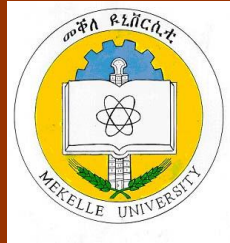


Mekelle University
Department of Management
College of Business and Economics



Analysis of the Challenges and Prospects of Students' Completion of Primary
Education

(The case of Asgede Tsimbla District, Northwestern Tigray)

By
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A Thesis

Submitted to the Department of Management in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Development Studies

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May 2011

Mekelle

DECLARATION

I declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for this thesis have been dully acknowledged.

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May 2011

The thesis has been submitted for examination with my approval as a university advisor.

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The thesis has been submitted for examination with my approval as a university co-advisor.

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CERTIFICATION

This is to certify that this thesis entitled “*Analysis of the Challenges and Prospects of Students’ Completion of Primary Education, the Case of Asgede Tsimbla District*” submitted in partial fulfillment of the requirements for the award of the degree of MA, in Development Studies to the College of Business and Economics, Mekelle University, through the Department of Management, done by Mr. /Ms. Birhane Gidey Redehey, Id.No. CBE/PR/094/02 is an authentic work carried out by him/her under my guidance. The matter embodied in this project work has not been submitted earlier for award of any degree or diploma to the best of my knowledge and belief.

Student Signature_____ & date_____

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ABSTRACT

The completion rate of primary education in Asgede Tsimbla District were 38.80 percent and 19.70 percent in the lower and upper cycles of primary education, respectively in 2008/09 which is very low compared to many Districts of Tigray. Then this study was designed with the objective of identifying and analyzing the factors that affect students' completion rate at primary education in the District. Multi-stage sampling method was implemented in this study. Primary education and Asgede Tsimbla District as study area were purposely selected. As well, simple random sampling (lottery method) was applied to select four schools from 26 primary schools of the district. From the selected schools 120 student respondents were selected given equal fraction to each school. Members of the sample were students started grade one above seven years old, dropped out from school and/or repeated a grade level one or more than one time. The necessary data was collected through questionnaire, interview, focus group discussion and document review. These methods were implemented to collect primary and secondary data. The data collected through questionnaire from students were coded and entered to the SPSS software program. And the focus group discussion and interview were used in triangulating with the data collected through questionnaire from students. Generally, a descriptive data analysis system was adopted in this study. School distance became a determinant factor for students' late entry to primary education than students drop out from the system. The study found age of the student, parent's education level and motivation towards education as major obstacles to students' completion of primary education. Pupil started primary education at the official admission are less likely to drop out from the system than pupil began the system above age seven, for both female and male students. The issue of gold mining should have to be future policy concern for government. This activity became a serious problem not only for students drop out of primary education but also for environmental distraction related with soil erosion. Therefore, responsible bodies should have to give special concern for this issue.

ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
AIR	Apparent Intake Rate
ATDEB	Asgede Tsimbla District Education Bureau
CRC	Convention on the Right of the Child
EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FDRE	The Federal Democratic Republic of Ethiopia
GER	Gross Enrollment Rate/Ratio
hrs	Hours
MDGs	Millennium Development Goals
min	Minutes
MoE	Ministry of Education
MoFED	The Ministry of Finance and Economic Development
NER	Net Enrollment Rate/Ratio
NESIS	National Education Statistical Information Systems
NIR	Net Intake Rte
OAU	Organization of African Unity
SPSS	Statistical Package for Social Sciences
TREB	Tigray Region Education Bureau
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
WB	World Bank
yrs	years

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Human capital development is in general a major concern in issues of economic growth, democratic practices, fighting poverty and inequality, etc. (Machado, 2009: 1). In light of this, a world of educated people is the basis for combating troubles associated with health, economic, social, political, cultural and environmental factors that have been the biggest challenges in the history of human being (Bruns et al., 2003: 1).

Levine et al. (2003: 8) acknowledged that “*the positive impact of education is felt only after five to six years of education*”. According to these authors attending only the first years of primary school is no better than attending no school at all. Therefore, the beginning of the battle is the effort to ensure that every child has the primary education, which forms the basic building block for further education (Bruns et al, 2003: 1). Mukherjee (2000: 3) also added that, facilities for universal primary education are a prerequisite for equality of opportunity. Accordingly, children should have to get not only an access to but an opportunity to complete primary education to become beneficiaries of the values of education. The United Nation Organization (2008: 14) articulated the significance of completing primary education in its 2008 Report. That is:

Ensuring that all primary school students complete their education in a timely manner will not only benefit the individual students; it will also reduce the number of over-age children in the primary education system and free resources for future primary school enrollees and reduce the challenge of achieving the education related goals.

But ensuring that all primary school aged children complete their education in a timely manner is not a simple matter. According to the account of Save the Children “*some 75 million children worldwide fail to complete primary school, either because they drop out in the early grades or because they never got the chance to attend school at all*” (save the children, 2009: 5). Even progress was made in Sub-Saharan Africa; substantially more children of secondary school age attend primary rather than secondary school (UN, 2008: 14). In Ethiopia the numbers of primary school-aged children out of school were 3,721,000 in 2007/08 (Save the Children, 2009: 22). As a result achieving the education related goals needs further efforts in enrolling pupil to primary school and in turn creating favorable environment at least to complete the system.

Supporting the significance of education, and particularly universal primary education many countries of the world, including Ethiopia have been dedicating themselves to the achievement of education related goals like Jomiten Education for All goals, Dakar Framework for Action and especially to the recent MDGs (UN, 2008). For instance, from among the eight MDGs, the second and third goals give emphasis to education. Especially the second MDG concerns with the “*Achievement of Universal Primary Education*” with the specific target of “*ensuring that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling*” (ibid). That is why the current government of Ethiopia devoted to this goal by formulating supportive policies and programs.

To achieve the education related goals, the Ethiopian government developed “*a five year Education Sector Development Program (ESDP) as a part of twenty-year education indicative plan*”, namely ESDP I (1997/98-2001/02), ESDP II (2000/01-2004/05), ESDP III (2005/06-2009/10) and ESDP IV (2010/11-2015/16) (MoE, 2008) to improve the performance of education in general and primary education in particular.

It is believed that universal access to primary education is one among the fundamental ingredients to the achievement of the government’s strategic objective because it plays a

key role in alleviation of poverty (MoE, 2008: 6). Hence, the Ministry of Education acknowledged that:

Creating access to primary education for all school-aged children and thereby producing educated farmers who utilize new agricultural technologies as well as producing well trained and qualified manpower equipped with modern managerial, technical, research, and leadership capabilities play an indispensable role for the speedy development of the country.

In Ethiopia the continued high priority given to primary education in terms of policy and financing has permitted a massive expansion in the system, primary NER from less than 30 percent in 1995/96 to 80 percent in 2007/2008; enrollment from just over five million primary pupils in 1997/98 to 15.3 million ten years later (Dom, 2009). In Tigray Region access to primary education has been also increasing from year to year. For instance, in Tigray GER for grade one through grade eight reached at 105.01 percent on average for both boys and girls in 2008/09. In the same year, in Asgede Tsimbla District, the NER of primary education were 89.19 percent (TREB, January 2010), although the ratio has decreased to 88.16 percent in 2009/10 (TREB, July 2010).

As it is acknowledged by Ministry of Education, the overall success in access to primary education is mainly related to the increase in the number of primary schools from 16,000 in 2004/05, to more than 25,000 in 2008/09, at the country level (MoE, 2008/09). This is harmonized by building more than 80 percent of the schools in rural areas. Moreover, the government has also progressively increased the share of education in the national budget from 19.8 percent in 2004/05 to close to 22.8 percent in 2009/10. (MoFED, 2010: 14).

In Tigray, there were 1,232 government and non-governmental primary schools In 2004/05 and the number has increased to 1,906 schools in 2008/09. This figure indicates that, within 28.14 square kilometers of the region there is one primary school. In Asgede Tsimbla District, there were 28 primary schools in 2004/05 and the number of schools has reached at 65 in 2010/2011 (ATDEB, 2011).

Though progress is made in relation to access and enrollment rates, primary education in Asgede Tsimbla District has a lot of problems. For example, according to the data of TREB of 2009/10, in the District the completion rate were 38.80 percent in the lower cycle and 19.70 percent in the upper cycle of primary education. This completion rate is low comparing to many Districts of Tigray region. In this regard, as MoFED and UN acknowledged that, “*the challenge is not just that of building schools in all parts of the country, but also to ensure that local communities use the schools to full capacity*” (MoFED and UN, 2004). Hence, conducting a study became a significant tool in discovering and devising solutions to the problems found within the primary education of the District to advance its performance.

Researchers identify different factors challenging students’ progression at primary education. Woldehanna et al. (2005) categorized the factors impeding students’ progression into three: family factors, children’s characteristics and school related factors. Students from educated family show significant progress in their education than students from non educated family (Admassu, 2008; Keng, 2004; Chen and Wallace, 2008). Additionally, a study conducted in Ethiopia by Admassu (2008) discovered that, Children from poor households were forced to work to contribute to their household income and as a result may repeat grades or even dropping out of school. Age and gender of the child as well as government policies of education were also other factors identified by many researchers.

Many researchers studied the factors affecting students’ progression in primary education at more general, perhaps continental or national levels. But this study was conducted at District (relatively specific) level given that the factors affecting students’ educational progression can vary from place to place. For instance, the District is “rich” in gold and the study has investigated the significance of gold mining on children’s progression and in turn completion of primary education.

1.2 Statement of the Problem

Even though there was a magnificent progress in access and enrollment to primary education in Asgede Tsimbla District, the district has been facing a lot of problems. According to the TREB statistics of 2008/09, the number of school age population (age 7-10) in the District for both sexes were 16,332 but the number of children enrolled to the lower primary cycle (grade 1-4) for both sexes were 22,245 (TREB, January 2010). This data revealed the enrollment of over-aged children to the cycle. In the same year, the GER at upper primary school (grade 5-8) were 85.38 percent at regional level but 55.15 percent in Asgede Tsimbla District (ibid).

Additionally, in Asgede Tsimbla District the completion rates were 38.80 percent in the lower primary education and 19.70 percent in the upper primary education in 2009/10 (TREB, July 2010). This data exposed that, the primary completion rate of the District at both levels was very low comparing to many Districts of Tigray. In addition, the secondary data of the education bureau of Tigray regional state shows the enrollment of over-aged children to primary education in general and to the grade levels of the system in particular. As well as, the data revealed the existence of significant number of children outside the primary education but eligible to the system. For instance, there were 4,024 pupils of 10 years old in the district but 3,653 of them were enrolled in primary school. From among those children enrolled in primary school 1,420 of them were enrolled in grade four, the official grade for age 10 years old child. As well, there were 1005 students enrolled in grade 8 but only 315 of them were eligible to the grade level (pupil having age 14) and the NER of grade 8 were 8.78 percent. That is, 64.08 percent were over-aged children from 1005 students enrolled in grade 8 (*see Table 1.1 and 1.2 in the Appendix, page 78-79*).

Different studies conducted in many parts of the world identified factors related to school, parental, children characteristics and policy/government related issues. Since the factors hindering students' education progression can vary from place to place, the study has discovered the role of traditional gold mining on students' progression in primary

education in addition to the above identified factors, because individuals are highly participated in traditional gold mining. Accordingly, the study was conducted in Asgede Tsimbla District with the objective of identifying and analyzing the factors that influence students' completion of primary education at the official graduation age of the system, i.e. 14 years old. The study has also assessed the available opportunities that help students in completing primary education at the official graduation age in the purposely selected study area.

1.3 Research Questions

Considering the above identified problems, the study has raised the following general and specific questions.

- To what extent students are enrolled in primary education in comparison with the official age given for each grade level?
- Are there opportunities for students to complete primary education in the study area?
- What are the factors challenging students in the completion of the grades they enrolled for?
- What are the endeavors made by the government and other stakeholders in helping children at primary education?
- What kinds of policy interventions can best address the problems related to primary education aged children in completing primary education?

1.4 Research Objectives

1.4.1 General Objective

To analyze the challenges and assess the prospects of students' completion of primary education in Asgede Tsimbla District

1.4.2 Specific Objectives

- To explore the extent of students age deviation from the official admission age to a particular grade in the selected primary schools.
- To explore the opportunities for completion of primary education in the study area.
- To analyze the factors challenging students in the completion of the grades they enrolled for.
- To investigate the endeavor made by the government and other stakeholders in helping children at primary education.
- To draw lesson and make comparative analysis between sex and schools.

1.5 Significance of the Study

There was no research conducted in Asgede Tsimbla District documenting the actual factors impeding students, boys and girls, in primary education. This exposed that, too little has been known about the factors determining students' completion of primary education in the study area. Therefore, the study has a remarkable function in providing stakeholders real information on how the study area is doing with regard to primary education. Definitely the output of this study has a great contribution in filling the information gap. Besides, the output of this study will help relevant stakeholders like governments, policy makers and parents to make adjustments and intervention.

Still the study has identified possible areas of research for concerned individuals like environmental issues related to gold mining. Concerned individuals (perhaps experts) can conduct a study on the impact gold mining on the environment especially soil erosion. In addition, the survey identified areas of future policy discussions for the government related to gold mining. Especially, this study has a significant contribution in informing the government about the influence of gold mining up on the students' completion of primary education. As well, the methods and techniques of research that has implemented in this study may be used by other researchers for further investigation.

1.6 Definition of Terminologies and Concepts

District: this word directly represents the term “*Woreda*”, the administrative division (a sub-unit of a zone) of Ethiopian government structure.

Primary Education/School: is an education level referring to grades starting from grade one up to grade eight (Grade 1-8).

“*Tabia*”: represents the administrative skeleton/subdivision of the FDRE government found next to district.

1.7 Scope and Limitation of the Study

1.7.1 Scope of the Study

Currently, the structure of education system in Ethiopia constitutes kindergarten, primary, secondary and tertiary education. Primary education for formal education is structured within eight years duration and has two cycles, the first cycle (grade 1-4) and the second cycle (grade 5-8) (MoE, 2008). From among these education structures, primary education was selected as a study area. The study was conducted in one purposely selected District found in Northwestern part of Tigray, namely Asgede Tsimbla District.

The District encompasses 65 schools clustered under six categories. These categories are schools of grade 1 to grade 3, grade 1 to grade 4, grade 1 to grade 5, grade 1 to grade 6, grade 4 to grade 8 and grade 1 to grade 8. From among these 65 schools 26 of them, schools of grade 1 to 8 are purposely selected. The other school categories (grade 1-grade 3, grade 1- grade 4, grade 1- grade 5, grade 1- grade 6 and grade 4- grade 8) has been ignored by the study. Because, these schools were considered as temporary (“satellite”),

if not it is difficult to reach them through vehicle transport to collect the necessary data, since many of them are found far away from the main roads of the District.

The information revealed by this study mainly covered from 2008/2009 to 2010/2011. And this survey was conducted with the special emphasis given to the prospects and challenges of students' completion of the primary education like parent's wealth, parent's education level, divorce and parents motivation; school distance, school facility (availability and access, namely classroom, desks, blackboard, textbooks, library and toilet); age and gender of the student; gold mining and education policies and programmes. These variables were selected because it becomes difficult to see the effects of all variables with in short period of time. In addition, the variables were selected because the researcher's personal experiences. The quality related aspects like teachers quality and other quality of school facilities was not the target of this study.

Three indicators were adopted to measure the achievement and progress of Goal 2 of the MDGs, namely: net primary enrollment ratio; primary school completion and youth literacy. From among these three indicators the youth literacy rate was not the focus of this study. The study intentionally designed to see the performance of primary education of Asgede Tsimbla considering the net primary enrollment ratio and primary school completion.

1.7.2 Limitations of the Study

Since children of the District have not an official birth certificate that shows their exact age, sample of the study was drawn from the list of students found in each grade of each primary school. Therefore, an error that came as a result of this has been recognized. The results of this study only revealed the situations of the district and are not generalizable to other populations and the Region as a whole. During the time of data gathering some selected students were absent or otherwise dropped from school and the researcher were forced to reselect students to distribute questionnaires. Therefore the limitation comes as a result of this has been recognized. Furthermore, the duration of this study may be affected by its nature because it is a cross-sectional study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Human Capital Theory

Human capital theory considers education as a necessary instrument for the improvement of the production capacity of a population and then the overall development of a country (Olaniyan and Okemakinde, 2008: 158). Even most economists argued that, *“it is the human resource of a nation, not its capital nor its material resources that ultimately determine the character and pace of its economic and social development”* (ibid).

As Psacharopoulos and Woodhall (1997: 102) in Olaniyan and Okemakinde (2008) assert that, human beings are the active agencies who mobilize the passive factors of production, capital and natural resources, to bring development in a country. That is why, the Economic Noble laureate of 1998, Prof. Amartya Kumar Sen advocates *“the poorest of the poor should be provided proper education for a sustainable development”* (Rena, 2007: 104).

Education is a valuable tool to deal with the social problems imposed by cultural biases, ethnic favoritism, gender discrimination as well as history, and for seeing beyond the immediate horizon and opportunities (Lavine et al., 2003: 2). Therefore, positive social change in the public is likely to be associated with the production of qualitative citizenry through education. And this increasing trust in education as an agent of change and development in many countries, including Ethiopia, has led to a heavy investment in it (Olaniyan and Okemakinde, 2008: 157). In addition, democratic institutions and values can hardly flourish in a society where large population of a nation is illiterate. Because illiteracy dispossess people’s fullest potential involvement in decision making at different stages, and ultimately increases societies oppression and exploitation (Breines, 2003; cited in Rahman and Uddin, 2009: 89).

2.2 The Legal Settings for the Right to Education

Considering its significance to individuals and the society at large, the right to education has been legally guaranteed at the national and international levels. It has been the concern of the major manuscripts adopted by the United Nations: like the 1948 UDHR, the 1990 Convention on the Right of the Child, the 1966 International Covenant on Economic, Social and Cultural Rights, etc. Particularly, Article 26 of the UDHR of 10 December 1948 declared that “*every person has the right to education*”, and Article 14 of the *International Covenant on Economic, Social and Cultural Rights* also deals with the provision of “*free primary education*” (UNESCO, 2001: 13-14).

Article 28 of the Convention on the Rights of the Child (CRC), which entered into force in 1990, obliges governments to make universal primary education compulsory, i.e., “*governments have the responsibility of making primary education compulsory and available free to all*” (Cohen et al., 2005: 11). Thus, to support the notion of universal access to primary education as a crucial condition for socio-economic development of a country, many countries of the world, including Ethiopia, have made primary education free and compulsory (NESIS Regional Centre, 2000: 32).

In addition to that of making declarations and conventions on the right to universal primary education, the world community began to set goals to be achieved within a certain period of time. For example, the *Dakar Framework for Action EFA: Meeting our Collective Commitments* adopted by the World Education Forum, which met at Dakar (Senegal) from 26 to 28 April 2000, stated six education goals. One among the six goals is “*universal primary education*” to be achieved by 2015 (Alston and Bhuta, 2005). In the same year another sections of goals, the MDGs were ratified by 189 member nations of the UN at the September 2000 Millennium Summit. In the summit countries adopted 8 goals aimed at eradicating extreme poverty and improving the welfare of their people by the year of 2015. And one of the goals designed to be achieved by the year of 2015 was “*Universal Primary Education*” (Bruns et al., 2003: 1).

However, Levine et al. (2003: 3-4) criticized the time setting of the MDGs. They argued that, MDGs are characterized by inadequate link between the political (or rhetorical) level and the technical level, by providing the following justifications:

First, the feasibility of the goals is questionable and they manifest an oversimplification of complex social phenomena. Second, as global goals that represent a uniform vision of where countries should be headed, they obscure the tremendous heterogeneity that exists across countries and regions. Third, it is an uncomfortable truth that agreement by world leaders in a global forum does not guarantee their commitment on home territory (Levine et al., 2003: 3-4).

Ethiopia has approved major human rights agreements adopted by the UN and other international organizations. It certified the United Nations Convention on the Rights of the Child (CRC) in 1991 (Yisak et al., 2009: 2-3). The Ethiopian government committed itself to the convention, principally to Article 28 which obliged governments to “*make primary education compulsory and available free to all...*” (Alston and Bhuta, 2005: 12).

In 2002, Ethiopia also approved the ACRWC, adopted by the OAU, to protect the rights and welfare of a child, including the commitment to provide “*free and compulsory primary education to all children.*” Article 11 of the ACRWC states clearly that ‘*every child shall have the right to education*’ which is the direct copy of Article 28 of the CRC adopted by UN. It urges the member countries of the AU to show a practical commitment to the full realization of this right (Yisak et al., 2009: 2-3).

2.3 An Overview of the Ethiopian Primary Education

In Brazil, primary education covers grades 1 through 8 and it is compulsory for ages 7 to 14 years (Cardoso and Verner, 2006: 2-3). Like that of Brazil, primary education of Ethiopia comprises 8 years divided in to two cycles (first cycle grade 1 to grade 4 and second cycle grade 5 to 8). The ages of students in Grades 1–8 have to be in the range of 7–14 (official age) and the starting age at Grade 1 is 7 (MoE 2005: 2–3).

From among the fundamental instruments useful for the achievement of the Ethiopian government's strategic objectives, in alleviation of poverty, universal access to primary education comes in the forefront (MoE, 2008: 6). Then, to achieve the education related goals the Ethiopian government introduced a series of educational policies and strategies since 1994, ETP, with the ultimate aim of achieving universal primary education (Yisak et al., 2009: 3).

The government developed “*a five year ESDP as a part of twenty-year education indicative plan*” in 1994, namely ESDP I (1997/98-2001/02), ESDP II (2000/01-2004/05), ESDP III (2005/06-2009/10) and ESDP IV (2010/11-2015/16) (MoE, 2008) to improve the performance of education in general and primary education in particular. For instance, MoE prepared a five-year (2005/2006– 2010/2011) Programme of Educational Action Plan in 2005 with the vision that: “*All school-age children get access to quality primary education with special emphasis on primary education in rural areas and to enhancing education for girls.*”

In Ethiopia the continued high priority given to primary education in terms of policy has permitted a massive expansion in the system. For example, primary NER has increased from less than 30 percent in 1995/96 to 80 percent in 2007/2008; enrollment from just over five million primary pupils in 1997/98 to 15.3 million ten years later (Dom, 2009). In Tigray Region access to primary education has also increased from year to year. For instance, in Tigray GER for grade one through grade eight reached at 105.01 percent on average for both boys and girls in 2008/09. In the same year, in Asgede Tsimbla District, students enrolled in the primary school (grade 1-8) were 89.19 percent (TREB, January 2010), although the number of students enrolled in primary school in the District decreased to 88.16 percent in 2009/10 (TREB, July 2010).

As it has acknowledged by the MoE, the overall success in access to primary education is mainly related with the increasing number of primary schools from 16,000 in 2004/05, to more than 25,000 in 2008/09, at the country level (MoE, 2008/09). This is complemented by constructing more than 80 percent of the schools in rural areas (MoFED, 2010: 14).

The number of primary schools of Asgede Tsimbla district has also increased from 28 in 2004/2005 to 62 in 2008/2009 and also to 65 in 2010/2011. The number of students enrolled in the schools has been increased from 19,047 (GER 71.27 percent) in 2004/2005 to 32,147 (GER 94.04 percent) in 2010/2011 (ATEB, 2010).

As EFA report revealed, getting children into school is just one of the stepping stones towards universal primary education (EFA Global Monitoring Report, 2010: 61). But high enrollment rates may not translate into high completion rates (Bruns et al, 2003: 52-54). Therefore, the critical challenge is not just getting children into school but ensuring that, once there, they complete a good-quality education, because universal primary education exists when almost all primary school age children graduate at roughly the official age (EFA Global Monitoring Report, 2010: 61).

Therefore, as Yisak et al. (2009: 7) acknowledged, seeing only the access related aspects of primary education are not enough to measure the performance of the system. Instead one should have to be familiar with the three paths for students within a particular academic year: promotion, repetition or dropout rates which are the major obstacles towards the completion rates of primary education.

Even though Ethiopia walk a step forward in terms of access to primary education, increasing primary school enrolment (MoE 2005: 7), the system is still facing problems of low completion rates as the result of drop out and repetition. In most countries, including Ethiopia, primary education is free in terms of tuition fees, but communities and individuals are expected to contribute towards items such as compulsory school uniforms, textbooks, and in some cases, even school buildings (NESIS Regional Centre, 2000: 32). This may be the reason for low completion rates of primary school enrolled students.

In addition, the enrollment of over-aged children to the system as well as to particular primary grade level is common in Tigray in general and in Asgede Tsimbla in particular. For instance, in 2009/2010 there were 3,599 students enrolled in grade 5 in Asgede

Tsimbla district but 2,391 of them were over-aged children to the grade. From among 2,391 over-aged students enrolled in grade five, 285 students were over-aged children not only to grade 5 but also to the system in general because their ages were greater than 14 years (TREB, July 2010).

Asgede Tsimbla district showed a remarkable progress in enrolling more children in to primary cycle by implementing programmes like O-class and Satellite programme. However, the district is still in problem in enrolling pupil at the official admission age to grade one and in graduating the enrolled students from the system. This may be resulted from the late entry of pupils to the system, drop out of students temporarily/permanently or student's repetition of a primary grade level either because of school distance, parents less awareness or child's personal characteristics or the combination of these factors.

2.3.1 Statistical Indicators of Performance of Primary Education

There are various instruments which are useful to measure primary education progression. GER, NER, NIR, AIR and completion rates are some among the tool kits used by governments and other organs. But each instrument does not provide complete information about the performance of a particular school or system (EFA Global Monitoring Report, 2010: 72). Though the study gives special attention to students' completion of primary education, this completion is dependent on the enrollment of students to the system measured by GER, NER, NIR and AIR. Because the first step towards completion is enrolling pupil to primary education.

Apparent Intake Rate (AIR) is the proportion of new entrants into a grade or level of education, regardless of age. The *Net Intake Rate (NIR)* measures the admittance of children of the right age, that is, of the official entry age. NIR differ from AIR because it shows the enrollment of over-aged children at the first grade (NESIS Regional Centre, 2000: 36).

The other measure is GER which shows the general level of students' enrollment in primary education, regardless of age. The GER can exceed 100 percent due to early or late entry and/or grade repetition (EFA Report, 2008: VI). In contrast to GER, NER measures the proportion of the eligible school-age group who are enrolled. The GER differs from NER because it includes individuals who are not within the eligible age group (NESIS Regional Centre, 2000: 36). The other tool used to measure primary education performance is primary completion rate. It refers to the total number of new entrants to the last grade of primary education, regardless of age, expressed as a percentage of the population at the official age for that grade (EFA Report, 2008: VI)

Lavine et al. (2006: 8) accredited the significance of primary school completion over the other indicators. They claimed that the impact of education can only be felt after some grades are completed. Next, completion rates capture information about retention, which can help to measure the quality and efficiency of primary schools. In contrast, GER and NER tend to capture more of the demand-side determinants of education performance. Furthermore, the greatest disparities among students' retention in primary schools can be seen by measuring completion rate than enrollment rate. Thus, primary school completion is an important indicator to track how well the school system is reaching the poor (Lavine et al., 2006: 8). As it is cited in *Filmer et al.* (2006: 3), the WB has also favored the primary completion rate as the indicator that best reflects the MDG education goal that children “*complete a full course of primary schooling.*”

$$\text{AIR} = \frac{\text{New entrants in primary Grade 1 (regardless of age)}}{\text{Population of official school-entrance age}}$$

$$\text{NIR} = \frac{\text{New entrants in primary Grade 1 of official school-entrance age}}{\text{Population of official school-entrance age}}$$

$$\text{GER} = \frac{\text{Total number of pupils in primary education}}{\text{Population of the official primary school age}}$$

$$\text{NER} = \frac{\text{Total number of pupils in primary education of official primary school age}}{\text{Population of the official primary school age}}$$

Source: NESIS Regional Centre, 2000

2.4 Determinants of Students' Completion of Primary Education

High levels of drop out, grade repetition and late entry to primary education has been a challenging exercise towards the achievement of universal primary education (UNESCO, 2010: 72). However, completion of primary education at the official graduation age (for example, grade 8 at age 14, for Ethiopia) is dependent on the degree of pupils' entry age to the system, drop out and repetitions rates. A student drop out from and/or repeated a primary grade level one and more than one time he/she will complete primary education becoming an over-age child to the system.

As many studies revealed, pupil's enrollment, progression and completion of primary education might be influenced by many factors at different levels. The following discussion try to expose the findings of various studies conducted in Ethiopia and outside Ethiopia about the determinant factors of student's educational progression and completion of primary education.

2.4.1 School Related Factors

2.4.1.1 Distance to School

Parents are more unwilling to send their children to school that may be far away from home (NESIS Regional Centre, 2000: 38). The findings of Tilak (1989) as cited in Woldehanna et al. (2005) also exposed that, if a school is close to a child's home, the likelihood of enrolment is high for pupils (Woldehanna et al., 2005: 7). A study conducted in Ethiopia by Chaudhury et al. (2006: 17-18) also revealed that, in rural areas of Ethiopia the distance to walk to school negatively impacts the probability of enrollment and completion of primary education. In exemplifying this point, Chaudhury et al. (2006: 17-18) articulated the following:

Households are less willing to send their children to schools far from their home. Households seven to twelve kilometers away from a school are 12 percent less likely to send their daughters and 18 percent less likely to send their sons to primary school. If a school is more than 13 kilometers away, children are 17.6% less likely to be enrolled in school.

In addition, students drop out may be affected by school distance. For instance, as Okumu et al. (2008) discovered the probability that a pupil's drop out of primary school increases with increase in the distance a student moves to school. That is, a student traveling long distances is more likely to drop out of school than a student resides nearer to school (Okumu et al., 2008: 15).

2.4.1.2 School Facilities

The education progression of pupil in primary education is hampered by several factors, among which are the school infrastructure, the accessibility of textbooks and other teaching materials (Roschanski, 2007: 31). As the National Education Statistical Information Systems (NESIS) Regional Centre Association for the Development of Education in Africa (ADEA) acknowledged, the unavailability of appropriate and reasonably priced teaching and learning materials poses a major limitation on student's progression to upper grades of primary education, particularly in countries like Ethiopia (NESIS Regional Centre, 2000: 49).

The quantity and quality of educational facilities determine the students' degree of school enrollment (Huisman and Smits, 2009: 5). As well, poor infrastructure of rural schools with crowded classrooms, insufficient furniture and toilets for the pupils, and a shortage of textbooks and other teaching materials pose a challenge on children's completion of primary education (Roschanski, 2007:31).

Additionally, school facilities like water and toilet pose their own effect on the enrolled students. For instance, the findings of the study conducted in Ethiopia by Chaudhury et al. (2006) revealed that, boys are 15 percent more likely to be enrolled if the closest school has drinking water and they are 7 percent more likely to be enrolled if the closest school has a toilet (Chaudhury et al., 2006: 18). Similarly, accessibility of toilet facilities in schools of Bangladesh was found to be an important concern for families when sending girls to school (Oxaal, 1997, cited in Woldehanna et al., 2005: 9).

2.4.2 Family Related Factors

From among the factors that determine children enrollment and completion of primary education, family related factors are the major ones (Oketch and Ngware, 2010: 606) because parents are expected to consider the future benefits of schooling against the immediate costs of education as well as the opportunity costs of children's time (Huisman and Smits, 2009: 5).

Family related characteristics such as wealth and levels of parental education to a great extent determine whether a child enrolls in school, stays in school, learns, and makes progression to higher levels of education. That is why rural households are repeatedly described as disadvantaged, as having lower and informal income, lower levels of education, and for that reason worse schooling decisions and outcomes compared to urban areas (Oketch and Ngware, 2010: 606-607). The family related factors preferred by this study that determine primary school completion are education level of parents, wealth of the household and parent's motivation and interest towards their child's education.

2.4.2.1 Education Level of parents

Abebaw et al. (2007:7) documented the contribution of parent's education on the pupil's progression and enrollment in school, by providing the following rationales:

First, educated parents may have more information about advantages of educating their child and thus provide better schooling environment at home such as helping children with their homework.

Secondly, educated parents may be more capable to deal with disequilibria when shock exists to the family without dislocating children out of school.

Thirdly, educated parents may have higher permanent income or wage, better health and thus better education to their children.

The different studies conducted at different levels also revealed that, children who are descendants of educated parents have better opportunity to go to the nearby school, stay in and to complete primary education. For instance, Chaudhury et al. (2006: 16) discovered that for every additional year of educational attainment of the household head, the probability that a child is enrolled in school increases by 1.1 percentage points in rural areas.

Households with better educated adults and those living in better educated communities are more likely to have children enrolled in primary school than their counter parts (Chaudhury et al., 2006: 16). The findings of Keng (2004: 559) also revealed that parents who are educated themselves have more enlightened attitudes towards education and provide their children with a more stimulating environment for education than parents with less education. That is, high academic attainment of a mother and father significantly reduce chances of primary school dropout for both girls and boys (Okumu et al., 2008: 14)

2.4.2.2 Wealth of a Household

Many children are forced to work as labourers before they start primary education and many may be required to leave a primary school in the middle of an academic year to support their family's business activities (Rena, 2009: 4). For instance, for farmer parents, *“the opportunity costs of keeping their children in school are believed to become more important after a certain threshold, since they are more likely to expect their older children to help out in the farmland”* (Huisman and Smits, 2009: 6).

Additionally, Huisman and Smits (2009: 7) argued that, parents may develop the feeling that school alienates children from performing farm work, tapering the motivation of farmers to send their children to school. That is why Rena (2009: 5-6) claimed that, such like conditions create a burden not only on the individual child but also on the entire education system especially towards the achievement of education related goals.

Children from households with better socio-economic resources were less likely to drop out of school than their counterparts (Woldehanna et al., 2005: 28 and Admassu, 2008:13). Because as it is claimed by Huisman and Smits (2009: 6), for wealthier families, the direct costs of education (such as fees, books, and uniforms) are less likely to be an impediment to children's primary education progression, since parents can easily provide with the necessary education costs. But as Fronstin et al. (2001) revealed the economic well being of a divorced family may decline and then limited family income that affect child educational attainment by reducing financial support for further schooling (Fronstin et al., 2001 cited in Liu, 2007: 4).

As it is revealed by many studies, destitute parents have been unable to contribute to education and, in certain extreme cases, to send their children to school at all (NESIS Regional Centre, 2000: 60). The quantitative and qualitative results of Woldehanna et al. (2005: 28) also described poor socio-economic well-being of parents as a barrier to

school attainment because parents are forced to provide with the necessary costs of education, most likely more than their ability.

As it is acknowledged by Keng (2004: 558-559), the attempt to accurately measure the economic status of rural households is hindered by the very nature of their subsistence economy. But he studied the effect of economic condition of Cambodian rural households on children's education by identifying two indicators: *“the size of the area that is farmed and the number of cattle owned by the families because land and cattle are the most important assets for rural farmers in the country”* (Keng, 2004: 558-559). This study also sees the contribution of ownership of land and domestic animals on students of primary education progression.

As well, in Ethiopia, Woldehanna et al. (2005) studied the impacts of land and animal ownership of a household on children's dropout rates. In the case of land ownership, Woldehanna et al.'s (2005: 29) discussion suggests that children's drop out is linked to greater labour pressures on the household to complete the necessary agricultural work. But the analysis of Keng (2004) showed that, the area of farmland that the family owns is positively correlated with larger possibility of children remaining in school even beyond grade four. His analysis exposed that, a child born into a family that owns more than one hectare of land doubles the chance of being enrolled and kept in school compared with children of small landholders or farmers (Keng, 2004).

2.4.2.3 Parental Motivation and Interest towards Education

In addition to education and wealth status of parents, parental motivation and interest towards their children's education is an important and influential factor. Motivation has been defined by different authors differently. For example, Gelleman (1992) in Nambalirwa (2010: 64) defined it as *“the art of helping people to focus their minds and*

energies on doing their work as effectively as possible.” As a result, parents’ motivation determines their child’s education progression in primary school.

The parent’s motivation to send their children to school is related to the extent of their degree of understanding of the purposes and benefits of education. Roschanski (2007: 19) found that in rural Ethiopia the majority of children do not attend school because of their parent’s decision. In this case, *“people are more likely to question the reasons of sending a child to school rather than the reasons for keeping a child at home”* (Roschanski, 2007: 19). This has made parental attention a significant factor in determining the schooling participation of the children (Keng, 2004: 560).

According to the *World Bank report (2005) on the education sector in Ethiopia* exposed that, *“...a plausible barrier to schooling of children may simply be the fact that parents themselves have not been to schools and have no idea what schooling can do for their children”*, lack of *“awareness”* and interest is at the root of the problem.

2.4.3 Children’s Characteristics

2.4.3.1 Age

Researchers identified age as an important variable that determine pupils’ education progression (Woldehanna et al., 2005; Admassu, 2008; Keng, 2004). Older children are more at risk of dropping out and are less likely to attain more years of schooling compared to their younger counterparts. Moreover, even if they were attending school, their educational status was more unstable as they, rather than younger siblings, would be more likely to be withdrawn if there were economic pressures because of their greater ability to contribute to household economic production (Woldehanna et al., 2005: 22). Thus, starting school at a later age is a negative factor that may hesitates children's academic survival (Keng, 2004: 558).

In related to this, researchers put many reasons for children's dropped out from school started primary education above the official entry age. One, after a certain grade pupil reach at the age where potential blockades on school participation arise (such as pressure to work or to get married); two, later mastery of basic cognitive skills means a weaker foundation for further learning; three, a mixture of age groups within the same grade pose a problem on the students especially younger children (Wils, 2004; UNESCO, 2004, 2008 cited in Huisman and Smits, 2009:26).

2.4.3.2 Gender

Woldehanna et al. (2005) recognized gender as a significant variable affecting children's primary school dropouts, with female's more likely to drop out than males. Their qualitative results also suggested that "*the gender difference is attributable to traditional distinctions in the way households and communities value girls' and boys' education*" (Woldehanna et al., 2005: 22-23).

Chaudhury and his colloquies revealed that girls who inhabit in rural areas are 11.6 percentage points less likely to be enrolled in school compared to boys (Chaudhury et al., 2006: 13). This may be because of the parents' outlook towards boy's education claiming as future supporters not only for their own children but also to their parents in time of retirement than girls' education (Woldehanna et al., 2005: 22-23). Especially, the oldest girl in a family has a greater likelihood in doing domestic work and not going to school, while boys, in particular those with older sisters, have a greater likelihood of going to school (Rena, 2009: 5).

In addition to its effect on enrollment, gender also affects child's performance, progression and completion of primary education. As it has disclosed by the study conducted in Ethiopia by Chaudhury (2006: 13), girls are 8 to 10 percent less likely to complete 5th grade. Still the findings of Keng's regression analysis shows that as a girl, the chances of her staying in school to the completion of grade four declines by over 80 per cent (Keng, 2004: 557). Therefore, not only are girls less likely to be enrolled to

school, when enrolled they are also less likely to complete primary schooling (Chaudhury et al., 2006: 13). This may be related with the practices of early marriage.

Early marriages are traditionally seen as desirable as a younger girl (around 12 to 13 years) can get a good match and are more easily manageable (Roschanski, 2007: 44). Woldehanna et al. (2005) also described that parents preferred to have their daughters drop out of school early and get married, in order to protect the family honor, because girls are subject to sexual assault, abduction and rape in public spaces (Woldehanna et al., 2005: 23). Marrying females in the early years, perhaps around 13 to 14 years, is still practiced in Asgede Tsimbla district which may sturdily affect female’s participation in primary education.

The above described factors are conceptually represented by the following figure. The figure shows the relationship between the dependent variable, students’ completion of primary education and independent variables. There is a strong relationship among the independent variables.

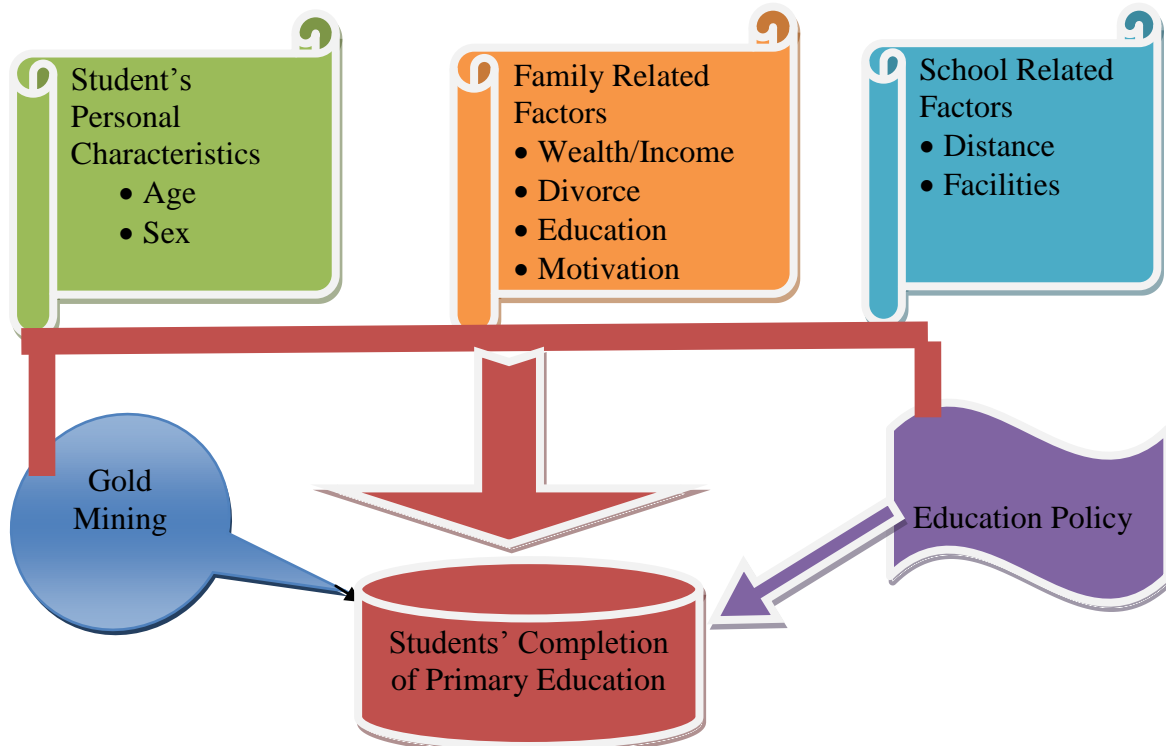


Figure 2.1: The Relationship between dependent and independent Variables
Produced by the Researcher

CHAPTER THREE

RESEARCH METHODOLOGY

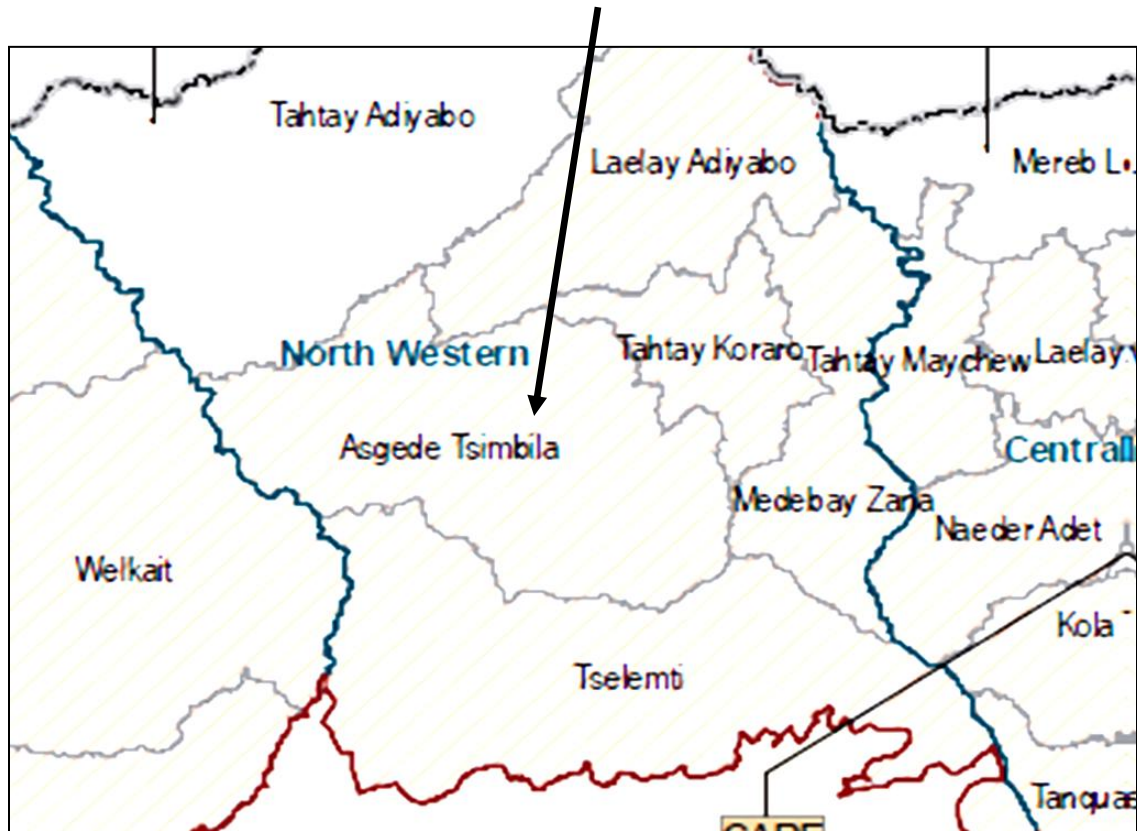
3.1 Site Selection and Description of the Study Area

The study was conducted in Asgede Tsimbla District. The district was selected as a study area because the area is one among the districts of Tigray which have lower completion rate of primary education, 38.8 and 19.7 percent in the lower and upper cycle of primary education, respectively in 2008/2009. In addition, since the district is “reach” in gold, the study was designed to see the influence of gold mining up on the students’ completion of primary education.

Asgede Tsimbla District, located in the Northwestern part of Tigray, is bounded on the East by Medebay Zana; in the Northeast by Tahtay Koraro; in the South by Tselemti; in the West by Wolkait; and in the North by Tahtay Adyabo and Laelay Adyabo. According to the FDRE Population and Housing Census of 2007, the population size of the study area, Asgede Tsimbla District is 135,561, representing 3.14 percent of population of Tigray regional state. Of this total number 69,110 of them are male and from the total population 49.02 percent are female. The study area is the third most populous District next to Shiraro and Tselemti found in Northwestern Tigray-zone.

With an area of 2,815.05 square kilometers, Asgede Tsimbla has a population density of 48.18, which is greater than the Zone average of 40.21 persons per square kilometer. In the district the Monastery of Debre-Abay, which was founded by Saint Samuel of Waldebbba is found 18 kilometers from the capital city of the district, Endabagunna. In addition, Dedebeit, the area where TPLF was established, is found in the district (http://en.wikipedia.org/wiki/Asigede_Tsimbela).

Figure 3.1: Map of the study area, Asgede Tsimbla District, Northwestern Tigray



Source: Relief report---<http://reliefweb.int/node/17002>

According to the Educational Bureau of the District (2010/2011), the total number of primary schools of Asgede Tsimbla District has been 65 categorized in to six, namely schools grade 1-3, grade 1-4, grade 1-5, grade 1-6, grade 1-8 and grade 5-8. From among these schools 26 of them are schools of grade 1 to 8. These schools were selected as a study area of this study.

The district made noticeable progress in enrolling a large section of students to primary education. For instance, the number of students enrolled to primary education in the district was 11,389 students (5,457 m and 5,932f) in 2002/03 enrolled in 22 primary schools. This number increased to 30,022 students (14,052m and 15,970f) in 2010/2011 enrolled in 65 primary schools. This shows the great step made by the district in terms of accessibility (see Table 3.1).

Table 3.1: The Number of Students Enrolled in Primary Education in Asgeda Tsimbla District by Year

Year	Expected students to be enrolled	Enrolled students		Total number of students registered	GER
		Male	Female		
2002/2003	24,306	5,457	5,932	11,389	46.85
2003/2004	24,930	6,298	7,592	13,890	55.71
2004/2005	25,556	8,256	9,958	18,214	71.27
2005/2006	26,198	10,825	12,603	23,428	89.42
2006/2007	27,084	12,220	13,832	26,052	96.18
2007/2008	27,974	13,620	15,184	28,804	102.96
2008/2009	28,884	14,118	16,008	30,126	104.29
2009/2010	29,794	14,179	15,555	29,734	99.8
2010/2011	31,801	14,052	15,970	30,022	94.04

Source: Education Bureau of Asgeda Tsimbla District, 2010/2011

The GER of the district were reached at 104.29 percent in 2008/2009 which revealed the enrollment of over-aged children in the system. But the GER decreased to 99.8 and 94.04 percent in 2009/2010 and 2010/2011, respectively. This data revealed that, the number of over-aged students enrolled in the system has been decreased from year to year.

3.2 Data Type and Source

Both secondary and primary data were collected from different sources. The secondary data like statistical indicators of education was collected from each selected primary schools, the Education Bureau of the Region and the District. These data includes total number of primary schools of the district, NER, GER, total number of students enrolled in primary schools of the district, the number of students currently enrolled in Adi-Gebru, Kisd-Gaba, Mai-Hanse and Lemlem primary schools, etc.

The primary sources of this study were students, parents and teachers of Adi-Gebru, Kisd-Gaba, Mai-Hanse and Lemlem primary schools. The primary information collected from students were their sex, age, parents education level, start age of primary education, degree of satisfaction on school facilities, name of school, etc. And the primary data

collected from parents encompasses their education level, degree of their satisfaction on education policy, wealth level measured in terms of ownership of land, cattle, goats and sheep, etc. A primary data were also collected from focus group discussions.

3.3 Sampling

A multistage sampling technique was implemented in this study. Primary education level was purposely selected from the education structures of Ethiopia and was conducted in Tigray regional state, particularly in Asgede Tsimbla District. The study area (Asgede Tsimbla District) was purposely selected from among the 46 Districts of Tigray Regional State. And from the District, four primary schools were randomly selected through lottery method by taking the list of all the primary schools from Asgede Tsimbla District Education Bureau (*see Table 3.3, in the Appendix, page 80*). Adi-Gebbru, Kisad-Gaba, Mai-Hanse and Lemlem primary schools were the four selected schools of the district and data was collected from these primary schools.

The four schools of the sample have a total of 3,289 students ever enrolled from grade one to eight, excluding the number of students enrolled in the “satellite” schools, (*see Table 3.4 and 3.5 in the Appendix, page 78-79*). Children who have been enrolled in each school but outside the official age given for each grade level (i.e. age 7 to grade 1, age 8 to grade 2, age 9 to grade 3, age 10 to grade 4, age 11 to grade 5, age 12 to grade 6, age 13 to grade 7 and age 14 to grade 8) became part and parcel of the sample. From the total of 3,289 students 1,716 students (52.17 percent) were students enrolled to primary education grade levels outside the official age given to each grade level.

From the 1,716 students, 1,250 of them were children enrolled from grade three to grade eight outside the specific age given for each grade level. A sample was extracted from 1,250 student population. Since the researcher believed that over-aged students enrolled in grade one and two have a problem of reading and writing skills, questionnaire has distributed for students of grade three to eight. From 1,250 populations, 120 students (9.6 percent) were selected, and the age of the sample varies from age 10 to 25. The study covered four primary schools in which equal fraction of sample, 25 percent was given for

each school because the number of over-aged students enrolled to these schools were almost similar. And 5 over-aged students were selected, through simple random sampling technique, from each grade level starting from grade three to eight. The four schools represented a rural based (example, Lemlem) as well as town based (example, Kisad-Gaba) primary schools.

First over-aged children to a primary grade level were identified by assigning a number and letter *f* for female and *m* for male continuously from the beginning to last taking the list of students found in the mark sheet of each grade level. And a lottery method was implemented to select the respondents of the student questionnaire. Through this method, first 2 items having a number and letter *f* for female students as well as 2 items having a number and a letter *m* for male students were selected from each grade. Then the remaining one item became either *a number and a letter f* or *a number and a letter m*. The following table (Table 3.2) shows the distribution of the sample size.

Table 3.2: The Distribution of Sample Size in terms of Sex with in the Four Selected Primary Schools (Adi-Geburu, Kisad-Gaba, Mai-Hanse and Lemlem)

Name School	Sex	Grade Level						Total
		grade 3	grade 4	grade 5	grade 6	grade 7	grade 8	
Adi-Geburu	Male	3	2	2	2	3	2	14
	Female	2	3	3	3	2	3	16
	Total	5	5	5	5	5	5	30
Kisad-Gaba	Male	3	3	2	4	1	1	14
	Female	2	2	2	1	3	4	14
	Total	5	5	4	5	4	5	28
Mai-Hanse	Male	2	3	2	3	3	3	16
	Female	3	2	3	2	2	2	14
	Total	5	5	5	5	5	5	30
Lemlem	Male	2	3	3	2	3	2	15
	Female	3	2	2	3	2	3	15
	Total	5	5	5	5	5	5	30

Source: Own Survey, 2010/2011

3.4 Data Collection and Analysis

3.4.1 Data Collection Instruments

The study collected various types of data like demographic, income/wealth, education level, motivation and occupation at the family level; sex, age, grade level and the like at the individual level as well as school related factors which includes school distance, satisfaction of students on school facilities namely desks, classroom, books, blackboard, toilet and library. The study collects primary and secondary data through different instruments. The tools applied in this study to collect the necessary information are document review, closed and open ended questionnaires, interview, focus group discussion and Literature review. Observation has also used to see the availability of water in the schools and the conditions of school libraries and toilets.

Closed and Open Ended Questionnaire: was implemented to solicit relevant information from students about the factors affecting students' completion of primary education. The student's questionnaire comprises age, grade level, their parent's education, distance from school (in terms of time), school facilities, etc.

Interview: was the second instrument used in this study to collect information from parents. The parent's interview was designed to collect data about parent's level of education, parents follow up of their children in school and home, parent's motivation towards educating their children, when and why parents decided to drop out or force their children to absent from school, etc. and 11 parents were interviewed.

Focus Group Discussion: - two focus group discussions were conducted disjointedly, one with students' and second with other stakeholders (parents, administrators and teachers). Members of the students' focus group discussion were six: Organizer of Children's Rights Club of Adi-Gebru primary school (male), Organizer of Women's Club of Adi-Gebru primary school (Female), House Speaker of Students' Parliament of Adi-

Gebru primary school (Female), Organizer of Civics Club (Male) and 2 other ordinary students of Adi-Gebru primary school (both Male). Member of the second (parent's) heterogeneous focus group discussion were also six: namely, Vice director of Adi-Gebru primary school (Male), Leader of Women's Club (Female), Vice Administrator of "Tabia Mizan" (Male), Vice House Speaker of Parliament of Tabia Mizan (Female) and other two ordinary parents (both Male).

The researcher himself administrates all the questionnaire, interview and focus group discussion. After questionnaire has distributed and gathered, interview was made with parents. Next to this a focus group discussion was conducted first with students and then with parents, within three days difference. 20 ETB was given to each participant of the students' focus group discussion (totally 120 ETB) and 180 ETB (30 ETB to each) was given to 6 participates of the parent's focus group discussion.

3.4.2 Data Processing and Analysis

The main emphasis of this study was to identify and analyze the factors challenging students within and outside the school in completing primary education. Hence, the study's units of analysis are students of primary education (grade 1-8) of Asgede Tsimbla District. Although the units of analysis are students, the data was collected from students themselves, parents, teachers and administrators, because directly or indirectly children's progression is dependent on the above key participants of the system.

Students' questionnaires were coded and entered into SPSS software program for analyzing. The open-ended questions of students and parents were manipulated and used as they are. The data gathered through quantitative and qualitative methods were triangulated and analyzed using percentages, figures, graphs and tables, i.e. a descriptive analysis was implemented.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

In this chapter of the study, data gathered through interview, questionnaire and focus group discussion are presented, analyzed and interpreted using percentages and frequencies. To collect relevant data, 120 questionnaires were distributed to students of Adi-Gebru, Kisad-Gaba, Mai-Hanse and Lemlem primary schools. Among all questionnaires distributed to students (120 questionnaires), it was possible to collect only 118 questionnaires (the response rate is, 98.33 percent). The researcher missed two questionnaires distributed to students of Kisad-Gaba primary school (1 male from grade seven and 1 female from grade 5) because the students were absent from school during the time of questionnaire gathering.

The secondary data collected by this study from the four primary schools, shows widespread enrollment of over-aged children to a primary school grade level. In this academic year (2010/2011) the total numbers of students enrolled to the four selected primary schools were 3,289 students but 1,716 of them were enrolled to primary school grades above the official age given to each grade level (*see Table 3.4 and 3.5, in the Appendix, 78-79*). That is more than half of the enrolled students of the primary schools were outside the official age given to a particular grade levels.

From the 128 students enrolled to grade five in Adi-Gebru primary school, all of them were over-aged pupil to the grade because their age was in between 13 to 17 years (above the official admission age, 11 years). And from the 59 students enrolled to grade seven in Lemlem primary school, 48 of them were over-aged pupil. In addition, the age gap among the enrolled students of each grade level is huge. For example, the age of students enrolled to grade seven in Kisad-Gaba primary school extends from 12 to 20 years. As well, the age of students enrolled to grade two in Mai-Hanse primary school extends from 8 to 14 years (*see Table 3.4 and Table 3.5, in the Appendix, page 78-79*).

As it is disclosed by the following table (*Table 4.1*), from among 30,126 students registered in primary schools of the district, 723 students were dropped out from and 1,261 repeated the system in 2008/2009. In 2009/2010 academic year the dropped out and repeated students were increased to 2,081 and 2,000, respectively.

Table 4.1: Number of Registered, Dropped Out and Repeated Students of Primary Education, in Asgede Tsimbla District

GRADE 1-4									
Year	Registered students			Drop out students			Repetition		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2008/2009	10926	11113	22039	198	180	378	299	332	631
2009/2010	10520	10067	20587	933	441	1374	649	684	1333

GRADE 5-8									
Year	Registered students			Drop out students			Repetition		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2008/2009	3192	4895	8087	130	215	345	229	401	630
2009/2010	3659	5488	9147	375	332	707	256	411	667

Source: Education Bureau of Asgede Tsimbla District, 2010/2011

The study exposed the 2010/2011 first semester dropped out students. But there were inconsistencies on the number of dropped out students in this year. Since school directors and ordinary teachers are measured by the number of students they graduated, they became afraid of providing the exact number of dropped out students (*see Table 4.2*).

Table 4.2: The Number of Students Dropped Out from the Four Primary Schools in the First Semester of 2010/2011 Academic Year

Name of School	Sex		Total
	Male	Female	
Adi-Gebru	0	0	0
Kisad-Gaba	11	4	15
Mai-Hanse	7	9	16
Lemlem	10	6	16
Total	28	19	47

Source: Statistical Description of Students Drop Out of Adi-Gebru, Kisad-Gaba, Mai-Hanse and Lemlem Primary Schools, 2010/2011

The data putted in the above table does not include the number of students dropped out in the second semester. It shows only the number of students dropped out in the first semester of 2010/2011 academic year. But in the second semester the numbers of students drop out may be greater than the first semester. For instance, from Adi-Gebru primary schools 30 female students were married, from Lemlem primary school 9 females were married and 46 students were outside the formal teaching-learning process, and 12 students of Kisad-Gaba primary school were also outside the formal teaching-learning process, excluding the married female students. The directors of each school does not reported these students as dropped out students because they claimed that, “*we are still begging those students to return back them to the normal teaching-learning process.*”

4.1 Prospects of Students Completion of Primary Education

4.1.1 The Contribution of Traditional Gold Mining towards Students Education Progression in Asgede Tsimbla District

Traditional gold mining is an activity performed by individuals to extract gold from the ground. Individuals dig out soil from the land and wash it through water to differentiate the gold from the soil. Since the district is ‘reach’ in gold, many people of the district used it as a major source of income. Hence, there are a lot of individuals who changed their living conditions through gold mining. Traditional gold mining lend a hand not only to those individuals who considered it as a major source of income, but also supplies to those who performed it in their part time like students. For instance, students mine gold in the winter season at least to cover the costs of exercise book, pen, closes, shoes and the like. In this case parents are only responsible to cover the cost of food and in the middle of the academic year they may cover some costs of education.

In the two focus group discussions, members described the positive role of gold mining to students' education progression. For example, one member of the parents' focus group discussion described, "*Gold mining safeguards students as what parents do for their children because it helps students to cover their education costs.*" Therefore, gold mining sustain student's educational progression by minimizing the amount of education costs incurred by parents especially in the beginning of the academic year.

To a large extent this is evidently true for boys than girls because boys can make a long walk to the area where gold is extracted in a surplus amount. They may go to gold mining and stay for two or more than two weeks. In contrary, females mine gold in the area near to their destination. However, females are wise in using the money they get from gold mining either to cover their education costs or supporting their family instead of losing their money for recreation and drinking of alcohols comparing to males.

Generally, gold mining serves as another supporting hand in covering the cost of education of students and some needs of family. This helps parents in diversifying their source of income and in turn in minimizing their child's education cost load. This in turn will help students to enrolled to and finish primary education.

4.1.2 The Correlation between Education Policy and Students Enrollment to and Completion of Primary Education in Asgede Tsimbla District

One of the Millennium Development Goals is to make sure that all school-age boys and girls have access to and complete primary education by 2015. In order to achieve this goal, the Ethiopian government in general and the Tigray regional state in particular, are working day and night by formulating education policies and implementing various programmes suitable to rural and urban areas. Ethiopia has prepared an Education Sector Development Programme with the aim to enroll a large number of students to primary

education (Yisak et al., 2009: 10). Side by side the Tigray regional state also performed its own programmes to achieve the education related goals. Particularly in the study area there are programmes carried out by the Education Bureau of the District. These are “O-class” and “satellite” programme. The data related to these two programmes are taken from the education bureau of Asgede Tsimbla district and the selected schools.

a) O-class

O-class is a programme, somehow related to kindergarten, which is designed to serve pupil who are under the official admission age of primary education. It helps the pupil ready to primary education by teaching some basic elements, like alphabets and numbers. Though the programme was launched in this year, it will have a great contribution to the achievement of education related goals of the district in particular and the region in general. The programme not only serves pupil to know some basic skills, but also provides information about the number of pupils who will probably be enrolled to primary education in the next academic year.

In addition, another interesting programme was also performed by teachers of the primary schools. Teachers go to the outskirts of the primary school and collect information about children’s sex and age. This data helps to predict the number of students that would be enrolled in the primary school in the next year.

b) “Satellite” Schools

Another is the satellite program which is designed to provide formal education for those individuals who travel a long distance to reach at school. These Satellite schools are from grade 1 to 3 or 4 and are responsible to the nearest primary school because they do not have formal directors. *“As part of the effort to increase access to primary education,*

satellite schools have been set up in rural areas where the long distance to the nearest primary school make it impossible for children to attend” (Roschanski, 2007: 50).

This programme enables pupil to attend school either at age 7 or above near to their destination and decreased the distance to be walked by a child. Until grade 3 or grade 4 the child will learn in the Satellite school and after he/she will travel to the primary school (a school comprises grade 1 to 8). Under normal education progression a child who have finished grade four means, at least he/she is found at age 10 somehow matured than an age seven child. Thus, he/she can walk to the nearest primary school on foot with minimum difficulty than a child of seven years old.

Therefore, satellite schools facilitate students’ enrollment to education by decreasing the distance to be walked by a child. This in turn helps in achieving the education related goals by enrolling many children to primary school and to help students to finish primary school at the official graduation age of the system.

4.2 Determinants of Students’ Completion of Primary Education

The data collected from the four selected primary schools reflects the enrollment of over-aged children to a primary education grade level as well as to the system (*see Table 3.4 and 3.5 in the appendix, 78-79*). This may be emanated either from the students late entry, drop out or repetition of a primary grade level. As well, the data collected from students through questionnaire also revealed the enrollment of over-aged children to primary education. For instance, the numbers of children (age 7 to 14) in the questionnaire respondent’s households were 213 but the numbers of students enrolled in primary education were 259, i.e., 46 students were enrolled outside the age boundary to the system.

The pupil's enrollment, progression and completion of primary education might be influenced by many factors at different levels. The factors that affect students' completion of primary education studied by this study are school related factors, family related factors and child related factors. The school related factors discovered through this study are distance and school facilities. The elements that are included in the family related factors are wealth, education level, parent's education perception and divorce. Gender and age of the child are also identified by this study as factors that may determine student's completion of primary education.

4.2.1 School Related Factors

4.2.1.1 Distance

The findings of this study revealed that, the long distance of the nearest school negatively affects pupils' start of primary education at age seven. In this study a question was asked to students whether the distance to walk to the nearest school is long, and 83 respondents from 118 students (70.34 percent) reported as they travel a long distance to reach at school (*See Table 4.3*). Tigray Region Education Bureau also recognized that students from Northwestern and Western Districts of Tigray have still long distance to get a school (TREB, January 2010).

Table 4.3: The Relationship between School Distance and Student's Late Entry to Grade 1

		Have you started grade 1 at age seven?		Total
		Yes	No	
The distance from your home to school is long	Yes	22	61	83
	No	19	16	35
Total		41	77	118

Source: Own Survey, 2010/2011

The above cross-tabulated table revealed that, majorities of the students who reported to walk a long distance on foot does not start primary education at age seven. From among the 83 students believed to walk a long distance to school, 61 of them (73.49 percent, considering 83 as 100 percent) started grade one greater than age seven. In contrary, from the 35 students who walk a short distance to reach at school, 16 of them (45.71 percent, considering 35 as 100 percent) started grade one greater than age seven. This data exposed that, when the distance to be walked by the child decreases, the chance of the child in starting primary education at age seven increases.

Additionally, the following table (*Table 4.4*) shows the extent to which students started grade one at age seven related to the time length to be traveled by the child to reach at school.

Table 4.4: The Relationship between School Distance in terms of Time Length and Student's Late Entry to Grade 1

Time it takes to reach at school on foot in min/hrs	Have you started grade 1 at age seven?		Total
	Yes	No	
Below 30min	18	19	37
Between 30min-1hrs	19	36	55
Between 1:01hrs-1:30hrs	2	14	16
Between 1:31hrs-2:00hrs	2	5	7
Above 2:00hrs	0	3	3
Total	41	77	118

Source: Own Survey, 2010/2011

The table revealed that the chance of pupil's enrollment to grade one at age seven decreases while the distance to walk to school increases, in terms of time. For instance, from among the 37 students who walk to school below 30min, 18 students (48.65 percent, considering 37 as 100 percent) begun primary education at age seven. But from the 55 students who walk to school in between 30min to 1hrs, only 19 students (34.65 percent, considering 55 as 100 percent) started primary education at age seven. Still from among the 16 students claimed to reach at school in between 1:01hrs to 1:30hrs, only 2

students begun grade one at age seven. Considering 16 as 100 percent, 87.50 percent of the students do not start grade one at age seven. This data revealed that, as the amount of time to be traveled by the student to reach at school increases, the pupil has less chance to start primary education at age seven.

The findings of Admassu (2008: 14) also voiced that, pupils who walk more than 30 minutes has less chance of enrollment to primary school comparing to their counter parts who walk to school below 30 minutes. According to the words of Admassu (2008: 14):

In the areas, children living in villages where the nearest primary school located at 30 to 60 minutes walking distance are 24 percent less likely to be enrolled in school compared to children living within 30 minutes walking distance.”

The data composed through an open-ended questionnaire and focus group discussion also demonstrate distance of a school as a major contributor to student’s late entry, and in turn over age completion of primary education. An open ended question was asked to students to put the reason of their late entry and many of them described distance of a school as a factor. Similarly, the data collected through focus group discussion boldly pin point the negative contribution of school long distance on students start age of primary education.

Therefore, school distance determines pupils start of primary education at the official age and in turn the completion of primary education at the official graduation age of the system (i.e., age 14). Admassu (2008: 14) also discovered that the distance of the nearest school from the homestead negatively impact pupil’s school enrollment, particularly in rural areas of Ethiopia, which is similar with the findings of this study.

But as per the findings of this study the drop out of students who walk short distance (perhaps below 30 minutes) is greater than the students who walk a long distance (e.g. above 1hrs). For instance, from 37 students reported to reach at school below 30min, 10 of them (27.03 percent) never drop out from school. But from among the 16 pupils reach at school in between 1:01hrs to 1:30hrs, 8 students (50 percent) never drop out from

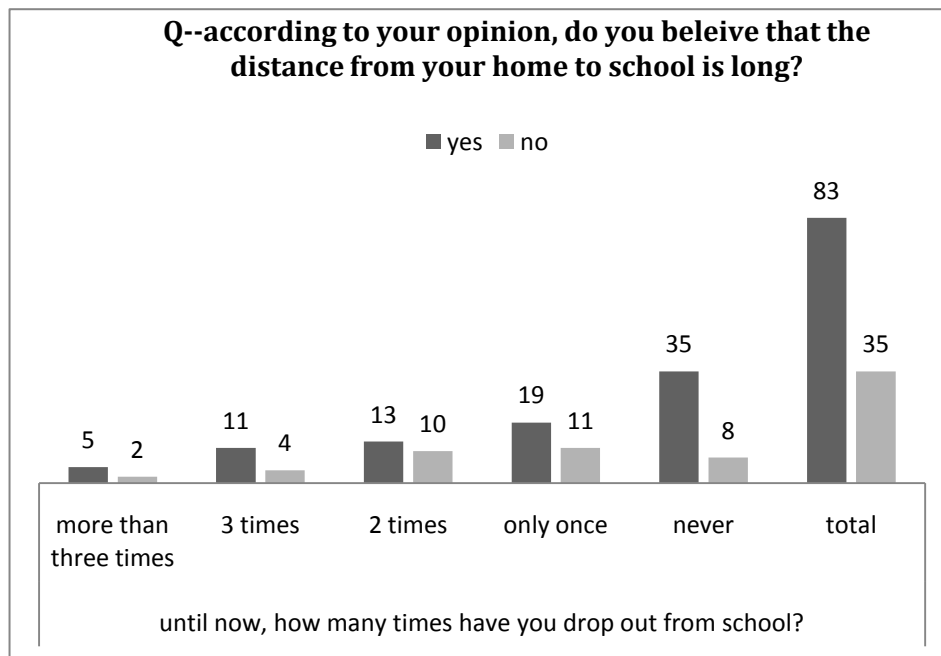
school. In comparison, the drop out of students who travel below 30min to school is greater than students traveled to school in between 1:01hrs to 1:30hrs (See Table 4.5).

Table 4.5: The Relationship between School Distance in terms of Time Length and Students Drop out in Adi-Geburu, Kisad-Gaba, Mai-Hanse and Lemlem Primary schools

Time it takes to reach at school on foot in min/hrs	Students drop out					Total
	More than three times	Three times	Two times	Only once	Never	
Below 30min	2	6	9	10	10	37
Between 30min-1hrs	4	7	11	12	21	55
Between 1:01hrs-1:30hrs	1	2	1	4	8	16
Between 1:31hrs-2:00hrs	0	0	2	2	3	7
Above 2:00hrs	0	0	0	2	1	3
Total	7	15	23	30	43	118

Source: Own Survey, 2010/2011

Figure 4.1: The Effect of Distance on Student's Dropout at Adi-Geburu, Kisad-Gaba, Mai-Hanse and Lemlem Primary Schools



Source: Own Survey, 2010/2011

The above Figure (*Figure 4.1*) also disclosed the lower impact of school distance on students drop out from primary school in the study area. The percentage of the never drop out of students who believed to walk a long distance to school (42.17 percent (8 students), considering 83 as 100 percent) is greater than the percentage of the never drop out of students believed to walk short distance to school (22.86 percent (35 students), considering 35 as 100 percent).

Therefore, school distance is not a major factor for students drop out from primary school especially to students enrolled from grade three to grade eight. This may be related with the students' awareness about the values of education because majorities of the students who believed to walk a long distance to reach at school were began primary education above the official admission age. As a result, these students may have better knowhow about the values of education and may not give-up merely to the problems come as a result of school distance.

4.2.1.2 School Facilities

In addition to the physical distance of a primary school, the access and quality of school facilities also have their own contribution to pupil's enrollment and progression in primary education. The study collected primary data from students about their degree of satisfaction on six school facilities (classroom, desks, blackboard, textbooks, library and toilet). And the following table (*Table 4.6*) discloses the responses of 118 students in percentages.

Table 4.6: Students Degree of Satisfaction on Six School Facilities, in Adi-Gebru, Kisad-Gaba, Mai-Hanse and Lemlem Primary Schools

Facility	Degree of satisfaction					
	Very Satisfying (%)	Satisfying (%)	Fairly satisfying (%)	Dissatisfying (%)	Very dissatisfying (%)	Non existent (%)
Classrooms	48.3	28.0	14.4	5.9	3.4	
Desks	32.2	28.8	28.0	9.3	1.7	
Blackboard	38.1	23.7	22.0	14.4	0.8	0.8
Textbooks	12.7	17.8	43.2	16.9	7.6	1.7
Library	16.9	8.5	39.0	26.3	6.8	2.5
Toilet	28.8	13.6	22.0	21.2	13.6	0.8

Source: Own Survey, 2010/2011

The above table revealed that 78.3, 61.0 and 61.8 percent of the respondents of the four primary schools became very satisfied and satisfied by classrooms, desks and blackboards, respectively. Even though majorities of the respondents are satisfied by the above three school facilities, significant number of students also became dissatisfied by these facilities. For example, 9.3, 9.5 and 12.7 percent of the respondents are dissatisfied and very dissatisfied by classrooms, desks and blackboards, respectively. This may play its own part in pushing pupil to drop out from school.

The questionnaire respondents of this study rate their degree of satisfaction regarding to textbooks. Accordingly, 30.50 percent are satisfied and very satisfied, 42.4% of them are fairly satisfied, and 22.9% of them are very dissatisfied and dissatisfied (from 118 students). This shows that large number of respondents expressed their dissatisfaction regarding to the condition of textbooks.

The data collected through observation validates the existence of libraries in the selected primary schools. Though, libraries exist in the schools, they are occupied by futile

materials and thus trivial to the teaching-learning process of primary education. And from 118 questionnaire respondents, 33.1 percent of the students were very dissatisfied and dissatisfied upon their school libraries. The data collected through focus group discussion also supported the data collected through questionnaire. Therefore, the libraries found in the four selected schools are weak in supporting the teaching-learning process of students and may affect students' progression in primary school.

The study also collected data through observation and questionnaire regarding to the school toilets. The toilet/student ratio collected through observation discloses a high ratio, which is 79/1, 128/1, 126/1, and 78/1 in Adi-Gebbru, Kساد-Gaba, Mai-Hanse and Lemlem primary schools respectively (*see Table 4.7*).

Table 4.7: Student-Toilet Ratio of Adi-Gebbru, Kساد-Gaba, Mai-Hanse and Lemlem Primary Schools, 2010/2011

Input indicator	Schools	Number of students	Facility in number	Ratio, %
Student-toilet ratio	Adi-Gubru	635	8	79 to 1
	Kساد-Gaba	1027	8	128 to 1
	Mia-Hanse	1006	8	126 to 1
	Lemlem	621	8	78 to 1

Source: Own Survey, 2010/2011.

The findings of a study conducted in Ethiopia by Admassu (2008: 14) demonstrated that, “*poor school facilities such as availability of separated toilets for males and females have significant and negative impact on enrollment in rural and urban areas.*” Though, the data collected through questionnaire also revealed some degree of dissatisfaction level of students, it does not show the huge gap of toilet/student ratio of the four primary schools. The data demonstrates to some extent better toilet/student ratio in comparison to the above data collected through observation. For instance, 32.2 percent of the students are dissatisfied and very dissatisfied by their school toilets. Albeit, this amount of percentage is large, it does not highly uttered the huge gap of toilet/student ratio really

existed in the primary schools. This may be because of the absence of toilets in their home and locality, since majorities of the local people are using open-air disposal of wastes.

While the satisfaction and dissatisfaction level of male and female student is almost equal, but the satisfaction level of students regarding to toilet varies from school to school in which large dissatisfaction is in Adi-Geburu and lowest dissatisfaction level in Mai-Hanse and Lemlem primary schools (*see Table 4.8*). This may be because of the geographic location of the schools, that is, Lemlem primary school is totally found in rural area which may prefer to use open-air waste disposal than Adi-Geburu primary school found in rural town.

Table 4.8: Students Degree of Satisfaction on their Respective School Toilets in the Four Selected Primary Schools

Toilet Satisfaction	Primary School				Total
	Adi-Geburu	Kisad-Gaba	Mai-Hanse	Lemlem	
Very satisfying	5	7	12	10	34
Satisfying	2	3	7	4	16
Fairly satisfying	8	8	2	8	26
Dissatisfying	9	8	4	4	25
Very dissatisfying	6	2	4	4	16
Non existent	0	0	1	0	1
Total	30	28	30	30	118

Source: own survey, 2010/2011

4.2.2 Family Related Factors

The family related factors studied by this study are wealth status of parents, education level of parents, parents' motivation/interest towards their children's education and divorce of family.

4.2.2.1 Wealth Status of Parents

The wealth status of parents in this study was measured in terms of ownership of land and ownership of livestock (especially cattle, goats and sheep). These are considered as factors determining the school progression of children in the district because peoples of the district give high value for land and domestic animals than other types of wealth.

Since majorities of the residents of the District are farmers (*see Figure 4.2*), children has assigned to herd domestic animals as well as to perform farm activities. Thus, children either enter to grade one above the specified official admission age or drop out from school to help their parents to watch over domestic animals or perform farm activities. The study conducted by Rena (2007: 109) also revealed that, parents withdrawn their children from school so as to get assistance in household and agricultural activities.

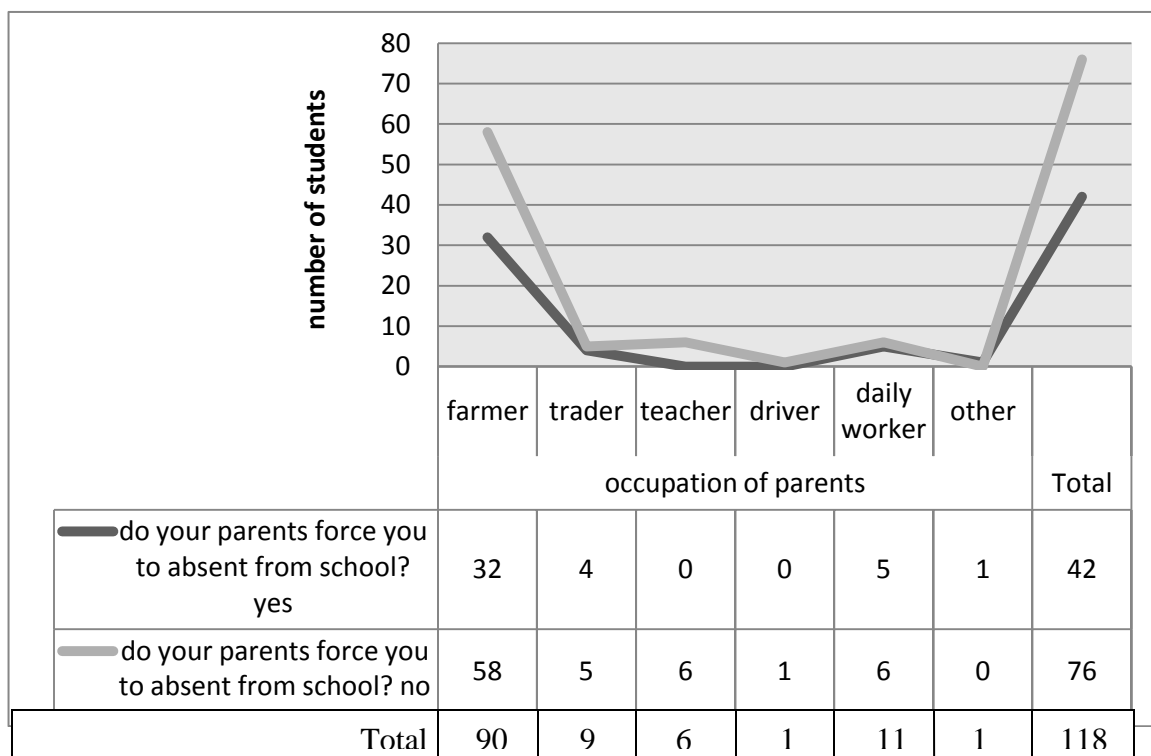
The data collected through open-ended questionnaire revealed the impact of ownership of livestock on students' late entry to primary education. In addition, the data collected through interview also disclosed the availability of children outside primary education but eligible to the system in order to herd domestic animals. Similarly, the data collected through the focus group discussion also exposed herding and agricultural activities as a major factor for students' late entry to and drop out from primary school.

As Woldehanna et al. (2005: 29) documented that, seasonal demands for child labour have an impact on school attendance. This is especially true during the harvest season when there is a significant dropout, particularly among boys, that may be either temporary or permanent. Similarly, a question was asked to students' weather they absent from school because of their parents' authorization (*see Figure 4.2*). And from 118 respondents, 42 (35.6 percent, considering 118 as 100 percent) of the students were reported as they were forced to absent from school by their parents decision. While descendants of traders claimed to absent from school to help their parents in the shop and

other trading activities, descendants of daily workers were reported to absent from school to participate in the labor market to diversify their parent’s source of income.

For example, students who are descendants of daily workers in Adi-Gebru and Kisd-Gaba primary schools reported as they were forced to absent from school to bring water for commercial purpose because in the rural towns there is no water sanitation. In related to this, during the time of data collection, the price of 25 liters *plastic* was 2.50 Birr to 3 Birr in Adi-Gebru rural town while it was vary from 1 Birr to 2 Birr in Kisd-Gaba. For the purpose of water pupil are forced to walk 30 min to 1 hrs and push students to invest their time in bringing water than doing schoolwork.

Figure 4.2: Degree of Students absent From School in Related to Parents Occupation



Source: Own Survey, 2010/2011

In another case, the degree of absentee was greater in students who are descendants of traders and daily workers than farmers. This may be related with the continuous need of pupil in the household throughout the academic year than seasonal absent of farmer

descendants. In contrary, school absentee was totally zero for those students who are descendants of teachers, i.e., they were not forced by their parents to absent from school (see Figure 4.2). This may be related to the better teachers' awareness towards education than other group of workers.

The other important variable assessed by this study was the resource capacity of parents. A question was asked to students to rate the degree of their parent's resource capacity in related to covering their education costs. Many of the questionnaire respondents agreed upon the presence of enough resources in their household at least to cover their education costs (See Table 4.9).

Table 4.9: The Effect of Availability of Resource in the Household on Students Start of Primary Education in the Four Selected Primary Schools

Belief of respondents on the availability of enough resources in their household	Have you started grade 1 at age seven?		Total
	Yes	No	
Strongly agree	26	42	68
Agree	9	16	25
Neither agree nor disagree	4	10	14
Disagree	2	7	9
Strongly disagree	0	2	2
Total	41	77	118

Source: Own Survey, 2010/2011

From among the 118 questionnaire respondents, 93 of them (78.81 percent, considering 118 as 100 percent) agree and strongly agree on the existence of enough resource in their household to cover their education costs. But from these 93 students, 58 of them (62. 37 percent, considering 93 as 100 percent) do not start grade one at age seven. This shows large numbers of students from wealthy family in the district do not start primary education at age seven. This may be because of the weak awareness of parents towards education or the long distance to be traveled by students to reach at school.

And from among the 11 students who disagree and strongly disagree on the availability of enough resource in their household, 9 of them (81.81 percent, considering 11 as 100 percent) do not start primary education at age seven. In this case absence of resources has also its own contribution in delaying pupil’s primary school start. To crosscheck the availability of resources in the household, an interview question was asked to parents who have an over-aged student enrolled in primary school. The question asked to parents was, “Do you have the problem of covering the education costs of your child (children)?” From among the 11 interviewed parents, 5 of them responded to the question as having no problem in covering their children’s education costs and the remaining 6 reported as having financial problems in covering their children’s education costs.

Though the resource conditions of a household have its effect on students drop out, it is not very momentous (see Table 4.10).

Table 4.10: The Effect of the Availability of Resource in the Household on Students Drop out of Primary Education in the Four Selected Primary Schools

Belief of respondents on the availability of enough resources in their household	Until now, how many times you have dropped out from school?					Total
	More than three times	Three times	Two times	Only once	Never	
Strongly agree	4	8	15	15	26	68
Agree	3	3	3	7	9	25
Neither agree nor disagree	0	2	3	5	4	14
Disagree	0	2	1	3	3	9
Strongly disagree	0	0	1	0	1	2
Total	7	15	23	30	43	118

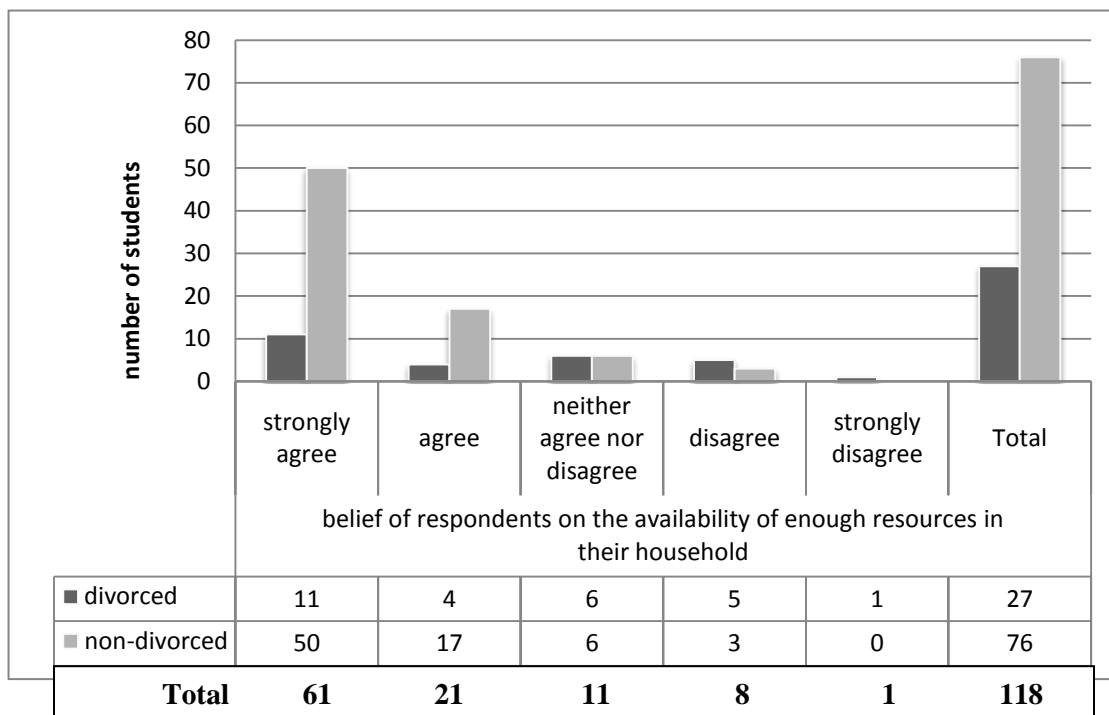
Source: own survey, 2010/2011

For example, from among the 11 students who *disagree and strongly disagree* on the availability of enough resources in their household, 7 of them (63.64 percent, considering 11 as 100 percent) drop out from school one and more than one time. And from the 93 students who agree and strongly agree on the existence of enough resources in their household, 58 of them (62.37 percent, considering 93 as 100 percent) were drop out from school one and more than one time. This finding revealed the never drop out students

from a household having enough resources are not as such different from their counterparts. Therefore, the wealth condition is not a serious problem in the study area for students drop out. This may be related with the parents' motivation towards education, gold mining or gender and age of the child. A study conducted in Cambodia by Keng (2004) also revealed that, “household economic resources are necessary, but they are not the most important determinants of children’s educational opportunities” (Keng, 2004: 560).

But the availability of resources in the divorced and non-divorced family is different. That is, the availability of resources in the non-divorced family is better than the divorced family (see Figure 4.3).

Figure 4.3: The Availability of Resources in the Divorced and Non-Divorced Family



Source: Own Survey, 2010/2011

For example, from 27 students reported as having divorced parents, 15 of them (55.56 percent, considering 27 as 100 percent) agree and strongly agree on the existence of

enough resources in their household. But from 76 students who are descendants of non-divorced parents, 67 of them (88.16 percent, considering 76 as 100 percent) reported the availability of enough resources in their household (*see Figure 4.3*). Therefore the availability of resources was lower in the divorced than the non-divorced parents and this may be an obstacle to the education progression of students in primary school (*see Table 4.11*).

Table 4.11: Availability of Factors Hesitating Students to Dropout from School in the Divorced And Non-Divorced Parents in the four selected primary schools

Are there pushing factors in your household that may possibly lead you to drop out from school?	Respondents Having		Total
	Divorced parents	Non-divorced parents	
Yes	9	17	26
No	18	59	77
Total	27	76	103

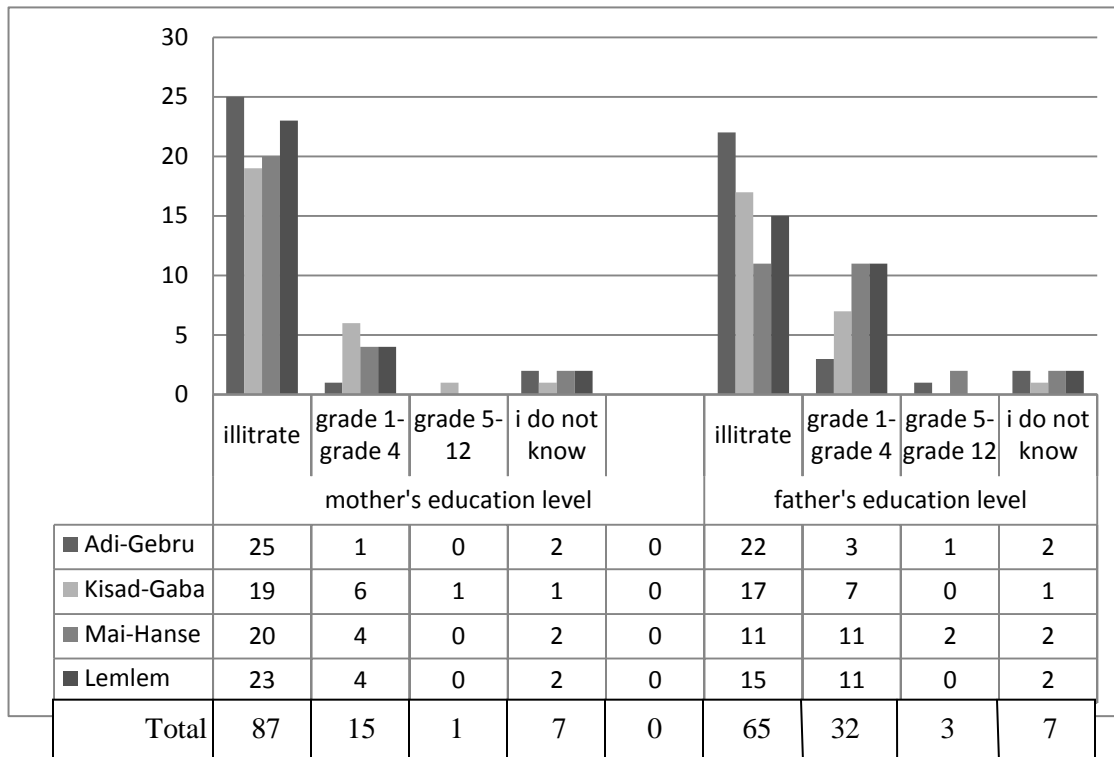
Source: Own Survey, 2010/2011

The above table (*Table 4.11*) revealed the availability of pushing factors in the divorced family than the non-divorced once that possibly lead to students drop out. That is, students who are descendants of the divorced family have greater hesitation to drop out from school than the non-divorced family. For instance, from 76 respondents, 17 of them (22.37 percent, considering 76 as 100 percent) expressed their hesitation of school dropout. In contrary, from among the 27 students of a divorced family, 9 of them (33.33 percent, considering 27 as 100 percent) reported their hesitation of school dropout which is higher than the students (descendants of non-divorced parents) hesitation of school dropout. This may be because of the absence of enough resources in their household at least to cover their education costs.

4.2.2.2 Education Level of Parents

The primary information collected by this study revealed that, from among the students responded to the questionnaire, 65 out of 107 students, i.e., 55.1 percent of them claimed to have illiterate father and 87 out of 110 students, i.e., 79.2% of them responded that their mother is illiterate. From among 107 respondents only 32 students were reported as having a father educated from grade 1 to grade 4 and 15 students from 110 respondents has mother's educated from grade 1 to grade 4 (see Figure 4.4).

Figure 4.4: Parents Education Level



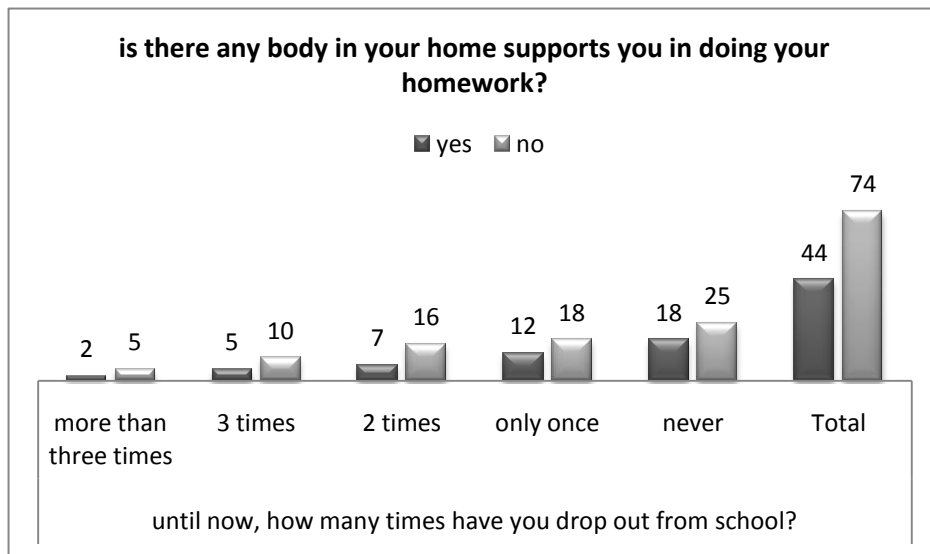
Source: own survey, 2010/2011

The findings of Abebaw et al. (2007: 7) recognized the positive contribution of parent's literacy on pupil's education progression because "*educated parents may have more information about advantages of educating their child and thus provide better schooling environment at home such as helping children with their homework.*"

As it is revealed by *Figure 4.4*, majorities of the students has illiterate father and mother except 19 missing elements as the result of death of family and “*I do not know*” answers. As well, the data collected through interview also shows larger illiteracy rate of parents. For example, from among the 11 interviewed parents, 9 of them were illiterate. Therefore, parent’s illiteracy affects the children’s of Asgede Tsimbla District because students are losing what Abebaw et al. (2007) has explained about the contribution played by an educated parent on the education of his/her child.

Another question was also asked to students whether there is a person in their household supports him/her in doing his/her homework. The student responses are charted by the following figure (*Figure 4.5*).

Figure 4.5: the Relationship between Home Support and Students Drop Out



Source: Own Survey, 2010/2011

As it is revealed by the above Figure 4.5, children received guidance in home are less likely to drop out than their counter parts. For instance, from 44 students who received assistance in home, 26 of them (59.09 percent, considering 44 as 100 percent) drop out

from school one and more than one times. But from among the 74 students who reported the absence of a supporter in their home, 49 of them (66.32 percent, considering 74 as 100 percent) were dropped out from school at least one time. This revealed that, the degree of students drop out was high on students who haven't a supporter in their home than students with supporter. This may be because of the low assistance they received from their household members while they work their homework or assignment.

4.2.2.3 Parents Perception and Motivation/Interest towards Education

The study tried to know parents' motivation towards their children's school enrollment. From 118 respondents, 60 students (50.8 percent, considering 118 as 100 percent) claimed that their parents are *very much interested* in their enrollment and 29.7 percent of the respondents reported that their parents' motivation/interest over their school enrollment is fair, poor and very poor (*see Table 4.12*). That is, a large section of respondents reported as their parents were less motivated on their education. This situation can affect student's education progression and in turn primary education completion.

Table 4.12: Parent's Interest/Motivation towards their Children's Enrollment and School Visit in the Four Selected Primary Schools

Parents Motivation			Parent's School Visit		
	Frequency	%		Frequency	%
Very good	60	50.8	Once in semester	39	33.1
Good	23	19.5	Once in a month	14	11.9
Faire	18	15.3	Two times in a month	15	12.7
Poor	13	11.0	Once in a week	5	4.2
Very poor	4	3.4	Came without program	18	15.3
			Never	27	22.9
Total	118	100.0	Total	118	100.0

Source: Own Survey, 2010/2011

From 118 respondents, 29 students claimed that their parents visit the school once in a semester. But, 27 of them (22.9 percent, considering 118 as 100 percent) reported that their parents never came to school at all. This means, parents of these students has less information about their children’s education. Students late entry to and drop out from primary education is also affected by the motivation/interest of parents (*see Table 4.13*).

Table 4.13: The Relationship between Children’s School Dropout and Parents Motivation/Interest towards their Children’s Education

Parent’s Motivation or Interest	Until now, how many times you have dropped out from school?					Total
	More than three times	Three times	Two times	only once	Never	
Very good	2	8	10	13	27	60
Good	2	1	4	11	5	23
Faire	2	2	3	4	7	18
Poor	0	2	5	2	4	13
Very poor	1	2	1	0	0	4
Total	7	15	23	30	43	118

Source: Own Survey, 2010/2011

For example, from among the 60 students reported to have parents highly motivated on their enrollment in school, 27 of them (45 percent, considering 60 as 100 percent) were never drop out from school but from among the 13 students categorized their parents motivation as poor, 4 of them (30.77 percent, Considering 13 as 100 percent) were never dropped out from school. This revealed that the drop out of students from the less motivated family is greater than the students of better motivated parents. The same is also true for the late entry of students to primary education (*see table 4.14, in the Appendix, 80*).

An interview question was designed to collect data about parent’s visit of school. The question was, “*How many times have you visited the school in the last semester (2010/2011) to know your child’s education performance?*” and 7 parents among the 11

respondents never go to school at all. This shows the reluctance of parents on their children's education which may hinder students' completion of primary education.

As well, in the two focus group discussions, participants pin point the problem of parents in providing the necessary education materials to their children as the result of low awareness about education. In addition, participants of the focus group discussion discussed the weakness of parents in investing their resource towards their children's education as well as in instructing their children about the values of education. Even it goes to the extent of forcing parents through campaign to register their pupil to school. This shows the less awareness of parents towards education. This may emanate from the limitations of knowing their duties and responsibilities to carry out for their children's wellbeing.

4.2.3 Child Related Factors Determining Students' Completion of Primary Education

Other determinant factors of students completion of primary education studied by this study are age and gender. The researcher only studied these factors because it becomes difficult to see all the variables related to student's personal characteristics within a short period of time.

4.2.3.1 Age of the Student

The data collected from the selected primary schools exposed the enrollment of over-aged students in the system. For instance, the mean average age entry of students to grade one is 9.5 year, with age spans ranging from 6 to 13 years. This mean of age exceeds from the official starting age (7 years), by 2.5 years. Additionally, the mean average age of students enrolled to grade 2 is 14.17 years, but the official admission age to grade 2 is 8 (*see Table 3.4 and 3.5 in the Appendix, 78-79*).

The enrollment of an over-aged child to a particular grade may be because of the late entry of the child to grade one, repetition of a particular grade or drop out of a student from a grade. The data collected from students revealed that 77 students (65.25 percent, considering 118 as 100 percent), start primary education greater than the official admission age to the system. Majorities of the questionnaire respondents put the reason of their late entry relating to school distance, herding of domestic animals and the less awareness of their parents towards education (*see Table 4.15*).

Table 4.15: The Influence of Late Entry to Primary Education on the Probability of Students School Dropout in terms of Sex

Have you started grade one at Age Seven?		Are there any pushing factors in your household that may possibly lead you to drop out from school?		Total
		Yes	No	
Yes	Male	4	16	20
	Female	2	19	21
	Total	6	35	41
No	Male	13	26	39
	Female	14	24	38
	Total	27	50	77

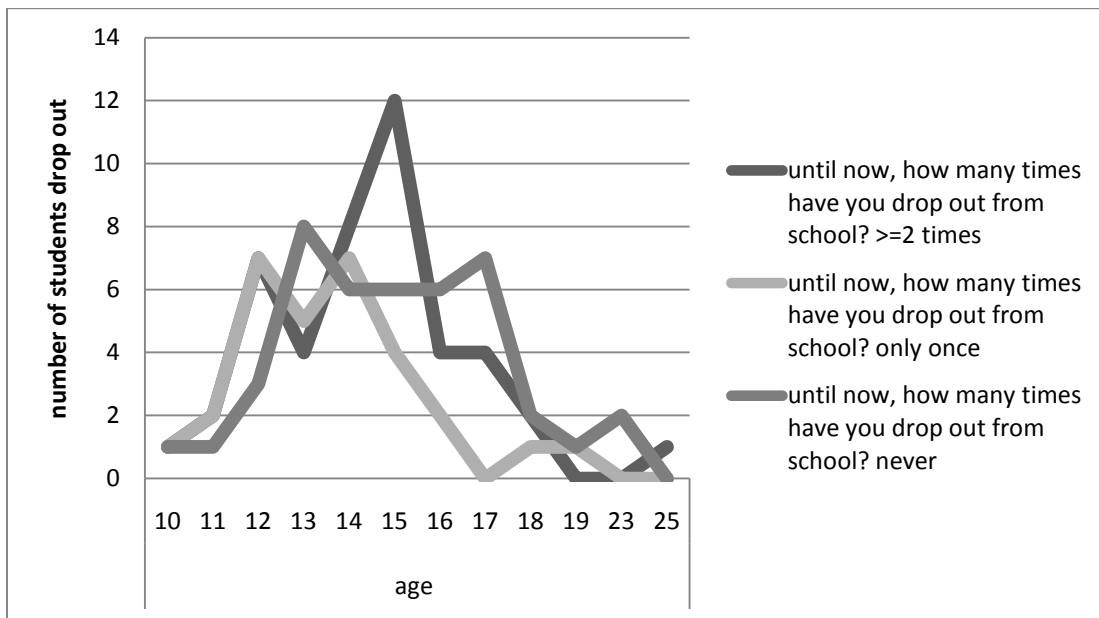
Source: Own Survey, 2010/2011

The late entry to primary education has also a significant impact on the students' primary education progression. For instance, from the 41 students who began primary education at age seven, only 6 (4 male and 2 female) of them, i.e., 14.63 percent, were explained their hesitation of dropout from school. In contrary, from the 77 students who began primary education greater than 7 years old, 27 (13 male and 14 female) of them, i.e., 35.06 percent, were expressed their probability of dropout from school (*see Table 4.15*).

This revealed that, a child (either male or female) who began primary education above the official admission age has less probability of completing primary education than the students who began primary education at the official admission age (age 7) because as age of the child raises, his/her contribution to the household will increase. For instance, Figure 4.6 demonstrated that the drop out of students was higher in between 13 to 16

years old and particularly the highest at age 15. In addition to gold mining, male students found in between 13 to 16 age boundary can carry out agricultural activities than before and female students are imposed to early marriage (see Figure 4.6). This argument was also substantiated throughout the two focus group discussions.

Figure 4.6: Dropout of Students in terms of Age of the Child in Adi-Gebbru, Kisad-Gaba, Mai-Hanse and Lemlem Primary Schools



Source: Own Survey, 2010/2011

As per the data collected by interview, some of the parents have children started grade one above the official admission age. These parents provide reasons for their children’s late entry, with related to school distance, herding of animals and child’s maturity. Two parents claimed that, “When a child enters to primary education at age 9 or 10, he/she will be claver in education than a seven years old.” Then they enrolled their children above the official admission age to the system. But this sight is the direct opposite of the findings of Keng (2004: 560) and Huisman and Smits (2009:26). Keng found that, *those who have been sent to school at the age of six or seven are the ones who perform relatively well academically*” (Keng, 2004: 560).

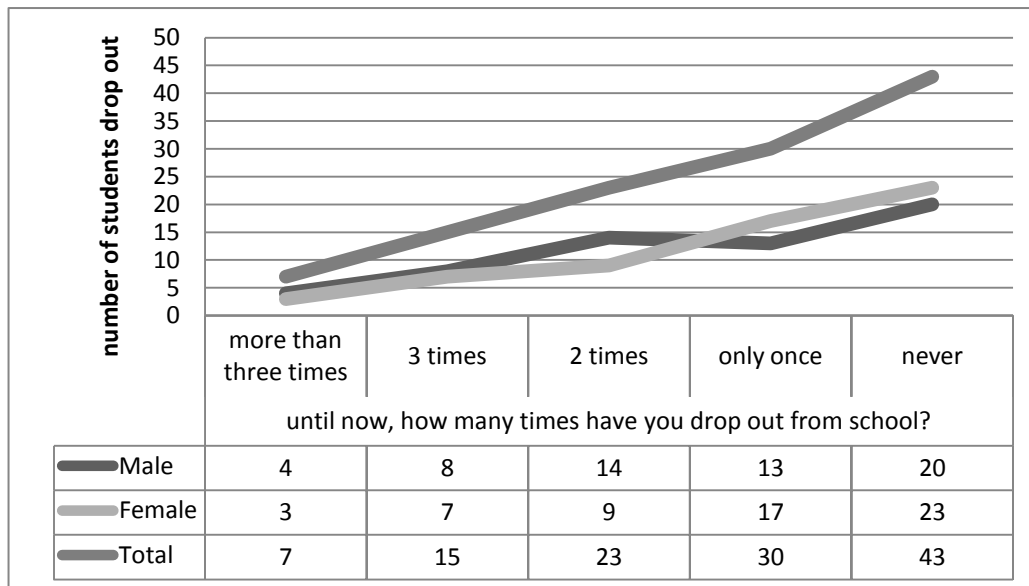
In addition to the low academic performance, a child began primary education greater than the official admission age will have less opportunity in completing the system. Because, when children's age increased their ability to mine gold is also increased and they may walk to gold mining at the expense of school, especially male students. Besides, late entry to primary education has also a negative impact on female students because they are forced to early marriage when they reach at 13 to 15 years old, as it is substantiated by the focus group discussions.

The results of Cameron (2005: 4), taking in to consideration Namibia's condition, revealed that *"the older the child is, the greater the chances of him/her leaving school before completing the basic education cycle,"* which is similar to the findings of this study.

4.2.3.2 Gender

The study also made comparison among the sexes in terms of drop out of and late entry to primary school (see Figure 4.7 and Figure 4.8).

Figure 4.7: Comparison between Males and Females Dropout at Adi-Gebru, Kisad-Gaba, Mai-Hanse and Lemlem primary schools

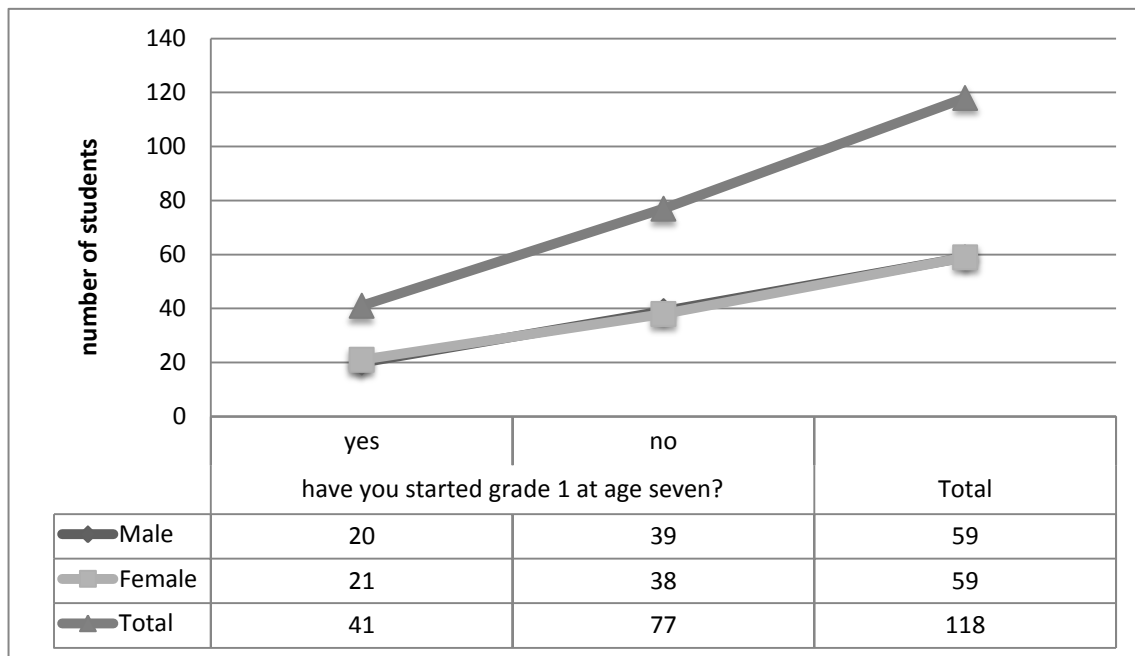


Source: Own Survey, 2010/2011

For instance, from 118 student respondents, 59 of them (50 percent) are girls and from this total number 36 females were dropped out from school one and more than once. Similarly, from 59 male student respondents, 39 of them were dropped out from primary school one and more than once. So the difference of drop out among the sexes is insignificant. Both of them are equally affected (*see Figure 4.7*). This similarity may be because of the balance effect of gold mining and early marriage, i.e., the great participation of male students in gold mining and the case of early marriage of female students.

Even though there is serious problem in starting primary education at the official admission age in Asgede Tsimbla district, difference among males and females is insignificant (*see Figure 4.8*).

Figure 4.8: Comparison between Males and Females late start of primary education in Adi-Gebru, Kisad-Gaba, Mai-Hanse and Lemlem primary schools



Source: Own Survey, 2010/2011

For instance, from among the 77 students who does not started grade one at age seven, 38 of them were females and the remaining 39 students were males. In addition, from the 41

students started grade 1 at age seven, 20 of them were males and the remaining 21 were females. Therefore, the data collected through questionnaire do not show any significant variation among the sexes in terms of late entry to or drop out from primary school (*see Figure 4.8*). But the data collected through focus group discussion revealed that females have been seriously affected by many factors in primary education progression than male students. For instance, during the students' focus group discussion, a female student who is organizer of the women's club of Adi-Gebru primary school said that, "*Parents of this locality are less motivated in sending their female child to school than male ones.*" Other two members of the students of focus group discussion also supported her idea.

A female teacher who is leader of women's club of Adi-Gebru primary school also elevated the female's discrimination than males. She claimed that early marriage has been affected females of this locality than males. All members of the parents' focus group discussion also supported her argument. As per the data collected from the two focus group discussions, there were 30 female students wedded in January and February of this year (2011). These females were enrolled from grade 5 to grade 8 that shows their prematurity to marriage. In addition, Lemlem primary school also loses 9 female students because of early marriage. Still residents of the district believe in marrying females in the early years, perhaps at the age boundary of 13 to 16. During the focus group discussion one invited parent described the impact of early marriage in another dimension. He claimed that:

More than the effect of early marriage, perceptions of this local people hinders education of females. Because parents do not sense the possibility of female's education after marriage. That is, the opportunity of returning back married females to the formal teaching-learning process is very low in our society. That is why many of the wedded females of this locality drop out from school permanently after marriage.

Therefore, primary schools of Asgede Tsimbla district have been losing a lot of female students because of the practice of early marriage. This practice is against Article 21 of the ACRWC which "*limits the minimum age for marriage for both girls and boys to 18*

years and makes marriage registration compulsory". In addition, "*marriage shall be entered into only with the free and full consent of the intending spouses*" (Yisak et al., 2009: 17). But the practice of early marriage became a serious problem in the district for females not to complete at least primary education.

4.2.4 The Impact of Education Policy on Students Primary Education Progression

The other variable studied by this study was the impact of education policy on students' completion of primary education. Though it is difficult to measure the exact effect of education policy, it is possible to see its implication on students' progression at primary cycle t. The study tried to see the contribution of the principles implemented in the lower cycle of primary education on student's progression taking the data from Education Bureau of the District. These principles are:

i) ***Direct Progression***: is a principle that advocated the progression of lower cycle enrolled students to the next grade without grade repetition. A child enrolled to a lower cycle of primary school will directly pass to the next grade whatever his/her score is. This hampers the academic performance of the child especially when he/she reach at the second cycle of primary education (grade 5 to 8) which may force the child either to quit school or repeat a grade level.

ii) ***Absence of Rotation of Teachers***: in the system one teacher is assigned to teach all courses to one class. Rotation of teachers is absent in the lower cycle of primary education. In this case, there are teachers who are good in one course but weak in another, except some exceptions. For instance, a teacher who is good in English but lazy in mathematics will make hi/her students cleaver in English but weak in mathematics. In addition, some teachers may be committed to their work while others are careless. Students who have a committed teacher will perform better than those students having a less committed teacher. These students with less committed teachers may hate the system

and dropped out from school. Therefore, absence of rotation of teachers affected for those students having a less devoted teacher.

Another concern is the absence of teachers from school in time of sickness, pregnancy, family death, etc. For instance, if one teacher absents from school because of sickness or other reasons the class will lose the whole courses. Then the students will merge to other similar class which definitely increases the class size or become idle throughout the whole day. This incident not only affects the idle students but also disturbs the general teaching-learning process of the school. For instance, in Lemlem primary school there were two sections of grade 2 in the beginning of the year. But in the middle of the academic year one teacher leave the school and the two sections were merged to one class. Then, 88 students were forced to seat in one class because of the absence of the teacher from school, which create hurdles in management of the students. This can create dissatisfaction on primary school enrolled students which may probably lead to increase dropout rate.

iii) Evaluation of Teachers based on Productivity: productivity is one among the main principal measurements of school directors and teachers. In this case, a certain target is putted to be achieved by a primary school in registering students to school. Not only this, the school is also measured by the number of students drop out. Under normal circumstances this is designed to enroll large pupil to primary education, to decrease dropout and increase the completion rate of primary school students through healthy competition among teachers and primary schools. But teachers and school directors are afraid of reporting the exact number of dropped out students because he/she will gate lower grade. In addition, teachers return back students who were outside the teaching-learning process for one or two months to decrease the number of students drop out.

For instance, when the researcher asks a school director about the number of drop out students in this academic year (2010/11), he was not ready to honestly reveal the exact number. He claimed that, *“until the final exam date we work to return back the dropped out students to school. So now it is difficult to classify the students who absent from*

school continuously under the section of dropped out students.” This can affect the quality of primary education. However, it makes premature to conclude taking this tiny data collected by this study, it needs further investigation.

Through interview a data was collected from parents about their satisfaction on the currently implemented education policies. From among the 11 interviewed parents 5, 2, 2, 2 of them were strongly satisfied, fairly satisfied, dissatisfied and strongly dissatisfied on the current education policies. Those parents who responded to the interview question as fairly satisfied, dissatisfied and very dissatisfied disclosed a reason with related to the number of students graduated from grade 10 and their lower probability of assigning to work.

4.2.5 The Influence of Traditional Gold Mining to Students Drop out of Primary Education

Gold mining has both effects. On the one hand, gold mining serves as a source of income which lends a hand to students to cover their education costs by themselves and in turn assists their enrollment and completion of primary education. On the other hand, gold mining negatively affects children’s enrollment and completion of primary education in the official graduation age. This may be because of the awful utilization of the money they gained through gold mining; they may use it for alcohol drinking than covering their education costs. The vice administrator of “Tabia Mizan” during the focus group discussion articulated the following idea:

There is a great difference in terms of students’ enrollment in school before and after gold is excessively extracted. We have lots of children in our locality who really drop out from school for the purpose of gold mining, because they give large value for gold mining than education. This is the serious challenge that we face today.

Additionally, gold mining has also a negative effect on the students currently enrolled in primary education. Individuals who walk to gold mining are better in wearing fashion closes and shoes than students enrolled in school. Since some parents are reluctant in providing the necessary costs of education to their school enrolled children, students prefer to go to gold mining to satisfy their interests; perhaps to wear fashion closes as like his/her friends. This may force the child to absent from school which compromises his/her academic performance or to drop out permanently from school. *Related to this*, the vice administrator of “Tabia” Mizan during the focus group discussion articulated the following idea:

There is a great difference in terms of students' enrollment in school before and after gold is excessively extracted. We have lots of children in our locality who really drop out from school for the purpose of gold mining, because they give large value for gold mining than education or because of parents' inability to provide the necessary costs of education for their children. This is the serious challenge that we face today.

The other concern of gold mining is the utilization of money they get through gold mining. As it is discussed in the beginning of this chapter, there are students who used the money they get through gold mining to cover their education costs, but they are few in number. The focus group discussions made with parents and students substantiated the awful utilization of money gained from gold mining. That is, few students use the money they gate through gold mining in fulfilling their education related materials like closes, pen, pencil, exercise books etc. But majorities of the students (perhaps 90 percent) do not used the money they get from gold mining to cover their education costs instead they used it for alcohol drinking.

In a different direction, students also compare the amount of income they will get after graduating a certain grade level and the amount of money he/she can get by participating in other filed, perhaps gold mining. In this regard, people try to falsify the values of education. For instance one person claimed that:

A teacher of primary school may get 1000 birr in a month but the one who goes to gold mining can get more than 1000 birr in a day or in a weekend. I can call someone who buys a car through gold mining but you may not call someone who buys a car who is working in public offices, like teachers.”

But this may be because of the less awareness about the nonrenewable part of gold as well as the values of education. Adding to the unwillingness of parents to provide the necessary costs and unsuccessful progress of education of prior students, the arguments provided towards the benefits of gold mining can affect the participation of students in primary education.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This study was designed to investigate the factors determining student's completion at primary education in Asgede Tsimbla district. Though the variables studied by this paper are not totally new to the existing literature, it has an immense contribution to the existing literature by studying the role of gold mining on students' completion of primary education.

As per the findings of the study, school distance became a major obstacle to students' completion of primary education at the official graduation age by delaying their entrance age to the system. Therefore, school distance has a negative contribution towards students' completion of primary education. School facilities, especially textbooks and libraries became major determinant factors for students' education progression in the study area but it needs further investigation. As it is articulated by many studies, the socio-economic well-being of parents was among the significant contributors towards pupils low primary education progression. According to this study the wealth status of parents has significant contribution on students' late entry to primary education than drop out.

The other variable selected by this study was education level of parents and the study found it as a significant factor for the student' late entry to and drop out from primary education. Illiteracy became a significant element for the low students' completion of primary education at the official graduation age of the system because illiterate parents do not assist and follow up their children in home and school. In addition, motivation of parents towards education also negatively affected students primary education progression measured in terms of students' late entry to and drop out from primary school.

Age as well as gender of the child was also significant in determining students' completion of primary education at the official graduation age. A student entered to primary education greater than the official admission age has less opportunity of completing primary education. Because as the age of the child increases his/her contribution also increase which may force the child either to absent or drop out from school. Based on the primary data collected through questionnaire from students the drop out of female and male students is similar. This may be related to the effect of gold mining for male and early marriage for female student.

Though the data collected through questionnaire do not show any significant difference on students drop out and late entry to primary education, the data collected through interview and focus group discussion revealed as female students are highly discriminated than male students. Education policy has a significant contribution towards students' enrollment to and completion of primary education. But problems with related to the first cycle of primary education (grade one to grade four) principles needs further investigation.

Traditional gold mining has both effects, positive and negative. But the negative effect of gold mining is significant on students drop out and in turn students completion of primary education. Students walk to gold mining do not turn back to the formal teaching-learning process because they attached education as only a means of income generating institution. Even individuals compare and contrast the amount of income gained through gold mining and the amount of money earned by teachers of the local schools. So they prefer going to gold mining than school compound.

Generally, though absence of enough resources has its own contribution in delaying the start age of a child and/or in dropping out students from school, the greatest challenge of Asgede Tsimbla district are school distance, parent's education level, parent's awareness towards education and traditional gold mining.

5.2 Recommendations

Educating Parents: - awareness of parents is one among the hindering factors towards students' completion of primary education. So that, educating parents about their duties and responsibilities that should have to accomplish for their own children is one possible mechanism. Hence, this study recommended the introduction of *public education* to enlarge the parent's awareness about the contribution of education as well as the rights of children, especially the right to education. In this case, administrators and teachers should have to work together to defend the rights of children. Instructing children about their rights is also another important mechanism that lends a hand to students to defend their right to education either by convincing their parents or through legal procedures.

Article 21 of the ACRWC limits the minimum age for marriage for both girls and boys to 18 years and makes marriage registration compulsory (Yisak Tafere, 2009: 17). But, the practice of early marriage is another headache in Asgede Tsimbla district that hampers female students' progression of primary education. This is because of the deficiency of the government in implementing policies effectively related to the legal settings of early marriage. Therefore, government should have to work hard to ban the practices of early marriage, which is suggested by this study as a significant instrument to increase female students' completion of primary education. In addition, parents should have to be aware about the negative impact of early marriage and ready to marry their children at least at 18 years old based on the child's interest and agreement.

Strengthening the "O-Class" and "Satellite" Programmes is another potential area in increasing the probability of students' completion of primary education. But for their effective implementation further study is needed in discovering the problems and strengths found within the programmes. This can be one area of concern for research. Therefore, concerned individuals can conduct a research on the overall performances and benefits of these programmes to help the government and other stakeholders. Though it needs further investigation, this study recommends up the principle of the lower cycle of primary education as per its objective. In the cycle there are certain principles. One is

absence of rotation of teachers, i.e., one teacher for one class. This brings problems in time of pregnancy, death, sickness of teachers and the like. Therefore, rotation of teachers should have to be introduced.

In the District, traditional gold mining was another factor to students drop out of primary school. Traditional gold mining becomes a major source of income in the district but so far there are no legal settings dealt about gold mining. Therefore, the practice of gold mining should have to be an area of concern for the government to make rules and regulations. In the case of gold mining, individuals do not pay tax to the government because there are no any legal procedures. Hence, formalizing the practice of gold mining serves as another source of income tax for the government. This can be implemented by providing licenses to gold miners as well as to vendors taking in to consideration age as well as education level of individuals. The study advocates the introduction of age restriction on gold mining like the legal settings of early marriage because it will help children to stay and complete primary education.

Gold mining has also a negative impact to environment because it becomes one source of soil erosion as well as deforestation. Therefore, government should have to take corrective measures. But it needs further investigation and thus concerned organizations or individuals are invited to see the issue of environment related to gold mining.

Creating employment opportunities for grade 10 and above graduated students can also motivate students of primary education. Job opportunity can be created through organizing them in to small scale gold mining cooperatives. For instance, organizing grade 10 and above graduated individuals by giving them credits to buy gold from gold miners and sell it to other wholesalers may be banks or exporters. This helps not only to the participants of the enterprise but also to the government because they will pay tax. Then the money received through this tax will help to assist the programs associated with primary education. In addition, pupil will also motivate to complete primary education as the result of the success of the forefront students.

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Appendix-A

Table 1.1: Grade Enrollment, Apparent Intake Rate of Grade 1 and Net Enrollment Rate from Grade 2 to Grade 8 of Asgede Tsimbla District, 2009/10

<i>Age(yrs)</i>	<i>G. 1</i>	<i>G. 2</i>	<i>G. 3</i>	<i>G. 4</i>	<i>G. 5</i>	<i>G. 6</i>	<i>G. 7</i>	<i>G. 8</i>	<i>Total</i>
7	<u>5050</u>	–	–	–	–	–	–	–	5050
8	534	<u>3229</u>	36	8	–	–	–	–	3807
9	365	814	<u>2408</u>	47	–	–	–	–	3634
10	202	546	1424	<u>1420</u>	54	4	–	–	3653
11	22	206	670	1055	<u>1154</u>	32	4	–	3143
12	18	82	364	555	1001	<u>763</u>	138	6	2927
13	12	52	198	338	689	759	<u>557</u>	40	2645
14	7	45	82	167	416	504	578	<u>315</u>	2114
> 14	3	119	175	195	285	534	672	644	2627
Total	6213	5093	5360	3785	3599	2596	1949	1005	29600

Source: Tigray Region Education Bureau, July 2010

Table 1.2: Apparent Intake Rate of Grade 1 and Net Enrollment Rate of Grade 2 to 8 of Asgede Tsimbla District, 2009/10

<i>Age (years)</i>	<i>Total Number of Children in the District</i>	<i>Number of Children Enrolled</i>	
7	4248	Grade 1-----5050	AIR (G. 1)----118.88%
8	4239	Grade 2-----3229	NER (G. 2)----76.17%
9	4139	Grade 3-----2408	NER (G. 3)----58.25%
10	4024	Grade 4-----1420	NER (G. 4)----35.29%
7-10	16252	Grade 1-4----16086	NER (G. 1-4)---98.98%
11-14	14345	Grade 5-8-----6956	NER (G. 5-8)---48.49%
11	3910	Grade 5-----1154	NER (G. 5)----29.51%
12	3796	Grade 6-----763	NER (G. 6)----20.10%
13	3690	Grade 7-----557	NER (G. 7)----15.09%
14	3587	Grade 8-----315	NER (G. 8)----8.78%

Source: Tigray Region Education Bureau, July 2010

Table 3.4: Distribution of Enrolled Pupil by Age and School Grade (grade 1 to 4) in
Adi-Gebru, Kisd-Gaba, Mai-Hanse and Lemlem Primary Schools, 2010/2011

Grade level	Name of PS	Age in Years																Total	
		7	8	9	10	11	12	13	14	15	16	17	18	19	20	23	38		
1	Adi-Gebru	20	21	11	8	4	5	4											602
	Kisd-Gaba	145	41	2	15														
	Mai-Hanse	123	32	16	8														
	Lemlem	48	54	20	17	3	3	2											
2	Adi-Gebru		33	6	3	1	1												429
	Kisd-Gaba		114	23	10	2	2	1											
	Mai-Hanse		95	18	15	7	2	3	1										
	Lemlem		21	14	14	4	3	18	1	9	4			1	2		1		
3	Adi-Gebru			39	33	1	10	1	2										404
	Kisd-Gaba		2	71	26	6	5												
	Mai-Hanse			107	10	1	8	1	1										
	Lemlem		3	17	16	11	17	3	5		8								
4	Adi-Gebru				41	26	19	2	3										475
	Kisd-Gaba				72	37	21	5	3										
	Mai-Hanse				92	41	27	12	3										
	Lemlem				33	31	4	2		1									
Total		336	416	344	413	175	127	54	19	10	12	0	0	1	2		1	0	1910

Source: Statistical Data of Adi-Gebru, Kisd-Gaba, Mai-Hanse and Lemlem
Primary Schools

Table 3.5: Distribution of Enrolled Pupil by Age and School Grade (grade 5 to 8) in
Adi-Gebru, Kisd-Gaba, Mai-Hanse and Lemlem Primary Schools, 2010/2011

Grade level	Name of PS	Age in Years																Total			
		7	8	9	10	11	12	13	14	15	16	17	18	19	20	23	38				
5	Adi-Gebru							97	20	7	3	1									398
	Kisd-Gaba				2	53	35	26	5												
	Mai-Hanse				1	34	31	19	13	5		2									
	Lemlem					22	10	8	2				1		1						
6	Adi-Gebru						12	28	8	5	1		1								368
	Kisd-Gaba					8	57	38	5	4											
	Mai-Hanse						38	70	18	9											
	Lemlem					2	19	33	7	5											
7	Adi-Gebru					1	10	39	25	10	6	1									348
	Kisd-Gaba						1	37	29	15	11	9	4	3	1						
	Mai-Hanse							25	21	20	9	7	4	1							
	Lemlem							11	37	9	2										
8	Adi-Gebru						1	4	21	21	10	8	1								265
	Kisd-Gaba							9	38	20	8	4	1							1	
	Mai-Hanse								20	21	11	3	1								
	Lemlem							9	23	19	9	2									
Total					3	120	214	453	292	170	70	37	13	4	2				1	1379	

Source: Statistical Description of Adi-Gebru, Kisd-Gaba, Mai-Hanse and Lemlem
Primary Schools

Table 3.3: The List of Primary Schools (grade 1 to grade 8) of Asgede Tsimbla District

1. Adi-Mehameday	10. Endabaguna	19. Mai-Feres
2. Adi-Gebru	11. Enkoy-Liham	20. Mai-Hanse
3. Alogen	12. Fresemaetat	21. Mai-Shakh
4. Biet-Maria	13. Hibret	22. Marqos
5. Bonaqhoe	14. Hitsats	23. Rahwa
6. Debre-Abay	15. Kisad-Gaba	24. Smret
7. Debre-Mariam	16. Lemlem	25. Zenaqode
8. Dede-bit	17. Mai-Aye	26. Zengoraqu
9. Degaudugugnie	18. Mai-Berbere	

Source: Education Bureau of Asgede Tsimbla District, 2010/2011

Table 4.14: The Relationship between Children's School late entry and Parents Motivation/Interest towards their Children's Education

		Have you started grade 1 at age seven?		Total
		yes	no	
How do express your parent's interest/motivation towards your enrollment in school?	very good	25	35	60
	good	7	16	23
	faire	5	13	18
	poor	3	10	13
	very poor	1	3	4
Total		41	77	118

Source: Own Survey, 2010/2011

Table 4.16: Number of Over-Aged Children Currently Enrolled at Adi-Gebru, Kisad-Gaba, Mai-Hanse and Lemlem Primary Schools, 2010/2011

Sex	Adi-Gebru	Kisad-Gaba	Mai-Hanse	Lemlem	Total
Male	181	175	262	227	845
Female	232	226	206	175	839
Total	413	401	468	402	1684

Source: Statistical Description of the Four selected Primary Schools, 2010/2011

Appendix-B

Mekelle University
School of Graduate Students
Questionnaire of Student Respondent

Introduction to the Questionnaire

This attached questionnaire is prepared with the objective to discover the conditions of primary education and to assess the factors affecting students' completion of primary education in Asgede Tsimbla.

We ask you to contribute to this research because students' participation is very much interesting.

Answer all questions in such a way as to reflect most clearly your education practices. You will not be identified by name and all information provided by you will be treated as strictly confidential. We would greatly appreciate a few minutes of your time to respond to the enclosed questionnaires. We thank you for your contribution on behalf of Mekelle University.

Remark:

- ✚ Your name is not needed.
- ✚ All questions should have to be answered.
- ✚ Please tick(✓) in one box only for choosing questions.

1. Are you a boy or a girl? **(Please tick(✓) one box only)**

Boy

Girl

2. In what year were you born? 19_____

3. Including yourself, how many people live in your household? 7 to 25 years old_____

4. With whom are you living now? **(Please tick(✓) one box only)**

Father Mother Mather and father

With my relatives Alone Other (describe) _____

5. Are both of your mother and father alive? **(Please tick(✓) one box only)**

Yes No

6. If your answer is yes, are they getting divorced?

Yes No

7. If your father and mother are alive, would you please provide us their educational level? **(Please tick(✓) in one column only to indicate education level of your parents)**

	Never enrolled in school	Grade 1 to 4	Grade 5 to 12	Greater than 12	Do not know
Father					
Mother					

8. Now how many of your household members, including yourself are attending primary education (grade 1 to grade 8)? _____

9. Occupation of the person responsible for your education: **(Please tick(✓)one box only)**

Farmer Trader Teacher Driver

Daily worker Other (Describe) _____

10. Do you believe that the person(s) responsible to your education are having enough resources to cover your education costs? **(Please tick(✓) one box only)**

Strongly agree Agree Neither agrees nor disagrees

Disagree Strongly disagree

You Have Successfully Completed in Filling the Above 12 Questions. We Are Still Appreciating a Few Minutes of Your Time to Respond to the Following Questions Which Focus on Your Education and School Conditions.

11. What is your grade level? _____

12. How far is your school from your home? Time it takes to reach on foot in _____hrs

13. According to your opinion, do you believe that the distance from your home to school is long?

Yes No

14. Have you started grade 1 at age seven? **(Please tick(✓) one box only)**

Yes No

14.1 If your answer is no, what do you think the reason of your late entry to school? (Please, describe as clearly as possible)

15. How often have you absent from school in the previous semester of this year?

(Please tick(✓) one box only)

Many times Sometimes Rarely Never

16. Is there anybody in your household who supports you while you are working your homework? **(Please tick(✓) one box only)**

Yes No

16.1 If your answer is yes, what is the education level of the person supports you in doing your homework? _____

17. Do your parents force you to absent from school? **(Please tick(✓) one box only)**

Yes No

17.1 If your answer is yes, why and when your parents force you to absent from school?

18. Until now, how many times have you drop out from school? **(Please tick(✓) one box only)**

More than three times

Three times

Two times

Only once

Never

18.1 If you have been drop out from school one and more than one times, would you describe the causes of your drop out?

19. Are there pushing factors in your household that may possibly lead you to drop out from school? **(Please tick(✓) one box only)**

Yes

No

19.1 If your answer is yes, what are the pushing factors that may cause you to drop out from school?

20. How do express your parent's interest/motivation towards your enrollment in school? **(Please tick(✓) one box only)**

Very good

Good

Faire

Poor

Very poor

20.1 If your answer is faire, poor or very poor, what do you think the reason of your parents less interest/motivation towards your enrollment in school?

21. How often your parents visit your school to know your education performance? **(Please tick(✓) one box only)**

Once in Semester

Every Month

2 times in a Month

Every Week

Visit without Program

Never

22. How much you are satisfying by the following school facilities, please rate them.

(Please tick(✓) for each facility in one column only)

Facilities	Very Satisfying	Satisfying	Fairly Satisfying	Dissatisfying	Very Dissatisfying	Non Existent
Desks						
Blackboard						
Classes-rooms						
Books						
Library						
Toilet						

23. According to your opinion what should be done to improve students' completion rate in your school?

Date _____

Name of your school _____

You Have Now Completed the Questionnaire. Thank you for your co-operation!!!

Appendix-C

Mekelle University
School of Postgraduate Students
Parent Respondent Interview Questions

General Introduction

This interview is prepared with the objective to discover the conditions within the primary education and to assess the factors affecting students' completion of primary education in Asgede Tsimbla.

We ask you to contribute to this research because parents' participation is very much interesting. Additionally, you will not be identified by name and all information provided by you will be treated as strictly confidential. We would greatly appreciate a few minutes of your time to respond to the interview questions. We thank you for your contribution on behalf of Mekelle University.

Remark:

- ✚ Say: 'I am Mr/Mrs (tell them your name).'
- ✚ Thank the respondent when he/she completes the interview questions.

Date of the interview _____

Name of the Area where the interview is conducted

1. Occupation _____

2. Education level

Never enrolled in school

Grade 1 to 4

Grade 5 to 12

Greater than 12

3. Sex and Age composition of Household members currently enrolled in school and their respective grade levels, ranging from 7 to 25 years old.

S. No.	Age in Years	Sex	Not Enrolled	Enrolled in Grade								
				1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Above 8 th
1												
2												
3												
4												
5												
6												

Considering the Information Described in the Above Table, ask Parents the following five questions:

- a) If parents have over age children enrolled in primary education. (**Hint:** provide official admission age for each particular grade and the system), and
- b) If parents have children outside primary education but eligible to enroll to the system.

3.1 Does your child begin primary education at age 7? Yes No

3.1.1 If your answer is no, what do you think the reason of your child's late entry to school?

3.1.2 if your answer is yes, why your child repeat a grade or drop out from school

3.2 Have you ever forced your child to drop out from school? Yes No

3.2.1 If the answer for question is yes, why you decide to drop out your child from school?

3.3 Your child (describe his/her age) is eligible to primary education but he/she is not in school, why he/she is out of primary education?

4. Do you have the problem of covering the education costs of your child (children)?

Yes No

5. How many times have you visited the school, in the last semester, to know your child's education performance? _____

6. How do you rate your satisfaction level with the current education policies

Very satisfying Satisfying Fairly satisfying
Dissatisfying Very dissatisfying

6.1 If your answer is dissatisfying or very dissatisfying, are there any particular reasons why you are dissatisfying or very dissatisfying?

7. What should be done to increase students' completion rate of primary education?

8. Wealth of the household

8.1 Land size in hectares _____

8.2 Number of

Cattle _____

Goats and sheep _____

Other _____

You have now successfully completed the interview. Thank you for your co-operation!!!

Appendix-D

Mekelle University
School of Graduate School
Focus Group Discussion

Instructions for the Researcher

- ✚ Before introducing the points of discussion, you have to make an acquaintance with the group by first introducing yourself, the institution you work for, and then ask them politely to introduce themselves.
 - ✚ Say: we are interested in knowing your views on the challenges and opportunities of students' completion of primary education in your locality.
 - ✚ Introduce the discussion points and invite the group to add if they have special agendas related to the topic of discussion.
 - ✚ Jot down the points raised by the group in the discussion.
1. What are the major factors determining students' completion of primary education in your locality? Let us see these determinants in relation to school, parents and students themselves.
 2. Why many students of your locality are enrolled to grade one lately or otherwise drop out from school after they start education?
 3. Would you tell us please, the role of gold mining on students' school progression, are there students who stop education and goes to gold mining?
 4. Is the primary education of your locality comfortable to students in terms of school distance and school facilities?
 5. Are most of the previous students of this locality successful in education? And how do you express its effects on currently enrolled students interest and parents' motivation to support their children?
 6. Are there opportunities in your locality which helps primary school students to complete primary education?
 7. How do you evaluate the current education policy, are you satisfied by the policy? Let us see in terms of success in your locality in graduating students from primary education and above.
 8. According to your opinion what should be done to minimize (if possible to avoid) the problems of students and in turn to increase the completion rate of students?
 9. Please, you are welcome to add if any information left, your expectations for the future improvement of the primary school of your locality and students' completion of the system.