

**CHALLENGES OF ATTENDING SECONDARY SCHOOL EDUCATION IN
SHEBELLE ZONE OF SOMALI REGIONAL STATE**

MA THESIS

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**Challenges of Attending Secondary School Education in Shebelle Zone of
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DEDICATION

I dedicated this thesis manuscript to my father Ato Atalele Assegahegn and my mother W/ro Melesech Demelew who treat me with affection and love of their dedicated partnership in success of my life.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical principles of scholarship in the preparation, data collection, data analysis and completion of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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ABBREVIATIONS AND ACRONYMS

AET	Africa Education Trust
BoE	Bureau of Education
ECLS	Ethiopia Child Labour Survey
EFA	Education For All
ESDP	Education Sector Development Program
ETP	Education Training Policy
FDRE	Federal Democratic Republic of Ethiopia
GMR	General Monitoring Report
IDB	International Development Bank
MoE	Ministry of Education
MLSA	Ministry of Labour Social Affair
NGO	Non Governmental organization
OECD	Organization of Economic Cooperative Development
PHC	Population Housing Census
PRSP	Poverty Register Strategy Program
PTA	Parent Teacher Association
REB	Regional Education Bureau
SACMEQ	Southern And Eastern Africa Consortium for Monitoring Education qualality
SFEP	Social Forestry Education and Participation Pilot Project
SRS	Somali Regional State
UNCIEF	United Nation International Children Emergency Fund
UNESCO	United Nation Educational Scientific and Cultural Organization
WFP	World Food Program

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CHALLENGES OF ATTENDING SECONDARY SCHOOL EDUCATION IN SHEBELLE ZONE OF SOMALI REGIONAL STATE

ABSTRACT

The major objective of this Study was to investigate the challenges of attending secondary school education in Shebelle zone of Somali regional state. To achieve this study, the descriptive survey research design was used. Secondary schools (three in number) of the zone were selected using simple random sampling technique. Questionnaires were distributed for teachers and students where as structured interviews were forwarded to principals, PTA, supervisors, Bureau of education office heads and community clan heads were used as data collection instruments. Focus group discussion was conducted with students' council in order to collect additional data. The sample included 175 students, 70 teachers, 6 principals, 3 community clan heads, 8 students' council, 3 supervisors, 3 Bureau of education office heads and 10 PTA with the total of (278) participants. The data was collected through questionnaires, interview and focus group discussion. Qualitative and quantitative methods of data analysis were employed to analysis the data. The data collected through interviews and focus group discussions from selected areas were analyzed qualitatively and frequencies, percentage, mean and t-test were used for quantitative data. The major findings revealed that distance from home to school, drought, poverty, parents background of education, economic problems, parents lack of awareness regarding education, low participations in school management, peer pressure, shortage of secondary schools in the study area are the major challenges of attending secondary school education. These resulted backwardness, drug addiction, abusing, migration and the decline of communities economy. The involvement of parents was very stumpy since the majority of the pastoralist communities are illiterate. Thus, it is recommended that bureau of education office heads, supervisors, community clan heads, parent teacher associations, principals, teachers, students' council, government and non- governmental institutions should be involved and contributed in awareness creation, monitoring and follow up the progress of students attendance, motivation and schedule arrangements for the pastoralist societies in order to address problems which challenge the students' attendance in secondary school education. Moreover, the school managements should work collaboratively with communities, governments and NGOs' in order to look up funds to support the children especially in poor societies.

1. INTRODUCTION

This chapter of the study deals with background of the study, statement of the problem, objectives of the study, basic research questions, delimitation of the study, significances of the study, limitations of the study and operational key terms of the study.

1.1. Background of the Study

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development through generations and enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. One of the aims of education is to strengthen the individuals and society's problem-solving capacity, ability and culture starting from basic education and at all levels. It helps man to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society (MoE, 1994).

Education is the most potential factor that significantly changes the life of an individual and empowers him / her to contribute for individual and national development. It is the engine that largely drives economic development of a nation as well as facilitates personal success. There is therefore, a growing consensus that human development through the provision of education should be at the centre of any development initiative to the extent that it is a catalyst for all development processes (UNESCO, 2005).

Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality. There is evidence that the education leads to higher individual productivity and earning. Moreover, there is a casual link between investments in education and wages paid in the labour market as well as evidence that gain according to education

Can affect the rest of the society. Educated people are less vulnerable to preventable diseases to economic fluctuations, and more responsive to social issues (World Bank, 1998).

Investment in formal education is considered as a precondition to economic growth (Bishop, 1989). According to Easter line in Psacharopoulos and Wood hall (1985), the contribution of education is emphasized as the spread of technology and modern growth depended on the learning potential and motivation arising from the development of schooling. Thus, economic history, confirms the belief that investment in education can contribute to economic growth.

A further important motive behind acquiring more education is to lower the risk of unemployment. Moreover, educated workers are more likely to participate in the labour market, and their active working life is generally longer than that for those with lower educational attainment. Thus, education attainment is an important determinant of individuals' earning capacity and employment prospects, and therefore plays an important role in determining the level and distribution of income in society and nation's economic growth and development as well (OECD,2001).

Secondary school education coincides with the age at which young people make critical career decisions are ready to learn skills more directly relevant to their future employment. Not only is secondary education required in the context of the "new economy," but it also seems to be a prerequisite for faster economic growth in general. Secondary school education is also believed to encourage social values such as environmental awareness, cooperation, and cultural identity. The second cycle education aimed at enabling students to acquire skills and develop interests and decide on an area of specialization. Thus, Secondary school education helps to acquire necessary knowledge, skills and attitudes for the development of the self and the nation, promote love for and loyalty to promote harmonious co-existence among the nations (Fuller and Holsinger,1993).

The number of unemployed and out-of-school youth is on the rise in many developing countries. The social marginalization of these youths causes them to become disillusioned with their future prospects, a process that threatens social cohesion and

stability as young people turn to lives of crime and dereliction. Extending opportunities to education for these youths can provide them with alternatives that will help curb urban drift and it can also help to protect them from hazardous and exploitative labour violence (OECD, 2001).

World Bank (1999) clearly illustrated limitations, not only of access to education but also to quality of education. However, inequalities within countries create an even starker picture of disparities. Income based disparities are reinforced by those based on gender, ethnicity and location. In secondary education, among the developing regions, the Arab States, South and West Asia and sub-Saharan Africa still show low participation

One of the greatest challenges of attending to secondary school education in developing countries is households living situations. This is because secondary education in the majority of the countries is part of paying great expenses. This means that parents are required to meet some operational costs such as tuition and maintenance and may be required to pay for many other things including food, uniforms, learning materials, and special equipment. Consequently, children from poor households whose parents cannot meet the costs are less likely to participate in secondary education. Distance to school also often hinders some children from gaining access to secondary education. This is particularly so in rural areas where population density is relatively low and households are widely scattered (Lewin, 2007).

Migrants may be marginalized and those without the right documents may be penalised and excluded (Hunt, 2008). Thus, pastoralists and Semi-pastoralist group societies are amongst the most marginalized people with little or no access to basic services such as education and other facilities. Due to their migrating life styles as livestock rearing communities few community members have been able to access any form of education or training (AET, 2014).

Although the federal and regional governments of the pastoralist regions as well the community at large are collaboratively making significant endeavours to provide pastoralists education, national and regional studies indicate that what remains to be done is by far greater than what has been accomplished. Moreover, discussions held with

experts and officials of education bureau of pastoralist regions in various consultative meetings have revealed the prevalence of numerous bottlenecks that hinder the expansion of secondary education in pastoralist areas. Somali regional state is part of emergency prone region and affected every year by natural hazards and ethnic conflict. The intermittent nature of this emergency along with pre existing poverty and the complexity of pastoralist and semi pastoralist communities affect thousands of children every year and lack their education (Education Sector Development Program (MoE, 1998). Therefore the researcher was inspired to conduct this research on the challenges of attending secondary school education and its impact on individuals' development.

1.2. Statement of the Problem

Secondary school education has not featured strongly in the educational agendas of developing countries. Expanding secondary education, if considered at all, has been less urgent. Concurrently, secondary school education in developing countries has suffered from a sort of identity crisis, belonging to a nebulous zone where students are at once expected to broaden the academic skills learned in primary school and to prepare for the world of work or higher education. This double function adds a level of complexity to the expansion of secondary school that many countries have been opposed to tackle (UNESCO, 2001).

Education for All and Universal Primary Education are two UN Convention that Ethiopia has committed to fulfil (UNESCO, 2010). To this effect, the government of Ethiopia has made enormous strides by increasing the budget allocated for education from year to year and soliciting financial and technical support from various development partners. In fact, these strides enabled the government to register commendable results as compared to the country's school enrolment and education coverage during the early 1990s. Despite the encouraging results achieved, there are still a significant number of out-of-school children that could not be enrolled due to various barriers and bottlenecks.

In the Ethiopian context, Ethiopian Child Labour Survey (2001) conducted a survey and 52% of children in Ethiopia were involved in productive activities. Most types of work

that children were engaged in were tiresome and took long hours and, thus, the children could not get sufficient time to attend education. Due to the prevailing pervasive poverty and parental attitude towards work, many children have not attended in school or are forced to drop out of school. There is ample evidence that indicates the problem of child labour poses a major challenge to children's education, especially in rural areas, where the overwhelming majority of children are involved in productive/economic activities. Eighty-five percent of the country's children are engaged in some kind of productive or non-productive activities out of which more than two - thirds do not get the chance of attending school. The problem is worse in the rural areas, where more than half of the working children are compelled to work to supplement family income, deprived of their right to education, to which they are entitled in international conventions and national laws and policies (Roschanski, 2007).

It is commonly agreed that childhood is a period of life which should be dedicated not to work but to education. It is a period when children need a nurturing and stimulating environment that fosters their growth and development in all areas of their life. Key among these is education, which is currently constrained as a result of the prevailing child labour. Child labour has a tremendous effect on school attendance and educational achievement of children, and hence it depriving them of educational opportunities and knowledge that would enable them to compete in a labour market when they become adults. Child labour does not only affect school attendance of children; it is also harmful for their healthy growth, and has more severe effects when it is carried out in hazardous conditions (Ministry of Labour and Social Affairs, 2004).

Children in Ethiopia are engaged in all types of work and sectors including agriculture, industry, service, trade and household chores, which adversely affect their educational performance. The children engage in these sectors to supplement the income of their parents at the expense of their education. This negatively affects the educational status of children in general and female children in particular. Most parents, especially in the rural areas, consider child labour as a socialization process and an important experience to be acquired at an early stage of life. The Somali Regional State is characterized by underdevelopment, limited service delivery, frequent livelihood crises, and insecurity. Conflicts and tensions in the region are complex. Traditional institutions and systems, which exist within Somali culture to manage relationships and resources between sub-clans, struggle to find a place within the growing presence of a developing, alternative,

formal government structure. All these issues impact upon children's access to education, reducing not only their ability to access education, but also the ability of local government to deliver it (UN-OCHA, 2005).

Increased number of pastoralists and former pastoralists/ who have dropped out of pastoralist see the education of some or all of their children as an important path way to bringing for the future security of the family. These who cannot afford education have limited income earning/ livelihood options in settlements and towns such as sale of charcoal, fire wood and water setting up a tea stall, shoe shine, daily labour and khat selling. In some areas there is a lack of options for young people to continue their secondary education; as a result young males may resort to chewing khat and females to marriage. Other barriers or challenges to education identified as inability to cover the hidden costs involved in education, child labour, the shortage of Somali teachers, poor teacher quality and shortage of teaching equipments (Gerarld and Dorothy R, 2011).

However, all the research works and surveys did not show the current practice, participation, challenges and ways of alleviating the challenges. That means in accordance to the context of Shebelle Zone in Somali Regional State what are the current practices, how it is carried out, what are the challenges and the alleviating methods of challenges in attending secondary school education. Furthermore, a researcher would focus on conducting challenges of attending secondary school education and the gap between the above research and implementation was expected to be fulfilling by the research findings through the descriptive survey design in careful interpretation of the following research questions.

1.3. Research Questions

1. What are the major challenges of students in attending secondary schools education?
2. To what extent parental involvements support children to attend secondary school education?
3. What are the consequences of being out of secondary school education?
4. What are the alternative strategies used to retain students in secondary school?

1.4. Objective of the Study

1.4.1. General objective

The general objective of the study is to explore the major challenges of attending secondary school education in Shebelle zone of Somali regional state.

1.4.1. Specific objectives

- To identify the major challenges of students to attend secondary school education in Shebelle zone of Somali regional state.
- To assess to what extent parental involvements support children in attending secondary school education in Shebelle zone of Somali regional state.
- To examine the consequences of missing secondary education on the community development in Shebelle zone of Somali regional state.
- To identify the alternative strategies to retain students in secondary school in Shebelle zone of Somali regional state.

1.5. Significance of the Study

The findings of this study would help to have detail information for education experts, parents, and community leaders and helps to handle the challenges on time. This study might also used as foot stone for other researchers to use as reference for conducting another researches related to challenges of attending secondary education and similar issues in a given area. The study also would help the policy makers to have comprehensible

information for the standing of secondary education in a given area and to take necessary measurement against challenges of attending secondary school education. Finally, the findings of this study would be used to prompt and build awareness regarding education for communities to struggle the challenges and address the problems.

1.6. Delimitation of the Study

The main focus of this study was examining the major challenges of secondary school education and providing recommendation of possible solutions for improvement. The researcher believes that it would have been better if the study covered all secondary schools in the zone. However, due to various constraints particularly security problem and communities lack of awareness was constrained to explore the challenges of attending secondary school education in Shebelle Zone. Hence the study was conducted in three secondary schools. These schools were selected because the researcher was familiar with the environments and this helped him to collect relevant data as well as other information that helped him in the actual studying time.

1.7. Limitations of the Study

The major constrained which limited this study were security problems in the area of the research conducted while collecting data from respondents. Some of the respondents were unwillingness to fulfil the questionnaires and the interview guides. In addition to these lack of former studied research materials, shortage of time to refer various references materials, lack of 24 hour electric light in the town, lack of access of internet services and work load of a researcher were the limitations. Furthermore, some of the respondents were not well aware of education and they were not free will to participate in interview and the language which the researcher uses was very great challenge in the course of this study. However, the researcher made harmonious relationship with the respondents and using their free time to make the study as complete as possible.

1.8. Operational Definition of Key Terms

Attending :- being present in school and gathering knowledge and experiences through education.

Challenges: challenges are impediment or obstacles in performing the tasks because of natural and manmade factors

Marginalized: a condition that shows the societies way of life in the past was under sever situations

Secondary school attendance: it refers in the study is the students' continues follow up in education within the given school year.

Secondary school: a school for the students who have completed their primary education and usually attend by the children grade 9-10.

Secondary education: secondary education is informally regarded as the education children receive during their teenage years, although the average age of iterance and exit vary considerably among various nations.

Semi-pastoralist: a group of people living common way of life and practicing partial agricultural activities and animal husbandry.

2. REVIEW OF RELATED LITERATURE

This section deals with reviewing literary works on challenges of attending secondary school education. First concepts of education related with secondary education and then the challenges of attending secondary school education and its consequences on individual developments would be reviewed.

2.1 Concepts of Education

Education is processes, events activity and conditions those assist and encourage learning. Education may be planned or random but it helps in learning. Thus education is service. Human beings consciously or unconsciously keep on learning themselves throughout their life. In recent time scholars and planners put in a broad view education is a process that continuous in one form or another throughout life. Its purpose and forms are to be adapted to the needs of individuals at different stages in their development. Education is now seen both intrinsic and extrinsic. From this, expansion of cognition respirator, increase one's skill and competencies throughout life. In this regard , OECD ministers argued lifelong learning might aim at a better democracy, inclusive society and more rewarding life which has made the concept of lifelong not only interdisciplinary but at the same time, existence of lack o f clarity and shared understanding of the concept is also there (Murnane, 1994).

Education has been long defined as a fundamental device for development. It is seen as “a way to the sacrosanct end of economic growth.” Education is also one of the basic human rights. Hence, any nation committed to economic growth and fair treatment of its citizens has to organize and provide an efficient educational system. It is well known that education is the deliverance of struggling societies beyond providing a well spring of knowledge brings with it the best chance of defeating poverty, better parenting, better health, better nutrition, greater opportunity and a direct line to economic growth As (Vlaming, 1996).

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.” Education is a life long journey and you should

never stop learning in some form. Many aims have been proposed by philosophers and other educational theorists about education. These include; the cultivation of curiosity and the disposition to inquire, the fostering of creativity, the production of knowledge and knowledgeable citizens, the enhancement of understanding, the promotion of moral thinking, feeling and action, the enlargement of the imagination, fostering of growth and development are the result of education (Skolvert, 2000).

As Skolvert (2000) stated that education is a deliberate operation in the transmission of knowledge, information and understanding. This act in itself makes education as fundamental right to everybody. Therefore, the right to education has provided the individual the opportunity to be empowered and to control the path of his or her life and be respected with dignity. With education, the individual acquires all other rights because it is painstaking as a precondition for the exercise of all other human rights. In other words, civil and political rights assume relevance, form and substance only when a person is educated. Since education enhances social mobility and freedom of individuals from discrimination based on social status, it equally raises community's sense of reasoning and productiveness.

As other social and economic parameters are promoted through education, it shows that an educated community has greater opportunities for its members to secure jobs and fulfill other obligations of life. This therefore, enables the community to acquire the right or privilege to adequate standard of living for its members with greater access to skills and knowledge needed to productively participate in community and national development. These, no doubt, contribute in accelerating the unity of purpose, which, therefore, demand that government must make education productively accessible to all, so that no one is directly or indirectly denied the right to education (World Bank, 2005).

All agree that the single most important key to development and to poverty alleviation is education. This must start with universal primary education for girls and boys equally, as well as an open and competitive system of secondary and tertiary education. Construction of schools, modern curricula geared to the new technological age, and the real needs of the emerging local market, and effective teacher training and supervision all contribute to successful educational programs. Adult education, literacy and lifelong learning must be combined with the fundamental recognition that education of women and girls is central to

the process of development. A government must also be careful to learn lessons of practice and history from indigenous peoples and communities, so that education is not imposed from afar but benefits from relevant local, communal experience. Finally, preschool education must be given its full weight in programs. This can be a key to the development of a child, the level of education reached, and thus the eventual achievement (James, 1999).

1.2. The History of Secondary School Education

In the mid-to late nineteenth century, the United States became the first country to open secondary education to the general public. In the early twenty-first century, secondary education follows a common elementary school experience, typically beginning at age twelve and continuing through age seventeen or eighteen. Elementary education deals with the rudimentary skills of reading, writing, and computation, as well as social goals deemed important by curriculum developers. Secondary education, however, extends beyond the elementary curriculum and addresses a combination of the personal, intellectual, vocational, and social needs of adolescents in society. Educators and policymakers have engaged in ongoing debate over what should be included in the secondary curriculum. In fact, the emphases of the secondary curriculum have shifted according to local and national goals; the historical, philosophical, and intellectual context; and societal beliefs about the role of youth in society, as well as other factors (Fenske, 1997)

Public secondary schools began to proliferate throughout the United States in the mid-to late nineteenth century. Before then, private endeavours provided a variety of educational experiences. Throughout the seventeenth and eighteenth centuries, private academies and tutors prepared wealthy boys for college. Academies controlled by an independent board, required tuition and were distinguished from one another by regional and local needs. As a result, the curriculum and religious orientation were not the same at each school. The college preparatory curriculum was classical in nature, focusing on Greek and Latin. Boston Latin Grammar School epitomizes an example of such an academy (Jennings, 2000).

Secondary Education in developing country is becoming a middle-income economy and an explicit development goal of many countries in Sub-Saharan Africa. Secondary school education has specific characteristics that shape the institutional arrangements used to steer

the system and that are not found in primary education. One is the relationship of secondary education to labour markets and to higher education institutions, which enables secondary school graduates to obtain employment or attend tertiary education institutions in places far away from their secondary schools. It is thus, has spill over effects across localities that justify a stronger role of central government in financing and in standard setting and curriculum policy (Lundgren, 2002).

As Holsenger, D & cowell (2000) stated secondary school education and training, in particular, is one of the key factors for increased economic growth and social development. Its graduates enter labour markets that increasingly demand “modern knowledge and skills, readiness to take initiatives, and ability to solve problems.” Secondary education is also indispensable for young people to become productive citizens and to lead healthy lives. Expanding access while simultaneously improving quality in post-primary education will force African countries to make education service delivery more efficient and to apply “innovative best practices,” such as forging public-private partnerships, and exploring alternative structures and modes of delivery. Therefore, the related review literature is focussing in detail to investigate and address the challenges of attending secondary school education for better and sustainable life of the society.

Major source of pressure for expanding secondary education is social demand. As primary enrolments rise, many of the new primary school graduates aspire to continue their secondary education. Secondary school is a symbol of social advancement. Parents desire to raise the educational attainment of their children, whether or not higher-education or labour-market opportunities truly exist for them in the long run (World Bank & IDB, 2004).

Not only is demand for the expansion of secondary education strong among students and their families, but developing countries, along with the international development community, are also realizing that current global economic changes necessitate higher levels of educational attainment. The two major changes underway that underscore this need are the expansion of market-based economies and globalization. Market systems, on the other hand, tend to reward enterprise, innovation, and risk-taking, but offer little security for those unequipped to take advantage of market opportunities. Increasing the educational

attainment of individuals is crucial if developing countries are to compete successfully in the faster pace of market economies (World Bank, 1999).

The Education and Training policy of Ethiopia (ETPE), states the commitment of the government to offer special support to the marginalized areas that were deprived of education services in the past. However, realizing the equitable quality education services in the pastoral and semi-pastoral regions namely, Somali, Afar, Gambela and Benishangul Gumuz has remained challenging because of the pastoralists' socioeconomic problems emanated from a long period of neglect and marginalization and the natural environment they inhabit. Pastoralists have been leading a mobile life style because of the absence of basic infrastructures and social services (including education and training), frequent drought, poverty, lack of water and pasture, etc. It is difficult, if not impossible; to satisfy the education needs of pastoralists by using conventional ways of schooling as the sole means of education delivery. Therefore, it has been found necessary to develop and put into effect the alternative strategy which helps to satisfy the education needs of these regions (MoE, 2004/5).

As a result, during ESDP III the strategies for promoting primary and secondary education in pastoralist areas had two major objectives, "Expand access to equitable, quality and relevant education in pastoralist areas with the active participation of the community" and "Bridge the huge gap of participation in education that prevails between pastoralist areas and other parts of the country". As per this strategy, instituting a variety of education modalities was necessary to access equitable quality education for the children of pastoralists.

2.3. Secondary School Education and Its Challenges

The main reason for the low education rates in Africa is the lack of proper schooling facilities and unequal opportunity for education across countries. Many schools across Africa find it hard to employ teachers due to the low pay and lack of suitable people. This is particularly true for schools in remote areas. Most people who manage to receive education would prefer to move to big cities or even overseas where more opportunities and higher pay wait. Thus, there will be an overly large class sizes and high average number of

students per teacher in a school. Moreover, the teachers are usually those unqualified with few teaching aids and poor textbook provision. Due to this, children attending schools in rural areas usually attain poorer results in standardized tests compared to their urban counterparts. This can be seen in the reports given by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). Those taking the tests in rural areas score much lower than those in small towns and big cities. This shows a lack of equal education opportunity given to children from different parts of the same country Africa News Service (2011).

According to UNESCO (2011), reported military spending is causing education spending to decrease immensely. Armed conflict is the biggest threat to education in Africa. While the number of dropouts across the continent has been increasing dramatically, one of the influences of war and conflict on education is the diversion of public funds from education to military spending. An already underfunded system is losing more money. Twenty-one African countries have been identified as the highest spenders of gross domestic product on military globally compared with the amount directed toward education. Military and conflict also leads to the displacement of children. It often forces them to remain in camps or flee to their neighboring countries where education is not available to them.

Understanding barriers of participation is important when a community is getting organized for involvement in educational development planning. This understanding can help community and organizations more effectively impact the educational policy-making process. Further, it is important for government to understand that educational system also face barriers that can hinder its progress in responding and recognizing the priorities of local communities in developing countries. Especially educational development in developing countries has several barriers that cannot develop. The following are barriers of secondary school education participation i.e.; inability to analyze the changing socio-cultural dimensions of educational system, lack of understanding of the policy process and lack of access to information (Steven, Dukes her and Jennifer *et al.*, 2008).

In attempts to understand factors that prevent communities from being involved in formal education. Sheldon (1994) found that the degree of community participation is particularly low in socially and economically marginal regions. This is because such regions tend to

have the following elements like lack of appreciation of the overall objectives of education, a mismatch between what parents expect of education and what the school is seen as providing and the belief that education is essentially the task of the government (Uemura, 1999).

2.3.1. Parents socio-economic status

According to human capital theory, participation in education is an investment in human capital made because of the expected returns later in life. In the case of young children, the investment decision is generally made by the parents or other caretakers. They are expected to weigh off the future benefits of sending their children to school against the immediate costs. Those benefits can be for the child, but also for the parents themselves, because in the absence of pension systems, children may be the old-age security. The decisions made by the parents need not be rational; they are influenced by how the parents perceive the world around them which is not necessarily in line with reality and they may be colour by cultural norms and values that may legitimize existing inequalities (World Bank, 1998).

The costs of schooling include besides the direct costs of books, school fees, uniforms and travel costs also opportunity costs of the children not being able to help at home, in the household or at the family farm, or to earn additional money with child labour. Because the costs weight heavier for poorer households, the first, rather obvious, socio-economic hypothesis is on the effect of poverty. Children from low income households are expected to have lower participation rates than children from other households (Basu, 1999 and Admassie, 2003).

According to Basu (1999) and Admassie (2003) students learning choice and decision in developing countries are decided by their parents and other care givers. They also agreed that children from low income households are expected to have lower educational participation. Besides household income, occupations and educational levels of the parents are expected to play a role to attend and not to attend education. According to status attainment theory, in modern societies, parents have less possibilities to determine a good position in society for their children via direct occupational transmission or via transference

of capital, because education becomes more and more important as a means of social mobility.

In these societies, parents are expected to invest more in the education of their children than in less developed societies (Treiman *et al.*, 1990). By (2010), status report of education in African Sahara, twenty-seven per cent of adolescent males of lower-secondary-school age does not attend school; 26 per cent of females do not attend secondary school. Children in rural areas may be considered more difficult to educate. They are likely to have less parental encouragement to go to school, and more alternative demands on their time, such as helping with agricultural tasks. When they attend school, they may find the curriculum less relevant to their lives, and find less support for their learning from the home environment.

2.3.2. Demographic and family size

According to Buchman C. and Hannum E (2001), demographic factors that may influence the educational participation of children are birth order, family size, presence of the parents, living in an extended family. With regard to birth order, there is some evidence that in developing countries the cost of high fertility may be borne by older siblings, rather than by the parents. The younger children in such families have more opportunities to go to school because the older children run the household chores, do the farm work, or contribute to the household income. Besides birth order, also the number of children may play a role.

In Western societies and some developing countries, family size tends to be negatively correlated to educational participation, probably because the available resources have to be divided among more children (Pong, 1997; Montgomery & Lloyd, 1998; Buchmann and Hannum *et al.*, 2001). The reason for this may be that with more children, there are also more helping hands at home, which may raise the chance that at least some children can go to school. The same may be true for an extended family. On the other hand, when one of the parents is missing the need for help of the children may be extra high and the chances that they go to school are expected to be lower. The cost of the family is probably covered by the oldest family member and the younger children in such families have more opportunities to go to school because the older children run the household chores, do the farm work, or contribute to the household income

2.3.3. Parents education background

Parents education background, and particularly mothers' education, is frequently presented in the literature as a strong predictor of children's educational achievement. It is assumed that educated parents are more able to recognise the long-term benefits of education and thus provide their children with a better education which often means entry into more lucrative non-farm occupations. Additionally, educated parents may derive more satisfaction from educated children than illiterate parents. According to Smite (2006), analysis confirmed that higher parental education does indeed have a significantly positive effect on the probability of children being in school. It is apparent that children's school participation depends, to a large extent, on the parents' decision making, which is the most influential factor in sustaining school participation at upper primary and lower-secondary levels (Woldehanna Tefera and Jones *et al.*, 2005).

However, many parents, particularly those who live in rural Ethiopia, do not have the proper knowledge regarding the benefit of education due to the fact that they are illiterate. This remains one of the greatest barriers to children's non enrolment in Education. In particular, mothers' illiteracy or low educational level plays a major role in the high children's dropout rate or in the fact that some never join school. Parents who do not see the immediate and long-term benefits of sending their children to school because they expect poor quality education and/or because children do not meet the social and economic success market in the community are unlikely to continue to invest on education. Therefore, a misconception of parents regarding education is amongst the barriers for the enrolment of children in schools (Degenet, *et al.*, 2007).

Lack of awareness of the importance, requisites, and need for education among members of communities, especially in rural areas and indigenous communities, is a major factor hindering school attainment of students in the region. A parent contacted in Denna woreda explained why parents sometimes may refuse to send their children to school in relation to economic factors. Accordingly, it was indicated that parents' expectation of relief from their economic challenges and food insecurity 'clouds' they need to educate their children. Parents rather send their children into areas where they can produce and get/bring incomes 'instantly' than invest in the children to go to "long term" and "unproductive" education.

Still related to the economic returns of education, families do not consider education as an achievement because it does not bring immediate relief to the food insecurity at hand. Marriage is therefore valued higher than education, especially for girls, as this provides parents with instant benefits such as ties with other families who will provide help during food shortage (Augustin, 2006).

2.3.4. Remoteness of schools/ distance from school to home

Distance to school was found to be one of the most common explanatory challenges for non-attendance. This is due to the higher opportunity (time) and direct (transport) costs, as well as the potential risks for children of travelling long distances on their own. Education participation in cities are in a better balance than towns and country side because of educational infrastructures and the influence of modern values is strongest in cities and weakest in towns and country sides and it expected educational participation to be higher in the more urbanized areas of the countries and less in country side and the urban (World Bank, 2004). Many factors contribute to lower educational participation in rural areas. On the demand side, rural children may be less interested in attending school. First, the opportunity costs of attending schools are often higher in rural areas (Lockheed and Verso, 1991).

The MoE recognizes that distance between school and pupils' homes is one of the major challenges and barriers for schooling for children, in particular for adolescent girls. Cognizant of this fact, MoE in its three ESDPs and the current ESDP IV has put a strategy to reduce the distance between schools and pupils' homes. In fact, other researchers also explained that distance was one of the barriers for children to attend their education due to time and other opportunity costs (Al-Samaria, 2003).

School infrastructure comprises school places and distance of school from home. Remoteness of schools or, in other words, the distance of school from home is one of other proxies usually used to measure school accessibility. When schools are far from children's homes, it does not only affect their initial access to school but it also creates barriers to their retention, completion and transition to higher levels of schooling (Hunt, 2008).

As the explanation of Hunt (2008), due to higher opportunity costs, which are expressed in terms of time and transport cost as well as potential risks for children to travel long distances on their own, the correlation between school attendance and enrolment becomes negative, particularly in rural areas. The distance between educational centres (and households) is a major factor affecting the attendance of students in schools. Distance is the main problem in relation to children accessing education as well. Students usually crossed long distance and they just face water problems and hunger. Due to this reason students are not interested to attend their education.

2.3.5. Deployment issues

There is no doubt that many countries face challenges of teacher supply, there are equally serious challenges of teacher deployment. In many countries there are qualified teachers in urban areas who are unemployed, while there are unfilled posts in rural areas. There is a need for policies that will ensure that the teacher reach the schools where they are needed. Teachers may also see rural areas as offering fewer opportunities for professional advancement. Urban areas offer easier access to further education (Hedges, 2000). In addition, teachers in rural areas are less likely to have opportunities to engage other developmental activities, or in national consultation or representative organisations. Teachers in rural areas may even find it more difficult to secure their entitlements from regional educational administrations, sometimes to the extent of having to put up with obstacles or corruption by officials. The supply of human resources refers to the availability of the required teachers in terms of quality and quantity in schools.

It is obvious that shortage of teachers in schools leads to more children dropping out of school and also affects the quality of education as the students do not get sufficient attention and follow-up from their teachers. Students especially girls, discontinue their education at all levels of education, but particularly in high schools and higher education. Regarding their grade-scores, a number of subjects' teachers reported that students tend to lower their grades as they progress to higher grades and more advanced courses. In relation to this fact the transition rate of students to higher grades is very low. Low readiness to schooling of children' (lack of pre-primary school education) and 'low quality of secondary cycle education' contribute to low achievement of students in progressing grades in general and

directly affects the performances of students in progressing grades adversely. In addition to this the following are also basic factors affecting low achievement of students in their grades (Elizabeth and Bizuyehu, 2010).

2.3.6. Drought

The drought has forced herders to leave their homes in search of water and food for their animals. Problems also arise if entire families pull up stakes. With so many people leaving their traditional hunting and feeding grounds can create conflict as pastoralists venture into territories traditionally used by other groups, heightening tensions. Out-migration of the area also forces children out of schools, making it difficult for them to return. “The education system in Ethiopia’s Somali was under serious stress, even before the drought, “said UNICEF Ethiopia’s education Chief (Augustine, 2006). “Then there was inadequate supply of everything from classroom, furniture, text books to qualified teachers, school sporting facilities and toilets.” The drought of course made matters in worse. Children were taken away and deprived of one of their most basic rights and education. That is exactly happens an hour’s drive north of Godey in the small village of Hadawi.

2.3.7. Poverty

Education plays an important role in elevating families from poverty. Education can increase opportunities for better jobs, and stimulate healthier lifestyles and a better use of arising opportunities. However, governments too often fail to make this connection, which shows from the lack of attention for education in Poverty Reduction Strategic Papers (PRSPs). These papers describe governments’ broad development priorities. The GMR states that most of these PRSPs “take a narrow and reductionist approach to education, rarely reflecting the broad EFA agenda” (Yisak Tafere, 2010).

Lovell Catherine (1992), Stated that, the poor students constantly feel that there is something missing at the core psychologically. With this feeling in their minds, they tend to regard themselves as incomplete and not accepted socially. Consequently, they envy the rich students and squarely want to possess the things that are associated with the rich students. Very unfortunate that the poor students’ parents cannot afford to fulfil their children’s desires like what the rich parents would provide. We can also appreciate that

hunger has been so instrumental in bringing down the standards of education worldwide, in general.

2.3.8. Household income

The decision to send a child to school depends to a large extent on the direct and indirect costs to the household and their capacity to afford them. Direct costs include clothing, books, transport, and school fees. Indirect costs include loss of children's wages if schooling competes with paid work, or the loss of children's unpaid labour on the family farm or doing household chores. Given that rural households are more sensitive to schooling costs, even small charges can have an impact on rural households and lead to higher drop-out rates than similar charges in urban areas. Many rural households are dependent on their children for help at busy times of the agricultural year such as harvest time. Schools are usually designed to follow rigid schedule both in terms of time of the day and term dates, and often expect children to be in school during busy periods in the agricultural calendar (Pullum and Greenwell, 2009).

Parents in rural areas often have a lower level of education, and may attach a lower value to schooling. They perceived lack of relevance of schooling may be enhanced by a rigid curriculum, often designed for a context (and sometimes culture) removed from that in rural areas. Rural schools rarely adapt the curriculum to make use of local examples, or to link the curriculum to local needs. Even where parents place a value on schooling, they may be less able to help their children learning. Parents in rural areas are less likely to be educated themselves, and so have less ability to provide support for their children. Some report that they are embarrassed to discuss school topics with their children, because of their own lack of knowledge. Further, homes in rural areas are often ill-equipped to meet the needs of children to study, and often lack facilities like electricity (Taylor and Munhall, 2001).

As Taylor and Munhall (2001) ownership of labour-intensive productive assets (like land and livestock) can have a positive effect on schooling if they generate enough wealth for households to afford the cost of hiring outside labour, and hence free children from working for the family. However, asset ownership can also have the opposite effect on schooling given that owners of land and livestock may engage their children in tending livestock or cultivating land instead of sending them to school. Lack of access to credit is also a

constraining factor since additional resources obtained through credit could be used by landowners to employ labourers instead of using their children.

Besides household income, also the occupations and educational levels of the parents are expected to play a role. According to status attainment theory, in modern societies, parents have less possibilities to ascertain a good position in society for their children via direct occupational transmission or via transference of capital, because education becomes more and more important as a means of social mobility (Treiman and Ganzeboom *et al.*, 1990). In these societies, parents are expected to invest more in the education of their children than in less developed societies. The theory also implies that social groups for which direct transference of capital is still important like farmers may feel less need to invest in the education of their children than people in dependent employment. Of the people in dependent employment, we would expect the non-manual employees to be most aware of the importance of education and we would expect them to invest most in their children's education.

2.4. Consequences of Being Out of Secondary School Education

Excessive students' absenteeism can lead to an increasing disinteresting school and academics in general. According to (Malika, 2008), longitudinal attendance pattern study excessive absenteeism increases the chances of students eventually drop out of the school which can lead to long term consequences for the students such as average income, high incidents of unemployment and higher likelihood of incarceration. Schoenberg asserts that students who drop out of the school face a higher risk of poverty because of their inability to secure quality paying enrolment due to their lack of education and resources. Drop out who lack education resources are more likely to commit criminal activities leading to incarceration.

2.5. Parental Involvement in Addressing Challenges of attending education

Parental involvement is defined in various ways in the literature. As Epstein (1995) typology of parental involvement includes six categories: basic parenting, facilitating learning at home, communicating with the school, volunteering at the school, participating in school decision making, and collaborating with the community. Other studies use a

typology of parental involvement that is based on either intuitive appeal or factor analysis of existing data (Sui-Chu E.H *et al.*, 1996).

According to Sui-Chu E.H (1996) the goal of any kind of activity that attempts to involve community and families/parents in education is to improve the educational delivery so that more children learn better and are well prepared for the changing world. There are various reasons to support the idea that community participation contributes to achieving this goal. Extensive literature research has resulted in identifying the following rationales that explain the importance of community participation in education. Particularly after the World Conference on Education for All, assembled in Jomiten, Thailand in 1990, an increasing number of countries have attempted to reach the goal of providing education for all. However, governments have found themselves incompetent to do so because of lack of resources and capacities. Learning materials as well as human resources are limited everywhere, particularly in developing countries. The focus has shifted to finding efficient and effective ways to utilize existing limited resources.

Involving parents, families, and communities in the process of research and data collection can reveal to them factors that contribute to lower enrolment and attendance, and poor academic performance in their schools. Furthermore, parents are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive at classrooms on time and perform effectively in the classrooms. Parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming the core agent of the education delivery in children's everyday lives (World Bank, 1995)

When children use textbooks and other materials that illustrate their own lives in their community, they can easily associate what they are learning with what they have already known. In Papua New Guinea, community schools set the goal to link the culture of the pupils' home community with the culture of the school. Accordingly, the schools consider the community as the centre of learning as well as the focus of education. As a result, the community schools have become central to the national curriculum development which

enables community life, such as festivals, customs, musical instruments, and local business activities, to be reflected in the curriculum (Goldring, 1994).

Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girls' education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates. Involving parents and communities in discussions as part of school activities also helps to identify factors that prevent girls from schooling. Parents are encouraged to express their concern, and reasons why they are not sending their daughters to school. For instance, many parents in rural areas are reluctant to send their daughters to schools located in distance, concerned about the security of their daughters on the way to and from the school. In addition, since girls are important labours in the household, helping their mothers to do the chores and take care of their young siblings. (UNICEF, 1992).

As the above explanation, the time that requires going to and from school seems too much to waste for the parents. These issues are serious obstacles and have to be addressed and overcome in order to promote girls' education. Involving parents and communities in school activities also helps to identify possible teachers in the community, especially local female teachers which greatly help girls' education. Furthermore, in places where communities are indifferent in girls' education, elderly people or religious leaders who are respected by community members can convince them to send their girls to schools, if the dialogue with these respected people takes place successfully.

There are various ways to bring parents and community members closer to schools which they serve, including: (a) minimizing discontinuities between schools and communities, and between schools and families; (b) minimizing conflicts between schools and communities, schools and families, teachers and parents, and what is taught in school and what is taught at home; (c) making easy transition of pupils going from home to school; (d) preparing pupils to engage in learning experiences; and (e) minimizing cultural shock of new entrants to schooling (Carino and Valismo, 1994).

Communities can contribute to schools by sending respected community members, such as religious leaders or tribe heads, to the classrooms and talk about community history,

traditions, customs, and culture, which have been historically celebrated in the community. Schools themselves can contribute to community efforts by developing sustainable solutions to local problems. One example is found in the Social Forestry, Education and Participation pilot project (SFEP) in Thailand, documented by (McDonough and Wheeler, 1998).

Parental involvement in education, particularly in school governance, is seen as a means of making schools more accountable to the society which funds them. This has been witnessed in some places such as England and Wales, Canada and the United States. The notion of parental involvement for accountability derives from a more market-oriented concept in which school-family partnerships are viewed rather like business partnership, through which the two parties receive mutual and complementary benefits which enable them to operate more effectively (OECD, 1997).

Community participation can contribute to education delivery through various channels. The following is a list of ways through which communities can contribute to the education delivery advocating enrolment and education benefits, raising money for schools, ensuring students' regular attendance and completion, constructing, contributing in labour, material monitoring and following up on teacher attendance and performance, forming village education committees to manage schools, actively attending school meetings to learn about children's learning progress and classroom behaviour, helping children with (McDonough and Wheeler, 1998).

3. RESEARCH DESIGN AND METHODOLOGY

This chapter presented research design, source of data, sample size, population, sampling techniques, instruments of data collection, data collection procedures, Ethical consideration and method of data analysis.

3.1. Research Design

A descriptive survey design was employed to study the challenges of attending secondary school education. Because descriptive survey design research method gives meaning to the quality and standing of facts that are going on and can provide depth information concerning the current movement of secondary school education practices in the studying area. Besides, it helps to draw valid general conclusions. Therefore, in order to identify and analyze the existing challenges of secondary school education and compare its existing condition with the reviewed research findings of the past and to draw a general conclusion of the study (Brewer, 2000). Therefore, the researcher was interested to use this research method of the study. In addition, the study employed quantitative and qualitative method of data analysis so as to make sound conclusion.

3.2. Description of the Study Area

According to the (PHC, 2007), the Somali National Region State (SNRS) has a total population of 4,439,147, consisting of 2,468,784 males (55.6%) and 1,970,363 (44.4 %) females. The majority of the people (86.1%) live in rural areas and are predominantly pastoralist (85%) whereas the remaining are agro – pastoralists who depends on livestock rearing and crop production along the river basin and the highland part of the region. Only 13.9 % resides in urban areas. Ethnic groups include Somalis (97.2%), Oromo (0.46%), Amhara (0.66%), foreign-born Somalis (0.20%) and Gurages (0.12%). 98.4% of the population is Muslim, 0.6% Orthodox Christian, and 1.0% are followers of all other religions. The study was conduct in one of the province (zone) which is called Shebelle Zone. Shebelle Zone is found south eastern direction of Jijiga and it has eight (8) secondary schools which are found very far from one school to another. The distance from students home extends at least (70 -90 km) and this area is very harsh and insecure for the society's

life and the distribution of social services. Due to these reasons the researcher selected three secondary schools namely, Adadle secondary school, Denen secondary school and Seid Mohammed Abdile Hassan secondary school. When we see the distance from the capital city of the region, it extends 590 km and 1215kms far from the capital city of Ethiopia.

3.3. Sources of Data

The researcher would use both primary and secondary sources to have relevant and tangible information so as to address challenges that faces secondary school education.

3.3.1. Primary sources of data

Bureau of education (BoE) office heads, woreda education supervisors, school principals' vice principals, teachers, students and community members in Shebelle Zone of Somali Regional State would serve as primary sources of data.

3.3.2. Secondary sources of data

The researcher would use secondary sources like documents, students' attendance, tutorial lists, mark lists, roster and oral information that state the challenges of attending secondary school education.

3.4. Population, Sample Size and Sampling Techniques

In Shebelle zone there are eight secondary schools. Since the population is homogenous and the scope of the research area and the number of population is very wide and large in number it was found to be important to make the scope manageable. In order to make the research manageable the researcher selected three secondary schools by considering the number of teachers, students, school principals, supervisors, education heads, clan heads, student councils and PTA members. Therefore, the researcher selected the samples by using available sampling for school principals six supervisors three, education bureau office heads three, PTA members ten, student councils eight, and community clan heads three, and teachers seventy. In addition stratified random sampling was employed for Students 175 out

of total number of one thousand five hundred forty three students (1543) would be selected through stratified random sampling technique. Here the researcher was grouped the population into homogenous groups and select randomly to represent all populations and includes key sub groups of the population. The total sampling size is two hundred seventy eight (278) out of the total population of one thousand six hundred forty six.

Table 1. Population, Sample Size and Sampling technique

No	schools	Respondents	Population	Sample	%	Sampling techniques
1	Adadle Secondary School	Teachers	19	19	100	Available sampling
		Students	514	63	12.25	Stratified random sampling
		principal	2	2	100	Available sampling
		PTA	3	3	100	Available sampling
		Clan head	1	1	100	Available sampling
		supervisor	1	1	100	Available sampling
		Education office head	1	1	100	Available sampling
2	Hassan Abdile Mohamed Secondary School	Teachers	27	27	100	Available sampling
		Students	523	71	13.57	Stratified random sampling
		principals	2	2	100	Available sampling
		PTA	3	3	100	Available sampling
		Clan head	1	1	100	Available sampling
		Education office head	1	1	100	Available sampling
		supervisor	1	1	100	Available sampling
3	Seid Mohamed Secondary School	Students' council	8	8	100	Available sampling
		Teachers	24	24	100	available sampling
		Students	506	41	8.10	Stratified random sampling
		principals	2	2	100	Available sampling
		PTA	4	4	100	Available sampling
		Clan head	1	1	100	Available sampling
		supervisor	1	1	100	Available sampling
Total	Denan Secondary School	Education office head	1	1	100	Available sampling
			1646	278	87.90	

3.5. Data Collection Instruments

The data would be collected through questionnaires, focus group discussion and interviews.

3.5.1. Questionnaires

Questionnaire is used commonly to gather data for descriptive survey. Questionnaire helps to gather the appropriate information about current challenges of attending secondary school education in Shebelle Zone. The researcher prepared 21 items by taking an account for each research question and distributed to (70) teachers and (175) students in light of the literature reviewed. The questionnaires were written in English, as the researcher believes that they could understand the questions. The questionnaires were prepared containing close ended questions in 5 point Likert Scale items i.e. SA = strongly agree, A = agree, U = undecided, D = disagree and SD = strongly disagree. This was because it helps the researcher know respondents' feelings.

Before moving to the actual data collection process a pilot study was conducted in selected areas with students in number (20) and teachers in number (10) respondents to test the validity and reliability of the instrument. As a result using crubach's alpha for independent-sample-T-test 0.93 reliability coefficient was found. This helped the researcher to make correction, change, adjustment and improvement as required. Comments were also forwarded from teachers and students which helped the researcher to take correction and adjustments before hand.

3.5.2. Interview

The interview permits greater depth of response which is not possible through any other means. Thus, the purpose of the interview was to collect more supplementary opinion, so as to triangulate the questionnaires response. With this in mind, structured interview was conducted with six (6) school principals, three (3) woreda supervisors, three (3) woreda bureau of education office heads, ten (10) school PTA members and three (3) community clan heads. The interview was conducted in English and Somali language through the help of researcher's colleague who is working as school principal and has Degree qualification .

The principals, vice-principals, head of community clans' and woreda bureau of education office heads, supervisor and PTA members were selected for interview because they were small in number and they were important in describing the challenges of secondary school education participation. These participants were close to the problems and they know more challenges and opportunities of secondary school educational participation in the research conducted areas. Therefore, they could have detail information about the challenges of attending secondary school education and factors that hinder to participate in secondary school education for farther knowledge, attitude and skill practices. This helped the researcher to get relevant and more information from respondents.

3.5.3. Focus group discussion

It was argued that focus group discussion approach produces a wealth of detailed information allowing the researcher to gain insight in to the thinking of individuals (Patton, 1990). Similarly, this means that this technique provides a means for an in-depth study of the research. The focus group discussion was held with the student councils selected in a single school because of homogenous characters and lack of organized members in the rest of the schools and discussed on the questions with the coordination of the researcher. The reason was that using more than eight and nine students in focus group discussion approach would be difficult to manage (Kruger, 1994). Therefore, the students' council were serve as focus group participants and able to gather additional information from the discussion.

3.6. Data Collection Procedures

The researcher adopted the following steps in collecting the data for the study. First, the researcher collected the letter from department of educational leadership. Second, he went to the education experts and other concern bodies and explains the purpose of the research and convinced them to support by forwarding relevant data. Third the questionnaire was duplicated. Fourth the researcher distributed the questinnaires to three secondary school teachers and students namely, Adadle, Denan and Seid Mohammed Abdlie Hassan secondary schools. Finally, the researcher collected the questionnaires and presented thanks for the respondents because of their genuine cooperation.

Interview was prepared for principals, supervisors, PTA members, community clan heads, bureau of education office heads and the researcher explained the objectives of the interview and its significances both to the researcher and the communities. Focus group discussions were also prepared for students' council under the guidance of the researcher. The discussion was conducted with one group.

3.7. Methods of Data Analysis

After the collection of necessary data, a careful tabulation and analyses were employed systematically for the qualitative and quantitative types of data. Quantitative data were coded, tabulated, and analyzed by using quantitative method such as frequencies, percentages and mean. To make decisions on inferential statistics t-test was used to compute the students and teachers and made decision on the mean differences between groups of respondents. In addition, the researcher used computer soft ware SPSS version 16 to analysis the data collected through close ended questions. The data collected in-depth interview and focus group discussion were supplement and strengthened the information obtained from questionnaires and were analyzed qualitatively by using narrative form and logically interpreted by the researcher in the way to answer the research questions.

3.8. Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters in to his/ her participants. Ethical consideration plays a role in all research studies and all researchers must be aware of and attended to the ethical considerations related to their studies. Therefore, the researcher communicated the majority of the respondents legally and smoothly. The purpose of the study was clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntary consent without harming and treating of the personal and institutional well bein

4. RESULTS AND DISCUSSIONS

This chapter deals with the analysis and interpretation of the result of the study. To do this, responses taken from the respondents were integrated. The data collected from different respondents through questionnaire, interview and focus group discussion were put in themes according to the objective of the study. To do this, items with the same objectives in the students and the teachers' questionnaires were categorized and grouped in tables. Response in each item were then analyzed and converted in to percentage. Means, percentage and t-tests were used during the analysis.

4.1. Background Characteristics of Respondents

The major categories of respondents in the study were eight namely principals,' woreda education supervisors, woreda education office heads, secondary school teachers, students, PTA members, students council and community clan heads. This is because the researcher believed that the respondents were direct stake holders and as a result they were considered to be relevant as main source of information for the study. A total of 278 respondents were included in the study. Of these, 175 of them were students, 70 of them were teachers, 6 principals, 10 PTA members, 3 supervisors, 3 woreda education office heads, 8 student councils and 3 clan heads. The questionnaires were administered to 175 students and 70 teachers.

Table 2. Background characteristics of respondents

Participants		Principals		supervisors		Education heads		PTA members		Clan heads		Students council		Teachers		Students	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Sex	Male	6	2.16	3	1.08	3	1.08	7	2.52	3	1.08	8	2.86	64	23.02	133	47.84
	Female	-	-	-	-	-	-	3	1.08	-	-	-	-	6	2.16	42	15.11
	Total	6	2.16	3	1.08	3	1.08	10	3.6	3	1.08	8	2.86	70	25.16	175	62.95
Qualification	Master	-	-	-	-	-	-	-	-	-	-	-	-	3	3.65	-	-
	Degree	6	7.31	3	9.06	3	9.09	-	-	-	-	-	-	55	67.07	-	-
	Diploma	-	-	-	-	-	-	-	-	-	-	-	-	12	14.63	-	-
Service in year	9-10	-	-	-	-	-	-	-	-	-	-	8	24.24	-	-	-	175
	1-5	-	-	-	-	-	-	-	-	-	-	-	-	15	18.29	-	-
	6-10	-	-	-	-	-	-	-	-	-	-	-	-	23	28.05	-	-
	11-15	2	2.44	3	3.66	3	3.66	-	-	-	-	-	-	21	25.65	-	-
	16-20	4	4.88	-	-	-	-	-	-	-	-	-	-	11	13.42	-	-
Age	20-25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	16-18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	67	24.1
	18-20	-	-	-	-	-	-	-	-	-	-	3	1.1	-	-	66	23.7
	20-22	-	-	-	-	-	-	-	-	-	-	5	1.8	-	-	42	15.1
	22-24	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	24-28	-	-	-	-	-	-	-	-	-	-	-	-	16	5.8	-	-
	28-34	2	0.7	1	0.4	-	-	3	1.1	-	-	-	-	26	9.4	-	-
34-40	4	1.4	2	0.7	3	1.1	7	2.5	3	1.1	-	-	28	10.1	-	-	

As shown in table 2, 133 (47.84%) and 42 (15.7%) of the samples were male and female students respectively. In the same table 64 (23.9%) and 6 (2.2%) of samples were male and female teachers respectively. It indicates that female sample in teaching profession and grade level was very low. Regarding the leadership position, the majority of the samples were male 6 (2.2%) of principals, 3 (1.1%) of supervisors, 3 (1.1%) of head of education Bureau, 3 (1.1%) of community heads of samples were male and 3 (1.1%) of samples were female and 7 (2.5%) of males in PTA position. This also indicated that females' participation in the leadership position was small in number. In the same table 8 (2.9%) of samples were male in the students' council position. Generally, the frequency distribution of male samples in terms of sex is greater than females. This shows that the disparity of gender in leadership position and Grade levels is imbalanced.

Regarding table 2, the majority of respondents' 55 (67.07%) of respondents were teachers in degree qualification, 12 (14.63%) respondents were teachers in diploma qualification, 3 (3, 65%) of respondents were teachers in master qualification and the rest respondents were degree qualifications who found in leadership positions. The researcher was incorporated starting TTI, Diploma, Degree and Master Holders. However, the data was filled by the majority of Degree, diploma holders and some of Master qualification holders.

As we can see table 2, 15 (18.29%), 23 (28.05%), 21 (25.61%) and 11 (13.42%) of respondents were teachers in the age found (1-5, (6-10), (11-15) and (16-20) years of experiences respectively. Similarly, 2 (0.71%) and 4 (1.4%) of respondents were principals in the year of working experiences (11-15) and (16-20) respectively. The education Bureau head also have similar experience periods as principals and supervisors.

Regarding table 2, 67 (24.1%), 66 (23.7%) and 42 (15.1%) of samples were students at the age of (16-18), (18-20) and (20-22) respectively. This shows that the age levels of the students were at young stage and they were in the appropriate grade levels. Here, the students could realize the issue of their surrounding areas as far as nationwide. Secondary educations, consisting of two years of general secondary education which will enable students identify their interests for further education, for specific training and for the world of work. Concerning this table 16 (5.8%), 26 (9.4%) and 28 (10.1%) of samples were teachers at the age of (24-28), (28-34) and (34-40) respectively. In the same table 2 (0.7%) and 4 (1.4%) of samples were from principals between the age (28-34) and

(34-40) respectively. Similarly 1 (0.4%) and 2 (0.7%) of samples were supervisors between the age (28-34) and (34-40) respectively. In the same table 3 (1.1) and 5 (1.8%) of samples were students council between the age (18-20) and (20-22) respectively. 3 (1.1) and 7 (1.8%) of the samples were PTA members between the age (28-34) and (34-40) respectively. Lastly 3 (1.1%) of the samples were from education Bureau heads between the age (34-40) and 3 (1.1%) of samples were clan heads.

4.2. Analysis of the Major Data

Under the analysis of the data, four main themes were analyzed in line with the four basic research questions. The data collected through the questionnaires were presented by the tables and interview guide and focus group discussions were analyzed and presented by qualitatively in the form of narrative descriptions.

4.2.1. Analysis of the major challenges in attending secondary school education

One of the focus of this research was identifying the major challenges which hinders students attending secondary school education. Accordingly, five question items were presented to teacher and student respondents. The responses of these groups and the analysis of the data is entertained here under.

Table 3. Challenges of students in attending secondary school

Items	respondents	SA		A		U		D		SD		Mean	t-cal	t-table
		F	%	F	%	F	%	F	%	F	%			
1.1 Students in a poor society may not attend education regularly.	Teacher	34	13.9	30	12.2	-	-	5	2.0	1	0.4	4.26	1.17	1.984
	Students	77	31.4	80	32.7	3	1.2	5	2	10	4.1	4.10		
1.2 Distance from school to home is one of the challenges of attending secondary school.	Teacher	21	8.6	43	17.6	1	0.4	4	1.6	1	0.4	4.17	0.07	1.984
	Students	66	26.9	92	37.6	-	-	14	5.7	3	1.2	4.16		
1.3 financial problems is the challenge of attending secondary school education.	Teacher	15	6.1	43	17.6	4	1.6	4	1.6	4	1.6	3.91	1.71	1.984
	Students	59	24.1	107	43.7	-	-	6	2.4	3	1.2	4.21		
1.4 Drought is one of the challenges that force students to stop their education and shift to other areas as herd.	Teacher	43	17.6	21	8.6	-	-	6	2.4	-	-	4.48	1.84	1.984
	Students	74	30.2	88	35.9	-	-	10	4.1	3	1.2	4.25		
1.5 Families lower educational background may be a challenging factor for students' attendance in secondary school education.	Teacher	24	9.7	42	17	-	-	2	0.8	2	0.8	4.25	0.83	1.984
	Students	81	33.1	83	33.9	3	1.2	4	1.6	4	1.6	4.33		

NB. SA = 5, represent strongly agree, A = 4, represent Agree, U=3, represent undecided, D = 2, represent disagree and SD = 1, strongly disagree, F, represent frequency of respondents, t-cal = represents calculated T-test.

In table 3 items 1.1, showed that the respondents were asked poorness as a challenge of attending secondary school education. Therefore, the respondents replied that 34 (13.9%) of teachers and 77 (31.4%) of students strongly agreed that students in a poor society could not attend secondary school education regularly. Similarly 30 (12.2%) of teachers and 80 (32.7%) of students agreed on poorness as a challenge of attending secondary school. On the contrary, 1 (0.4%) of teachers and 10 (4.1%) of students strongly disagreed on being poorness might not be the challenges of attending secondary school education regularly. The remains respondents 5 (2.0%) disagreed respectively on students in poor society and it's as a challenge to attend secondary school education.

The mean of the score for teachers and students were 4.26 and 4.10 respectively. The computed value of the two groups (teachers and students) were found to be 1.17 at $\alpha = 0.05$. This indicates that the computed t-value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in being poorness as challenge to attend secondary schools regularly, $t(243) = 1.94$, $p > 0.05$, two tails. This prevails that there is no statistical significance mean difference between teachers and students on students being in a poor society as a challenge to attend secondary school education regularly.

These were supported by the interview and focus group discussion sessions. As the principals and supervisors stated that “the majority of the societies were affected in starvation and were not in a good living condition because of natural factors like drought and human made factor like absence of good governance system in the community.”

Similarly, the students' council in the focus group discussion explained that “the society's way of life was depend on pastoralist animal herds and they realized that parents could not fulfil scholastic materials and other necessary services for their children.” At the same time, they added that “the food and other services were provided by international organization which was known as world food program (WFP).” They also reflected feelings about the provision of food and other services to their families were unfair distribution for communities because of lack of good governance in the research conducted area. Finally, the students' council, the supervisors, the principals and the community heads concluded that “school location, lower economic status of the parents, language barriers between the students and teachers, and shortage of secondary school, peer pressure and early marriage for female students were as a major challenges of attending secondary school

education.” In addition to that the community clan heads “reported that the society in the research conducted area was affected in frequent drought and social conflicts between clans because of searching grazing lands and water resources for their cattle.” They added that “the governance system of the community was not satisfactory for the community as their expectation.”

Furthermore, the PTA reported that “the communities’ way of life was depend on animal husbandry and they affected on draught and sometimes occasional flood while the people settle at the back of Wabishebelle River and their plants and animals damaged as a result become poor and migrate towards another directions.” They added that “the majority of young children’s father or elder brother was died because of clan conflict or bandit attack and this also made difficulty to cover their expenses”

Food insecurity is a major factor, as indicated by representatives of UNICEF and the Regional Education Bureau (REB), in contributing to the exclusion of children from school in the region. It is traditional among relatives to share produces of each other when one of them fall-short of feeding their families. This is attributed to the backward production system, natural disasters, such as “underdeveloped working habits” (households facing food shortages usually utilize social networks rather than bettering their production capabilities and technologies). Children in such households facing food shortages usually face the ‘challenge of being absent from schools (UNICEF, 2010).

As we can see table 3 of item 1.2, the respondents responded distance as a challenge of attending secondary school education and responded that 21 (8.6%) of teachers and 66 (26.9%) of students strongly agreed on distance from students home to school was the challenges of attending secondary school education. In addition, 43 (17.6%) of teachers and 92 (37.6%) of students agreed respectively on distance as a challenging factor of attending secondary school education. Conversely, 1 (0.4%) of teacher and 3 (1.2%) of students strongly disagreed that distance was not a challenging factor for students attendance in secondary school education whereas, 4 (1.6%) of teachers and 14 (5.7%) students’ disagreed on distance as a challenge of attending secondary school education.

The mean score of the teachers and students were 4.17 and 4.16 respectively. The computed t-values of the two groups (teachers and students) were found to be 0.07 at $\alpha = 0.05$. This indicates

that the computed t – value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean difference between teachers and students' in distance from students house to school as a challenges of attending secondary school education, $t(243) = 0.07$, $p > 0.05$

Therefore, both of the respondents perceived that distance from home to school was a barrier for student's attendance in secondary school education. In addition, that the principals and the Bureau of Education office heads in the interview session were confirmed that distance from household to school was very far and it was the main challenging factors for students to attend their secondary school education. As the principal of Adadile secondary school explained that the distance from home to school is the barrier of attending secondary school education because the distance from town to country side is reached a minimum of 80 - 90 km and when we saw the four directions i.e. north, east, south and west it was very difficult to collect the children by crossing this far distance and due to the shortage of rent house in the down town it was a must to drop out in secondary school education and look for another alternatives like migration to the neighbour countries and become jobless.

The PTA also reported that “the school from their house was far apart and the children could not travel by crossing this distance because the area was desert and sometimes the female children affected by abduction and violation”

As World Bank (2004), stated that distance to school was found to be one of the most common explanatory challenges for non-attendance. This is due to the higher opportunity in time and direct transport costs, as well as the potential risks for children of travelling long distances on their own. Education participation in cities are in a better balance than towns and country side because of educational infrastructures and the influence of modern values is strongest in cities and weakest in towns and country sides and it expected educational participation to be higher in the more urbanized areas of the countries and less in country side and the rural. Many factors contribute to lower educational participation in rural areas. On the demand side, rural children may be less interested in attending secondary school.

As shows table 3 of item 1.3, 15 (6.1%) of teachers and 59 (24.1%) of students strongly agreed and 43 (17.6%) of teachers and 107 (43.7%) of students agreed on financial problem as a challenges of

attending secondary school education. On the contrary, 4 (1.6%) of teachers and 3 (1.2%) of students strongly disagreed where as 1 (0.4%) teacher was neutral. The mean scores of the teachers and students were 3.91 and 4.21 respectively. The computed value of the two groups (teachers and students) were found to be 1.71 at $\alpha = 0.05$. This indicates that the computed t-value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$.

Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in financial problems as a challenge of attending secondary schools regularly, $t(243) = 1.71$, $p > 0.05$, two tails. This shows that statistically there is no significance mean difference between students and teachers on financial problems as a challenge of attending secondary school education. Due to this reason, the researcher could conclude that both teachers and students were supposed that financial problem is as a challenge of attending secondary school education.

Similarly, the principals, supervisors and PTA members in the interview session and students council in focus group discussion were the supporters of the above respondents and they reflected that “financial problem was the challenges to fulfil the scholastic materials and physiological needs for the children as well as families.” They explained that “especially the societies in the country side had not the access of market centre to change their animals and cash products to income.” At the same time, they added that “lack of infrastructure like road and bridge and insecurities, the societies could not exchange their livestock products with different provinces.” The principals and the bureau of education office heads were also reflected that “after the accomplishment of elementary school, the majority of parents were believed that the child could have enough knowledge and capable for working area.”

Therefore, the majority of parents could not support the children in finance and they prefer to stop and push them to collect livestock products and sent him or her to herd their cattle in the country side. Because of financial problems, in the community, the majority of children had no chance to attend secondary school education. This was the result of lack of awareness about family planning and due to this reason they have large family size. The community clan head also reported that “currently many young children were on the way to cross the boundaries and in fact that the parents were highly affected by this problem.” Generally, the majority of the respondents concluded that

financial problem was one of the challenges for the drop out of secondary school education or totally it was the challenge to join the school.

Table 3 item 1.4, the respondents asked regarding drought and its effect on students attendance and they replied that 43 (17.61%) of teachers and 74 (30.2%) of students strongly agreed and 21 (8.6%) of teachers and 88 (35.9%) of students agreed on draught as challenges of attending secondary school education. Conversely, 3 (1.2%) of students strongly disagreed and 6 (2.4%) of teachers and 10 (4.1%) of students disagreed on drought as a challenge of school attendance. The mean score of teachers and students were 4.48 and 4.25 respectively. The computed value of the two groups (teachers and students) were found to be 1.848 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students on drought as a challenge of attending secondary schools education, $t(243) = 1.848$, $p > 0.05$, two tails.

This was true that students' council in the focus group discussion "passionately discussed and reached to common consensus about the effects of drought on education and even they explained that the people were migrated (changed) their original place in order to search grazing lands and water resources for their cattle and the survival of their lives." Due to this reason, the student lost the advantages of accessing secondary school education nearby to their community. Moreover, the principals and the supervisors reported that "this was one of a challenge for the movement of the communities from place to place seasonally and this also made difficulties to access secondary school education in the scattered societies."

Accordingly, Augustine (2006) drought has forced herders to leave their homes in search of water and food for their cattle. Problems also arise if entire families pull up stakes. With so many people leaving their traditional hunting and feeding grounds can create conflict as pastoralists venture into territories traditionally used by other groups, heightening tensions. Out-migration of the area also forces children out of schools, making it difficult for them to return. "The education system in Ethiopia's Somali was under serious stress, even before the drought. It had some of the country's lowest enrolment rates 21% over all against the national average of 79 %. "Then there was inadequate supply of everything from classroom, furniture, text books, qualified teachers, school sporting facilities and toilets." The drought of course made matters in worse. In some cases the

resulting insecurity and collapse of social infrastructure forced entire communities to abandon their homes. Children were taken away and deprived of one of their most basic rights as education.

Concerning table 3 of item 1.5, the respondents, families education background were as a challenge of attending secondary school and replied as 24 (9.7%) of teachers and 81 (33.1%) of students strongly agreed, 42 (17%) teachers and 83 (33.9%) of students agreed on parents education background is as a challenges of attending secondary school education. On the contrary 2 (0.4%) of teachers 4 (1.6%) of students were strongly disagreed on education background and its effect on secondary school education and the remains 3(1.2%) of students were neutral. The mean score of the teachers and students were 4.25 and 4.33 respectively.

The computed value of the two groups (teachers and students) were found to be 0.839 at $\alpha = 0.05$. This indicates that the computed t-value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in families lower education background as a challenge of attending secondary school education, $t(243) = 0.839$, $p > 0.05$, two tails. Therefore, it shows that the great majority of respondents were agreed on parents education background was the challenges of attending secondary school education.

Beside of these responses from the community heads support in the interview session and stated that “parent’s lower education background was a challenge of the students not to attend secondary school education in the research conducted area. As the principals stated that “the parents in the researched conducted area was not active to participate in education and school ceremonies.”

On the contrary, the community clan heads forwarded that “the school leaders were not capable enough to engage us in school participation and other education issues. Instead, they looked like business makers and run to collect money through illegal school fees.” They added, that the “School leaders collected fees in different ways (example for transcript, for admission card, ID card preparation, for leaving certificate and for registration). These all things were not transparently reported to the parents and the governments’ administration.” Again the community heads added that “our children did not get motivation on the side of teachers and managements because at the end of the school year the teacher by themselves and the managements were done examinations for

the students. For this reason, the students were not interested to attend education regularly and these actions are adversely affecting the students' future life.”

Yisak (2010) stated that the poor students constantly feel that there is something missing at the core psychologically. With this feeling in their minds, they tend to regard themselves as incomplete and not accepted socially. Consequently, they envy the rich students and squarely want to possess the things that are associated with the rich students. Very unfortunate that the poor students' parents cannot afford to fulfil their children's desires like what the rich parents would provide. We can also appreciate that hunger has been so instrumental in bringing down the standards of education worldwide, in general.

Frankly speaking, there are very few students if not none, who concentrate on their studies on empty stomachs. Food is one of the basic needs that every person is obliged to have if he/she is to survive. It is not surprising, therefore, to see some students performing miserably in class simply because they have not taken enough food or they have taken none altogether (Tassew Woldehana, 2009). As the related literature review poverty influences the society in psychologically politically and socially. Therefore, poverty is major challenges of attending secondary school education in the developing countries as well in naturally hazards areas. Generally, the majority of respondents agreed and strongly agreed respectively on the problem of the school management, poorness, parents' educational background, distance from home to school, drought and financial problems were identified as the major challenges of attending secondary school education. The majority of the interviewee also agreed that “the factors mentioned above were the major challenges of attending secondary school education.”

4.2.2. Analysis of the consequences of being out of secondary school education.

One of the focus of this research was identifying the consequences of being out of secondary school education. Accordingly, seven question items were presented to teacher and student respondents. The responses of these groups and the analysis of the data is entertained here under.

Table 4: Analysis of students' consequences in being out of secondary school education

Items 3	Respondent	SA		A		U		D		SD		Mean	t-cal	t-table
		F	%	F	%	F	%	F	%	F	%			
2.1 The social value of the community developed.	Teachers	2	0.8	2	0.8	-		42	17	24	9.7	1.81	1.323	1.984
	Students	3	1.2	4	1.6	-	-	75	30.61	93	37.98	1.55		
2.2 The student can hold themselves and capable enough for world work	Teachers	-	-	-	-	-	-	44	17.8	26	10.5	1.64	1.100	1.984
	Students	9	3.67	15	6.12	4	1.6	43	17.55	104	42.44	1.74		
2.3 social unrest and unemployment rise in the community.	Teachers	24	9.7	42	17	-	-	2	0.8	2	0.8	4.25	1.244	1.984
	Students	67	27.34	88	35.9	2	0.8	12	4.9	6	2.4	4.09		
2.4 students nationalistic feeling developed.	Teachers	-	-	4	1.6	2	0.8	29	11.7	35	14.2	1.65	0.144	1.984
	Students	3	1.2	6	2.4	-	-	87	35.2	79	32	1.65		
2.5 students became dependent on their families.	Teachers	29	11.83	37	15	-	-	4	1.6	-	-	4.33	0.237	1.984
	Students	78	31.6	87	35.2	-	-	7	2.8	3	1.2	4.30		
2.6 If there is not the access of secondary school education students will migrate.	Teachers	19	7.7	48	19.4	-	-	3	1.2	-	-	4.22	0.826	1.984
	Students	47	19	110	44.5	-	-	10	4.08	8	3.26	4.13		
2.7 The students and parents have no smooth relationship.	Teachers	30	12.1	38	15.4	-	-	2	0.8	-	-	4.41	0.445	1.984
	Students	84	34	81	32.8	-	-	10	4.08	-	-	4.36		

NB. SA = 5, represent strongly agree, A = 4, represent Agree, U = 3, represent undecided, D = 2, represent disagree and SD = 1, represent strongly disagree, F, represent frequency of respondents, t-cal = represents t-calculate

Table 4 in item 2.1, shows that 2 (0.8%) teachers and 3 (1.7%) of students strongly agreed, 2 (0.8%) teachers and 4 (1.6%) of students agreed on that students being out of school and its consequences on the social value. On the opposite 24 (9.7%) of and 93 (37.98%) of respondents strongly disagreed and at the same time 42 (17%) of teachers and 75 (30.61%) of students disagreed on students being out of secondary school education and the development of social values.

The mean score of teachers and students' were 1.81 and 1.55 respectively. The computed value of the two groups (teachers and students) were found to be 1.323 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students on being out of secondary school and the development of social values, $t(243) = 1.323$, $p > 0.05$, two tails. Therefore, the statistical analysis shows that both of the respondents were strongly disagreed and disagreed that the social value of the community could not develop if the students might stay out of school and lack to attend secondary school education.

Moreover, the PTA members in the interview session explained that "education is the major instrument to change the mind of the society unless the social value of the community like norms, culture, custom and even heritages might not preserve and transferred to the next generation." In reality, and based on the observation of the researcher the social value of the community in the research conducted area was squat and the majority of the people were addicted in tumbako smoking, Shisha, corruption and chewing khat.

Similarly, the focus group discussion by students council presented that "because of shortage of secondary school, secondary school teachers and lack of good governance in this area many students could not attend secondary school education and this results the deterioration of social values like custom, norm, traditions, values and cultures and good governance." As education office head added that the communities' participation in education is very low and this also significantly affect our activities and resulted the students to stay out of education and pushed to engage in unwanted areas.

Concerning table 4 of item 2.2, none of the respondents agreed on the students being out of secondary school and the effect on managing themselves. But 9 (3.67%) teachers and 15 (6.12%) of students strongly agreed and agreed on the idea of students being out of secondary school and the

ability to handle themselves. On the contrary, the respondents replied that 26 (10.5%) teachers and 104 (42.44%) of students strongly disagreed and similarly 44 (17.8%) teachers and 43 (17.55%) of students disagreed while 4 (1.6% of respondents was neutral on the students who were not accomplished secondary school education could be self sufficient or manage themselves.

The mean score of the teachers and students were 1.64 and 1.74 respectively. The computed value of the two groups (teachers and students) were found to be 1.10 at $\alpha = 0.05$. This indicates that the computed t - at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in being poorness as challenge to attend secondary schools regularly, $t(243) = 1.10$, $p > 0.05$, two tails.

Therefore, the researcher could conclude the majority of the respondents strongly disagreed that if the students might not attend secondary school education they could not manage themselves. Additionally, the principals, supervisors and bureau of education office heads in the interview session stated that “the children should attend secondary school education unless the result would be backwardness, drug addiction, crimes, migration, social disorder, dependability and poorness revealed in the community.”

According to Malika (2008) longitudinal attendance pattern study excessive absenteeism increases the chances of students eventually drop out of the school which can lead to long term consequences for the students such as average income, high incidents of unemployment and higher likelihood of incarceration. He that students who drop out of the school face a higher risk of poverty because of their inability to secure quality paying enrolment due to their lack of education and resources. Drop out who lack education resources are more likely to commit criminal activities leading to incarceration.

Regarding table 4 of item 2.3, 24 (9.7%) teachers and 67 (27.34%) of students strongly agree, 42 (17%) of teachers and 88 (35.91%) of students were agreed. On the contrary 2 (0.8%) of teachers and 6 (2.4%) of students were strongly disagreed, 2 (0.8%) of teachers and 12 (4.9%) of students were disagree while 2 (0.8%) of students were neutral. As shown in table 3, the majority of the respondents were agreed on students being out of school social unrest and unemployment would be raised. The community clan heads in the interview session also added that “in the community there are illegal actions like robbing others property, killing, abusing and illegal human trafficking.”

They conclude that “these were the result of students being out of secondary school. The students’ council added that “because of the far distance from students’ home to school the majority of students have no opportunities to attend secondary school education unless forced to stop and engaged in unwanted activities like mentioned above by the community heads.”

Bureau of education office heads reported that they worked in awarning the community regarding education but the majorities of the community members were not educated and they could not align with change and support the education experts by sending their children to school. They also added that the communities were not interested to support the school management and they were not active like the communities in towns and cities. Finally, they reported that because of parents’ lower education background the children were not supported regularly to attend secondary school education and this resulted in social unrest and conflicts.

The mean score of the teachers and students were 4.25 and 4.09 respectively. The computed value of the two groups (teachers and students) were found to be 1.244 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in students being out of school was the consequence of communities social unrest, $t(243) = 1.244$, $p > 0.05$, two tails. Generally this shows that the majority of respondents agreed on that the students being out of secondary school education results in social unrest and unemployment.

Regarding table 4 of item 2.4, about 3 (1.2%) of students strongly agreed and 4 (1.6%) of teachers and 6 (2.4%), were replied agreed. On the other hand, 35 (14.2%) of teachers and 79 (32%) of students were strongly disagreed. Similarly, 29 (11.7%) teachers and 87 (35.2%) students replied disagreed whereas 2 (0.8%) of teachers were neutral. The mean score of the teachers and students were 1.65 and 1.65 respectively. The computed value of the two groups (teachers and students) were found to be 0.144 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in being out of school the students nationalistic feeling could not develop , $t(243) = 0.144$, $p > 0.05$, two tails. Therefore, teachers and the students alleged that being out of school could not develop nationalistic feeling.

This idea also supported by the supervisors and principals in the interview session and they explained that the majority of the students had no Ethiopian nationalistic feeling because of problems like bad environmental condition, hunger, parental distraction and having dual citizenship. They also added that the majority of the people were from Somalia Mogadishu and their parents are there. Therefore, they hope to turn back after the alleviation of the civil wars between Alshebab and the existing government.

As we can see table 4 of item 2.5, 29 (11.8%) of teachers and 78 (31.6%) of students agreed. on the other hand, 87 (35.2%) of students replied strongly disagreed and the remain respondents 4 (1.6%) of teachers and 7 (2.8%) of students disagree on students being out of secondary school become dependent on their families in particular and the community in general. The mean score of the teachers and the students were 4.33 and 4.30 respectively. The computed value of the two groups (teachers and students) were found to be 0.237 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in being out of school the students develop dependency on their families, $t(243) = 0.237$, $p > 0.05$, two tails.

This statistical value shows that the majority of the respondents were agreed on that if students stayed out of secondary school, they develop dependency on their families. Similarly the PTA members in the interview session explained that “because of the distance and other factors the students stayed out of school and stayed at home and this resulted dependency and bad behaviours like abusing and some are going to join opponent groups of the government and others may migrate.” They also reflected that “even the child may not have positive relationship with their parents and the community members and they want to left the area towards the town and engage in begging and criminal activities.”

Distance to school was found to be one of the most common explanatory challenges for non-attendance. This is due to the higher opportunity (time) and direct (transport) costs, as well as the potential risks for children of travelling long distances on their own. Education participation in cities are in a better balance than towns and country side because of educational infrastructures and the influence of modern values is strongest in cities and weakest in towns and country sides and it expected educational participation to be higher in the more urbanized areas of the countries and less

in country side and the urban (World Bank, 2004). Many factors contribute to lower educational participation in rural areas. On the demand side, rural children may be less interested in attending school. First, the opportunity costs of attending schools are often higher in rural areas (Lockheed and Verso, 1991).

Concerning table 4 of item 2.6, 19 (7.7%) of teachers and 84 (34%) of students replied strongly agreed and 48 (19.4%) of teachers and 110 (44.5%) of students replied agreed. On the contrary, 8 (3.2%) of teachers and 10 (4.08%) of students disagreed. The mean score of the teachers and students were 4.22 and 4.13 respectively. The computed value of the two groups (teachers and students) were found to be 0.826 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in being shortage of secondary school pushed to migrate to the neighbour countries, $t(243) = 0.826$, $p > 0.05$, two tails.

Therefore, the statistical test shows that shortage of secondary school nearby the community leads the students to migrate in order to look for alternatives. Some of the PTA members blamed the government and stated the factor for the migration of their children was shortage of secondary schools nearby the community. Similarly, students' council added that in the focus group discussion and said the woreda was very distance and it extended at least 90 kms and above and the directions from one town to the next town is very far and difficult to travel and cross the desert area. In addition to this, they added that "there was no water resources and also very difficult for female students to cross this long distance."

Regarding table 4 of item 2.7, 30 (21.1%) of teachers and 84 (34%) of students strongly agreed and 38 (15.4%) of teachers and 81 (32.8%) of students agreed. Whereas 2 (0.8%) of teachers and 10 (4.08%) of students replied disagreed on students being out of secondary school education had no smooth relationship with their parents. The mean score of the teachers and students were 4.41 and 4.36 respectively. The computed value of the two groups (teachers and students) were found to be 0.445 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in being out of school resulted

disputes and the student would not have smooth relationship with family members, $t(243) = 0.445$, $p > 0.05$, two tails.

Furthermore, the discussion prevailed that the majority of the respondents strongly agreed on students being out of school had no smooth relationship with their parents and communities. Similarly, the principals during the interview session stated that the students being out of school have not smooth relationship with their parents particularly and the communities in general. They also added that now a day's many of out of school students seek to migrate without the permission of their parents. PTA members also explained that the youths now a day's engaged in un expected areas like chewing khat, robbing others property and negligence.

Generally, the majority of the respondents concluded that the students being out of school results in dependency, social unrest and unemployment, negative relationship with their parents and communities and they do not give emphasis for their social values like religion, norms, customs and cultures. Whereas some of respondents conclude that being out of school may not affect students' nationalistic feeling.

4. 2.3. Parental Involvement in Supporting Children to attend Education

One of the focus of this research was discussing the extents of parental involvement in supporting students to attend secondary school education. Accordingly, four question items were presented to teacher and student respondents. The responses of these groups and the analysis of the data is entertained here under.

Table 5: Analysis on the extent of parents involvement in supporting students to attend secondary school education

Items 4	Respondent	SA		A		U		D		SD		mean	t-cal	t-table
		F	%	F	%	F	%	F	%	F	%			
3.1parents are fully capable to support students to attend secondary school education.	Teacher	4	1.6	6	2.4	-	-	28	11.3	32	13	1.90	1.767	1.984
	Students	5	4	14	5.7	-	-	78	31.6	88	31.6			
3.2parents in rural area have clear understanding about education and they are willingness to send children to school	Teacher	-	-	3	1.2	-	-	34	13.8	33	13.4	1.62	1.568	1.984
	Students	-	-	6	2.4	-	-	38	15.4	131	53			
3.3 parents have the direct involvement in school management.	Teacher	-	-	2	0.8	-	-	44	17.8	24	9.7	1.72	1.097	1.984
	Students	2	0.8	3	1.2	-	-	54	21.9	116	47			
3.4 parents are ready to visit the school in frequently.	Teacher	2	0.8	3	1.2	-	-	28	11.3	37	15	1.65	1.249	1.984
	Students	-	-	3	1.2	-	-	79	32	92	37.2			

NB. SA = 5, represent strongly agree, A =4, represent Agree, U =3, represent undecided, D = 2, represent disagree SD = 1, represent strongly disagree, F, represent frequency of respondents, t-cal = represents t-calculate.

Table 5 item 3.1, 4 (1.6%) of teachers and 5 (2.0 %) of students strongly agreed on parents capacity to support their children to attend secondary school education and 6 (2.4%) of teachers and 14 (5.7%) of students replied agreed. On the contrary, 32 (13%) of teachers and 78 (31.6%) of students replied strongly disagreed and 28 (11.3%) of teachers and 78 (31.6%) of students replied disagreed on capability of parents in the support of their children to attend secondary school education. The mean score of the teachers and students were 1.90 and 1.61 respectively. The computed value of the two groups (teachers and students) were found to be 1.767 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$ at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in parents awareness in education was low, $t(243) = 1.76$, $p > 0.05$, two tails.

Similarly, the interviews with principals and PTA members presented that 95% of the people in the region cannot read and write (they are illiterate) and they don't have awareness about secondary school education. Even one of the principals stated that parents are very happy when their children stop education in fact that in rural Ethiopia, do not have the good knowledge regarding the benefit of education due to the fact that they are illiterate. One of bureau of education reported that the graduate peoples in the research conducted area were not happy to serve as a teacher because teaching profession in the community was not giving emphasis as other professions. He added that the majority of the secondary school education was covered by the teachers assigned by Ministry of education.

Furthermore, the principals and supervisors reported that “the parent may send the children to school but the majority of the parents may not know the grade level of their children. Sometimes, the children cheated their parents and tell false information if they do not want to go to school.”

Education takes place not only in schools but also within families, communities, and society. Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100 % responsibility for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing, and educating of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills

important in society. Schools cannot and should not operate as separate entities within society. Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents, and communities (Collette and Perkins, 1995).

This remains one of the greatest barriers to children's non enrolment in Ethiopia. In particular, mothers' illiteracy or low educational level plays a major role in the high children's dropout rate or in the fact that some never join school. Parents who do not see the immediate and long-term benefits of sending their children to school because they expect poor quality education and/or because children do not meet the social and economic success market in the community are unlikely to continue to invest on education. Therefore, a misconception of parents regarding education is amongst the barriers for the enrolment of children in schools (Degenet, Andinet Assefa *et al.*, 2007).

Concerning table 5 of item 3.2, 3 (1.2%) of teachers and 6 (2.4) of students replied agreed that parents in the rural area have a clear understanding and willingness to send their children to attend secondary school education. Conversely, 33 (13.4) of teachers and 131 (53%) of students replied strongly disagree and 34 (15.4%) of teachers and 38 (15.4%) of students replied disagreed on parents could realize and their willingness to send their children to attend secondary school education. In students council at focus group discussion reflected their ideas accordingly the practical observation. They said that "parents don't care whether their children are engaging in education or not as a result they will not engage in school managements rather than parents prefer to engage in camel herds.

Similarly one of the principal added that even parents may not know the grade level of their children and they are cheated if necessary. The mean score for the teachers and students were 1.62 and 1.33 respectively. The computed value of the two groups (teachers and students) were found to be 1.356 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$ at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students did not give emphasis for education and its benefits , $t(243) = 1.356$, $p > 0.05$, two tails.

Accordingly Taylor and Munhall, 2001, Parents in rural areas often have a lower level of education, and may attach a lower value to schooling. They perceived lack of relevance of schooling may be enhanced by a rigid curriculum, often designed for a context (and sometimes culture) removed from that in rural areas. Rural schools rarely adapt the curriculum to make use of local examples, or to link the curriculum to local needs. Even, where parents place a value on schooling, they may be less able to help their children learning. Parents in rural areas are less likely to be educated themselves, and so have less ability to provide support for their children. Some report shows that they are embarrassed to discuss school topics with their children, because of their own lack of knowledge. Further, homes in rural areas are often ill-equipped to meet the needs of children to study, and often lack facilities like electricity.

(Degenet, Andinet and Assefa *et al.*, 2007), stated that Lack of awareness of the importance, requisites, and need for education among members of communities, especially in rural areas and indigenous communities, is a major factor hindering school attainment of students in the region. A parent contacted in Dennan woreda explained why parents sometimes may refuse to send their children to school in relation to economic factors. Still related to the economic returns of education, families do not consider education as an achievement because it does not bring immediate relief to the food insecurity at hand. Marriage is therefore valued higher than education, especially for girls, as this provides parents with instant benefits such as ties with other families who will provide help during food shortage.

As we can see table 5 of item 3.3, 2 (0.8%) of teachers strongly agreed and 2 (0.8%) of teachers and students were agreed that the direct involvement of parents are active in school management. While 24 (39.74.28%) of teachers and 116 (47%) of students strongly disagreed and 44 (17.8%) of teachers and 54 (21.9%) of students replied disagreed on the direct involvement of the parents in school management. The mean of the scores of teachers were 1.72 and 1.39 respectively. The computed value of the two groups (teachers and students) were found to be 1.841 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$ at $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in parents involvement in education $t(243) = 1.841, p > 0.05$, two tails.

For that reason, the statistical value shows that the majority of the respondents were strongly disagreed on the parents' direct involvement in school management. Here the principals, bureau of education office heads and supervisors in the interview session stated that "the majority of parents had not consciousness regarding education and they were not willingness to take part in school management." On differently some of PTA members argued that "the school managements by themselves had a problem and could not give us responsiveness concerning education and even some of the principals made illegal actions and they are running to collect money through illegal fee collections."

They mention examples that principals use a system to collect money from students illegally. For example, one parent presented that "during a time of entrance examination, and General Leaving Certificate Examination, admission card submission and roster preparation the principal collected a minimum of hundred and fifty Ethiopian birr for private use and this pushed the communities not to involve in school management issues."

Gaynor (1998) analyzed the complex relationship between teachers and parents in her study on teacher management with a focus on the decentralization of education. She argues that many parents in many countries would like to be more involved in selecting and monitoring teachers. However, analyzing impacts of the El Salvador's EDUCO project in which parents are responsible for school management and monitor teachers, Gaynor stressed that the teachers feel threatened by parental involvement, believing that it will diminish public regard for their professional status.

Shalden (1994) in attempts to understand factors that prevent communities from being involved in formal education, found that the degree of community participation is particularly low in socially and economically marginal regions. This is because such regions tend to have the following elements like lack of appreciation of the overall objectives of education, a mismatch between what parents expect of education and what the school is seen as providing and the belief that education is essentially the task of the government (Uemura,1999).

Regarding table 5 of item 3.4, 2 (0.8%) of teachers strongly agreed, 3 (1.2%) of teachers and 3 (1.2%) of students replied agreed. On the other hand, 37 (15%) and 92 (37.2%) of students responded strongly disagree on the frequency of parents to visit the school. While 28 (11.3%) of teachers and 79 (32%) of students disagreed. The mean score of teachers and students were 1.65

and 1.51 respectively. The computed value of the two groups (teachers and students) were found to be 1.097 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$ at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in parents direct involvement in school management, $t(243) = 1.097$, $p > 0.05$, two tails.

“As the interview session conducted with principals, bureau of education office head and supervisors reported that the majority of the parents were not visit to school even once a year and this also adversely affects particularly the life of their children and generally the development of the communities.” Students council in the focus group session “discussed on parents in a rural area were not happy to send the children to school and even they are not happy to visit the school and its activities”

As Colletta and Perkins (1995) stated education takes place not only in schools but also within families, communities, and society. Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100 % responsibility for educating children. Parents and families cannot be the only group of people for children’s education as long as their children interact with and learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing, and educating of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society.

As the above explanation the Schools should not operate as separate entities within society. Since each group plays a different role in contributing to children’s education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents, and communities

Accordingly table 5, that the average results of majority of respondents were strongly disagreed that parents haven’t full involvement in school management. Therefore, the majority of the respondents were disagreed on, the direct involvement of parents in school management; clear understanding in education and the involvement of supporting school management in the research conducted area.

4.2.4. Alternative strategies used to retain students in secondary school education.

One of the focus of this research was identifying alternative strategies used to retain students in secondary school education. Accordingly, five question items were presented to teacher and student respondents. The responses of these groups and the analysis of the data is entertained here under

Table 6: Alternative strategies used to retain students in secondary school education

Items: 4	Respondent	SA		A		U		D		SD		mean	T-cal	t-table
		F	%	F	%	F	%	F	%	F	%			
4.1 create awareness about the advantage of education helps to retain students in school.	Teachers	51	20.81	18	7.3	-	-	1	0.4	-	-	4.74	1.249	1.984
	Students	122	49.8	49	20	-	-	4	1.6	-	-	4.65		
4.2 parents active participation in the issue of education has significant values.	Teachers	28	11.4	40	16.3	-	-	2	0.8	-	-	4.38	0.138	1.984
	Students	80	32.7	89	36.3	-	-	6	2.4	-	-	4.39		
4.3 continuous follow up and monitoring through education supervisors help to retain in school.	Teachers	25	10.2	43	17.6	-	-	2	0.8	-	-	4.33	0.682	1.984
	Students	76	31.02	87	35.5	-	-	7	2.83	5	2.04	4.27		
4.4 Award model parents who are actively participate in the issue of education	Teachers	37	15.1	29	11.8	-	-	1	0.4	3	1.2	4.42	0.440	1.984
	Students	75	30.6	95	38.8	-	-	5	2.4	-	-	4.37		
4.5 Arrange the school schedules'' in accordance the communities way of life.	Teachers	37	15.1	29	11.8	-	-	4	1.6	-	-	4.45	1.230	1.984
	Students	49	20	123	50.2	-	-	-	-	3	3.12	4.24		

N.B SA =5, represent strongly agree, A = 4, represent Agree, U = 3, represent undecided, D = 2, represent disagree, SD = 1, represent strongly disagree, and F,represent frequency of respondents, t-cal= represents t-calculate.

As we can see table 6 of item 4.1, 51 (20.81%) of teachers and 122 (49.8%) of students strongly agreed, 18 (7.3%) of students and 49 (20%) of students replied agreed on awareness creation about education helps to retain students in secondary school. whereas, 1 (0.4%) of teachers and 4 (1.6%) of students disagree on awareness creation on the advantage of education. The mean score of teachers and students were 4.74 and 4.65 respectively. The computed value of the two groups (teachers and students) were found to be 1.249 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$ $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in awareness creation and its importance to retain students in secondary school education, $t(243) = 1.249$, $p > 0.05$, two tails.

Based on this analysis the majority of the respondents were strongly agreed on awareness creation about education helps to keep hold of students in secondary school education. Similarly in the interview session the principals, bureau of education office heads and the supervisors were assured that “awareness creation about the advantage of secondary school education helps to retain students in secondary school education.” Lastly, the education experts concluded that “the community should have clear awareness about the advantage of secondary school education.”

In order to exercise any kind of community participation, there needs to understand among all stakeholders, all people who are targeted. Reasons and benefits of community participation have to be clearly addressed and understood by people. In addition, a continuing dialogue between schools and community is essential because it usually takes a long period of time to yield any benefit. Also all the stakeholders need to share the understanding that responsibility to educate children cannot be taken by single group of people. One of the strategies to contribute to successful community participation in education is to conduct a social marketing campaign, and an awareness campaign, in order to promote community involvement in children’s education. Such campaigns designed to target parents and community members can help them increase their understanding on the benefits of their collaboration with teachers and schools (Campfens, 1997).

In table 6 of item 4.2, 28 (11.4%) of teachers and 80 (32.7%) of students replied strongly agreed and 40 (16.3%) of teachers and 89 (36.3) of students replied agreed. on the opposite 2 (0.8) of teachers and 6 (2.4%) of students disagreed on parents active participation and its significant value.

Accordingly table 5 of item 4.2, the majority of the respondents agreed on by the participation of parents and its significant values. The mean score of teachers and students were 4.38 and 4.39 respectively. The computed value of the two groups (teachers and students) were found to be 0.138 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in parents participation and its significant values, $t(243) = 0.138$, $p > 0.05$, two tails.

In addition, the principals and vice principals by the interview session stated that education without the participation of the community would not have a change and they reported that as a principal they should be actively engage in awareness creation about education and its significances. Similarly, the community clan heads stated that education may give us a clue for change but the area was very remote and the facilities like other developed regions were not reaching on time and distribute for the beneficiaries. The clan heads mention some of the necessary facilities such as textbook, laboratory equipment, library materials, chemicals, chairs, tables and other supportive materials of education could not avail on time.

Similarly, the supervisors reported that parents' education background was the base to facilitate education materials and learning, but the majority of the communities were illiterate and they were not active even to take part in meeting and other workshops and this shows that parents involvement in education was low and needs more work to update and align with education and technologies. Furthermore, the PTA reported that they believe change is a part of education by the active involvement of all citizens. However, the community members in the research conducted area were highly marginalized in the past and now they do not have elite people for the necessary changes. Finally, the groups of people in the interview session regarding active participation in education and its significances concluded that all citizens should be actively take part in education and internalized its significances for themselves.

Furthermore, families who are involved in schools not only have a better understanding about education but also become more willing to cooperate with schools in attempts to improve children's learning. In addition, parents can help their children with homework, and make sure that children are physically ready to learn at schools. Heneveld and Craig (1996) argue that the parent and the community are one of the key factors to determine school effectiveness because they can prepare

children's readiness to come to school and their cognitive development, by ensuring children's well-balanced nutrition and health.

Not all parents and community members are willing to get involved in school activities. Some have had negative schooling experiences themselves, some are illiterate and don't feel comfortable talking to teachers, and getting involved in any kind of school activities. They feel they don't have control over the school. Some parents and families are not willing to collaborate with schools because they cannot afford to lose their economical labour by sending their children. Even though they see the benefits to send children to schools, opportunity costs are oftentimes too high to pay (Pena, 1995).

According to Smite, (2006) Parental education background, and particularly mothers' education, is frequently presented in the literature as a strong predictor of children's educational achievement. It is assumed that educated parents are more able to recognise the long-term benefits of education and thus provide their children with a better education which often means entry into more lucrative non-farm occupations. It confirmed that higher parental education does indeed have a significantly positive effect on the probability of children being in school. It is apparent that children's school participation depends, to a large extent, on the parental decision making, which is the most influential factor in sustaining school participation.

As we can see of table 6 of item 4.3, 25 (10%) of teachers and 76 (43.42%) of student and were replied strongly agreed and 43 (17.6) of teachers and 87 (49.7%) of students agreed on continues follow up and monitoring through education experts help to retain students in secondary school education. While 5 (2.04%) of students strongly agreed and 2 (0.8%) of teachers and 7 (2.83) of students disagreed on continues monitoring and follow up through education supervisors help to retained students in school. The mean score of teachers and students were 4.33 and 4.26 respectively.

The computed value of the two groups (teachers and students) were found to be 0.682 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in continuous follow up and monitoring helps to retain students in school, $t(243) = 0.682$, $p > 0.05$, two tails. Here the majority of respondents were

agreed on continues monitoring and follow up through education supervisors help to retain students in school.

As principals, bureau of education office heads and supervisors reported that “follow up, monitoring and controlling the students’ academic progress is part of the daily tasks of experts and the school stakeholders as well parents.” However, “parents did not show significance contribution in academic progressive changes of their child. Even though, education experts should arrange time and design systematic approach to convince about education and its significances for change.” On the other hand the PTA and the clan heads contradict on the idea of the experts and reported that “the majority of principals did not give attention for education rather they give priorities for their personnel benefits through different ways.”

Although some communities have historically been involved in their children’s education, it hasn’t been fully recognized that communities themselves have resources to contribute to education, and they can be resources by providing local knowledge for their children. Involving parents, families, and communities in the process of research and data collection can reveal to them factors that contribute to lower enrolment and attendance, and poor academic performance in their schools.

Furthermore, parents are usually concerned about their children’s education, and often are willing to provide assistance that can improve the educational delivery. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive at classrooms on time and perform effectively in the classrooms. Parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming the core agent of the education delivery (World Bank 1995)

As we can see table 6 of item 4.4, 37 (15.1%) of teachers and 75 (30.6%) of students were strongly agree and 29 (11.8%0 of teachers and 95 (38.8%) of students were agreed. On the other hand 1 (0.4) of teachers and 5 (2.4%) of students were replied disagreed that motivation in the form of award for model participants in the issue of education used as alternative strategies of to retain students in the school compound. The mean score of teachers and students were 4.42 and 4.37 respectively. The computed value of the two groups (teachers and students) were found to be 0.440 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$,

$t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in award the model parents serve as alternative strategies to retain students in school, $t(243) = 0.440$, $p > 0.05$, two tails. In this interpretation the majority of respondents strongly agreed that award the model participants in the issue of education is a basic alternative strategist to retain students in school.

In similar way, the principals, supervisors and PTA members stated that “motivation in different ways like providing certificate, financial support helps to pursue the participants in order to participate in the issue of education.” In addition bureau of education experts reported that “motivation is way of bringing people to the system and it is supportive principle for further engagement of the parents in education and the school management systems.” As a result the expert believed that “providing awards for active and model participants were considered as alternative strategies of supporting and retaining students in school.”

Regarding table 6 of item 4.5, 37 (15.1%) of teachers and 49 (20%) of students strongly agreed and 29 (11.8%) of teachers and 123 (50.2%) of students agreed in different way 3 (1.2%) of students strongly agreed and 4 (1.6%) of teachers disagreed on that schedule arrangement is one of the strategic alternatives to retain students in school. The mean score of the teachers and students were 4.45 and 4.24 respectively. The computed value of the two groups (teachers and students) were found to be 1.230 at $\alpha = 0.05$. This indicates that the computed t- value at $\alpha = 0.05$ is much less than the critical region at $\alpha = 0.05$, $t(243) = 1.984$. Therefore, it was concluded that there was no statistically significance mean differences between teachers and students in schedule arrangement as alternative strategy to retain, $t(243) = 1.230$, $p > 0.05$, two tails.

In the interview session the PTA and students' council stated that “since the environment is desert area and affected by drought it is advisable to arrange schedules seasonally.” For example one principal stated that “during the drought time communities changed their environment in order to search water resource and grazing lands.” Similarly, the students' council during the focus group discussion session explained that “the school schedule arrangement should be seasonally.” Some of the principals agreed that “the schedule can be seasonally but it contradicts with education policy.” However, he suggested that mobile school should establish to arrange schedules in order to use during the drought season.

As Carino and Valismo (1994) stated that there are various ways to bring parents and community members closer to schools which they serve, including: minimizing discontinuities between schools and communities, and between schools and families, minimizing conflicts between schools and communities, schools and families, teachers and parents, and what is taught in school and what is taught at home, making easy transition of pupils going from home to school, preparing pupils to engage in learning experiences and minimizing cultural shock of new entrants to schooling. Communities can contribute to schools by sending respected community members, such as religious leaders or tribe heads, to the classrooms and talk about community history, traditions, customs, and culture, which have been historically celebrated in the community.

Schools themselves can contribute to community efforts by developing sustainable solutions to local problems. Involving parents and communities in discussions as part of school activities also helps to identify factors that prevent children from schooling. Parents are encouraged to express their concern, and reasons why they are not sending their children to school. For instance, many parents in rural areas are reluctant to send their children to schools located in distance, concerned about the security of their children on the way to cross long distance (UNICEF, 1992).

Generally, awareness creation, parents' active participation, monitoring and continues follow up, award model participants are alternative strategies in order to retain students in school on the contrary the remains respondents were strongly disagreed and disagreed that the above alternative strategies could not help to retain students in the school compound.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The chapter is aimed at providing the summary, conclusion and recommendation on challenges of attending secondary school education.

5. 1. Summary

The major objective of this study was to assess the challenges of attending secondary school education in Shebelle zone of Somali Regional state. As a result the following research questions were formulated:

1. What are the major challenges of attending secondary school education ?
2. What are the consequences of being out of secondary school education ?
3. To what extent parental involvements support children to attend secondary school education?
4. What are the alternative strategies used to retain students in secondary school?

The study was conducted on three government secondary schools in Shebelle Zone and the data was collected from teachers, principals, supervisors, education Bureau office heads, community clan heads, PTA members, and students' council. Descriptive research design was employed. The samples of students were selected by stratified sampling and the rest of the samples were selected through available sampling techniques. 245 copies of questionnaire papers were distributed for the 70 teachers and 175 students. The rate of return of the questionnaires presented was 175 (64.57%) for students and 70 (25.83%) were for teachers respectively. Finally the quantitative data was encoded, tabulated, analyzed and interpreted by using descriptive statistics (frequency, percentage, mean and t-test). The qualitative data like focus group discussion guides and interview were analyzed by using narrative description.

Findings related to background characteristics

- ❖ As shown in the study, the majority of the respondents both the students and teachers were male i.e. 133 (49.6%) and 64 (23%) respectively.

- ❖ As the character of age distribution all of the students were above 16 years and this helps to gather appropriate data for the research studied.
- ❖ As we can see year of experience the majority of the respondents were serving between (6-10) years. This implies that the respondents had awareness about the environmental condition and the culture of the family.
- ❖ Furthermore, the study shows the majority of teachers and management respondents were degree holders. This made confidence for the researcher to collect necessary data from these respondents.

The findings related to major challenges of attending secondary school education

- ❖ The responses obtained from teachers, students, principals and FGD revealed that children in a poor family faced difficulty to attend secondary school education. Further, the majority of students and the teachers reported the children in the poor society could not promote to secondary school as the children from rich societies.
- ❖ As the respondents realized that the environment of the study area was very callous and the communities were affected frequently in drought and famine. Therefore, the community forced to leave their area and move to a new district in order to search grazing lands and water resources. Due to this reason the students were forced to moved with their parents and lost secondary school education
- ❖ As the majority of the respondents assured that the infrastructure of the research conducted area was not good and it was difficult to access market centre in order to change their cattle in cash or other means of income. As the interview conducted by the clan heads and PTA members stated that the market centre of the community was at least (50 - 70 km) far and this also difficult to travel in the absence of transport means. These resulted financial problems and make difficulties to support students and fulfilling scholastic materials and other basic facilities.
- ❖ As the findings indicated in the interview session conducted by clan heads and PTA members reported that culturally the community believed by having large family size in per house hold.

However, they agreed on its negative effect on the life of themselves and the children's future life in general.

- ❖ As the finding of the study indicated that the majority of the community were illiterate and did not give emphasis for education and its benefits. Furthermore, the community had not any contribution for the school development and they thought that all things were fulfilled by the government.

Findings related to consequences of on being out of secondary school education:

- ❖ The teachers, students, PTA members, education bureau office heads and principals realized that students being out of secondary school education could not help to develop social values and preserve and transfer cultural heritages for the next generation.
- ❖ The teachers, students, principals, supervisors and students' council in FGD revealed that the students who did not accomplish secondary school education could not be creative, care and support themselves.
- ❖ Furthermore, the majority of the respondents stated that because of the students being out of attending secondary school education they develop dependency particularly on their families and communities in general.
- ❖ The majority of the respondents indicated that students being out of school resulted in negative nationalistic feeling, drug addiction, migration, and participating in illegal human trafficking prevailed in the community.
- ❖ Supervisors, principals and the focus group discussion participants indicated that the elder of the family members might not attend secondary school education rather they engaged in animal herds and some of them engaged fetching water on donkey from long distance, and performing other house hold chores.
- ❖ Moreover, because of unavailability of social services and the gap of leadership practices in the community, the youths have not actively attended secondary school education and they were engaged in farming activities, trade activities and animal husbandry.

❖ The findings indicated that shortage of secondary school education and the distance from school to home was the challenges of attending secondary school education and resulted being out of attending secondary school education and this pushed the children to migrate another countries.

❖ Since the environment is very desert and difficult to engage in agricultural products and other means of economy and this led the children to become dependent on their families. Furthermore, the children did not have positive or harmonious relationship with their parents.

Findings related to the extents of parents' involvement in supporting children to attend secondary school education:

- ❖ The study indicated that the communities were under marginalized conditions for a long period of time because of natural and human made factors and this effect on illiteracy and the majority of the people (95%) in the country side could not read and write. Therefore, this shows that the extent of parents' involvement in education was very low and they did not give emphasis regarding education. Moreover, the parents had not any contribution for school development. This indicated that the degree of parents' involvement in secondary school education was stumpy and they were not happy to take on in education rather than prefer to engage in cattle herds.
- ❖ As widely held of respondents reflected that the majority of the parents in the rural area were illiterate and did not give emphasis whether their child attend education or not rather they preferred to send in cultivation of agricultural products or animal herds. However, PTA members argued that the school management by themselves had a problem and could not give responsiveness concerning education and even the principals were engaged in corruption and running to collect money through illegal school fees collection.
- ❖ The study revealed that the perception of the communities towards education was not good and in fact that they did not give emphasis regarding students' participation in secondary school education.
- ❖ The community clan heads and the PTA members realized that the school leaders and the community had not strong cooperation in the issue of education.

Findings related to alternative strategies to retain students in secondary school education:

- ❖ The findings indicated that the stakeholders proposed the following alternative for the access of secondary school education so as to retain students' in secondary school and accomplish their education. These were working with NGOs cooperatively in order to found funds, construct additional and mobile secondary schools with the collaboration of the government and other civic institutions, look for transportations with the collaboration of the government and other civic institutions, arrange school schedules accordingly the life of the society, create awareness, award the model parents in participation and make participatory all stakeholders in the community.
- ❖ Finally, the respondents in different session reflected that distance from home to school, drought, poverty, and parents' educational background, financial problem and large family size were pointed out as the major challenges of attending secondary school education. These challenges contributed to the students to stay out of secondary school education. These also resulted dependency, low social integration, negligence, incapable to care themselves, drug addiction, low social integration and engaged in anti developmental groups and migrated to the neighbouring states. As alternative strategy the respondents forwarded the following points, construct additional secondary school, doing with the collaboration of parents, governments, and NGOs and providing physiological needs for poor students

5.2. Conclusions

The study tried to disclose that the challenges of attending secondary school education, consequences of being out of secondary school education, the extent of parents' involvement in Secondary School education and alternative strategies of retaining students in Secondary School. The challenging factors of attending secondary school education were identified as follows: Distance from school to home was the challenges of attending secondary education and causes for many students to stay out of access education.

As the findings, the schools were found almost 70-90 km far from the home and it was very difficult to go and back to home. Financial problem also another challenges of attending secondary school education. Moreover, Secondary education require finances to cover education and other expenses like school fees if necessary, house rent, uniform, transport, food, scholastic materials. However, the capacity of the community was not capable to afford these all materials. Therefore,

the majority of the students were stayed out of Secondary School education and this implies that the students could not make decisions properly concerning their day to day activities and develop dependency.

As the majority of the respondents' explained that drought causes migration of the community from their home land to other regions in order to search grazing lands and water resources. These implies that the students being out of secondary school education and develop dependency, drug addiction, and illegal human trafficking, social destruction, deterioration of democracy and lack of good governance in the community. This also adversely affects the life of the students and socio economic and political development of the communities.

This indicts that the degree of parents involvement in school management and related activities was forgettable in fact that they don't had more know how regarding education and its positive effect for development. Finally, the respondents agreed on the strategies like construction of mobile secondary school since the communities way of life was depend on pastoralists and semi agrarian. In addition to that the government and other concern bodies should work hand in hand to address the challenges of attending secondary school education.

5.3. Recommendations

Based on the findings, the study forwarded the following possible recommendations:

1. As the findings indicated that the majority of the students in the country side stayed out of secondary school education. Therefore, the school stakeholders, education experts, Community leaders, the students themselves and PTA should play a role to support the children in attending secondary school education.
2. As finding indicated the majority of the community members was illiterate and did not give emphasis regarding education and its benefits. Therefore, school community predominantly principals, education bureau heads, teachers, supervisors and PTA should create awareness regarding education and its worth in different ways for community members.
3. Distance from home to school is pointed out as a challenge of attending secondary school education and it is beyond the economic capacity of the community. Thus, the regional government should construct additional secondary schools with the collaboration of the community so as to tackle the

problems and monitoring its progress. In addition, the school leaders should work in collaboration with the community and nongovernmental institutions to collect funds for the construction of schools and transport facilities.

4. The communities way of life is depend on pastoralist and still they didn't have sustainable settlement and in fact that they change their places seasonally. Consequently, it affects students' attendance in secondary school education. Thus, the Regional government with the collaboration of the Federal government should construct mobile schools so as to support students in order to retain in secondary school education
5. To enhance the involvement of the communities in the school management and other related activities there should be awareness creation for the advantage of education and its long run use. As mentioned by the discussion part 95% of the people in the region are illiterate and they couldn't read and write manuscripts and this also adversely affected their own lives. Therefore, the regional Bureau with the collaboration of the Federal government need to arrange adult education program and deliver accordingly.
6. Parents in rural areas are less likely to be educated themselves, and so have less ability to provide support for their children. Children in rural areas may be considered more difficult to educate. They are likely to have less parental encouragement to go to school, and more alternative demands on their time, such as helping with agricultural tasks. In this regarded the school administration, teachers and the community leaders should play a great role in awareness creation and provision of education facilities for the communities.
7. As the discussion in part four Secondary schools were somehow empty of staff because of the remoteness of the area and they prefer to turn over to towns and cities. By taking these problems as account, the Regional Education Bureau should provide some incentives and motivation for teachers and school managements so as to minimize turn over and run the school activities efficiently and effectively.
8. As the respondent reflected that the majority of the people in the research conducted area did not feel Ethiopian nationalities and they were not positive the principle of education policy. Thus, the teachers, the principals, students' council, PTA and other education experts should invest more

efforts and make communities to be active participant in education so that they could understand nationalist feelings and accept the policy of education.

9. Parents in rural areas are less likely to be educated themselves, and so had less ability to provide support for their children. Children in rural areas may be considered more difficult to educate. They are likely to have less parental encouragement to go to school, and more alternative demands on their time, such as helping with agricultural tasks. When they attend school, they may find the curriculum less relevant to their lives, and find less support for their learning from the home environment. In this regard the school administration and the community leaders should play a great role in awareness creation and provision of education facilities for the communities.
10. As the discussion in part four Secondary schools are somehow empty of staff because of the remoteness of the area and they prefer to turn over to towns and cities. By taking these problems as account, the government should provide some incentives and motivations for teachers so as to minimize turn over and run the school activities efficiently and effectively.
11. As the majority of the respondents replied that almost 95% of the people are illiterate. Hence, the Policy makers, education experts and capacity building offices should think how this illiterate community would aware about education.
12. The availability of secondary school in rural areas remains limited. This is reflected in the important differences between regions. Most regions had constructed additional schools in rural areas, but it remains difficult to construct sufficient schools of good quality in rural areas (because of the lack of access to some indispensable services. Therefore, the Regional education Bureau with the collaboration of the Federal governments and other voluntary agencies should work hard in order to construct additional schools and create awareness about education and its significances.
13. As the respondent reflected that the majority of the people in the research conducted area had not feel positive attitude towards Ethiopia and Ethiopian Education policy. Thus, education experts, principals and teachers should invest more efforts and make communities active participant in education so that they could understand nationalist feelings and accept the policy of education.

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7. APPENDECIES

APPENDIX I
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE

Questionnaires to Be Fulfil by Students

Dear Respondents

I would like to appreciate your genuine co-operation and willingness to my questionnaire guides. Your genuine responses and idea have their own significant contribution to the study. As a result, I kindly request you to provide me with your required information for the study. Thank you so much once again for your valuable time and effort to fulfil these questionnaires.

I would like to inform you that the information you provide me will be used purely for academic and research purpose by the researcher and hence will be kept confidential.

General Information and Personal Data

Choose the letter below and circle it.

Grade level

A. Grade 9

B. Grade 10

Age (16-18)

B. Age (18 -20)

C. Age (20 -22)

D. Age (22-24)

Sex

A. Male

B. Female

Indicate your response by using a tick mark () in the table provided here under.

No	Items 1. What are the major challenges of attending secondary school education?	SA	A	U	D	SD
1.1	Students in a poor society may not attend education regularly.					
1.2	Distance from school to home is one of the challenges of attending secondary school education.					
1.3	Financial problem is the challenges of attending secondary school education.					
1.4	Drought is one of the challenges that force students to stop their education and shift to other areas as herd.					
1.5	Families' lower educational background may be a challenging factor for students' attendance in secondary school education.					

No	Items 2. What are the consequences of being out of students in school?	SA	A	U	D	SD
2.1	The social value of the community is developed.					
2.2	The student can hold themselves and capable enough for world work areas.					
2.3	Social unrest and unemployment rise in the community.					
2.4	Students' nationalistic feeling developed.					
2.5	Students became dependent on their families.					
2.6	If there is not the access of secondary school education students will migrate.					
2.7	The students and parents have no smooth relation.					

No	Items 3. To what extent parental involvement supports the children to attend secondary school?	SA	A	U	D	SD
3.1	Parents are fully capable to support students to attend secondary school education.					
3.2	Parents in rural area have clear understanding about education and they are willingness to send their children to school.					
3.3	Parents have the direct involvement in school management.					
3.4	Parents are ready to visit the school frequently.					

No	Items 4. What are the alternative strategies used to retain students in secondary school education?	SA	A	U	D	SD
4.1	Create awareness about the advantage of education helps to retain students in school.					
4.2	Parents' active participation in the issue of education has significant values.					
4.3	The continuous follow up and monitoring through education supervisors help to retain students in secondary school.					
4.4	Award the model parents who are actively participate in the issue of education.					
4.5	Arrange the school schedules in accordance of the communities' way of life.					

APPENDIX II

HARAMAYA UNIVERSITY

SCHOOL OF POSTGRADUATE PROGRAM DIRECTORATE

Questionnaire to be fulfilled by teachers

Dear respondents

The purpose of the questionnaire is to obtain information about “the challenges of attending secondary school education in Shebelle Zone of Somali Regional State.” The study aims to collect allied and empirical statements about the challenges of attending secondary school education. In the study, your real and genuine responses for each item do have an essential role for its accuracy and reliability. Therefore, you are kindly requested to go through all questions and respond appropriately.

General Information and Personal Data

Education status

Choose the appropriate letters below and circle it.

- A. Degree B. Master C. Diploma D. TTI
 A. Age (24-28) B. Age (28-34) C. Age (35-40) D. Above 40

Sex

- A. Male B. Female

Work experiences

- A. Year (1-5) B. (6-10) C. (11-15) D. (16-20)

Indicate your response by using a tick mark () in the table provided here under.

No	Items 1. What are the major challenges of attending secondary school education?	SA	A	U	D	SD
1.1	Students in a poor society may not attend education regularly.					
1.2	Distance from school to home is one of the challenges of attending secondary school education.					
1.3	Financial problem is the challenges of attending secondary school education.					
1.4	Drought is one of the challenges that force students to stop their education and shift to other areas as herd.					

1.5	Families' lower educational background may be a challenging factor for students' attendance in secondary school education.					
	Items 2. What are the consequences of being out of students in school?					
2.1	The social value of the community is developed.					
2.2	The student can hold themselves and capable enough for world work areas.					
2.3	Social unrest and unemployment rise in the community.					
2.4	Students' nationalistic feeling developed.					
2.5	Students became dependent on their families.					
2.6	If there is not the access of secondary school education students will migrate.					
2.7	The students and parents have no smooth relation.					
	Items 3. To what extent parental involvement supports the children to attend secondary school?					
3.1	Parents are fully capable to support students to attend secondary school education.					
3.2	Parents in rural area have clear understanding about education and they are willingness to send their children to school.					
3.3	Parents have the direct involvement in school management.					
3.4	Parents are ready to visit the school frequently.					
	Items 4. What are the alternative strategies used to retain students in secondary school education?					
4.1	Create awareness about the advantage of education helps to retain students in school.					
4.2	Parents' active participation in the issue of education has significant values.					
4.3	The continuous follow up and monitoring through education supervisors help to retain students in secondary school.					
4.4	Award the model parents who are actively participate in the issue of education					
4.5	Arrange the school schedules in accordance of the communities' way of life.					

NB. Use SA = 5, for strongly agree, A = 4, agree, U=3, Undecided, D = 2, for Disagree and SD = 1, for strongly disagree

APPENDIX III
HARAMAYA UNIVERSITY

SCHOOL OF POSTGRADUATE PROGRAM DIRECTORATE

Focus group discussion answered by students' council

Dear principals and Teachers,

The purpose of this focus group discussion is to obtain information about “the challenges of attending secondary school education in Shebelle Zone of Somali Regional State.” The study aims to collect allied and empirical statements about the challenges of attending secondary school education. In the study, your real and genuine responses for each item do have an essential role for its accuracy and reliability. Therefore, you are kindly requested to go through all questions and respond appropriately.

Question1: What are the major challenges of attending secondary school education?

1. Discuss the challenges of attending secondary school education and mention them.

Question 2.To what extent parental involvement supports the children to attend secondary school?

1. How much parents support the children to attend their secondary school education?
2. How much parents are involved in the strength of secondary school?

Questions 3.What are the consequences of being out of students in school?

1. Discuss about the consequences of students being out of secondary school?
2. What are the socio - economic and political consequences of students being out of secondary school

Questions 4.What are the alternative strategies used to retain students in secondary school education?

1. Do you state some of alternative strategies which designed by education experts?
2. What are the best alternatives used to retain students in secondary school?

APPENDIX IV
HARAMAYA UNIVERSITY
SCHOOL OF POST GRADUATE PROGRAM DIRECTORATE

Interview questions for principals, woreda education, heads, clan heads, supervisors and PTA members

Dear respondents

The purpose of the interview is to obtain information about “the challenges of attending secondary school education in Shebelle Zone of Somali Regional state.” The study aims to collect valid and empirical statements about the challenges of attending secondary school education. In the study, your real and genuine responses for each item do have an essential role for its accuracy and reliability. Therefore, you are kindly requested to go through all questions and respond appropriately.

General Information and Personal Data

Education status

Choose the appropriate Letter and circle it.

- | | | | |
|----------------|----------------|----------------|-------------|
| A. Degree | B. Master | C. Diploma | D. TTI |
| A. Age (24-28) | B. Age (28-34) | C. Age (34-40) | D. Above 40 |

Sex

- | | |
|---------|-----------|
| A. Male | B. Female |
|---------|-----------|

B. Work experiences

- | | | | |
|---------------|----------------|-----------------|-----------------|
| A. Year (1-5) | B. year (6-10) | C. year (11-15) | D. year (16-20) |
|---------------|----------------|-----------------|-----------------|

Question 1: What are the major challenges of attending secondary school education?

- 1.1 What are the challenges facing students attendance in secondary school education
- 1.2 What is your feeling in a family size and students' attendance in a secondary school education?
- 1.3 In which season students go away from school compound? Why?

Question 2: to what extent parents support the children to attend secondary school education?

- 2.1 To what extent parents are aware of the advantage of secondary school education?
- 2.2 To what extent fathers and mothers are support education and push the children to school?

2.3 To what degree the parents came to school and communicate with the teachers and the school managements about the progressive change of the children?

2.4 To what extent parents share financial contribution for school development?

Question 3: what are the consequences of being out of secondary school education?

3.1 What do you think the social values of the community due to the students out of school?

3.2 What will be the result if the students' ca not attends secondary school education?

3.3. Do you mention some of the social consequences if the students being out of secondary school education?

3.4 What are the communities' threats when students lack to continue secondary school education?

Question 4: what are the alternative strategies used to retain students in secondary school education?

4.1 What are the possible alternative strategies designed by education experts to support the students especially in a poor society?

4.2 Do you state some of alternative strategies which designed by education experts?

4.3 Who are the responsible body in the implementation of the alternative strategies in school attendance?

4.4 What will be the role of teachers in retaining students in secondary school by using the alternative strategies?

4.5 Who will be actively participating in the design process of alternative strategies?

APPENDIX V
HARAMAYA UNIVERSITY
SCHOOL OF POSTGRADUATE PROGRAM DIRECTORATE
THE INTERVIEW QUESTIONS TRANSLATED TO AF- SOMALI

Su'aalahan waxaa loogu talo galay in laweydiiyo maamuleyaash, maamule kuxigeenada, xafiis madaxeedyada waxbarashada degmooyinka, odayaasha qabiilada, iyo kormeerayaasha

Jawaab bixiyaasha qaaliga ah.

Subax wanaagsan mudaneyaal ama marwooyin, Magacaygu waa Yeetwaale Ataalale, araday dhigta waxbarashada Mastarka kana dhigta Jaamacadda Haramaya, wxaan sameynayaa darsaad maadaama aan dhigto Hogaaminta waxbarashada. Ciwaanka daraasaddeyduna waa doing **“ caqabadaha laga kulmo waxbarashada dugsiyada saree e deegaanka soomaalida, zoonka shabeele, ee Maamulka Magaalada Godey.”**

Waxaan bogaadinayaa sida wanaagsan ee aad iiga caawineysaan ugu diyaarka tihiin ka qaybqaadashada daraasaddan su'aalaheeda. Siwanaagsan uga qaybqaadashada iyo uga jawaabidda su'aalahan waxay gacan kageysaneysaa daraasaddan. Sidaa darted, waxaan si xushmad leh idinka codsanayaa inaad isiisaan wixii xog ah ee aad heysaan ee la xidhiidha su'aalan laydin weydiinayo. waad ku mahadsantiihin marlabaad waqtiga aad ii hurteen.

Waxaan jecelahay inaan inii caddeeyo warbixinta aad isiineysaan in loo isticmaalayo oo kaliya daraasad iyo waxbarsho oo kaliya. Aanan ilaalindoono.

Su'aasha 1. Waamaxay caqabadaha ugu waaweyn dhigashada waxbarashada dugsiyada sare?

- 1.1. Waamaxay caqabadaha kalasoo darsa ardayda dhigashada waxbarashada dugsiyada sare?
- 1.2. Miyey kula tahay fogaanta u dhaxeysa dugsiga iyo xaafadda inay tahay caqabad hor istaageysa dhigashada waxbarashada dugsiga sare? Haddii ay jawaabtu haa tahay side?
- 1.3. Maxaad ka dareemeysaa baaxadda/ tirada qoyska iyo dhigashada carruurta ee waxbarashada dugsiga sare?

Su'asha 2. In intee le'eg ayay kaqaybgalka waalidiinta kacaawisaa carrurta ianay dhigtaan dugsiga sare?

- 2.1. Intee in la'eg ayay waalidiinta ayay waalidku kawarqabaan faaiidada waxbarashada dugsiga sare?

- 2.2. In intee la'eg ayay hooyooyinka iyo aabayaasha ka caawiyaan kuna adkeeyaan iskuulka?
- 2.3. In intee la'eg ayay waalidiintu yimaadaan iskuulka oo aad kawada hadashaan horumarka iyo isbadalka ardayga?
- 2.4. In intee la'eg ayay waalidiintu fiiro gaar ah siiyaan waxbarashada dugsiyada sare?

Su'asha 3. Maxay yihiin dhibaatooyinka kai man kara katagista laga tago waxbarashada dugsiyada sare?

- 3.1. Intee in la'eg ayuu qiimo kuyeelanayaa bulshada dhexdeeda ruux katagay waxbarashada dugsiyada sare?
- 3.2. Maxaad umaleyn inay noqoneyso xaaladda dhaqaale ee bulshadu hadii ay ardaydu si joogto ah u dhigan waayaan dugsiyada waxbarashada ee sare?
- 3.3. Maxay noqon natiijada haddi uu ardaygu dhigan waayo waxbarashada dugsiyada sare?
- 3.4. Miyaad sheegikartaa caqabadaha dhanka siyaasadda ka imankara haddii ay ilmuhu katagaan waxbarashada?

Su'asha 4. Waa kuwee hababka iyo istaraatiijidaha kale ee la isticmaalay siloogu nageeyo ardayda waxbarashada dugsiyada sare?

- 4.1. Miyey jiraan habab kale oo suurogal ah iyo istaraatiijido kale oo ay diyaariyeen qabiirada waxbarashada si loogu caawinayo ardayda kazoo jeedo qoysaska saboolka ah ee dugsiyada sare?
- 4.2. Side ayay waalidiintu uga qeyb qaadanayaan sameynta habkale oo loogu nageynayo ardayda waxbarashada dugsiyada sare?
- 4.3. Miyaad inoo sheegikartaa hababka kale ee ay sameeyeen qabiirada waxbarashada si loogu nageeyo ardayda waxbarashada dugsiyada sare?
- 4.4. Yaa kamasuul ah hirgalinta istaraatiijiyadda iyo hababka kale ee lagu nageynayo carruurta waxbarashada dugsiyada sare?
- 4.5. Maxay tahay kaalinta ay barayaashu kuleeyihiin inay ardaydu kunageeyaan waxbarashada dugsiyada sare iyagoo isticmaalayo hababka iyo istaraatiijiyadaha kale ee lagu nageynayo ardayda?