

**MANAGING EVENING EDUCATION
IN
THE SENIOR SECONDARY SCHOOLS
OF
OROMIA**

**A Thesis Presented to
The School of Graduate Studies
Addis Ababa University**

**In Partial Fulfillment of the
Requirements for the Degree of Master of Arts
In Educational Administration**

**By
DIRIBSSA ABATE
JUNE, 1999**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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FACULTY OF EDUCATION**

Approved by the examination Board

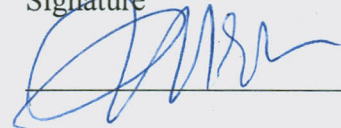
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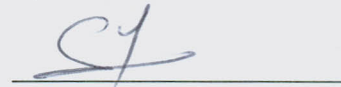
Yalew Ingidayehu (Ph.D.)
Advisor

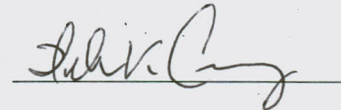
Prof. W. Cummings
External Examiner

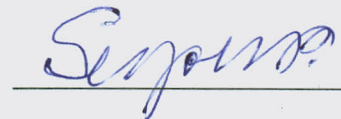
Seyoum Teferra (Ph.D.)
Internal Examiner

Signature









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

Name Yalew Ingidayehu (Ph.D.)

Signature

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Date

17/6/1999

ACKNOWLEDGEMENTS

I would like to express my thanks to Dr. Yalew Ingidayehu, my thesis advisor, for his unreserved encouragement, guidance, constructive comments and suggestions right from the start to the end of the thesis. Without his dedication, the development and completion of my thesis would have been impossible.

My heartfelt thanks also goes to my brother-in-law, Ato Solomon Gelalcha- at Kulumsa Agricultural Research Center for his deep concern and devotion of time in carefully going through my draft manuscript. With out his help, the quality of the thesis might have been adversely affected.

I would also extend my gratitude to my wife, W/o Nigisty Gebru; her encouragement and useful advice enabled me to pursue my studies with enthusiasm.

Finally, I am very much obliged to express my indebtedness to Ato Olani Kebede - at Bako Rural Technology Center for his provision of a lot of technical assistance; and Ato Zekarias Tadese and Ato Degarge Minale for reading the draft copy and making invaluable comments that improved the quality of the thesis.

Abstract

The main purpose of this study was to examine the current status of evening education in secondary schools of Oromia, identify the major barriers and indicate the major areas of intervention. A descriptive survey method was employed for the purpose; and the data was obtained from documents, observation, informal discussions, questionnaires, and interviews. The study was based on a sample of 384 persons: 251 evening secondary school students, 100 evening secondary school teachers, 20 secondary school principals in 10 sample schools of 4 zones, and 13 adult education officials at the zonal and woreda levels. In analyzing the data, percentage, mean, median, range, and ANOVA test, were used. The result indicated that the organizational problems at all levels were the major drawbacks resulting in poor quality education, poor supply of support services, and thus, low demand for the program that caused acute shortage of finance affecting the whole system at a vicious circle. It is concluded that the problem of the evening secondary education in Oromia is a function of organizational factors. Thus, it is recommended that the regional policy makers and the educational planners need to pay attention to increase the demand for evening education through improving quality of the supply.

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ACRONYMS

The following abbreviations are given as meant in the study.

A.A.U - Addis Ababa University

ANOVA- Analysis of Variance

CSA- Central Statistical Authority

DF - Degrees of freedom

DSE - German Foundation for International Development

EMPDA - Educational Materials Production and Distribution Agency

ESLCE - Ethiopian School Leaving Certificate Examination

F_{α} - Critical value of F

F_{cal} - Calculated value of F

IDS - Institute of Development Studies

MOE - Ministry of Education

MSB - Mean Square between

MSW - Mean Square within

OEB - Oromia Education Bureau

SSB - Sum of Squares between

SSW- Sum of Squares within

UNDP - United Nations Development Program

UNESCO - United Nations Educational, Scientific and Cultural Organization

CHAPTER 1

INTRODUCTION

THE PROBLEM AND ITS APPROACH

This chapter is concerned with the introductory part of the thesis. It states the problem and its approaches. This includes the background of the study, the statement of the problem, the significance of the study, the delimitation of the study, limitation of the study, the definition of key terms, and the organization of the study.

1.1 Background of the Study

Education is a continuous lifelong process of developing human resources in the constantly changing world (Tight, 1983; Kundu, 1986). From this point of view, education is an endless developmental process, aimed at developing skilled persons in a given socioeconomic context; and this aim could not be achieved through the regular education system alone. It is rather necessary to exploit the adult education program hand in hand with the regular program to keep the working people in a constant pace with the changing needs.

One form of adult education is the evening program. This program is a voluntary, less costly and compressed part-time educational activity. In contrast to the regular school system, the evening education reduces the opportunity cost of the learners in that learning takes place in the evening while working during the day. Hence, it is possible to increase educational opportunities to the less privileged as well as the working people through the evening classes \education (Cross, 1988; Good, 1973; Smith, George and Kidd, 1970).

Evening and the other forms of adult education were introduced in to Ethiopia in the 1950's. Though, the programs were initiated in the private sectors, the Minilik secondary school and A.A.U. Faculty of Technology Extension Division were the oldest government institutions to provide evening programs. Moreover, after the revolution (1974) the MOE took the initiative to

set the directives to maintain uniformity in the program, which led to the opening of many evening schools in Addis Ababa and provincial towns. In addition, today, evening schools in the country are seen as features of urban areas (Tilahun, 1987; Solomon, 1969; Solomon in Lowe, 1970; Coles, 1978; Makulu, 1978; Kundu, 1986).

Based on the current Ethiopian regional administrative breakdown, Oromia is the biggest region in terms of area, population as well as number of schools. Hence, the expansion and development of evening programs in the region could bring about a significant socio-economic boost to the whole nation. As to the existing organizational structure of schools, each evening school is responsible to the district \woreda education office that is in charge of planning, organizing, directing, supervising, etc of this program in conjunction with the zonal and the regional adult education sections. This being the case, as the researcher currently experienced while serving as a teacher and as a principal in some senior secondary schools of Oromia, there is no clear plan and systematic baseline survey as well as clear supervisory system in the evening programs of the schools. The encounter of this fact initiated the researcher to carryout a systematic investigation of the problem.

The focus of this study is on the evening secondary education of Oromia. From this perspective, in the district or woreda high schools, it is often observed that there is a very low participation rate in the evening classes resulting in financial scarcity to support the program. Hence, this and other problems associated with the evening secondary education in the region need to be investigated.

Accordingly this study attempts to examine the various organizational aspects of evening secondary education in Oromia region from the institutional to the regional level.

1.2 Statement of the Problem

Ethiopia is one of the most educationally disadvantaged countries in the world in that the majority of the population lacks the access to education (Rose and Associates, 1997; UNDP, 1994). And as Oromia represents one of the largest populated regions of the country (CSA,

1998), it can not be an exception to this crisis. Hence, evening education in the secondary schools of Oromia can have a significant role in providing education and training to those who are unable to learn in the regular program.

Many studies that examine the global nature of adult education reveal major weakness in the management (especially in planning, provision, organization, etc) of the system (Bhola, 1992; Thompson, 1995). To this venture, the management of evening adult education requires special consideration and attention.

The purpose of this study is therefore, to investigate problems encountered in the organization and management of evening education in the secondary schools of Oromia (grades 9-12). It focuses on the major factors affecting the evening classes in the secondary schools of the region. In line with this, the focus of the study is to obtain reliable answers to the following basic questions:

1. What is the profile of the evening learners? And is there a significant difference among the zones?
2. What are the learning motives of the evening learners?
3. What are the major organizational impediments in the evening secondary programs of Oromia? In planning, organizing, directing, and supervising the program?
4. What is the quality of the training of the adult education personnel? And is there a significant difference among them?
5. What are the problems in the course offerings to the evening education? And what is the effect of this on the quality of the evening program?
6. What is the educators' view of the evening program and the evening learners?

1.3 Significance of the Study

The organization and management of evening secondary education in Oromia have not yet been systematically studied. Therefore, this study is expected to be useful and important for the following reasons.

1. It may help as a springboard to other researchers for further investigations.
2. It may generate awareness among the decision-makers in designing the future tasks of managing evening education.
3. It may encourage the promotion of better managerial approaches in planning, organizing, directing, supervising, etc. of the evening programs in the secondary schools.
4. It may serve as an additional information source and document base in the process of managing evening secondary education.

1.4 Delimitation of the Study

The scope of this study is delimited to 10 selected government senior secondary schools of Oromia that run evening program. The schools were selected from 4 zones (Arsi, East and West Shewa, and Jimma - see also appendices E and F). These zones were chosen in order that they could represent the trend in the region because they incorporate 26 evening secondary schools, in the big urban centers and small towns, representing 50% of the evening secondary schools of the region. Moreover, he preferred to use sample to make the work manageable. Even though the study is delimited to some selected schools and zones, it is believed that the result will give some insight about the trend in the whole region.

1.5 Limitation of the Study

Long process has been taken by the graduate school of A.A.U in giving the final decision on the proposal and the release of the fund allowed for the study was delayed. This has created the time pressure in gathering the data and organizing the study as planned. Had it not been for these problems, more details might have been included in the study.

1.6 Definition of Key Terms

Adult - is a person who has reached an age of maturity as defined by law, usually the age of 18, and sometimes the age of 21; adults must accept full responsibility for their actions (Barnhart and Barnhart, 1993:30; Good, 1973:16).

Adult education- is any process by which men and women try to improve themselves by increasing their knowledge, skills and attitudes or a process by which individuals or agencies try to improve men and women in their ways (Good, 1973:16).

Adult educator- is a person with a specialized training, education and /or significant Professional experience in the field of adult education, involved in the planning and directing of educational activities for adults (Good, 1973:17).

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

Evening education - is an organized programs of education offered to students and other citizens out of the school. It includes formal classes, in various communities in the evening (at night) or on Saturdays, radios and television programs, lectures, demonstrations and other forms of instruction (Good, 1973:230).

Senior Secondary School - the upper part of a divided secondary school, comprising usually grades 9- 12 (Good, 1973:527).

1.7 Organization of the Study

The study is organized in to five chapters. The first chapter deals with the problem and its approach. The second chapter treats the review of the related literature. Chapter 3 deals with the methodology while chapter 4 is the presentation, analysis and interpretation of the data. The final chapter deals with the summary, conclusions and recommendations of the study.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter tries to discuss some of the basic concepts in managing and facilitating evening education. In this attempt, the concept of management and evening education as well as accepted principles and approaches are briefly discussed. Moreover, the status of evening education in Ethiopia and its management, with reference to available and relevant documents, were discussed.

2.1 The Concept of Evening Education and its Managerial Implication

Evening education is an organized program of formal adult education provided to students and others in various subject areas in the evening/ night or on Saturdays, or through radio and television. It is an educational opportunity open to young persons and adults on part-time basis after completion of or dropping out of the regular schools. To this end, evening education is a special program of education based on flexible arrangements of learning conditions through a variety of delivery system. In the regular schools, evening education usually follows a similar pattern of curriculum to the day program. (Good, 1973; Kundu, 1986).

Management, on the other hand, is a distinct process of planning, organizing, directing and supervising the activities performed by individuals or groups to determine and accomplish organizational objectives. In schools, management involves all the techniques and procedures employed in operating the institution with special emphasis on school discipline and the available human and material resources (Good, 1973; Hicks and Gullett, 1981; and Kohler, 1975).

As it could be seen from the above definitions, one can perceive that evening education is a special form of education that needs special attention and consideration. Evening education differs from the regular schools in the nature of the beneficiaries as well as the program areas. That is, as the evening learners are usually voluntarily enrolled, purposive adults, the management of the evening education program should vary considerably from that of the regular

schools.

Based on the above conceptual backgrounds, the following sections briefly discuss the "what" of evening education and its management.

2.1.1 What is Evening Education?

As it is indicated above, evening education is a distinct form of adult education, offered to learners other than the regular school pupils, either for the attainment of school certificate or simply for the acquisition of specific skills or knowledge. In other words, all forms of education available to learners with in or beyond their initial schooling as well as the provision of education to adults to improve their general level of understanding could be grouped under evening education. From this perspective, the program of evening education could embrace all areas and levels of education from literacy to colleges and universities. As it is provided in the evening or after working hours, evening education gives the opportunity to dropouts and those who can't attend the day schools because of living and working conditions. In the regular primary, secondary and tertiary levels, evening education usually follows similar pattern with the day program of schools. And thus, it is considered to be a formal adult education program based on the curriculum of the regular program and certified on that basis (Good, 1973; MOE, 1986; Tight, 1983).

As indicated by Kundu (1986: vii), evening education is a voluntary, part-time activity. And it is less costly to the individual as well as the society at large in that it reduces the opportunity cost to the individual learner or the family. This is from the fact that learners attend evening classes while working during the day. Moreover, the utilization of the evening education program also enables effective utilization of resources because the resources for the regular school are used for the evening.

Nowadays, it is a general notion for education to play a vital role in the transformation and development of a society. Education enables the people to examine the past and understand the present. It also helps them adjust flexibly with technological and other changes. Therefore, education is an important variable in determining the overall development of a society. Moreover,

as the adult population is the one immediately involved in production process, the effective use of available resources are needed to educate this section of the society. Here, one way of bringing the gap between the working people and the environmental changes in the rapidly changing world is evening education (Axford, 1980; Smith, George and Kidd, 1970).

Evening education program could be grouped under three broad categories:

1. Pre-service training: refers to programs designed for employment in urban industries and offices.
2. In-service training: refers to upgrading the knowledge and skills of the working people on the job.
3. Skill training program: this includes training provided in a variety of vocational skills which might be wood work, metal work and other technical education in formal and non-formal settings (Thompson, 1990: 234)

In the whole educational effort, the general objectives of evening education could be described as follows:

1. To raise the awareness of the people so that they could cope up in a rapidly changing world;
2. To provide the opportunity for or serve the learning needs of the ones who cannot attend the regular program of the day;
3. To support groups respond to issues essential to their immediate lives;
4. To develop and enrich individuals through encouraging them benefit from new knowledge and skills; and
5. To facilitate economic growth through developing vocational efficiency, etc. (Aggarwal, 1993; Ellis, 1995; Knowles, 1984; UNESCO, 1995).

In short, evening education from its flexible nature could serve dropouts, businesspersons, housemaids and other disadvantaged groups of society. And, as the utilization of evening education is one way of effective utilization of educational resources, it has good implication to poor countries like Ethiopia, with under developed infrastructure and scarce financial resources. Thus, the management of this program of education needs to get special emphasis to the benefit

of the society.

2.1.2 The Concept of Managing and its Implication to Evening Education

Managing is a systematic process of functions based on principles by which an organization can optimize the use of its resources with in strategic objectives. In education, the resources are human, facilities and equipment, and management is the efficient utilization of these resources for educating the learners. Managing, in general, is an authoritative function which is a combined field of policy making and administration, employed as a correlation of decision making. It involves policies, procedures, rules and budget making in line with the attainment of the organizational objectives. In short, managing is a function of higher responsibilities like planning, organizing, directing, and supervising (Hicks and Gullett, 1981; Kohler, 1975; Schermerborn, 1993).

The theories of management were originally derived from business organizations and adapted in other organizations including schools. However, management varies from one organization to an other depending on the specific features of the organizations. Schools as special organizations are concerned with the tasks of structuring, managing and giving directions to complex mix up of human and material resources just as other forms of social organizations, while their unique features emanate from their human products that give rise to complex problems of organization and management. Thus, the process of educational management is often considered to be exceedingly difficult and complex (Bhola, 1990; Hanson, 1996; Thompson, 1990; UNESCO, 1992).

Therefore, the management of evening education is the process of planning, organizing, directing and supervising the special type of organization, and these are briefly discussed as follows.

2.1.2.1 Planning

Planning is a method of formulating beforehand or decide in advance with 'what' is to be done and the 'how'. This involves determining the overall mission of identifying key results, setting specific objectives, and developing policies, programs and procedures. Therefore, planning is not only the planning document but also the implementation to achieve result as well as the time limit at which the result is to be achieved (Adesina, 1990; Cetro and Appelbaum, 1986).

Educational institutions as social organizations should be managed on the basis of clearly set plan that shows a clear direction to the individuals and groups concerned. The formulation of a distinct plan to a task helps in judging the extent to which the objectives are being accomplished. To this end, evening education programs at all levels, as special programs of education, have to have distinct plans and be implemented on that basis. For this managerial function at various levels of the educational organization, the availability of qualified and trained persons is especially necessary. The allocation of sufficient budget (including man power) for the planning function is also among the fundamental elements for managing educational organizations in general and evening education in particular (Meigs and Meigs, 1987).

Moreover, the process of planning involves all the members of an organization from national to instructional level. At the school level, all the staff, parents and students should take part in planning the educational activities of evening classes. Furthermore, the classroom instructional processes should also be well planned as for the regular program. This facilitates the attainment of educational goals and objectives since planning is a deliberate cooperation activity (Adams, 1987).

2.1.2.2 Organizing

Organizing is a function of making activities in an organization more effective and efficient. It includes the process of arranging organizational structure and coordinating its managerial roles in order that efficient use of resources is maintained in attaining a goal. In other words, organizing is a process of establishing orderly use of resources in the management system. Thus, in

organizing, relationships are established between and among persons and activities. That is, the physical facilities and the personnel need for the organization should be integrated in a viable manner to the tasks of the organization (Cetro and Appelbaum, 1986; Mbamba, 1992).

In organizing, activities are to be divided among individuals and groups on the basis of qualification, specialization and experience. In the organizational structure of evening education, therefore, the assignment of duties should be based on training, qualification and experience. Moreover, the activities at the different levels should be harmonized through effective coordination of activities toward the overall aim (Adesina, 1990; Knezevich, 1969; Mbamba, 1992; Stoner, and Freeman, 1989).

Therefore, organizing as one of the major roles in running educational activities is also important in managing evening education. And, there has to be a clear organizational structure indicating the body responsible for the management of the educational activities at all levels and the tasks should be coordinated by a central body in a way that activities performed at each level are geared towards the overall educational objectives.

2.1.2.3 Directing

Directing is the process of leading as well as motivating individuals or groups to understand and undertake their duties. It is generally, a concern of higher authorities to issue directives for the decisions to be made at lower levels in running the specific activities of the organization. Hence, directing, influencing, and stimulating are related concepts in management (Knezevich, 1969; Mbamba, 1992; Webb, 1987)

Directing leads individuals and groups in an organization towards the desired objectives. It also orients persons about the various aspects of the organization. The process of directing could be facilitated through a comprehensive hand book or through a school based in-service training like seminars, workshops, conferences which could raise the awareness of the persons and enhance their performance (Haghes, Robbins, & Thompson 1987; Musaaazi, 1982).

In short, in order to give clear direction to the evening education programs at all levels, there should be a distinct head for directing the activities at all level of organization. In addition to this, the necessary manpower having sufficient training or experience in the area is decisive.

2.1.2.4 Supervising

Supervising is a function of managerial control, which helps to evaluate activities currently on progress and assures that tasks are being accomplished in accordance with plans and in instructions. It is the only function of control that can lead directly to corrective measures while execution is taking place. It is a task of higher authorities aimed at improving planning and implementations, and program organization and management. The results of supervision should indicate areas needing action and those requiring research or investigation. Its major aim is training and taking corrective measures. Supervision also insures the task accomplishment of an organization against the stated objectives and corrects deviation against established standards, rather than, just, punishment for wrong doings or rigid expectation for behavior (Adams, 1987; Cetro and Appelbaum, 1986; Kundu, 1986; Mbamba, 1992; Rubin, 1995).

As one of the key functions of management, supervision should be continuous and involve all the concerned bodies (Nwankwo, 1982:94). To this end, the supervisory system of evening education should be continuous, planned and organized at all levels of educational management. Moreover, at the secondary level, teachers, students, parents, and administrators should participate in the supervision of evening education.

2.2 Factors Affecting Learning in Evening Education and Their Managerial Implication

The interest to participate in education comes from a variety of needs. In the evening education, the major factors affecting learning could be economic or social. Following Tilahun (1987:78), adults could be motivated to participate in evening learning for the following reasons:

1. The interest to gain knowledge;
2. to reach a personal goal;

3. to take part in activities; and
4. to comply with some formal requirements in the society, etc.

In developing countries, the major motives for the participation of adults in evening education are economical, that is, improvement of living standards. In line with this, the interest of evening learners, in these countries are, directed towards getting a better job, and social respect, etc. (Abebe, 1977:ii; Burnet in Tilahun, 1987:780).

In general, the desire for social regard, occupational advancement, social service motives, cognitive interest, personal goal achievement and external expectations are major factors attracting learners to evening classes.

On the other hand, there are other factors hindering the participation of learners in evening education. As indicated by Lowe (1975:42), the inhibiting factors for evening learning could be grouped in to domestic, personal or external. Moreover, according to Cross (1988:104), institutional factors such as scheduling problems and time requirements, and lack of information about programs and procedure are the major hindering factors.

As Rydstrom (1973) notes, evening learners may be tired when they come to class after a full day work and they may not be able to attend classes regularly because of overtime works. They may also come to class worrying about other issues or problems that hinder learning. Especially those who have different responsibilities at home or in the society usually have problems in attending evening classes.

Thus, in managing evening education, the concerned authorities have to try their best to identify the motives of the learners. A systematic study is necessary to understand the difficulties of the learners so as to facilitate the educational programs effectively. In doing this, the availability of well-trained personnel in the specific field or area is decisive.

2.3 Approaches in Facilitating Evening Education

Adults differ in a variety of aspects. They differ in their goals, potentials, experience, direction of growth, etc. Based on these, they could be categorized into three broad groups: the goal oriented, activity oriented, and the learning oriented ones (Axford, 1968; Prosser, 1967). The goal oriented ones are much interested in their study because of its relationship with their primary goals. For example, they might learn in order to obtain certificate, to improve vocational skills, to increase one's income, etc. Activity-oriented learners participate in learning just to enjoy the experience or fellowship rather than the degree or certificate to be obtained. That is, they, just, want to be considered a learner and to pass the time. The learning oriented learners, on the other hand, go to evening classes for the sake of gaining knowledge. Such individuals are usually inquisitive and they read on their own, and attend classes regularly.

On the other hand, evening learners could be grouped based on the adult life cycle. In these terms, occupational considerations are influential for young adults, while occupation related continuing education is more common for men than women. Moreover, older adults often learn for general knowledge or information and social contacts than the younger ones (Brookfield, 1986:5; Cross, 1988:20; Johnstone and Rivera in Knox, 1981:186; Sargent, 1993:4).

Therefore, evening educators and managers need to identify the interest and motives of the learners to offer relevant education program. Moreover, a participatory approach is recommended in dealing with evening learners. The participation of community members is essential in identifying the interests of learners and their problems and also in instruction process. In this regard, as the learners are from variety of experiences, the utilization of these resources would enrich the teaching-learning process. This is better assumed where there is good school-community relation. However, as indicated by Dwatwa (1989), evening teachers in the formal schools are those who teach in regular program and are trained for that. This accounts for the inappropriate method often used in evening classes. The situation could be improved by providing adult education courses in the pre-service and in-service programs of teacher training. Under the approaches in facilitating evening education, the following sections deal with the concept of curriculum in evening education and the relevant principles.

2.3.1 The Concept of Curriculum in Evening Education

Curriculum is a central component in any education system. It is the means through which the educational aims and objectives could be approached to convey meaning to the learners. Broadly speaking, curriculum could be all the experiences to be gained by the learners in schools or out of schools under the guidance of the school. It may also include the objectives, contents, learning activities, materials, teaching aids and evaluation techniques and tools. Curriculum could also be conceived as a subject to be taught (Mamidi and Ravishankar, 1984:56; Squire, 1987:1; Oliva, 1988:5-6).

In adult education, curriculum usually refers to program content, and sometimes to methods; and it is more diverse in terms of aims, contents and form. Moreover, a curriculum for adults has to be flexible in timing, duration, place, method, content, etc. to accommodate the variety of interests, needs, problems, and experiences of the learners. Moreover, in the ever-changing world, the curriculum must continuously be updated to correspond to the changing needs of the learners. Here, there should be qualified personnel at the central level responsible to carry out research in the area, to facilitate the development of curriculum for the adult education programs including evening education (Mamidi and Ravishankar, 1984; Tilahun, 1987).

As indicated earlier, the curriculum for evening education has got little emphasis in the education system; and evening education programs took the curriculum designed for children and which were taught by teachers whose training and experience were for children. However, as the aim of education is to bring about desirable behavioral changes in the learner, there is a need to establish a match between the learning situation and the learners' characteristics. To this end, there is a need to design a different curriculum specific to the evening education program. This approach could help not only to increase efficiency but also enables to minimize problems associated with the education process such as dropping out and participation in class (Smith, George and Kidd, 1970:37; Mamidi and Ravishankar, 1984:56).

As it is noted by Knowles in Squire (1987:181), the curriculum for evening education should aim at immediate application of the new knowledge and skills. It should also be problem-centered

rather than subject-centered by taking in to account the experience and problems of the learners as well as their difficulties. As adults are self-directing and problem oriented, teachers should serve as facilitators in teaching.

Educators often criticize the school curriculum as being too academic and exam-oriented. However, the curriculum for evening learners should focus on immediate problems of adults (economic, social, cultural, and environmental) and ways for solving them. The need to focus on the real life situations calls for the participation of the beneficiaries in the development of the curriculum (Brookfield, 1986:260; Mamidi and Ravishankar, 1984:62).

2.3.2 The Principles of Evening Education

As evening education is a form of adult education program, it should be governed by the principles of adult education.

Adults are entitled to possess diverse experiences in the process of life, so that they learn better when the learning experience is related to their real lives and experience. Moreover, adult learning should be geared to facilitating behavioral change through participatory approach rather than lecturing a ready made subject matter, as the focus of adults is in the immediate application of the knowledge and skills acquired in the practical situation. In other words, adults are sources of their own learning. The learning process thus, be learner-centered or growth oriented, were the learning need is determined by the learners. Thus, in evening education, the teachers need to assist the learners, share their experience by organizing learning groups among the learners (Bhola, 1992; Grieshaber, 1994; Muller, 1993; Mulusa, 1992; Thompson, 1995).

Knowles in Grieshaber (1994:26) and Moleko and Betz (1995:10) identify, the following seven major principles for evening education.

1. The best way of learning is by doing: thus, the activities of the learners are essential for a sound learning and the learners must be actively involved in the learning process.
2. Learning must be problem-centered: learner's problems serve as motivators and

sustaining forces to the activities they involve in; thus, what they learn should address their actual problems.

3. Learning must be experience-centered: thus, the teachers / facilitators are responsible to provide the optimum kinds of learning experiences that would relate to the learners' life experience.
4. Learning experiences must be meaningful to the learners: the content of the course must be understandable to the learners to its perceivable relevance.
5. The goal must be set and organized by the learners: because adults are motivated when they are involved in setting the goals of their learning and participate actively in organizing their learning.
6. The learners must get feedback about their progress towards the goal and objectives.
7. The teachers/facilitators should know the subject matter well and be enthusiastic while the techniques used should be varied to accommodate the diversity of needs: here, problem posing approach is appreciated through motivating the search for solutions rather than presenting ready made knowledge.

In general, to facilitate learning effectively in evening classes, the teachers should have training specifically for teaching adults and be familiar with the principles. The training should also be continuous and change oriented or developmental. Thus, the organization and management system of evening education has a lot of roles to play.

2.4 Evening Education in Ethiopia

Modern evening education in Ethiopia originated at the beginning of this century. During the first few decades, most of the evening schools were private and their activities were not coordinated or directed by a central body. Currently, the MOE takes charge of the organization and management of evening education while the program in the formal schools follow the pattern of the formal curriculum in the day program (MOE, 1986; Tilahun, 1987).

The following sections briefly discuss the historical background and the organization and management of the evening education program in the country.

2.4.1 Historical Background

Evening education emerged in the western world in the late 17th C. In developing countries, however, the origin of evening education corresponds with the introduction of modern formal schools (from the west). This is associated with the presence of learners with interest to learn in the evening and having the capacity to pay fees, or the presence of teachers willing to teach for fee or freely. Moreover, evening education has an urban feature in the developing countries in that it is usually established where there are electricity and educational facilities. The programs grow in densely populated areas to satisfy the demand for education. The program is based on the regular school curriculum, designed for children and uses the same facilities and teachers (Grattan, 1971; Tilahun, 1993).

In Ethiopia, as in other developing countries, the introduction of modern education brought the opening of modern schools - both regular and evening. For instance, French evening classes were conducted at the Ethiopian Alliance Francis as early as 1908. There were also special afternoon classes and evening classes thereafter in the modern schools of Addis Ababa before the Italian occupation (Tilahun, 1993).

The expansion of evening education was more pronounced in Ethiopia in the early 1940s. Moreover, as noted by Tilahun (1993:10), the evening classes might have been encouraged by foreign diplomatic missions for the purpose of introducing their respective languages; and consequently, English, French, German, Russian, and Italian were mainly offered in the evening classes. In addition to these, the Berhanezare Institute, The British Council, the extension division of Addis Ababa University, Menilik II School, the American Institute, Ethiopian Women's Welfare Association, the Ethiopian Teachers Association, etc. were noted as providing evening education in Addis Ababa during the early periods. The courses offered were English, French, Amharic, Maths and General science, while the learners were teachers of the government schools, employees of different offices, military officers, business persons factory workers and foreigners who learnt Amharic (MOE, 1960; MOE, 1962; Tilahun, 1987).

In the provincial towns, evening classes with the formal school curriculum emerged in the mid

1950's. Although some of the programs offered business training, the main emphasis was to prepare the learners for national exams. The courses offered in evening classes correspond to those in regular program, with the absence of courses like art and physical education. In the current situation, the schools and colleges are the major providers of evening education in the country (MOE, 1990; MOE, 1993; Tilahun, 1987).

2.4.2 Organization and Management

It was in the early 1970's that the Ethiopian government put emphasis on adult education and thus to evening education. Since then, evening education has been organized and managed under the direction and guideline of the MOE. Especially during the former regime (1974-1991), the adult and continuing education division in the MOE was in strong position to direct evening education. The department consisted of a staff of 150 persons and this contributed to its strength. In the current decentralized government structure, however, the responsibility is totally taken over by the regions. In each region, there is a staff of four persons to plan, organize, direct and supervise the program of adult education in general and evening education in particular at the primary and secondary levels (MOE, 1986; Tekeste, 1996).

As indicated in the directive of the MOE, the general objectives of the evening education at the national level are indicated in the directive of MOE, as follows:

1. To increase the access to education;
2. to expand education using the available human and material resources;
3. to develop or update the knowledge and skills of the people in maximizing production;
4. to provide learning opportunity for the dropouts; and
5. to provide literacy programs (MOE, 1977; MOE, 1980; MOE, 1982; MOE, 1986).

Where as the above could provide background on the major features of the organization and management of evening education in the country, the following sections deal with the technical aspects of the program at the school level.

2.4.2.1 Organizing Evening Education Committee

According to the directive of evening education of the MOE (1986), the evening education at the school level has to be managed by a committee consisting of nine members, this include:

1. The school principal;
2. representatives of Kebeles (2 persons);
3. representatives of evening teachers (3 persons);
4. a representatives of teachers' association;
5. the adult education coordinator at the woreda level; and
6. a representatives of evening students.

In such structure, the school principal is the vice-chairperson while the chairperson is to be elected out of the Kebele representatives. The cashier and the accountant are to be elected from among the other members, whereas the adult education coordinator and the student representatives are restricted to ordinary membership.

Moreover, the same source reveals that the committee takes the following duties and responsibilities.

1. Supervising the evening education program at the school level and reporting to the woreda education office;
2. managing the financial aspect of the program;
3. controlling the utilization of 10% of the income of the evening program for the development of the school;
4. reporting to the woreda education office regarding the problems of the program; and
5. finally, the committee is entitled to request on its own to donor organizations for the development of the program.

In short, the committee is concerned with the management of academic and administrative aspects of the program, and it is reorganized every new academic year. However, the directive does not give enough elaboration on the technical aspects of the school organization.

2.4.2.2 Selection and Employment of Evening Teachers

Teachers are selected for the evening program from the regular schoolteachers based on application, merit, and seniority. There is an assumption that the number of evening students usually decreases toward the end of the academic year. This reduces the income of the program, and therefore, a pay agreement is said to be reached between the teachers and the management at the beginning of the year. The financial needs for maintenance and other possible expenses of the program are noted to be taken in to account. The agreement and the salary is set to be paid on the basis of 20 periods per week (MOE, 1986).

According to the directive of the OEB (1996) and MOE (1986), evening teachers are selected on the basis of the following rules and regulations.

1. The application should be notified publicly;
2. the selection must be based on merit, seniority and ability;
3. teachers from other schools and offices could be selected if they have the relevant quality;
4. new teachers have also an equal opportunity in the selection process; and
5. the department heads should participate in the process of selecting evening teachers in their subject area.

After the selection is made, a report is made to the curriculum committee for evaluation and finally approved by the school committee /board.

2.4.2.3 The Admission of Learners

As indicated in MOE (1986), evening learners should be enrolled in accordance with the size of the available facilities for the regular program. Based on this, the following admission requirements are set.

1. After completing a literacy program, a student is eligible to enroll at grade 3 through an entrance exam;
2. at the elementary level, a student applying for enrollment at a certain grade level without a document, because of a reason beyond control, could sit for an entrance exam to

- be admitted;
3. at the senior secondary level, the certificate for passing national exam (grade 8) as well as all relevant documents should be submitted for admission; and
 4. for the technical vocational schools (10+4) program, applicants must be promoted to grade 11 and must be from a vocational stream in grades 9 and 10.

2.4.2.4 Course Offering and the Curriculum

In the secondary program, the courses are offered for one more years than the regular program. This is to compensate for the shortage of time and so as to prepare the learners for the national exam (ESLCE) set to the standard of the regular students. Moreover, as directed by the MOE, the curriculum of the formal school, the teachers and the facilities of the regular program are used in the evening classes too. The documents of the MOE also indicate that the content of the evening courses are more compressed and simplified to respond to the learning ability of the adults. In addition to this, subjects such as art and physical education are exempted (MOE, 1986; MOE, 1990; MOE, 1993). However, there is no any curriculum guide to assist the teachers in organizing the lesson plans. This could adversely affect the quality of the program.

With regards to the timing of each period, the directive of the MOE (1986) indicates that 20 periods of 40 minutes each are to be covered per week in an academic evening senior secondary school. In the technical vocational secondary schools, on the other hand, 18 periods of 45 minutes each should be covered per week. In both cases, however, the number of periods to be covered each evening could be determined depending on the reality of the school. Here, some level of flexibility is allowed for arranging schedules from Monday to Saturdays. However, in curriculum and promotion policy such flexibility is non-existent. Though there are limited number of courses offered to evening learners, the promotion policy is the same to that of the regular program.

In short, the content of the course for the evening classes is simplified in response to the relatively short period of time available for learning in the evening. In this way, the evening learners are at a disadvantage. Furthermore, no emphasis has been given to the training of teachers in teaching for the program of adult education, in the formal training programs or

through in-service arrangements. The training of adult education at BahirDar Teachers College has now virtually stopped and the single course formerly offered to teachers in the faculty of education of Addis Ababa University has also discontinued. Thus, no effort is being made to improve or maintain the quality of adult education in general and evening education in particular in the current Ethiopia. However, there is high need to train personnel for adult education at all levels in the country. Moreover, there is a need to design a relevant curriculum and a distinct promotion policy for the evening adults to serve their specific needs (Tekeste, 1996; Tilahun, 1994).

2.4.2.5 The Sources of Finance

Financing is a budgetary plan or provision and utilization of capital within a certain limit of authority and responsibility. In Ethiopian education system, the evening education at the institutional level is not financed by budget from the government. By policy, the only source of finance for the program is student fee. So, the financial capacity of evening school program is dependent on the size of learners willing to learn and able to pay the fee. Thus, as the student population is higher in populated areas or cities than in small towns, evening classes are found to be in a better potential in bigger urban centers than in scarcely populated areas (MOE, 1986).

In connection to collection of fees from learners, Knowles (1980:192) notes that the amount of fee paid should neither exceed the capacity of the learners nor be too low to depreciate the value of the course. This is because people naturally tend to value things based on their expenses. So, the economic background of the learners or of the general public should be considered in determining fees for evening program. Thus, a continuous follow up and of updating the directive for the collection of fees is necessary for smooth functioning of evening education programs.

Following the directive of the MOE (1983 and 1986) tuition fees are to be collected based on grade levels and school type. The table below shows the pattern of the fee pay issued by the MOE to the evening programs.

Table 2.4.2.5.1

Guide to Evening School Fee by Grade Level

Grades	2	3	4	5	6	7	8	9	10	11	12
Monthly fee in Br.	2	3	4-5	5-6	6-7	7-8	8-9	9-11	10-12	11-13	12-14

Source: MOE, 1986, Guide to Evening Continuing Education- adapted

As it is shown in the table above, the figures for monthly fees roughly corresponds to the grade levels exceeding by a maximum of Br. 2.00. Other payments include Br. 2.00 for registration and for transcripts each (when given more than once). In the vocational secondary schools, an additional payment up to Br. 3.00 could be charged for the services of school equipment (MOE, 1986). In the technical vocational schools, the monthly fee is uniformly Br. 15.00 while there are differences in the payments for services. In the field of productive technology and commerce, an additional Br. 5.00 is charged for the services of equipment. In the field of home-economics, the fee is Br. 12.00 on uniform basis while the service charge is Br. 3.00 irrespective of grade levels (MOE, 1986).

In short, a general weakness can be observed that sufficient follow up and updating of the directive for tuition fee in response to the economic situation- the case of devaluation and inflation of Br.

2.4.2.6 Supervision of the Evening programs

Supervision is a managerial function of control geared to evaluating the contemporary situation of an organization while activities are on progress. It is a means of checking whether activities are going smoothly in accordance with the plan and objectives. Moreover, it enables the management to take corrective measures while implementation of duties is going on. Supervision is generally considered educative and developmental in nature.

According to the directive of the MOE, the supervision/ inspection for evening classes should be organized in each woreda with a formal plan of action. As per this document, the activities and

tasks of the supervision / inspection team are the following:

1. Supervising the control of the evening class attendance;
2. supervising each evening class 5 to 15 times per month;
3. the financial requirement for supervision of the evening classes is to be funded from the income of the school evening program; and
4. the budget for supervision should be received to the woreda education office from each school at the beginning of each academic year (MOE, 1986 and OEB, 1996).

In these directives, it is also indicated that an evening learner abstaining from class for more than 5% of the total schooling days should not sit for exams. And as to the budget for supervision, and if the school lacks the capacity to provide the budget for the supervisory system for its evening program, it is suggested that task be performed in conjunction to the regular program of the school.

This guideline seems to be over ambitious regarding the supervision in the evening program. For instance, observing evening class up to 15 times a month could be practically impossible or may even be unimportant.

In summary, the general conceptual framework of evening education and its management is dealt with in the above literature. In connection to this, it is discussed in the next chapters that how far the theoretical aspect of the direction by the MOE could be in harmony with the practical situation in the evening secondary school of Oromia region.

CHAPTER 3

THE RESEARCH DESIGN AND METHODOLOGY

As stated earlier, the purpose of this study was to investigate the organizational aspects of evening secondary education in Oromia and their reflection on the quality and management of the program at the school level, and come up with some strategies to improve the situation. In this study, a descriptive survey method was employed on the assumption that it could enable to reveal the current state of affairs in the organization and management of the evening secondary education in the education system of the region. This chapter discusses the techniques applied to collect and analyze the data; accordingly, the sampling technique, instruments of data collection, and methods of analysis are treated.

3.1 Sampling Procedures

Out of the 12 zones in Oromia, four (33%) zones were involved in the study: Arsi, East and West Shewa, and Jimma. These sample zones were purposely identified on the ground that they represent 50% of the total evening secondary schools in the region, to obtain reliable information. Ten sample schools were then selected on the basis of quota sampling; depending on the number of evening secondary schools in each zone: Arsi and Jimma two schools each and East and West Shewa three schools each (see also Appendix-F).

These were a total of 365 evening learners in grades 11 & 12 in the 10 sample secondary schools, secondary teachers, 20 school principals on the other hand, there were generally 8 adult education coordinators at woreda level, and 5 adult education coordinators at zonal level.

Out of the total target population indicated above, 251 (69%) evening learners and 100(77%) teachers were randomly selected, while all the available principals, woreda and the zonal adult education coordinators /experts were included.

3.2 Instruments of Data Collection

In the study, the data was gathered in a variety of methods. These were questionnaires, interviews, documentary survey, as well as informal discussions and observations.

3.2.1 The Questionnaires

Three types of questionnaire were distributed to the respondents to obtain reliable information from different groups of respondents.

The first type of questionnaire was distributed to the evening students to collect information about their profile, motives and problems they encountered in their education. About 260 copies were distributed to evening learners and 251 (97%) of these were obtained completed. This is valid at 95% confidence interval.

The second type of questionnaire was prepared for teachers and principals to obtain necessary information about the organization and management of evening education at the school level. The questionnaire was distributed to 103 evening secondary school teachers and 100 (97%) completed questionnaires were returned. To the principals too 20 copies of the questionnaire were distributed and all the questionnaires were returned completed.

The third type of questionnaire was targeted at the adult education officials (experts) at woreda and zonal levels. It was intended to obtain information on the organization and management aspects of the evening education at the middle and higher levels of management. To this group, 13 copies of questionnaire were distributed (5 at zonal and 8 at woreda levels) and all of them were obtained completed.

3.2.2 Interviews

The Interview questions were set to obtain information on the technical aspects of the evening secondary school management and the real problem areas of the specific situations. Moreover, it

was to crosscheck some of the information obtained from the respondents through questionnaires. Hence, 3 principals and two assistant principals in the sample schools were interviewed based on the ease of access.

3.2.3 Document Analysis

In addition to the information obtained from the literature with reference to the area under study, information about the evening education directives was surveyed from the documents at the regional and zonal levels. Moreover, the information about the actual period allotment at grade level was searched from the evening secondary schools and used in the analysis.

3.2.4 Informal Discussions

Informal discussions were made (held) with two education department heads and adult education coordinators at zonal level, and 4 of the woreda adult education coordinators. The discussions helped to reach on important information about the conceptual drawbacks concerning the organization of evening secondary education.

3.2.5 Observations

Observation was made to assess the actual practices in the schools. In addition, the plans of action and organization of document for the evening education division at the woreda, zonal and regional levels were observed and reliable information was obtained.

3.3 Procedure of the Study

This study began with extensive reference to available literature on the area under investigation. This served in determining which group of respondents to include and which data gathering tool to employ for each group of respondents.

In order to determine validity of the questionnaire items and the time required to fill in them, a pilot study was conducted. Based on the insights, some re-organizations of the questions were made for the final study. This facilitated the process of data collection and organization as well as the final analysis of the data on the main study.

3.4 Methods of Data Analysis

In the mean time, the responses obtained through questionnaires and interviews were coded, tallied, and tabulated. Then, the analysis and interpretation is made in combination with all available data.

For the analysis of the data, respondents were grouped in to three broad categories; namely: the evening learners, the teachers and principals, and the officials (coordinators). They were categorized according to their status. In addition, the responses of different groups of respondents were compared against each other.

3.4.1 The Variables

The dependent variables in this study were the nature of the organization of the evening education at all levels the quality of education, the relevance of curriculum, the rate of dropout, income, and financial capacity of the program.

The independent variables were the structure of the organization, the budgetary allocation, the provision of courses, the methodology, the training of personnel, the availability of facilities, and student population.

3.4.2 Statistical Tools

Depending on the number of groups involved and the level of measurement required to measure the dependent variables, a variety of statistical techniques were employed.

Percentage was used to explain the profile of the respondents, and views on the nature of the organization and management at all levels of the evening education system.

The mean, median and the range were used to determine the level of income the personnel receive from the evening classes, and the level of dispersion of the income along the group. This was used to indicate the direction of the favored rating of the group on the normal curve. The ANOVA test was employed to assess the significance of mean difference among groups or zones (the calculation in the ANOVA test is given in the Appendix). The test was employed when there were more than two groups and more than two variables at the same time to qualify the determination by the percentage. The level of significance for the ANOVA test was generally at 0.05 (or 5%) to tolerate for errors as it is often done in social science researches.

CHAPTER 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE DATA

This part of the thesis deals with presentation, analysis, and interpretation of data. As indicated in the previous chapter, the data was obtained from the respondents in the education offices at the zonal and woreda levels, and the sample secondary schools running evening education. The data was collected through questionnaires, interviews and document analysis. Moreover, the data from observation was used in the interpretation and analysis of the data. The data was presented in 10 tables and then analyzed and interpreted.

The chapter includes section on characteristics of the respondents, the nature of the organization and management of evening education in the sample schools.

4.1 Characteristics of the Respondents

Under this section, some general characteristics indicating respondents' backgrounds are discussed.

4.1.1 General Characteristics of the Respondents

The total respondents included were 13 adult education coordinators at the woreda or zonal levels, 20 school principals, 100 evening schoolteachers, and 251 evening students.

The items in table below were set with the assumption that the responses might have some sort of relationship with the problems under study. The table deals with the mother tongue, age, sex, and marital status of the respondents.

Table 4.1.1

General Characteristics of the Total Respondents

N ^o	Items	Officials		Principals		Teachers		Students		Total	
		no.	%	No.	%	no.	%	no.	%	no.	%
1	Mother tongue										
	• Amharic	1	7.7	1	5.0	50	50.0	118	47.0	170	44.3
	• Oromifa	12	92.3	19	95.0	38	38.0	128	51.0	197	51.3
	• Others, specify	-	-	-	-	12	12.0	5	2.0	17	4.4
	• total	13	100	20	100	100	100	251	100	384	100
2	Age										
	• Below 20 years	-	-	-	-	-	-	70	27.9	70	18.2
	• 20-25 years	-	-	-	-	-	-	121	48.2	121	31.5
	• 26-30 "	-	-	2	10.0	15	15.0	40	15.9	57	14.9
	• above 30 years	13	100	18	90.0	85	85.0	20	8.0	136	35.4
	• total	13	100	20	100	100	100	251	100	384	100
3	Sex										
	• Male	13	100	20	100	85	85.0	113	45.0	231	60.2
	• Female	-	-	-	-	15	15.0	138	55.0	153	39.8
	• Total	13	100	20	100	100	100	251	100	384	100
4	Marital status										
	• Married	12	92.3	16	80.0	78	78.0	57	22.7	163	42.8
	• Single	-	-	4	20.0	20	20.0	189	75.3	213	55.5
	• Others, specify	1	7.7	-	-	2	2.0	5	2.0	8	2.1
	• Total	13	100	20	100	100	100	251	100	384	100

As it could be seen in item 1 in the table, the great majority of the adult education officials (12: 92.3%) and the school principals (19: 95%) were native Oromo speakers. The remaining small proportions (one official and one principal) were native Amharic speakers. This is the outcome of the policy for the use of the local language, Oromo, in offices. In the teaching staff, however, 50 (50%) of the respondents were native Amharic speakers and 38 (38%) were native Oromos while 12 (12%) of them were from other linguistic backgrounds. Moreover, the table shows that the majority of the student respondents were from Oromo and Amharic speaking families -51% and 47 %, respectively; while the remaining 2% belonged to other linguistic groups - Tigre, Gurage, and Kulo. This reflects that Oromo and Amharic speakers were the majority in the urban areas or towns of the region.

Regarding the sex of the respondents, all the officials and principals were males and there were 15 (15%) female teachers and student respondents. As to the age of the respondents, all of the officials, and most of the principals (18: 90%) and teachers (85: 85%) were over 30 years of age. Among the student respondents, 70 (27.9%) were below 20 years of age while the rest had 20 or more years of age. About 50% were young adults. In terms of marital status, the majority of the officials (12: 92.3%), principals (16: 80%), and the teacher respondents (78: 78%) were married while the rest were either single, divorced or widowed. In the case of the student respondents, 57 (22.7%) were married, 189 (75.3%) were single, and 5 (2%) were either divorced or widowed.

Therefore, most of the respondents were adults and their responses are relatively dependable. Moreover, most of the student respondents were females; as opposed to the other groups of respondents. The rarity of females in the education personnel is not surprising given the limited educational opportunity for females in the country. The presence of more female students in the evening classes than males indicates that the program provides opportunity to the females in the towns and urban areas. Furthermore, the presence of family responsibilities among the evening students is obvious since a considerable number of the students reported that they were married. This could interfere with their academic activities.

4.1.2 The Family Background & Socio-economic Status of the Student Respondents

This section deals with the family background, the occupational and educational level of the parents of the evening learners, which are discussed under the forthcoming tables.

4.1.2.1 The Family Background of the Evening Students

The items in the table below were set to indicate the general family background of the students and whether there is a significant difference among the zones in relation to the family background.

Table 4.1.2.1

The Family Background of the Student Respondents by Zones

N ^o	Items	Arsi		E/ Shewa		Jimma		W/ Shewa		Total		ANOVA result	
		no	%	no	%	no	%	no	%	no	%	F _{cal}	F _{crit}
1	Family size											2.15	4.07*
	• 3-5	12	24	26	35.1	18	36	31	40.3	87	34.7		
	• 6-8	12	24	28	37.9	20	40	26	33.7	86	34.2		
	• More than 8	26	52	20	27.0	12	26	20	26.0	78	31.1		
	• Total	50	100	74	100	50	100	77	100	251	100		
2	Distance from school to home											0.26	4.07*
	• Less than 2 km	28	56	34	46.0	22	44	60	78.0	144	57.4		
	• 2-4 km	14	28	22	29.7	17	34	14	18.9	67	26.7		
	• more than 4 km	8	16	18	24.3	11	22	3	4.1	40	15.9		
	• Total	50	100	74	100	50	100	77	100	251	100		
3	Religion											0.14	3.49*
	• Orthodox	26	52	46	62.2	32	64	60	77.9	164	65.3		
	• Muslims	12	24	12	16.2	12	24	2	2.6	38	15.1		
	• Protestant	4	8	12	16.2	6	12	12	15.6	34	13.6		
	• Others, specify	8	16	4	5.4	-	-	3	3.9	15	6.0		
	• Total	50	100	74	100	50	100	77	100	251	100		

* $\alpha = 0.05$

In item 1 of this table, 87 (34.7%) of the respondents reported that they were from a family of 3-5 persons while a similar proportion (86: 34.2%) reported being from a family size of 6-8. The rest (78: 31.1%) indicated they were from a family of more than 8 persons. And, the ANOVA result ($F_{cal} < F_{crit}$) indicated that the difference among the groups is not significant at 0.05 level of significance. Therefore, the evening learners were from all sorts of family size (small, medium, or large).

As indicated in item 2 of the table, 144 (57.4%) of the respondents reported that the distance between their home and the schools as less than 2 km. On the other hand, 67 (26.7%) of them lived at a distance of 2 - 4 km from the school. Whereas, the homes of 40 (15.9%) of the learners were a distance of more than 4 km from school. Moreover, the ANOVA result ($F_{cal} < F_{crit}$, as in the table) shows that there is no significant difference among the groups at 0.05 level of significance. Therefore, the majority of the evening learners lived with in the distance of 1 - 4 km away from school; and their participation decreases with increase in the distance.

In terms of religion, most of the respondents (164: 65.3%) were Orthodox while 38 (15.1%) were Muslims. Similarly, 34 respondents (13.6%) were from Protestant families and the others (15: 6%) indicated to be "waqefatas" or believers in "Waq" - traditional Oromo religion. The ANOVA result, (as in the table $F_{cal} < F_{crit.}$) indicated that there is no significant difference among the groups or zones at 0.05 level of significance in their religious background. Therefore, most of the evening learners in the secondary schools of the region were orthodox Christians regardless of the zones.

The table below then presents parents' occupation and levels of education.

4.1.2.2 Parental Occupation and Level of Education

This section deals with the means by which parents of the evening learners make their livings and the status of their education. In connection to this, the items in the table below were concerned with the occupation and the educational background of the evening learners' fathers and mothers.

Table 4.1.2.2

The Parental Occupation and Level of Education by Zones

N ^o	Items	Arsi		E/ Shewa		Jimma		W/ Shewa		Total		ANOVA result	
		no	%	No	%	no	%	no	%	no	%	F _{cal}	F _{crit}
1	Father's job:											0.60	3.49*
	• Salaried	14	28	26	35.1	6	12	23	29.9	69	27.5		
	• Merchants/business	6	12	4	5.4	11	22	8	10.4	29	11.6		
	• Farmer	20	40	14	19.0	25	50	35	45.4	94	37.4		
	• Others, specify	10	20	30	40.5	8	16	11	14.3	59	23.5		
	• Total	50	100	74	100	50	100	77	100	251	100		
2	Mother's job:											0.14	3.24*
	• Salaried	2	4	4	5.4	2	4	17	22.1	25	10.0		
	• Merchants/business	2	4	2	2.7	2	4	5	6.5	11	4.4		
	• Farmer	8	16	4	5.4	8	16	12	15.6	32	12.7		
	• Hose wives	34	68	60	81.1	29	58	43	55.8	166	66.1		
	• Others, specify	4	8	4	5.4	9	18	-	-	17	6.8		
• Total	50	100	74	100	50	100	77	100	251	100			
3	Father's education											0.49	3.24*
	• Illiterate	6	12	16	21.7	11	22	20	26.0	53	21.1		
	• Reading and writing												
	• Grades 5-8	28	56	24	32.4	24	48	28	36.4	104	41.4		
	• Grades 9-11	8	16	18	24.3	10	20	8	10.4	44	17.5		
	• 12 th complete or better	-	-	6	8.1	2	4	11	14.3	19	7.6		
• Total	8	16	10	13.5	3	6	10	12.9	31	12.4			
• Total	50	100	74	100	50	100	77	100	251	100			
4	Mother's education											0.38	3.24*
	• Illiterate	16	32	28	37.8	28	56	36	46.7	108	43.0		
	• Reading and writing												
	• Grades 5-8	24	48	20	27.0	14	28	20	26.0	78	31.1		
	• Grades 9-11	3	6	14	19.0	3	6	11	14.3	31	12.3		
	• 12 th complete or better	6	12	8	10.8	4	8	5	6.5	23	9.2		
• Total	1	2	4	5.4	1	2	5	6.5	11	4.4			
• Total	50	100	74	100	50	100	77	100	251	100			

* $\alpha=0.05$

In item 1, most of the respondents, (94: 37.4%) reported that their fathers were farmers while 69 (27.5%) revealed that their fathers were employed. A proportion of 29 (11.6%) respondents indicated that their fathers to be merchants or businesspersons. The rest (59: 23.5%) showed that they were either orphans or their fathers were jobless. The ANOVA result, shown in the table ($F_{cal} < F_{crit}$) implies that there is no significant difference among the groups at 0.05 significance

Table 4.1.2.2

The Parental Occupation and Level of Education by Zones

N ^o	Items	Arsi		E/ Shewa		Jimma		W/ Shewa		Total		ANOVA result	
		no	%	No	%	no	%	no	%	no	%	F _{cal}	F _{crit}
1	Father's job:											0.60	3.49*
	• Salaried	14	28	26	35.1	6	12	23	29.9	69	27.5		
	• Merchants/business	6	12	4	5.4	11	22	8	10.4	29	11.6		
	• Farmer	20	40	14	19.0	25	50	35	45.4	94	37.4		
	• Others, specify	10	20	30	40.5	8	16	11	14.3	59	23.5		
	• Total	50	100	74	100	50	100	77	100	251	100		
2	Mother's job:											0.14	3.24*
	• Salaried	2	4	4	5.4	2	4	17	22.1	25	10.0		
	• Merchants/business	2	4	2	2.7	2	4	5	6.5	11	4.4		
	• Farmer	8	16	4	5.4	8	16	12	15.6	32	12.7		
	• Hose wives	34	68	60	81.1	29	58	43	55.8	166	66.1		
	• Others, specify	4	8	4	5.4	9	18	-	-	17	6.8		
	• Total	50	100	74	100	50	100	77	100	251	100		
3	Father's education											0.49	3.24*
	• Illiterate	6	12	16	21.7	11	22	20	26.0	53	21.1		
	• Reading and writing												
	• Grades 5-8	28	56	24	32.4	24	48	28	36.4	104	41.4		
	• Grades 9-11	8	60	18	24.3	10	20	8	10.4	44	17.5		
	• 12 th complete or better	-	-	6	8.1	2	4	11	14.3	19	7.6		
• Total	8	16	10	13.5	3	6	10	12.9	31	12.4			
50	100	74	100	50	100	77	100	251	100				
4	Mother's education											0.38	3.24*
	• Illiterate	16	32	28	37.8	28	56	36	46.7	108	43.0		
	• Reading and writing												
	• Grades 5-8	24	48	20	27.0	14	28	20	26.0	78	31.1		
	• Grades 9-11	3	6	14	19.0	3	6	11	14.3	31	12.3		
	• 12 th complete or better	6	12	8	10.8	4	8	5	6.5	23	9.2		
	• Total	1	2	4	5.4	1	2	5	6.5	11	4.4		
50	100	74	100	50	100	77	100	251	100				

* $\alpha=0.05$

In item 1, most of the respondents, (94: 37.4%) reported that their fathers were farmers while 69 (27.5%) revealed that their fathers were employed. A proportion of 29 (11.6%) respondents indicated that their fathers to be merchants or businesspersons. The rest (59: 23.5%) showed that they were either orphans or their fathers were jobless. The ANOVA result, shown in the table ($F_{cal} < F_{crit}$) implies that there is no significant difference among the groups at 0.05 significance

level. Therefore, the majority of the fathers of the evening learners were farmers, salaried persons, or merchant or small businesspersons in the order of significance.

Regarding mothers' occupation, item 2 shows that mothers of 166 (66.1%) were house wives while those of the rest were farmers (32: 12.7%) salaried persons (25: 10%) and businesspersons (11: 4.4%). The ANOVA result ($F_{cal} < F_{crit.}$) shows that there is no significant difference among the groups or zones at 0.05 level of significance. Thus, the majority of the evening secondary school students had mothers serving as housewives.

In item 3, of the table, it is revealed that the fathers of most students (104: 41.4%) were able to read and write while 53 (21.1%) had illiterate fathers. Similarly, 44 students had fathers educated at grades 5 to 8 and those of 19 (7.6%) were at grades 9-11. The fathers of 31 (12.4%) respondents were 12th completes or above. The ANOVA result ($F_{cal} < F_{crit.}$) shows that there is no significant difference among the groups at 0.05 level of significance. Thus, most learners had fathers with educational level not exceeding the elementary.

As it is indicated in item 4 of the table, mothers of most were illiterates, (108: 43%) while 78 (31.1%) had mothers who able to read and write. The mothers had learnt grades 5-8 and 9-11 for 23 and 11 students respectively, while 11 had mothers completing grade 12 or above. Moreover, the ANOVA result reveals that there is no significant difference among the groups at 0.05 level of significance. Three quarters of the students had mothers who are most literate at the level of reading and writing irrespective of their zones.

In short, the socio-economic level of the parents of the evening students was generally found to be low. Yet, it could not be typical, as the country's socio-economic standard is generally known to be low.

4.1.3 The Financial Background of the Evening Students

The occupational condition, the level of salary and fee pay was discussed in this section. To this venture, the items in the table below were set to obtain information about the financial background of the evening students by their zones.

Table 4.1.3

The Financial Background of the Evening Learners by Zones

N ^o	Items	Arsi		E/ Shewa		Jimma		W/ Shewa		Total		ANOVA result	
		no	%	no	%	no	%	no	%	no	%	F _{cal}	F _{crit}
1	Father's job:											0.20	3.49*
	• Salaried	20	40	44	59.5	12	24	48	62.3	124	49.4		
	• Merchants/ Business	6	12	4	5.4	8	16	2	2.6	20	8.0		
	• Farmer	-	-	2	2.7	4	8	1	1.3	7	2.8		
	• Others	24	48	24	32.4	26	52	26	33.8	100	39.8		
• Total	50	100	74	100	50	100	77	100	251	100			
2	If you are employed for salary, how much do you earn?											1.57	4.07*
	• Less than 200 Br	14	70	18	40.9	3	25	26	54.2	61	49.2		
	• 200-300 Br	6	30	4	9.1	6	50	18	37.5	34	27.4		
	• Above 300 Br	-	-	22	50.0	3	25	4	8.3	29	23.4		
	• Total	20	100	44	100	12	100	48	100	124	100		
3	Who pays for your education?											0.16	3.49*
	• Parents/family	20	40	26	35.1	12	24	21	27.3	79	31.5		
	• Employer	2	4	-	-	3	6	4	5.2	9	3.6		
	• Yourself	28	56	46	62.2	35	70	50	64.9	159	63.3		
	• Others,	-	-	2	2.7	-	-	2	2.6	4	1.6		
• Total	50	100	74	100	50	100	77	100	251	100			

* $\alpha = 0.05$

In item 1, about half (124: 49.4%) of the student respondents revealed that they were employed whereas 100 (39.8%) had no jobs. Similarly, 20 (8%) and 7 (2.8%) were merchants/business persons and farmers, respectively. The ANOVA result ($F_{cal} < F_{crit}$) indicates that there is no significant difference among the groups at 0.05 level of significance. Therefore, about half of the evening learners were employed while more than one thirds had no jobs.

As in item 2, 61 (49.2%) of the evening learners reported that they earn less than Br. 200.00 per month while 34 (27.4%) earned Br. 200.00-300.00 per month. And only 29 (23.4%) of them earned more than Br. 300.00 per month as a salary. The ANOVA result ($F_{cal} < F_{crit}$), is the indicator of that there is no significant difference among the groups or zones at 0.05 level of significance. Thus, more than three-quarters of the salaried evening learners earned less than Br. 301. From this, one can perceive that most of the learners had low salaries, which might be because the group consisted of housemaids and the like.

As shown in item 3 of the table, 159 (63.3%) of the students paid the school fee themselves while 79 (31.5%) of them were sponsored by parents or families. The fee for 9 (3.6%) was covered by their employers while 4(1.6%) indicated other sources. The ANOVA result ($F_{cal} < F_{crit}$), shows that there is no significant difference among the groups or zones at 0.05 level of significance. Thus, about 95% of the evening learners were either self-sponsored or dependent on their families for school fee.

4.2 Reasons for Learning in the Evening

This section is concerned with the motives of the evening learners in the region. This is presented in the items in table below with the aim of obtaining the information about the learner's preference for the time to learn and their motives for learning. In item 3, the opinions were presented to the respondents and they checked (✓) based on their opinions. They were also allowed to add some more opinions on the space provided.

Table 4.2

Basic Reasons for Participation of the Learners in the Evening Program

N ^o	Items	Arsi		E/Shewa		Jimma		W/Shewa		Total		ANOVA result	
		no.	%	no.	%	no.	%	no.	%	no.	%	F _{cal}	F _{crit}
1	Why do you learn in the evening?												
	• Lack of place in the day program	14	28	-	-	13	26	10	13.0	37	14.7	0.10	4.07*
	• To work during the day	36	72	64	86.5	37	74	63	81.8	200	79.7		
	• Others, specify	-	-	10	13.5	-	-	4	5.2	14	5.6		
• Total	50	100	74	100	50	100	77	100	251	100			
2	Do you want to learn on Saturdays?												
	• Yes	8	16	14	18.9	26	52	38	49.4	86	34.3	-	-
	• No	42	84	60	81.1	24	48	39	50.6	165	65.7		
	• Total	50	100	74	100	50	100	77	100	251	100		
3	Students' opinions in their motives for learning			no.	%								
3.1	• To get a job/ or better job			246	98								
3.2	• To get promotion			213	85								
3.3	• To improve knowledge or skills			244	97								
3.4	• To pass the time			13	5								
3.5	• To obtain certificate			96	38								
3.6	• By family pressure			19	8								
3.7	• By peer pressure			35	14								
	• Others, specify												

In item 1, the students were requested to justify why they learn in the evening. And, 200 (79.7%) students reported that they learn in the evening in order to work during the day. Then, 37 (14.7%) reported that they learn in the evening because they lacked space in the day program. And a small quantity (14: 5.6%) of the student respondents indicated other reasons. The ANOVA result ($F_{cal} < F_{crit}$, as shown in the table) reveals that there is no significant difference among the groups at 0.05 level of significance. Thus, the evening secondary students learn in the evening, largely because they have to work during the day. And some learn in the evening because of lack of enrollment in the regular school. The latter group might include those who repeated in the regular program.

Item 2 asks whether the students were interested to learn on Saturdays or in the late evenings. On this, 86 (34.3%) of them preferred to learn on Saturdays than in the late evening while 165

(65.7%) of them did not prefer to learn on Saturdays. Thus, most of the evening students favored to learn in the late evening than on Saturdays.

The student respondents were also asked to check their learning motives in item no. 3 (3.1 – 3.7)

In the item 3.1, 246 (98%) indicated that they learn to get a job or a better job. Therefore, a great majority of the students were with the motive of getting a job or a better job as a reason for participation.

In item 3.2, the majority (213: 85%) showed that they learn to get promotion. Therefore, the majority of the students participate in evening education with a motive of getting promotion in their jobs.

In item 3.3, 244 (97%) respondents revealed that they learn to improve their knowledge or skills. Therefore, most of the learners were with the motive of improving their knowledge and skills in participating in evening education.

As in item 3.4, 13 (5%) respondents indicated that they learn to pass the time. This shows that very few evening students learn to pass the time.

In item 3.5, 96 (38%) students reported that they learn to obtain certificate. Hence, a significant quantity of the student respondents learns to obtain certificate.

In item 3.6, it is shown that 19 (8%) respondents indicated that they learn to conform to the families' interest for learning. Therefore, few of the evening learners were learning by their family pressure.

Finally, in item 3.7, 35 (14%) respondents showed that they learn with the motive of conforming to the peer pressure. This also indicates that few of the evening learners participate in evening learning by peer pressure. And, nobody indicated the motive for passing national examinations for further education or any other reason for learning in the evening.

In short, the major motives of the evening learners in the secondary schools of the region could be arranged as follows in the order of importance.

1. To get a job or a better job;
2. to improve their knowledge or skills;
3. to get promotion; and
4. to obtain certificate.

Thus, the motives of the evening secondary students were basically directed towards their socio-economic development.

4.3 The Organizational Aspects of the Evening Secondary Schools

This section discusses the nature of the personnel involved in the management and the offering of courses in the evening programs of the schools, and the data obtained is summarized in the table below.

4.3.1 The Nature of Training & Work Experience of the Educators

This section discusses the training and the work experience of the educators at all levels of the organization. To this effect, the table below deals with the qualification, work experience and the nature of training of the adult education officials, the school principals and the evening teachers. And attempt was made to see whether there are significant differences among the three groups (the officials, principals and teachers).

Table 4.3.1

The Educator respondents by Nature of Training & work experience

N ^o	Items	Officials		Principals		Teachers		Total		ANOVA result	
		no	%	no	%	no	%	no.	%	F _{cal}	F _{crit}
1	Level of education									2.73	1.56*
	• MAMSc	1	7.7	-	-	5	5	6	4.5		
	• BA/BSc	2	15.4	20	100	41	41	63	47.4		
	• 12+2	1	7.7	-	-	44	44	45	33.8		
	• 12+1	1	7.7	-	-	5	5	6	4.5		
	• 12+TII	8	61.5	-	-	5	5	13	9.8		
	• others, specify	-	-	-	-	-	-	-	-		
• total	13	100	20	100	100	100	133	100			
2.1	Work experience: As a teacher									5.64	4.26**
	• 1-5 years	8	61.5	6	30	15	15	29	21.8		
	• 6-10 "	5	38.5	12	60	47	47	64	48.1		
	• 11-15 "	-	-	2	10	28	28	30	22.6		
	• 16-20 "	-	-	-	-	10	-	10	7.5		
	• Above 20 "	-	-	-	-	-	-	-	-		
• Total	13	100	20	100	100	100	133	100			
2.2	As officer/principal									0.64	4.26**
	• 1-5 years	9	69.2	16	80	-	-	25	18.8		
	• 6-10 "	-	-	2	10	2	2	4	3		
	• 11-15 "	4	30.8	-	-	3	3	7	5.3		
	• 16-20 "	-	-	2	10	-	-	2	1.5		
	• above 20 "	-	-	-	-	-	-	-	-		
• Total	13	100	20	100	5	5	38	28.6			
3	Initial training									1.20	3.89**
	• Adult educator	1	7.7	-	-	-	-	1	1		
	• Educational admin.	-	-	6	30	2	2	8	6		
	• Pedagogic	-	-	2	10	15	15	17	12.6		
	• Teaching	12	92.3	12	60	78	78	102	76.7		
	• Others, specify	-	-	-	-	5	5	5	3.7		
• Total	13	100	20	100	100	100	133	100			
4	Did you take adult education course?									-	-
	• Yes	13	100	14	70	21	21	48	36.1		
	• No	-	-	6	30	79	79	85	63.9		
	• Total	13	100	20	100	100	100	133	100		
5	If you have taken adult education course, in what form?									0.42	5.14**
	• College education	-	-	-	-	9	9	9	18.7		
	• In-service training (workshops & seminars)	11	84.6	8	57.1	7	7	26	54.2		
	• Both forms	2	15.4	6	42.9	5	5	13	27.1		
	• Others, specify	-	-	-	-	-	-	-	-		
	• Total	13	100	14	100	21	21	48	100		

* $\alpha = 0.25$, ** $\alpha = 0.05$

As it is presented in the above table, one (7.7%) of the officials and 5 (5%) of the teachers were with MA/MSc level of education. All the school principals, 2 (15.4%) officials and 41 (41%) teachers were with a first degree. The majority (90%) of the teachers were with qualification at college diploma or better and 5 (5%) were TTI graduates. Eight officials (61.5%) were TTI graduates also. This is because, the adult education officials at the woreda level were TTI graduates in the structure when the data was obtained. The TTI graduates among the teacher respondent groups might be Oromo language teachers who came from lower levels of school because of shortage of teachers qualified in the area. In order to upgrade the quality of the under-qualified officials or teachers, there seems to be a need for continuous in-service training and follow up.

Moreover, ANOVA was calculated to show the general nature of qualification; and it was found that there is a significant difference in qualification among the groups ($F_{cal} > F_{crit}$. at the significant level of 0.25). Thus, the academic qualification of the officials- especially those at woreda level were inferior among the groups.

In item 2.1, the majority of the education officials (8: 61.5%) were observed having a teaching experience of 1-5 years while most of the principals (12: 60%) and the teachers (47: 47%) were in the range of 6-10 years of teaching experience. About 40% of the teachers have served for more than 10 years whereas only 10% of the principals had a corresponding level of service. The ANOVA result also reflects this difference in that $F_{cal} > F_{crit}$. This shows a significant difference among the groups at 0.05 level of significance. Therefore, the personnel with more years of service were among the teacher respondents.

In item 2.2, most of the officials (9: 69.2%) and the principals (16: 80%) reported that they served for 1-5 years in the offices or on administrative tasks while 5% of the teacher reported having a similar service of more than 5 years. These teachers must be the former officers or principals removed from their position. From the ANOVA result, the $F_{cal} < F_{crit}$. at 0.05 level of significance. This shows that there is no significant difference among the groups regarding managerial experience. Thus, the adult education officials were not in a better position in the administrative experiences from the school principals and the teachers.

Thus, considering the cases in items 2.1 & 2.2, the administrators were less experienced than the other groups. This might adversely affect their managerial practices, as it would be dealt with in the later sections of this chapter.

Concerning the initial training of personnel, 12 (92.3%) of the adult education officials, 12 (60%) of the principals and 78 (78%) of the teachers were obtained teacher training. This indicates that most of the persons were trained as teachers whereas some of the teachers came from non-teaching professions. As the ANOVA result also shows in the table, $F_{cal} < F_{crit.}$, indicating no significant difference of training among the groups at 0.05 level of significance. This follows that the three groups mostly were initially trained as teachers. Thus, the only factor to bring about a difference among the groups could be additional course or in-service training in the concerned field.

In item 4 of the table, it is indicated that all of the officials and most of the principals, (14: 70%) have received adult education course, while only 21 (21%) of the teachers reported to have done so. Thus, most of the evening teachers lack the minimal training for teaching adults. Moreover, as it is indicated in item 5, 11 (84.6%) officials, 8 (57.1%) principals and 7 (7%) teachers reported to have taken adult education courses through in-service training (workshops and seminars). Nine (9%) teachers reported to have taken the course in colleges/universities. From these, one can perceive that most of the persons who have taken the course were trained in in-service courses only. The ANOVA result ($F_{cal} < F_{crit.}$) also shows that there is no significant difference at 0.05 level of significance among the groups concerning the training.

Thus, as the nature of the in-service training in the country is often minimal and occasional, the training of the adult education personnel in the region has been unreliable and inconsistent. This has a negative impact on the organization and management of evening education program in the region, as it could be seen in the proceeding section.

4.3.2 The Organization & Administration of the Evening Secondary Education

This section deals with the nature of the organization and management of the evening secondary schools included in the study.

The items in the table below were set to reflect the nature of organization and administration of the evening secondary education. The items 1.1 and 1.2 were forwarded to the adult education officials and 2.1 and 2.2 were to the school principals and the teachers while items 3.1-3.3 were directed to the student respondents.

Table 4.3.2

The Nature of the Organization & Administration of the Evening Secondary Education

N ^o	Items	Respondents	
		no	%
1.1	Under which of the following could evening secondary education grouped in your organization? <ul style="list-style-type: none"> • Regular secondary program • Adult education • Non formal education • Others, specify • Total 	7 2 4 - 13	53.8 15.4 30.8 - 100
1.2	1. How often do you supervise school evening programs as compared to the regular program? <ul style="list-style-type: none"> • More often • On equal basis • Rarely • Never • Total 	- - 10 3 13	- - 76.9 23.1 100
2.1	How is evening education managed in your school? <ul style="list-style-type: none"> • By the same body as the day program • By a separate committee • Others, specify _____ • Total 	73 47 - 120	60.8 39.2 - 100
2.2	How often are evening classes observed by supervisors compared to the regular program? <ul style="list-style-type: none"> • More often • On equal basis • Rarely • Never • Total 	- - - 120 120	- - - 100 100
3.1	Does the school give you orientation about the programs? <ul style="list-style-type: none"> • Yes • No • Total 	100 151 251	39.8 60.2 100
3.2	How often do wasted periods compensated through make-ups? <ul style="list-style-type: none"> • Always • Mostly • Rarely • Never seen • Total 	- - 91 160 251	- - 36.3 63.7 100
3.3	How often do evening classes observed by supervisors? <ul style="list-style-type: none"> • 5 or more times in a month • 1-4 times in a month • Rarely supervised in a year • Never seen • Total 	- - - 251 251	- - - 100 100

As indicated in item 1.1, 7 (53.8%) of the education officials reported evening education to be under the regular secondary program whereas only 2 (15.4%) of them put it under adult education program. The result shows that evening education is grouped under non-formal education. Moreover, according to information obtained from the regional education bureau, the evening secondary education was recently put under the regular secondary program; and the new structure was said to be implemented by re-organizing at the lower levels too. However, at the lower levels, the program was under the adult education program when the data was obtained. This reveals conceptual inconsistency among the management about the evening education program of the region. As most of the officials do not have appropriate background on adult and evening education. This might further aggravate the organization and management of evening education in general and the evening secondary education in particular for the years to come.

In item 1.2, the officers were asked how often they supervised the school evening education. And, the majority (10: 76.9%) reported that they rarely do so while 3 (23.1%) of them said they "never" supervise the program. Therefore, there is lack of continuous follow up in to managing the evening education. Moreover, as it was found out by observation, the number of personnel was 4 at the regional, and 1 at zonal, and woreda levels. Hence, there was acute shortage of manpower or budget to manage the evening education program. This is the reflection of the structural inconsistency for the program because the available manpower or budget is not sufficient to manage the program appropriately. In other words, policy priority is not in favor of evening education in general and evening secondary education in particular.

Furthermore, the investigator found out that the regional bureau does not consider the enrollment in evening education as participation in education. This was obtained in informal discussions about evening education made with two of the zonal department heads of education. Therefore, as far as there is such misconception at the higher level, proper organization and management of the evening education was hardly likely in the region.

In items 2.1 & 2.2, the teachers and the school principals were asked about ways of organization and management of evening secondary education at the school level. And the majority of this group, (73: 60.8%) said that evening secondary education was managed by the same body as the

regular program while 47 (39.2%) reported that it was managed by a separate committee. This reveals that evening secondary education was mostly managed by the same body as the regular program. However, as per the directive of the MOE, there should be a separate committee with a specific structure for the management of evening classes at the school level. And even in the schools having a separate committee for the evening classes, data obtained from the principals through interview shows that the structuring of the committee was not based on the directive. The committee simply consisted of the evening teachers and rarely involved the evening learners as members (see also section 2.4.2.1). This shows that evening education was not properly organized at the school level too. The weakness of the higher managerial system indicated that the organization and supervisory system aggravated the factors at the school level.

In item 2.2, it is revealed that supervision at classroom level was nonexistent i.e. all the respondents reported that evening classes were never seen observed by supervisors. This was also indicated in the interviews with the school principals, who noted that teachers were not evaluated on the basis of their performance in evening classes and there were no lesson plans for the evening classes. Thus, the possible efforts to improve the quality of the evening education are not made in the evening secondary schools.

In item 3.1, the evening learners were asked if they were given the appropriate guidance or orientation about their education; and most of them, (151: 60.2%) reported "no" while 100 (39.8%) reported "yes". From these, one can deduce that many of the schools do not give orientation to evening students at all. Moreover, in interview with school principals, it was understood that orientations were provided in some of the schools at the beginning of the academic year. The evening students had also commented in the open questions of the questionnaire (see Appendix-C) that there is a great communication gap between the school administration and the evening learners. Moreover, the weekly attendance control in the evening classes is among the general problems in the evening education. Thus, evening learners were not properly guided and directed in their studies. In other words, this further indicates that evening secondary education was not properly organized at the school level.

In item 3.2, the evening students were asked to indicate the incidence of makeup classes for periods wasted in the evening classes. And it was revealed that 160 (63.7%) of the respondents had never seen a makeup classes for the wasted periods while 91 (36.3%) of them reported that they rarely observed it. Thus, the wastage of periods is high in the evening classes, because the makeup system of compensating for the lost period was not well practiced in the evening education in the schools.

On item 3.3, the evening students were asked about the frequency of supervision of evening classes; and all the students reported that they had never seen a class observation for supervision. This coincides with the responses of the principals and the teachers in item 2.2 in the same table. Therefore, what were to be taught in the evening classes were not in a good control of the school managerial system. In short, the organization and management of the evening secondary education at all levels was unreliable and the activity was not being encouraged.

4.4 The Quality Aspects of the Evening Education

In the following two sections, the aspects of the evening secondary education that indicate the quality of the education as compared to the regular program are discussed; and the data are presented in respective tables.

4.4.1 The Availability of Services & the Teaching-Learning Process

The items in the table below were set with the objective of obtaining the information from principals and teachers that enables to judge the quality of the evening secondary education in the region. These points helped to understand the level of the availability of the instructional support services and the quality of the teaching-learning process.

Table 4.4.1**The Availability of Services & the Teaching-Learning Process**

N ^o	Items	no	%
1	Which of the following services are available to the evening classes?		
	• Electricity	120	100
	• Library	37	30.8
	• Laboratory	14	11.7
	• Text books	-	-
2	Do you employ different methodology in teaching evening classes compared to the day program?		
	• Yes	33	27.5
	• No	87	72.5
	• Total	120	100
3	How often do you use teaching aids in teaching evening classes compared to the day program?		
	• More often	-	-
	• On equal basis	53	44.2
	• Rarely	61	50.8
	• Never	6	5.0
	• Total	120	100
4	How often do you give exams/ tests to the evening classes compared to the regular program?		
	• More often	-	-
	• On equal basis	92	76.7
	• Rarely	28	23.3
	• Never	-	-
	• Total	120	100

** In item 1, the respondents chose more than one alternative*

Item 1 of the table asked about the availability of essential facilities or services. Accordingly, all the principal and teacher respondents reported that electricity was available in the schools. This is one of the basic infrastructures to provide evening education. However, according to interview with the principals, the supply of electricity was not consistent and was interrupted frequently in the evening. And even the investigator has witnessed three such incidences during the visit to the sample schools. Moreover, the wastage of periods might be further aggravated by the instability of electric power supply in the evening. This adversely affects the quality of provision of evening education.

Furthermore, the same item (1) of this table shows 37 (30.8%) of the respondents indicating the availability of library services to the evening classes. This shows that most of the secondary schools provided no library services to the evening classes. Similarly, only 14 (11.7%) respondents indicated the presence of laboratory services to the evening classes. This also shows that there were no laboratory services in most of the evening secondary schools. Furthermore, it is indicated that the schools did not provide textbooks to the evening students on rent, as it is practiced in the regular program. On the other hand, piles of extra books has been observed in many of the bookstores of the sample schools while many of the respondents reported the shortage of textbooks even to the day students. This reflects lack of attention from the school management rather than scarcity of the resources.

In short, the availability of the necessary facilities and services to the evening education was marginal and inconvenient in the evening secondary schools of the region.

The principals were interviewed regarding the problem of providing library and laboratory services to the evening classes; and they reported financial constraint as the major problem to provide the services. As the principals perceived it, the low student population in the evening class was the major determinant hindering the provision of the services in the evening secondary schools. As it was also found out in the study, the mean income to the evening teachers was about Br.135.00 per month with a range of Br.270.00. Thus, it is a low income even when the money was used only for teachers' salary.

In connection to the methodological approach in the evening classes, in item 2 of the table, the evening teachers and the principals mostly revealed (87: 72.5%) that they did not employ different methods in teaching evening classes while only 33 (27.5%) of them reported doing so. Therefore, the instructional process in the evening secondary schools did not conform with the principles of adult education. This adversely affects the quality of the evening education and results in the irrelevance of the curriculum to the evening learners. This might also have contributed to the high drop out rate of 40% to 60% as found out in the document analysis, while the drop out rate in the regular program was from 20% to 30%. Moreover, the interviews with the school principals confirmed a high drop out rate in the evening classes as opposed to the regular

program. Though the principals attributed the high drop out rate in the evening class to economic problems, the impact of the low quality of education seems an obvious constraint, because very few evening students mentioned the school fee as a major problem in their education in the open questions. Thus, the low quality of education in the evening secondary schools seems to be among the major reasons for the high drop out in the evening secondary schools.

Moreover, most of the respondents, (61: 50.8%) reported that they rarely used teaching aids in evening classes while others (53: 44.2%) indicated using teaching aids on equal basis as in the regular program and six (5%) of the respondents revealed that they never used teaching aids in the evening classes.

This shows that most of the teachers taught the evening classes in a poorly organized classroom situation. In connection to this, the interviews with the school principals showed that this problem was associated with the shortage of finance/ low income from the program to open the pedagogical centers in the evenings - since it makes the personnel at the pedagogical center share from the scarce income. From this perspective, one can easily perceive the degree to which the quality of evening education could be affected in the prevailing situation.

In the last item of the same table, respondents were asked whether the educational assessment were made regularly; and, 92 (76.7%) of the respondents reported that tests were given to the evening classes on equal basis as in the regular program. The rest (28: 23.3%) revealed that they rarely gave tests and exams to the evening classes. This indicates that there was no serious problem in this dimension. As it was noted in the interviews with the principals, the exams were given to the evening classes parallel to the regular program on similar dates but the tests were given to the discretion of the subject teachers.

The tradition of course offerings is enumerated in the proceeding table.

4.4.2 The Course Offering in the Evening Secondary Education

In the table below, the subjects provided in the evening secondary schools and the period allotment were presented side by side with the regular course offerings for the purpose of comparison.

Table 4.4.2

The Nature of Course Offerings to the Evening secondary Classes

Subjects offered	Grades 9 th and 10 th program			Grades 11 th and 12 th program (academic)				
	Regular		Evening	Regular		Evening		
	Full day	Shift		Full day	Shift	11-1	11-2	12
Amharic	4	3	1	4	3	1	1	1
English	6	5	4	6	6	4	4	4
Oromifa	2	2	1	3	2	1	1	1
Maths	6	4	4	6	6	4	5	4
Physics	2	2	2	5	4	3	3	3
Chemistry	2	2	2	5	4	3	3	3
Biology	2	2	2	5	4	3	3	3
History	2	2	2	5	4	5	4	4
Geography	2	2	2	5	4	4	5	4
Agriculture	2	1	-	-	-	-	-	-
Prod. Technology	2	2	-	-	-	-	-	-
Home Economics	1	1	-	-	-	-	-	-
Commerce	1	1	-	-	-	-	-	-
H. Ph. Education	1	1	-	1	1	-	-	-
Total /per week	35	30	20	35	30	19	20	18/19
Total /per academic year*	1400	1200	800	1400	1200	760	800	720/760
Total /per program	2800	2400	1600	2800	2400	2280/2320		

*The total number of school days in an academic year is approximated to 200

Source: MOE (1986) *Guide to Evening and Continuing Education, Addis Ababa - Unpublished- adapted.*

:OEB (1996), *Directive for Period Allotment, Addis Ababa - unpublished - (adapted)*

As it could be seen in the table, subjects like agriculture, productive technology, home economics, commerce and physical education were exempted in the evening secondary program

(academic courses). Moreover, fewer periods are allotted for the language subjects that become academically significant disadvantages to the evening learners.

On the basis of the period allotment in the secondary program, three patterns exist as indicated in the above table (i.e. full day, shift and evening programs). In grades 9 and 10, the weekly period allotment is 35, 30, and 20 in the full day, shift and evening programs, respectively. In one academic year, the total number of periods is about 1400 for the full day, and about 1200 for the shift system whereas it is about 800 periods, at best, in the evening program. The difference in period allotment is 200 between the full day and the shift system, but which becomes 400 periods between the shift and the evening programs. In other words, the differences among the three groups are $\Delta = n$ and $\Delta = 2n$ respectively. Thus, the period allotted to evening classes is 2 times worse in the shift system, taking the full day program as a frame of reference.

In the grades 11 and 12 too, similar weekly difference is seen among the three patterns; however, the evening courses were offered to grade 11 on the basis of two years as shown in the table. In the shift system 2400 periods were covered to complete grades 11 and 12 while there were only about 2280 - 2320 periods in the evening program to complete the two grades. These facts also show the unfavorable nature of the course provision and period allotment at the expense of quality.

Thus, the evening secondary program offers the last quality under the same education system. And as noted in the earlier section (table 4.1.1) of this chapter, the evening secondary education provides opportunity mostly to females out of school. To this end, the females were provided with the poorest education even in the existing standard; and thus, are disadvantaged.

4.5 The Views of Educators towards the Evening Program

This section is concerned with the opinions that enable to perceive the views of the educators on evening education in general and evening secondary education in particular. In this connection, the table below presents opinions on the relative importance of the evening program to the educators as a whole. Moreover, opinions of the officials on the general quality of the program,

and that of the teachers and principals on the demand for the program and the ability of the evening learners were included.

In the table below, opinions were listed to determine the views of the educators towards the evening secondary education programs; and the respondents were asked to show their level of agreement on three levels: agree (A), neither agree nor disagree (N), and disagree (DA).

Table 4.5

The Views of the Educators towards the Evening Secondary Program

N ^o	Items	(A)		(N)		(DA)	
		no.	%	no.	%	no.	%
	Opinions on the importance of the program						
1.1	The evening program is more important than the day Program to expand education in the country	33	25	9	7	91	68
1.2	The day program is more important than the evening Program to expand education in the country	101	76	13	10	19	14
1.3	The evening program & the day programs are equally Important to expand education in the country	34	26	20	15	79	59
	Opinions of education officials on the quality of the program						
2.1	The quality of the evening program is higher than that of the day program	1	8	1	8	11	84
2.2	The quality of the evening program is poorer than that of the day program	10	77	1	8	2	15
2.3	The evening and the day programs are of the same quality	2	15	2	15	9	70
	Opinions of principals and teachers about evening Classes						
3.1	Few people like to learn in the evening program	88	73	7	6	25	21
3.2	Teachers like to teach in the evening program	63	53	20	16	37	31
3.3	Evening learners are less capable than the day students	93	78	18	15	9	7
3.4	Evening learners show lower participation in class than the day students	94	78	15	13	11	9
3.5	The exams set for evening classes are more difficult than that of the day program	7	6	13	11	100	83
3.6	The exams set for the day classes are more difficult than that of the evening program	96	80	5	4	19	16

In indicating the importance of the evening program as opposed to the day program (items 1.1 to 1.3), 33 (25%) respondents believed that the evening program is more important than the days' in

expanding education in the country, whereas the majority (101: 76%) claimed the vice-versa. Meanwhile, 34 respondents (26%) still equally noted both programs in expanding education. Therefore, it can clearly be seen that most of the educators believed the day program to have more important role in expanding education in the country.

Similarly, from items 2.1 to 2.3, most of the education officials (10: 77%) perceived that the quality of the evening program was poorer than that of the day's, whereas, 2 (15%) officials claimed that both programs are of the same standard of quality. This implies that the quality of education provision in the evening program is more generally perceived to be inferior.

Thus, most of the officials believe that evening education is of a poorer quality than the day program. This is not surprising as the evening education is highly disfavored in its provision and organization and management as discussed in the earlier part of the chapter. And the quality of the evening education is justifiably poorer.

In items 3.1 - 3.6, the teachers and principals were requested to indicate their levels of agreement with the opinions set regarding the general nature of the evening education.

In item 3.1, 88 (73%) of the respondents revealed the opinion that "few people like to learn in the evening". The low demand for the evening education is not surprising given the poor quality of the evening education, as discussed earlier.

In item 3.2, 63 (53%) of the respondents agreed in that "teachers like to teach in the evening classes". This could be because of the additional income they obtain from the evening classes. Had this interest been from professional satisfaction, the teachers could have attempted to employ a variety of techniques in the teaching-learning process, which is particularly marginal as it was seen in earlier discussions.

In the open question of the questionnaire (see Appendix-B), the principals and the teachers had indicated their monthly income from the evening classes. It was found out that the range of income for principals was Br. 56.00 – 300.00 with the mean and median of Br.136.50 and

Br.100.50 respectively. However, that of the teachers was from Br. 30.00 – 300.00 with a mean of Br.134.40, and median Br.107.00 for the sample schools. Therefore, the income was low even to the teachers let alone for the provision of the other services to the evening program.

In items 3.3 and 3.4, most of the respondents (93: 78%) agreed with the opinions that "the evening learners were less capable than the day students". And a similar proportion (94: 78%) indicated that "evening students show lower participation in class". In item 3.5 & 3.6, the majority of the respondents (100: 83%) contradicted that "the exams set for the evening students is more difficult", as most (96: 80%) rather agreed that "the exams set for the day program is more difficult". These indicate a tendency for the principals and teachers to believe that the day students were more capable than the evening students and show more participation in class activities, and moreover, that the exams set for the evening classes are less difficult. Such perceptions are good indicators of the quality of the evening secondary education in the region, and could be the cause for neglecting the area and possibly public stigma against the activity, and thus, less demand for it.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter of the thesis presents a summary of the major findings, conclusions and recommendations.

5.1 Summary

The aim of this study was to examine the current status of the system of management in the evening secondary education of Oromia. To this end, basic questions addressing areas of the educational organization and management, profile and motives of the evening learners were set. Attempts were also made to see if there were any significant difference among the study sites or zones concerning the characteristics and backgrounds of the evening students.

The study was conducted in four zones, consisting 8 woredas, of which 10 government senior secondary schools were selected. The zones were located in the eastern, southeastern, central and western parts of Oromia. The subjects of the study were 13 adult education officials at the zonal and woreda levels, 20 school principals in the sample schools, 100 evening secondary teachers, and 251 evening secondary students. Data was obtained from the respondents through questionnaires and structured interviews. Moreover, information obtained from documents and through informal discussions was used in the study.

The data was analyzed using statistical tools such as percentage, mean, median, range, and ANOVA tests. In line with the basic questions, the results of the analyzed data have indicated the following major findings.

1. The profile of the evening students did not show a significant difference along the variations in zones.
 - 1.01 A great majority of the evening students were native Oromo and Amharic speakers.
 - 1.02 About three quarters of the evening students were over 20 years of age – and thus, were adults.

- 1.03 Females accounted for more than halves of the evening secondary students.
 - 1.04 About one quarter of the learners was married.
 - 1.05 The evening learners came from all sorts of family sizes – small, medium or large, with a similar proportion.
 - 1.06 More than halves of the evening learners live with in a distance of less than 2 km away from school.
 - 1.07 Most of the evening secondary students were Orthodox Christians. About a quarter were Muslims and Protestants while a small proportion was “Waqefatas”.
 - 1.08 The highest proportion of the evening learners had farmer fathers and the mothers were mostly housewives.
 - 1.09 The evening learners belonged to parents of low level education usually up to elementary.
 - 1.10 About half of the evening students were employed while most others had no jobs.
 - 1.11 Most of the evening students earn low salaries, and they were mostly self-supportive for school fee.
2. Most of the evening students sought to learn in the evening because they needed to work during the day. And their motives for learning were basically centered on economic interests and social status development. In a descending order of importance, the major motives were:
 1. to get a job or better jobs;
 2. to improve knowledge or skills;
 3. to get promotion in their jobs; and
 4. to obtain certificate.
3. The system of organization and management of evening education was found out to be inconvenient for the development of evening secondary education in Oromia region. This is

basically because of shortage of the budget allocated and weakness in organization of the activities at all levels. Appropriate attention has not been given to adult education in general and evening education in particular, as there were only few persons in the responsibility of managing activities at the managerial positions.

- 3.1 The planning process was found to be practically absent regarding the evening education because of unprecedented conception about evening education that the plan of the day program could suffice the evening program, which resulted in weak follow up system. Consequently, there were, even, no lesson plans for the evening classes at school level.
 - 3.2 The organization of evening secondary education was found inappropriate. At the managerial positions there were few persons assigned for the task, who also lack sufficient training even to the minimal. No significant difference was observed among the managers and the teachers in training and even in administrative work experience. At the district/woreda level, the adult education officers were neither qualified nor sufficiently trained for their job. At the school level too, the organization of evening education was not based on legitimate directives and guidelines.
 - 3.3 The directions and guidelines were not updated. There was no well structured central organization to offer a timely direction, guideline and follow up system. The only directive available to the organization process of evening secondary programs was that of 1986. Consequently, most of the evening programs resorted following their own ways in managing aspects like evening school finance.
 - 3.4 The supervision of evening secondary education was found to be not planned as a deliberate activity at both the managerial positions and at the school level. At the school level, the control of students' attendance was weak and supervisory class observation for evening classes was practically absent.
4. The major problems in the provision of courses at the evening secondary level were in the nature of course offering, period allotment, curriculum and methodological aspects of classroom organization. Moreover, teachers' lack of training, lack of the necessary services or facilities, low quality of education and low demand and financial scarcity. In short, the evening secondary education was found in the least quality.

- 4.1 The evening secondary education was found to be deprived in that many of courses were exempted with out substitutes.
- 4.2 The evening secondary education was disadvantaged in terms of weekly period allotment too, as opposed to the day's program.
- 4.3 The evening secondary education does not have its own curriculum. Thus, evening adult learners were made to take courses designed for school children.
- 4.4 The teachers lack training appropriate for teaching adults, and thus teach evening classes the same way as the regular program. Moreover, they rarely used teaching aids in the evening classes, as the school pedagogical centers were not functional in the evenings.
- 4.5 Services were not sufficiently available in the evening secondary education. The supply of electricity was often interrupted whereas make up classes were not commonly provided for lost periods. Moreover, the library and laboratory services were mostly not available to evening program whereas renting of textbooks to the evening students was practically absent even where there were extra books in the store.
- 4.6 The deprived nature of course provision in the evening led to poor quality education. This resulted in low demand for the program, and consequently causing extreme financial scarcity, the vicious circle of which exerted great challenge to the program as a whole.
5. The views held by the educators, regarding the evening programs and the learners, were not favorable for the development of the program.
 - 5.1 The principals and the teachers as well as the adult education officials believed that evening education has less value, as opposed to the day program.
 - 5.2 The teachers and the principals understood the capability of evening learners to be lower as opposed to the day students.
 - 5.3 The officials, the principals and the teachers conceived that the quality of the evening education was poorer than the regular, whereas they made minimal efforts to improve the status.

5.2 Conclusions

Based on the major findings enumerated above, the following conclusions were drawn:

1. The evening secondary education in Oromia region is a neglected area, not given much attention
 - 1.1 The program lacks a well-defined organization and management system; and it is managed as an appendage system to the regular program.
 - 1.2 It is not sufficiently staffed and persons trained for the formal system (regular program) mainly handle the task.
2. The learners profile in the evening secondary schools shows that it was serving the poor (the ones employed with low salaries, the non-employed adults living nearby the school). In addition, the learners are those with the basic motives of getting job or better job, improving knowledge or getting promotion. Therefore, the aim and/or objective of the evening learners are not to pass the national exams for further education.
3. The major problems of the program were poor supply and low demand.
 - 3.1 On the supply side, there is irrelevant curriculum, inappropriate methodology, poorly organized teaching-learning process, poor supply of services; and in general, poor management and consequently poor quality education.
 - 3.2 On the demand side, the deprived nature of evening education and the relatively low social value and low accreditation to the program as well as little attempt made to improve its status limited it to attract a few students. This in turn caused low income for the program, and acute financial scarcity challenging the whole system as a vicious circle.

5.3 Recommendations

Based on the conclusions reached from the study, the following recommendations are forwarded.

The scarcity of financial resources for spreading education calls up on other possible alternatives, and evening education is a very close alternative. To this venture, it has dual benefit to the poor country, in that it exerts a minimal interruption to the production process in the economy, and facilitates effective utilization of the resources at school. Thus, there is a need to organize effective and efficient evening education system in countries like Ethiopia (along its regional states) by noting these suggestions.

1. A qualified personnel and budget to plan, organize, direct and supervise educational activities including evening education is a necessary concomitant at the regional level for a good organization and management of adult education. Therefore, sufficient budget should be allocated for the organization of evening education at the regional, zonal and woreda levels. Moreover, a clear directive and guideline should be set for the evening program at the regional level.
2. There is a need to reform the existing evening education system in the secondary schools, which should be planned at the regional or national level.
 - 2.1 The reform should be based on research and first concentrate on a need to increase the demand side through ensuring the quality of the evening program.
 - 2.2 Period allotment, and educational services should be facilitated; and there should be a free flow between students of the day and evening programs.
 - 2.3 The national exams should equally treat students of both programs so long as they were not repeaters and of the same standard.
 - 2.4 All evening education personnel need to be adequately trained to facilitate adult learning. For example, the training of teachers can be done on the job, through sustainable workshops and seminars at the district/woreda or school level.
3. In the long term, it is necessary to design a distinct and accredited curriculum for evening learners to address their needs and interests because, the motives of adults are on immediate outcome of education, as opposed to school children. In this attempt, it is essential to make a

broad-based study involving the beneficiaries and others as an initial approach to develop a parallel system of education for the evening program. This could attract more adults to the program and consequently widen educational opportunity for the society in the region in particular and that of the whole nation at large

4. The revival of the program out of the current crisis might require an encouragement and/or emphasis both from the regional and the federal government.

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APPENDICES

APPENDIX - A

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPT. OF EDUCATIONAL ADMINISTRATION**

QUESTIONNAIRE TO BE FILLED IN BY ADULT EDUCATION OFFICIALS

TITLE OF RESEARCH: **Managing Evening Education in Secondary Schools of Oromia**

General Direction

1. The objective of this study is fully academic- to elicit pertinent responses that could help in solving the existing problems from the concerned officials.
2. In some questions you may check (✓) more than one response or indicate your level of agreement or disagreement in the space provided.
3. You may write your response to the open ended questions in English, Oromifa or Amharic.
Thank you in advance for your cooperation

1. Your zone _____ woreda _____
2. Mother tongue _____
3. Place of work
____ A, Regional bureau
____ B, Zonal education Dept.
____ C, Woreda education office
4. Sex:
____ A, male _____ B, female
5. Age:
____ A, below 20 years _____ C, 26 - 30 years
____ B, 20 - 25 years _____ D, Above 30 years

6. Marital status:

___ A, married ___ B, Single ___ C, others, specify _____

7. Level of education:

___ A, MA/MSc ___ B, BA/BSc ___ C, College diploma
___ D, TTI ___ E, Others, specify _____

8. Work experience:

___ A, as an officer/ principal _____ years
___ B, as a teacher _____ years

9. Your initial training

___ A, as an adult educator ___ D, Pedagogics
___ B, as a regular school teacher ___ E, Others, specify _____
___ C, Educational Administration

10. If you were trained as a school teacher, did you take any course in adult education?

___ A, yes ___ B, no

11. If you have taken adult education course in what form?

___ A, in a college education ___ B, through in-service training (workshops and seminars)
___ C, in both forms ___ D, Others, specify _____

12. How often do you supervise school evening program as compared to the day program?

___ A, more ___ B, equally ___ C, rarely ___ E, never

13. In your organization, under which program is evening secondary education grouped?

___ A, regular secondary program ___ B, adult education
___ C, non-formal education ___ D, others, specify _____

INSTRUCTION : For questions no. 14 -15, some opinions on evening education are listed. You are requested to check (✓) whether you: agree (A), neither agree nor disagree (N) or disagree (DA) on the space provided for each item.

		A	N	DA
14.	Importance of the program			
	A, the evening program is more important than the day Program to expand education in the country			
	B, the day program is more important than the evening Program to expand education in the country			
	C, the evening program & the day programs are equally important to expand education in the country			
15.	Quality of the program			
	A, the quality of the evening education is higher than that of the day program			
	A, the quality of the evening education is poorer than that of the day program			
	C, the evening & the day programs are of the same quality			

16. Any other comment, please _____

17. What would you recommend to alleviate the problems of evening education?

Thank you very much

APPENDIX - B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPT. OF EDUCATIONAL ADMINISTRATION

QUESTIONNAIRE TO BE FILLED IN BY EVENING SECONDARY SCHOOL TEACHERS AND PRINCIPALS

TITLE OF RESEARCH: **Managing Evening Education in Secondary Schools of Oromia**

General Direction

1. The objective of this study is fully academic- to elicit pertinent responses that could help in solving the existing problems from the concerned teachers and school principals.
2. In some questions you may check (✓) more than one response or indicate your level of agreement or disagreement in the space provided.
3. You may write your response to the open ended questions in English, Oromifa or Amharic.

Thank you in advance for your cooperation

1. Your zone _____ woreda _____
2. Mother tongue _____
3. Sex: ___A, male ___B, female
4. Age:
 ___A, below 20 years ___C, 26 - 30 years
 ___B, 20 - 25 years ___D, Above 30 years
5. Marital status: ___A, married ___B, Single ___C, others, specify _____
6. Level of education:
 ___A, MA/MSc ___B, BA/BSc ___C, College diploma
 ___D, TTI ___E, Others, specify _____
7. Work experience:
 ___A, as a teacher _____ years
 ___B, as a principal _____ years

8. Your initial training
 _____ A, educational administration _____ C, school teaching
 _____ B, pedagogic _____ D, others, specify _____
9. Did you take any course in adult education? _____ A, yes _____ B, no
10. If you have taken adult education course in what form?
 _____ A, in a college education _____ B, through in-service training (workshops and seminars)
 _____ C, in both forms _____ D, Others, specify _____
11. How is evening education managed in your school?
 _____ A, by the same body as the day program _____ C, others, specify _____
 _____ B, by a separate committee
12. How often are evening classes supervised in your school compared to the day program?
 _____ A, more often _____ C, rarely
 _____ B, on the same basis _____ D, never
13. Which of the following services are available to the evening classes?
 _____ A, electricity _____ B, library _____ C, laboratory _____ D, text books
14. If any of the services are missing, what is the reason?
 Please, indicate briefly _____
 Do you employ different methodology in teaching evening classes compared to the day program? _____ A, yes _____ B, no
15. If you employ different methodology in teaching evening classes, please indicate briefly

16. How often do you use teaching aids in teaching evening classes compared to the day program?
 _____ A, more _____ B, approximately equal _____ C, rarely _____ D, never
17. How often do you give exams/ tests to the evening classes compared to the regular program?
 _____ A, more _____ B, approximately equal _____ C, rarely
18. How many periods do you teach in the evening classes per week?

19. How much do you earn for teaching in the evening classes per month? _____ Br.

INSTRUCTION : For questions no. 21 -22, some opinions on evening education are listed. You are requested to check (✓) weather you: agree (A), neither agree nor disagree (N) or disagree (DA) on the space provided for each item.

		A	N	DA
20.	Importance of the program			
	A, the evening program is more important than the day Program to expand education in the country			
	B, the day program is more important than the evening Program to expand education in the country			
	C, the evening program & the day programs are equally important to expand education in the country			
21.	Opinions of principals and teachers about evening education			
	A, few people like to learn in the evening program			
	B, teachers like to teach in the evening program			
	C, the evening learners show higher participation in class than the day students			
	D, the evening learners are more capable than the day Students			
	E, the exams set for evening classes are more difficult than that of the day program			
	F, the exams set for the day classes are more difficult than that of the evening program			

22. Any other comment, please _____

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

Thank you very much

APPENDIX - C

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPT. OF EDUCATIONAL ADMINISTRATION

QUESTIONNAIRE TO BE FILLED IN BY EVENING LEARNERS

TITLE OF RESEARCH: **Managing Evening Education in Secondary Schools of Oromia**

General Direction

1. The objective of this study is fully academic- to elicit pertinent responses that could help in solving the existing problems from the evening learners.
2. In some questions you may check (✓) more than one response or indicate your level of agreement or disagreement in the space provided.
3. You may write your response to the open ended questions in English, Oromifa or Amharic.
Thank you in advance, for your cooperation.

1. Your zone _____ woreda _____

2. Mother tongue _____

3. Sex: ___ A, male ___ B, female

4. Age:

___ A, below 20 years ___ B, 20 - 25 years

___ C, 26-30 years ___ D, above 30 years

5. Marital status:

___ A, married ___ B, Single ___ C, others, specify _____

6. Religion:

___ A, Orthodox ___ B, Moslem ___ C, Protestant

___ D, Others, specify _____

7. Your job:

___ A, salaried ___ B, merchant ___ C, farmer

___ D, Others, specify _____

8. If you are employed for salary, how much do you earn?
 _____ A, less than 200 Br. _____ B, 200 - 300 Br. _____ C, above 300 Br
9. Father's job:
 _____ A, salaried _____ B, merchant _____ C, farmer
 _____ D, others, specify _____
10. Mother's job:
 _____ A, salaried _____ B, merchant _____ C, farmer
 _____ D, house wife _____ E, Others, specify _____
11. Father's education:
 _____ A, illiterate _____ B, reading and writing
 _____ C, grades 5 - 8 _____ D, grades 9 - 11
 _____ E, 12th grade complete or better
12. Mother's education:
 _____ A, illiterate _____ B, reading and writing
 _____ C, grades 5 - 8 _____ D, grades 9 - 11
 _____ E, 12th grade complete or better
13. Family size:
 _____ A, 3 - 5 _____ B, 6 - 8 _____ C, more than 8
14. Who pays for your education?
 _____ A, parent/family _____ B, employer
 _____ C, yourself _____ D, others, specify _____
15. Distance from your home to school
 _____ A, less than 2 km _____ B, 2 - 4 km _____ C, more than 4 km
16. Does the school give you orientation about your education?
 _____ A, yes _____ B, no
17. Why do you learn in the evening?
 _____ A, lack of place in the day program
 _____ B, to work during the day
 _____ C, others, specify _____

APPENDIX - D

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPT. OF EDUCATIONAL ADMINISTRATION**

**STRUCTURED INTERVIEW QUESTIONS FORWARDED TO THE CONCERNED
SECONDARY SCHOOL PRINCIPALS**

1. How is the evening class managed in the school?
 - Structure of the committee?
 - Recruitment of teachers?
 - Orientation?
 - Supervision?
 - Management of tests and exams?
2. How is the class room management?
 - The methodology?
 - Lesson planning?
 - Class observation?
3. Why do you teach in the evening, and not on Saturdays?
4. Is there a smooth flow of students from evening to the day and vice versa? If not why?
5. How much do evening students pay for fee?
6. To what extent are the following services available in your evening classes?
 - Electricity?
 - Library?
 - Laboratory?
 - Pedagogical centers?
 - Text books?
7. What are the common problems encountered in the evening classes? And what would you recommend to solve them?

Miiltoo 6ffaa Barnoota Galgalaa

		(1 - 8)							(9-12)					
		Mana barumsaa	Barattoota			barsiisota			Mana Barnoota	Barattoota			Barsiisota	
Lakk	Godina		Dhi	Du	W/t	Dh	Du	W/t		Dhi	Dub	W/t	Dhi	Dhi
1	Arsii	7	482	261	743	25	3	28	7	421	467	888	44	
2	Baalee	3	196	131	327	23		23	5	500	884	1384	95	
3	Boorana	5	292	157	449	43	1	44	5	277	340	617	65	
4	Har. Bahaa	7	651	273	924	46	6	52	2	122	124	246	21	
5	Har. Lixaa	3	45	20	65	16	2	18	3	166	419	585	13	
6	I.A Booraa	9	314	242	556	93	29	122	3	338	486	824	26	2
7	Jimmaa	14	1349	1224	2573	29	25	54	2	450	351	801	18	3
8	Sha. Kaabaa								4	213	152	365	57	2
9	Sha. Bahaa	32	6254	3457	9711	342	18	360	8	1424	1743	3167	137	25
10	Sha. Lixaa	9	625	360	985	83	9	92	9	516	605	1121	100	2
11	Wall. Bahaa		188	72	260					185	227	412		
12	Wall. Lixaa	2	85	52	137	25		25	4	206	245	451	66	
	Ida'ama	91	10481	6249	16730	725	93	818	52	4818	6043	10861	642	34

Source: Oromia Education Bureau, Annual Abstract, 1990 E.C.

Appendix-E

APPENDIX-F

LIST OF THE SAMPLE SCHOOLS BY ZONES AND DISTRICTS

NO.	NAME OF SCHOOL	DISTRICT	ZONE
1	Asella Comp. Secondary School	Tiyo	Arsi
2	Chilalo Comp. Secondary School	Tiyo	Arsi
3	Awash Comp. Secondary School	Adama	East Shewa
4	Bushoftu Comp. Secondary School	Ada'a	East Shewa
5	Mojo senior Secondary School	Lame	East Shewa
6	Jimma Comp. Secondary School	Karsa	Jimma
7	Jiren Senior Secondary School	Karsa	Jimma
8	Ambo Comp. Secondary School	Ambo	West Shewa
9	Bako Senior Secondary School	Bako	West Shewa
10	Garasu Duki Comp. Secondary School	Waliso	West Shewa

APPENDIX-G
ANALYSIS OF VARIANCE (ANOVA) TABLE

	<u>K₁</u>	<u>K₂</u>	<u>K₃</u>		<u>Sum of squares</u>	<u>Mean squares</u>	<u>DF</u>	<u>α</u>	<u>F_{cal}</u>	<u>F_α</u>
n ₁	1	0	5		SSW = 2049	MSW = 171	(2,12)	0.25	2.73	1.56
n ₂	2	20	41		SSB = 935	MSB = 467				
n ₃	1	0	44							
n ₄	1	0	5							
n ₅	8	0	5							
T	13	20	100	133						
-										
X	26	4	20	89						

$F_{cal} > F_{\alpha} \therefore H_0$ is rejected; thus, there is significant difference

	<u>K₁</u>	<u>K₂</u>	<u>K₃</u>		<u>Sum of squares</u>	<u>Mean squares</u>	<u>DF</u>	<u>α</u>	<u>F_{cal}</u>	<u>F_α</u>
n ₁	8	6	15		SSW = 949	MSW = 105	(2,9)	0.05	5.64	4.26
n ₂	5	12	47		SSB = 1184	MSB = 592				
n ₃	0	2	28							
n ₄	0	0	10							
T	13	20	100	133						
-				11						
X	3	5	25							

$F_{cal} > F_{\alpha} \therefore H_0$ is rejected; thus, there is significant difference

	<u>K₁</u>	<u>K₂</u>	<u>K₃</u>		<u>Sum of squares</u>	<u>Mean squares</u>	<u>DF</u>	<u>α</u>	<u>F_{cal}</u>	<u>F_α</u>
n ₁	9	16	0		SSW = 226	MSW = 25	(2,9)	0.05	0.64	4.26
n ₂	0	2	2		SSB = 32	MSB = 16				
n ₃	4	0	3							
n ₄	0	2	0							
T	13	20	5	38						
-										
X	3	5	1	3						

$F_{cal} < F_{\alpha} \therefore H_0$ is accepted; thus, there is no significant difference

	<u>K₁</u>	<u>K₂</u>	<u>K₃</u>		<u>Sum of squares</u>	<u>Mean squares</u>	<u>DF</u>	<u>α</u>	<u>F_{cal}</u>	<u>F_α</u>
n ₁	1	0	0		SSW = 4554	MSW = 380	(2,12)	0.05	1.20	3.89
n ₂	0	6	2		SSB = 910	MSB = 455				
n ₃	0	2	15							
n ₄	12	12	78							
n ₅	0	0	5							
T	13	20	100	133						
-										
X	3	4	20	9						

$F_{cal} < F_{\alpha} \therefore H_0$ is accepted; thus, there is no significant difference

	K ₁	K ₂	K ₃	K ₄	
n ₁	14	26	6	23	
n ₂	6	4	11	8	
n ₃	20	14	25	35	
n ₄	10	30	8	11	
T	50	74	50	77	251
-					
X	13	19	13	19	16

Sum of squares Mean squares DF α F_{cal} F_α
 SSW = 1204 MSW = 100 (3,12) 0.05 0.60 3.49
 SSB = 164 MSB = 59
 $F_{cal} < F_{\alpha} \therefore H_0$ is accepted; thus, there is no significant difference

	K ₁	K ₂	K ₃	K ₄	
n ₁	2	4	2	17	
n ₂	2	2	2	5	
n ₃	8	4	8	12	
n ₄	34	60	29	43	
n ₅	4	4	9	0	
T	50	74	50	77	251
-					
X	10	15	10	15	13

Sum of squares Mean squares DF α F_{cal} F_α
 SSW = 4914 MSW = 307 (3,16) 0.05 0.14 3.24
 SSB = 131 MSB = 44
 $F_{cal} < F_{\alpha} \therefore H_0$ is accepted; thus, there is no significant difference

	K ₁	K ₂	K ₃	K ₄	
n ₁	6	16	11	20	
n ₂	28	24	24	28	
n ₃	8	18	10	8	
n ₄	0	6	2	11	
n ₅	8	10	3	10	
T	50	74	50	77	251
-					
X	10	15	10	15	13

Sum of squares Mean squares DF α F_{cal} F_α
 SSW = 1433 MSW = 90 (3,16) 0.05 0.49 3.24
 SSB = 131 MSB = 44
 $F_{cal} < F_{\alpha} \therefore H_0$ is accepted; thus, there is no significant difference

	K ₁	K ₂	K ₃	K ₄	
n ₁	16	28	28	36	
n ₂	24	20	14	20	
n ₃	3	14	3	11	
n ₄	6	8	4	5	
n ₅	1	4	1	5	
T	50	74	50	77	251
-					
X	10	15	10	15	13

Sum of squares Mean squares DF α F_{cal}
 SSW = 1801 MSW = 113 (3,16) 0.05 0.38
 SSB = 131 MSB = 44
 $F_{cal} < F_{\alpha} \therefore H_0$ is accepted; thus, there is no significant difference

	K ₁	K ₂	K ₃	K ₄	
n ₁	20	44	12	48	
n ₂	6	4	8	2	
n ₃	0	2	4	1	
n ₄	24	24	26	26	
T	50	74	50	77	251
-					
X	13	19	13	19	16

Sum of squares

SSW = 3328

SSB = 164

$F_{cal} < F_{\alpha} \therefore H_0$ is accepted; thus, there is no significant difference

Mean squares

MSW = 277

MSB = 55

DF

(3,12)

α

0.05

F_{cal}

0.20

	K ₁	K ₂	K ₃	K ₄	
n ₁	14	18	3	26	
n ₂	6	4	6	18	
n ₃	0	22	3	4	
T	20	44	12	48	124
-					
X	7	15	4	16	10

Sum of squares

SSW = 531

SSB = 313

$F_{cal} < F_{\alpha} \therefore H_0$ is accepted; thus, there is no significant difference

Mean squares

MSW = 66

MSB = 104

DF

(3,8)

α

0.05

F_{cal}

1.57

F _{α}

4.07

	K ₁	K ₂	K ₃	K ₄	
n ₁	20	26	12	21	
n ₂	2	0	3	4	
n ₃	28	46	35	50	
n ₄	0	2	0	2	
T	50	74	50	77	251
-					
X	13	19	13	19	16

Sum of squares

SSW = 4222

SSB = 164

$F_{cal} < F_{\alpha} \therefore H_0$ is accepted; thus, there is no significant difference

Mean squares

MSW = 352

MSB = 55

DF

(3,12)

α

0.05

F_{cal}

0.16

Declaration

I declare that this thesis is my own work and all the other sources are duly acknowledged.

Signature  Date 16/6/1999
Name: Diribssa Abate

አዲስ አበባ ዩኒቨርሲቲ
ትምህርት ፋክልቲ

የትምህርት አስተዳደር ትምህርት ክፍል

ትም/አስ/54/1991

ሰኔ 10 ቀን 1991 ዓ.ም

በአዲስ አበባ ዩኒቨርሲቲ
ለድህረ ምረቃ ት/ቤት
አዲስ አበባ

የድህረ ምረቃ ተማሪ የሆኑት አቶ ደሬታ-አባይ

የማስተር ቲስስ (Master Thesis) ወረቀታቸውን የግምገማ ኮሚቴ በሰጠው
አስተያየት መሠረት ያስተካከሉ መሆኑን እንገልጻለን።



ከሰላምታ ጋር

አበበየሁ አእምሮ

የትምህርት አስተዳደር ክፍል ሃላፊ