36	62	36.5
		D. Less available	-	-	-	-	13	7.6
		Total	4	100	25	100	170	100
3	Libraries	A. Highly available	-	-	-	-	-	-
		B. Available	4	100	16	64	95	55.9
		C. Moderately available	-	-	9	36	62	36.5
		D. Less available	-	-	-	-	13	7.6
		Total	4	100	25	100	170	100
4	Offices	A. Highly available	-	-	-	-	-	-
		B. Available	-	-	7	28	7	4.1
		C. Moderately available	4	100	13	52	75	44.1
		D. Less available	-	-	5	20	88	51.8
		Total	4	100	25	100	170	100
5	Stores	A. Highly available	-	-	-	-	-	-
		B. Available	4	100	13	52	71	41.8
		C. Moderately available	-	-	7	28	87	51.2
		D. Less available	-	-	5	20	12	7.0
		TOTAL	4	100	25	100	170	100

Note: *D = Deans

*AW = administrative workers

*T = Teachers

It is worth noting from table XIII, of the respondents, four (100%) of the dean, 13(52%) of administrative workers and 62(36.5%) of teachers said that degree of physical resources inputs of classrooms were available, and four (100%)of the deans, 16(64%)of administrative workers and 95(55.9%) of the teachers respondents replied that workshops and libraries were available. On the other hand, it was five (20%) of administrative

workers and 88(51.8%) of the teachers indicated that the offices were less available. Finally five (20%) of administrative workers and 12(7%) of the teacher respondent's replied that the stores were moderately available.

From the analysis given above, one can conclude that the colleges were not competent enough to prepare or build offices and stores in a standard way. This might happen due to the fact that the deans and administrative and development vice deans were not qualified in the field of educational management. However, it is unrealistic to bring reliable change in the colleges performance without managing and utilizing the available human and physical resources efficiently. The colleges should ensure the degree of availability of physical facilities (classrooms, offices, workshops, libraries and stores) so that student learning was sufficient, adequate, and appropriate for each program offered. The above finding was also consistent with the information the researcher obtained through observation.

TABLE XIV
Respondents' Response on Provision of Equipment Resources

No	Item	<i>Respondents response</i>									
		<i>V. Good</i>		<i>Good</i>		<i>Fair</i>		<i>Poor</i>		<i>Total</i>	
		<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
1	How comprehensive is the range of workshop equipment	3	10	21	30.4	4	6.4	4	9.8	32	15.8
2	How relevant is the equipment to course needs	5	16.6	34	49.4	5	7.9	3	7.3	47	23
3	How satisfactory is the provision of equipment for individual practical work					3	4.8	26	63.4	29	14.3
4	How satisfactory is the equipment in terms of being up to date	6	20	5	7.2	5	7.9	3	7.3	19	9.4
5	How adequate is the availability of overhead projectors	14	46.7	6	8.7	9	14.3	3	7.3	32	15.8
6	How adequate is the availability of books	2	6.7	3	4.3	37	58.7	2	4.9	44	21.7
	Total	30	100	69	100	63	100	41	100	203	100

According to the information obtained in table XIV, 21(30.5%)and 34(49.4%)of the respondents replied that the comprehensiveness of workshop equipment and the relevance to course needs were good. Similarly, six (20%) and 14(46.7%) of the respondents replied that the equipment in terms of up-to-date-ness and the availability of overhead projectors were very good. On the other hand, 37(58.7%) and 26(63.4%) of the respondents replied that the availability of books and provision of equipments for individual practical work (treatment) were fair and poor respectively.

From the analysis made, one can infer that the provision of equipment resources in terms of comprehensiveness, relevance, up-to-date ness and availability of overhead projectors were organized and utilized effectively to a desired objection. On the contrary, availability of books was inadequate. The provisions of equipment for individual practical treatment were unable to those who helped for the successful accomplishment of the training program.

Finally, the respondents were also asked to mention the mechanisms that the deans of the sample colleges used to manage the colleges equipment. According to the information given by the respondents, the mechanisms that the leaders employed were:

- Must have in place strong governance of management systems
- Coordinating and controlling the activities of equipment provisions
- Provide clear, accurate, adequate information on the capacity of the college, its facilities and provision of resources.
- Through creating conducive working environment for the teaching and non-teaching personnel that could enable them to run their responsibilities effectively and efficiently.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Findings

The main focus of this study is to examine major leadership problems in the management of educational resources in Entoto, Hosaina, Assela, General Wingate, wolliso and Kombolcha TVET colleges of Ethiopia. The sample colleges were selected from Addis Ababa, Oromia, Amhara, and SNNPR on the basis of random sampling techniques. The subjects of the study were 4 deans, 4 administrative and development vice deans, 20 department heads, 150 teachers, and 25 administrative workers. Accordingly the deans, administrative and development vice deans and department heads were selected through purposive sampling techniques while the teachers and administrative workers were selected using availability sampling. In order to achieve the objectives, the study has explored different books, research papers, and journal related to management of resources in the implementation of the TVET programs. To meet its objectives the following were the questions, which were formulated and treated

1. What are the major planning problems in the management of educational resources in the colleges?
2. Is there proper coordination and management of material resources in the colleges?
3. Is there significant problem in the management of physical resources in the colleges?

4. What are the basic problems that TVET college deans encounter in managing financial resources?
5. What measures should be taken in order to alleviate staffing problems in the management of educational resources in the colleges?

In order to answer these research questions and carry out the study, a descriptive method with qualitative and quantitative approach was employed. To collect the required information different data-collecting instrument such as questionnaires, interviews, and document analysis were handled. Depending on the nature of the data collected, percentage analysis were employed to secure the data through out the study, finally the study come up with the following findings

The following are the major findings of the study:

1. Background to respondents

- I. Regarding respondents sex, 148(72.9%) and 55(27.1%)were male and female respectively. Thus the respondents were predominantly male.
- II. The majorities 153(75.4%) of the respondents were above 30 years where as relatively 50(24.6%)were in between the age range of 25-30 years.
- III. Respondents had accumulated experiences (service) and knowledge in order to provide (share) important ideas how to manage educational resources in the colleges
- IV. Regarding human resource management, 23(92%) of administrative workers and 86(50.6%) of teachers are

diploma holders, 16(9.4%)and 68(40%)of teachers are MA / M. SC. and BA / B. SC. degree holders respectively. Females are extremely underrepresented and 86(50.6%)of teachers are not competent to provide TVET in accordance with the occupational standards of the colleges

2. The colleges did not participate most teachers in planning of educational resources and this hinders the effectiveness and implementation of the TVET programs
3. Staff participated in the colleges academic and administrative meetings only once in a year on annual planning of the TVET programs
4. Availability of adequate number of qualified academic staff and shop technicians in terms of the mix of qualifications found to be inadequate.
5. Deans, and administrative and development vice-deans manage the staffing and time resources in an efficient manner where as they manage financial resources and the decision making process in a less efficient way.
6. Regarding handling of educational resources functions, 10(28.6%)of the respondents replied that it was poor
7. The information obtained from the analysis manifested that, teachers and workers did not receive adequate materials for their training purposes from the stores immediately.
8. The information obtained from the analysis manifested that, teachers efficiency in managing educational resources was minimal

9. The majority of the respondents which comprise 123(60.6%) revealed that on-the-job -training was not conducted at all last year on management of educational resources
10. Regarding damage of material resources, it was found out that three (25%) of the respondents replied that chairs and tables were extremely damaged, and 10(14.7%) said that textbooks were highly damaged. As per the data 26(12.8%) of the respondents replied that first of all the colleges face serious causes for material damage due to absence of sufficient maintenance. Secondly there is an improper handling of educational materials by teachers and thirdly there is lack of proper handling of educational materials by students
11. Of the respondents, it was found out that five (20%) and 88(51.8%) of administrative workers and teachers respectively indicated that the offices were less available
12. According to the information obtained from the analysis, 37(58.7%) and 26(63.4%) of the respondents replied that the availability of books and provision of equipments for individual practical work (treatment) were fair and poor respectively.
13. In summation, according to the responses of each open ended questions forwarded by the respondents from government TVET colleges of Ethiopia. The major leadership problems in the management of educational resources that hinders the implementation of the program were:
 - Lack of facilities and appropriate budget
 - Absence of repair and maintenance services on time
 - High absorptive capacity of the trainees

- Low commitment and absence of follow up of materials and equipments by deans, administrative and development vice deans and most teachers
- Improper handling of educational resources by teachers and students
- Lack of coordination and low participation rates on planning of educational resources

5.2. Conclusion

Based on the above findings, the following conclusions can be drawn.

Vocational education has close links with the world of work. To this effect, TVET colleges are judged by the service they render to enable and make the citizen competent and dedicated in their jobs. To implement this program, efficient and effective management of resources is indispensable. As the result of this study revealed, the major problems in the management of educational resources were shortage of qualified and sufficient corps of TVET teachers /instructors, leaders, and workers, under-funding, low quality management of resources system, and most teachers and workers have remained absent from the planning, organizing, coordinating and controlling process of educational resources. Since cooperation and commitment in leading, managing and handling of educational resources entails the development of the colleges

According to the findings of the study, lack of repair and maintenance service, shortage of facilities, equipment and materials, and lack of commitment of deans, administrative and development vice deans, workers

and teachers in handling of educational resources effectively and efficiently attributed in the first place to leadership problems in the management of educational resources in general and low participation in the implementation of the TVET programs in particular

5.3. Recommendations

On the basis of the findings obtained and conclusions arrived at, the following suggestions are forwarded to improve TVET programs in general and to enhance the management of resources in particular:

1. Educational resource management can effectively be secured through the cooperative endeavor of both the teachers and the college leaders (deans, academic and training vice deans and administrative and development vice deans). As revealed in the findings, however, teacher's and workers participation were limited. Hence, those leaders need to give teachers and workers the chance to actively participate in the planning of educational resources
2. It was shown in the findings that the colleges were supplied with inadequate materials resources and substantial resource wastage occurred as a result of under-utilization of equipments and lack of proper handling of materials. In order to be effective, TVET policy implication needs:
 - Modernizing management structures and procedures
 - Organizing materials in a coordinated manner
 - Training, teaching, and learning materials would be sufficiently available

- To increase supply of materials with relevant training and further training
 - Invest in training materials improvements
3. Managing the educational resources such as human, physical, material and finance properly require management skills. As exhibited in the findings, however, majority of the deans (80%) and administrative and development vice deans (100%) were qualified in academic subjects. Hence, they are not familiar with the principles and theories of educational management. This hinders them from running their resource management roles efficiently and effectively, Hence the Region's Education Bureau should either: -
- A. Assign deans and administrative and development vice deans for the region's college who are qualified in educational management or related
 - B. Give short-term training in the form of workshop and seminar for those who took the leadership without having the exposure of educational management theories and principles.
4. Shortage of a sufficient corps of TVET teachers /instructors represents the most severe obstacle to TVET development in general and resource wastage in particular. Hence, the TVET colleges have to widen management of human resources by effective and efficient policy implications through:
- i. Creating highly skilled, qualified, motivated and competent leadership capable of adjusting to changing technological environments and creating conducive learning environments

- ii. The TEVT system in general and the colleges in particular would invest sufficient resources and efforts in to human resource developments among TVET administrative, management staff and those who involved as council and board members at different levels in the governance of TVET
 - iii. Incentives would be developed immediately to encourage teachers and workers through undertaking all efforts to motivate TVET professionals, which may include health-insurance, housing and transport allowance and other benefits and coherent human resource development planning and career promotion schemes
 - iv. In order to improve the quality and quantity of TVET teachers/instructors, capacity-building programs for teaching and instructing staff at the TVET departments would be initiated immediately.
5. The proper maintenance and use of physical facilities is important to effective and efficient administration, hence s/he should understand the activities involved in each of his/her responsibilities so as to be able to direct, organize, supervise and control them. In order to be effective:
- i. Physical facilities have to be improved to ensure
 - TVET provides the national occupational standards
 - ii. Invest in physical infrastructures

- iii. The facilities should be so arranged to ensure practical and maximum utility and service and relevance to activities
 - iv. There should be adequate spacing to ensure ease of movements and healthful environments
 - v. Develop a comprehensive TMIS and information communication technology (ICT) facilities and use the system both at the regional level in general and at the college level in particular
6. Financial management in education is concerned with the cost of education, sources of income to meet the educational costs and the spending of the income in an objective manner in order to achieve the educational objectives, the following improvements should be organized
- i. The central focus of business administration (the management of funds and facilities) must be stated in time, material, funds, labor, produce and other measurable elements which may be converted to monetary units
 - ii. Income generating activities (IGA) includes delivery of special /tailor made training programs on a contract basis, sale of products produced by students during the training such as garments, tools, wooden and metal furniture etc., training with production

- e.g. Practical training as contract work (e.g. Construction work, building maintenance, furniture production, sewing of school uniform, typing and Internet services etc.)
- iii. Improve the management and marketing skills and easing regulations regarding the use of generated funds through leadership training
 - iv. Cost-sharing with trainees to raise additional resources for financing (to develop tuition fees)
 - v. In the future, the finance constraints of the TVET system would be addressed by a combination of cost saving mechanisms, generation of external sources in to the TVET systems and diversification of funding sources for the successful implementation of the TVET programs
7. Since this study is not the end in the area of vocational training, further study should be carried out focusing on the effects of management of educational resources on the feasibility of the TVET programs.

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APPENDICES

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES FACULTY OF EDUCATION

DEPARTMENT OF BUSINESS EDUCATION

Questionnaire

The purpose of this questionnaire is to gather information on the current practice of leadership problems in the management of educational resources and identifying the major challenges in government Technical and Vocational Education and Training (TVET) Colleges of Ethiopia. Believing that your frank and genuine response will contribute immensely to the study.

I would like to express my heartfelt thanks to you for taking your time and completing the following questionnaire. The questionnaire is to be filled in by the teaching and administrative staff in government TVET Colleges of Ethiopia

DIRECTIONS

- No need of writing your name
- Put "X" mark in the box where alternative answers are given.
- If you cannot get any satisfying choice among the given choices, you can write your answers, on the space provided for the option "if other, please specify".
- Give short answer in the space provided.
- Your urgent reply is appreciated.

Please, indicate your choice by marking 'X' in the box and/or writing in the space provided.

1. Personal Data

1.1 Name of the college _____

1.2 Sex:

- ☐ Male
☐ Female

1.3 Age:

- ☐ 25 years or below
☐ 26-35 Years
☐ 36-45 Years
☐ 46-55 Years ☐ 56-60 Years

1.4 Your highest academic qualification

- ☐ High school completed
☐ TVET Diploma
☐ College diploma
☐ BA. / B.SC.
☐ MA. / M.SC.
☐ PHD

If other please specify, _____

1.5 Specify your field of specialization

Major ☐ EdAd ☐ pedagogical SC. ☐ TVET

If other please specify _____

Minor ☐ EdAd ☐ pedagogical SC. ☐ TVET.

If other please specify _____

1.6 Your Service in TVET institution or college

- ☐ 1-5 Years
☐ 6-10 Years
☐ 11-15 Years
☐ 16 Years and above

• Total service year _____

1.7 Your current position

- ☐ Dean
☐ Academic dean
☐ Administrative dean
☐ TVET trainer
☐ Financial worker

If other, please specify, _____

1.8 What is your total number of years as a dean?

☐ 1 year ☐ 2 year ☐ 3-5 years ☐ over 5 years

1.9. What is your total number of years as assistant dean?

☐ 1 year ☐ 2 year ☐ 3-5 years ☐ over 5 years

1.10 Your monthly salary in Birr

- ☐ Less than 500
☐ 500-1000
☐ 1001-1500

☐ 1501-2000

☐ Above 2000

2. Please, indicate who should participate in educational *resources planning*.
 (You can mark on more than one option)

- ☐ Teaching staff
☐ Administrative staff
☐ Administrative and Teaching staff
☐ Administrative body with department heads
 If other, please specify, _____

3. How do you rate the following items that are related to effective planning?
 The numbers indicate: 5 excellent, 4 very good, 3 Good, 2 Fair, 1 Poor.

No	Items Regarding effective Planning	5	4	3	2	1
3.1	Objectivity of resource management planning					
3.2	Implementation status depending on annual Planning					
3.3	Clarity and simplicity of planning					
3.4	Regular staff meetings to discuss on plan					

4. How many times during the year, the staff held regular academic meetings?

- ☐ Once ☐ twice ☐ 3-5 times ☐ over 6 times

5. Please indicate the degree of availability of manpower inputs in the implementation of the TVET programs? The numbers indicate: 5 highly available, 4 available, 3 moderately available, 2 less available, and 1 not available

No	Human resource Management	5	4	3	2	1
5.1	Teachers					
5.2	Shop technicians					
5.3	Administrative workers					

6. How do you rate the efficiency of dean, administrative dean and dept. heads in the implementation of the staffing programs? The numbers indicate: 5 highly efficient, 4 efficient, 3 moderately efficient, 2 less efficient, and 1 not efficient

[illegible]

7. How do you rate the decision-making capacity of *Dean*, Administrative dean and *Dept. heads* in Educational Resource Management? The numbers indicate: 5 Excellent, 4 Very good, 3 Good, 2 Fair, and 1 Poor

No	Decision making process	Dean					Administrative dean					Dept. heads				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
7.1	Step-by-step manner of problem solving with regard to resource mgt															
7.2	Gather facts before proposing a solution to a problem															
7.3	Ability to evaluate various alternatives															
7.4	Implement the solution															
7.5	Follow up for continuous improvement															
7.6	Establish a control system															

8. How do you rate the efficiency of the dean, administrative dean and department heads in financial management in the implementation of the TVET program objectives? The numbers indicate: 5 highly efficient, 4 efficient, 2 moderately efficient, 2 less efficient, and 1 not efficient

No	Efficiency in financial management	Dean					Administrative dean					Dept. heads				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
8.1	To diversify financing sources															
8.2	To develop tuition fees															
8.3	Management of income generating activities															
8.4	Provision in annual budgets for replacing materials															
8.5	Give financial instructions that is properly understood to workers															

9. Please, rate the extent to which educational resources management functions are performed efficiently in your TVET College. The numbers indicate: 5 highly efficient, 4 efficient, 3 moderately efficient, 2 less efficient, and 1 not efficient

No	Educational resources functions	5	4	3	2	1
9.1	Planning of educational resources					
9.2	Selection of educational resources					
9.3	Organization of educational resources					
9.4	Distribution of educational resources					
9.5	Utilization of educational resources					
9.6	Handling of educational resources					

10. How do you rate the following regarding distribution of educational resources: the numbers indicate: 5 Excellent, 4 very good, 3 good, 2 Fair, 1 poor.

No	Item regarding distribution of resources	5	4	3	2	1
10.1	Timely distribution					
10.2	Fairness of time schedules for distribution at the department level					
10.3	Effective distribution system to overcome damages					

11. If available, can you get immediate supply of materials that you need from the stores?

☐ Yes

☐ No

If 'No', what is the reason? (Put in rank order from the major to the least reason (1-5))

- ☐ The process to get permission for the requested item entails long bureaucracy
- ☐ Signatory officials are not available in their office due to different reasons
- ☐ Lack of knowledge on the part of storekeepers
- ☐ Reluctance of officials to sign on provision of material resources

If, other, please identify, _____

12. How do you rate the capacity of your college regarding the maintenances of the educational materials?

- ☐ Very high ☐ Moderate ☐ Low

If "low" what are the reasons? (You can mark on more than one option)

- ☐ Less qualified of technician in the college
- ☐ Less experienced of technician in the college
- ☐ Absence of skill development training for the teacher so that he/she facilitates
- ☐ Absence of skill development training for workshop technicians about maintenance of new arrival materials
- ☐ No need to involve in maintenance activity on the side of trainers.

If others, please specify, _____

13. How do you rate the efficiency of most of the teachers regarding the proper utilization of educational resources? The numbers indicate: 5 highly efficient, 4 efficient, 3 moderately efficient, 2 less efficient, and 1 not efficient

No	Items regarding resource utilization	5	4	3	2	1
13.1	Skill of tool person on resource utilization					
13.2	Administrative dean's capacity in managing resources					
13.3	Teachers capacity in managing resources utilization					
13.4	Commitment of teachers to follow the handling of the available educational resources in workshops					
13.5	Commitment of teachers to follow the handling of the available educational resources in class rooms					

14. Were there on-the-job trainings conducted last year in relation to resources utilization in your TVET College?

- ☐ Training was conducted for teaching staff only
- ☐ Training was conducted for administrative staff only
- ☐ Training was conducted for both teaching and administrative staff
- ☐ Training not conducted at all

☐ I do not know

15. Which materials are frequently damaged in your college? Rate the seriousness of damage. The numbers indicate: 5 extremely damaged, 4 highly damaged, 3 moderately damaged, 2 rarely damaged, 1 no damage

No.	Material Resources	5	4	3	2	1
15.1	Chairs					
15.2	Tables					
15.3	Machines in the workshop					
15.4	Materials in food preparation classes					
15.5	Materials in hair dressing classes					
15.6	Computers in information technology classes					
15.7	Tools in workshops					
15.8	Electric systems					
15.9	Water pipes					
15.10	Raw materials in the workshops					
15.11	Text books					
15.12	Other reference books					

16. For the following reasons that assumed to be the major causes for material damage. (Please, rank by putting 'X' mark below the numbers from 1-6)

No.	Causes for material damage	6	5	4	3	2	1
16.1	Lack of efficient store management						
16.2	Improper transportation during distribution						
16.3	Lack of proper handling by students						
16.4	Lack of proper handling by teachers						
16.5	Lack of follow up by administrative dean						
16.6	Lack of follow up by academic dean						
16.7	Absence of sufficient maintenance						

17. How do you rate the contribution of Qualification, Experience and commitment in respect to Educational Resource Management? The numbers indicate: 5 very highly, 4 high, 3 moderately high, 2 low, and 1 very low

No	Status of the staff	Qualification					Experience					Commitment				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
17.1	Dean															
17.2	Academic dean															
17.3	Administrative dean															
17.4	Department heads															
17.5	Most teachers															
17.6	Shop technicians															
17.7	Financial workers															

18. Please indicate the degree of availability of physical resources in the implementation of the TVET programs? The numbers indicate: 5 highly available, 4 available, 3 moderately available, 2 less available, and 1 not available

No	Physical Resource Management (teaching facilities)	5	4	3	2	1
18.1	Classrooms					
18.2	Libraries					
18.3	Workshops					
18.4	Offices					
18.5	Staff housing					
18.6	Stores					
18.7	Clinic service					
18.8	Satisfactory lighting					

19. Please indicate the provision of equipment resources in the implementation of the TVET programs? The numbers indicate: 5 Excellent, 4 Very good, 3 Good, 2 Fair, and 1 Poor

No	Provision of equipment resources	5	4	3	2	1
19.1	How comprehensive is the range of workshop equipment					
19.2	How relevant is the equipment to course needs					
19.3	How satisfactory is the provision of equipment for individual practical work					
19.4	How satisfactory is the equipment in terms of being up to date					
19.5	How adequate is the availability of overhead projectors					
19.6	How adequate is the availability of books					

20. Measures should be taken to improve leadership performance in management of resources

A. Measures to be taken by dean

- i. _____
- ii. _____
- iii. _____

B. Measures to be taken by academic dean

- i. _____
- ii. _____
- iii. _____

C. Measures to be taken by administrative dean

- i. _____
- ii. _____
- iii. _____

D. Measures to be taken by teachers

- i. _____
- ii. _____
- iii. _____

E. Measures to be taken by shop technician

- i. _____
- ii. _____
- iii. _____

F. Measures to be taken by financial workers

- i. _____
- ii. _____
- iii. _____

21. What recommendations do you suggest to solve the leadership problems that affect the management of educational resources seriously in your college?

- a. _____
- b. _____
- c. _____
- d. _____

Thank you!

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES, FACULTY OF EDUCATION

DEPARTMENT OF BUSINESS EDUCATION

Interview guide questions for dean, academic dean, administrative dean, and department heads

1. In your observation at management of resources, relatively who are often come to your office with problems or asking for shortages of resources?
2. If teachers come very often, what problems do they frequently raise?
3. If workers come very often, what problems do they frequently raise?
4. Do you think that there are some regulations, policies and procedures that hinder financial management, time management, material management and maintenance of physical resources?
5. Measures should be taken to improve leadership performance in management of resources

A. Measures to be taken by dean

- I. _____
- II _____
- III. _____

B. Measures to be taken by academic dean

- I. _____
- II _____
- III . _____

C. Measures to be taken by administrative dean

- I. _____
- II _____
- III. _____

D. Measures to be taken by teachers

- I. _____
- II. _____
- III. _____

E. Measures to be taken by shop technician

- I. _____
- II. _____
- III. _____

F. Measures to be taken by financial workers

- I. _____
- II. _____
- III. _____

6. What recommendations do you suggest to solve the leadership problems that affect the management of resources in your college?

- I. _____
- II. _____
- III. _____

Thank you!

Declaration

This thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for them has been dully acknowledged

Name Negeesse Teferedegn Tilaye

Signature 

Place Addis Ababa

Date of submission February 23, 2007

The thesis has been submitted for examination under my approval as university advisor

Name Seyoum Teferra (professor)

Signature _____

Date _____

CHAPTER- ONE

INTRODUCTION

1.1. Background

Education and training is a crucial means by which the human resource of a nation can be developed. As a result of the education and training given in educational institutions, the learner acquires a productive capacity and can produce a relatively higher product than would have done in the absence of education (Sodhi, 1984).

In general, education has both direct and indirect effect on development of a country. Directly, the effect of education can be described in terms of improved productivity, employment, composition of labour force etc. whereas, indirectly; education affects savings, limitations in the number of children with in a family and in the formation of right kind of attitudes and skills (Ibid).

Education also empowers individuals by opening up avenues of communication, expanding personal choice and control over one's environment, as well as equips people to cope better with work and family responsibilities, and improves their self-confidence to participate in community affairs and influence political issues ("Education and Poverty," d.n.). Hence, educated human resource is one of the key factors for an overall economic growth, and socio-cultural development and the reduction of poverty.

Poverty is a concept having varied meanings and what it means depends on the social goals, which are being advocated by governments and development professionals. Explaining this fact, Chambers (2006: 3) stated that,

... the frequency with which reducing, alleviating or eliminating poverty is seen as a prime goal and measure of development- these factors make it matter more than ever to know what poverty is. What it is taken to mean depends on who asks the question, how it is understood, and who responds.

This description of Chambers indicates the emergence of multiple perspectives on the concept and a deviation in its understanding from mainly income focused to human focused.

Poverty is defined in terms of the deprivation side of human development-the denial of basic choices and opportunities to lead a long, healthy, creative and free life; to enjoy a decent standard of living; and to participate in the life of the community including political freedom and cultural choices (Ibid).

According to ADB (2006), it is defined as a deprivation of indispensable assets and opportunity to which every human is permitted.

If individuals and societies are not empowered to take part in making the decisions that affect their lives, they tend to remain in poverty. Poverty is, thus, better measured in terms of basic education, health care, nutrition, water and sanitation, as well as income, employment, and wages. Such measures must also serve as a proxy for other important intangibles such as feelings of powerlessness and lack of freedom to participate (Ibid).

Hence, a consensus among policy makers, development professionals and the public has been reached since 1980's, in order to shift the analysis of poverty in

terms of opportunities, empowerment, and vulnerability than mainly focusing on income and consumptions (Chambers, 2006).

Consequently, nations of the world agreed to adopt a number of Millennium Development Goals (MDG's) in the year 2000, one of which is promoting gender equality and empowering women.

However, anything that empowers women and improves their status in the society is likely to contribute significantly towards the fulfilment of the cluster of Millennium Development Goals (Osmani, 2000).

Ethiopia, having 50% of the total population constitutes women, is one of the priority countries selected by the Millennium project to prepare a scaled-up investment plan that would allow the country to meet the MDG targets in 2005. However, although the achievement of this plan was not sufficient enough to be praised, it gave the opportunity for the country to learn from lessons gained in the process (CSA, 2006).

Currently, the country is engaged in the implementation of the second poverty reduction strategy, which is also referred to as the "*Plan for Accelerated and Sustained Development to End Poverty (PASDEP)*." This plan is a five years plan that covers the period from year 2005/6 to 2009/10. It consists of eight strategic elements, some of which include: a massive push to accelerated growth, addressing the population challenges, unleashing the potential of Ethiopia's women, and creating – jobs (Ibid).

Accordingly, due to the fact that the country is suffering from numerous problems resulting from economic underdevelopment, it become necessary to focus on

education in general, and girls/women's primary education in particular, to bring about sustainable development and reduce poverty. Stressing the need for primary education and emphasis on supporting girls, in order to bring about development of the nation, MOE (2008:23-27) stated that,

Primary Education is absolutely critical to a nation's development, providing on average the highest public returns to investment for the State, and the critical underpinning for later education and economic growth...No nation has been able to achieve comprehensive basic education without programs that assist girls.

However, since the social position of girls and/or women within a society is a determinant factor that can affect their developmental roles, education has to be intended to reorient the attitudes and values of the society attached to women's contribution in the development endeavour of the country (TGE, 1994).

In most societies of developing countries like in Ethiopia, particularly, nomadic pastoral regions and societies have distinct cultural characteristics and are the most marginalized groups in the acquisition of education and other social services. Considering this fact, the government has been taking different actions and policy measures to address the access to and educational opportunity of, the underserved regions of the country, and brought about remarkable gains, in the past few years.

The Somali National Regional State is one of these regions, located at the eastern periphery of the country. The region borders Kenya to the south-west,

the Ethiopian regions of Oromia, Afar and Dire Dawa to the west, Djibouti to the north and Somalia to the north, east and south.

The total area of the region is 279,252 km² ("Somali Regional State", 13 September, 2009), with a total population of 4,439,147, of which, 2,468,784(55.6%) are men and 1,970,363(44.4%) are women. Moreover, 13.9% and 86.1% of the total population are respectively urban and rural residents (CSA, 2006).

There are a total of nine zonal and forty seven woreda administrations in the region. Jijiga is the highly populated zone of the nine zones, and is the capital city of the region, which consists of 6 woreda administrative units.

The total number of students enrolled in primary and secondary schools during the 2007/08 academic year in the region was 387,644. The equity indicator of the primary (1-8) gross enrolment rate (GER) increased to 32.7% in year 2007/08 compared to 23.3% in 2004/05(base year). The average annual growth rate at the primary (1-8) level is also reported to be the highest at Somali (27.7%) region compared to the national 12.6% average annual growth rate (MOE, 2008).

However, according to CSA (2006), only 11.4% out of 486 surveyed women in region were reported to be employed on regular basis. Of these women, 14.9% were engaged in the professional/managerial fields, 2.8% in clerical, 74.8% in sales and services, and 4% in agricultural and the rest were working in skilled and unskilled fields of occupation.

Thus, this study is therefore, intended to assess the impact of education of women in the fight against poverty in Jijiga zone of the Somali regional state of Ethiopia.

1.2. Statement of the Problem

At present, the development of education services to the underprivileged nomadic society in general, has attracted attention. The government has acknowledged the existence of inequalities and has made commitments towards remedy the imbalances. As a result, the achievement in creating the opportunity and access to education in the country in general, and in the pastoral areas, in particular has been remarkable over the last years.

However, as it is presumed in Todaro (1985), if income-earning opportunities are very unequally distributed, equality of educational opportunity can have little meaning.

Similarly, a study conducted by Jejeebhoy, (as cited in Razavi, 2000), which compares Tamil Nadu, one of the southern states of India, with Uttar Pradesh (UP), one of the northern states, on the factors conferring status on women, indicated that while women employment had significant and positive implications for most of the autonomy indicators (role in decision making, mobility, access to and control over income, etc) in UP, education had a far weaker and less significant impact. On the contrary, in Tamil Nadu, the effects of the traditional 'status'-related variables were far weaker, while women employment and even more strongly, women education were both more consistently related to women's autonomy.

Thus, this study is intended to examine the impact of education of women on their empowerment (as measured by the level of women's participation in making decisions, and their control over house hold income), as well as on educational gender parity (as measured by the number of drop out and repeater house hold member primary school students from educated and uneducated women), in Jijiga zone of the Somali Regional state of Ethiopia.

In general, the study will address the following basic research questions:

- 1) Does education of women in Jijiga zone enhance the extent of women's participation in making decisions that can affect their lives?
- 2) Does education of women in Jijiga zone improve the level and balance of women's control over household income?
- 3) Does the number of school dropout and repeater children from among educated and uneducated women's households of the zone significantly differ?
- 4) Do factors such as access to media/information and influence of cultural practices create differences among educated and uneducated women in relation to, the level of participation in decision makings; control over household income and number of school drop out and repeater household member children?
- 5) What is the contribution of education of women in the zone towards improving the gender parity at the primary level of education?

1.3. Objectives of the study:

1.3.1. General Objective

The general objective of this study is to assess the impact of women's education on empowerment as well as on gender parity at primary level of education in Jijiga zone.

1.3.2. Specific Objectives

The specific objectives of this study are to:-

- Assess the impact of education of women in Jijiga zone on empowerment, as measured by the level of women's participation in making decisions, and their control over household income.
- Examine the degree to which education of women in Jijiga zone creates difference in educational gender parity as measured by the number of school drop out and repeater children of the women.
- Examine impact of access to media/ information and influence of cultural practices in creating differences among women in their level of participation in decision makings, control over income, and proportion of school drop out and repeater children of the women in the zone.
- Explore whether education of women in the zone contributes to improve the gender parity at the primary level of education.

1.4. Significance of the Study

A study conducted by CSA (2006) indicated that only 3 out of 10 women in Ethiopia were literate and that the literacy status varied greatly by place of residence. Three-fourth of the women residing in urban areas were literate compared with only a fifth of their rural counterparts. Thus literacy was highest among women in predominantly urban Addis Ababa, (80 percent) and lowest in the predominantly rural Somali Region (10 percent).

According to this study, the percent distribution of women by the highest level of school completed shows that 90.6% of the women had no education, 3.3% had some primary education, 1.0% had completed primary education, and 2.4%, 2.2% and 0.6% of the women had some secondary, completed secondary and more than secondary educations respectively.

Moreover, there was also a marked difference in literacy levels by women's wealth status, ranging from a low of 10 percent among women in the lowest wealth quintile to a high of 63 percent among women in the highest wealth quintile.

However, this study didn't reflect the impact of the women's education on the reduction of poverty in the country, in general, and on empowerment of the women as well as their contribution in minimizing educational wastage, in the Somali regional state in particular.

Therefore, the significance of this study is that, it will create a base line of information from which actions for addressing the problem will be possible.

Although there are different practices and innovations employed to achieve the Millennium Development Goals in other developing countries, studying the impact of women's education will contribute to broaden the knowledge and understanding of policy makers, planners and administrators at the national and regional level to consider whether / or not, women's education is an appropriate strategy to meet the target.

The findings of this research can, therefore, be used for assessing the effectiveness of education in general, and education of women; in particular, as a policy measure to reduce poverty.

1.5 Delimitations

This study is delimited to Jijiga zone of the Somali Regional State of Ethiopia. The targets of the study are women, who are born and educated in and employed at different governmental, non-governmental and business organization offices in the region. Equal number of uneducated, housewife women were also the target populations of the study for survey and comparative purposes. Moreover, educated and uneducated men and other key informants were interviewed and two households were visited and observed to understand the setting.

1.6 Limitations

This study is intended to contribute to improve the general understanding of planners, administrators, and other professionals, on the impact of women's education on poverty alleviation and in the context of the Somali Regional

State of Ethiopia. However, it is limited to the description of only very few of the main variables, such as, control over household income, participation in making decisions, and educational gender parity dimensions of poverty. Moreover, although random selection of the sample is a necessary condition in the study, due to the fact that, the target populations, from which the sample were selected, are not found in one specific place or office, the participants of the study are selected based on their availability.

1.7 Definition of Terms

Literate women: are women, who have at least completed the formal primary 1st cycle (1-4) education.

Empowerment: is a measure of poverty which is defined in terms of the level of people's participation in making decisions, and their control over household income.

Impact: is defined as a powerful effect that something, especially, something new, has on a situation or person (Cambridge International Dictionary, 1996).

Poverty: is the reflection of lack of choices and opportunities in key areas of education, health, and command over income, as well as voice related to democratic process. It is the deprivation side of human development-the denial of basic choices and opportunities to lead a long, healthy, creative and free life; to enjoy a decent standard of living; and to participate in the life of the community including political freedom and cultural choices (Fukuda-Parr, 2006:7).

Educational Wastage: is defined as the combined result of grade repetition and dropping out of school before completing the education program for which one is enrolled (UNESCO, 1995:13).

1.8. Organization of the Study

The research report is organized in to five chapters. The first chapter discussed the introductory part. The second chapter presented the review of related literature. The third chapter is devoted for the discussion of the research methodology and design, where as; the fourth chapter is for the presentation and analysis of data, and the final chapter discussed about the summary, conclusion and recommendation of the study.

CHAPTER- TWO

REVIEW OF THE RELATED LITERATURE

2.1. The Concept of Gender in Development

The term gender refers to the social attributes that are learned or acquired during socialization as a member of a given community (UNDP, 2003). It is culturally determined and is the expectation of the society that there are differences in the roles of men and women (Almaz, 1995). Accordingly, the concept of gender distinguishes the biological- sexual differences between men and women from the cultural differences between them as well as the role given to or carried out by women and men in the society. This shows that gender difference between men and women vary across countries and regions and over time within countries. However, the culturally determined roles of men and women can be influenced and changed through education, government policy, media images and opinion leaders (Kumar, 2005).

On the other hand, development is a concept that has varied and opposing definitions, which depends on the nature and type of social goals being advocated by development agencies, governments and/or experts. Hence, each group defines development in a way that benefits its own interest (Mchombu, 2004).

For instance, thinkers of the 1960s defined development as modernization and emphasized industrialization, urbanization, and increased use of technology and machinery to bring about economic growth (Ibid). Hence, "A country which is unable to develop the skills and knowledge of its people and to utilize them

effectively in the national economy will be unable to develop anything else." (Harbison, as cited in Todaro, 1985:325). However, development in the Third World countries refers to three core values. Namely: life- sustenance, which is the ability to provide basic needs such as food, shelter, health and protection; self-esteem, that is a sense of worth and self respect; and freedom from servitude, which is to be able to choose (Todaro, 1985).

Therefore, development is a multidimensional concept and should not always be equated with economic development. And hence, all development in the last analysis should be considered as human development (Sodhi, 1984), which recognizes the importance of the well-being of all the people. It also takes in to account, factors such as life expectancy and the health situation of the population; access to education and rates of literacy; and gender equality and the opportunity to participate in government structures (Mchombu, 2004).

The issue of gender and development has become a focus of many researchers, like Kumar, (2005); Almaz, (1995) and organizations like UNDP, (2003); VENA, (1995) for the last many years.

The Gender and Development (GAD), which also be used interchangeably with Gender in Development (GID), is a development perspective that emerged in the late 1980's, as an alternative approach to the prevailing Women in Development (WID) approach. The GID/ GAD approach focuses on the interdependence of men and women in society and on equal gender relations, so as to enable the women to participate on an equal basis with men in determining their common future. It considers women as an active agent of change. Whereas, the Women

in Development (WID) approach, has given emphasis on women only and called for their integration in to development mainly as receivers or beneficiaries (UNDP, 2003; VENA, 1995).

The United Nation agencies have also been mandated by their governing bodies to incorporate gender perspectives and gender responsible policies, and plans as a priority area in their programs since the 1970s(Almaz, 1995). Consequently, both Development Assistance Committee (DAC) and their partner countries made commitments to gender equality and women's empowerment at the UN Fourth World Conference for Women held in Beijing in year 1995.

The declaration adopted at this Conference builds on the perspectives and strategies outlined at the previous United Nations Conferences on education-Jomtien(1993), environment-Rio(1992), human rights-Vienna(1995), population-Cairo(1994) and social development- Copenhagen(1995), including the Convention on Elimination of all Forms of Discrimination on Women(CEDAW, 1979). It is based on the principles of human rights and social justice, which specifically considers that gender equality and women's empowerment are essential for addressing the central concerns of poverty (Kumar, 2005; UNDP, 2003; Almaz, 1995).

2.1.1 Women's Empowerment Approach to Development

Empowerment is a process as well as an outcome that enables an individual or a community to have the power of obtaining resources (material and internal), knowledge and know-how, builds individual lives and the beloved community (Lee, 1988). It is a process of gaining power, developing power, or facilitating or

enabling power (Staples, as cited in Lee, 1988). Therefore, empowerment, especially women's empowerment is to enable women to participate equally in the development process in order to achieve control over the factors of production on an equal basis with men (VENA, 1995; Oxfam, 1994).

Organizations like UNDP (2003), and Several writers like Woroniuk, Helen and Johanna (1997), Snyder and Mary (1995), have explained empowerment as an approach to development. For instance, Woroniuk, Helen and Johanna, (1997:4) stated the relation between empowerment and development as follows:

The central focus of this approach is a critique of the way power and development are interlinked and seeks to 'empower' women, not in the sense of reversing existing power hierarchies but rather in empowering women to make their own choices, to speak out on their own behalf and to control their own lives.

This approach comes in to existence starting from the mid 1980's with the purpose of empowering women through greater self- reliance. It gives emphasis on women's access to productive resources like credit, education and training. The productive, reproductive and socialization role of women is also considered and strived to meet the strategic gender needs. That is, it is intended to address women's disadvantaged position; lack of resources and education, vulnerability to poverty and violence, etc, indirectly through bottom-up mobilization of the practical gender needs that includes daily needs; such as food, housing, income, etc. (UNDP, 2003; Snyder & Mary, 1995).

Equality of control is more important for women's empowerment than equality of welfare. The higher levels of equality are automatically higher levels of

development. This is because; the higher levels are concerned with providing women with the means towards increased control over their own lives (Oxfam, 1994; UNDP.2003). The organizations also confirmed that there are five levels which can serve as criteria for measuring the extent of women's empowerment as:

- a) **Welfare:-** this is defined in terms of the levels of women's material welfare (income, food supply, health care) relative to men and is not concerned with whether women are themselves active creators and producers of their material needs, that would suggest a higher degree of empowerment.
- b) **Access:** - refers to women's equality of access with men to the factors of production such as training, labor, land, and all public services and benefits. This can be obtained by ensuring the principle of opportunity, which usually entails reform of the law and administrative practice to remove all forms of discrimination against women.
- c) **Conscientisation:** - refers to being aware of the difference between sex roles and gender roles, and that gender roles are cultural and can be changed. It also involves a belief that the sexual division of labor should be fair and agreeable to both women and men.
- d) **Participation:** - is defined as women's equal participation with men at all levels of decision making. Equality of participation also means involving the women of a community affected by the decisions taken,

and involving them in the same proportion in decision making as their proportion in the community at large.

e) Control: - this refers to not only participation of women in decision making process, but also in the utilization of this participation to achieve equality of control over the factors of production. However, transformation of the women from one level to the other can be reflected through changes in their behavior, attitude and practice in challenging the culturally accepted values of male dominance. One of the major means to make this change possible is by raising the women's consciousness through education (Amenu, 2007).

To sum up, the empowerment approach is the most recent approach to development than the other approaches such as the welfare, efficiency, etc., which gives emphasis to the Third World women and self-reliance. It values the triple roles, i.e, the productive, reproductive and societal roles of women and their access to productive resources like education, training and income. This approach also challenged the other development paradigms by questioning whether women are required to be integrated in societal systems that oppress both women and men.

However, an ethnographic study conducted by Tigist (2009) in rural Ethiopia has showed the opposite result. Her study that uses a mixed approach involving survey of 133 rural house holds, participant observation in a primary school, semi-structured interview with teachers and community members reveals that although it has some limitations, the welfare approach is important and worth

doing to achieve development goals such as promotion of education as a measure towards the eradication of poverty. The study indicated that although the desire to send a child to school by the part of the parent, and the government, also the desire to be in school by children is high, aspirations and expectation for education are often left unmet. "Most parents and children make sacrifices and long for education seeing it as a way to secure their future." Despite the fact that parental expectation in Ethiopia is high, most students are faced with limited opportunities before and after education. This unfulfilled ambition will affect the feelings of older children, which further discourages others to join schools. The study also found out that several destitute children are unable to go to school but they are aspiring to be doctors. This unrealistic view of education could bring a sense of failure and negatively affect the emotional wellbeing of children.

2.1.2. Women's Education and Empowerment

Education is a term that refers to a very wide range of meaning that resulted from the complex nature of human personality, complexity of human environment, different philosophies of life and educational theories and practices (Aggarwal, 1990).

Education, especially, formal education, is a consciously and deliberately planed process, to bring about specific and special influence on the learner, and is provided with in schools or colleges (Ibid). The influence or purpose of education, particularly women's education is addressed by Liberal Feminists like Wollstonecraft(1972) and Freidan(1963) that education is the most effective

means to bring about social-cultural, political and economic changes and transform a certain society. They emphasized that education is an instrument for women easily to be successful in their struggle for equality and personhood.

This emancipation power of education is also expressed by Indra Gandhi (cited in Kumar, 2005:1) as follows:

"Education is a liberating force and in our age, it is also a democratizing force, cutting across the barriers of cast and class, smoothing out inequalities imposed by birth and other circumstances."

Similarly, several educators and researchers, such as Tigist (2009) Mishra (2005); Kumar (2005); Usmani (2004), and Toldaro (1985) have described the direct relationship between education and improved status of women.

Usmani, (2004:5) for example, stated among others the following points as the objectives of women's education. These are,

- Elimination of illiteracy, universalization of elementary education and minimization of the dropout and stagnation rate in the age group 6-14 years, to negligible proportions;
- Ensuring opportunities to all women for access to appropriate level, nature and quality of education and also the wherewithal for success comparable with men;
- Making education an effective means for women's equality by:

a) Addressing the constraints that prevent women from participating in the educational process

b) Eliminating the existing sexist bias in the system

- Providing non-formal and part-time courses to women to acquire knowledge and skills for their social, cultural and economic advancement.

Hence, education should be designed in a way that strengthens respect for human rights including those related to development (Mishra, 2005). And development agendas of the UN and the World Bank have given education a special place as a means to get out of poverty (Tigist, 2009). Particularly, the Dakar Framework for Action 2000, and the Millennium Development Goal declarations, has made education of girls and women a central part of the development agenda.

The education goal of girl's education has a significant effect on the other Millennium Development Goals. Accordingly, failure to achieve the goal of girl's education will set the nations up for almost certain failure on the other goals. This shows that women's education is an essential tool and has manifold benefits ranging from improving productivity, income and economic development in the national level to a better quality of life on the individual (Taye, 2004).

It has also an important role in raising awareness and self-reliance, and helps bridge the existing gender gap (UNDP, 2001). Hence, it is if and only if a women comes to have better consciousness that she would struggle to have control over resources, have own income and thus she will aspire to participate in decision making positions at all levels of structures of the society (Amanu, 2007).

Women can be enabled to have a better position and involvement in decision making process by empowering them through education.

Moreover, since a mother can have a relatively better influence than a father over her children, especially on female once, an educated woman can be a foot step for her daughter which can enable the child grow knowing her rights irrespective of gender (Freidam, 1963). At the same time, the woman not only realizes the value of education, she also has the tendency and interest to send her daughter to schools, so as to give the child the chance of a better life. Similarly, women who have been to school tend to marry later and have smaller families.

Accordingly, a national survey study conducted by Tirussew, Teka, Belay, and Demeke (2009), on the status of early child care and education in Ethiopia, that collected data from 222 parents of children who were attending preschools in the capitals of 11 regional states of the country, indicated that about 65% of the parents had post secondary education, of whom 30% were with educational level as high as a university degree, noted that the median grade for Ethiopia is grade 3. No respondent was found illiterate or even had an illiterate partner except two who reported that their partners were illiterate. The study also revealed that the mean number of children for the respondents was 2 compared to 5 children for the national population.

Therefore, women's education helps to acquire not only basic knowledge and skills to improve income and livelihoods, but it empowers women and girl children to take their rightful place in the society and contribute in the development

process. However, for education of women to bring about such an impact, the presence of a conducive policy environment is paramount important.

2.2. Policy Framework to Promote Education of Women in Ethiopia.

Considering the gender and regional educational disadvantaged status of women and girls, the current government of Ethiopia has developed and endorsed adequate policy statements to promote the education of women and girls. Some of the main policy statements are described as follow:

The Constitution of Federal Democratic Republic of Ethiopia (FDRE, 1995) states the following (Article 35: 3 and Article 41: 3 and 4):

The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative action. The purpose of such measures shall be to provide special attention to women so as to enable them compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions.

Every Ethiopian national has the right to equal access to publicly funded social services. The state has the obligation to allocate ever increasing resources to provide to the public health, education and other social services.

Education and Training policy (TGE, 1994) article 3.7.7 states the following:

“Special attention will be given to women and to those students who did not get educational opportunities in the preparation, distribution and use of educational support input.”

Higher education proclamation (FDRE, 2003) article 33:1 states the following:

Entry assessment or admission procedures designed for any female, disabled student, a student who has completed high school education in a developing region and who is native of the nationality of such region or a student from the nationality whose participation in higher education is low shall be different from others. They shall, during their stay in the institution, get special support; particulars of such support shall be determined by the Ministry.

Article 6: 3 also states that “higher education shall have the objectives to ...provide equitable distribution of higher education institutions.”

These policy statements show that there has been a clear understanding of the gender and disadvantaged position of girls and women in general and in the educational opportunities of underserved regions in particular. Accordingly, the government has given a greater emphasis as well as efforts, to reverse this situation of educational disparities and hence, remarkable improvements have been gained in the past few years. For example, In the Somali region, the equity indicator of the primary (1-8) gross enrolment rate (GER) increased from 23% in year 2004/05 to 32.7% in year 2007/08. The average annual growth rate at this

level of education is also reported to be the highest at Somali (27.7%) region compared to the national 12.6% average annual growth rate (MOE, 2008). Whereas, according to the regional education bureau report for the year 2008/09, the GER of primary education in the Region was about 46%, which implies that about 53.3% of the school age population was out of the primary education system. Moreover, the report also revealed that the proportion of girl's participation at the primary level of education is 37%, indicating that the gender gap in the system is still wide and calls for a consorted effort of all concerned bodies.

2.3. Factors Affecting Education of Women and Girls in Pastoral Communities

The factors that affect education of children in general, and females, in particular, are multidimensional and are substantially differ from one setting to the other. However, the major impediments of females' primary education can be categorized in to macro level factors, supply side factors and demand side factors. The macro level factors are factors that include issues like national wealth, degree of industrialization, infrastructure, and level of economic development and so on. Generally, educational entities can't readily change these factors through policy or program intervention. Hence, improvement strategies conceptually focus on the supply side and demand side factors (Yesihareg, 2002).

On the other hand, the supply side factors are those factors which are related to provision of schools, total teaching and learning process, policy conditions etc.

These factors can further be classified into two: school level obstacles and institutional/ political obstacles. However, the demand side factors are home related, economic and socio cultural factors that determine parental decisions on the education of females. Among others, the home and economic related factors include issues such as parental education, income, occupation, residence, family size, direct cost of schooling, high opportunity cost of educating females, household responsibilities and labor market opportunities. Whereas, the socio-cultural factors are societal beliefs and practices that hamper the education of females, such as early marriage, dowry system, role of women, religious inhibition, sexual harassment and abduction, etc.

However, although the supply side and demand side factors reinforce one another, their degree of influence differs from one country to the other (Ibid).

Considering the fact that, nations of the world including Ethiopia have ratified the declaration on universal primary education, emphasis has been given by the government and substantial results have been registered in the past few years (MOE, 2008). However, in most pastoralist communities of the country, cultural practices and activities that include early marriage, female genital mutilation and livestock are factors that are likely affecting the education of girls than boys (Carr-Hill, 2005). Therefore, it is paramount important to look into these factors that affect the education of children and of women and girls of the society.

Many educational research works conducted by both Ethiopian and foreign researchers, like, Tirussew et al., (2009); Tigist (2009); Wossenu (2008); CSA (2006);

Awraris(2005);Habtamu(2006);Ziyn(2004);Habtamu(2004);Tilaye(2004);Belaynes h(2004); Alemayehu(2004); Yeshihareg(2002); Mishra(2005); Usmani(2004); Car-Hill(2002); Todaro(1985); Solomo(2007); Reta(2007); in one way or another, have also confirmed the effects of home related, economic and socio-cultural factors that deter the education of children in general, and females in particular.

2.3.1. Home Related and Economic Factors

Lower educational participation of children in general and girls' and women's education in particular, is affected by the attitudes of parents. Even where schools are available with in their locality, parents can either not send their children to school or are not willing the children to stay in the educational system (Ziyn, 2004). Usually, there is a strong economic and social rational for the parents to invest in the education of their sons rather than daughters (Tilaye, 2004).

For example, in countries where formal employment in the modern sector used to be dominated by men, parents' attitude and decisions about whether to send daughters to school often considers costs and benefits to the whole of the family(Fields as cited in Wossenu,2008;CSA, 2006;Todaro,1985; Mishra,2005,).

Moreover, in patriarchal societies, where husbands decide everything and a woman listens and accepts orders, it is often the boys who have the chance to go to school than girls (VENA, 1995). This is because, girls are expected to do more

domestic works than boys and the opportunity cost of education is also become much higher for girls than boys (Mishra, 2005).

2.3.1.1. Pastoral Way of Life

The way of life a society or community is something embedded in the society, valued by a given community and featured in broader form in many aspects of the day- to-day activities of the society.

Among others, the pastoral way of life is a mode of living being experienced by societies in many parts of the world.

Pastoralists are societies, which usually used to live in lowland areas. However, many researchers and organizations such as Carr-Hill, (2005) and UNESCO/ADB (as cited in Solomon,2007), have classified the pastoralist mode of life in to three major categories. Namely: nomadic pastoralist, agro-pastoralist and transhumance. The nomadic pastoralists are those pastoralists who have no permanent place of residence. They frequently move from place to place in search of water and pasture. Whereas, the agro-pastoralists are communities, that practice agricultural and animal husbandry activities and have semi-permanent residence. Only males move and women and children stay in their residence to look after sheep and goats. However, transhumances are pastoralists having permanent place of residence. They usually move on regular routs.

The high mobility and the scattered population of pastoralists, in general make the provision of educational services more difficult and costly (Solomon, 2007). The increase in the frequency and varying places of movement causes

challenges to make decision about where to provide the formal education, particularly designed for urban residents. The lower densely population distribution of even those pastoralists having permanent residence, as well as the remoteness of such areas, create difficulty to organize and manage formal education near each and every community.

2.3.1.2. Cost of Schooling

The total costs of education can generally be categorized in to two as private costs and social/public costs. The private costs of education are the cost to individual students and their families. These costs can also further be subdivided in to three main types. The first one is that there are direct fee payments for school tuitions minus any scholarships and enters in to government accounts as educational expenditures. Whereas, the second type of private/ individual costs are any payments for books, uniforms, travels, sport equipment, which are necessary to enjoy education fully. These costs do not enter in to government accounts as educational expenditures. The third one is the indirect/ opportunity cost, which is the value of labor forgone when the children attend school instead of holding outside jobs or working at home (Fields, as cited in Wossenu, 2008).

In developing countries where there is accessible wage jobs, the opportunity costs of voluntarily attending schools is the wage a young person might have got. These costs increase with increasing the school levels from primary through higher educational levels. However, in developing countries such as Mozambique and Mali, the opportunity cost for a young child may be relatively higher in some communities than it is in a developed country. This is because,

the value of the young child's contribution to his family in activities like, fetching water, herding animals, and taking care of younger siblings is significant (Ibid). These opportunity costs of schooling are usually vary between boys and girls. According to Mishra(2005), study in the rural Egypt showed that girls do 85% of the household everyday jobs of children, whereas boys do only 15%. Therefore, the work load on the girls may usually result in lower school attendance, and achievement of the girls compared to boys in most communities of developing countries.

2.3.1.3. Employment Prospect

In addition to the system of financing education, the situation of the labor market is a factor that controls the demand for education (Fields, as cited in Wossenu, 2008). This is because; there is a direct relationship between education and the opportunity to secure a 'good job'. However, the demand for education is determined by a cumulative effect of four variables. These variables are (Todaro, 1985:337):

A) The Wage/ Income Differential

It relates to the income/wage differentials between the modern sector and traditional sector (family farming, rural and urban self-employment, etc.) employment. Employment opportunities in the modern sector usually depend on educational background of the prospective employee. However, employment and income earning opportunities in the traditional sector requires no fixed level of

education. Hence, the higher the modern sector- traditional sector income differential, the higher will be the demand for education.

B) The Probability of Success in Finding Modern Sector Employment

The one that successfully completed the required educational level has a higher chance of getting in to a well paid, urban modern sector job than one who didn't. However, it happens to occur if urban unemployment rates among the educated are not growing and / or provided that the supply of graduates doesn't continuously exceeds the number of new vacant positions, for which the graduate can qualify. This leads to modifying the "actual" income differential to "expected" income differential. Therefore, it is possible to conclude that the demand for education through a specific level of education is inversely related to unemployment rate among the graduates of that level of education.

C) The Direct Private Cost of Education

The demand for education would be inversely related to the direct private costs.

D) The Indirect / Opportunity Cost

Indirect cost is inversely related to the demand for education. That is, the greater are the opportunity costs, the smaller will be the demand for education.

2.3.2. Socio-Cultural Factors

The socio-cultural factors are the cultural and traditional beliefs and practices of a society that affect the education of female members of the community. Particularly, parental attitude and interest, which in most cases influenced by

cultural and traditional values plays a crucial role whether to send boys or girls to schools.

According to Mishra(2005), a survey study conducted by Gallup International indicated that out of the interviewed more than 50,000 people in 60 countries, 86% of the respondents have rejected the suggestion that education is more important for boys than girls.

Similarly, a recent World Bank comparative study of 23 countries conducted moving testimonies from parents in poor families struggling with the decision as to whether to invest in their children's education- and from others already making heartbreaking sacrifices in order to do so.

On the other hand, he described that an extensive survey study carried out by UNICEF in East Asia and the Pacific countries, that targeted children and adolescents who were not attending school for their reasons, revealed that only 19% of the respondents reported that they did not want to go to school or did not like school. Whereas, some 22% had stopped school so they could work to earn income. While, 43%, 22% and 4% of the children and adolescents respectively responded that they are out of school due to lack of money, the necessity of helping at home, and because there was no school available in their community.

Among others, some of the cultural and traditional practices that hamper the education of children are presented as follows.

2.3.2.1. Gender Based Division of Labor

Traditions are patterns of behavior that are shared by members of a community or society. They determine the lives of the people and have influence on the

moral formation of individuals over a period of time. This behavior becomes institutionalized and rationalized in to the way of life of the society which in turn influences the development of a country (Almaz: 1995). So, the attitude of a society towards women and girls has its own impact to assign tasks and roles for both male and female members of the community. Hence, the participation of women in the national development efforts can be affected if their role is limited mainly as house-keeping.

In most communities of developing countries, a girl child is also not welcomed at the time of birth as she is a victim of son's preference, and discriminated throughout her life. She will receive less nourishing food and is given less opportunity to education than her brothers. In addition, she is not given equal access to resources, and benefits; so, becomes victim of unequal division of labor (Ibid).

Traditions, therefore, made females to be expected to do more domestic work than men. It puts the women to play roles as mothers, housewives, and distributors of food. Girls have also often to travel long distances to fetch water and fire wood, as well as to look after their younger siblings. And even if they enrolled to school, they have little time to study and complete their homework and also are very tired to learn attentively in class (Asmaru, 2004; Usmani, 2004; Mishra, 2005).

2.3.2.2. Religion

The religious values, norms and culture of a society are also the other factors that determine the education of girls and women.

For example, in some Islamic region, parents relate formal education mainly with Christianity of Western countries. Therefore, in order to promote their age old values, norms and culture, parents used to prefer to send their children to Kuranic schools than formal schools (Odgan & Hemeveld, 1995).

On the other hand, scholars like Al-Hariri(as cited in Ziyn, 2004), confirmed the contribution of Islamic religion on the promotion of formal education for children in general and women and girls in particular. They support their arguments by referring the saying of Prophet Mohammed that "Every Muslim, male and female is required to seek for knowledge."

2.3.2.3. Early Marriage and Bride Price System

In many societies of developing countries, marriage and bride price system is a crucial factor affecting education of girls and women. Many researchers have indicated that the low value given to the education of girls result in early marriage, and dropping out of school. In some countries, like Somalia, traditionally early marriage is considered more important and highly valued than education (UNESCO: 1995).

The age at which children get married is also differs from one country to the other. For example, in the late 1990s, the median age of marriage in Malawi was 17.1, Mali 16.1, Nepal, 16.5 and Nigeria 17.2. Moreover, due to late entry and over age enrolment, girls are often in primary school during the time that they are expected to marry (Mishra, 2005).

On the other hand, however, where families receive dowry or bride price, marriage doesn't necessarily have negative effect on girl's education. For

instance, In Muslim countries such as Bangladesh, where most girls are attending school, being educated can help to get a husband from a higher social class. But in some areas like Punjab in Pakistan, the mandatory requirement of giving dowry hampered the educational opportunity of children. This is because; some families would either save money for their daughter's dowry or education (Ibid).

2.3.2.4. Teenage Pregnancy and Sexual Harassment

Teenage pregnancy, as well as verbal and physical harassment by various members of the society is some of the most common challenges for the education of girls and women (Belaynesh, 2004, Alemayehu, 2004; CSA, 2006).

Although parents understand the value of girl's education, failure to control these in or on the way to school socio-cultural problems often affects their interest of sending the girls to school (Mishra, 2005). However, the level of their effect can vary from one area to the other and /or from one level of education to the other.

For example, In Ethiopia, nearly three times as many teenagers living in the rural areas have begun childbearing. The level of teenage parenthood among teenagers with no education is nearly three times that among teenagers with primary education, while it is nearly ten times that of teenagers with secondary and higher education (CSA, 2006). Childbearing in turn would likely make a girl to take the burden and responsibility of looking after her child than attending school.

This implies and supports the argument that generally, the number of school drop outs at the rural areas is greater than that of the urban. The number of school dropouts has also significantly changed from one level of the educational system

to the other. Hence, the dropout rate at the primary level of education is greater than the secondary one.

On top of this, in many African countries, pregnant girl students as a result of unwanted encounters with teachers and male students are forced to dropout of school. According to Mishra(2005), pregnant girls are used to expel from school in countries like Liberia, Mali, Nigeria, Swaziland, Tanzania, Togo, Uganda, and Zambia. Whereas, this rule of driving out pregnant girls, has been changed in Bolivia, Botswana, Kenya and Malawi.

2.3.2.5. Child Labor

In most communities, children are not being born to serve their rights and interests. Rather they are supposed to serve the needs and interests of their families or communities. For example, the need for child labor for various household and/ or family related tasks and businesses is partly the reason for parents to give birth (Cummings and Doll, 1995).

According to Mishra(2005), a house hold survey that is recently conducted by UNICEF in 25 sub-Saharan countries indicated that 31% of children aged between 5 and 14 are engaged in worst forms of child labor such as slavery, trafficking, and forced recruitment for prostitution, armed conflict and pornography; and that 9% are engaged in hazardous work. That is, they are working more than 43 hours a week in labor that threatens their well-being.

Similarly, due to the labor intensive nature of herding cattle, in the lowland pastoral areas, children are the major contributors to the household income

through their labor. Hence, mostly parents are not willing to send their children to school (PHRD, as cited in Retta, 2007).

However, although this is generally viewed negatively, particularly in the developed nations, traditional families and children themselves may consider child labor and household work as a far more important as being benefiting from education (Kratail,2000).

Therefore, even if more schools are available near the community, parents tend to refuse the enrollment of their children for two main reasons. The first reason is that the schools did not prepare the children for their future role and active participation in the society or its development. Secondly, the schools compete with the parents for children's labor needed to herd animals (Nyerere, as cited in Ezeomah, 1995).

However, children particularly, girls who are in school are less likely to be exposed and involved in to threatening forms of work outside their home, and are also get relief from domestic works that may be excessive.

2.4. Strategies to Enhance Education of women and girls

The problems that create educational gender inequalities greatly differ from one country to another. However, a balanced package addressing the multiple economic, cultural and social aspects of educational gender inequalities is essential.

Retta(2007);Habtamu(2006);CSA(2006);Awraris(2005);Mishra(2005);Alemayehu (2004);Tilaye(2004);Usmani(2004);Belaynesh(2004);Todaro(1985);Tirussew(2009)Tigist(2009); and Solomon(2007), in one way or another, have suggested different strategies that would help to redress the educational gender disparities. Some of these strategies include issues like free primary education, increased incentives, boarding schools, more accessible schools, tackling sexual harassment, and discrimination against pregnant pupils, bridging programs, and promoting early childhood education and care as well as affirmative action.

CHAPTER- THREE

RESEARCH METHODOLOGY

3.1 Design of the Study

This study combines two types of research designs: **Triangulation Mixed-method** and **Comparative designs**.

Mixed method research design is a "legitimate inquiry approach" (Brewer & Hunter, in Creswell, 2005:510). And in triangulation mixed method, quantitative and qualitative data were collected simultaneously and combines the advantages of each form of data. That is, quantitative data provides for generalizability, whereas, qualitative data offers information about the context or setting (Ibid). On the other hand, through the comparative design, the group means and percentile of educated women and uneducated women, on the study variables were contrasted using chi-square analysis and the relations among the variables are analyzed using Spearman's Coefficient of Correlation. The findings from quantitative and qualitative data were also compared to determine if the two databases produce similar or dissimilar results.

3.2 Data Sources/ Participants

The data for the study was secured from primary and secondary sources. The primary sources of the data were literate/ educated and illiterate/uneducated women, who are born and are living in Jijiga zone of the Somali National Regional State of Ethiopia. Husbands, religious leaders, government officials and

elderly people were also the main sources of the primary data. Moreover, school data were collected from schools to analyses the differences in the number of drop outs and repeater children from among the two groups of women.

Whereas, the secondary sources of data for the study included: relevant reports, archival documents, journals, etc.

3.3. Sampling Techniques

This study applies a combination of stratified, purposive, random and convenience, sampling techniques.

The target population of the study is found in all the 9 zones of the region. However, being the capital of the region, the number of people living and getting the social services provided by private and public institutions such as educational, health and communication is believed to be higher in Jijiga Zone than in the rest of 8 Zones found in the region. For instance, according to the Population Census Commission,(2008), out of 4,439,147 (2,468,784 male and 1,970,363 female) total population of the region, more than 22%, that is 996, 213 of which 525,541 male and 440, 672 female residents were living in the zone. The 2008/2009 annual report of the Regional Education Bureau also indicated that out of the total 347, 403 that is, 216,257 male and 131,146 female, primary (1-8) school student population, 89, 238 of which, 51,940 males and 37,298 females were found and had been attending classes with in Jijiga zone. Moreover, the result of the 2005 national demographic and health survey

revealed that the educational attainment among women in the urban areas is much higher than those found in the rural areas of the country (CSA, 2006).

On the other hand, the demographic and socio-economic profile of the region indicated that from among the 9 zonal administration areas of the region, it was only Jijiga and Shinile zones, which have accessible telephone, post office and radio communication facilities (SROP, 2003). However, since the Shinile Zone is more adjacent to as well as its zonal administrative offices are found in Dire Dawa town of the Dire Dawa Administrative Region, there may a cultural influence of the residents from one over the other which could affect the result of the study. Therefore, by considering these demographic, infrastructural and socio-cultural issues, Jijiga Zone was purposively selected from among the 9 zones. The zone is classified in to 6 woreda administration units, from which, two woredas, namely, Babile woreda and Jijiga woredas, were randomly selected as the target areas from which sample respondents of the study were drawn. Finally, due to lack of adequate information on the exact number of employed women in the region in general and in the zone in particular, a rigorous, systematic approach of a power analysis table developed by Lipsey (as cited in Creswell, 2005) was used to determine the sample size of the study. A total of 200 women of which, 100 educated/literate and 100 uneducated/illiterate, were selected from the two woredas and depending on their availability, to serve as sample respondents of the study. According to the power analysis table, the sample size of 100 women for each of the two groups is significant at $p=0.05$, a power criterion of about 0.95 and effect size of 0.5.

In addition, a total of 3 schools, that is, 2 from among 6 schools in Jijiga and 1 from 2 schools from Babile were also randomly selected as sample schools for comparing the educational status of children who have literate and illiterate mothers in the zone.

Men community members for focus group discussions were selected and interviewed on convenience sampling technique. Whereas, key informants and cases of households, were purposefully selected for in-depth interviews as well as household observations.

3.4. Data Gathering Tools and Procedures

For the purpose of producing a complete set of data for analysis and achieve the research objectives, the student researcher employed four different data collection procedures.

First, a comprehensive household survey questionnaire and semi-structured interview questions were prepared by reviewing literatures and adapting from the household survey questionnaires that were used in the 2005 national demographic and health survey of Ethiopia by CSA .Then it was commented by relevant experts in the areas of education, gender and development fields. Moreover, the tools were presented to similar target groups for their comment. After incorporating the comments and making the tools ready to be administered, a two days training on the techniques and ways of collecting the data was given to 4 selected women teachers who filled in and collected data from illiterate women. These teachers had similar prior experience of data collection and are

born in and can very well communicate with the local language. The content of the tools included issues related to basic information about the women's attitude on cultural practices and education of boy and girl children, control over household income as well as issues related to the extent at which women participate in decision makings. The questionnaires for the literate women who are working in different offices were distributed and collected by the student researcher. Secondly, , in order to triangulate the quantitative data obtained from the household survey using questionnaires, key informants interviews were conducted with women affairs, and education officials, at different levels of the structure. Thirdly, Focus Group Discussions, (FGD), with available and willing men members of the community that included religious leaders were also conducted.

Moreover, observations were made to have some understanding about the general features of the settings of the study area.

3.5. Methods of Data Analysis

After the field work has been completed and the necessary data are gathered, the quantitative data were coded, entered into SPSS package. Then the data were processed and analyzed using bivariate statistical methods. To estimate the parameters in the analyses, the student researcher draws on frequencies, totals and percentiles.

3.6. Ethical Considerations

In order to make the study ethical, the student researcher ensured the following points both during the field work as well as the write-up phases of the research.

- Informed consent: prior to interview, the respondents were clearly informed about the objectives, planned activities, risks/benefits associated with their participation
- Confidentiality: maximum effort was made to protect the privacy of the respondents. Names, photos and other profiles of the respondents were not reported in the absence of their consent.
- Consequences: this study is aimed at providing findings in the area of education and development. Thus government officials and donors may use the research result for the purpose of decision making. I believe that this study would have a great value for the community and other concerned bodies. Therefore, I supposed there is no harm that outweighs the benefits of the study.

CHAPTER- FOUR

PRESENTATION and ANALYSIS of DATA

The results of the study are presented in this chapter in the following order:

1. Background characteristics of the respondents
2. Education of women and the extent of women's participation in making decisions,
3. Education of women and the balance of women's control over household income,
4. The difference in the number of school dropout and repeater children of educated and uneducated women
5. Access to media/ information and cultural factors that can create differences on the status of women and girls
6. Contribution of women's education in improving gender parity at the primary level of education.

4.1. Background Characteristics of Respondents

Table-1: Background Characteristics of Respondents

N	Characteristics of Respondents	Literate		Illiterate		Total	
		No	%	No	%	No	%
1	Age						
	30 and bellow	34	35.4%	25	25.0%	59	30.1%
	31-40	34	35.4%	44	44.0%	78	39.8%
	41-50	24	25.0%	16	16.0%	40	20.4%
	51 and above	4	4.2%	16	15.0%	19	9.7%
	Total	96	100%	100	100%	196	100%
2	Marital Status						
	Married	75	78.1%	96	96.0%	170	87.2%
	Not married	21	21.9%	4	4.0%	25	12.8%
	Total	96	100.0%	99	100.0%	195	100.0%
3	Age at first marriage						
	Below 18	8	10.6%	63	65.6%	71	41.5%
	19-24	52	69.3%	33	34.3%	85	49.7%
	25-30	13	17.3%	-	-	13	7.6%
	31-36	2	2.6%			2	1.1%
	Total	75	100.0%	96	100.0%	171	100.0%
4	Completed level of education						
	Primary first cycle (grade 1-4th)	5	5.2%	-	-	5	5.2%
	Primary second cycle (grade 5th-8th)	18	18.8%	-	--	18	18.8%
	Secondary (9th-10th)	8	8.3%	-	-	8	8.3%
	Preparatory (11th-12th)	10	10.4%	-	-	10	10.4%
	Tech./voc. certificate	14	14.6%	-	-	14	14.6%
	University/college diploma	34	35.4%	-	-	34	35.4%
	University/college degree or higher	7	7.3%	-	-	7	7.3%
	Total	96	100.0%	-	-	96	100.0%
5	Religion			-	-		
	Islam	82	85.4%	98	98.0%	180	91.8%
	Orthodox Christian	9	9.4%	1	1.0%	10	5.1%
	Protestant	1	1.0%	1	1.0%	2	1.0%
	Other (Specify	4	4.2%	0	0%	4	2%
	Total	96	100%	100	100%	196	100%
6	No of Children						
	1-3	48	50.0%	30	30.0%	78	39.8%
	4-6	36	37.5%	38	38.0%	74	37.8%
	7-9	1	1.0%	30	30.0%	31	15.8%
	none	11	11.5%	2	2.0%	13	6.6%
	Total	96	100%	100	100%	196	100%

As data presented in Table-1 page 46 shows, about 71% of the literate women and 69% of the illiterate women were aged 40 and below years of old. This indicates that the respondents of both groups are found within similar age limit. Of these, 78% and 96% of the literate and illiterate women respectively are married. The age at which the majorities (69.3%) of the literate women first get married is between the ages of 19 – 24 years of old. However, the age at which the majorities (65.6%) of the illiterate women get married was 18 years and below. This implies that the illiterate women were married at earlier years of age than the literate women. The table also revealed that the maximum completed level of education for the majority of literate women was college diploma. Finally, the table showed that the large majority of (85.5%) of the literate and (96%) of the illiterate women were Muslim religion believers or followers, which implies the similarity in the religious affiliation of the respondent women. The majority of the respondents (50%) literate and 38% of the illiterate women had 1-3 and 4-6 children respectively.

4.2. Education of women and extent of participation in making decisions

The research question to be handled in this section is whether education enhances the extent of women's participation in decision making positions of voluntary community groups or not. The dependent variable, therefore, is women's participation in decision making positions and Chi- Square test was performed to find out differences in the extent of participation among literate and illiterate women.

**Table -2:- Education and Extent of Women's Participation in
Decision Makings**

Items	Response	Literate	Illiterate	χ^2	df	Level of significance
Are you voluntarily participating in community groups such as associations?	Yes	75(78.9%)	28(28%)	51.397	2	*P<0.05
	No	19(20%)	71(71%)			
	Total	94	99			
If "yes", Are you playing a leadership role, like chair person, secretary, etc.?	yes	48(64%)	2(8%)	25.871	2	*P<0.01
	No	25(33.3%)	23(92%)			
	Total	73	25			
How do you describe the extent of your participation in the groups?	At a small extent	26(27.1)	20(20%)	45.143	3	*P<0.1
	At a great extent	39(40.6%)	7(7%)			
	At a very great extent	5 (5.2%)	2(2%)			
	Not at all	26(27.1%)	71(71%)			
	Total	96	100			

As can be seen from Table-2 , 79% of the literate women said that they are voluntarily participating in community groups and only 20% said that they did not. On the other hand, the picture seems different in the case of illiterate women. I.e., lesser proportion (28%) from illiterate women confirmed that they are participating in voluntarily community groups. Thus the Chi-square test revealed that there is statistically significant difference in voluntary participation between the literate and illiterate women at($X^2= 51.397$, $p<0.05$, $df=2$).

Table-2 also shows that of those who voluntarily participating in the community groups, 64% of the literate women confirmed that they are playing the leadership role compared to 8% of the illiterate women. Hence, the Chi-square analysis shows that there is significant difference in holding leadership and decision making positions among literate and illiterate women ($\chi^2=25.871$, $df=3$, $p<0.01$).

The respondents also indicated the extent of their participation in the community groups. Table -2 on page 50, further shows that about 46% of the literate women and 9% of the illiterate women are participating to a greater and/ or very greater extent in the groups. Thus, the observed Chi-square value of 45.143 is more than the table value($\chi^2 =7.815$, $df=3$, $p=0.01$), which implies that there is statistically significant difference in the extent of participation between literate and illiterate women at

($\chi^2 =45.143$, $df=3$, $p<0.01$).

The result of the above quantitative data appears to be shared by the interviewed Women Affairs Bureau officials.

Since the government has given emphasis for the education of women and girls, the number of women and girls attending schools with in the region has been increasing from time to time. This in turn resulted in increasing the number of women who hold decision making positions in the different sector offices. That is why you found me at this position... (WAB, 8/3/2010).

Hence, both the Chi-square test and the response of the interview showed that the extent and level of participation of literate women was significantly differ from that of the illiterate once. That is, literate women appeared to participate in voluntary community groups at a greater extent, and assume leadership roles more than those of the illiterate women. This may be resulted from the empowering role of education by raising the consciousness of people. The present finding also supports the idea that if and only if a woman comes to have better consciousness that she would aspire to participate in decision making positions at all levels of structures of the society (Amanu, 2007).

Therefore, women's education helps to acquire not only basic knowledge and skills to improve income and livelihoods, but it empowers women to take their rightful place in the society and contribute in the development process.

4.3. Education of Women and Control over Household Income,

In this section, an attempt is made to answerer the specific research question of whether education improves the balance of women's control over household income as compared to those uneducated women.

Table-3 on page 53 depicts the responses of target respondents on their control over household income. Table 3 shows that there was major differences among the literate and illiterate women in their responses for the first three items (item no1, 2, and 3), which favors the literate women's control over of their household income. That is, 72% of the illiterate women said that their husbands alone decides on how the income that they earn would be used, while it is only about 41% of the husband's of the literate women that decides on how the income that the literate women earn. Similarly, 84%

and 53% of the illiterate and literate women respectively, responded that it is their husbands who decide on how the money that their husbands earn would be used irrespective of their wives. The table also revealed that, only about 19% of husbands of the literate women had decisions about major household purchase. However, 39% of husbands of illiterate women had the decision on major purchases.

On the other hand, the table showed that the difference in the responses among the women on the remaining two items (no. 4 and 5) favored the illiterate women. That is, 83% and 89% of the literate and illiterate women respectively usually make decisions about the purchase of daily household needs, and 43% of the literate women and 50% of the illiterate women are making decisions on the education of their children with out the presence of their husbands.

The contribution of education in enhancing women's control over household income and resources is also confirmed by interviewed officials of the Regional Education Bureau and focus group discussion participants of the study.

“ትምህርት ሴቶች በቤት ውስጥ ያለውን ሀብት ከባለቤቶቻቸው እኩል የመቆጣጠር መብት እንዳላቸው ያላቸውን ግንዛቤ ያሳድጋል፡፡” (REB, 4/3/2010) “Education improves the awareness of the women about their right of controlling the household resources on equal bases with their husbands.” (REB, 4/3/2010).

Table -3: Education and Women's Control over Household Income

Item	Respondent Category	Response									
		The Women		The husband		Jointly		Someone else		Total	
		Count	% within category	Count	% within category	Count	% within category	Count	% within category	Count	% within category
1) Who decides how the money a woman earns will be used?	Literate	24	25%	39	40.6%	33	34.4%	0	0%	96	100
	Illiterate	18	18.0%	72	72%	10	10%	0	0%	100	100
	Total	42	21.4%	111	56.6%	43	21.9%	0	0%	196	100
2) who decides how the woman husband's/partner's earnings will be used?	Literate	10	10.5%	50	52.6%	35	36.8%	0	0%	95	100
	Illiterate	5	5%	84	84%	11	11%	0	0%	100	100
	Total	15	7.7%	134	68.7%	46	23.6%	0	0%	195	100
3) Who usually makes decisions about making major household purchases?	Literate	33	34.4%	18	18.8%	44	45.8%	1	1.0%	96	100
	Illiterate	6	6%	39	39%	55	55%	0	.0%	100	100
	Total	39	19.9%	57	29.1%	99	50.5%	1	.5%	196	100
4) Who usually makes decisions about making purchases for daily household needs?	Literate	80	83.3%	7	7.3%	8	8.3%	1	1%	96	100
	Illiterate	89	89%	7	7%	4	4%	0	.0%	100	100
	Total	169	86.2%	14	7.1%	12	6.1%	1	.5%	196	100
5) Who is usually deciding on the education of the children?	Literate	41	42.7%	19	19.8%	36	37.5%	0	.0%	96	100
	Illiterate	50	50%	37	37%	10	10%	3	3.0%	100	100
	Total	91	46.4%	56	28.6%	46	23.5%	3	1.5%	196	100

“ሴቶች በቤት ውስጥ ያሉትን ስራዎች፣ ምግብ ማዘጋጀት፣ ሕፃናትን መንከባከብ እንዲሁም ት/ቤት ማድረስ እንዲሰሩ ይጠበቃል። ባሎች የቤቱ አባወራ እንደመሆናቸው የቤቱን ሃብትና ገቢ መቆጣጠር እንዲሁም ውሳኔ መስጠት የነሱ ኃላፊነት ነው። ነገር ግን የተማሩ ሴቶች እራሳቸውን ዘመናዊ አድርገው ስለሚቆጥሩ፣ ባብዛኛው የመንግስት ሥራም ስላላቸው እና በመንግስት ኃላፊዎችን ስለሚያውቁ እንዲሁም በሕብረተሰብ ውስጥ ተሳትፎአቸው ካልተማሩት በተሻለ የተለያዩ ማህበራት ጋር ስለሆነ በውሳኔ እና የቤታቸውን ገቢና ሃብት በማድረግ ባሎቻቸውን በማሳመንና በማስገደድ የመቆጣጠር አዝማሚያ ያሳያሉ። (FGD, 5/3/2010)

Women are supposed to do all household works including preparing food, taking care of children and their schooling. As husbands are heads of the family, controlling and deciding on all the resources is their responsibility. However, since those educated women consider themselves as modern and since they are usually employed, have access to government officials, as well as they participate in community groups such as associations' more than those of uneducated women. So, they can challenge husbands in decisions and control over household resources (FGD, 5/3/2010).

Thus one can conclude that although the household daily routines such as purchase of daily household needs and education of children were the responsibilities of both literate and illiterate women, husbands of the illiterate women had higher control over their household income than husbands of literate women did. Therefore, the balance

and control over household income of literate women is tended to be higher than that of illiterate women. Since both the literate and the illiterate women are living in the same context and the participants of the focus group discussions also includes both the literate and illiterate husbands, neither of these two factors, that is difference in the context or education of husbands were believed to have significant effect on the result. Hence, the difference in controlling over household income among the two groups of women may be resulted from being literate or illiterate.

This finding therefore, supports the theory of Feminists such as Wollstonecraft (1972) and Freidan (1963) that education is the most effective means to bring about socio-cultural and economic changes and transforms a certain society. They emphasized that education is an instrument for women easily to be successful in their struggle for equality and personhood.

Equality of control is also more important for women's empowerment than equality of welfare. The higher levels of equality are automatically higher levels of development. This is because; the higher levels are concerned with providing women with the means towards increased control over their own lives (Oxfam, 1994; UNDP, 2003).

4.4. Women's Education and Number of School Dropout and Repeater Children.

There have been some studies that relate the education of mothers with children's schooling. However, studies generally indicate that education of mothers contribute for minimizing school drop out and repetition of children. Among others, women's education plays a significant role in the elimination of illiteracy, universalization of elementary education and minimization of the dropout and stagnation rate in the age group 6-14

years, to negligible proportions (Usmani, 2004). Moreover, since a mother can have a relatively better influence than a father over her children, especially on females, an educated woman can be a foot step for her daughter which can enable the child grow knowing her rights irrespective of gender (Freidan, 1963).

Accordingly, the research question to be handled in this section is whether there are differences in the number of repeater and dropout school children who have literate and illiterate mothers. The dependent variables are repeating and dropping out of school, and the independent variable is the educational/ literacy status of mothers of school aged children. The literacy status of mothers of the drop out and repeater children from the sample schools was identified from student records.

However, in order to understand the prevailed general trends in the dropout and repetition rate of primary (1-8) education, report of the Regional Education Bureau for the year 2008/2009 (2001 E.C) was reviewed. As can be seen from Table-4a , the largest number (2040) of class repeater children is observed at grade 3 of the primary school. Whereas, the smallest number (133) of repeater children is found at grade 8. The Table also shows that during the year, the highest promotion rates were 0.977(97%) at grade 8 and 0.930 (93%) at grade one, but the lowest promotion rate was 0.309 (30.9%) and registered at grade four. However, the highest and lowest school drop out rates in the reporting period were 0.682(68.2%) and 0.011(1.1%) registered at grade four and eight respectively. This implies that there is relationship between promotion of children from one grade level to the other and children's dropping out of school.

**Table-4a: Primary (1-8) School Enrollment, Promotion, Repetition, and Dropout Status of the Region
for the year 2008/2009(2001 E.C).**

	<i>Grade</i>							
	1	2	3	4	5	6	7	8
Enrollment 2000 EC	66,983	60,833	63,213	84,092	34,572	26,696	20,872	11,122
Repeaters 2001 E.C.	1917	1532	2040	783	499	416	227	133
Promotion Rate	0.930	0.743	0.550	0.309	0.624	0.745	0.801	0.977
Repetition Rate	0.029	0.025	0.032	0.009	0.014	0.016	0.011	0.012
Dropout Rate	0.041	0.232	0.418	0.682	0.361	0.239	0.188	0.011

Source: REB, 2008/2009 Annual Report.

Similarly, the data from sample schools on the distribution of dropout students by grade level, shown in Table-4b revealed that the highest number of dropout children was recorded at grade four. However, Table 4c shows that the highest number of repeater students were seen at grade two.

**Table-4b : Number of School Drop out Children by Grade Level and Literacy Status
of mothers**

Grade	<i>Number of Dropout Students who have Literate Mothers</i>			<i>Number of Dropout Students who have Illiterate Mothers</i>		
	Sex			Sex		
	Male	Female	Total	Male	Female	Total
1	16	12	28	8	6	14
2	5	5	10	7	9	16
3	7	5	12	17	21	38
4	4	2	6	24	36	60
5	7	3	10	20	24	44
6	3	5	8	15	20	35
7	11	4	15	23	24	47
8	5	5	10	12	13	25
Total	58	41	99	126	153	279

In addition, Table-4b shows that the total number of drop out children who have literate mothers was 99 of which 58 (59%) were males and 41(41%) were females. Whereas, the total number of drop out children who have illiterate mothers was 279 of which, 126(45%) were males and 153(55%) were females. This implies that the number of dropout children who have illiterate mothers is greater than those who have literate mothers. In addition, the proportion of female to male school drop out children, who have illiterate mothers, is greater than the proportion of those dropouts who have literate mothers. This may resulted from a relatively higher domestic work load of girls and lack of academic support for the girls who have illiterate mothers than girl children who have literate mothers.

Table-4c also shows the difference in the number of repeater children who have literate and illiterate mothers. Out of the total number of 609 drop out children, 454 (74.5%) had illiterate mothers, of which 247(54%) were males and 207(46%) were females. However, only 155(25.5%) of the total repeater children of which 83(53.5%) were males and 72(46.5%) were females. Therefore, it can be said that literacy or education of mothers has a considerable effect on the number of primary school drop out and repeater children.

Table-4c : Number of Repeater Students by Grade Level, Sex and Literacy Status of mothers

Grade	<i>Number of Repeater Students who have Literate Mothers</i>			<i>Number of Repeater Students who have Illiterate Mothers</i>		
	Sex			Sex		
	Male	Female	Total	Male	Female	Total
1	8	12	20	13	11	24
2	3	4	7	70	71	141
3	15	16	31	30	40	70
4	14	17	31	47	29	76
5	4	2	6	27	16	43
6	16	9	25	18	11	29
7	15	6	21	16	11	27
8	8	6	14	26	18	44
Total	83	72	155	247	207	454

This result of the study appears to be shared by the participants of the focus group discussions as well. They explained that:



Partial view of one of the FGDs participants, 5/3/2010

Since husbands are busy to earn income for the family and other social issues, it is the responsibility of women to follow the education of the child like other household tasks. So, a literate mother assists her child academically better than the illiterate mother(FGD, 5/3/2010).

However, experts from Women Affairs Bureau described that other than the cultural problems, socio-economic factors also deter education of girls. “አነስተኛ ገቢ ያላቸው ቤተሰቦች ሴት ልጆቻቸውን እንደ ወንድ ልጆቻቸው ትምህርት ቤት አይልኩም፡፡ ነገር ግን ሴት ልጆቻቸውን ቤት ውስጥ እንዲሰሩ ያደርጓቸዋል”(WAB, 8/3/2010).

“Poor income families don't send girls to school as boys, instead, they made the girls work at home.” (WAB, 8/3/2010). The different response of the experts may be attributed to the perspective of understanding education of women from the point of view of improving

employment and income earning opportunity which would in turn enable the women to send their children to school.

Therefore, the results obtained from participants revealed that there is a considerable difference in the number of repeater and drop out children from literate and illiterate women's households. That is, the number of school drop out and repeater children who have illiterate mothers is greater than those who have literate mothers.

On the other hand, an extensive survey study carried out by UNICEF in East Asia and the Pacific countries, that targeted children and adolescents who were not attending school for their reasons, revealed that only 19% of the respondents reported that they did not want to go to school or did not like school. Whereas, some 22% had stopped school so they could work to earn income. While, 43%, 22% and 4% of the children and adolescents respectively responded that they are out of school due to lack of money, the necessity of helping at home, and because there was no school available in their community(Mishra,2005).

This implies that the majority of the respondent children are out of school for the reason related to economic problems. Although more or less the setting differs, the result of this survey supports the response of focus group discussion participants indicated under section 4.4 of this study. However, as it was discussed in section 4.3 of this chapter, even if education of children is the responsibility of mothers, both the literate and illiterate mothers didn't have equal control over the household income to support the education of their children. So, despite the fact that there is favorable policy environment and sufficient schools near the community, the women can't send or help their children to stay in the education system.

Therefore, the number of drop out and repeater children from literate and illiterate women's households differ and this finding is reasonable and as expected.

4.5. Factors Affecting the Status and Role of Women in the Society

Cultural believes and traditional practices are determinants that can affect societal expectations, values and roles of male and female members of a community or society. In this study, these socio-cultural believes and practices, are considered to be influenced and changed through factors such as education, media image and/ or opinion of leaders.

Sample respondents involved in this study were asked to indicate the extent of effect of each of the items related to socio cultural problems on the status of women and girls in general and education of girls in particular in the questionnaire distributed during the survey. A total of ten socio cultural problems that were assumed to affect the education of women and girls in the zone were given for the respondents.

The Chi-Square test result on the extent of cultural and traditional practices that affect education of children shown in Table-5a, revealed that, there is statistically significant difference in the views between literate and illiterate women on pastoral way of life, fear of pregnancy and abduction, religious attitude towards women and girl's education, bride price system, parents low level of education, early Marriage, and circumcision at ($p < 0.01$). However, there is no statistically significant difference in views among the literate and illiterate women on the extent of influence of parents lower interest in formal education, higher reproductive and domestic work of females, as well as on unequal gender relations between males and females with in

households at ($\chi^2 = 3.880$, $p > 0.01$, $df = 3$; $\chi^2 = 3.034$, $p > 0.01$, $df = 3$ and $\chi^2 = 7.859$, $p > 0.01$, $df = 3$ respectively).

Table 5a: A Chi-Square test Result of Perception of Women on the Extent of Effect of Cultural/Traditional Practices on Women and Girls in the Society

Item	χ^2	df	Sig.(2-tailed)	Level of Significance
1. Pastoral way of life	47.375	3	0.000	$P < 0.01^*$
2. Parents low interest in formal education	3.880	3	0.275	$p > 0.01$
3. Fear of pregnancy and abduction	16.858	2	0.000	$P < 0.01^*$
4. Higher reproductive and Domestic Work of women and girls.	3.034	3	0.386	$p > 0.01$
5. Religious attitude towards women and girl's education	13.702	3	0.003	$P < 0.01^*$
6. Unequal gender relations between male and female with in households	7.859	3	0.049	$p > 0.01$
7. Bride Price system	15.521	3	0.001	$P < 0.01^*$
8. Parents low level of education	20.196	3	0.000	$P < 0.01^*$
9. Early Marriage	94.225	3	0.000	$P < 0.01^*$
10. Circumcision and its rituals	91.060	3	0.000	$P < 0.01^*$

* $p < 0.01$

For instance, as it is shown on **Appendix- 1**, more than 90% of both the literate and illiterate women said that, the extent of influence of higher reproductive and domestic work on the education of females is strong and/or very strong. However, 39% and 1% of both the literate and illiterate women perceived that the extent of effect of unequal gender relation on girl's education is very strong and has no effect respectively. The remaining 60% of the respondents said that the extent of influence is moderate and/or strong. This implies that there is a common understanding between the literate and

illiterate women on the effects of these cultural practices on the status of women in general and on the education of girls in particular. This common understanding on the extent of effect of these cultural practices may result from their practical daily life experiences with in their households and in the community. On the contrary, the difference in the views among the literate and illiterate women on the majority of the items indicated on Table-5a may resulted from their differences in the level of comprehending and analyzing the effects of the cultural practices from different perspectives.

Interviewed experts of Women Affairs Bureau also described that early marriage, female genital mutilation , higher house hold work of girls and gender inequality as the main socio- cultural problems of the society that hampered education of girls (WAB, 8/3/2010). In addition to these socio-cultural factors, officials of the Regional Education Bureau described that lack of awareness about the importance of girl's education hinders the girl's educational participation in the region. This implies that there was a difference in the opinion of literate and illiterate women about the effect of early marriage and circumcision. The majority of illiterate women believe that the effect of early marriage and circumcision on education of girls is not as much as the literate women do considered. This difference in the perception between the literate and illiterate women may be due to the difference in the awareness and understanding of the women on the effects of the stated cultural/traditional practices on an individual or on the community.

On the other hand, almost all of the respondent literate and illiterate women as well as interviewed experts and officials said that higher reproductive and domestic work of

women and girls, as well as unequal gender relations between male and females with in families are the main socio cultural practices that affect women and girls in the community.

However, the response of the focus group discussion participants seemed to deny the presence of cultural and traditional practices that affect women and girls with in their community. They said that,

“የሴቶችን ትምህርት ወደፊት የሚያስቀር ምንም አይነት ባሕልም ሆነ ልምድ የለም። ይቅርና ኃይማኖታችን የሴቶችን ትምህርት ይደግፋል። ለምሳሌ ለመጥቀስ ቁርአን ትምህርት ቤት ወንድ እና ሴት ሕፃናትን ያካታል። ያለው ችግር ቤተሰብ ከትምህርት ቤቱ ጋር የተያያዙ ወጪዎችን፣ እንደ ተማሪዎች ደንብ ልብስ፣ መጽሐፍ ወዘተ መሸፈን/መግዛት ሳይችሉ ሲቀር ሕፃናት ቤት ይቀሩና እናቶቻቸውን ያገዛሉ። በቤት ውስጥ ያለው የሥራ ክፍፍል ለወንድ እና ለሴት ም ፍትሃዊ ነው። ወንዶች ከቤት ውጭ እና በሕብረተሰቡ ውስጥ ብዙ ኃላፊነት ስላላቸው በቤት ውስጥ ያለውን ስራ ሴቶች እንዲሰሩ ይጠበቃል። አላህ ሴትን የፈጠራት ባላጂ እና ቤተሰቧን እንድታገለግል ነው።”(FGD, 5/3/2010).

“There is no any cultural and traditional practice that hinders the education of girls. Even our religion supports the education of girls. The ‘Kuran’ school for example, includes both boys and girls. The only problem is if the family can’t afford school related expenses, such as uniform, books, etc. the children stay at home and support mothers. The division of household work between male and female is also fair and the females are supposed to work at home since the men have lots of duties outside home and in the community. A woman is also created by ‘Allah’ to serve her husband and the family” (FGD, 5/3/2010).

Furthermore, they also described the lower status of women and girls in such a way that, if there are a boy and a girl children in a family, the boy is entitled to get two-third ($\frac{2}{3}$) and the girl will take only one-third ($\frac{1}{3}$) of the inheritance up on the death of their parents. The assumption behind this distribution of wealth is that the girl will take the resource to other tribal group if she marries a man from a tribe different from her father's.

Similarly, the number of camel that will be given to families as compensation by the other party or a killer, for the death of a man is greater than that of a woman. It is 100 camels for the man and 50 camels for the woman (FGD, 5/6/2010). This implies the gender inequality and differences in the value given to male and female members of the community.

This difference in opinion between the focus group discussion participants and the rest of the respondents may be attributed to the difference in gender based sampling of respondents. That is, since all the participants of the focus group discussions were males, their response can be affected by either that they may not actually recognized the problems; had interest to maintain their dominating role, felt guilty and ashamed, and/or other related reasons. However, it is possible to understand that the response of the focus group participants implies the existence of cultural problem of gender inequality of values given as well as division of household tasks among men and female members of the community.

Their idea of religious encouragement of girls education is supported by scholars like Al-Hariri(as cited in Ziyn, 2004), that confirmed the contribution of Islamic religion on the promotion of formal education for children in general and women and girls in

particular. They support their arguments by referring the saying of Prophet Mohammed that "Every Muslim, male and female is required to seek for knowledge."

On the other hand, observation of two households revealed a different extent of division of domestic work between male and female household members with in literate and illiterate women families.

Observation of two families:-

My informal observation of two households, one of which is a literate woman's and the other is illiterate woman's family, also confirms that early marriage; higher reproductive and domestic work of women; and unequal gender relations between male and female within the households found to be the main socio-cultural problems that affect women and girls in the zone. From the physical appearance of the two women whom I visited, I could able to guess that they may have about similar age. However, the literate one has two children (one male and one female) and the illiterate woman has five children of whom two are female and three males. As it was lunch time. I had the chance to have lunch in both houses in each of the two visit days. Two of the girl children of the illiterate women are the third and fourth born children of the family and are about 14 and 12 years of old. The older girl had been cleaning the house and the two older boys were playing foot ball within their house compound, while we reached home. The father ordered the younger girl child to bring water to wash hands before and after we had the lunch. The boys also were called and entered for the lunch. The older girl child gave them water to wash their hands for the lunch. However, the mother distributed the food in an orderly manner. The food was first

served for the husband, then to me, thirdly for the boys, followed by the girls and after ensuring that the husband and the rest of the family have got his/her fill, the woman lastly took the leftover for herself. I could also observe that whether both or one of the husband and wife are literate or not, a wife and husband don't sit together and have a common meal around a table. The order of food distribution among family members is also the same within both the literate and illiterate woman's household. Although there were differences in the size and quality of their houses as well as household materials and equipment, I could also see a radio and television in both of the two houses that were visited. (9-10/3/2010)

Therefore, one can safely argue that early marriage, circumcision and its rituals, higher reproductive and domestic work of women and girls, as well as unequal gender relations between male and female members of the community are the main socio-cultural problems that affected women and girls in general and education of girls in particular. However, the perception on the extent of effect of these cultural practices, especially, early marriage, and circumcision and its ritual, on women and girls, significantly differed between literate and illiterate women. The literate women perceived the effect of these practices to be strong. Whereas, these cultural practices are perceived by illiterate women as if they have a moderate or no effect on women and girl children. This difference in perception may be resulted from differences in awareness and understanding of the effects of the traditional practices on an individual or the community. Although the division of domestic work between male and female children is fair and comparable with in the household of literate women, both the literate and illiterate women perceived that the effect of higher reproductive and

domestic work of women as well as unequal gender relations between male and female within households in the community to be strong. This result of fair division of work between boys and girls in rural communities appeared to be inconsistent with many other studies conducted both in our country and other developing countries. A study in the rural Egypt showed that girls do 85% of the household everyday jobs of children, whereas boys do only 15%. Therefore, the work load on the girls may usually result in lower school attendance, and achievement of the girls compared to boys in most communities of developing countries (Mishra, 2005). Girls have also often to travel long distances to fetch water and fire wood, as well as to look after their younger siblings. And even if they enrolled to school, they have little time to study and complete their homework and also are very tired to learn attentively in class (Asmaru, 2004; Usmani, 2004). This implies that the opportunity cost of schooling of girls with illiterate women's households is greater than those of the girls with literate women's families. This is because, the value of the young child's contribution to his family in activities like, fetching water, herding animals, and taking care of younger siblings is significant in most of the developing countries like Mozambique and Mali(Fields, as cited in Wossenu, 2008). However, economic reason alone can't affect the education of children. This is because, a recent World Bank comparative study of 23 countries conducted by considering evidences from parents in poor families struggling with the decision as to whether to invest in their children's education- and from others already making heartbreaking sacrifices in order to do so (Mishra,2005).

On the other hand, many researchers have indicated that the low value given to the education of girls result in early marriage, and dropping out of school. In some

countries, like Somalia, traditionally early marriage is considered more important and highly valued than education (UNESCO, 1995). Therefore, this supports the present study of the perception of illiterate women.

On the other hand, increased awareness of women about gender equality and education of girls is believed to contribute for empowerment of a society and development of a nation. This fact is also pointed out by an official of the Regional Education Bureau as follows. “ በክልሉ የሴቶችን የትምህርት ተሳትፎ ለማሳደግ ለወላጆች እና ለሕዝቡ የግንዛቤ መስጨባጭ ኘሮግራሞችን መቀየስ አስፈላጊ ነው”(REB, 4/3/2010).

“Awareness raising programs for parents and the general public is an important strategy to enhance girl’s educational participation in the region.” (REB, 4/3/2010).

However, one of the mechanisms by which the awareness of a society can be enhanced is through media. “የሴቶችን አቅም ለማጎልበት ሚዲያ ወሳኝ ሚና ይጫወታል።”(WAB, 8/3/2010). (Media plays a central role to empower women and girls) (WAB, 8/3/2010). Accordingly, the respondents of the study were asked about the frequency with which they get access to media and information sources.

Table-5b: Women's Access to Media and Information(%)

			Respondents' category		
			Literate	Illiterate	Total
How frequently do you listen to the radio	Almost every day	Count	59	28	87
		% within Respondents' category	62.1%	28.0%	44.6%
	At least once a week	Count	18	5	23
		% within Respondents' category	18.9%	5.0%	11.8%
	Less than once a week	Count	9	10	19
		% within Respondents' category	9.5%	10.0%	9.7%
	Not at all	Count	9	57	66
		% within Respondents' category	9.5%	57.0%	33.8%
	Total	Count	95	100	195
		% within Respondents' category	100.0%	100.0%	100.0%
How frequently do you watch television	Almost every day	Count	76	37	113
		% within Respondents' category	80.0%	37.0%	57.9%
	At least once a week	Count	12	24	36
		% within Respondents' category	12.6%	24.0%	18.5%
	Less than once a week	Count	2	5	7
		% within Respondents' category	2.1%	5.0%	3.6%
	Not at all	Count	5	34	39
		% within Respondents' category	5.3%	34.0%	20.0%
	Total	Count	95	100	195
		% within Respondents' category	100.0%	100.0%	100.0%

As can be seen from the Table-5b also on **Appendix-2**, 77(81%) literate women and 33 (33%) illiterate women do listen to radio programs almost in every day and/or at least once a week. Whereas, 9(9.5%) of literate women and 57 %(57) illiterate women not at all listen to radio programs with in a week. However, 76(80%) and 37 (37%) of literate and illiterate women respectively are reported to

watch TV almost every day. The table also shows that only 5(5.3%) of the literate and 34(34%) of the illiterate women do not at all watch TV in a week. However, the number of literate women who have access to magazines and news letter is reported to be very low. This may be due to lack of sufficient number and types of print information source media compared to radio and TV in the zone. Table-5c also indicates that there was significant difference on access to media and information between literate and illiterate women in the zone.

Therefore, one can argue that there is significant difference in access to media and information between literate and illiterate women in the zone. That is, literate women have more exposure and access to radio and TV media information than the illiterate ones.

Table 5c: Chi-square test Result of Women's Access to Media and Information

Item	X ²	df	Sig.(2-tailed)	Level of Significance
How frequently do you listen to the radio	53.262(a)	3	0.000	. P<0.01
How frequently do you watch television	40.208(a)	3	0.000	. P<0.01

*p<0.01

Table-5d: Inter -Correlation Matrix of Access to Media and Extent of Influence of Cultural Practices

Spearman's rho		listening to radio	watching television	Early Marriage	Circumcision
How frequently do you listen to the radio	R	1.000	.220(**)	.276(**)	.279(**)
	Sig. (2-tailed)	.	.002	.000	.000
	N	195	195	195	195
How frequently do you watch television	R	.220(**)	1.000	.318(**)	.293(**)
	Sig. (2-tailed)	.002	.	.000	.000
	N	195	195	195	195
Early Marriage	R	.276(**)	.318(**)	1.000	.562(**)
	Sig. (2-tailed)	.000	.000	.	.000
	N	195	195	196	196
Circumcision and its rituals	R	.279(**)	.293(**)	.562(**)	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	195	195	196	196

** Correlation is significant at the 0.01 level (2-tailed).

As it was indicated in Table-5a on page 61, the extent of influence of cultural/ traditional practices significantly differ among educated and uneducated women. On the other hand, although it was observed during the home visits that there exists TVs and radios in the houses of both the literate and illiterate women, Table 5b on page 71, revealed that there is statistically significant difference in access to media/information among the two groups of women in favor of the literate ones. Among others, this may resulted from lack of time to give attention and follow up

the TV and radio broad casting programs due to the higher burden of taking care of a relatively larger number of children as shown in Table-1 on page 48 of this study. Therefore, it appears that education of women is a reasonable causal bond to correlate access to media/information and extent of influence of cultural practices on girl's education. Hence, in order to find a bivariate relationship between access to media / information and socio-cultural practice, access to media/ information through radio and through TV as well as early marriage and circumcision, which have relatively higher calculated Chi-square values, were respectively considered as the levels of analysis of the two variables, i.e., access to media/ information and cultural practices.

Accordingly, a Spearman's Rank Correlation examination was performed as shown in Table-5d on page 72. The table reveals that there are significant correlations between access to radio and TV information as well as between early marriage and circumcision. On the other hand, the table also indicates that access to radio and TV are significantly correlated with early marriage and circumcision. However, this correlations between early marriage and access to information through radio and TV at ($r = -.276$, $p < 0.01$) and ($r = -.318$, $p < 0.01$) respectively are weak and negative. Similarly, the correlations between circumcision and access to information through radio and TV at ($r = -.279$, $p < 0.01$) and ($r = -.293$, $p < 0.01$) respectively are weak and negative. Moreover, the Table indicated that the correlation between access to information through radio and TV at ($r = .220$, $p < 0.01$), and that exists between early marriage and circumcision at ($r = .562$, $p < 0.01$) are positive. This implies that access to media and information was found

out to be a significant predictor of the extent of effect of early marriage and circumcision. That is, higher access to media/information corresponded to lower extent of influence of early marriage and circumcision on women and girls. Although relationship does not necessarily imply causation of one over another, the women's access to media/ information had something to do with the extent of effect of early marriage and circumcision. A thorough effort is required to improve the women's access to media/ information. Table-5d also shows that the existence of one cultural practice can be a significant predictor for the existence of the other. Hence, early marriage predicts the existence of circumcision or vice versa.

Therefore, why early marriage and circumcision correlated with access to media/ information could be an area of interest in future research in the zone.

4.6. Education of women and gender parity at the primary level of Education

Table -6a shows that there is a statistically significant difference of view between literate and illiterate women's families towards boys and girls as well as their preference in giving the children the chance of attending primary schools. However, both the literate and illiterate women perceived that the education being given in the primary schools helps to solve local problems (Please also refer to **Appendix-3**).

Table-6a: A Chi-Square test Result of Women's Perception towards Education of Children

Item	X ²	df	Sig.(2-tailed)	Level of Significance
Do you think that the education being given in primary schools helps the children to solve local problems?	3.529	2	0.171	p>0.01
In your opinion, for which of school aged children, should the chance of attending primary schools usually be given?	40.897	3	0.000	*P<0.01
Do you think that there is equal and fair division of household labor between male and female members of families in your community?	13.584	2	0.001	*P<0.01
Do you think that both boy and girl children have time to study and do their assignments after school hours?	4.569	2	0.102	p>0.01
In your opinion, which of the children are considered as intelligent, confident and competent by family members?	18.598	3	0.000	*P<0.01

*p<0.01

The Table also shows that there is no statistically significant difference in views between the respondents for the item related to household's gender division of labor as well as on giving after school spare time for the children to study and do their assignments with in the community. This similarity in the views of the respondents may result from a common understanding of the general cultural problem of gender based division of labor within the community.

However, Table-6b indicates differences in views between literate and illiterate women about their gender preferences of sending children to school. The table revealed that the majority (72%) of the literate women said that the chance of attending primary schools should be given to both boys and girls. Whereas, 65% of the illiterate women responded that the chance of attending primary schools should be given to the boys. This result obtained from illiterate women is inconsistent with previous studies carried out in different contexts. A survey study conducted by Gallup International indicated that out of the 50,000 interviewed people in 60

countries, 86% of the respondents have rejected the suggestion that education is more important for boys than girls (Mishra, 2005). Considering this survey study conducted in varied contexts, the result of this study is surprising and unexpected.

On the other hand, 53% of the literate and 81% of the illiterate women respectively said that boys are considered more intelligent, confident and competent than girls by family members of the community. However, the large majority of both the literate 97% and illiterate 90% women believed that both the boys and girl children of the community don't have time to study and do their assignments after school hours. This result also confirms the Chi-Square result shown in Table 4a that there is gender inequality of division of labour and men's dominating status with in the society, which may be resulted from a higher influence of socio-cultural, believes and practices of the community. This implies that even if both the literate and illiterate women understood the value education of children, the influence of cultural values and practices over the attitude of literate women towards the education of girls is positive. However, the influence of cultural values and practices over the illiterate women is negative.

Table -6b: Attitude of women towards the Education of Children(%)

Item	Respondent Category	Response							
		Boys		Girls		Both		None	
		Count	%	Count	%	Count	%	Count	%
In your opinion, for which of school aged children, should the chance of attending primary schools usually be given?	Literate	22	22.9%	5	5.2%	69	71.9%	0	.0%
	Illiterate	65	65%	7	7%	27	27%	1	.1%
	Total	87	44.4%	12	6.1%	96	49%	1	.5%
In your opinion, which of the children are considered as intelligent, confident and competent by family members?	Literate	51	53.1%	7	7.3%	37	38.5%	1	1%
	Illiterate	81	81%	5	5%	13	13%	1	1%
	Total	132	67.3%	12	6.1%	50	25.5%	2	1%

The negative attitude of the community towards the education of girls is also described during interview of an education official as “ሴቶች ተወዳዳሪ እንዳልሆኑና እንደ ወንዶች ማጥናት እንደማይችሉ ይታመናል”(REB, 4/5/2010). (Girls are believed to be incompetent and that they can't study as boys) (REB, 4/5/2010).

This confirms that although both the literate and illiterate women positively perceived and valued the education given in the primary schools, the cultural and traditional values attached to male and female members of the community tends to influence the attitude of parents and education of children in favor of boys. However, literate women tend to send both school aged boy and girl children to school than illiterate women.

This result supports the argument that education is a major socio-economic factor that influences the behavior and attitude of an individual. In general, the higher the level of education of a woman, the more knowledgeable she is about the use of health facilities, family planning methods and the health of her children (CSA, 2006). Accordingly, it was indicated on Table-1 page 46, that the number of children that illiterate women have is much higher than those of the literate ones. That is, 87.5% of the literate mothers have 6 and less children, whereas, 68% of the illiterate women have 6 to 9 children. This may result from their difference in the educational/ literacy status of the women.

This result of the study is also supported by the 2005 national demographic and health survey of the country. That is, the level of fertility is inversely related to women's educational attainment. The number of children decreases rapidly from 6.1 children among women with no education to 2.0 children among women who have at least some secondary education.

On the other hand, the same study revealed that the women's fertility is also associated with wealth quintile as defined in terms of equality of control of resources. Women in the lowest wealth quintile have a total fertility rate of 6.6 children, which is twice as high as that of women in the highest quintile (3.2) (CSA,2006).

As it was indicated in this study that there are significant differences among the educated and uneducated women in their control over household income and resources, favoring the formers, the lower number of children of the target literate women population may also resulted from this factor.

However, there is a strong relationship between the economic status of the households and schooling of male and female children. For example, the net school attendance ratio(NAR) increases from 25% among students from poorer households(lower wealth quintile) in primary schools to 68% among students from richer households(highest wealth quintile)(Ibid). This may be resulted from the lower opportunity cost of the child's contribution to his family in activities such as fetching water, herding animals and taking care of younger siblings. The lower number of children within households also gives the chance of improved share of available food and nutritional condition, which determines the learning ability of the child. This in turn reduces the household work load of girl's and improves both their attendance as well as achievement status.

The findings of the present study generally support the suggestions that the education goal of girl's education has a significant effect on the other Millennium Development Goals. Accordingly, failure to achieve the goal of girl's education will set the nations up for almost certain failure on the other goals. This shows that women's education is an

essential tool and has manifold benefits ranging from improving productivity, income and economic development in the national level to a better quality of life on the individual (Taye, 2004). The result of the present study also proves the empowerment approach as important as that of ethnographic study conducted by Tigist(2009) in rural Ethiopia that uses a mixed approach involving survey of 133 rural house holds, participant observation in a primary school, semi-structured interview with teachers and community members that revealed, the welfare approach is important and worth doing to achieve development goals such as promotion of education as a measure towards the eradication of poverty.

CHAPTER- FIVE

SUMMARY, CONCLUSION and RECOMMENDATIONS

5.1. Summary

The major objective of this study was to assess the impact of women's education on empowerment as well as on gender parity at primary level of education in Jijiga zone.

Specifically, the study was intended to achieve the following objectives. These are to:-

- Assess the impact of education of women in Jijiga zone on empowerment, as measured by the level of women's participation in making decisions, and their control over household income.
- Examine the degree to which education of women in Jijiga zone creates difference in educational gender parity as measured by the number of school drop out and repeater children of the women.
- Examine impact of access to media/ information and influence of cultural practices in creating differences among women in their level of participation in decision makings, control over income, and proportion of school drop out and repeater children of the women in the zone.
- Explore whether education of women in the zone contributes to improve the gender parity at the primary level of education.

Accordingly, the following specific questions were formulated for investigation.

In general, the study addressed the following basic research questions:

- 1) Does education of women in Jijiga zone enhance the extent of women's participation in making decisions that can affect their lives?
- 2) Does education of women in Jijiga zone improve the level and balance of women's control over household income?
- 3) Does the number of school dropout and repeater children from among educated and uneducated women's households of the zone significantly differ?
- 4) Do factors such as access to media/information and influence of cultural practices create differences among educated and uneducated women in relation to, the level of participation in decision makings; control over household income and number of school drop out and repeater household member children?
- 5) What is the contribution of education of women in the zone towards improving the gender parity at the primary level of education?

There were 9 zonal administrative structures in Somali regional state. Out of these, Jijiga zone was purposively selected due to demographic, infrastructural and socio-cultural reasons. The zone is classified in to 6 woreda administration units, from which, two woredas, namely, Babile woreda and Jijiga woredas, were randomly selected.

The sample was drawn from the randomly selected two woredas of the zone. The target population was women who are born and living in the zone. The first group includes women who were educated/literate, i.e., at least completed first cycle primary education. The second category includes those women who are illiterate/ uneducated i.e., who never been to formal schools or dropped out before completing first cycle primary education.

In step one, Babile and Jijiga woredas were selected from among 6 woredas of the zone using a simple random sampling technique. In step two, depending on their availability, a total of 200 women that is, 100 literate and 100 illiterate women were selected randomly to participate in the survey. However, relatively high non-response rate was seen among participants of the literate/educated women than the illiterate once. Finally, 196 respondents returned a usable questionnaire. The response rate was 98 % .

Moreover educated/literate and uneducated/illiterate men for focus group discussions were selected and interviewed on convenience sampling technique. However, three experts from Women Affairs Bureau, and two officials from Education Bureau were purposefully selected for in-depth interviews. Informal observation of two households, i.e., a literate woman's and an illiterate woman's, homes was observed in order to better understand the context.

Questionnaire and semi structured interview questions were used to collect data. Some of the items in the questionnaire are adapted from instruments prepared by CSA (2005) for Demographic and Health Survey and the remaining are prepared by the student researcher by consulting related literatures. The questionnaires were field tested and commented by experts before they are used to collect data from the field.

To analyze the data, comparisons of frequencies, spearman's Correlation Coefficients were employed.

The analyses revealed that education of women enhances the extent of women's participation in decision makings. The participation of literate women in voluntary community groups is higher than that of the illiterate women. It also revealed that from

among those literate and illiterate women who participated in voluntary community groups, the tendency of assuming leadership positions is greater for literate women than that of the illiterate once.

On the other hand, the analyses of controlling over family income showed that husbands of the illiterate women had higher control over their household income than husbands of literate women. This implies that the balance and control over of household income of illiterate women tended to be lower than that of literate women. Therefore it was possible to infer from the analysis that education of women improves the balance and their control over of household income. However, it was found that both literate and illiterate women had equal and higher control over of managing the daily needs of households, despite the fact that equality of control over income and resources is more important for women's empowerment than equality of welfare. This is because; the higher levels are concerned with providing women with the means towards increased control over their own lives (Oxfam, 1994; UNDP.2003).

The result of the t-test analysis also revealed that there is statistically significant difference in the number of school drop out and repeater children who have literate and illiterate mothers. It showed that the number of school drop out and repeater children who have illiterate mothers is greater than those who have literate mothers. This may be resulted from the fact that the literate women provide more academic support to their children than illiterate women can do.

Among others, cultural believes and traditional practices are the major determinants that can affect the value and roles given to male and female members of a community or society. However, these culturally determined roles of men and women can be

influenced and changed through education, government policy, media images and opinion leaders (Kumar, 2005). Accordingly, the result of the Chi-square analysis on the perception of the respondents on the extent of influence of cultural and traditional practices on women and girls indicated that early marriage, circumcision and its rituals, higher reproductive and domestic work of women and girls, as well as unequal gender relations between male and females within households, are the major cultural and traditional problems that affect women and girls in general, and education of girls in particular. However, it was revealed that there is significant difference in the perception of literate and illiterate women on the extent at which some of these cultural and traditional practices affect women and girls of the community. Specially, the perception of literate and illiterate women on the extent of the effect of early marriage and circumcision and its rituals was significantly different. The literate women considered that the effect of these two cultural/traditional practices on women and girls is stronger. Whereas, for the illiterate women, their effect is moderate or have no effect at all on the women and girl children. This difference in perception may be resulted from differences in awareness and understanding of the effects of the traditional practices on an individual or the community. On the other hand, the result of the analyses showed that both the literate and illiterate women have similar perception on the division of household work between male and female, unequal gender relations between male and female household members, and parent's lower interest in formal education. They perceived that the effect of higher reproductive and domestic work of women and girls, and unequal gender relations between male and female within families are stronger. However, although it is not a sufficient evidence to generalize, it

was observed that the division of household work between boys and girls is fair and equal within literate woman's household than the illiterate woman's.

The analysis of the Chi-square on women's access to media and information also indicated that there is significant difference in access to media and information between literate and illiterate women in the zone. That is, literate women have more exposure and access to radio and TV media information than the illiterate once. However, the number of literate women who have access to print media such as magazines and news letter is reported to be very small. This may be due to lack of sufficient number and types of print information source media compared to radio and TV in the zone.

On top of this, Spearman's Rank Correlation Coefficient was computed to identify the existence, of relationships between variables of access to media/ information and extent of effect of cultural/traditional practices. The analysis revealed that there were statistically significant relation between access to media/ information and extent of influence of cultural/ traditional practices. Particularly, access to radio and TV media/ information significantly and negatively correlated with early marriage and circumcision. However, there were positive and statistically significant correlations between access to radio and access to TV media information; between early marriage and circumcision; as well as between that of higher reproductive and domestic work of women and girls, and unequal gender relations between male and females within households. The analyses also showed that there was no relation between access to media/ information and higher reproductive and domestic work of women/girls, as well as between access to media/ information and unequal gender relations of male and

female within families. The result of the correlation also revealed that, other than education, extent of influence of cultural/traditional practices and access to media/information are determinants that can affect the role of women and education of girls.

Finally, it was found out that although both the literate and illiterate women valued the education being given in the primary schools, their value for and preference to send boys and girl children differ significantly. That is, illiterate women tend to give a higher social value for boys and prefer the schooling of boys than either both or girl children alone. However, the literate women tend to give equal social value, and prefer the education of both boy and girl children.

On the other hand, since the literate women have more control over household income and resources as well as less number of children than the illiterate ones, the opportunity cost of household work of the children, specially the girl's tend to decrease. The share of available food among boys and girls improve, which in turn enhances the school attendance and achievement of the children.

This tendency and attitude of providing equal value and educational opportunity can play a significant role for the achievement of the Millennium Development Goals.

5.2. Conclusion

From the findings of the study, the following conclusions can be drawn:

- Women's education enhances the extent of women's participation in organized community groups and their tendency of holding decision making positions.
- Women's education also improves the balance and control of the women over their household income.

- Equality of control over income is more important for women's empowerment than equality of welfare.
- There are significant differences in the number of school drop out and repeater primary school children who have literate and illiterate mothers. That is, the number of school drop out and repeater children who have illiterate mothers are greater than those who have literate mothers.
- Higher reproductive and domestic work of women/ girls, unequal gender relations between male and female, early marriage as well as circumcision and its rituals are the main cultural and traditional practices that affect the status of women and girls in the zone.
- There is significant difference in access to media and information between literate and illiterate women in favor of the literate ones.
- Access to radio and TV media/information significantly correlates with extent of influence of early marriage and circumcision. Whereas, unequal gender relation between male and female household members is related with higher reproductive and domestic work of women and girls.
- Other than education, the difference in the status of literate and illiterate women can be a function of the differences in their perception on the extent of influence of cultural/ traditional practices and in their access to media/ information.
- Women's education contributes in improving gender parity at the primary level of the education system by developing an equal and positive attitude towards boys and girl children as well as equal opportunity for their schooling. It enables women

to give less number of births and provide them with better welfare and academic support for their children.

5.2. Recommendations

- In addition to the regular (day and evening) education programs, various alternative adult literacy programs for the community in general and for women in particular have to be established and encourage the participation of women in the programs so as to improve their literacy rate with in the zone.
- Identify illiterate women who have school aged children and having relatively lower household income, and support the women to work on income generating activities to improve their income. At the same time, arrange tutorial classes for their children to improve their academic achievement.
- Initiate, organize and strength both with in and out of school community groups that includes both male and female members of the community to create awareness and stand against harmful cultural and traditional practices affecting women and girls in the zone
- Strengthen local and traditional information dissemination mechanisms such as coffee ceremonies as well as establish community information centers in order to improve the women's access to media and information.
- Conduct further research to examine the cause- effect relationship between access to media and extent of influence of early marriage and circumcision on girl's education with in the zone.

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APPENDICIES

Appendix-1A-G Raw Data on Perception of Women on Cultural
Practices

Appendix- 2 Raw Data on Women's Access to Media/Information

Appendix-3 Raw Data Perception of Women on Education of Children

ppendix- 5 Questionnaire for Educated and Uneducated Women

Appendix-6 Interview Questions

**Addis Ababa University
School of Graduate Studies
Institute of Educational Research**

Questionnaire to be answered by literate and educated women working in different governmental, and private organizations with in Jijiga and Babile woredas of the Somali National Regional State of Ethiopia.

Purpose:

The purpose of this questionnaire is to collect first hand information on the impact of women's education on empowerment as well as on educational wastage in Jijiga zone. The potential contributions of education of women to the MDGs, particularly to improving educational gender parity will also be identified. Specifically, the questionnaire is intended to gather pertinent information to achieve the following objectives:

- Assess the impact of education of women on empowerment, as measured by the level of women's participation in making decisions, and their control over household income in the zone.
- Examine the degree to which educational background of women creates difference in educational wastage as measured by the number of school drop out and repeater children of the women.
- Examine impact of women's education and other possible factors that can create differences in the level of participation in decision makings, control over income, and proportion of school drop out and repeater children of the women in the zone.
- Explore whether education of women contributes to improve educational gender parity.

Your cooperation in providing relevant and candid information is very essential to the subject under investigation. Hence, you are kindly requested to give complete and accurate response to all questions.

Directions:-

- There is no need of writing your name.
- Use “√” mark to indicate your answer to questions in the scales
- Be brief (concise) and direct in responding to open ended questions.
- For questions with alternatives circle the letters of your choice.

3.1. General Information

1) Age

- A) 30 and below B) 31-40
C) 41-50 D) 51 and above

2) What is the highest educational level you completed?

- A) Primary first cycle (grade 1-4th)
B) Primary second cycle (grade 5th-8th)
C) Secondary (9th-10th)
D) Preparatory (11th-12th)
E) Tech./voc. certificate
F) University/college diploma
G) University/college degree or higher

3) Are you currently married?

- A) Yes B) No

4) How old were you when you first started living with him?

- A) Below 18 B) 19-24 C) 25-30 D) 31-36 E) 37 and above

5) What is your religion?

- A) Islam B) Orthodox Christian C) Protestant D) Other (Specify)-----

6) How many children do you have?

- A) 1-3 B) 4-6 C) 7-9 D) none

3.2. Women's Perception on Local Cultural and Traditional Practices and Educational Participation of Children

1) Do you think that the education being given in primary schools helps the children to solve local problems?

- A) Yes B) No C) Not Known

2) In your opinion, for which of school aged children, should the chance of attending primary schools usually be given?

- A) Boys B) Girls C) For Both boys and girls D) None

3) Do you think that there is equal and fair division of household labor between male and female members of families in your community?

- A) Yes B) No C) Not known

4) Do you think that both boy and girl children have time to study and do their assignments after school hours?

- A) Yes B) No C) Not known

5) In your opinion, which of the children are considered as intelligent, confident and competent by family members?

- A) Boys B) Girls C) Both boys and girls D) None of them

6) Socio-Cultural factors affecting education of children in the community.

Indicate your opinion on the extent of influence of each of the cultural and traditional practices on education of children by putting “√” mark in the column bellow.

Items	Very Strongly	Strongly	Moderately	Not at all	Not known
Pastoral way of life					
Parents low interest in formal education					
Fear of pregnancy and abduction					
Higher reproductive and Domestic Work of women and girls.					
Religious attitude towards women and girl's education					
Unequal gender relations between male and female with in households					
Bride Price system					
Parents low level of education					
Early Marriage					
Circumcision and its rituals					

7) What other cultural and traditional practices of the community do you think that affect education of children in general and girls in particular?-----

3.3. Participation in Decision Makings and Control over Household Income

- 1) Do you think that most of the educated women in your community usually work away from home?
A) Yes B) No C) Not Known
- 2) In what form are you paid?
A) cash only
B) cash and kind
C) in kind only
D) not paid
- 3) Are you voluntarily participating in community groups such as clubs, and/or associations?
A) Yes B) No C) Not Know
- 4) If your answer to the above question is "Yes", Are you playing a leadership role like chair person, secretary, etc.?
A) Yes B) No C) Not Sure
- 5) How do you rate the extent of your participation in the groups?
A) At a small extent
B) At a great extent
C) At a very great extent
D) Not at all

	Mainly the woman=1 Mainly husband/partner=2 Woman and husband/partner jointly=3 Someone else=4
6) In your opinion, who decides how the money an educated woman earns will be used?	1 2 3 4
7) In your opinion, who decides how the woman husband's/partner's earnings will be used?	1 2 3 4
8) In your opinion who usually makes decisions about making major household purchases?	1 2 3 4
9) In your opinion, who usually makes decisions about making purchases for daily household needs?	1 2 3 4
10) In your opinion, who is usually deciding on the education of the children?	1 2 3 4

3.4. Access to Media and Information

No	Type of media	Almost every day = 1 At least once a week= 2 Less than once a week= 3 Not at all= 4
1	How frequently do you read newspapers or magazines	1 2 3 4
2	How frequently do you listen to the radio	1 2 3 4
3	How frequently do you watch television	1 2 3 4

4) Have you ever attended training or workshop on the issues of gender and the importance of educating girl children?

A) Yes B) No C) Not know

5) If your response to the above question is "Yes", who organized the workshop/training?

A) Women Affairs office B) Education offices C) Religious institutions
D) Others (Please specify) -----

**Addis Ababa University
School of Graduate Studies
Institute of Educational Research**

Interview questions prepared for Educated and uneducated men, religious leaders, and education and women affairs officials.

I) Questions for focus group discussions with religious leaders, and husbands

Name of the Woreda:-----

Number of Participants:-----

Date of the Interview:-----

Time the Interview Started:-----

- 1) Is there any traditional practice in your community that prevents education of children in general and girls in particular?
- 2) Do you think that children whose mothers are educated (have at least completed primary schools) have better school enrolment and achievement status than those from uneducated once?
- 3) What other factors do you think are affecting education of the children?
- 4) In your opinion, is there equal and fair division of household work between male and female family members in your community?
- 5) In your opinion, are there traditional practices that hinder the participation of women in decision makings about major household as well as community issues on equal basis with men? Do both educated and uneducated women equally participate in decision makings at all levels and control over household income?
- 6) What roles have local institutions, such as Mosques, Churches and Idlers, been playing to promote gender issues and education of the children?
- 7) What factors other than traditional practices, do you think have an effect on women's participation in household and community affairs and control over household income?

II) Interview questions for regional, zonal and Woreda Education Officials

Number of Participants:-----

Date of the Interview:-----

Time the Interview Started:-----

- 1) What is the status of primary education in the region in general and in Jijiga zone particular?
- 2) What are the main socio-economic, cultural and / or political factors that have enhanced or hindered the education of children, especially girls in the zone?
- 3) What has the role of the government and / or other stakeholders been to improve schooling of children and educational gender parity in the zone for the past three years?
- 4) What efforts have been carried out by your office to encourage and create model female teachers?

III) Interview questions for regional and Woreda Women's Affair Bureau Officials

- 1) Do you think that the economic, social and political status of women in the region have shown improvement in the past few years?
- 2) Are there equal educational and employment opportunities between male and female inhabitants of the zone/woredas?
- 3) What are the main cultural and traditional constraints that affected the education of girls in the zone/ woredas?
- 4) What local and regional factors contribute for unequal social status of male and female members of the community?
- 5) What do you think about the contribution of education in improving the participation of women in decision makings and their control over household income?
- 6) What roles has your office been playing to empower women for the past three years?
- 7) What do you think are other sources or means that enabled women in the zone to be empowered?

Literature Review Outline

2.1. The Concept of Gender in Development

2.1.1 Women's Empowerment Approach to Development

2.1.2. The Purpose of Women's Education

2.1.3. Women's Education and Empowerment

2.2. Policy Frameworks to Enhance Education of Women and Girls in Ethiopia.

2.3. Socio-Cultural Factors Affecting Education of Women and Girls in Pastoral Communities of Ethiopia

2.3.1. Parental Attitude to Girls Education

2.3.1.1. Pastoral Way of Life

2.3.1.2. Religion

2.3.1.3. Cost of Schooling

2.3.1.4. Employment Prospect

2.3.2. Harmful Traditional Practices

2.3.2.1. Early Marriage and Bride Price System

2.3.2.2. Teenage Pregnancy and Sexual Harassment

2.3.2.3. Child Labor

2.4. Strategies to Enhance Education of women and girls

**Addis Ababa University
School of Graduate Studies
Institute of Educational Research**

Questionnaire to be answered by illiterate women who are living in Jijiga and Babile woredas, of the Somali National Regional State of Ethiopia.

Purpose:

The purpose of this questionnaire is to collect first hand information on the impact of women's education on empowerment as well as on educational wastage in Jijiga zone. The potential contributions of education of women to the MDGs, particularly to improving educational gender parity will also be identified. Specifically, the questionnaire is intended to gather pertinent information to achieve the following objectives:

- Assess the impact of education of women on empowerment, as measured by the level of women's participation in making decisions, and their control over household income in the zone.
- Examine the degree to which educational background of women creates difference in educational wastage as measured by the proportion of school drop out and repeater children of the women.
- Examine impact of women's education and other possible factors that can create differences in the level of participation in decision makings, control over income, and proportion of school drop out and repeater children of the women in the zone.
- Explore whether education of women contributes to improve educational gender parity.

Your cooperation in providing relevant and candid information is very essential to the subject under investigation. Hence, you are kindly requested to give complete and accurate response to all questions.

3.2. **Women's Perception on Cultural and Traditional Practices and Educational Participation of Children**

1) Do you believe that the education being given in primary schools helps the children to solve local problems?

A) Yes B) No C) Not Known

2) In your opinion, for which of school aged children, should the chance of attending primary schools usually be given?

A) Boys B) Girls C) For Both boys and girls D) None

3) Do you think that there is equal and fair division of household labor between male and female members of families in your community?

A) Yes B) No C) Not known

4) Do you think that both boy and girl children should have given time to study and do their assignments after school hours?

A) Yes B) No C) Not known

5) In your opinion, which of the children are considered as intelligent, confident and competent by family members?

A) Boys B) Girls C) Both boys and girls D) None of them

	Mainly the woman=1 Mainly husband =2 Woman and husband jointly=3 Someone else=4
6) If an uneducated woman earns income, who do you think decides how the money she earns will be used?	1 2 3 4
7) In your opinion, who decides how the woman husband's earnings will be used?	1 2 3 4
8) In your opinion who usually makes decisions about making major household purchases?	1 2 3 4
9) In your opinion, who usually makes decisions about making purchases for daily household needs?	1 2 3 4
10) In your opinion, who is usually deciding on the education of the children?	1 2 3 4

3.4. Access to Media and Information

No	Type of media	Almost every day = 1 At least once a week= 2 Less than once a week= 3 Not at all= 4
1	How frequently do you listen to the radio	1 2 3 4
2	How frequently do you watch television	1 2 3 4

3) Have you ever attended training or workshop on the issues of gender and the importance of educating girl children?

A) Yes B) No C) Not know

4) If your response to the above question is "Yes", who organized the workshop/training?

A) Women Affairs office B) Education offices C) Religious institutions
D) Others (Please specify) -----

Annex-

Perception of Women on Education of Children

Items		Respondent's Category				Total	
		Literate		Illiterate			
Do you think that the education being given in primary schools helps the children to solve local problems?		Count	% within Respondents' category	Count	% within Respondents' category	Count	% within Respondents' category
	Yes	87	90.6%	82	82.0%	169	86.2%
	No	9	9.4%	17	17.0%	26	13.3%
	Not known	0	0.0%	1	1.0%	1	0.5%
Total		96	100.0%	100	100.0%	196	100.0%
In your opinion, for which of school aged children, should the chance of attending primary schools usually be given?	Boys	22	22.9%	65	65.0%	87	44.4%
	Girls	5	5.2%	7	7.0%	12	6.1%
	For Both boys and girls	69	71.9%	27	27.0%	96	49.0%
	None	0	0.0%	1	1.0%	1	0.5%
Total		96	100.0%	100	100.0%	196	100.0%
In your opinion, which of the children are considered as intelligent, confident and competent by family members?	Boys	51	53.1%	81	81.0%	132	67.3%
	Girls	7	7.3%	5	5.0%	12	6.1%
	For Both boys and girls	37	38.5%	13	13.0%	50	25.5%
	None	1	1.0%	1	1.0%	2	1.0%
Total		96	100.0%	100	100.0%	196	100.0%

Appendix-2 *Row Data on Women's Access to Media/ Information*

		Respondent Category				Total	
		Literate		Illiterate			
		Count	% within Respondents' category	Count	% within Respondents' category	Count	% within Respondents' category
How frequently do you watch television	Almost every day	76	80.0%	37	37.0%	113	57.9%
	At least once a week	12	12.6%	24	24.0%	36	18.5%
	Less than once a week	2	2.1%	5	5.0%	7	3.6%
	Not at all	5	5.3%	34	34.0%	39	20.0%
Total		95	100.0%	100	100.0%	195	100.0%
How frequently do you watch television	Almost every day	76	80.0%	37	37.0%	113	57.9%
	At least once a week	12	12.6%	24	24.0%	36	18.5%
	Less than once a week	2	2.1%	5	5.0%	7	3.6%
	Not at all	5	5.3%	34	34.0%	39	20.0%
Total		95	100.0%	100	100.0%	195	100.0%
How frequently do you read newspapers or magazines	Almost every day	5	5.3%	-	-	5	5.3%
	At least once a week	18	18.9%	-	-	18	18.9%
	Less than once a week	28	29.5%	-	-	28	29.5%
	Not at all	44	46.3%	-	-	44	46.3%
Total		95	100.0%	-	-	95	100.0%

Declaration

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

Name: Solomon Bekele

Signature: 

Date of submission: 5/7/10