



ISSN : 3048-5320 (Online)

CSIBER International Journal - CIJ

Vol- 2, Issue No- 4, October 2024

MULTIDISCIPLINARY
JOURNAL



MAKE IN INDIA

Published by : CSIBER Press, Central Library
Building, CSIBER Campus, University
Road, Kolhapur-416004, Maharashtra, India.



Find the Journal Online at
<https://www.siberindia.edu.in/journals>
E-mail : cij@siberindia.edu.in

CSIBER International Journal - CIJ

A Quarterly Double-Blind Peer Reviewed (Refereed/Juried) Open Access International e-Journal - Included in the
International Serial Directories

<https://www.siberindia.edu.in/journals/>

FOUNDER PATRON

Late Dr. A. D. Shinde

Chhatrapati Shahu Institute of Business Education and Research Trust was established in 1976 to provide professional education to the youth of rural western Maharashtra and North Karnataka. It was founded by a well-known educationist, the former Dean of Shivaji University, Kolhapur and a renowned Chartered Accountant, Late Dr. A.D. Shinde Sir.

PATRON

Dr. R. A. Shinde

Managing Trustee, CSIBER Trust, Kolhapur, India

C. A. H. R. Shinde

Trustee, CSIBER Trust, Kolhapur, India

CHIEF EDITOR

Dr. Bindu Nandkumar Menon

bindumenon@siberindia.edu.in

CSIBER, Kolhapur, India

EDITORIAL BOARD MEMBERS

Dr. S. P. Rath

drsprath@siberindia.edu.in

Director, CSIBER, Kolhapur, India

Prof. T. Mangaleswaran

vc@vac.ac.lk

Vice Chancellor, University of Vavuniya, Sri Lanka

Dr. Dinesh Kumar Hurreeram

directorgeneral@utm.ac.in

Director General, University of Technology, Mauritius

Dr. Varsha Rayanade

vnrayanade@siberindia.edu.in

CSIBER, Kolhapur, India

Er. D. S. Mali

malids@siberindia.edu.in

CSIBER, Kolhapur, India

Dr. Samir Gopalan

samirgopalan.mgmt@silveroakuni.ac.in

Dean of Colleges, Silver Oak University, Ahmedabad, Gujarat, India

CSIBER International Journal - CIJ

A Quarterly Double-Blind Peer Reviewed (Refereed/Juried) Open Access International e-Journal - Included in the International Serial Directories

<https://www.siberindia.edu.in/journals/>

Prof. Dr. Hemant B. Chitto

hchitto@utm.ac.ma
University of Technology, Mauritius

Dr. Mohamoud Yusuf Muse

president@uoh.edu.so
President, University of Hargeisa, Somaliland, Africa

Dr. Terefe Zeleke

terefe.zeleke@ecsu.edu.et
Deputy C. E. O., Ethiopian Management Institute,
Addis Ababa, Ethiopia, Africa

SUPERINTENDENTS

Prof. Sneha A. Nagaonkar

Dr. Mrudula K. Patkar

CSIBER, Kolhapur, India

CSIBER International Journal – CIJ Contents

Sr No.	Title of Paper	Page No.
1	Adapting to Change: Global Pandemic Transformed Consumer Behaviour and Retail Buying Habits in Mauritius Dr. Havisha Vaghjee Sr. Lecturer, School of Business Management and Finance, University of Technology, Mauritius	01-12
2	Opportunities and Challenges of Promoting Inclusive Secondary Education Among the Ethnic Children in Rural Area, Nong District, Savannakhet Province, Lao Pdr. Kongmy NONGBOUDTALATH Lecturer, International Programs, Savannakhet University, Savannakhet, Laos Anouxay SOUKHARATH Lecturer, International Relations Division, Savannakhet University, Laos.	13-23
3	Thriving in the Digital Era: Adoption of Digital Technology by Small and Medium Enterprises in Northern India Dr. Vishal Kumar Associate Professor, Gopal Narayan Singh University Sasaram, Bihar Mr. Rajeev Ranjan Gopal Narayan Singh University Research Scholar, ICFAI University, Ranchi, Jharkhand	25-31
4	Exploring the Dimensions of Creativity and Job Satisfaction: A Correlational Study Neha Arora Ph.D Scholar, Arni School of Business Management & Commerce ARNI University, Kathgarh, Indora, Kangra, Himachal Pradesh, INDIA Dr. Roopali Sharma Professor, Amity Institute of Psychology & Allied Sciences Amity University, Sector-125, Noida, Uttar Pradesh, INDIA	32-41
5	Assessment of Workplace Safety and Harassment Experiences Among Female Nurses & ASHA Workers in Healthcare Centers in Gadhinglaj Taluka : A Survey Dr. Tabassum Yakub Patel D.K. Shinde College of Education, Gadhinglaj, Maharashtra, India	42-50
6	A Study of Product Packaging on Consumer Behaviour of FMCG (Fast Moving Consumer Goods) Products- With Reference To Krishnagiri City, Tamil Nadu, India Dr. Mary J Priyadharisini Research Supervisor and Assistant Professor, Department of Commerce Unique College of Arts & Science, Kararpattu, Krishnagiri (DT), Tamilnadu, India. Sumithra P Research Scholar (PT) and Assistant Professor, Department of Commerce Unique College of Arts & Science ,Karapattu, Krishnagiri(DT), Tamilnadu, India	51-58

7	Evaluating the Influence of Green Marketing on Mauritian Consumer Behaviour: Insights into Green Branding, Eco-Labeling, and Advertising Leenshya Gunnoo University of Technology Mauritius Eric Bindah University of Technology Mauritius Kinoo Arshaq Sajjaad Ahmad University of Technology Mauritius	59-79
8	Adapting to Change: Global Pandemic Transformed Consumer Behaviour and Retail Buying Habits in Mauritius Dr. Anjum Usama Sayyad Assistant Professor, Poona Institute of Management Sciences and Entrepreneurship, K. B. Hidayatullah Rd, Camp, Pune -01 Mobile No: 9822941219 dranjumsayyad@gmail.com Dr. Sheena Abraham, Assistant Professor, Poona Institute of Management Sciences and Entrepreneurship, K. B. Hidayatullah Rd, Camp, Pune -01 Mobile No: 9881736413 sheena.abrahampimse@gmail.com	80-86
9	Factors Affecting the Consumers' Attitude towards Eco-Friendly Packaging In Colombo District: Special Reference To Dilmah Tea Bags of Srilanka K. L. S. Chathuranga Student, Department of Marketing Management, University of Vavuniya. lschathuranga98@gmail.com Sivanenthira, S Lecturer, Department of Marketing Management, University of Vavuniya, sivamsiva@vau.ac.lk	87-90
10	Climate Change and Economic Vulnerability in Thailand: An Analysis of Future Risk of Tourism Industry Dr. Sukanta Sarkar Associate Professor, Department of Economics, Gambella University, Ethiopia, Email: sukantaeco@gmail.com, (ORCID-ID-0000-0003-3041-061X)	91-99
11	Financial Performance Analysis of Old and New Generation Banks – A Comparative Study J. Nisha Mary Research Scholar (PT) & Assistant professor, Department of Commerce, Adhiyaman Arts and Science College for Women, Uthangarai, Tamil Nadu, India Dr. Mary J. Priyadharisini Research Supervisor & Assistant professor, Department of Commerce, Unique College of Arts and Science, Karapattu Tamil Nadu, India	100-104
12	The Effect of Green Human Resource Management Practices on Pro-environmental Behavior in Manufacturing Industry Mr. Zerihun Kinde, Associate Professor of Management, College of Finance, Management and Development, Ethiopian Civil Service University, Addis Ababa, Ethiopia	105-117

Opportunities and Challenges of Promoting Inclusive Secondary Education Among the Ethnic Children in Rural Area, Nong District, Savannakhet Province, Lao Pdr.

Kongmy NONGBOUDTALATH

Lecturer, International Programs, Savannakhet
University, Savannakhet, Laos.

Anouxay SOUKHARATH

Lecturer, International Relations Division,
Savannakhet University, Laos.

Abstract

The study focused on the opportunities and challenges of promoting inclusive secondary education among the ethnic children in rural areas, Nong district, Savannakhet province, Lao PDR. The study sought to describe the status of inclusive secondary education among the ethnic children in rural areas; to determine factors that promote (opportunities) or hinder (challenges) inclusive secondary education among the ethnic children in rural areas; and to propose possible solutions in promoting inclusive secondary education among the ethnic children in rural areas. Data were obtained through individual surveys and key information interviews and were analyzed through descriptive and correlational statistics.

Findings from the secondary data showed that the remote areas and ethnic minority districts had significantly lower net enrolment rates relative to national and provincial centers. This illustrated that there were disparity rates on secondary education at the national level and those from rural or remote areas. This situation was confirmed in the Nong district, as shown from the results of this study. The contributing factors could be from the conditions in rural areas, such as low household income, traditional custom beliefs, and infrastructure, i.e., the road to school is inconvenient, especially in the rainy season, and the school facilities are under construction, such as dormitories and, school buildings, among others. Thus, there is a need to improve the condition and services in the rural areas to truly promote inclusive secondary education.

This study also confirmed that governance and management are important keys to promoting inclusive secondary education in rural areas like the Nong district. Hence, the participation and collaboration of these institutions from the national and local levels in addressing the issues and concerns, particularly in the rural areas, was found to be an important factor in promoting inclusive secondary education.

Keywords: *Inclusive Secondary Education, Ethnic children in rural area*

Introduction

Education is a noble thing for the people and an important human right from which no one can be excluded due to its contribution to the development of people and of society. The right to education in the broadest sense will go beyond access to free and compulsory education. In order to fully enjoy this right, high-quality education is required to promote the development of a variety of individual capabilities, namely, the right to education as a lifelong learning right (UNESCO Bangkok, 2008).

Since the early 2000s, the Lao government has emphasized the development of education as central to the development of human resources. Thus, the government has allocated 11% to 15% of the annual budget for education, infrastructure development in the education sector, and improvement of the learning and teaching system from pre-school education up to higher education (Ministry of Planning and Investment, 2013). In addition, the Lao government focuses on implementing the Millennium Development Goals (MDG) to encourage six-year-old children to access primary school. In addition, the students who complete primary school are encouraged to continue to pursue secondary school education by improving local projects and programs, particularly in developing the quality of existing education programs like providing food supplements in schools and construction of basic facilities for students. However, the expansion of education, especially the early preschool education in rural and remote areas, is not yet accessible.

The enrolment rate in secondary school is progressing well in the whole country. In 2011, it reached 62.9%, and in 2015 it reached 78.1%. On the other hand, the students who finished lower secondary school increased from 62,765 in 2011 to 77,471 in 2015. At the same time, students who completed upper secondary school increased from 40,194 in 2011 to 47,967 in 2015, but the equality index of women-men in the upper secondary school is a little more like from 0.83 to 0.84 (MoES, 2016). However, the remote and ethnic minority

districts have significantly lower net enrolment rates relative to national and provincial centers, particularly in the Nong district. This district is home to a large number of ethnic minority groups and had widespread poverty and correspondingly low overall net enrolment rates, specifically only 14.7% in lower secondary school and 3.2% in upper secondary school in the academic year 2015-2016 (NDEO, 2016). This shows that there is disparity in the enrollment rate of secondary education at the national level and those from rural or remote areas.

In the past, the Lao education system consisted of five years in primary education, six years for secondary education, one or two years for post-secondary education, and three to seven years for tertiary education. The level of education after primary education, referred to as secondary education, caters to children and adolescents from ages 11 to 16 and is divided into two stages: lower secondary education and upper secondary education. Since 2007, under the National Education System Reform Strategy (NESRS), the lower secondary education is extended to four years, catering to 11 to 14 years old. Upper secondary education is further divided into two streams, namely, general education and vocational education, which included the training of teachers. Based on the Lao Education Law of 2000, all of the education levels should be provided free of charge to all children. Article III, in particular, has a statement on free secondary schooling (UNESCO Bangkok, 2008).

Having access to education can change not only the quality of education and sports but can enable the country to establish linkages in the region and be at par with international trends and standards. To achieve the goal, the Savannakhet Provincial Education Division (SPED), has focused on the following targets: 1) provide the growth opportunities of education for the remote areas and for deprived children, poor, women, minorities, and people with disabilities to be educated thoroughly, and enable people to set lower secondary school graduation as the default background; 2) expand opportunities for secondary school by offering basic vocational training and thus enabling community development; 3) improve executive management level through the planning of a staff-led management instead of an inherited replace system solution that answers the teacher insufficiency in remote areas; and 4) improve lower secondary school enrollment rate to reach 69.80% and completion rate at 94.2%, but the drop rate remains at 5.20%; 5) increase upper secondary school enrollment to 40.04%, promotion of Grade 4-5 to 90.3%, the rate of promotion-completion of upper secondary school at 96.4%, but the drop rate remains at 3.4% and fall rate remains at 0.2%. In secondary schools that have a library and laboratories, the rate of studying vocational is up to 20% (SPED, 2015).

To approach the intended target, the Nong District Education Office (NDEO) developed the targets works and activities to be implemented and established additional three (3) lower secondary schools in the Kaenglin, Tamluang, and Daenvilay villages.

Furthermore, to make education in the district grow frequently, the NDEO strives to achieve the following numbers: (1) increase the survival rate from primary school to lower secondary school up to 85%; (2) increase the lower secondary school enrollment rate up to 37%; (3) lower secondary school net enrollment rate to 16%; (4) increase the completion rate to 90%; (5) decrease the repetition (or failing) rate to two percent (2%); and (6) decrease the drop rate to seven percent (7%). They expect to develop education in the academic year 2016-2017 by continuing human resources development in accordance with the strategy of development and structure of the economy of the country through required linkages to international education preschools (NDEO, 2015).

In 2017, the NDEO identified the priority tasks and activities that must be performed. The NDEO collaborates with the village parents and guardians to encourage children to attend classes and to initiate school construction. Furthermore, all of the organizations participate in the education sector, especially in discussions regarding the budget for building the facilities and the initiating cooperation from organizations. As an example, encouraging cooperation from the community in the grassroots through the construction of sanitation facilities, is being done.

Although the NEO had plans to expand the lower secondary school in each cluster of the villages, the implementation in the past was not achieved due to lack of classrooms and equipment to use in teaching and learning. Moreover, the number of continuing students from primary to secondary schools became less, indicating that the secondary school in that area cannot be expanded. In terms of the ratio of teachers to students, there are enough teachers; however, they are not distributed accordingly. Some areas, especially the urban school, have a very high number of teachers, while the remote regions lack them (NDEO, 2015).

CSIBER International Journal – CIJ

A Quarterly Double-Blind Peer Reviewed (Referred/Juried) Open Access International e-Journal – Included in the International Serial Directories

<https://www.siberindia.edu.in/journals/>

“As a country striving towards success, socio-economic development, including the education sector, is full of various challenges. Up till now, the education indicators in Lao PDR reveal significant gender disparities, large differences between rural (especially off-road) and urban areas, and among ethnic groups. The incidence of these incongruences is unevenly spread across different parts of the country” (EFA, 2014).

The present-day significance of the problem of education of ethnic children in the rural areas in Nong district is that the students who completed the primary school do not continue to secondary education despite the current efforts of the government to improve Lao education. For every 100 primary students (ethnic children) in the Nong district, those who continue their education decrease to an alarming number of 30. Furthermore, 56.72% of primary completion continues to secondary education; the survival rate in lower secondary education is 40.37% and only 21.69% in upper secondary education (NDEO Statistics, 2015).

Objectives

This study aimed to determine the opportunities and challenges in promoting inclusive secondary education among the ethnic children in rural area in Nong district.

- Y To describe the status of inclusive secondary education among the ethnic children in rural area in Nong district
- Y To determine factors that promote (opportunities) or hinder (challenges) inclusive secondary education among the ethnic children in rural area in Nong district and;
- Y To propose possible solutions to promote inclusive secondary education among the the ethnic children in rural area in Nong district.

Research Question

- o How inclusive is secondary education for children of rural farmers in the Nong district?
- o What are the factors that promote (opportunities) or hinder inclusive secondary education among children of rural farmers in the Nong district?
- o What are possible solutions to promote inclusive secondary education among the children of rural farmers in the Nong district?

Literature Reviews and Research Frameworks

The opportunities and challenges in promoting inclusive secondary education among the ethnic children are influenced by the implementation of educational programs of various institutions namely national, province, district, schools, and family.

The framework of the study provides information on the several important factors that affect the opportunities and challenges of promoting inclusive secondary education. The framework indicates that it is important to determine the status of inclusive secondary education, and the factors that promote (opportunities) or hinder (challenges) inclusive secondary education among children of rural farmers such as governance and management system and the socio-economic characteristics of the respondents. From these findings, this study proposes the possible strategies on how to promote inclusive secondary education among the children of rural farmers in the Nong district.

Governance and management were identified through education characteristics or programs based on the infrastructures or facilities that affected the opportunities of institutions, recruitment of the staff and teachers and the students. This was also determined through education management and education services such education programs and budget allocation as well as participation of the teachers and the community. The policies and strategic plans are the tasks that aid in transforming these institutions to achieve the goals.

Socio-economic factors are included as independent variables which affect the opportunities and challenges of promoting inclusive secondary education. These factors particularly the gender, age, education certification, status of occupation, experience, religious affiliation, household size, household income, household expenditure, and household savings of the respondents that affect the factors that promote (opportunities) or hinder (challenges) inclusive secondary education among the children of rural farmers in the Nong district.

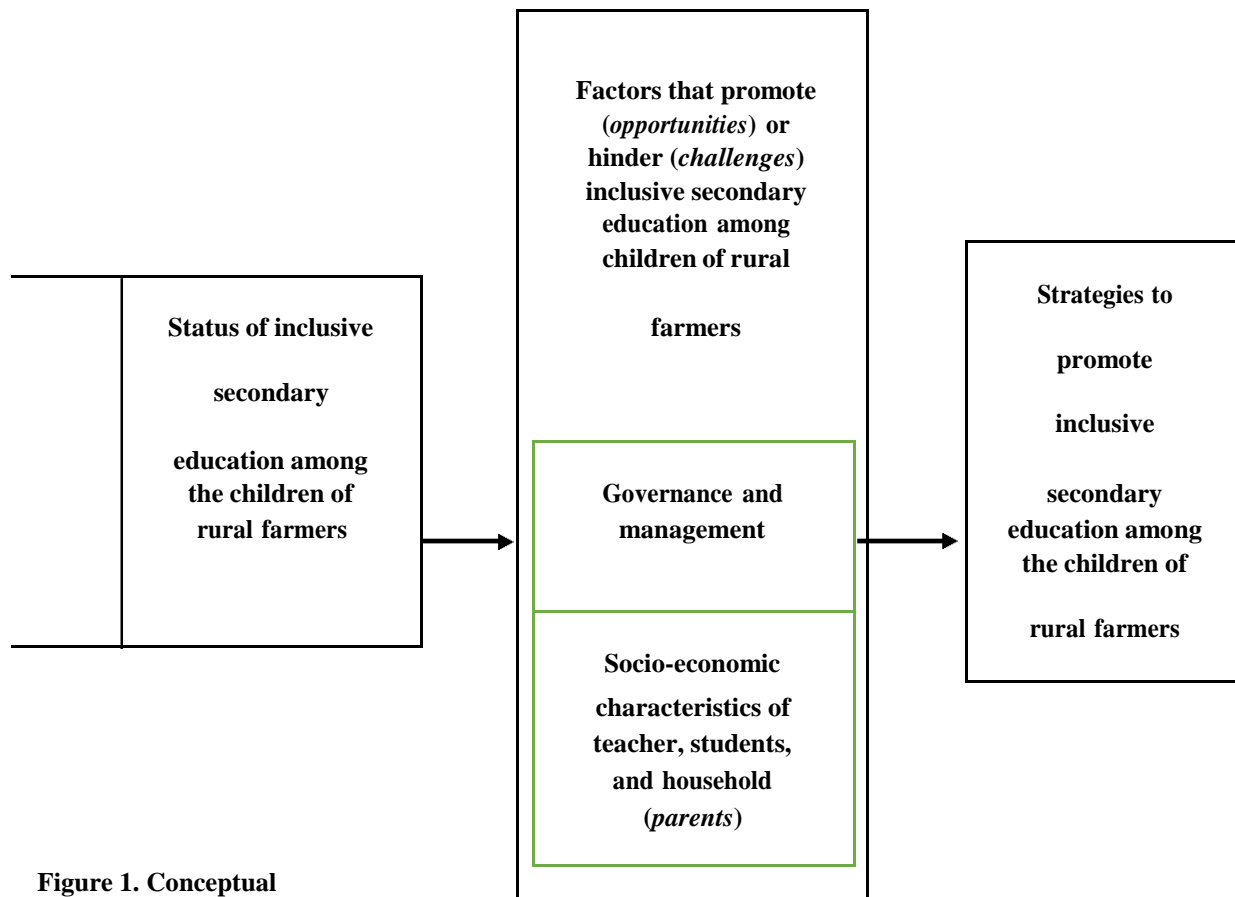


Figure 1. Conceptual

Research Methodology

The respondents of the study were selected from four (4) clusters of villages within the 12 villages and six (6) schools in the Nong district. For the respondents, sixty (60) permanent and volunteer teachers in six (6) secondary schools were selected. Purposive sampling was employed to determine the sample size. The majority of respondents are students who are ongoing study in six (6) schools, particularly from the group of 999 ethnic students. The Yamane formula (1967) was employed to the number of students who are still studying in order to determine the sample size.

From the result of the computation, 204 study samples were randomly selected from a population of 999 ethnic students. Using simple random sampling of an average of six (6) schools, 34 respondents in each school within the Nong district will comprise the study sample.

For the dropout students in the 12 villages in the Nong district, accidental sampling was employed to determine the sample size. There are four (4) people in each village, thus, 48 respondents were selected. The same technique and the same number were used for the household respondents. One

(1) Village Education Development Committee (VEDC) in each village, six (6) directors from six (6) schools and one (1) head NDEO were selected using Purposive Sampling.

Data Collection Procedures

For the primary Data Collection, Key Informant Interviews (KII) were conducted. The researchers interviewed the leader of NDEO, directors of secondary schools, and the VEDC in each village. Data were gathered through scheduled interviews. Questionnaires were provided for the secondary education teachers since they are the implementers. On the other hand, parents of students as well ongoing and dropout students were asked regarding their perceptions of education development.

Secondary data were obtained from the available documents of various agencies and institutions including the national government departments, local government units, and libraries. Other sources included published and unpublished documents related to the subject such as official reports, articles, seminar papers, and the internet.

Data Analysis

The data was encoded using the Statistical Package for the Social Sciences (SPSS) for analysis. Quantitative data analysis using descriptive statistics such as frequency, percentage, mean and median, minimum value and maximum value were used to describe the characteristics of the variables obtained in the survey. On the other hand, for the qualitative analysis, the data were categorized, compared and described.

For inferential statistics, the Pearson's correlation coefficient was used to test the relationship of the continuing or dropout children of the farmers with their socio-economic characteristics.

Results and Discussion

The status of inclusive secondary education among children of rural farmers in the Nong district

As previously cited, this research was conducted in the Nong district which is the mountainous area where the majority of population is ethnic group. In addition, the target respondents are mostly employed in agriculture as the main work from the past to the present. Hence, in this study, the ethnic children refer to the children of rural farmers. The total rice field area is 853 has, gardening cultivation area is 1,132 has, and shifting cultivation area is 667 has (NAO, 2015). Furthermore, the main crops are rice, banana, cassava, industrial crop, orchard, among others. This is an important occupation and has an impact on the community development system of the Nong district. Therefore, in order to initiate community development, the main principle is to support education development by promoting inclusive secondary education among children of farmers in the area.

Since the early 2000s, the Lao government has emphasized development of education as central to the development of human resources. Thus, the government has allocated 11% to 15% of the annual budget for education, infrastructure development in the education sector, and improvement of the learning - teaching system from pre-school education up to higher education (MoPI, 2013). As of the present, the Lao government focuses on implementing the Millennium Development Goals (MDG) to encourage six-year-old children to access primary school; and students who complete primary school are encouraged to continue to secondary school by improving local projects and programs, particularly in developing the quality of existing education programs like providing food supplements in school and construction of basic facilities for students (MoES, 2015). The enrollment rate in secondary school is progressing well in the whole country. In 2011 and 2015, it reached 62.9% and 78.1%, respectively. On the other hand, the students who finished lower secondary school increased from 62,765 in 2011 to 77,471 in 2015. Students who completed upper secondary school increased from 40,194 in 2011 to 47,967 in 2015. However, the remote area and ethnic minority districts have significantly lower net enrolment rates relative to national and provincial centers, particularly in the Nong district (which is home to a large number of ethnic minority groups). It has widespread poverty and correspondingly every 100 primary students (ethnic children), those who continue their education decreased to an alarming number of around 30 and 56.72% of primary completion continue to secondary education. There is very small net enrollment rate (14.7%) in lower and only 3.2% in upper secondary school. Meanwhile, the enrollment rate is about 35.1% in lower while in upper secondary school is only 7.9%. Furthermore, the dropout rate of lower secondary school is about 11.7% and 8.7% in upper secondary school. There is also a small repetition rate both in the lower and the upper secondary school with the percentages of 1.2% and 0.7%, respectively. However, there is a high percentage of completion rate in terms of who are currently studying, there is 87.1% in the lower and 90.6% in upper secondary school while the survival rate in lower secondary education is 40.37% and only 21.69% in upper secondary education (NDEO Statistics, 2016). This shows that there is disparity rate of secondary education at the national level and those from the rural or remote areas (See Figure 2).

CSIBER International Journal – CIJ

A Quarterly Double-Blind Peer Reviewed (Referred/Juried) Open Access International e-Journal – Included in the International Serial Directories

<https://www.siberindia.edu.in/journals/>

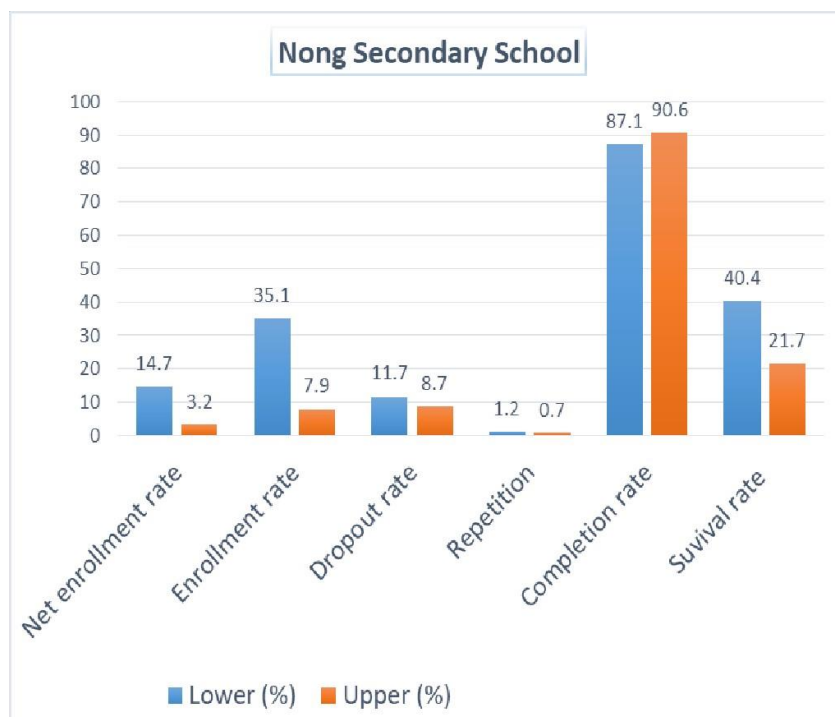
Another challenge for the rural and remote areas is on how to reduce the rate of repetition class of Grade 1 (P1) in the primary education sector. It remains high because of the following: the far distance between home and the school and the lack of access to education in preschool which could prepare them for Grade 1 (P1). In addition, most elementary schools have incomplete grade levels for primary education (i.e. some schools have only Grades 1-3), and multi-grade teaching due to limitation of teachers and facilities.

The present-day significance of the problem of education of ethnic children or the children of farmers in the rural areas in the Nong district is that the students who completed the primary school do not continue to secondary education despite the current efforts of the government to improve Lao education.

The 2015 EADSNE Summary Report stated that “many of the approaches that appeared to be effective in primary schools also contribute to effective inclusion in secondary schools namely co-operative teaching, cooperative learning, collaborative problem-solving, heterogeneous grouping, and effective teaching. In addition, the introduction of a home area system and a re-structuring of the learning process seem to be crucial approaches at the secondary school level”.

In 2017, NDEO identified the priority tasks and activities that must be performed. The NDEO collaborates with the development of the village guardians and parents to encourage children to attend classes and to initiate school construction. Furthermore, all of the organizations participate in the education sector, especially regarding the budget on building the facilities and the cooperation from organizations. In the grassroots, for example, getting cooperation from the community in the construction of sanitation facilities, is being done.

Although the NEO had plans to expand the lower secondary school in each cluster of villages, the implementation in the past was not achieved due to lack of classrooms and equipment to use in teaching and learning. Moreover, the number of continuing students from primary to secondary schools becomes less, indicating the secondary school in that area cannot be expanded. In terms of the ratio of teachers to students, there are enough teachers, however, they are not distributed accordingly. Some areas, especially the urban school, have very high number of teachers, while the remote regions lack them (NDEO, 2015).



Source: NDEO Statistics,

Figure 2: Status of Secondary education in Nong

CSIBER International Journal – CIJ

A Quarterly Double-Blind Peer Reviewed (Referred/Juried) Open Access International e-Journal – Included in the International Serial Directories

<https://www.siberindia.edu.in/journals/>

The dropout rate is still high and the survival rate is low. Based on the observations of the researcher, these were affected by many conditions such as low household income, traditional customs and beliefs, and infrastructure conditions such the road to the school is more inconvenient especially during the rainy season.

Factors that promote (opportunities) or hinder (challenges) inclusive secondary education among children of farmers in Nong district

Since the administration of national education system in Lao PDR is characterized by deconcentrating management, governance and management is an important key in education development, particularly in promoting inclusive secondary education in the Nong district. The factors that promote inclusive secondary education among children of farmers in the Nong district include the participation of teachers and the community in the rural area due to the participation. This is the key word that is used to identify the governance and management system of secondary schools in the Nong district. As defined by Davis and Newstrom (1989), "participation as the mental and emotional involvement of persons in group situations that encourage them to contribute to the group of goals and share responsibility for them". The authors emphasized three important ideas in this definition which are involvement, contribution, and responsibility. Moreover, Honadel (1980) sees participation as a necessary condition for any meaningful development effort. In the development process, participation implies motivating individuals to take initiative and mobilizing people to work for overall societal development. It is particularly likely to be achieved not only in the decision-making process to determine societal goals and the allocation of resources to achieve them but also in the voluntary execution of resulting program and projects. Moreover, the readiness in education development such curriculum, school facilities, and infrastructures are also quite comfortable.

The challenges affecting promotion of inclusive secondary education among the children of farmers in the Nong district include low household income, language barriers, traditional custom beliefs, low awareness about the importance of education of parents. A student who has graduated will not be able to pursue higher education and can no longer have a good job after graduation because the dropout rate is high and the school service area is still far away. In addition, some infrastructures are inconvenient, such as school facilities and off road, especially in the rainy season.

Based on the factors found, the relationship of variables was tested by using the Pearson correlation coefficient. Table 1 shows the relationship between the children of the farmers in schooling and the household size. Based on the Pearson correlation table, there is a highly significant relationship since the significant level is 0.002 less than "p" value 0.01 ($0.002 < 0.01$). By considering the correlation coefficient (r), the value of (r) is 0.415** means there is a moderate relationship among children of the farmers in schooling and their household size.

Furthermore, the relationship between the children of the farmers in schooling and the number of children of the farmers is highly significant since the significant level is 0.000 less than "p" value 0.01 ($0.000 < 0.01$). By considering the correlation coefficient (r), the value of 0.671** means the relationship among children of the farmers in schooling and the number of farmers' children are related and there is a substantial relationship.

On the other hand, there is a high significant relationship between children of the farmers in schooling and the household incomes since the significant level is 0.008 less than "p" value 0.01 ($0.008 < 0.01$). By considering the correlation coefficient (r), the value of (r) is 0.349** means there is a moderate relationship among children of the farmers in schooling and their household incomes.

As Lhagyel (2016) mentioned, the level of educational attainment in children shared a strong relationship with the level of household income. Therefore, lower income households would not be able to afford the same level of education that a higher income household can afford.

Based from the Pearson correlation table, there is a high significant relationship between the children of the farmers in schooling and the household expenditure, since the significant level is 0.006 less than "p" value 0.01 ($0.006 < 0.01$). By considering the correlation coefficient (r), the value of (r) is 0.363**, it means there is a moderate relationship among children of farmers in schooling and their household expenditure.

With regards to household saving factor, that there is a significant relationship since the significant level is 0.015 less than "p" value 0.05 ($0.015 < 0.05$) between the children of the farmers in schooling and their household

saving factor. By considering the correlation coefficient (r), the value of 0.313* means the relationship among children of the farmers in schooling and their household saving factor are related and there is a moderate relationship among them.

Table 1. Relationship between schooling and social economics of the children of the farmers

The Relationship of the Variables	Educ	Occu	HSz	No.Ch	HI	HE	HSv
Children of the farmers to Schooling	.224 ^{ns}	.142 ^{ns}	.415**	.671**	.349**	.363**	.313*
Significance	.063	.168	.002	.000	.008	.006	.015

Note:

* Significant at the 0.05 level.

** Highly significant at the 0.01 level.

^{ns} Not significant

Legend:

Educ = Education

Occu = Occupation

HSz = Household size

No. Ch = No. of Children

HI = Household income

HE = Household Expenditure

HSv = Household Saving

Table 2 shows that the relationship between the dropout student and the household size is of high significance since the significant level is 0.000 less than “p” value 0.01 (0.000<0.01). By considering the correlation coefficient (r), the value of 0.594** means there is a substantial relationship among children of farmers who dropout from school and their household size.

In 2008, Maralani stated that family size and educational attainment are likely to be jointly determined, at least to some degree, with families choosing the level of fertility that is likely to produce children with the preferred level of education for a given family, context, or society. The relationship between family size and educational attainment of children can have demographic feedbacks as well. Small families may raise educational attainment, which in turn may lower fertility in the next generation. Moreover, if the effect of family size grows more negative or positive over time, these aggregate demographic relationships may intensify or accelerate.

Furthermore, the relationship between dropout students and the number of children of the farmers from the Pearson correlation table showed that there is a high significant relationship since the significant level is 0.000 less than “p” value 0.01 (0.000<0.01). By considering the correlation coefficient (r), the value of 0.725** means there is a strong relationship among the children of farmers who dropout from school and the number of children of farmers. Since the variables are of high significance and has a strong relationship, it confirms that the number of children affects the promotion of inclusive secondary education. Parents cannot support all the children to complete education based on household income, household expenditure, and household savings.

As shown in the relationship between the children of farmers who dropout from school and the household incomes, there is a high significant relationship since the significant level is 0.007 less than “p” value 0.01 (0.007<0.01). By considering the correlation coefficient (r) found that the value of 0.349** means there is a moderate relationship among farmers’ children who dropout and their household incomes. These shows that if families have low income, this means that the family cannot support their children to access or complete a high level of education.

Based from the Pearson correlation table, there is a significant relationship between the children of farmers who dropout from school and the household expenditure since the significant level is 0.014 less than “p” value 0.05 (0.014<0.05). By considering the correlation coefficient (r), the value of 0.319* means there is a moderate relationship among children of farmers who dropout and their household expenditure.

For the household saving factor, it shows that there is a high significant relationship since the significant level is 0.004 less than “p” value 0.01 (0.004<0.01) between the children of the farmers who dropout from school and their household savings factor. By considering the correlation coefficient (r), the value of 0.373** means the relationship among dropout students and their household savings factor are related and there is a moderate relationship between them. As found in the research, the average of household savings is 1,596,833 LAK per year. It is a very low amount for living. It is hard to talk about supporting their children in accessing education.

Table 19. Relationship between dropout students and social economic

Relationship of the Variables	Educ	Occu	HSz	No.C h	No. Sch	HI	HE	HSv	Nns	Nee	Fsch	Nhf
Dropout students	.125 ^{ns}	.057 ^{ns}	.594 ^{**}	.725 ^{**}	.198 ^{ns}	.349 ^{**}	.319 [*]	.373 ^{**}	-.083 ^{ns}	-.234 ^{ns}	.015 ^{ns}	-.176 ^{ns}
Significance	.198	.350	.000	.000	.089	.007	.014	.004	.287	.055	.459	.116

Note:

* Significant at the 0.05 level.

** Highly significant at the 0.01 level.

^{ns} Not signifi

Legend:

Educ = Education

No. Ch = No. of Children

HE = Household Expenditure

Nee = No educ-equipment

Occu = Occupation

No. Sch = No. of Schooling

HSv = Household Saving

Nhf = No one help family

HSz = Household size

HI = Household income

Nns = No need to stud

Fsch = Far from school

Conclusions

As cited earlier, since the early 2000s, the Lao government has emphasized development of education as central to the development of human resources. Thus, the government has allocated 11% to 15% of the annual budget for education, infrastructure development in the education sector, and improvement of the learning - teaching system from pre-school education up to higher education (MoIP, 2013). Meanwhile, the Lao government focuses on implementing the MDG and SDG4 to encourage six-year-old children to access primary school. In addition, students who complete primary school are encouraged to continue to secondary school.

In 2011, the enrollment rate in secondary school was progressing well in the whole country, it reached 62.9% and in 2015 reached 78.1%. On the other hand, the students who finished lower secondary school increased from 62,765 in 2011 to 77,471 in 2015; and students who completed upper secondary school increased from 40,194 in 2011 to 47,967 in 2015. (MoES, 2016). However, the remote and ethnic minority districts have significantly lower net enrolment rates relative to national and provincial centers, particularly in the Nong district (which is home to a large number of ethnic minority groups). This showed that there were disparity rates of secondary education at the national level and those from the rural or remote areas. In terms of dropout rate, it is still high and the survival rate is low in the Nong district. This situation was confirmed as shown from the results of this study. Based on the researcher's observation, these could be from many conditions such as low household income, traditional custom beliefs and infrastructure conditions such the road to school is inconvenient especially in the rainy season, the school facilities are under construction such as dormitory, school building, among others. Thus, there is a need to improve the condition and services in the rural areas to really promote inclusive secondary education.

This study also confirmed that governance and management is an important key of promoting inclusive secondary education in rural areas like the Nong district. The participation and collaboration of these institutions from the national and local levels in addressing the issues and concerns particularly in the rural areas was found to be an important factor in promoting inclusive secondary education.

Recommendations

This research provided lessons and insights on promoting inclusive secondary education in Nong district, Savannakhet province, Lao PDR. The results of this research can be used to encourage children of rural farmers to access secondary education in Nong district Savannakhet province, Lao PDR. Thus, this study recommended the following:

Since this study identified the opportunities and challenges in accessing the secondary education in the rural villages, especially the children of ethnic farmers particularly in the Nong district, Savannakhet province, results could be used for the improving the institutional education in the Nong district such as the secondary schools who act as the implementers, and for NDOE in taking necessary steps to improve the design of the approach in developing secondary education, devising policy framework and in the implementing the program in developing the education sector to maximize the benefits of providing access to secondary education among poor people in the rural area as a means to attain the sustainable development.

It is also recommended that various institutions such as the Nong district Administrative Office and other NGOs to take into consideration the importance of participation among stakeholders such as the school administrators, teachers, parents, and the community on the planning and implementation of the strategic planning for secondary education development. Results of this study can also be used as reference for revising and/or improving future paths of education and development projects especially in the context of developing education as the first priority in the rural areas.

To address the current traditional custom and beliefs especially from the rural areas, it is recommended that the importance of education should be published and made available to the local citizens in general by the school or NDEO. Also, the collaboration and partnership with private sectors or local markets should also be strengthened to assure or support those who graduated from the rural areas in finding better jobs after graduation.

The linkages and coordination between other Centers are also recommended to improve community educational services. The training should be created to strengthen the capacity in leading for administrators and for them to know their roles and responsibilities clearly. The lessons learned from non-school education system like vocational training to the deprived people in previous rural development performance and the infrastructure and non-school education system should also be improved.

Moreover, the infrastructure, school facilities, and non-school education system should be improved further. If aiming for eradication of illiteracy, the MoES should be seriously implemented on the non-school education system. This will effectively result in the increasing the rate of literacy of adults and reducing poverty, along the extension of the primary education. Thus, the MoES has a strategic focus on two groups of people: (1) children who dropped out of school and never attended primary school; (2) adults who are illiterate and never entered primary school.

This research was conducted particularly in the Nong district, Savannakhet province, 17Lao PDR. It is recommended that future researches could be conducted in other areas in order to know the differences of promoting inclusive secondary education in other areas (such as in urban areas or rural areas but different locations) for comparison and to identify how their characteristics affect in promoting inclusive secondary education given the different situations.

References

- Davis, K. And Newstrom, J.W. 1989.** Human Behavior at Work: Organizational Behavior. New York: McGraw Hill International Book Company.
- Decree No. 315/PM, (2013).** Development Human Resources Planning, Decree No. 315/PM, dated 22/11/2013. (Original was published in Lao).
- Education for All (Efa). 2014.** Teaching and learning: achieving quality for all. France: United Nations Educational, Scientific and Cultural Organization
- European Agency for Development In Special Needs Education (Eadsne). 2005.** Inclusive Education and Classroom Practice in Secondary Education. Middelfart, Denmark: European Agency for Development in Special Needs Education
- Honadel, et al. 1980.** Integrated Rural Development: Making Network Development Alternative, Inc. Washington, D.C.
- Lhagyel, S. Z. 2016.** Relationship between Household Income and Education. Bhutan: Royal Institute of Management
- Maralani. V. 2008.** The Changing Relationship Between Family Size and Educational Attainment Over the Course of Socioeconomic Development: Evidence from Indonesia. *Demography*, 45 (3), 693-717.
- Ministry of Planning and Investment (Mopi). 2013.** Lao's National Socio-economic Development Report. (Original was published in Lao)
- Ministry of Planning and Investment (MoPI). 2016.** Lao's National Socio-economic Development 8th, 2016-2020. (Original was publish in Lao)
- Ministry of Education and Sports (MoES). 2015.** Annual Report of Education Development Planning. (Original was publish in Lao)
- Ministry Of Education and Sports (MoES). 2016.** Education Development Planning, 2016-2020.
- Nong Administrative Office (NAO). 2015.** The Annual Report of Nong District, Savannakhet province, Lao PDR. (Original was publish in Lao)
- Nong District Education Office (NDEO). 2015.** Brief of Nong education development planning AY 2015-2016. (Original was publish in Lao)
- Nong District Education Office (NDEO). 2015.** The Annual Statistics 2015. (Original was publish in Lao)
- Nong District Education Office (NDEO). 2016.** The Annual Statistics 2016. (Original was published in Lao)
- Phommanimith, K. 2008.** Country Report on basic education Curriculum in Lao PDR: A Look at the Current Content and Reform

Savannakhet Provincial Education Division, 2015. Brief of Education Development Plan of Savannakhet Provincial Education Division AY 2015-2016. (Original was publish in Lao)

United Nations Educational, Scientific and Cultural Organization (Unesco) Bangkok. 2008. Secondary education regional information base: country profile: Lao PDR. Bangkok: UNESCO Bangkok, 2008. Thailand: UNESCO

Yamane, T. 1967. Statistics: An Introductory Analysis. New York: Harper and Row