



**FACTORS AFFECTING SECONDARY SCHOOL STUDENTS ENROLMENT IN
ARSI ZONE OF OROMIA REGIONAL STATE**

TESHOME MEGRA TUFA

SEPTEMBER, 2016

ADAMA, ASTU



**FACTORS AFFECTING SECONDARY SCHOOL STUDENTS ENROLMENT IN
ARSI ZONE OF OROMIA REGIONAL STATE**

**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

TESHOME MEGRA TUFA

ADVISOR: Dr. TEMESGEN ABIYO

SEPTEMBER, 2016

ASTU

LETTER OF APPROVAL

This is to certify that the thesis prepared by Teshome Megra Tufa entitled “Factors Affecting Secondary School students enrolment in Arsi Zone of Oromia Regional State” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

APPROVED BY BOARD OF EXAMINERS

Department Head Name: Temesgen Abiyo (Ph.D)

Signature: _____

Date: _____

Advisor Name: Temesgen Abiyo (Ph.D)

Signature-: _____

Date: _____

Internal Examiner Name: _____

Signature: _____

Date: _____

External Examiner Name: _____

Signature: _____

Date: _____

DECLARATION

I under declare that, this thesis is my original work and has not been presented for a degree in any other university and that all source or materials used for the thesis have been dully acknowledged.

This thesis, "Factors Affecting Secondary School Students Enrolment in Arsi Zone of Oromia Regional State " is approved as the original work of Teshome Megra Tufa.

Name: **Teshome Megra Tufa**

Signature: _____

Date: _____

ACKNOWLEDGMENTS

First and foremost I would like to express my heartfelt thanks to my punctual Advisor Dr. Temesgen Abiyo. I really cannot put into words how incredibly grateful I am for everything he has done for me. For everything he has taught me and for his professional advice and constructive comments in my attempts to make this work a success, I sincerely thank him.

I would like to express my profound gratitude to my dearly loved wife Zinash Teferi and My children Naol Teshome and Eskedar Teshome their love, support and encouragement has been source of inspiration and shared all life burdens throughout my graduate study.

My acknowledgement is also extended to the following individuals for their moral and professional advice; Arsi Zone Education Office Experts for providing technical advises guides and statistical data.

Finally, I want to give thanks for all teachers, school principals, educational experts, students and PTA members for providing data required for this study.

All things were made through God, and without Him nothing was made, I thank Him!.

Table of Contents

ACKNOWLEDGMENTS	i
Table of Contents	ii
LIST OF TABLES	v
LIST of FIGURS	vi
LIST of GRAPHS.....	vii
ABBREVIATIONS AND ACRONYMS.....	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statements of the Problem	5
1.3 Objectives of the Study.....	9
1.3.1. General Objective	9
1.3.2. Specific Objectives.....	9
1.4. Significance of the Study.....	9
1.5. Delimitation of the Study.....	10
1.6. Limitations of the Study	10
1.7. Operational Definitions of the Key Terms	11
1.8. Organization of the Study	12
CHAPTER TWO.....	13
2. REVIEW OF RELATED LITERATURE	13
2.1. The Concept and definitions of Education and Secondary Education.....	13
2.1.1. Concepts and Definition of Education	13
2.1.2. Concept and Definition of Secondary Education	14
2.2. The Significances and Importance of Secondary Education	15

2.2.1.	Significances of secondary education in comprehensive context	15
2.2.2.	Overview significances of secondary education in Ethiopian context	17
2.3.	Major Challenges in the Provision of Secondary Education	18
2.3.1.	Factors limiting access to secondary education.....	18
2.4.	Current Status of Secondary Education	21
2.4.1.	Overall perspectives	21
2.4.2.	Ethiopian context.....	22
2.4.3.	Status of secondary education in the context of Arsi zone.	23
2.5.	Measures that May Contribute to Increasing Access of secondary education	23
2.5.1.	Increasing the number of school places.....	24
2.5.2.	Making education more affordable	26
CHAPTER THREE		27
3.	RESEARCH DESIGN AND METHODOLOGY	27
3.1.	Research Design	27
3.2.	The Research Method	27
3.3.	Sources of data.....	28
3.4	Sample and Sampling Techniques	28
3.5.	Tools for Data Collection	30
3.5.1.	Questionnaires	30
3.5.2.	Interviews	30
3.5.3.	Document Analysis	30
3.5.4.	Data Analysis and Management.....	31
3.5.5	Validity of instruments.....	31
3.5.6	Reliability of questionnaires	32
3.6	Ethical Considerations	32

CHAPTER FOUR	33
4. PRESENTATIONS, ANALYSIS AND INTERPRETATION OF DATA	33
4.1 Backgrounds of Respondents.....	33
4.2 Questions to be answered by all respondent for basic research equations.	38
4.3. Factors that favor students' enrolment in your secondary school.	44
4.4 The possible reasons for low access to secondary students enrolments.....	48
CHAPTER FIVE	56
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	56
5.1 Summary.....	56
5.2. Conclusion	59
5.3 Recommendations.....	60
REFERENCES	62
Annex:	i
Appendix –A	i
Questionnaires' filled by school Principals	i
Appendix –B.....	viii
Questionnaires' filled by Teachers	viii
Appendix –C.....	xv
Questionnaires' filled by educational experts.....	xv
APPENDIX –D	xxii
Gaafannoo Baratootaan guttamuu;-	xxii
Appendix –E	xxix
Interview questionnaire interviewed PTA members	xxix
Appendix –F	1
Document reviewed	1

LIST OF TABLES

TABLE 1:ENROLMENTS TREND OF PRIMARY(1-8) AND SECONDARY (9-10) STUDENTS IN ARSI ZONE IN LAST 5 YEAR	23
TABLE 2. SAMPLE OF THE RESPONDENTS AND SAMPLING TECHNIQUES.....	29
TABLE 3: CHARACTERISTICS OF RESPONDENTS	34
TABLE 4: QUALIFICATION OF RESPONDENTS.....	35
TABLE 5: EXPERIENCES OF RESPONDENTS	36
TABLE 6: RESPONSE RELATED ON MAJOR AFFECTING FACTORS OF SECONDARY EDUCATION IN THE ZONE	38
TABLE 7:QUESTIONS RELATED TO THE EXTENT OF STAKEHOLDER AWARENESS ON AFFECTING FACTORS.....	40
TABLE 8: QUESTIONS RELATED TO THE NETWORKED WORK RELATION AMONG EDUCATIONAL INSTITUTIONS.	42
TABLE 9: RESPONSES ON FACTORS RELATING TO DISTANCE AND FACILITIES	44
TABLE 10: RESPONDENTS' RESPONSE ON FACTORS RELATING TO STUDENTS ATTITUDES TOWARDS EDUCATION	45
TABLE 11: RESPONDENTS' RESPONSE ON RELATED FACTORS TO PRIMARY SCHOOL PERFORMANCE	46
TABLE 12: RESPONDENTS VIEW ON THE FACTORS THAT RELATING FROM GOVERNMENT AND PARENT SIDE.....	47
TABLE 13: RESPONSES RELATING TO DEMAND-SIDE FACTOR	48
TABLE 14: RESPONSE THAT RELATING TO SUPPLY SIDE FACTORS	49
TABLE 15: RESPONDENT VIEWS ON MEASURES TO BE TAKEN FROM GOVERNMENTS SIDE.....	51
TABLE 16: RESPONDENT VIEWS ON MEASURES TAKEN FROM COMMUNITIES AND PARENT SIDE ..	53
TABLE 17: RESPONDENT VIEW ON MEASURES TAKEN FROM EDUCATION STAKEHOLDERS AND PARTNERS SIDE.....	54

LIST of FIGURS

FIGURE 1.THE HUMAN CAPITAL APPROACH	14
FIGURE 2. RELATIONSHIP BETWEEN PRIMARY, SECONDARY AND POSTSECONDARY EDUCATION AS A SYSTEM APPROACH.....	21

LIST of GRAPHS

GRAPH 1.ENROLMENT TRENDS IN SECONDARY SCHOOLS OF ARSI ZONE.....	8
GRAPH 2: RESPONDENTS’ RESPONSE SHOWING NETWORK COLLABORATION BETWEEN PRIMARY AND SECONDARY SCHOOLS.....	43
GRAPH 3: RESPONDENTS VIEW SHOWING REGARDING BASIC THEMATIC AREA FOR IMPROVING SECONDARY EDUCATION	55

ABBREVIATIONS AND ACRONYMS

ANOVA: Analysis of Variance

CSA: Central Statistics Agency

EFA: Education for All

EFDR: Ethiopian Federal Democratic Republic

EMIS: Educational Management and Information system

ESDP: Educational Sector Development Program

ETP: Education and Training Policy

GDP: Gross Domestic Product

GER: Gross Enrolment Rate

GoE: Government of Ethiopia

GTP: Growth and Transformation Plan

IIASA: International Institute for Applied Systems Analysis

LMIC: Lower Medium Income Countries

MDG: Millennium Development Goal

MoE: Ministry of Education

MoFED: Ministry of Finance and Economic Development

NER: Net Enrolment Rate

OEB: Oromia Education Bureau

PTA: Parent Teachers Association

SPSS: Statistical Package for Social Sciences

TVET: Technical and Vocational Education Trainings

WEO: Woreda Education Office

ZEO: Zone Education Office

ABSTRACT

The main purpose of this study was to assess the factors affecting secondary school students enrolment in Arsi Zone and to come up with solutions in order to improve the enrolment of secondary school. To achieve this, the following four research questions were generated. These are: What major challenges do schools identify as factors affecting secondary school students enrolment in Arsi zone? To what extent the educational stakeholders aware on the major factors affecting secondary school students enrolment in Arsi zone? Is there an appropriate network of collaboration work relation between primary and secondary schools? What measures have been taken to overcome the hindering factors of secondary school students enrolment in Arsi zone? The method employed in the study was a descriptive survey. It helps the researcher to identifying major problems related to the students enrolment of secondary education with an inherent intention of suggesting recommendations. Sampling woredas were selected by stratified sampling design based in their geographical location for getting all representative sample woreda from every direction of the zone and schools were selected by simple random sampling techniques and from the respondent side 15 woreda education experts, 5 zone educational experts, 30 teachers, 20 students, 20 school PTA members through purposive sampling and 10 school principals by availability sampling techniques. The required information was gathered through the use of questionnaires, interviews and document analysis. Primary and secondary data have been analyzed in line with research objectives. Both quantitative and qualitative data were gathered and analyzed using mean, frequency and percentage. The findings of the study showed that factors affecting secondary school students enrolment rate were related to low completion rate of primary school graduates, school facilities both at primary and secondary level, poor interest of students in learning, and low job opportunities for school leavers, weak networked work relation between primary and secondary schools. From these findings it can be concluded that:- low performance of primary schools, poor internal efficiency, weak collaborative net worked work relation in the education system leads to the continuous decrements of secondary school students enrolment in the zone. Based on these findings and conclusions the following points are recommended; increasing promotion and completion rate of primary students and improving the intake rate of preparatory schools, creating primary-secondary schools clustering system, developing secondary school expansion strategies such as building additional new classrooms in existing secondary school, construct new secondary schools in new city or rural areas, adding two or more classrooms in an existing primary school. Moreover the government and concerned bodies should have play a role of creating employment access for secondary school leaver or graduates in their area and through improving the school leadership competency at school level.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Educating a nation remains the most vital strategy for the development of the society throughout the developing world . Many studies on human capital development concur that it was the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. To realize this idea, the countries in the track of rapid growth have investing more of their resource on human capital development. On top of this, one can understand more from the experiences of the “Asian Tigers” (Hong Kong, Singapore, Korea, and Taiwan; see World Bank 1993). In addition to this, in the 1980 and 1990s and more recently, Vietnam suggest that it may be possible to sustain rapid growth including making investments in human capital (especially secondary education). In China, for example, the average years of educational attainment increased from 4.7 to 8.2 years between 1980 and 2010. So the secret behind these developing countries was the investment on human capital developments that takes the lion share in their advancement as revealed by (Dinh, Hinh T., Vincent Palmade, Vandana Chandra, and Frances Cossar,2012 cited in World bank study, 2013).

Since education was an investment, there was a significant positive correlation between education and economic-social productivity. When people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods(Dinh et al. 2012).To strengthening this ideas the wage differential between skilled and unskilled workers was only 14 percent in China, but 81 percent in Ethiopia. Although the marginal difference in wage rates in China may indicate a shortage of unskilled workers, it suggests that even unskilled workers in China possess some technical skills that warrant a wage closer to that received by skilled workers. Unskilled workers in China also require less supervision than those in Ethiopia. The ratio of skilled to unskilled labor in China was estimated to be 1 to 10, while in Ethiopia it was 1 to 4 (Dinh et al. 2012) as cited in World Bank Study, on Secondary Education in Ethiopia

Supporting Growth And Transformation by Rajendra Dhoj Joshi and Adriaan Verspoor (2013:6-8.)

The role of education therefore, was not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for natural development. The straightforward linkage between education was through the improvement of labor skills, which in turn increases opportunities for well-paid productive employment. This then might enable the citizens of any nation to fully exploit the potential positively.

Research has long documented the important role education and training play in labour productivity and economic growth. For example, an exercise modeling the impact of attainment in fifty countries between 1960 and 2000 found that an additional year of schooling could increase a person's earnings by 10% and average annual GDP by 0.37% (Hanushek et al., 2008, cited in UNESCO, 2010). Another cross-country study suggested that each additional year of education increased income by 10% (Psacharopoulos and Patrinos, 2004, cited in UNESCO, 2010). The *EFA Global Monitoring Report 2013/4* indicates that an 'increase in the average educational attainment of a country's population by one year increases annual per capital GDP growth from 2% to 2.5% (UNESCO, 2014:151).

In the World Bank studies on *Secondary Education in Ethiopia: supporting growth and transformation* (Verspoor Adriaan, 2008):

"The experience of middle-income countries suggests that sustained economic progress was associated with a rapidly evolving skill profile of the labor force" (World Bank, 2013:24).

At the primary level Ethiopia has almost reached middle income country enrollment rates, with a GER of 96 percent and a net enrollment rate of 85 percent, compared to the lower middle income country (LMIC) averages of 107 percent and 83 percent, respectively. However, it lags substantially behind the LMIC average for all other levels of education. The lower and upper secondary (preparatory) GERs for Ethiopia are 38 percent and 8 percent, respectively, compared to the respective LMIC averages of 72 percent and 45 percent.

As cited in World bank study on *Secondary Education in Ethiopia*, the experience of LMICs suggests that a number of observations be taken into account. First, although universal general secondary education (grades 9–10) was an important policy objective, anticipating a lower secondary GER of roughly 80%. Second, a number of students want to enter the labor market and get a job upon completion of general secondary education (grade 10). These students seek, whenever possible, to benefit from in-house training offered by employers, but will not enter full-time technical and vocational education and training (TVET) programs. Third, the current target for upper secondary (preparatory) education admissions (20 percent of grade 10 graduates) was much lower than the average LMIC target. And finally, the well-justified goal of natural science enrollments of 70 percent at both the preparatory and tertiary level may be difficult to achieve with an acceptable level of graduate quality, although it provides a clear indication of policy direction (World Bank, 2013:24-25).

The Ethiopian education and training policy (ETP, 1994) states that:

“Education, as a very important factor to human development, was of a high priority in the overall development endeavor of the government. Hence, it requires an appropriate direction to set a new process in motion and change the alarming situation. For this, a comprehensive education and training policy was formulated. The policy encompasses overall and specific objectives, implementation strategies, including formal and non-formal education, from kindergarten to higher education and special education. It emphasizes the development of problem solving capacity and culture in the content of education, curriculum structure and approach, focusing on the acquisition of scientific knowledge and practicum.” (ETP,1994:4).

Based on the above mentioned efforts, during the past two decade a remarkable educational achievements have been registered and which plays a significant contribution for the overall developments of the country.

Ethiopia’s progress in education demonstrates that a sustained government-led effort to reduce poverty and expand the public education system equitably, backed by sufficient resources and improved service delivery, can dramatically increase school enrolment. The government has

prepared secondary education strategy to make it easily accessible to the society. Secondary education was not expanded arbitrarily. It should be designed to satisfy economic, political and social need of the country by producing medium and higher level professionals.

In Ethiopian Education and Training Policy and Its Implementation documents (MoE, 2002) mentioned as, “... *secondary education has to expand as much as its quality was also maintained. Thus, expansion of education at this level depends on the availability of resources. The present enrolment in general secondary education (Grades 9 to 10) in Ethiopia was not as such at a level to provide sufficient trained manpower for an economic take-off. Secondary education was not going to grow as fast as primary education or be available to all citizens.*”(MoE, 2002:90). We can easily understand that the great emphasis was given for the primary education expansion rather than secondary education at the national level.

Within the framework of the Education and Training Policy, the government established the Education Sector Development Program (ESDP) in 1996/97, a long-range rolling plan focused on the comprehensive development of the education sector over a 20-year period. The ESDP translates the policy statement into action by providing a sector wide implementation framework. To date the program has had four phases. ESDP I covered the first five years, 1997/98–2001/02. ESDP II, ESDP III and ESDP IV covered the respective periods of 2002/03–2004/05, 2005/06–2009/10 and in 2010/11-2014/15 respectively.

These programs have been remarkably successful in expanding access and moving primary education towards the goal of universal primary education by 2014/15, in accordance with the government’s commitment to meet the Education for All targets and Millennium Development Goals. Thus over the period 1995/96–2010/11, the GER for primary education increased from 34.0 percent to 96.4 percent (World Bank, 2005), and the net enrollment rate (NER), from 19.0 percent to 85.3 percent. The GER for general secondary education (grades 9–10), rose from only 12 percent in 1998/99 to 38.4 percent and NER to 16.4 in 2010/11 (MoE, 2010c)

Having these performances at the secondary education may be the crucial issues for the country to be a member of such a foreseen nation. Becoming a middle-income economy was an

explicit development goal of many countries in Sub-Saharan Africa. As Ethiopia moves toward this goal, the demand for a labor force with skills beyond basic literacy and numeracy will increase, which, in turn, will fuel demand for secondary education. The implications of this demand are significant, as the profile of entrants into secondary education will change from students aspiring to higher education to students with a much more diverse range of goals and abilities. So that Education in general and secondary education in particular play a key role as it would provide one of the most critical ingredients, necessary to start and drive growth and transformation in human capital.

1.2. Statements of the Problem

Education for All (EFA) World Conferences in 1990 and 2000, and the education specific UN Millennium Development Goal (MDG 2) focus in particular on primary education, which can be considered as a basic human right. Generally, basic education was recognized as part of any multidimensional concept of poverty reduction. General secondary education expanded in view of its universalization by 2025 in line with the Middle Income Country Vision. Hence, secondary education can be taken as a key transition point between primary and higher education or school (EFA Global Monitoring Report, 2008). Then it needs special attention to do on this sub sectors.

Regarding to this, in EFA Global Monitoring Report, 2008 mentioned as the Ethiopian economy was one of the fastest growing economies in Africa in recent years. The country aims to sustain an annual rate of economic growth of more than 10 percent and become a middle-income country by the period 2020–23. This goal would require significant improvements in labor productivity. As the economy develops and the industrial and service sectors adopt more complex production techniques, a workforce with more advanced level of education and technical skills would be necessary. International experience suggests that investments in secondary education are especially important in order to both avoid shortages of middle-level manpower and provide a strong foundation for high-quality tertiary education. But the actual results have been shown that as there was a big challenge to meet the intended goal at secondary education.

The world bank, (2013) International Bank for Reconstruction and Development pointed as: key challenges remain for secondary education, such as: (1) a low primary education completion rate that constrains enrollment at the secondary education; (2) inequitable access, with rural populations and girls at a particular disadvantage; and (3) student learning achievement that was disappointingly low in addition to this the internal efficiency of the primary schools such as low promoting rate, high dropout and repetition rate, low quality education as well as poor school facilities the low income level of students' parents and status of economic related factors may causes for low enrolments of secondary education at different levels (World bank, 2013).

As to Arsi zone more recent educational statistics of 2007EC indicates that; in Arsi zone education office, there were 1040 primary, 79 secondary and 24 preparatory schools with 640,748(337,188 male, and 303560 female), 47,485(27087 male and 20398 female), 6856(4367 male and 2489) students in primary, secondary and preparatory schools respectively. During the last five years the number of schools have been increasing from 915 to 1040 at the rate of 2.7% in primary, from 48 to 79 at the rate of 12.9% in secondary and from 18 to 24 preparatory schools with the annual growth rate of 6.6%, while the number of students decreasing from 55,555(30,385 male, and 25,170 female) to 47,485(27087 male, and 20398 female) at the rate of (-2.9%) per year at secondary and from 7506(4931 male and 2575 female) to 6856(4367 male and 2489) by -1.7% rate declined at preparatory, besides at primary level increasing from 549,629(284,800 male, and 264,829 female) to 640,748(337,188 male, and 303560 female).

Regarding to the number of teachers 10042 to 12047 primary, 1694 to 1968 secondary and preparatory 249 to 484 at the rate of 3.9%, 3.2% and 18.8% primary, secondary and preparatory schools respectively recorded as increment trends during the last five years (AZE O Annual statistics abstract, 2007EC). Arsi Zone education data was evident that the number of secondary and preparatory students was declining from year to year.

Then, the reason why the enrolment of secondary education decreased was the basic research idea for the researcher. Realistically the school age population in the zone at the secondary level would be increasing by population growth rate nearly 2.9% per year (CSA, 1999EC) and

on the other hand the number of primary school enrolments also increasing at the rate of 3.3% annual growth. However, the trend of secondary school enrolments were goes down tremendously for unidentified reason. So as the efforts and important intervention done by governments, communities and other stakeholder to expand the secondary education have been investing a lot on secondary education.

For example during the period of last five years 31 new secondary schools were constructed by the collaboration of governments and zonal community that shows the assertion of high need, to increase students enrolment and commitments of the partners. On the other hand, the five year Ethiopian Growth and Transformation Plan (GTP-I) of Arsi zone plan was targeted at 80% of growth enrolment rate (GER) for secondary education coverage, but the actual achievement was very back from the targeted plan which was 31.9% in the zone (AZE0,2007). Thus experience should get special considerations with in all educational stakeholders in the education system. Consequently, it was a very agenda to conduct research and point out the associated problem.

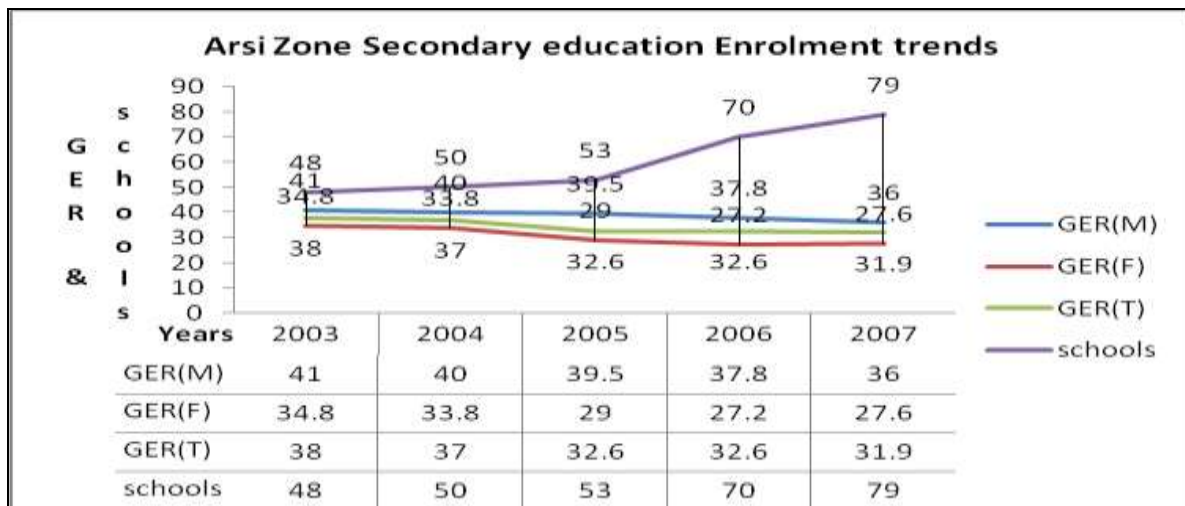
To know the causes of this problem needs further investigation, then again the Government intentional plan for secondary education was targeted GER more than 62% (GTP, 2003EC-2007EC:19). Because, the proposed target was the minimum required criteria for becoming the member of middle income country was stretched to 80% of coverage which plays a great role in the creation of skilled man power to the country both in the right quality and quantity. The low achievement of secondary education in enrolments gets a big concern at the Regional and National level. At Oromia education bureau, similar research has been conducted three years ago on the same issues concerning the decreasing enrolments of secondary student in Oromia regional states. The researcher try to examine the research paper and try to assess the findings and its recommendations given in presented paper. But the existing setback was not solved and the researcher try to study the other part of associated factors for the entire challenge.

As a government concerns, educational institutions started to implements the proposed recommendation particularly by expanding secondary schools in the rural areas. But the existing trend could not be changed in Arsi zone. So as to goes as the number of schools increase the number of students still getting decreasing. The usual trends continue as it was. For

detailed more in Arsi zone have illustrated in graph 1 below. So the main intention of the researcher was for finding the real and deep rooted cause of the problems in other sides. Thus, identifying the major reasons for recorded lower performance in enrolments of the secondary school was the basic aspiration for this study.

To strengthen the central idea and basic theme of this study, one can easily understand the real situation as what would happen in the secondary education sub-sector in graph 1 below.

Graph 1. Enrolment trends in secondary schools of Arsi zone



Source: Oromia Education Bureau ESDP-IV performance analyses document (2015).

The concern of this study, was to find out the major causes for the decreased enrolments of secondary education in Arsi zone education office. Thus far, in the zone there are a number of efforts has be done to expand secondary educational service, such as: good government concerns, high community students enrolment, significant increment number of qualified teachers and expansion of new secondary schools throughout the zone, whereas the enrolments of secondary education remaining as a big challenges in substantial to its beneficiaries. Accordingly, to study the given problem, the following research questions were raised.

1. What major challenges do schools identify as factors affecting secondary school students enrolment in Arsi zone?
2. To what extent the educational stakeholders aware on the major factors affecting secondary school students enrolment in Arsi zone?

3. Is there an appropriate network of collaboration work relation between primary and secondary schools?
4. What measures have been taken to overcome the hindering factors of secondary school students enrolment in Arsi zone?

1.3 Objectives of the Study

1.3.1. General Objective

The main objective of this study was to explore the major affecting factors of enrolments in secondary schools of Arsi zone.

1.3.2. Specific Objectives

The specific objectives of this study would be:

- a) To identify the major affecting factors of secondary schools students enrolment of Arsi zone.
- b) To examine the level of awareness of educational stakeholders on the major factors those affecting secondary education enrolments.
- c) To identify the current work relation and interrelationship with, each other among the sub sectors of primary and secondary schools.
- d) To suggest possible strategies that would have been taken to solve the challenges related to the enrolments of secondary education.

1.4. Significance of the Study

The results of the study will have the following relevancies. The study is helpful to the Regional, Zonal, woreda, and schools level in general by providing information and for the pupils in particular to work on basic issues. The findings helping the educationalist at different level to take a devising measures that would lead to the improvement of secondary school students enrolment in the zones and creating more accessing of secondary education at grassroots to the beneficiary. In addition to this, it was worth by providing them information on

how to identify the hindering factors that affecting enrolments of secondary education and its trends by relating its significance in the overall nation's development future plan (GTP II).

1.5. Delimitation of the Study

In order to make the study more manageable, it was delimited in concepts, geography and time. It was conceptually confined to analyze the key factors affecting enrolments of secondary student of Arsi Zone, Oromia Regional State. And the researcher limits himself to Arsi zone, where he has got the information on the prevalence of the problem. Secondly, geographically, there are twenty five woreda education offices. Out of these, based on the data from the Zone Education Office, which classified the existing woredas into five (North, South, East, West and Central) placed on their geographical location by stratified sampling design to make the study manageable, the study covers only five (20%) of woredas and ten (12.6%) of schools (two secondary schools from each selected woredas). The enrolments of secondary education variables which the researcher concentrated on the trend of pupil's enrolment in terms of access and coverage. The study delimited to take place at secondary schools grade 9-10 levels. The study was demarcated technically in the assessment of access and coverage of secondary education with particular focus on the trend of enrolments and the factors affecting during the period of previous five years (2003-2007EC). Concerning the respondents' school principal, teachers, students, PTA members and educational personnel had been delimited as a key informant to the study.

1.6. Limitations of the Study

It was obvious that research works can't be totally free from limitation. Hence, some limitations were also observed in this study. Accordingly, some of the school principals, teachers and educational experts were over burden by routine office and personal activities to provide the necessary data. Moreover, there were acute shortage of books or lack of updated related literature and similar research works on the topic, especially, in Arsi zone context. The researcher founded it difficult to collect organized data from schools, some of the respondent such as the parents may not available and the study also was limited by time constraints, shortage of budget and transportation facilities.

In spite of these shortcomings, it was attempted to make the study as complete as possible. The researcher has tried to alleviate the shortage of the references by browsing information from the internet. The researcher was also used as a good opportunity. Arsi zone education office 3rd quarterly review meeting participants (secondary school directors and woreda Education office heads) that held at zonal town (Asella) delegated them as an agent for their school and woredas respondent to overcome the problem pertained to the scattered location of sampled schools, financial shortage and to collect the data within the allowed time.

1.7. Operational Definitions of the Key Terms

Access: It is the availability, convenience and ability to be educated in secondary schools

Completion rate: Is defined as the total number of students who successfully completed the final years grade of primary schools.

Dropout Rate: Leaving a school before completing of a given stage of education or some intermediate or non-terminal point in level of education such as primary or secondary level.

Educational inputs: Comprise the buildings, teachers, books and other learning materials, which may be aggregated and expressed in terms of expenditure per pupil per year.

Educational stakeholders: the partners who are participating in education system in various activities, such as school community, students' parents, educational professionals donors or supports, government and non-government organization at different levels.

Enrollment: The registration of a student for attendance at a school.

Factors affecting: Major causes for decreasing the students enrolment in secondary schools.

Gross Enrollment rate (GER): Is the total enrolment in a level or cycle of education, regardless of age, expressed as a percentage (sometimes exceeding 100 per cent) of population in the officially defined school-age group for the level or cycle Concerned group ($GER = \frac{\text{Total Enrolled}}{SP(\text{age}15-16)} \times 100$).

Lower Secondary school: refers to the school system established to offer two years of general education (grade 9 -10).

Net Enrollment rate (NER): Is the number of pupils in the official school-age group expressed as a percentage of the total population in that age-group ($NER = \frac{\text{Enrollment of age 15-16}}{SP(\text{age}5-16)}$).

Participation rate: The number of students of school age who were reported as being enrolled in school expressed as a percentage of the total number of children of school age

Promotion Rate: Is percentage of pupils promoted to next grade in the following school year.

Repetition Rate: Refers to the proportion of students who have remained in the same grade over one year and used additional resources for the grade.

Retention:-Ability to go with education until the required standard level

Secondary school students enrolment: the students who have enrolled in grade 9-10 of secondary schools for attending general secondary education.

1.8. Organization of the Study

The study was organized in to five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, significances of the study, delimitation of the problem, limitation of the study and operational definitions. The second chapter presents the related literature review. The third chapter deals about research methodology that incorporates , research design, research method, source of data, Population, sample size and sampling technique, Instrument of data collection, procedures of data collection, methods of data analysis, and ethical consideration. The fourth chapter is concerned with the analysis and interpretation of data and discussion on important issues. Whereas chapter five presents summary of findings, conclusions and recommendations of the study. Finally, list of reference materials used for conducting the study, questionnaire and interview questions are annexed at the end.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature concerning the problem which was understudy. Accordingly, the whole of this chapter was devoted to the idea that related with factors affecting secondary school students enrolment that views access and coverage of secondary education.

2.1. The Concept and definitions of Education and Secondary Education

As it happens in most of the research works, it seems logical to define the term of education and secondary education first. Such an approach will make it possible to pull together most of the convergent definitions of the term provided by various authors expressing themselves in different ways. It also facilitates common understanding.

2.1.1. Concepts and Definition of Education

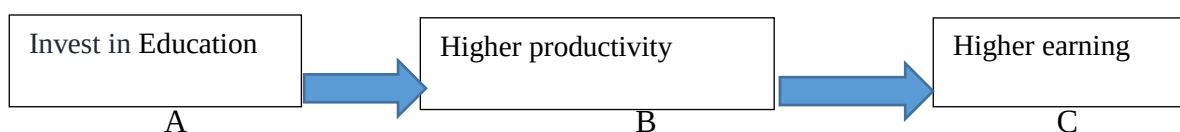
Education is one of the basic services offered by governments and other stakeholders to society. Authors including Bray (1996) and Miller (2001) posit that education is a tool for economic development and therefore there is need to constantly review inputs and outputs in the system. If education was to meet the goal of economic development in any nation, then aspects of access and coverage of education should be examined critically with respect to addressing the opportunities of education to the citizen. Accordingly education can be seen as a views of; - educational attainment as a basic human need in itself; equity and efficiency in the performance of the educational system, where efficiency relates to the cost-effectiveness of the educational system and the use of resources used in education and *equity* to the distribution of resources and benefits among the population; *externalities* of education, i.e. its impact on productivity, labor market functioning, health and social students enrolment.

On the other perspectives, to the process of human capital development, education plays a significant role. Economists such as Rees (1979), Schultz (1981), Todaro, (1985) and Psacharopoulos (1988) see education as an investment in human capital (human resource development). It was quite clear that the society in general sees education as a catalyst for change. In line with this concept, stated that:

‘The role of education for the development of the society as a whole was a widely discussed topic nowadays in both academic and public discussions. One of the reasons for this lays in the fact that the term “Knowledge society” has become highly prominent in our world that was becoming more and more globally interconnected.’

Within this discussion education was generally seen as the foundation of a society and the motor for development which brings economic wealth, social prosperity and political stability. Cohn (1979) attempted to show the simple concept of human capital approach as depicted in the following figure.

Figure 1. The human capital approach



Source: Cohn (1979), *The economics of education*, California, USA: .University of South Carolina.

The simple human capital development approach shown in Fig 1 attempts to indicate that investment in human capital by means of education (A), leads to the higher productivity of workers (B), which, in turn, causes higher earnings (C). Human resource can be developed through different ways and approaches. It could be developed through formal and non-formal education, on the job training, distance education, adult education, etc. In the formal education program, human resource development could be carried out at primary, secondary as well as at tertiary levels, depending on the objectives of a particular situation and receiver.

2.1.2. Concept and Definition of Secondary Education

According to Hanushek (2007), secondary education is the education level that exists between primary education and higher education. It can be defined by the age of the students. Secondary education was the school for young adolescents, a very crucial age where important knowledge, skills, attitudes and values are acquired for the rest of their lives. It was also the level where future technicians and professionals, scientific personnel and managers are identified, and those who will continue to study in various specialized and technical schools and at higher education level are selected.

In Ethiopian Education and Training Policy(1994), the structure of education system has been described as:

Kindergarten focused on all round development of the child in preparation for formal schooling. **Primary** education is of eight years duration, offering basic and general primary education to prepare students for further general education and training. **Secondary** education is of four years duration, consisting of two years of general secondary education which enable students to identify their interests for further education, for specific training and for the world of work. General education would be completed at the first cycle (grade 10). The second cycle of secondary education and training enable students to choose subjects or areas of training which prepare them adequately for higher education and for the world of work. And the formal education system of Ethiopia was structured as **8-2-2**, of eight year primary, 2 year lower secondary and 2 year for preparatory level (*ETP, 1994:13-14*).

2.2. The Significances and Importance of Secondary Education

2.2.1. Significances of secondary education in comprehensive context

Secondary education was widely believed to provide the optimum setting to prepare young people, predominantly adolescents, for healthy and productive adult lives, including students enrolment in social, political, and economic spheres. In addition, for countries to compete in the global economy, a significant number of their citizens needs a secondary education in order to acquire the specific skills and aptitudes necessary for an increasingly technology driven market place.

The first important reason to focus on access to secondary education was that as a result of attempts to ensure universal access to primary education, the numbers of primary school leavers has increased which was increasing demand for secondary education. For example, Poverty reduction also has direct links with access to secondary education. With increasing access to primary education is access to secondary education which determine life chances. There was much evidence to suggest that those with secondary schooling increase their chances of formal sector employment and informal sector livelihood. Recent research from the

International Institute for Applied Systems Analysis (IIASA) has linked increasing access to Secondary education with economic growth. Their research found that;

‘Investment in secondary education provides a clear boost to economic development, much more than can be achieved by universal primary education alone. Hence, the current focus of the United Nations Millennium Development Goals’.

As cited in background paper prepared for the education for all global monitoring report 2008, (2007:2)

Education is also a key contributor to the alleviation not only of income poverty but also of capability poverty. Conversely, poverty and hunger are key impediments to effective uptake of education opportunities. Education policies, strategies and programmers therefore need to adopt a pro-poor perspective and remove poverty related barriers to realizing the right to education. While the effect of education on health was articulated above, the converse was also true. Better educated people achieve better health outcomes, and healthier learners achieve higher educational outcomes.

As revealed paper presented under the title, The Importance of Investing in Secondary Education: it specified as, in today’s world, acquisition of the enabling skills and competencies necessary for civic students enrolment and economic success depends on access to good secondary education. Investment in secondary education in developing countries can be justified not only on the grounds of its contribution to productivity increases, which lay the basis for sustained economic growth and poverty reduction, but also for its contribution to human capital development and its associated effects on democracy, crime reduction, and improvement of living conditions. Secondary education plays a key articulating role between primary schooling, tertiary education, and the labor market.

The specific dynamics of this articulation was crucial because it determines future educational and job opportunities for young people. Secondary education can become a bottleneck constraining the expansion of educational attainment and opportunity, or conversely, it can open a set of pathways and alternative channels for students’ advancement. Access to good secondary education entails having a system in which students have real opportunities to play meaningful roles in the enterprise of their own education. This ideal was at odds with the way

secondary schools are currently organized as large institutions that give youngsters few opportunities for self-management and students enrolment.

The result was disaffection among secondary students. This situation could become the main obstacle to increased students enrolment in and graduation from secondary education. A policy challenge was to align secondary school curricula, pedagogy, and assessment with the demands and needs of young adolescents. Unchecked expansion of secondary education, especially in countries with low students enrolment rates at that level, could also give rise to increased inequalities in educational attainment by gender, social class, or region. Countries should consider targeted interventions to address this potential problem.

2.2.2. Overview significances of secondary education in Ethiopian context

In Wikipedia, the free encyclopedia under the title *Education in Ethiopia* pointed out, As to Richard Pankhurst indicated that; Education in Ethiopia has been dominated by the Ethiopian Orthodox Church for many centuries until secular education was adopted in the early 1900s. The modern and formal education system has been realized after the opening of Minilk-II School in 1908 (Pankhurst, "Education in Ethiopia", p. 374)

Currently the Ethiopian government takes the high initiation to expand secondary education in its each short, middle and long term developmental plan. Among the emphasizes given to the secondary education a huge financial, material and human resources have been mobilized for this sub sectors, to strengthen this ideas in *Ethiopian ESDP-IV (2010:7-14)* states as, General secondary education expanded in view of its universalization by 2025 in line with the Middle Income Country Vision. In addition to this one of the goal of general education in Ethiopian ESDP-IV cited as to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle level and higher level human resources.

In order to improve the status of secondary education the workable strategies have been raised clearly such as; the availability of secondary education in rural areas remains limited. This was reflected in the important differences between regions. Most regions have constructed

additional schools in rural areas, but it remains difficult to construct sufficient schools of good quality in rural areas (because of the lack of access to some indispensable services).

Ethiopia's progress in education demonstrates that a sustained government-led effort to reduce poverty and expand the public education system equitably, backed by sufficient resources and improved service delivery, can dramatically increase school enrolment. After implementing the plan, 80 per cent of students can attend in TVET education to be medium professionals and the rest 20 per cent of students are engaged in preparatory schools to prepare themselves to higher education (ETP, 1994). Then, the Ethiopian governments' has a plain concern for expansion of secondary education to contribute a workman power for ensuring sustainable economic growth.

2.3. Major Challenges in the Provision of Secondary Education

There are a number of reasons why access to secondary education was so low. Two of the most obvious reasons being the high costs of secondary schooling and the absence of secondary schools in many areas, (Lewin, 2004).

2.3.1. Factors limiting access to secondary education

The factors explaining the low students enrolment of young people in secondary education are numerous and some have been mentioned above. They are generally regrouped into two categories: supply related and demand-related factors.

2.3.1.1. Supply-related factors

The existence of secondary schools relatively close to where young people live clearly influences students enrolment. What was at stake was the distance that children should cover to reach secondary schools and when the distance was too big as in rural areas, the availability of certain services like hostels and transportation service should be fulfills.

2.3.1.1.1. The cost of schooling

The cost of schooling was another important factor; Secondary schooling was more expensive than primary schooling. Herz et al. (1999) in Teshome Nekatibeb (Ph.D), *A Case Study of Dropouts from the Amhara and Oromia Regional States in Ethiopia (May 2002)* studied as; When families have to bear the full cost of schooling, certain children, particularly those from

low income families, are unlikely to participate. The extent to which government supports the cost of schooling, including teachers, determines the level of tuition fees in government as well as in private schools. And, therefore, students enrolment at school levels major approaches emphasized were the reduction of direct and opportunity costs of schooling, addressing access and safety concerns and improving the quality of schooling offered. Reservation of school places for boys and girls, bringing schools closer to homes, awareness campaigns focused on the importance and its main incentives of secondary education should be an essential intervention area.

2.3.1.1.2. Low quality education

Low quality education was another factor that may discourage families enrolling their children into secondary schools. Families may be willing to pay to educate their children and to sacrifice their contribution to family income, but only if they perceive that their investment was worthwhile and if they find that their children learn something useful. With the rapid expansion of secondary education, quality has often deteriorated. The number of pupils per class has risen, sometimes up to 60 or 70 and teachers are often not qualified.

2.3.1.2.Demand-related factors

Poverty and the inability of families to pay fees or to forego the income that their children would bring to the family if they were to work are probably the most important demand-related factors that explain drop out. The income foregone was negligible for middle income families but it was not so for low income families. Generally, from an economic point of view, families decide to enroll or not enroll their children after comparing the cost of education with the expected benefits. Three factors militate against enrolling the child in secondary schools. First was the direct cost of secondary schooling, which in addition to tuition fees includes the cost of textbooks, uniforms, examinations, transport and food. Second was the indirect cost of schooling, i.e., the income forgone. Third was the uncertainty of the post-school benefits if the child was not doing well in school, especially the prospect of getting a job. In this regard, families are influenced by the local and national economic environment. In a context of economic boom, parents may be more likely to invest in the education of their children. But if there are few jobs they may be discouraged to do it.

2.3.1.3. Internal efficiency related factors

Abagi, O. and Odipo, G. (1997), defines internal efficiency as the amount of learning achieved during the school age attendance, compared to the resources provided. And take the percentage of entering students who completed the course as its measure. The internal efficiency of an education system can be measured by promotion, repetition, dropout, completion and survival rates. Additionally (UNESCO, 1998) defines the term dropout as leaving a school before completion of a given stage of education or some intermediate or non-terminal point in level of education. The basic symptoms of wastage, in particular dropping out, depend on the type of education systems. It was defined in relation to the characteristics of the various educational systems. The duration of compulsory schooling and the periods between the ages into grades varies between countries of different educational systems.

Many primary school children who enter the school system at primary level do not complete the cycle in the given time frame. This was becoming one of the challenges of achieving UPE goals at 2015 and root cause for lowering enrolment rate at secondary education. According to (Abagi, et.al, 1997), the major factors that affect low completion rate at primary school could be divided into three or four categories. These are education policies and institutional processes, school-based factors, house hold and community based factors and student related factors.

Thus, since low completion rates a serious wastage in the system and also the causes for low achievement in secondary school enrolments. Primary completion help to estimate the number of children who can potentially enter lower secondary education, whereas the transition rate to secondary education indicates how many of them actually enter.

As education system was an open system and near to the society secondary education system can take its input from the primary education level and its yield to the preparatory level that is symbolized as follows.

Figure 2. Relationship between primary, secondary and postsecondary education as a system approach

Input	Process	Output
Good performance in Primary education	Increasing secondary education enrolments	Status of post-secondary education would rise secondary students enrolment
• Low dropout rate • Low repetition rate • High promotion rate • High completion rate • High survival rate • Proximity and access to schools	Enrolments of secondary education will be increasing 	Rate of promoted students to preparatory level Workman force to meet the market demand Capable and initiated human labour for the nation's economy

Conceptual framework of system approach of input-output relation in the education system

In the above discussion the mentioned variables such as, dropout, repetition, promotion, completion and survival rates have a direct impact on the enrolments of secondary education. Each variable has a cause- effect relationship to each other, in such a way that high dropout and repetition rate lead to low completion, promotion and survival rate which causes for lowering the enrolment rates of secondary education. On the other hand, the status of post-secondary education or at preparatory level has a pulling factor for increasing the lower secondary education enrolments in its high rate of prompted students to the tertiary level, high market demands for efficient number of workman force and the level of country's economy to attract skilled human power.

2.4. Current Status of Secondary Education

2.4.1. Overall perspectives

Unfortunately the focus of the MDGs on Primary Education has led to the neglect of Secondary Education. Mekonen (2010) argues that it was;

‘Worth noting that the emphasis on primary education has arguably reduced secondary education standards. Indeed, the cost of focusing on primary education has been the almost total neglect of secondary education. Focusing on short-term targets such as primary enrolment, may neglect the medium term needs of a country, such as secondary enrolment. Saith (2006: 1173) argues that this devalues the futures of the children of the developing countries’.

Therefore, a need to move away from a preoccupation with primary education, and more emphasis was needed on secondary and tertiary education, Lewin(2004), for example notes that despite improvements in access to primary education, the gross secondary school enrolment rates for the great majority of Sub-Saharan African countries was less than 40%.

2.4.2. Ethiopian context

In the Ethiopian case, although priority has been given to primary education, it does not mean that secondary education has not been given any attention. In reality, secondary education has to expand as much as its quality was also maintained. Thus expansion of education at this level depends on the availability of resources. As was the case with primary education, the students enrolment rate at this level should not include all children with the right (appropriate age). Nevertheless, there was a need for a middle level trained manpower, if there was going to be economic growth.

The present enrolment in general secondary education (Grades 9 to 10) in Ethiopia was not as such at a level to provide sufficient trained manpower for an economic take-off. Secondary education was not going to grow as fast as primary education or be available to all citizens (*The Education and Training Policy and Its Implementation, MoE,2002*).

Education is a key development strategy for Ethiopia. There has been impressive progress with respect to equity and access over the last decade. By 2011/12 primary enrolment reached almost 17 million (GER 95%). The number of out of school primary children dropped from 6.5 million to around 3 million between 1999 and 2011. Enrolment of girls has shown a steady increase with the gender parity index now standing at 0.95 in primary. First cycle secondary

enrollment trends show significant increases (GER from 17.1% in 2001/02 to 36.9% overall and 34.6% for girls in 2011/12 (UNESCO, 2012).

2.4.3. Status of secondary education in the context of Arsi zone.

During the last five years the situation with respect to secondary school enrolment in Arsi zone was describe as follows, in Table 1 below.

Table 1:Enrolments Trend of primary(1-8) and Secondary (9-10) students in Arsi Zone in last 5 Year

years	Primary students			Arsi Zone Secondary school Enrolment						schools	
	GER			Number of students enrolled			GER			Primary	secondary
	M	F	T	Male	Female	Total	M	F	T		
2003	87.7	83.7	85.7	30385	25170	55555	41	34.8	38	961	48
2004	85.7	83.8	84.7	27676	22990	50666	40	33.8	37	981	50
2005	87.2	82.2	84.7	27960	20278	48238	39.3	29	34.2	1002	53
2006	89.6	82.8	86.2	27610	19564	47147	37.8	27.2	32.6	1030	70
2007	91.9	85.3	88.6	27060	20406	47466	36	27.6	31.9	1040	79
Ave in %	1.0	0.4	0.7	-2.2	-3.8	-2.9	-2.4	-4.1	-3.2	1.6	12.9

Source: Arsi Zone education office Annual statistics data (2007EC)

From the above data one can easily understands that achievements of primary education was more promising than secondary education to realizing the UPE and EFA goal. The data also show the decreasing of students' enrollment continuously and lowery down in GER from 38% to 31.9% at secondary level.

2.5. Measures that May Contribute to Increasing Access of secondary education

Different measures or policies can be designed to address the problems and factors of access. They concern increasing the supply of secondary school places; reducing the cost of school attendance for the poorest families; providing incentives and support to selected disadvantaged

groups of students; improving the overall quality of education and adapting teaching methods to suit the characteristics of disadvantaged groups; making the school organization more flexible and proposing alternative provisions of secondary education; and finally, addressing the socio-cultural problems.

2.5.1. Increasing the number of school places

In Asia-Pacific Secondary Education System Review Series No. 2, under the title of Access to Secondary Education, UNESCO, 2010 workable practices as illustrated, the first set of measures address the supply constraints and aim at increasing the number of school places. In countries where enrolment rates are still low, and where teenagers have to walk or commute long distances to go to a secondary school, increase in the coverage of secondary education will necessitate the building of new secondary schools. One option was to expand existing secondary schools by building new classrooms and recruiting new teachers. In urban areas, double shifts are often practiced when no land was available or if the land was too costly. Double shifts do not necessarily mean low quality if they are well organized and the number of teaching hours was not reduced (Bray, 2008).

In rural areas there may be no schools to expand. The challenge was to provide more schools closer to where students live. Adding two or three classrooms to an existing primary school was a solution which was practiced in some countries. Where to place lower secondary education has been debated from France to Norway and Argentina to India when strategies for expanding secondary education are considered (Access to Secondary Education, UNESCO, 2010).

The debate concerns the type of schools where lower secondary should be located and the type of teachers who should teach at that level: should they be subject specialized teachers or not? Should lower secondary education be integrated with primary education in elementary education type schools, and should lower secondary classes be taught by a majority of unspecialized primary school teachers? Should it be provided with special teachers in independent schools, or should it be integrated with upper secondary in secondary schools? The advantage of schools that offer both primary and lower secondary education was that they facilitate the transition from primary to lower secondary and minimize drop out, for both physical and geographical reasons and for pedagogical ones. This model reduces the barrier

between primary and secondary schooling and teaching method, and allows smoother transition. The model was particularly appropriate in countries which have meager resources, where drop out in primary education was a serious problem and where lower secondary must compensate for low quality primary education. The quality of the education provided, however, particularly in sciences and languages, may not be as high as when specialized secondary school teachers are teaching (UNESCO, 2010:27-29).

Some educationists are therefore advocating integrated secondary schools employing secondary school teachers. For some years a number of countries relied on elementary-type schools, particularly in rural areas, by simply expanding existing primary schools with the support of the community. Some years later, however, they moved to a model based on integration with secondary schools (Briseid and Caillods, 2004). The pattern of secondary school provision in Asia seems very diverse. Different types of schools co-exist in different countries reflecting pragmatism and changes of policy over time. Private schools also illustrate a diversity of organization models sometimes providing primary, lower secondary and upper secondary education in the same facility.

When schools are built with the support of aid agencies, governments should be wary of too luxurious buildings with sophisticated equipment which may turn out to be very expensive to maintain. Liberalizing the conditions for opening private secondary schools and allowing independent private schools to develop, was another way of increasing supply without taxing the government's budget. Subsidizing certain private schools and multiplying the number of government aided secondary schools, can also allow expansion of the number of school places at a lower cost than fully funded government schools. Several countries are already doing this as discussed earlier.

This strategy has proven effective to increase enrolment and students enrolment in some low and middle income countries. In principle, it could allow release of funds which can be used by governments to build more schools in rural areas or in the periphery of urban areas where students enrolment rates are low. Building more schools by government aided and private

schools will contribute to enlarging the number of school places and will eventually contribute to increased enrolment.

Additional measures are needed to ensure their students enrolment. The first measure was to make education more affordable. The Ethiopian education and training policy implementation experience shows as most of other countries experiences applicable so far here. Among such practices construction of additional blocks in primary schools, expanding of the new secondary schools in most rural areas, double shifting system, integrated and clustering approach between 5 primary and secondary schools as well as resource sharing among them that make the smooth transition from primary to secondary level.

2.5.2. Making education more affordable

As discussed above the poorest households cannot afford the direct and indirect costs of education. In order to reduce the direct cost of education, several countries have eliminated tuition fees at lower and sometimes at upper secondary level. Abolition of school fees was an expensive measure, however, and not every country can afford it. In practice, the fees may be officially eliminated but if the schools do not receive an equivalent allocation from the government in the form of a per capita grant, the quality of education declines and/ or schools continue to charge registration fees and ask families to contribute to the cost of education. In 1994 Ethiopian education and training policy documents clearly indicated as primary and secondary education was free of any educational tuition fees and educational cost covered by government and communities. It was truly implemented provision of free education 1-10 grades throughout all government and public schools of the country (ETP,1994:34).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

To carry out the research study, the following methodology and procedures were used. It also focused on the study design, study area, target population, sampling strategies, research instruments, data collection procedures and methods of data analysis.

3.1. Research Design

The purpose of this study was to make out factors affecting secondary school students enrolment in Arsi zone. This would call for collecting data relatively from wide areas of the zone. Under such circumstances descriptive survey design was employed for this study, as it exists at present, it is also relevant to gather detailed information concerning current situation on affecting secondary school students enrolment. In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994) describes that descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events. Based on this, the researcher believes that descriptive survey design was helpful to determine the factor affecting secondary school students enrolment in Arsi zone.

3.2. The Research Method

The method engaged in this research was both quantitative and qualitative methods. Since the research is survey method, it more emphasizes quantitative research approach. Using multiple approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe Furthermore, to confirm, cross-validate or corroborate findings within a study.

3.3. Sources of data

Two types of data sources were used for this study. These were primary and secondary sources. Primary data were obtained from educational personnel and experts from the zone, woredas education office and school principals, teachers, students and parents' teachers association (PTA) members. Because of their exposure and experienced with the educational activities involving directly from teaching learning process up to monitoring and evaluation activities in the education system. Whereas PTA members the concern informant for their children's and the students are the direct beneficiaries of the educational service.

So that, the key informants of this study were selected as potential respondents. Moreover, educational abstracts, EMIS data, educational written reports/documents, and literature review were used as sources of secondary data that provide additional and supporting information or evidence to the entire study.

3.4 Sample and Sampling Techniques

To obtain reliable data and enable the sample representative enough, out of twenty five woredas, five woredas (20%) through stratified sampling design based in their geographical location for getting all representative sample woreda from every direction of the zone. It covered all location that was geographically cluster to make the study manageable and two secondary schools from each selected woredas (12.6%) had been selected through simple random sampling method which eliminate biased, more informative and the sampling error can be estimated.

From seventy nine secondary schools 10 secondary schools were selected as sample population by using simple random sampling technique because the samples were assumed to be given equal chance to get the essential information and this technique helps to select required respondents easily.

The following Table indicates selected sample woreda education offices and the number of respondents included in the study from each sample schools, woreda education office and the zone education office.

Table 2. Sample of the respondents and sampling techniques

No	Name of Sample Secondary Schools	Name of worda	No. Principal	No. teachers	No. Students	No. Of PTA members	Woreda Education experts	Total
1	Arboye S.S	Jeju	1	3	2	2	3	19
2	Bollo S.S		1	3	2	2		
3	Chole S.S	Chole	1	3	2	2	3	19
4	Moye S.S		1	3	2	2		
5	Kula S.S	Sude	1	3	2	2	3	19
6	Salila S.S		1	3	2	2		
7	Gumguma S.S	Munesa	1	3	2	2	3	19
8	Kersa S.S		1	3	2	2		
9	Gobesa S.S	Shirka	1	3	2	2	3	19
10	Gado S.S		1	3	2	2		
11	Arsi	ZEO					5	5
Total			10	30	20	20	20	100
Sampling techniques	Simple random sampling	Available sampling	Purposive sampling					

As we observe from the above Table 2, from 25 woredas the whole population, five woredas and 10 secondary schools were selected by simple sampling techniques and from the respondent side 15 woreda experts, 5 zone educational experts, 30 teachers, 20 students, 20 school PTA members through purposive sampling, because of their work positions and experience. Supporting this idea Abiyi et al., (2009:64) suggest that the purposive sampling technique is typically used when focusing on a limited number of informants and who selected strategically have in-depth information to give optimal insight into an issue. And 10 school

principals by availability sampling techniques due to their responsibility to follow up the overall activities of the school and have an exposure on students' related issue. Finally, a total of 100 informants were participated in the given study.

3.5. Tools for Data Collection

Three different kinds of data gathering tools were employed in this study.

3.5.1. Questionnaires

Questionnaires were prepared and distributed among principals, teachers, students, woreda education experts and Zone education office personnel because of the questionnaire has low cost for getting all respondents in target schools. It was free from the bias of the interviewer; answers were in respondents' own words, respondents have adequate time to give well thought out answers and large samples can be made use of and thus the results can be made more dependable and reliable. Apart from the close - ended ones, some open –ended question items were offered for principals, teachers, woreda education experts and Zone education office personnel that also be included to freely draw pertinent opinions and comments from the respondents.

3.5.2. Interviews

The interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face with the interviewer . Semi-structured interview was used to gather in-depth qualitative data from PTA representatives. Employing semi-structured interview is quite important, because interview has great potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (Abiyi et al., 2009). The interview questions were translated in to the local language (Afan Oromo) for PTA representatives to minimize communication barriers.

3.5.3. Document Analysis

Analysis of relevant documents from Arsi zone education office, such as Enrolment trend of the five years, from educational statistical abstract, yearly evaluative reports, ESDP-IV

document that available at Oromia region, zone, woreda education offices and schools were made to strengthen other data sources.

3.5.4. Data Analysis and Management

Both quantitative and qualitative data were collected from different sources and organized and presented in the way that it gives answer to the research question.

Quantitative Data: - With regard to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their conceptual similarities. The data gathered through questionnaire were analysed using descriptive statistics. For the sake of convenience, related items were treated together. In analysing the data, the following procedures had been used. First, the response obtained from closed-ended items of the questionnaire were identified, tallied and tabulated.

The reaction of the respondents were indicated in numbers, percentages and mean differences which was important in the context of all those situations. Percentage and mean were used as statistical tools for data analysis.

Qualitative Data: -The data collected from interviews, open ended question of the questionnaire, document analysis were analyzed and interpreted qualitatively. In addition, the responses for interview questions had been used to validate the analysis. Finally, the overall course of the study was summarized with findings, conclusions, and some possible recommendations

3.5.5 Validity of instruments

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, initially the instrument was prepared by the researcher and developed under close guidance of advisors, who were involved in providing their inputs for validity of the instruments. The instruments were validated by the researcher's advisor. Also a pilot study

was carried out on 8 zonal education office experts to pre-test the instrument. The pilot test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence (Adams et al., 2007). Content validity was done in order to find out irrelevant, ambiguous and inadequate items. Unnecessary items were discarded while others were added and modified for improvement of the instrument.

3.5.6 Reliability of questionnaires

Reliability of the items was checked before they were administered to the target population of the study. Therefore, the reliability of questionnaire was analyzed using Compach Alpha method. As suggested by Cronbach (cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. The questionnaire items were calculated using Combat alpha Test and the result was 0.85 which show reliability of an items.

3.6 Ethical Considerations

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Based on this an ethical permission was obtained from the Adama Science and Technology University; a formal letter was submitted to Arsi zone education office and other concerned bodies to obtain their cooperation. Therefore the student researcher has communicated all selected secondary schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The identity of the respondents was kept confidential.

CHAPTER FOUR

4. PRESENTATIONS, ANALYSIS AND INTERPRETATION OF DATA

The purpose of this research was to assess factors affecting secondary school students enrolment in Arsi zone of Oromia Regional state.

To this end, a total of 80 questionnaires were distributed to 30 teachers, 20 students, 10 school principals, 20 educational experts. The returned questionnaires were 78 (97.5%). Moreover, 10 school principals and 20 PTA representatives were interviewed. The data were analyzed in terms of the frequency, percentage and Mean scores.

Items categorized in to three major parts such as in part I general background information of the respondent, in part II multiple choose item for questions number 1 to 5 which related to the basic questions and part III Likert-type scale item scores for each category were arranged under five rating scales. The range of rating scales was very low = 1, low = 2, moderate = 3, high = 4 and very high = 5. For the purpose of analysis, the above 5 rank responses of the questionnaire were grouped and labeled into three categories i.e. low, moderate and high. In categorizing the rating scales, the frequency and percentage results of ‘very low’ and ‘low’ were combined into ‘low’ and the results of ‘very high’ and ‘high’ combined into ‘high’.

Mean scores and percentage results were calculated from the responses. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted step by step. Finally, the data obtained from the open ended items of the questionnaire, interview and document analysis were presented and analyzed qualitatively to substantiate the data collected through the questionnaires. Thus, this chapter presents the analysis and interpretation of data.

4.1 Backgrounds of Respondents

Overall, the chapter comprises of two major parts. The first part presents the characteristics of respondents in terms of sex, age, academic qualifications and service year. The second

part deals with the results of findings from the data which were gathered through the questionnaire, interview and document analysis.

Table 3: Characteristics of respondents

Sex and Age Distribution of Respondent													
Variables		Respondent											
		Teachers		Principals		educational experts		Students		PTA members		Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Sex	Male	25	86.2	10	100	17	85	10	50	18	80	80	83.3
	Female	3	10.3	0	0	3	15	10	50	0	10	16	16.7
	Total	28	96.6	10	100	20	100	20	100	18	90	96	100.0
Age	14-15yrs							17	85			17	17.7
	16-20yrs							3	15			3	3.1
	21-25yrs	5	17.9	0	0	0	0					5	5.2
	26-30yrs	8	28.6	2	20	2	10					12	12.5
	31-35yrs	13	46.4	5	50	12	60			4	22.2	34	35.4
	Above 35 years	2	7.1	3	30	6	30			14	77.8	25	26.0
	Total	28	100.0	10	100	20	100	20	100	18	100	96	100.0

As Table 3 above, the characteristics of the respondents in terms of sex revealed that 25 (86.2%) and 3(10.3%) teachers, 10(100%) and 0(0%) principals, 17(85%), and 3(15%) educational experts, 10(50%) and 10(50%) students and 18(100%) and 0(0%) PTAs were males and females respectively. From this, one could understand that, the number of females in the secondary schools is much lower compared to males in the sampled schools. Similarly, all the interviewees' participants 10(100%) principals and 18 (100%) PTA representatives of secondary schools were males.

Regarding age the data showed, 5 (17.9%), 8(28.6%), 13(46.4%) and 2 (7.1%) of teacher age fall in the range of 20-25 years, 26-30 years, 30-35 years and above 35 years respectively. This showed that the majority (%92.9) of teachers in the secondary schools of

the sample schools were in middle age and younger. Therefore, being in these age categories might help the teachers to work actively and facilitate the teaching learning process. Similarly, 2(20%), 5(50%) and 3(30%) of principals age and 2(10%), 12 (60%) and 6(30%) of educational experts age fall in the range of 26-30 years, 31-35 years and above 35 years respectively. Hence, this might indicate that at this age level they contribute a lot for the education sector particularly for secondary school serve as source of capable work force for the system.

Table 4: Qualification of respondents

Variables		Respondent											
		Teachers		Principals		edu'l experts		Students		PTA		Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Qualification	Below G8 th							0		11	55	11	11.5
	G9 th							10	50	2	10	12	12.5
	G10 th							10	50	3	15	13	13.5
	Diploma							0		2	10	2	2.1
	Degree	28	100	8	80	18	90					54	56.3
	MA/MSc		0	2	20	2	10					4	4.2
	Total	28	100	10	100	20	100	20	100	18	90	96	100.0

As Table 4 above also depicted qualification of respondents. Accordingly, 28 (100%) of teachers have 1st degree. But there were no teachers having a 2nd degree in the sample schools. One of the important indicators of quality of education is the number of qualified teachers. According to the education and training policy, the minimum qualification requirement for teachers at secondary school should have obtained a first degree in the subject they are assigned to teach (MoE, 1994). Also, as depicted in the Table 5 above, 8(80%) and 2 (20%) of principals, and 18 (90%) and 2 (10%) of educational experts had 1st degree and 2nd degree respectively. In Ethiopian education and training policy stated as all schools and resource centers at all levels would have school principals and supervisors who can satisfy the standard, as a result of which a school management system that ensures education quality recognized that;

“Teachers at all levels will receive professional licensing, 90% of school leaders and supervisors for grades 5-12 have been academically qualified (G5-8 with first degree, G9-12 with masters degree), 100% of the teachers at all levels have been academically qualified (G1-4 with diploma cluster, G5-8, with diploma linear, G9-12 with first degree)’’(ESDP-IV,2010:21).

From these facts, it is possible to deduce that the majority of secondary school principals in secondary schools and educational experts at zone and woreda education offices rarely have the qualification of 2nd degree required for the position they currently assigned to enable them to be a potential workforce for the education sector and works on entire factors affecting students enrolment in secondary schools.

Table 5: Experiences of respondents

Variables		Respondent									
		Teachers		Principals		Ed'l experts		PTA		Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Experiences in Education sectors	below 5yrs	0	0	0	0		0			0	0.0
	5-9yrs	2	7.1	1	10		0			3	5.2
	10-14yrs	11	39	2	20	3	15			16	27.6
	15-19yrs	10	36	4	40	8	40			22	37.9
	20 & above	5	18	3	30	9	45			17	29.3
	Total	28	100	10	100	20	100		0.0	58	100.0
Experiences current position	Below 2yrs	0	0		0			0	0.0	0	0.0
	3-5yrs	5	18	4	40	2	10	12	66.7	23	30.3
	6-10yrs	12	43	4	40	3	15	6	33.3	25	32.9
	10 & above	11	39	2	20	15	75	0	0.0	28	36.8
	Total	28	100	10	100	20	100	18	100.0	76	100.0

As indicated in Table 5 above, concerning work experience in education sector, 2 (7.1%), 11 (39%), 10 (36%) and 5(18%) of teachers fall in the range of service year 5-9, 10-14, 15-19 and above 20 years respectively. Accordingly, as the data revealed the majority of teacher 26(92.9%) were serving more than 10 years in the education sectors.

Therefore, at this experience level teachers are expected to be well induced and would have enough experience to be responsible for their job and appropriate information would be provided to the study related factors affecting the secondary school enrolment at their localities. Similarly, 1(10%), 2(20%), 4(40%) and 3(30%) of school principals had a service of 5-9, 10-14, 15-19 and above 20 work experience in education sector respectively. Additionally, 3(15%), 8(40%) and 9(45%) of educational experts at zonal and woreda level falling within 10-14, 15-19 and above 20 service year in the education sectors respectively. The work experience of school principals and educational experts 29(96.7%) were serving more than 10 year in the sector. Which indicated that the majority of the principals and educational experts, in the sample area were well experienced. Additionally this might help them to contribute much to play the leadership role and to identify the possible causes and give the way to find the solution to overcome the existing problem of low students enrolment in the secondary education of Arsi zone.

Regarding to the work experience in the current position 23(82%), 6(60%), 18(90%) and 6(33.3%) for teachers, school principals, educational experts and PTA members had a service of more than 6 years at their currently assigned job respectively. Having more service year on their current position helps to get more relabeled information from the respondent that enables the study more tangible and substantial in its view.

4.2 Questions to be answered by all respondent for basic research equations.

Table 6: Response related on major affecting factors of secondary education in the zone

Regarding the major factors affecting students enrolment of Secondary Education										
Questions	Respondent									
	Teachers		Principal s		Ed'l experts		Students		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. What were the possible causes for decreasing enrolments of students in your school?	28	100	10	100	20	100	20	100	78	100
a. Low completion rate of primary schools	4	14.3	2	20	2	10	1	5	9	11.5
b. High dropout rates of students at primary schools	2	7.1	1	10	1	5	1	5	5	6.4
c. Poor students interest in learning	3	10.7	0	0	1	5	1	5	5	6.4
d. long distance from students home to schools	3	10.7	1	10	2	10	4	20	10	12.8
e. All the above factors could be the causes for low enrolments for secondary education	16	57.1	6	60	14	70	13	65	49	62.8

As Table 6 shows as for the proposed alternative to the possible cause that decreasing enrolments of secondary education. Consequently 16(57.1%) teachers, 6(60%) principals, 14(70%) educational experts, 13(65%) students and a total of 49(62.8%) respondent agreed on the factors that affecting the students enrolment of secondary education that associated with low promotion and completion rate of primary schools. Moreover high dropout rates of

students at primary schools as well as long distance from students home to schools were considered as a major causes for decreasing secondary school students enrolment in the zone. When the causes are rank ordered from all respondent perspectives, long distance 10 (12.5%), low promotion and completion rate 9 (11.5%) at primary, high dropout 5 (6.4%) at primary schools and low students learning interests 5 (6.4%) were listed.

As World Bank study report (2013), on Ethiopian secondary education status pointed out that, as still key challenges remain in secondary education that associated with a low primary education completion rate constrains the growth of secondary enrollments. Besides access to secondary education remains inequitable and levels of student learning are disappointing. The facts from the previous study conducted by world bank and the responses organized from the respondents of this study were coincide on the major factors on lowering secondary school students enrolment. That mainly related to the low completion rate at primary, high dropout rate, long distance from students home and low motivation to wards secondary education were among the affecting factors to hindering secondary school students enrolment in the zone.

From the respondent view one can assume that the major causes for lowering students enrolment rate of secondary education has a direct linkage with dropout, promotion rate at primary schools and the accessibility of secondary schools were the area of interventions. The ideas gathered from the interviewer, PTA member's side confirmed that the issue of dropout, distant of secondary school from the home of students, the transition rate from primary to secondary level and willingness of the pupils towards education were the major factors for affecting of low students enrolment in secondary schools of the zone.

Table 7: Questions related to the extent of stakeholder awareness on affecting factors.

Regarding the major factors affecting students enrolment of Secondary Education										
Questions	Respondent									
	Teachers		Principal s		Educa'l experts		Students		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
2. In your locality how was the government commitment to expand secondary education for the citizens?	28	100	10	100	20	100	20	100	78	97.5
a. There were a high commitments to expand secondary education service	22	79	9	90	15	75	9	45	55	68.8
b. Low attention was given for secondary education	2	7	1	10	2	10	8	40	13	16.3
c. The governments' priority area was focused only in primary education rather than secondary education	4	14	0	0	3	15	3	15	10	12.5
3. As to your observation, in what form the students enrolment of communities were high in the provision of secondary education?	28	100	10	100	20	100	20	100	78	100
a. Contributing of finance	2	7	1	10	1	5	2	10	6	8
b. Fulfilling materials and school facilities	6	21	2	20	2	10	6	30	16	21
c. Engagement in school managerial activities	3	11	1	10	1	5	4	20	9	12
d. There were high students enrolment in all of the above forms	17	61	6	60	16	80	8	40	47	60

The intention of research questions two was to examine the extent of stakeholders' awareness on secondary school students enrolment hindering factors. As per to Table 7 above 22(79%) teachers, 9(90%) principals, 15(75%) educational experts, 9(45%) students and a total respondents of 55(68.8%) have been responding as there was high commitments from the government side to expand secondary education for the citizen. As we understand from the respondents point of view the level of awareness principals, teachers, educational experts and students were ranked orderly. That shows principals, teachers and educational experts have more understanding about the government commitments to expand secondary education in their

area. Instead, the participation of community in the provision of secondary education observed as 17(61%) teachers, 6(60%) principals, 16(80%) educational experts, 8(40%) students and 47(60%) of the total respondent stated as there were high community participation in all aspects such as contributing of finance, fulfilling materials and school facilities and engagement in school managerial activities. The response of the respondent shows that there were a government and community participation in the provision of secondary education in the zone as well as good awareness about the important of secondary education.

Likewise the commitment of governments in the provision of secondary education were clarified in education policies, strategies and implementation manual. The Growth and Transformation Plan (2010/11 – 2014/15) confirmed that Government of Ethiopian to continued commitment to equitable access to basic education, quality of education is fundamental to take the country in the middle income status by 2025. It aims for almost full primary enrolment (98% for both boys and girls) and an increase in lower secondary education GER from 38% in 2009/10 to 62% by 2015 (MoFED, 2010). This shows as there is strong commitments from the government side and the response of the respondents also ratify the existing situation in Arsi zone. Even if there is a good government commitments and high community participation in the provision of secondary education, still the actual enrolments of secondary schools were not increased as expected.

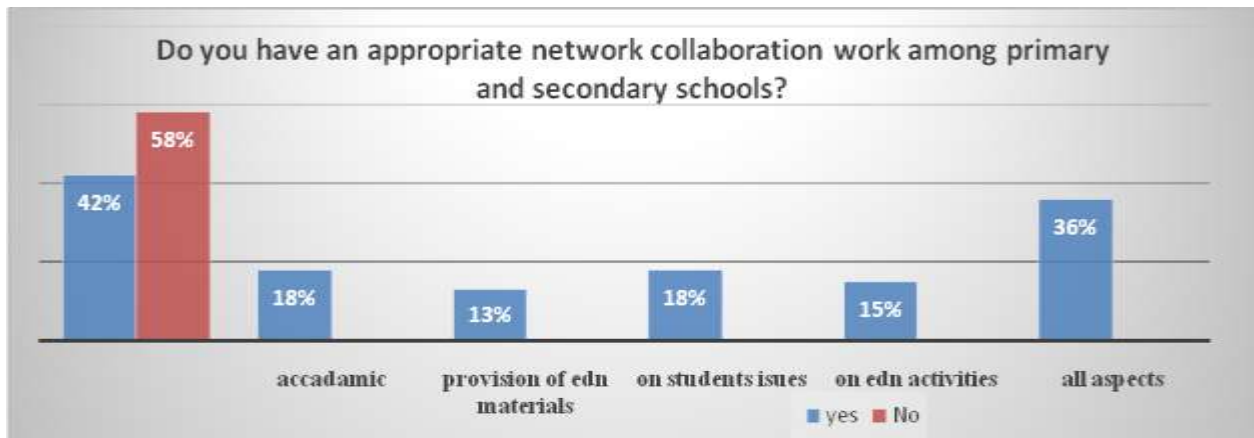
The information collected through interviewee from PTA members confirmed the knowhow about the factors affecting secondary school students enrolment were identified well. Most factors have a direct contingent persistence with the performances of primary schools in their area.

Table 8: Questions related to the networked work relation among educational institutions.

Questions	Respondent									
	Teachers		Principal s		Ed'l experts		Students		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
4. Do you have an appropriate network collaboration work among primary and secondary schools	28	100	10	100	20	100	20	100	78	100
a. Yes	11	39	4	40	9	45	9	45	33	42
b. No	17	61	6	60	11	55	11	55	45	58
5. If your response for questions No.4 above is yes on what issues do you have strong work relation?	11	65	4	100	9	100	9	100	33	100
a. Academic issue	1	6	1	25	2	22	2	22	6	18
b. Provision of educational materials	1	6	1	25	1	11	1	11	4	12
c. On students issues	2	12	0	0	1	11	3	33	6	18
d. On all aspects educational activities	2	12		0	1	11	2	22	5	15
e. On all of the above issues	5	29	2	50	4	44	1	11	12	36

Education system in general and schools in particular consider as an open system. Based on this basic research questions number four aimed to analyses the work linkage among primary and secondary schools in the zone. From Table 8 above illustrated as 17(61%) teachers, 6(60%) principals, 11(55%) educational experts, 11(55%) students and 45(58%) of total respondents point out as there were no strong and an appropriate network collaboration work among primary and secondary schools. To clarify more, the responses of the respondents' have been illustrated in the following bar graph.

Graph 2: Respondents' response showing Network collaboration between primary and secondary schools



As the above bar graph 2 shows that as there was no strong and appropriate network collaboration work relation between the primary and secondary schools. Even if the existing work relation was weak still there were smooth work relation on some issues such as, academic issue, provision of educational materials, on students' issues and on all aspects educational activities were certified by 36% of the respondents. The respondents' response shows their level of perception and the existing reality on the ground is aliened on the integrated work relation among primary and secondary education in their locality. The absence of appropriate network collaboration work among primary and secondary education weakened input- output work relation in the education system.

To sum up all respondent's view, most of the causes for low enrolment of secondary students depends on the performance of primary schools in completion, dropout and in their internal efficiency as well as their attrition rate that play a vital role for impeding secondary school students enrolment. These problems could be minimizing through the appropriate networked work relation among the educational institution. Since, education system in general and schools in particular consider as an open system, that secondary schools has took the input (students) from its environment (primary schools) and gave out to its environment (preparatory schools) graduates of general secondary students as an output. Subsequently, the establishments of strong and appropriate network work relation between educational institutions helping to appreciate and working together on the common issues that used for improving overall performance and students enrolment of education system at all level.

4.3. Factors that favor students' enrolment in your secondary school.

The rating scale have been categorized in to three groups as follows, very high and high under high, medium as a moderate and very low and low as lower category.

Table 9: Responses on factors relating to distance and facilities

S. N	Factors	Rating scale										Mean
		Very high		High		Moderate		Low		V. low		
Relating to Distance and Facilities		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	X
1	Long distance from home to school	37	47.4	16	20.5	11	14.1	6	7.7	8	10.3	3.9
2	Shortage of school facilities at secondary	32	41.0	26	33.3	11	14.1	5	6.4	4	5.13	4.0
3	Poor learning environment	13	16.7	17	21.8	25	32.1	15	19.2	8	10.3	3.2
	Overall average mean											3.7

Scale: ≤ 1.49 - very low level of performance, 1.50-2.49 -low level of performance, 2.50-3.49– moderate level of Performance, 3.50-4.49 – high level of performance, ≥ 4.50 – very high level of performance

As Table 9 above indicates, the extent of knowhow of the respondent examined as the magnitude of the factors affecting secondary students enrolment relating to distance and school facilities organized as follows, five rating scale have been categorized in to high, moderate and lower category. Based on these categories, item 1 of above table 53(67.9%), 11(14.1%) and 14(17%) of the respondent agreed on high, moderate and low reply. On the other hand, the mean value ($\bar{x}=3.9$) of the response of respondents on affecting factors related to distance were placed under the high level category. Similarly, item 2 of the same table also analysis as 58(74.4%), 11(14%) and 9(11.5%) agreed on high, moderate and low category with the mean value of $\bar{x}=4$ which is placed on high level performance. In general the factor associated with distance, school facilities and learning environment indicated on overall mean value 3.7 is characterized by high level performance.

The information gathered through interview session with the PTA members also support the above finding. As a result, all (8 PTA members), stated that the school factors related to, particularly school facilities, distance and learning environment could contribute more for the students enrolment of secondary education in their area.

One of the interviewee described his idea as; *“our school has no laboratory class, there is a shortage of reference books, no other study room, and due to this many students couldn’t pass grade 10 exam and two of my children are with me without any job since 2005EC.”* Most of the interviewed respondents agree on his idea and they suggest an intervention of different stakeholders to improve the existing condition.

Moreover, annual educational performance evaluated reports documents available in the school and zonal level showed that as there were poor school facilities and learning environment. Additionally the number and distribution of secondary schools were not equally accessed to the students’ locality as per policy and strategies set.

From the points of literature and related studies distance and school facilities related factors have been mentioned as a number of reasons why access to secondary education is so low, two of the most obvious reasons being the high costs of secondary schooling and the absence of secondary schools in many areas (Lewin, 2004). In place of the above observation and the related literature resounding the distance and school facilities have directly auxiliary each other with the high cost of secondary schooling and shortage of secondary schools in the very rural area.

Table 10: Respondents’ response on factors relating to students attitudes towards education

S. N	Factors	Rating scale										M X
		V. high		High		Moderate		Low		Very low		
		f	%	f	%	f	%	f	%	f	%	
Relating to students attitude towards education												
1	Students lack of interest in learning	26	33.3	23	29.5	17	21.8	8	10.3	4	5.1	3.7
2	Student's desire to continue further education	25	32.1	28	35.9	11	14.1	7	8.9	7	8.9	3.7
3	Poor academic performance	15	19.2	17	21.8	30	38.5	5	6.4	11	14.1	3.3
	Overall average mean											3.6

Scale: ≤ 1.49 - very low level of performance, 1.50-2.49 -low level of performance, 2.50-3.49– moderate level of Performance, 3.50-4.49 – high level of performance, ≥ 4.50 – very high level of performance

As Table 10 above indicates, the extent of knowhow of the respondent examined as the magnitude of the factors affecting secondary students' students enrolment relating to students attitudes towards education organized as follows. Based on these responses of item 1of the above table, 49(62.8%), 17(21.8%) and 12(13.4%) of the respondent agreed on high, moderate and low respectively. Response from item 2 of above table shows as, 53(67.9%), 11(14.1%) and 14(17.9%) approved on high, moderate and low respectively. On the same manner item 3 responses summarized as 32(41%), 30(38.5%) and 16(20.5%) on high, moderate and low categories respectively. Similarly, the overall average mean ($\bar{x}$ =3.7) of the respondents on affecting factors related to students attitude towards education were placed under the level of high category and one can understand that the students' attitudes towards education have an effects on the students enrolment of secondary education in Arsi zone.

Table 11: Respondents' response on related factors to primary school performance

S.N	Factors	Rating scale										Mean X
		Very high		High		Moderate		Low		Very low		
		f	%	f	%	f	%	f	%	f	%	
<i>Relating to primary school performance</i>												
1	High dropout rate at primary school	31	39.7	28	35.9	10	12.8	3	3.8	6	7.7	4.0
2	Low completion rate of primary schools	33	42.3	30	38.5	6	7.7	8	3.0	7	6	4.1
3	High students enrolment rate in primary	4	5.1	8	10.3	25	32.1	23	29.5	18	23	2.4
4	Low promotion rate to secondary school	23	29.5	25	32.1	15	19.2	5	6.4	10	13	3.6
	Overall average mean											3.55

Scale: ≤ 1.49 - very low level of performance, 1.50-2.49 -low level of performance, 2.50-3.49– moderate level of Performance, 3.50-4.49 – high level of performance, ≥ 4.50 – very high level of performance

As Table 11 above indicates, the extent of knowhow of the respondents' examined as the magnitude of the factors affecting secondary students enrolment relating to primary school performance organized as follows. As per these categories in item 1 of the above table, 59(76.6%), 10(12.8%) and 9(11.5%) of, just as item 9.8 also 63(80.8%), 6(7.7%) and 15(9%),

the respondent agreed on high, moderate and low responses respectively. Responses of item 2 tells as 12(15.2%), 25(32.2%) and 41(52.2%) high, moderate and low categories with mean value of 2.4 which is failed under low level performance. Similarly of the same table item 3 organized as 48(61.5%), 15(19.2%) and 15(19.2%) high, moderate and low categories respectively with mean value of 3.6 indicates the high level performance. The responses of Table 11 summarized as the overall average mean ($\bar{x}$ =3.55) of the respondents on affecting factors related to primary school performance were positioned under the level of high category. Although the issues of dropout, completion rate and transition rate were a significant intervention area for improving the status of secondary school students enrolment that factors relating to primary school performance in Arsi zone.

Table 12: Respondents view on the factors that relating from government and parent side

S.N	Factors	Rating scale										Mean X
		Very high		High		Moderate		Low		Very low		
		f	%	f	%	f	%	f	%	f	%	
Relating to Government side												
1	Low job opportunities at their locality	23	29.5	18	23.1	16	20.5	13	16.7	8	10.3	3.5
2	Low economic conditions of the people	13	16.7	8	10.3	12	15.4	24	30.8	21	26.9	2.6
3	Level of government commitment	15	19.2	18	23.1	19	24.4	14	17.9	12	15.4	3.2
4	Lack of counseling’s service	13	16.7	15	19.2	28	35.9	12	15.4	10	12.8	3.1
	Overall average mean											3.09

Scale: ≤ 1.49 - very low level of performance, 1.50-2.49 -low level of performance, 2.50-3.49– moderate level of Performance, 3.50-4.49 – high level of performance, ≥ 4.50 – very high level of performance

As Table 12 above indicates, the extent of knowhow of the respondent examined as the magnitude of the factors affecting secondary students enrolment relating to Government and parents side organized as follows. Five items have been categorized in to high, moderate and lower category. Based on these categories item 1 of the above, 42(51.5%), 16(20.5%) and

21(26.8%), item 2, 21(26.9%), 12(16.5%) and 45(57.8%), item 3, 33(42.3%), 19(24.3%) and 26(33.3%) and item 4, 28(35.8%), 28(35.8%) and 22(28.3%) of the respondent agreed on high, moderate and low reply respectively. To this end the matter related to the government issues have an impact on the students enrolment of secondary education in Arsi zone.

To sum up the responses of the respondents' from the above four tables, the factors that all associated with distance and school facilities, students' attitude towards their education, primary school performance, government and parent concerns have a dynamic role in the expansion of secondary education to the zone. The results from the respondents view summarized as the overall average mean ranked orderly as ($\bar{x}=3.7$), ($\bar{x}=3.6$), ($\bar{x}=3.6$), ($\bar{x}=3.1$) correspondingly to the factors related to distance and school facilities, students attitude towards education, primary school performance, government and parents' concern and students attitude towards education respectively to be found in higher level vigorous. So addressing on these key factors help to increase the secondary school students enrolment in the zone.

4.4 The possible reasons for low access to secondary students enrolments.

Table 13: Responses relating to demand-side factor

S.N	Factors	Rating scale										Mean X
		SA(5)		Ag(4)		UD(3)		D(2)		SD(1)		
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
		Demand-side factors:										
1	High direct cost of schooling	26	33.3	18	23.1	18	23.1	8	10.3	8	10.3	3.5
2	Lack of information on the benefits of secondary education value to the students.	13	16.7	17	21.8	26	33.3	12	15.4	10	12.8	3.1
3	Market demand seeking for workman force in the real economic activities of their locality.	17	21.8	12	15.4	13	16.7	23	29.5	13	16.7	3.0
	Overall average mean											3.2

Key: SA=strongly agreed, A=Agreed, UD=undecided, D=disagreed and SD=strongly disagreed

Scale ranges of mean score, 0 - 2.49 = lower performance 2.50 - 3.49 = moderate performance
3.50 - 5.00 = higher performance

As Table 13 above indicates, the extent of knowhow of the respondent examined as the greatness of the factors affecting secondary students enrolment relating to demand side organized as follows. Five items have been categorized into agree, undecided and disagree category. As per categories item 1, 44(56.4%), 18(23%) and 16(20.5%) of the respondent approved on agreed, undecided and disagree response. Item 2 revealed as 30(38.4%), 26(33.3%) and 22(28.2%) and item 3, 29(37.2%), 13(16.6%) and 36(46.2%) of the respondent approved on agreed, undecided and disagree in that order. The overall average mean of the above three item were ($\bar{x}=3.2$) which shows the moderate level of agreement on the demand side related factors to the specified study and specifically the factors interrelated to high direct and opportunity costs of schooling . That reveal as the demand side have a great influences on the students enrolment of secondary education in Arsi zone.

Table 14: Response that relating to supply side factors

S.N	Factors	Rating scale										Mean X
		SA(5)		Ag(4)		UD(3)		D(2)		SD(1)		
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
	Supply side factors:											
1	Lack of adequate infrastructure	19	24.4	18	23.1	16	20.5	16	20.5	9	11.5	3.3
2	Inadequate incentives for private sector to expand education service	11	14.1	12	15.4	14	17.9	21	26.9	20	25.6	2.6
3	Low students’ achievement at the elementary level	15	19.2	19	24.4	16	20.5	12	15.4	16	20.5	3.0
4	Significant annual reduction in dropout rates at the primary level	16	20.5	14	17.9	25	32.1	11	14.1	12	15.4	3.2
5	Not all parents can afford to send their children to school.	9	11.5	8	10.3	27	34.6	16	20.5	18	23.1	2.7
6	The larger families sending their younger children to school because older children can help their parents	8	10.3	6	7.69	17	21.8	21	26.9	26	33.3	2.3
7	Low transition rates from primary schools to high schools	6	7.7	9	11.5	21	26.9	20	25.6	22	28.2	2.4
	Overall average mean											2.8

Key: SA=strongly agreed, A=Agreed, UD=undecided, D=disagreed and SD=strongly disagreed

As Table 14 above indicates, the extent to what the respondent examined as the greatness of the factors affecting secondary students enrolment relating to supply side organized as follows. Based on these categories item 1 of Table 15, 37(47.4%), 16(20.5%) and 25(32%), item 2, 23(29.5%), 14(17.9%) and 41(52.5%), item 3, 34(43.6%), 16(20.5%) and 28(35.9%), item 4, 30(38.5%), 25(32%) and 23(29.5%), item 5, 17(21.8%), 27(34.6%) and 34(43.6%), item 6, 14(17.9%), 17(21.8%) and 47(60.3%), item 7, 15(19.2%), 21(26.9%) and 42(53.8%), of the respondent approved on agreed, undecided and disagree response respectively. The overall average mean ($\bar{x}$ =2.8) of the respondents reaction about the more powerful affecting factors related to supply-side factor that can certainly agreed that the supply side have a great impacts on the students enrolment of secondary education. Equally the responses from table 14, the item listed in the supply part shows as, proximity of secondary education to the pupil with mean value ($\bar{x}$ =3.3), poor students' academic performance at primary schools ($\bar{x}$ =3.0), high dropout and repetition rate of primary students ($\bar{x}$ =3.2), low transition rate of students to secondary level ($\bar{x}$ =2.4) and child labour needed by their parent ($\bar{x}$ =2.3), positioning their contribution to lowering students enrolment of secondary schools in the zone. As a whole the respondents' answer confirms that both the demand and supply side have more pressure for decreasing students enrolment rate of secondary education in the zone.

According to the data organized from the interviewed side, PTA members agreed on the factors related to the demand and supply side have a significant role on the expansion of secondary education in their locality.

As respondent states; *“cost of secondary education increase continuously (cost of educational material, stationary, uniform, transports and associated cost), still secondary schools scarcely distributed in the rural area, the market demand for workforce was limited.”*

So the extent of both demand and supply side effect were still positioning at lower status to expand secondary education throughout the zone and it needs a close and collaboration work relation among all partners at every level.

Most of the finding from the respondent, interviewee and other studies agreed on the idea both supply and demand side factors were a very essential issues for the expansions of secondary education at all level.

4.5 What possible strategies or solution for mitigating and taking actions to increase the enrolments of secondary students.

Possible strategies rated for mitigating and taking actions to increase the enrolments of secondary students. The five items have been categorized in to three groups as follows, very high and high under high, medium as a moderate and very low and low as lower category.

Table 15: Respondent views on measures to be taken from Governments side

S.N	Issues or strategies	Rating scale										Mean
		VH(5)		H(4)		M(3)		L(2)		VL(1)		X
	Governments side	f	%	f	%	f	%	f	%	f	%	
1	Design participative strategies, directive, procedures for expansions of secondary education	23	29.5	18	23.1	15	19.2	12	15.4	10	12.8	3.4
2	Fulfilling qualified teachers, textbooks, educational facilities	13	16.7	9	11.5	19	24.4	18	23.1	19	24.4	2.7
3	Established integrated school clustering approach between primary and secondary schools	14	17.9	17	21.8	15	19.2	18	23.1	14	17.9	3.0
4	Implementing provision of free education 1-10 grades throughout all government schools	13	16.7	12	15.4	19	24.4	25	32.1	9	11.5	2.9
5	Creating job opportunities for school leaver in their locality	25	32.1	19	24.4	14	17.9	12	15.4	8	10.3	3.5
	Overall average mean											3.12

Key: VH=Very high, H=H, M=Moderate, L=Low and VL=Very low

As Table 15 above indicates, the possible strategies to be drawn from different side of views as the respondent observed for the factors affecting secondary students enrolment from government side organized as follows, five items have been categorized in to high, medium and lower category. As per these categories item 1, 41(52.5%),15(19.2%) and 22(28.2%) of the respondent gave their opinion on high, moderate and lower response. Similarly, items 2, of the above table also organized as 22(28.2%),19(24.4%) and 37(47.4%), item 3, 31(39.7%), 15(19.2%) and 32(41%), item 4, 25(32%),19(24.4%) and 34(43.5%), and item 5, 44(56.4%),14(17.9%) and 20(25.6%), the entire respondents gave their opinion on high, moderate and lower categories. The respondents response also over viewed by overall average mean ($\bar{x}$ =3.12) agreed on the government role as moderate level for taking parts to formulate the possible strategies or solution for mitigating and taking actions to increase the enrolments

of secondary. Among these items mentioned in Table 15 above, strategic options such as; design clear participative strategies, directive and procedures for expansions of secondary education, creating job opportunities for school leaver in their locality and fulfilling qualified teachers, textbooks, educational facilities in the sub sector should be the main attention area for the government to improve the students enrolment of secondary education in the country.

In general the response of the respondents revealed that from the government side should be expected more strategic and measures have to be taken for improving the students enrolment of secondary education in the studied area.

Similarly, during interview session, some of the PTA members revealed that, from the government side expected more workable strategies and actions has to be taken for increasing the students enrolment in secondary school of the zone.

From the above discussion one can concluded that the government commitments and concerns is very important issues to improve and drive the workable strategies, procedures and directive on secondary education.

Table 16: Respondent views on measures taken from Communities and parent side

S.N	Issues or strategies	Rating scale										Mean
		VH(5)		H(4)		M(3)		L(2)		VL(1)		
	Communities and parents side	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	X
1	Getting adequate awareness about the importance of secondary education	16	20.5	23	29.5	19	24.4	13	16.7	7	9.0	3.4
2	Reducing the forgone cost by giving more attention to their children’s education	14	17.9	17	21.8	19	24.4	16	20.5	12	15.4	3.1
4	Playing parental role for their students learning outcome	15	19.2	18	23.1	13	16.7	11	14.1	21	26.9	3.1
	Overall average mean											3.2

Key: VH=Very high, H=H, M=Moderate, L=Low and VL=Very low

As Table 16 above indicates, the possible strategies to be drawn from different side of views as the respondent observed for the factors affecting secondary students enrolment from community and parent side organized as follows. Based on these categories item 1 of the above table is organized as 39(50%), 19(24.3%) and 20(25.6%), item 2, 31(39.7%),19(24.4%) and 28(35.8%) and 33(42.3%), 13(16.6%) and 32(41%) of the respondent approved on high, moderate and lower response. Concerning the items in the community and parental role, prioritized as getting adequate awareness about the importance of secondary education, reducing the forgone cost and try to give more attention for their children's education and playing parental role for their students learning outcome. One can also understand that from community and parent side, more participation and actions will be needed for improving the students enrolment at secondary education in the studied area.

In the same way, the data gained from the interviewee PTA members confirmed the above idea. As one of the participant PTA said *“We are always with the school, we participate in meeting for discussing the school issues, we communicate the community for resource mobilization to fulfilling school facilities, sometimes we engaged in students motivational events, then I fell as this school is mine, because my children, my relatives and my friends were here in the school. That is why I participate here.”*

This opinion really reflects as how much the society and parents were closer to their schools. Consequently for improving the secondary school students enrolment, a lot of efforts were needed from the community and parental side.

Table 17: Respondent view on measures taken from Education Stakeholders and partners side

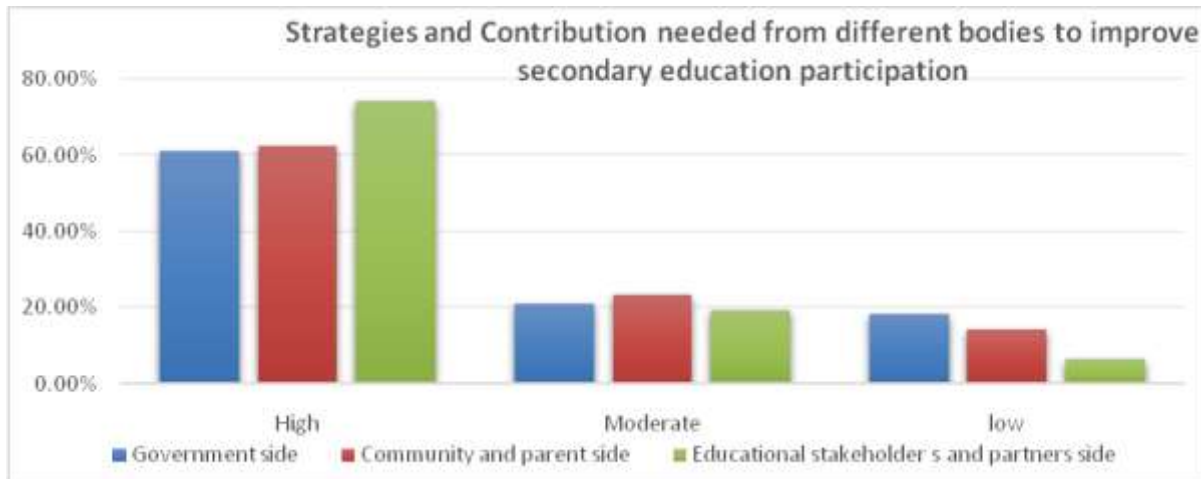
S. N	Issues or strategies	Rating scale										M X
		VH(5)		H(4)		M(3)		L(2)		VL(1)		
		f	%	f	%	f	%	f	%	f	%	
		Education Stakeholders and partners side										
1	Participate in fulfilling educational facilities	26	33.3	19	24.4	13	16.7	19	24	1	1.3	3.7
2	Provide from technical to financial supports	15	19.2	11	14.1	12	15.4	21	27	19	24.4	2.8
3	Creating a strong linkage schools to their surrounding institutions	12	15.4	15	19.2	25	32.1	16	21	10	12.8	3.0
4	Involving in every educational capacity building program	11	14.1	13	16.7	21	26.9	16	21	17	21.8	2.8
5	Developing a strong partnership relation among all educational stakeholders to realize human capital development	11	14.1	13	16.7	15	19.2	20	26	19	24.4	2.7
6	Construction of additional blocks in primary schools for expanding of the new secondary schools in most rural areas	9	11.5	14	17.9	13	16.7	21	27	21	26.9	2.6
	Overall average mean											2.5

Key: VH=Very high, H=H, M=Moderate, L=Low and VL=Very low

As table 17 above indicates, the possible strategies to be drawn from different side of views as the respondent observed for the factors affecting secondary students enrolment from educational stakeholders and partners side organized as follows, five items have been categorized in to high, medium and lower category. Based on these categories item 1 of the above table, 45(57.7%), 13(17%) and 20(25%). As item 2 of the above table 26(33.3%), 12(15%) and 40(51%), item 3 24(34.6%), 25(32%) and 26(34%), for item 4, 24(30.8%), 21(27%) and 33(43%), item 5, 24(30.8%), 15(19%) and 39(50%) and finally item 6 also

organized as 23(29.4%), 13(17%) and 42(54%) of the respondent approved on high, moderate and lower response respectively. Thus, the respondents' reaction revealed that for increasing the students enrolment at secondary education there should be an intervention and collaboration as well as strong emphasis to be given at all level.

Graph 3: respondents view showing regarding basic thematic area for improving secondary education



From bar graph 3, the respondents' response confirmed the strategies and actions to be taken and more efforts from educational stakeholders and partners, community and parents and government have a crucial role in the improvement of secondary students enrolment.

To sum up, the results revealed that the possible strategies and solution for mitigating the entire challenges concerning secondary school students enrolment problems were need clear and participative strategies, procedures and high concern and commitments from the government side.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final part of the thesis deals with the summary of the findings of the study, the conclusions and the recommendations forwarded on the basis of findings.

5.1 Summary

The main objective of this study was to assess the major factors affecting the students enrolment of secondary school in Arsi zone. To achieve this aim, the following research questions were raised:

1. What major challenges do schools identify as factors affecting secondary school students enrolment in Arsi zone?
2. To what extent are the educational stakeholders aware of the major factors affecting secondary school students enrolment in Arsi zone?
3. Is there an appropriate network of collaboration between primary and secondary schools?
4. What measures should be taken to overcome the hindering factors of secondary school students enrolment in Arsi zone?

To achieve this objective, from 25 woredas the whole population, five woredas and 10 secondary schools were selected by simple random sampling techniques and from the respondent side 15 woreda education experts, 5 zone educational experts, 30 teachers, 20 students, 20 school PTA members through purposive sampling and 10 school principals by availability sampling techniques and a total of 96 informants participated in the given study. In addition, the interview was conducted with 18 PTA representatives of secondary schools to enrich data obtained through questionnaires. Data were obtained from the sample respondents through questionnaire and interview. Documentation data collecting tools were also employed in the study. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers, principals, educational experts and students. However, 2 teachers have not returned the questionnaires and this reduced the rate of return of teachers (the respondents) to 28. The data obtained were analyzed using various statistical

tools: frequency, percentages and mean. According to the result of data analysis, the following major findings were identified.

Regarding the major affecting factors of secondary school students enrolment in the zone, the result revealed that a total of 49(62.8%) respondent agreed on the factors that affecting the students enrolment at secondary schools that associated with low promotion and completion rate of primary schools, high dropout rates of students both at primary and high schools and long distance from students' home to schools was considered as a major cause for decreasing secondary school students enrolment in the zone. When the causes put in rank ordered from all respondent perspectives, the factors related to;- Primary school performance, distance and school facilities, government and parents' concern and students' attitude towards education respectively were in higher level of intense. Likewise, the respondents' answer confirms that both the demand and supply side have more influence for decreasing students enrolment rate of secondary education in the zone.

Regarding the second basic question, to what extents the educational stakeholders aware on the major factor that affecting secondary school students enrolment in Arsi zone. The results of the finding were summarized as follows:-the respondents response have been summarized on the extents to what the educational stakeholders be aware of the major affecting factors on the secondary education were 22(79%) teachers, 9(90%) principals, 15(75%) educational experts, 9(45%) students and a total respondents of 55(68.8%) have been responding as there was an awareness on affecting factor of secondary students school enrolment.

Instead, the participation of community in the provision of secondary education also observed as 17(61%) teachers, 6(60%) principals, 16(80%) educational experts, 8(40%) and 47(60%) of the total respondent stated as;- There were high community participation in all aspects such as contributing of money fulfilling materials and school facilities and engagement in school managerial activities. The response of the respondent shows that there were a high government and community participation in the provision of secondary education in the zone as well as good awareness about the important of secondary education. The existence of good awareness on the provision of secondary education enables them to know the major affecting factors in the secondary school students enrolment.

Regarding presence of an appropriate networked work relation among educational institutions, it illustrated as 17(61%) teachers, 6(60%) principals, 11(55%) educational experts, 11(55%) students and 45(58%) of total respondents point out as there were no strong and an appropriate networked collaboration work among primary and secondary schools. The weak work relation between primary and secondary schools were aggravating the magnitude of major affecting factors both at primary and secondary education that contributing for lowering the secondary school students enrolment in the zone.

The benefit of schools that offer or integrated networked collaboration work relations both primary and lower secondary education were:-that it facilitate the transition from primary to lower secondary, minimize drop out of students for both physical and geographical reasons and for pedagogical ones, reduces the barrier between primary and secondary schooling and teaching method, and allows smoother transition. It is particularly appropriate in countries which have meager resources, where drop out in primary school is a serious problem and lower secondary education must compensate for low quality primary education.

Regarding the possible strategies and measures taken by different educational stakeholders revealed that, 48(62.4%), 18(23.4%) and 11(14.3%) of the respondent approved on high, moderate and lower response. Thus, the respondents' reaction revealed that for increasing the students enrolment of secondary education there would be an intervention and collaboration as well as strong emphasis to be given at all level. Among these strategic options from the government side the following thematic areas were need interference,

- Design clear participative strategies, directive and procedures for expansions of secondary education by Regional education bureau and Ministry of education,
- Creating job opportunities for school leaver in their locality by local, regional and federal government
- To design a number of alternative pathways to further education and training for these students through TVET, distance education, evening program and the like by the active involvements' of potential educational stakeholders and private sectors.

- Fulfilling qualified teachers, textbooks, educational facilities in the sub sector should be the main attention area for the government to improve the students enrolment at secondary schools in the country by mobilizing communities, NGOs and private sectors.

Finally, one can conclude that due to the major affecting factors such as performance of primary schools, internal efficiency, weak collaborative net worked work relation in the education system leads to the continuous decrements of secondary school students enrolment in the zone. And the data from zonal education office also approves the lowly students enrolment of this sub sectors in Arsi zone.

5.2. Conclusion

Based on the findings the following conclusions were drawn.

As the finding of this study revealed, that for the lower students enrolment rate of secondary schools in Arsi zone there are a lot of affecting factors exhibited in the zone. The major factors affecting hindering the students enrolment of secondary education were concise on the primary schools overall educational performance rather than secondary schools context. Because the major inputs have been contributed from the primary education. In every dimensions of students academic performance, internal efficiency of primary schools, effectiveness of primary school, working performance of primary schools and variables such as, dropout, repetition, promotion, completion and survival rates of primary education have a direct impact on the enrolments of secondary students. Each variable has a cause- effect relationship to each other, in such a way that high dropout and repetition rate lead to low completion, promotion and survival rate to primary education which causes for lowering the enrolment rates of secondary education.

Regarding the extents of educational stakeholders' awareness on the major affecting factors for secondary school students enrolment in Arsi zone, shows that there were a government and community participation in the provision of secondary education. And have an awareness about the important of secondary education. The existence of awareness on the provision of

secondary education allows them to recognize the major affecting factors in the secondary school students enrolment rate.

Concerning the appropriate networked collaborated work relation in between primary and secondary education affirmed that there were weak and inconsistent work relations among educational institution. Thus contribute to aggravating the extent of major affecting factors both at primary and secondary education. Subsequently it could be causal for lowering secondary school students enrolment in the zone.

Based on the above summarized idea relating to the factors affecting secondary students enrolment rate in the zone developing a key and workable strategies were more essential from different educational stakeholders and partners, community and parents and government have a crucial role for the expansion of secondary education in Arsi zone.

5.3 Recommendations

Based on the findings and conclusions the following recommendations are forwarded

The finding of the study revealed that, the major affecting factors for lowering the students enrolment of secondary education in Arsi zone were sought in the given study. So to improve the secondary school students enrolment, the status of primary education should be improved. Through improving primary completion rates, reducing drop out both at primary and secondary schools, improving the quality of education throughout the education system, to do this the following suggestion have been proposed;

1. The overall educational performance of primary schools needs deep intervention vis-à-vis to lowering dropout and repetition rate. And increasing promotion and completion rate of primary and improving the intake rate of preparatory schools. To realized this idea the planning and managements of education system, as well as its leadership approach at school, woreda, zone and regional level should be strengthening used for improving the students enrolment at secondary schools in the zone.
2. To get more achievement in the secondary school students enrolment, strengthening the involvements of all educational stakeholders. Besides increasing the community and parental involvement in the secondary schools activities. Along with reinforce the commitments of

governments' contributions to improve the secondary education enrolment in the zone. To bring this in to practice make a strong synergy among them by forming periodic educational forum at every level of education sector. Then it needs a better strengthen and collaboration work among educational stakeholders at school, woreda, zone and regional level that should be carried out by education sectors.

3. Education system is an open system by its nature; it takes its input from external environment and gave out its output to its surroundings. This phenomenon is true among the primary and secondary schools that need strong interrelations, however the results from this study shows as there was a weak work relation among them. Then for improving the students enrolment rate at secondary schools, the integrated, networked and collaborative work relation should be established among primary and secondary schools. Furthermore strong work relation on academic issues, technical supports, capacity building, experience sharing, both financial and material support were the area where collaborative issue were established. To realize this primary-secondary schools clustering scheme should be implanted in the schooling system by school leaders.
4. The expansions of secondary schools have an essential effects to increase the enrolments of secondary students in the zone. To realize this, the following strategies/modalities should be implemented at different level. Expanding existing secondary schools by building new classrooms, construct new schools in new city areas and in rural areas, adding two or more classroom blocks to an existing primary school, through developing alternative local based design and standards work plan could be a solution for increasing the number of students at secondary schools. These approach could be executed by all educational stakeholders at different level (community, Government, NGOs and other partners) through expanding an educational infrastructure throughout strong partnerships.
5. Creating employment access for secondary student leaver or graduates and should facilitated by local governments in their locality which help to improve the interest of students' learning.
6. Improve the school leadership competency by creating a conducive teaching learning environments in the schools. And it helps to increase the students enrolment in the secondary schools which carried out by woreda, zone and regional education offices.

Finally, the researcher recommends a more detailed and comprehensive study in the area to strengthen the result of the findings.

REFERENCES

- Abagi, O. and Odipo, G. (1997). Efficiency of Primary Education in Kenya: Situational Analysis and Implications for Educational reform. Discussion paper, No,004/97,Nairobi: IRAP
- Abiy Zegeye, Alemayehu Worku, Daniel Tefera, Melese Getu and Yilma Silashi (2009). *Introduction to research methods. Graduate studies and research office: Addis Ababa University.*
- Adams, J., Khan, H. T. A., Raeside, R. & White, D. (2007). *Research method for graduate business and social science students.* USA: Sage Publications, Inc
- Akoojee, S., Gewer, A. and McGrath, S. (2005). *Vocational education and training in Southern Africa: A comparative study.* HRSC Research Monograph, Cape Town, South Africa.
- Akyeampong, K. (2010). *50 Years of educational progress and challenges in Ghana.* Creative Pathways to Access, CREATE Monograph No. 33. University of Sussex.
- Alvarez, B., J. Gillies and M. Bradsher. (2003). *Beyond Basic Education: Secondary Education in the Developing World.* Washington, D.C.: AED, World Bank Institute.
- _____ Arsi zone education office annual abstract statistics, 2007EC.
- Atchoarena, D. and Delluc, A. (2002). *Revisiting technical and vocational education in sub-Saharan Africa: An update on trends, innovations, and challenges.* UNESCO, International Institute for Educational Planning, Paris, France
- Ayalew Shibeshi. (1999). *Approaches to Educational Organization and Management.*
Part one. Department of educational administration, Addis Ababa University
- Best, J. & Kahn J.V. (2002). *Research in education* (7thed). New Delhi: Prentice Hall of India.
- Bray, M. 2008. *Double-Shift Schooling: Design and Operation for Cost-Effectiveness*, 3rd edn, Vol. 1. Paris, UNESCO IIEP.
- Bortei-DokuAryeetey, F., Doh.D, and Andoh, P. (2011). *From prejudice to prestige: Vocational education and training in Ghana.* City and Guilds Center for Skills Development, and the Council for Technical and Vocational Training, Ghana.

- Briseid, Ole and Francoise Caillods. (2004). *Trends in secondary education in industrialized countries: Are they relevant for African countries?* Paris, France: UNESCO International Institute for Educational Planning.
- Buckland, Peter. (2006). “Post-conflict education: Time for a reality check?” In *Forced Migration Review Education and Conflict Supplement*, edited by Marion Couldrey and Dr. Tim Morris. Oxford: Refugee Studies Centre, University of Oxford.
- Chapman, D.W., L. Burton and J. Werner. (2010). “Universal secondary education in Uganda: The head teachers’ dilemma.” *International Journal of Educational Development*. 30: 77–82.
- Cohen, L. (1994). *Research methods in education (4th ed)*. New York: Routhledge
- CSA (Central Statistical Agency) of the Federal Democratic Republic of Ethiopia, 1999EC. Addis Ababa.
- Di Gropello, E. (2006). *Meeting the Challenges of Secondary Education in Latin America and East Asia: Improving Efficiency and Resource Mobilization*. Washington, D.C.: The International Bank for Reconstruction and Development
- Dinh, Hinh T., Vincent Palmade, Vandana Chandra, and Frances Cossar. 2012. Light Manufacturing in Africa: Targeted Policies to Enhance Private Investment and Create Jobs. Washington, DC: World Bank.
- DR. Catherine Dawson, ***A Practical Guide To Research Methods***, Third edition 2007.
- KATY ANÍS, EFA Global Monitoring Report 2008, MARCH 2007.
- Education for all (EFA) Global Monitoring Report, 2008.
- Ethiopian Education and Training Policy and Its Implementation documents (MoE, 2002), Addis Ababa.
- Ethiopia, Federal Democratic Republic of Ministry of Education (MOE). 2010. “Education Sector Development Program IV (ESDP IV) 2010/11–2014/15 (2003EC–2007 EC), Program Action Plan” MOE, Addis Ababa.

Ethiopia, Transitional Government 1994. “Education and Training Policy.” Transitional Government of Ethiopia, Addis Ababa.

Federal Democratic Republic of Ethiopia, Growth and Transformation Plan (GTP) 2010/11-2014/15 , Ministry of Finance and Economic Development (MoFED) , September,2010,Addis Ababa

Françoise Caillods (UNESCO 2010); **Access to Secondary Education, Asia-Pacific Secondary Education_ System Review Series No. 2,**

GoE (1994) *Education and Training Policy*. Addis Ababa: St. George Printing Press.

Hanushek, Eric A., and Ludger W. Wößmann. 2007. “The Role of Education Quality in Economic Growth.” Policy Research Working Paper 4122, World Bank, Washington, DC

International Institute for Applied Systems Analysis (IIASA) (2008) **Economic Growth in Developing Countries: Education Proves Key.** IASSA Publications.

Jose, F&Gonzales (1993).*Methods of research and thesis writing*. Paris National Boore, Acept Marulas.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. (2nd revised Ed.). New Delhi: New Age International (P) Ltd.

Lewin, K, M. (2004) **Mapping the Missing Link: Planning and Financing Secondary Education in Sub Saharan Africa.** Lead Keynote. World Bank Africa Regional Conference on Secondary Education in Africa. Dakar, Senegal.

Mekonen, Y (2010) An ‘After 2015’ Agenda for Africa: Development from a Human Perspective. The African Child Policy Forum.

Ministry of Education (2010) ‘Education Statistics Annual Abstract 2001 E.C./ 2008-09 G.C.’ Addis Ababa:

OECD (2012), “Access to secondary and tertiary education” *Education at a Glance 2012: Highlights* OECD Publishing. http://dx.doi.org/10.1787/eag_highlights-2012-31-en

- Psacharopolous, George, and Harry Anthony Patrinos. 2002. "Returns to Investment in Education: A Further Update." Policy Research Working Paper 2881, Education Sector Unit, Latin American and Caribbean Region, World Bank, Washington, DC.
- R.D. Joshi and A. Verspoor(2013). ***A World Bank Study. Secondary Education in Ethiopia: Supporting Growth and Transformation.*** Washington DC, World Bank.
- Richard Pankhurst, "[Education in Ethiopia during the Italian Fascist Occupation \(1936-1941\)](#)", [International Journal of African Historical Studies](#), 5 (1972), p. 371
- Teck Hong,T.and Waheed,A.(2011).*Herzberg's motivation –hygiene theory and job satisfaction* in the Malaysian :The mediating effect of love of money Asian Academy of management Journal,vol.16,No.1,73-94
- Teshome Nekatibeb (Ph.D), *A Case Study of Dropouts from the Amhara and Oromia Regional States in Ethiopia, May 2002.*
- UNESCO Bangkok's secondary education country profiles (www.unescobkk.org/sepra/InfoBase).
- UNESCO, Institute for Statistics (2010) *Goal 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION*.Accessed-at http://www.uis.unesco.org/template/pdf/EducGeneral/MDG_ed_2008.pdf on 2/12/10
- UNESCO (2007): EFA Global Monitoring Report, Strong Foundations, http://www.unesco.org/education/GMR/2007/Full_report.pdf (03/03/07).
- United Nations (2010) **Millennium Development Goals report: 2010**. United Nations Department of Economic Affairs.
- Verspoor, Adriaan M. 2008. *At the Crossroads: Choices for Secondary Education in Sub-Saharan Africa*. With the SEIA Team. Africa Human Development Series. Washington, DC: World Bank

Weber, A. (2006): Aid Effectiveness in the Education Sector: The Role of Policies Reassessed, unpublished master thesis, Goethe-University, Frankfurt, Germany

Wikipedia, the free encyclopedia https://en.wikipedia.org/wiki/Education_in_Ethiopia

World Bank. 1993. "East Asian Miracle: Economic Growth and Public Policy." Policy Research Report, Oxford University Press, New York.

World Bank (2005) *Education in Ethiopia: Strengthening the Foundation for Sustainable Progress*. Washington, DC: World Bank. Ministry of Education.

Yalew Endaweke Mulu. (1998). Fundamental principles of research and its implementation. Bahir Dar: Alpha printing enterprise.



Annex:

Appendix –A

Questionnaires' filled by school Principals

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management

Questionnaire to be filled by selected secondary school Principals of Arsi zone

Dear Respondent Principal,

The purpose of this questionnaire is to collect information that will help investigating factors related to that affecting the secondary school enrolments of students in selected secondary schools of Arsi zone. The information gathered through this questionnaire used only for academic purpose, and it will be kept confidential.

Your participation genuinely in completing the questionnaire is useful. Therefore, you are kindly requested to complete the questionnaire honestly and responsibly.

General Direction

- Please follow instructions provided for each part
- You do not need to write your name.
- Put a tick mark (✓) in boxes that represent your responses.
- Provide additional opinions, if any, on the space provided.

Thank you in advance!

1. **Part I. Name of the school**_____ **Woreda**_____ **Zone**_____

2. **Sex :** **a. Male** ☐ **b. Female** ☐

3. **Age:** **a. 21-25 years** ☐, **b.26-30 years** ☐, **c.31-35**☐, **d. Above 35 years**☐

4. **Qualification:** a. Diploma ☐, b. Degree ☐, c. MA/MSc ☐, d. if any other specify it-----

5. **Work experience in education sector:** a. Below 5 years ☐ b. 5-9 years ☐

c. 10-14 years ☐, d. 15-19 years ☐ e. 20 & above years ☐

6. **Work experience as a secondary school principal:**

a. Below 2 years ☐, b. 3-5 ☐, c. 6-10 ☐, d. 10 & above ☐

Part II:- Questions to be answered by all respondent related to possible causes, to what extent the educational stakeholders aware of affecting factors, appropriate work relationship among educational institution to decrease the common affecting factors and possible actions to be taken for improving students enrolment of secondary education in Arsi zone.

1. What were the possible causes for decreasing students enrolment in your school?

- a. Low promotion and completion rate of primary schools
- b. High dropout rates of students both at primary and high schools
- c. Poor students interest in learning
- d. long distance from students home to schools
- e. All the above factors could be the causes for low enrolments for secondary education.

2. For questions **No.1** above if you have extra factors that causes for hindering the secondary students enrolment please specify them here -----

3. In your locality how was the government commitment to expand secondary education for the citizens?

- a. There were a high commitments and concerns to expand secondary education service
- b. Low attention was given for secondary education
- c. The governments' priority area was focused only in primary education rather than secondary education.

4. As to your observation, in what form the participation of communities were high in the provision of secondary education?
 - a. Contributing of money
 - b. Fulfilling school facilities
 - c. Engagement in school managerial activities
 - d. There were high participations in all of the above forms
5. If your response for question **No.4** above is less or low communities participation describe the reason why low communities participation in the provision of secondary education ----
6. Do you have an appropriate networked collaboration work among primary and secondary schools in your work area?
 - a. Yes b. No
7. If your response for questions **No.6** above is **yes** on what issues do you have strong networked collaboration work relation?
 - a. Academic issue
 - b. Provision of educational materials
 - c. On students issues
 - d. On all aspects educational activities
 - e. On all of the above issues
8. What do you think should be done to overcome the problem of low enrolment of students in secondary schools? Please describe your thought here -----

Part III. Questions to be answered by all respondent relating to the major factor affecting, possible reasons to what extent aware of by the respondents, and possible strategies and solution to improving the students enrolment of secondary education in Arsi zone by rating scale or Likert –scaling techniques.

9. Rate the following factors that favor(*very high to very low*)students' enrolment in your secondary school. Based on your judgment put the degree of contribution of each factor by putting a(✓) mark in a column you select.

Key: 5= Very high (VH), 4=High (H), 3=Moderate (M), 2=Low (L), 1=Very low (VL)

S.N	Factors	Rating scale				
		(5)	(4)	(3)	(2)	(1)
	<i>Relating to Distance and Facilities</i>					
9.1	Long distance from home to school in km					
9.2	Shortage of school facilities at secondary					
9.3	Poor learning environment					
	<i>Relating to students attitude towards education</i>					
9.4	Students lack of interest in learning					
9.5	Student's desire to continue further education					
9.6	Poor academic performance					
	<i>Relating to primary school performance</i>					
9.7	High dropout rate at primary school					
9.8	Low completion rate of primary schools					
9.9	High students enrolment rate in primary					
9.10	Low promotion rate to higher education					
	<i>Relating to Government and parents side</i>					
9.11	Low job opportunities at their locality					
9.12	Low economic conditions of the people					

9.13	Level of government commitments					
9.14	Lack of counselling's service					
9.15	Lack of parental encouragement					

10. If there are other challenges for lowering enrolments of the secondary education in your school, mention them _____

11. What solution do you suggest to improve the secondary enrolment rate in your school? --

12. Rate among the following possible reasons for low access to secondary enrolments as to your understanding which factors are more powerful and dominant factors in your school. Based on your opinion put the degree of contribution of each factor by putting a (✓) mark in a column you select.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

S.N	Factors	Rating scale				
		5	4	3	2	1
	Demand-side factors:					
12.1	High direct cost of schooling					
12.2	Lack of information on the benefits of secondary education					
12.3	Market demand seeking for workman force in the real economic activities of their locality.					
	Supply side factors:					
12.4	Lack of adequate infrastructure					
12.5	Inadequate incentives for private sector to expand education service					
12.6	Low student's achievement at the elementary level					

13.7	Getting adequate awareness about the importance of secondary education					
13.8	Reducing the forgone cost and try to give more attention for their children's education					
13.9	Playing parental role for their students learning outcome					
Education Stakeholders and partners side						
13.10	Participate in fulfilling educational facilities					
13.11	Provide from technical to financial supports					
13.12	Creating a strong linkage in schools to their surrounding institutions					
13.13	Involving in every educational capacity building program					
13.14	Developing a strong partnership relation among all educational stakeholders to realize human capital development					
13.15	Construction of additional blocks in primary schools, expanding of the new secondary schools in most rural areas					

14. If there are other strategies for improving the enrolments of the secondary education in your school, please mention them _____

I thank you very much!!

Appendix –B

Questionnaires' filled by Teachers

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management

Questionnaire to be filled by Teachers from selected secondary schools of Arsi zone

Dear Respondent; Teachers!!

The purpose of this questionnaire is to collect information that will help investigating factors related to that affecting the secondary school enrolments of students in selected secondary schools of Arsi zone. The information gathered through this questionnaire used only for academic purpose, and it will be kept confidential.

Your participation genuinely in completing the questionnaire is useful. Therefore, you are kindly requested to complete the questionnaire honestly and responsibly.

General Direction

- Please follow instructions provided for each part
- You do not need to write your name.
- Put a tick mark (✓) in boxes that represent your responses.
- Provide additional opinions, if any, on the space provided.

Thank you in advance!

Part I. Background Information

1. **Name of the school** _____ **Woreda** _____ **Zone** _____
2. **Sex :** a. Male ☐ b. Female ☐
3. **Age:** a. 21-25 years ☐, b. 26-30 years ☐, c. 31-35 ☐, d. Above 35 years ☐
4. **Qualification:** a. Diploma ☐, b. Degree ☐, c. MA/MSc ☐, d. if any other specify it-----

5. **Work experience in education sector:** a. Below 5 years ☐ b. 5-9 years ☐
c. 10-14 years ☐, d. 15-19 years ☐ e. 20 & above years ☐

6. **Work experience as a teacher:** a. Below 2 years ☐, b. 3-5 ☐, c. 6-10 ☐, d. 10 & above ☐

Part II:- Questions to be answered by all respondent related to possible causes, to what extent the educational stakeholders aware of affecting factors, appropriate work relationship among educational institution to decrease the common affecting factors and possible actions to be taken for improving students enrolment of secondary education in Arsi zone.

1. What were the possible causes for decreasing enrolments of your school?
 - a. Low promotion and completion rate of primary schools
 - b. High dropout rates of students both at primary and high schools
 - c. Poor students interest in learning
 - d. long distance from students home to schools
 - e. All the above factors could be the causes for low enrolments for secondary education.
2. For questions **No.1** above if you have extra factors that causes for hindering the secondary education enrolments please specify them here -----
3. In your locality how was the government commitment to expand secondary education for the citizens?
 - a. There were a high commitments and concerns to expand secondary education service
 - b. Low attention was given for secondary education
 - c. The governments' priority area was focused only in primary education rather than secondary education.
4. As to your observation, in what form the participation of communities were high in the provision of secondary education?

- a. Contributing of money
 - b. Fulfilling materials and school facilities
 - c. Engagement in school managerial activities
 - d. There were high students enrolment in all of the above forms
5. If your response for question **No.4** above is less or low communities participation describe the reason why low communities participation in the provision of secondary education ----
6. Do you have an appropriate networked collaboration work among primary and secondary schools in your area?
- a. Yes b. No
7. If your response for questions **No.6** above is **yes** on what issues do you have strong networked collaboration work relation?
- a. Academic issue
 - b. Provision of educational materials
 - c. On students issues
 - d. On all aspects educational activities
 - e. On all of the above issues
8. What do you think should be done to overcome the problem of low enrolment of students in secondary schools? Please describe your thought here -----

Part III. Questions to be answered by all respondent relating to the major factor affecting, possible reasons to what extent aware of by the respondents, and possible strategies and solution to improving the students enrolment of secondary education in Arsi zone by rating scale or Likert –scaling techniques.

9. Rate the following factors that favor(*very high to very low*)students' enrolment in your secondary school. Based on your judgment put the degree of contribution of each factor by putting a(✓) mark in a column you select.

Key: 5= Very high (VH), 4=High (H), 3=Moderate (M), 2=Low (L), 1=Very low (VL)

S.N	Factors	Rating scale				
		(5)	(4)	(3)	(2)	(1)
	<i>Relating to Distance and Facilities</i>					
9.1	Long distance from home to school in km					
9.2	Shortage of school facilities at secondary					
9.3	Poor learning environment					
	<i>Relating to students attitude towards education</i>					
9.4	Students lack of interest in learning					
9.5	Student's desire to continue further education					
9.6	Poor academic performance					
	<i>Relating to primary school performance</i>					
9.7	High dropout rate at primary school					
9.8	Low completion rate of primary schools					
9.9	High students enrolment rate in primary					
9.10	Low promotion rate to higher education					
	<i>Relating to Government and parents side</i>					
9.11	Low job opportunities at their locality					
9.12	Low economic conditions of the people					
9.13	Level of government commitments					
9.14	Lack of counselling's service					
9.15	Lack of parental encouragement					

10. If there are other challenges for lowering enrolments of the secondary education in your school, mention them _____

11. What solution do you suggest to improve the secondary enrolment rate in your school? ---

12. Rate among the following possible reasons for low access to secondary enrolments as to your understanding which factors are more powerful and dominant factors in your school. Based on your opinion put the degree of contribution of each factor by putting a (✓) mark in a column you select.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

S.N	Factors	Rating scale				
		5	4	3	2	1
	Demand-side factors:					
12.1	High direct cost of schooling					
12.2	Lack of information on the benefits of secondary education					
12.3	Market demand seeking for workman force in the real economic activities of their locality.					
	Supply side factors:					
12.4	Lack of adequate infrastructure					
12.5	Inadequate incentives for private sector to expand education service					
12.6	Low student's achievement at the elementary level					
12.7	Significant <i>annual</i> reduction in dropout rates at the primary level					
12.8	Not all parents can afford to send their children to school.					
12.9	The larger families sending their younger children to school because					

	older children can help their parents					
12.10	Low transition rates from primary schools to high schools					

13. Rate the following possible strategies or solution for mitigating and taking measures to increase the enrolments of secondary education of the zone; as to your understanding which issues and strategies are more powerful and dominant. Based on your opinion put the degree of contribution of each issues by putting a (✓) mark in a column you select.

Key: 5= Very high (VH), 4=High (H), 3=Moderate (M), 2=Low (L), 1=Very low (VL)

S.N	Issues or strategies	Degree of comparisons				
		5	4	3	2	1
	Governments side					
13.1	Design clear participative strategies, directive, procedures for expansions of secondary education					
13.2	Fulfilling qualified teachers, textbooks, educational facilities					
13.3	Practicing integrated school clustering approach between primary and secondary schools					
13.4	Implementing provision of free education 1-10 grades throughout all government schools.					
13.5	Creating job opportunities for school leaver in their locality					
Communities and parents side						
13.7	Getting adequate awareness about the importance of secondary education					
13.8	Reducing the forgone cost and try to give more attention for their					

	children's education					
13.9	Playing parental role for their students learning outcome					
Education Stakeholders and partners side						
13.10	Participate in fulfilling educational facilities					
13.11	Provide from technical to financial supports					
13.12	Creating a strong linkage in schools to their surrounding institutions					
13.13	Involving in every educational capacity building program					
13.14	Developing a strong partnership relation among all educational stakeholders to realize human capital development					
13.15	Construction of additional blocks in primary schools, expanding of the new secondary schools in most rural areas					

14. If there are other strategies for improving the enrolments of the secondary education in your school, please mention them _____

I thank you very much!!

Appendix –C

Questionnaires' filled by educational experts

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management

***Questionnaire to be filled by educational professionals from Arsi zone education office and
woreda education office***

Dear Respondent;

The purpose of this questionnaire is to collect information that will help investigating factors related to that affecting the secondary school enrolments of students in selected secondary schools of Arsi zone. The information gathered through this questionnaire used only for academic purpose, and it will be kept confidential.

Your participation genuinely in completing the questionnaire is useful. Therefore, you are kindly requested to complete the questionnaire honestly and responsibly.

General Direction

Please follow instructions provided for each part

- You do not need to write your name.
- Put a tick mark (✓) in boxes that represent your responses.
- Provide additional opinions, if any, on the space provided.

Thank you in advance!

Part I. Background Information

1. **Name of the school**_____ **Woreda**_____ **Zone**_____

2. **Sex :** a. Male ☐ b. Female ☐

3. **Age:** a. 21-25 years ☐, b.26-30 years ☐, c.31-35☐, d. Above 35 years☐

4. **Qualification:** a. Diploma ☐, b. Degree ☐, c. MA/MSc ☐, d. if any other specify it-----
5. **Work experience in education sector:** a. Below 5 years ☐ b. 5-9 years ☐
c. 10-14 years ☐ d. 15-19 years ☐ e. 20 & above years ☐
6. **Work experience in your current work:** a. Below 2 years ☐, b. 3-5 ☐, c. 6-10 ☐,
d. 10 & above ☐

Part II:- Questions to be answered by all respondent related to possible causes, to what extent the educational stakeholders aware of affecting factors, appropriate work relationship among educational institution to decrease the common affecting factors and possible actions to be taken for improving students enrolment of secondary education in Arsi zone.

1. What were the possible causes for decreasing enrolments of your school?
 - a. Low promotion and completion rate of primary schools
 - b. High dropout rates of students both at primary and high schools
 - c. Poor students interest in learning
 - d. long distance from students home to schools
 - e. All the above factors could be the causes for low enrolments for secondary education.
2. For questions **No.1** above if you have extra factors that causes for hindering the secondary education enrolments please specify them here -----
3. In your locality how was the government commitment to expand secondary education for the citizens?
 - a. There were a high commitments and concerns to expand secondary education service
 - b. Low attention was given for secondary education
 - c. The governments' priority area was focused only in primary education rather than secondary education.

4. As to your observation, in what form the participation of communities were high in the provision of secondary education?
 - a. Contributing of money
 - b. Fulfilling materials and school facilities
 - c. Engagement in school managerial activities
 - d. There were high students enrolment in all of the above forms
5. If your response for question **No.4** above is less or low communities participation describe the reason why low communities participation in the provision of secondary education -----
6. Do you have an appropriate networked collaboration work among primary and secondary schools in your area?
 - a. Yes b. No
7. If your response for questions **No.6** above is **yes** on what issues do you have strong networked collaboration work relation?
 - a. Academic issue
 - b. Provision of educational materials
 - c. On students issues
 - d. On all aspects educational activities
 - e. On all of the above issues
8. What do you think should be done to overcome the problem of low enrolment of students in secondary schools? Please describe your thought here -----

Part III. Questions to be answered by all respondent relating to the major factor affecting, possible reasons to what extent aware of by the respondents, and possible strategies and solution to improving the students enrolment of secondary education in Arsi zone by rating scale or Likert –scaling techniques.

9. Rate the following factors that favor(*very high to very low*)students' enrolment in your secondary school. Based on your judgment put the degree of contribution of each factor by putting a(✓) mark in a column you select.

Key: 5= Very high (VH), 4=High (H), 3=Moderate (M), 2=Low (L), 1=Very low (VL)

S.N	Factors	Rating scale				
		(5)	(4)	(3)	(2)	(1)
	<i>Relating to Distance and Facilities</i>					
9.1	Long distance from home to school in km					
9.2	Shortage of school facilities at secondary					
9.3	Poor learning environment					
	<i>Relating to students attitude towards education</i>					
9.4	Students lack of interest in learning					
9.5	Student's desire to continue further education					
9.6	Poor academic performance					
	<i>Relating to primary school performance</i>					
9.7	High dropout rate at primary school					
9.8	Low completion rate of primary schools					
9.9	High students enrolment rate in primary					
9.10	Low promotion rate to higher education					
	<i>Relating to Government and parents side</i>					
9.11	Low job opportunities at their locality					
9.12	Low economic conditions of the people					

9.13	Level of government commitments					
9.14	Lack of counselling's service					
9.15	Lack of parental encouragement					

10. If there are other challenges for lowering enrolments of the secondary education in your school, mention them _____.

11. What solution do you suggest to improve the secondary enrolment rate in your school? -

12. Rate among the following possible reasons for low access to secondary enrolments as to your understanding which factors are more powerful and dominant factors in your school. Based on your opinion put the degree of contribution of each factor by putting a (✓) mark in a column you select.

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD)

S.N	Factors	Rating scale				
		5	4	3	2	1
	Demand-side factors:					
12.1	High direct cost of schooling					
12.2	Lack of information on the benefits of secondary education					
12.3	Market demand seeking for workman force in the real economic activities of their locality.					
	Supply side factors:					
12.4	Lack of adequate infrastructure					
12.5	Inadequate incentives for private sector to expand education service					

13.7	Getting adequate awareness about the importance of secondary education					
13.8	Reducing the forgone cost and try to give more attention for their children's education					
13.9	Playing parental role for their students learning outcome					
Education Stakeholders and partners side						
13.10	Participate in fulfilling educational facilities					
13.11	Provide from technical to financial supports					
13.12	Creating a strong linkage in schools to their surrounding institutions					
13.13	Involving in every educational capacity building program					
13.14	Developing a strong partnership relation among all educational stakeholders to realize human capital development					
13.15	Construction of additional blocks in primary schools, expanding of the new secondary schools in most rural areas					

14. If there are other strategies for improving the enrolments of the secondary education in your school, please mention them _____

I thank you very much!!

APPENDIX –D

Gaafannoo Baratootaan guttamuu;-

Yunivarsitii Saayinsii fi Teeknoololjii Adaamaa

Bulchiinsa Godina Arsiitti

Waajjira Barnoota Godina Arsii

Bar-gaaffii Baratoota Sadarkaa Lammaffaaf Qophaa'e

Kabajamoo Barataa/tuu

Kaayyoon gaafannoo kanaa sababoota hirmaannaan baratoota manneen barnoota sadarkaa lammaffaa kutaa (9 – 10) Godina Arsii gadi buusan qorachuun tarsiimoo hirmaannaan kun itti ol guddachuu danda'u barbaaduu dha. Odeeffannoon gaafannoo kanaan funaanaman hundii dhimma qorannoo barnootaaf qofa kan oluudhaa. Milkaa'ina qorannoo kanaaf deebiin isin kennitan murteessaa fi barbaachisaa waan ta'eef tokkoo tokkoo gaaffilee kanneen irratti yaaduudhaan deebii sirrii ta'e kennuun tumsa keessan kabajaan nigaafanaa.

Hubachiisa:

- Deebiin keessan hundi hiccitiin ni qabama.
- Deebiin isin kennitan faayidaa qorannoo kanaaf qofa kan oolu ta'a.
- Bu'aa qornichi argamsiisu kamiifuu itti gaafatamummaa hin qabdan.
- Maqaa keessan fuula kamiyyuu irratti barreessuun hin barbaachisu.

Atooma isin nuuf gootaniif dursinee isin galateeffanna!

Odeeffannoo Walii Galaa

Qajeelfama 1. Gaaffiilee kanaa gadiitiif deebii sirrii filachuudhaan mallattoo (✓) kaa'uun yookaan bakka duwwaa kenname irratti barreeffama gabaabaan deebii kennaa

1. Maqaa mana barumsaa: _____

2. Saala: A. Dhiira ☐ B. Dhubara ☐

3. Umurii **a.** 14 -15 ☐, **b.** 16-20 years ☐

4. Sadarkaa barumsaa: A. kutaa 9^{ffaa} B. kutaa 10^{ffaa}

II. Gaafiilee barreffamaan dhiyaatan

1. Sababiin hirmaanaan barnoota sad. 2ffaa ittin xiqatee keessaa akka nannoo kessaniit kamituu cimaadhaa?

- a. Reetiin xumraa sad. 1ffaa xiqaachuu
- b. Haarcaatiin baratootaa sad. 1ffaa keessatti gudaa tahuu
- c. Feedhiin baratootaa barnootaaf qaban xiqaa tahuu
- d. Mannen barnoota sad.2ffaa fageenyi baratoota irraa waa qabuuf
- e. Sababiiwwan armaan oli hundii gahee gudaa qabuu

2. Gaafii lakk.1 armaan oli irratti yoo sababii dabaltaa qabdan maalfaa yaada keessan ibsaa----

3. Akka naanno keesantii barnoota sad.2ffaa babalisuuf kutanoo fi kaka'umsi mootumaa bira jiruu maala fakaataa?

- a. Kaka'umsaa fi kuttaannoo olaanaa qaba
- b. Xiyyeefanaan jiruu keename laafaadha.
- c. Xiyyeefanaan mootumaa barnoota sad.1 ffaa qofa waan ta'eef sad.2ffaa laafaadha

4. Akk hubanoo keetiin kaka'umsii hirmaana ummataa maallaqaan, humnaan fi meeshaaleen barnoota sad. 2ffaa babalisuuf qabuu maal fakaataa?

- a. olaanaadha
- b. jiduu galeessa
- c. gadii anaa

5. Deebiin kee gaafii lakk.4 yoo gadii aanaa ta'ee sababii isaa maal jeetuu? Yaada keessan barreessaa -----

6. Waltidhufeenyi hojii cimaa mannen barnoota sad.1ffaa fi sad. 2ffaa jiraa?

- a. Eeyyan
- b. Lakkii

7. Yoo deebiin kee gaafii lakk.6 eeyyan yoo ta'ee walti dhuufeenyi jiruu maal maal irratti?

- a. Dhimma gosaa barnootaan walqabatee irratti
- b. Meeshaalee barnootaa walgargaaruu irratti
- c. Dhimma barattootaa irratti
- d. Dhimmota barnootaan walqabatan hunda irratti
- e. Hunda irrattuu walitidhuufeenyii ni jira

8. Rakkolee hirmaanaa barnoota sadarkaa 2ffaa gadii busan furuuf tarkaanfiiwan fudhatamuu qaban jeetanii yaadan yoo jiraatee yaada keessan bareesuun ibsaa. -----

Qajeelfama2: Gaaffileen armaan gaditti dhiyaatan **sababoota gadi buu'iinsa hirmaanaa barattoota** sadarkaa lammaffaa (9-10)f ka'umsa ta'uu danda'an jedhamanii kan yaadamanii dha. Akkaataa qabatamaa m/barumsaa fi naannoo jireenya keessanitiin gadi bu'iinsa hirmaanaa barattoota sadarkaa lammaffaaf sababa ta'a jettanii kanneen yaaddan filannoo **baayee gadi aanaa,,gadi aanaa, giddu galeessa, ol'aanaa ykn. Daran ol'aanaa** jedhamanii dhiyaatan keessaa tokko filachuun mallattoo(✓) gabatee lakkoofsaa jalatti mul'isaa.

Furtuu;- 5=Daraan ol'aanaa, 4=Ol'ana, 3=Jiduugaleesa,2=Gadianaa, 1=gadi'aanaa

S.N	Gosa gaafannoo (sababiiwwan)	Deebii hirmaatootaa				
		(5)	(4)	(3)	(2)	(1)
	Faggenyaa fi faasislitii maneen barnoota walin kan walqabatee		)		)	
9.1	Mani barnoota sad.2ffaa iddo jireenya barattoota irraa fageenya qabaachuu					
9.2	Haanqina fasilatii manni barnootaa qabuu					

9.3	Mijaa'inii naannoo m/b baratootaaf qabuu haniqna qabuu					
	Feedhii fi ilaalacha baratoota barnootaaf qaban walin walqabatee					
9.4	Feedhiin barattoonii barnootaaf qaban					
9.5	Kaka'usii barattoonii gara qophaa'inaatti galuuf qaban					
9.6	Bu'aan qabxii baratootaa galmeessa jiran					
	<i>Bu'aa barnoota sad.1ffaa waliin walqabatee jiruu</i>					
9.7	Haarcaatiin baroota sad.1ffaa gudachuun					
9.8	Reetiin xuumura sad.1ffaa gadii aanaa ta'uu					
9.9	Hirmaanaan barnoota sad.1ffaa olaanaa ta'un isaa					
9.10	Haalii darbiinsa baratoota sad.1ffaa gara sad.2ffaatti jiruu xiqaa ta'uun isaa					
	<i>Gama mootumaa fi maatii walin walqabateen</i>					
9.11	Carraan hojii dhiyeenyaan argachuu xiqaa ta'uu					
9.12	Galii maatii baratootaa gadi aanaa ta'uun isaa					
9.13	Feedhiin mootumaa barnoota sad.2ffaa babalsiif qabu jiraachu					
9.14	Tajaajili gorsa baratootaa mannen barnoota keessatti jiraachuu dhabuun					
9.15	Maatin barattootaa ijoollee ofii baranoota irratti jajabeessuu dhabuun					

9. Sababiiwwan armaan oli ibsamaniin alatii yoo jiraatee iddo duwaa keennamee kana irratti barreessaa _____

10. Hirmaanaa barnoota sad. 2ffaa foyyeesuuf tarkaanfiiwwan fudhatmuu qaban jeetanii yaadan yoo jiraatee nuuf ibsaa/ barreessaa-----

11. Gaaffilee armaan gadiitti dhiyaataniif sababoota ijoo hirmaana barnoota sadarkaa 2ffaa(9-10) gufuu ta'an keessaa akka hubannoo keesaniti ciminnii sababoota kaneenii hangam cimina qaba. Akkaata hubannoo qabdaniin deebii keessan ***daran itti waligala, Itti waligala, hinmurteesinee, walihingaluu, darana wlihingaluu*** jedhamanii dhiyaatan keessaa tokko filachuun mallattoo(√) gabatee lakkoofsaajalatti mul'isaa.

Furtu: 5=*daran itti waligala* (SA), 4=*Itti waligala* (A), 3=*hinmurteesinee* (UD), 2=*walihingaluu* (D), 1=*darana wlihingaluu* (SD)

S.N	Dhimmota akka sababaatii ilaalaman (Factors)	Deebii hirmaatootaa				
		5	4	3	2	1
	Dhimmota feedhii walin walqabatee (Demand- factors):					
12.1	Baasiin barnootaa olka'aa tahuu walin walqabteen					
12.2	Hubanaan faayidaa barnootaa walin walqabteen					
12.3	Humna nama dinagdee keessatti hojachuuf barabcchisuu ummachuu walin walqabtee					
	Dhimmota Dhiyeesii walin walqabatan (Supply side factors)					
12.4	Faasilitii mannen barnootaa dhiyeenyaan guttamuu irratti					
12.5	Carraan abbootii qabeenyaaf babalina baranoota sad. 2ffaa keessatti qaban					
12.6	Dandeetii baratootaa foyya'insa qabxii irratti xiqaa tahuu					
12.7	Haarcaattin baratootaa haamaataa ta'ee jiraachuu					
12.8	Maatiin hundii ijoolee isaa mana barnootaa erguu irratti haanqinii dingdee jiraachuu					
12.9	Ijoolee mana barmusaa erguu irraa hojii humnaatti fayyadamuu					

12.10	Haalii darbiinsa barattoota sad.1ffaa gara sad. 2ffaatti jiruu xiqaa ta'uu					
-------	--	--	--	--	--	--

12. Gaaffileen armaan gaditti dhiyaatan gahee dhimmamtootni hirmannaa barattoota sadarkaa lammaffaa (9-10) guddisuu keessatti qaban kan ilaallatanii dha. Bu'uuruma kanaan isiniis tarsiimoo fi tarkaanfii fudhatamuu qabuu fi gahee dhimmamtoonni (Motummaa, Haawasaa, Qooda fudhatootaa fi dhaabbilee miti-mootumaatti) hirmaanaa barattoota sadarkaa lammaffaa (9-10) guddisuu keessatti qabu jettanii yaaddan kaneen tokkoon tokkoo gabatee armaan gadii keessatti tarreeffamaniif filaannoo sadarkaa 1 – 5 kennaman keessa tokko filachuun mallattoo (√)n gabatee keessatti mul'isa.

Furtuu: 1= Baay'ee guda(BG) 2 = guda (G), 3= jidugaleessa (J), 4= xiqaa (X), 5=baay'ee xiqaa(BX)

S.N	Tarsiimoo	Fillanoo dorgomisiisu				
		BG	G	J	X	BX
	Gama Mootummaattin (Governments side)	(5)	(4)	(3)	(2)	(5)
13.1	Imaammata, tarsiimoo fi qajeelfamaa adda addaa barnoota sad. 2ffaa ittin babaltuu baasuu fi foyeessaa deemuu					
13.2	Barsiistoota gahumsaa fi dandaetii qaban, kitaabilee gahaa fi faasilitwaan barnootaaf ta'an gutuu					
13.3	Waltihidhaminsa dhaabbilee barnoota sad.1ffaa fi sad.2ffaa waliin jiruu cimsuu					
13.4	Kafaltii barnootaa waliin walqabatee hundaa hanga kutaa 10ffaa irraa bilisaa taasiisuu					
13.5	Barattoota sababii adda addaattin barumsa addaan kutaniif carraa hojii isaan mijeessuu					

Gama ummataa fi maatii barattootaatin (Communities and parents side)					
13.7	Waa’ee faayidaa barnoota sad. 2ffaa hubannoo gahaa haawaasaaf qabsiisuu				
13.8	Baasiwwan dabalataa barnoota irratti ummaman hiirsaa deemuu				
13.9	Bu’aa qabxii barattoota irratti hirmaanaan maatii dabaluu				
Gama dhimmamitootaa fi qoda fudhatoota (Education Stakeholders and partners side)					
13.10	Faasiltiwwan barnootaa gutuu irratti				
13.11	Deggarsa oggumaa hanga mahaallaqaa taasiisu irratti				
13.12	Walittiidhuufeenya mannen barnootaa fi dhimmamitoota waliin jiruu cimisuu				
13.13	Leenjii dandeetti humna raawachisumaa cimisuu				
13.14	Waltiidhufeenyaa dhimmamitootaa arnootaa jiduu jiruu dhiyeenyaan cimsaa deemuu				
13.15	Goolota dabalataa mannen barnoota sad. 1ffaa keessatti ijaaruun gara sad.2ffaatti akka babalatan taasiisuu				

13. Yaada dabalataa tarsiismoo fi furmaata barnoota sad.2ffaa babaliisuuf tarkaanfiiwwan fudhatamuu qaban yoo qabaatan iddo armaan gadii irratti ibsaa

Yaada Nuuf Keeniitaniif Galatoommaa!!

Appendix –E

Interview questionnaire interviewed PTA members

Interview to be presented to Parent teacher Association (PTA)

Dear Respondent!!

The purpose of this interview is to collect information that will help investigating factors related to affecting secondary school enrolments of students in selected secondary schools of Arsi zone. The information you are supplying will be useful to identify major factors affecting school enrolments rates that help to provide possible solutions for secondary school enrolment improvement.

Your participation in giving the interviewee is extremely useful. Therefore, you are kindly requested to participate in the prepared interview honestly and responsibly. And, the study is purely academic so that all the information will be kept confidential.

Thank you in advance

Part I. Background Information

Guides for Interview;-

This interview is seeking information concerning “**The affecting factors or hindering causes to the enrolment of students in secondary schools of Arsi zone.**”

1. What are the factors that affect the secondary school students enrolment in your area?
2. What is the attitude of the community at large towards secondary education?
3. How were the work relationship between primary and secondary schools in your locality regarding to experience sharing to improve accessing secondary education?
4. What do you think should be done to overcome the low enrolments of secondary students in your area? -----.

Appendix –F

Document reviewed

The researcher will conduct document review on the following documents: Zonal Education office annual abstract, woreda education reports, and school reports
Regarding student dropout, repetition, and promotion rate primary and enrolment rate of secondary education

I. Oromia Education Bureau And Arsi Zone Education Office Enrolment Trends Of Secondary Education

Year	Oromia Region Secondary Education Enrolment						Arsi Zone Secondary Education Enrolment						No of schools	
	Number of students enrolled			GER			Number of students enrolled			GER			Oromia	Arsi
	Male	Female	Total	M	F	T	Male	Female	Total	M	F	T		
2003	310961	225925	536886	44.7	33.0	38.9	30385	25170	55555	41.0	34.8	38.0	510	48
2004	286993	231571	518564	40.1	32.9	36.5	27676	22990	50666	40.0	33.8	37.0	536	50
2005	293364	245695	539059	39.9	33.9	36.9	27960	20278	48238	39.3	29.0	34.2	562	53
2006	294622	249039	543661	38.9	36.2	36.2	27610	19564	47147	37.8	27.2	32.6	739	70
2007	303175	256111	559286	38.9	33.4	36.2	27060	20406	47466	36.0	27.6	31.9	843	79
Rate of trends in %	-0.5	2.7	0.8	-2.6	0.2	-1.4	-2.2	-3.8	-2.9	-2.4	-4.1	-3.2	13.1	12.9

Source: Oromia and Arsi zone ESDP-IV performance analyses document.(2015)

II. Comparison of Zonal enrolment trend in primary and secondary schools

Enrolments Trend of primary(1-8) and Secondary (9-10) in Arsi Zone of last 5 Year														
Year	Arsi Zone Primary school Enrolment						Arsi Zone Secondary school Enrolment						No of schools	
	Number of students enrolled			GER			Number of students enrolled			GER			Primary	secondary
	Male	Female	Total	M	F	T	Male	Female	Total	M	F	T		
2003	284800	264829	549629	87.7	83.7	85.7	30385	25170	55555	41	34.8	38	961	48
2004	286027	272436	558463	85.7	83.8	84.7	27676	22990	50666	40	33.8	37	981	50
2005	299245	274773	574018	87.2	82.2	84.7	27960	20278	48238	39.3	29	34.2	1002	53
2006	316853	285428	602281	89.6	82.8	86.2	27610	19564	47147	37.8	27.2	32.6	1030	70
2007	333328	301098	634426	91.9	85.3	88.6	27060	20406	47466	36	27.6	31.9	1040	79
AG in%	3.4	2.7	3.1	1.0	0.4	0.7	-2.2	-3.8	-2.9	-2.4	-4.1	-3.2	1.6	12.9

III. Arsi zone education office secondary schools Enrolment trends in sampling schools

Name of Sample Secondary Schools	Name of worda	Number of enrolments															AG in %
		2003			2004			2005			2006			2007			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Arboye	Jeju	856	619	1475	835	601	1436	802	632	1434	725	536	1261	688	492	1180	-4.0
Bollo	Jeju	242	90	332	222	86	308	199	91	290	199	96	295	165	86	251	-4.9
Chole	Chole	1336	1056	2392	1236	1001	2237	888	833	1721	774	791	1565	634	689	1323	-8.9
Moye	Chole	208	131	339	199	113	312	167	121	288	165	111	276	141	97	238	-6.0
Dide’a	Robe	2301	1924	4225	2211	1758	3969	939	586	1525	1170	875	2045	962	798	1760	-12
Sedika	Robe	470	408	878	432	358	790	401	304	705	378	288	666	426	343	769	-2.5
Gumguma	Munesa	221	225	446	210	213	423	116	114	230	100	111	211	97	124	221	-10
Kersa	Munesa	1840	1670	3510	1745	1542	3287	1473	1211	2684	1277	992	2269	1262	1066	2328	-6.7
Etheya	Hetosa	1630	1083	2713	1589	1002	2591	1440	840	2280	1460	820	2280	1454	954	2408	-2.2
Boru	Hetosa	433	337	770	406	311	717	364	217	581	362	208	570	339	214	553	-5.6
Arsi	ZEO	30385	25170	55555	27676	22990	50666	27960	20278	48238	27610	20406	48016	27060	20406	47466	-2.9

Adopted from Arsi zone Educational statistics /EMIS 2003-2007/