

**AN ASSESSMENT ON THE ESSENCE OF DROPOUT
STUDENTS IN MODEL PRIMARY SCHOOLS OF CENTRAL
ZONE OF TIGRAY**

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Abstract

The main purpose of this study was to assess the magnitude of students' dropout, to identify major causes of the problem, and to identify measures taken to retain students' dropout

Descriptive survey method was employed. Data were collected from 191 teachers and 15 principals through questionnaires. Stratified random sampling was employed to select teachers' respondents from both groups (male and female) and purposive sampling was applied to select the principals. Interviews were carried out with 10 supervisors and 15 parents.

The data obtained from the questionnaires were analyzed using different statistical tools like frequency, percentage and mean while the data obtained from the rosters of the pupils were analyzed using frequency and percentage.

The data from documentary analysis indicated that the rate of dropout in primary school of the study area is low and its Trends also showed a decreasing tendency. The data also showed that the dropout problem was more serious among boys in the higher grade levels.

The analysis to identify the causes of the problem showed that the high rate of students' dropout in the study area is the result of in-school and out-school related factors. Among the in-school related factors, health problem, low expectation on future success, regular absenteeism, lack of encouragement from teachers, school distance, were among the major causes. Regarding out-school factors, pupils involvement in income generating activities, parental lack of benefit from educating the child, drought and/or famine, parental death, family breakdown, early marriage, peer group influence were among the major identified factors. From this, therefore, it is concluded that the dropout problems in the study area are results of economic, social, and cultural problems and some in-school problems.

Depending on the result of the findings, providing school feeding program, creating awareness on society on the value of education, providing counseling service for pupils, building satellite schools, collaborative working among the school stake holders, recognizing and motivating the best achievers and continuous follow up and support in the schools of the study area are forwarded as recommendations.

CHAPTER ONE

1. Introduction

1.1. Background of the Study

The UN universal declaration of the human rights adapted by the united nation in 1948 article 26 articulated that “everyone has the right to education. Education should be free at least in the elementary and fundamental Stages Elementary education shall be compulsory (UN resolution 217-iii)”.

This postulates the principles that beyond the role it plays for development, education is a basic right, an end in itself. To this effect, primary education is defined as a means for development. A conference on education for all (EFA) was held in Jomotien, Thailand in 1990 under the joint sponsorship of UNIECF, UNDP & Word Bank (1995). In this conferences, as Lock and Verspoor (1990) and World Bank (1995) indicated population growth, high dropout and repetition rates and resource constraints were among the major reasons for the failure to provide the right primary education for all eligible age groups especially in developing countries.

In order to reverse these negative trends, successive international conferences were held again under the auspices of the united nation. These include, according to UNESCO (1996), the world summit for children (New York), the 1992 conference on environment and development (Riode Janeiro), the 1993 world conference on human rights (Vienna), the 1995 world summit for social development (Copenhagen), and the 1995 fourth world conference on women (Beijing). Each conference underlined the pivotal role of education as a key to sustainable development, improved living standard, peace and the

exercise of fundamental human rights. Education increases and improves productive capacity, brings about attitudinal change which facilitates the development of the national economy and well beings of individuals and house hold of society. There is also a common understanding that much of the investment made in education has not been used when there is large number of student dropouts. Dropout is one of the causes for educational inefficiency and wastages of scarce resource in developing countries (Jacgue and Harlak, 1970). Similarly, Wana and Tsion (1994) confirm that educational wastage which includes female dropouts is the major impediment to maintain internal efficiency in educational system of a country.

According to Habtamu (2002), internal efficiency refers to the ability of a system to graduate the greatest number of students with in minimum possible time. However, many studies show that a large number of students do not complete their primary school education at expected time due to dropout and repetition. The Tigray regional education bureau is striving for efficiency and access of quality education. To ensure this goal, educational package is being implemented at a school level. The package comprises: School improvement program, teacher development program, civics and ethnical education, access to ICT, and improving schools leadership and administration of schools.

Thus, to achieve the efficiency and access of education standard, criteria are developed to evaluate schools. Moreover, model schools are created in different Zones of the Tigray regional education Bureau.

The benchmark for evaluating these model schools in reducing student dropout rate was planned less than one percent. But still now due to many reasons Such as economical, social and cultural barriers these model primary schools were not effective in reducing dropout rate.

Thus, the researcher was curious to assess the magnitude of the dropout rate and an attempt to identify the factors that contributed to students' dropout in these schools.

1.2. Statement of the Problem

It is widely accepted facts that the most relevant indicator of educational efficiency is not just the number of students enrolled in the system but the number of graduates who have completed a given educational level with in intended time and with required learning skills, attitude and knowledge. How ever in developing countries, early students' dropout of school plagues a larger proportion of pupils who are enrolled in primary education before completing a given level.

In Ethiopia, the 2007/08 educational statistics shows that the aggregate dropout rate was 14.6%. From this total amount of dropout, the dropout rates for boys were 15.9% where as for girls it was 13.2%. According to the educational statistics annual abstract of the Tigray regional state education bureau 2004/05, In all grade levels of primary education the aggregate dropout rate was 8.79%. From this total amount of dropout, the dropout rates for boys were 9.17% where as for girls it was 18.4%. However, in 2008/09 the educational statistics in primary schools of the Tigray region showed that the dropout rates increased to 10.69% (11.8% male, 9.57% female).

Some reports explained that dropout rate vary widely among different social groups on the base of economic, cultural, gender, religion, and residential level. As many evidence reveals dropout rate are relatively higher in the beginning years of the educational level, particularly grade one, with a tendency of decline. Various school statistic reports in Tigray were also compatible with the above discussion (2008/09).The Tigray

Education annual abstract statistics shows that 14.22 percent (15% male and 13.34% female) of the dropouts were from grade one.

Therefore taking this into consideration, the study was intended to assess the magnitude and trends of the dropout in the model primary schools of the zone. The study also attempted to identify its major causes that make students to quit school and measures taken to reducing students drop out in the model schools.

1.3 Research Questions

Dropout rate is usually considered as an important indicator of school efficiency of the school system when the rate is high it implies low level of internal efficiency and the vice versa (Adane, 1993). To realize this purpose the following basic research questions are stated.

1. What is the magnitude and trends of dropout rate in the Primary schools of central zone?
2. What are the major causes to students' dropout of schools?
3. What are the measures taken to reduce dropout rates in the primary schools?

1.4. Objective of the Study

The main purpose of this study was to achieve the following specific objectives

- To investigate the magnitude and trends of the problem.
- To pinpoint those factors that drive students to quit schooling and
- To identify measures taken to retain students' dropout in the primary schools of the study area.

1.5. Significance of the Study

Dropout is one of educational wastages. Therefore, the results of this study are expected to have the following significance.

- The study will help for other researchers who have the intention to conduct research on similar area.
- The finding of this study is also essential for policy makers and other organizations that are interested in making decision and formulating principle regarding measures to be taken in reducing dropout rates.
- It contributes to improved retention of students in primary schools.

1.6. Delimitation of the Study

The study is delimited to analysis the status of student dropout and major causes of student dropout related to out off school factors (economic, social and cultural factors) and In-side school factors (pupils, teacher, school and administration). The study is delimited to government primary schools in four woredas of central zone of Tigray Region. 15 model primary schools are selected purposely to be data sources for the study. The participants of the study include teachers, principals, members of Parent-Teachers-Association, and cluster supervisors of the model schools.

1.7 Limitation of the Study

The insufficient amount of fund provided to work on the study from the university, shortage of transportation to different weredas where the model primary schools were found, and time constraints were among the major problems facing during the study. However, efforts have been made to minimize the problems as much as possible.

1.8. Operational Definition of Terms

- **Drop-out:** Students who leave school before reaching the end point of the educational cycle in which they are enrolled (Levy.1971).

- **Wastage:** is the combined result of repetition and dropouts (MOE, 1994)
- **Primary education:** refers to the provision of the first level instruction to children usually between 7-14 age group (UNICEF, 1990).
- **Primary schooling:** refers to the provision of primary education through formal school (UNICEF, 1990).

1.9. Organization of the Study

The study is organized into five chapters. The first chapter deals with the problems and its approach, and the second chapter presents the review of related literature. The third chapter is about the research design and methodology, while the forth chapter deals with the presentation, analysis and interpretation of data. Finally, summary, conclusions and recommendations are forwarded in the fifth chapter. Besides, references and appendixes are attached at the end of the paper.

CHAPTER TWO

2. Review of Related Literature

This chapter deals with the Review of Related Literature on model schools dropout. It focus on educational wastage consisting of dropout, types and factors related to dropouts and prevention methods for dropout and what makes for successful schools, and Models of Educational Effectiveness.

2.1 Education Wastage

Keeping children in school is a major problem in many developing countries where high rates of repetition and dropout lead to inefficiency and wastage of scarce resources (Hallak;1990). while many countries make high investment in education, investment on its own does not guarantee desirable results. If the benefits of investment in the education sector are to be optimized, wastage would have to be avoided or at least minimized.

Educational Wastage refers to human and material resources spent or 'wasted' on pupils who have to repeat a grade or who dropout of school before completing a cycle. It denotes the inefficiency of a school system and refers also to the wasted opportunities for these children to develop the knowledge, skills, attitudes and values they need to live productive lives and to continue learning (UNESCO, 1998)

The term "wastage" is generally used to describe the combined effect of repetition and dropout (UNESCO,1980:13) repetition refers to student who, in a given year, remain in the same grade and do the same work as in the previous year. Various authorities have tried to define the term repetition. According to Hallak (1990) when students are the same grade in school for an extra year than being promote to the next grade with their peers, the practice is called grade repletion, UNESCO (1998) defines

repetition as decision to hold pupils back in the same due to academic under achievement. Repetition is therefore, a decision to make a pupil stay in the same grade doing similar work as that of the previous year. Levy, 1971 in Ayalew, 1997.

Dropouts, on the other hand, are students who leave school before reaching the end point of the educational cycle in which they are enrolled similarly (UNSCO 1984) define that dropping out before the end of a course is considered wastage since the student who drops out has not achieved the educational objectives designed for the course.

It is difficult to estimate the economic cost of education to dropouts and their parents (Natriello. et. al 1995). However, it is possible to categorize the costs in to three components: the amount spent directly in schooling; the opportunity cost, and the future cost to dropouts and their parents (Lockheed . et. al,1991).

The direct cost of education is the expense incurred by parents for the education of their children. These includes school fees and cost of uniforms, school books school equipment, transport and meals (Natriello. et. al 1995)

The opportunity cost is the value of the alternative use of the resources deployed. The resources which is being used here is the child's time, parent will prefer to send their child's to school if they consider education to be the most meaningful investment. This is because if a child goes to school other opportunities are missed one significant opportunity cost is the time that a child is there fore not able to spend working (Natriello. et. al 1995). The future cost to dropouts includes all income forgone and other loses incurred because of the non completion of the cycle the child is enrolled. All these add up to wastage.

2.1.1 What is Dropout?

The term drop out is also defines in many ways, some state that drop out is any individual who quits school with out graduating or changing schools (National Education Association Research Division cited in Dorn, 1996).Hyde (1991 cited in FAWE, 1995 also state that dropout are children leaving school and not enrolling in that or any other school before they have completed a cycle (P.85).

UNESCO (1998:15) notes that an education system is considered to be efficient if it produces at a minimum cost the desire out put in terms of a minimum number of young people who have acquired the necessary knowledge and skills prescribed by society.

Recent reports (MoE, 2008) show that the dropout rate is very large (over 10%) at the primary school level in Ethiopia. Dropout rate is usually considered as an important indicator of the efficiency of the school system. Though the dropout rate is the highest in the primary level such a large dropout rate would mean a large amount of human and economic resources wastage.

However, in most literature, wastage refers to mainly repetition and dropout. This is the meaning adopted in this paper. The main focus being dropping out.

Dropping out is a withdrawal of students from schools before completing on equivalent program. With drawls of student before it is therefore, considered as wastage since the student who dropout has not achieved the educational objectives design for the course (UNESCO,1984 cited in Ayalew 1997).

For this reason dropout is a world problem. But the degree varies between developing and developed countries. Shindu (1999:12) confirms that the problem is more series in developing countries. As to her,

approximately, 96 million pupils who entered school for the first time, 25% (around 24 million) are likely to leave school before grade five many leave between grades two and five world Bank (1990), UNESCO (1984) are some among many to agree with given facts.

Many researchers explained the reason as to why the rates of dropouts are higher for developing countries than for developed ones Simmons (1980:48) attempted to reason out this as.

- lack of self reliance is the main constraints to expanding environment
- individuals in developing countries generally have less motivation to obtain for more years of schooling.
- parents of poor children are not as understanding or supportive as parents of upper income children.
- The cost of education, both direct and indirect earning forgone are often too great for the poor to afford.

2.1.2 Types of Dropout

The types of dropouts are grouped according to their respective causes for quitting their education. Sapposta (1993) grouped dropouts in three categories.

2.1.2.1 Involuntary Dropouts

The problem like illness, physical disability and labour of a child by parents, poverty and accident exert external influence on student become dropouts.

2.1.2.2 The Retarded Dropout

Students who lacks of sufficient ability to handle academic studies have to tend dropout prior to high school entrance. They are student who could not perform the necessary work required for promotion to the next grade.

2.1.2.3 The Capable Dropouts

These dropouts are characterized by certain personal and emotional factors they have the ability to do satisfactorily, even superior work in the school. But they are reluctant to make better progress in academic activity. As opposed to the retarded dropout, the capable dropouts have abilities of academic performance. They have potential for doing better, but they are dominated by social and psychological problems which are manifested in school (Frey in Sappasatta, 1993).

2.2 Factors Related with Dropout Student of Primary Schools

2.2.1 In School Factors

The major groups of forces that important in determining primary school efficiency are internal or in school factors. These factors are those that are related with pupils, teacher's schools and administrative characteristics each of these are examined here under.

2.2.1.1 Pupil Related Factors

For once learning, above all pupil them selves are responsible. So certain issues related with the pupil have direct effect on the efficiency of the school system. These issues include pupil's attitude towards learning, motivation or expectation for future achievement, low self conception, preschool education (experience) and health problem are some to be mentioned.

Attitude is emotional attachment towards something's. The emotional attachment that peoples develop towards school learning affects their progress as well as performance. Referring to ERGESS findings, Tekeste (1990) remarks that pupil's attitude is an important factor in their potential to receive education. The value one attaches to school learning influence his/ her effort which may determine his/her success or failure. A positive attitude towards school work helps pupils attain higher

achievement scores and thus meet school requirement for grade promotion.

The other factor motivation and expectation for future achievement is a general assumption that a child with high achievement motivation and seeing prospect in the future will likely be competitive and adoptive to the situation he finds himself (Brimer and Pavli, 1971 cited in Adane, 1993)

Early failure in school would make children to be failure oriented these children lose motivation and do not expect themselves to be successful so they discontinue their education.

The other concept that is related with pupils' characteristics is pre school education. A number of studies carried out in different countries have documented the contribution of preschool education in reducing and preventing dropping out and repetition in reducing and preventing dropping out and repetition in primary education (Riley, 1986;Myers. 1983,cited in Adane, 1993).

Health problems of children especially in poor areas are very serious. With regard to this, Coombs (1985, cited in Adane 1993) states that the learning achievement of students depends largely on the characteristics of the learner themselves weather they are well-nourished having physical and mental health. However many studies reports that in most rural and remote areas of developing countries, school children suffer from parasites, fever, malaria, recurring headaches stomach pains and liver problem.Such ill-health problem usually leads student to discontinue their schooling and/or performing low in the classes (Bishop,1994, cited in Tilaye 1999).

To sum up the above factor are assumed as factors that highly hampers the performance and /or the progress of pupils through the education system.

2.2.1.2Teacher Related Factors

Many writers indicate that teacher's characteristics have a central role in the efficiency of certain level of education. According to Biniaminaw and Glasman(1982; cited in Adane,1993) teachers themselves are considered as school inputs. These characteristics include qualification experiences, attitude and commitment to their profession and pupils. The quality and efficiency of education is directly related with qualification of teachers. Coombs (1985) contend that one of the most important factors for low internal efficiency of education system is less qualification of teachers are expected to have strong power as the teacher provide adequate content and attractive teaching learning methodology.

Similarly, teachers experience is expected to have a positive relationship with school efficiency. Reviewing may research findings Heyneman (1980, cited in Adane,1993) has come up with the conclusion that teachers experience and pupils progress have positive relationship the evidence of our country has also shown that the assignment of less experience teachers has been the causes for students dropping out especially in rural schools (MoE,2001 E.C).

The other important teacher characteristics that affects schools efficacy is teacher attitude towards their profession. In most developing countries, teachers do not join the teaching profession from their interest, which undeniably has a negative influence on school efficiency (Chantavanich and Fry (1990), Tekeste (1990). lack of commitment of a large number of teachers as noted by Tekeste would result in low quality of education. So raising teacher's attitude towards their profession is an important factor that results in the improvement of education.

Finally teachers' attitude towards their pupil's academic ability and future progress is as important as their attitude towards their profession. Teacher's expectation towards their pupils has to be realistic. The more teachers expectation is realistic, the better the pupils effort and the better their performance. These in turn results in high efficiency of the system (Chantavanich and Fry(1990).

2.2.1.3School Related Factors

2.2.1.3.1 Location, Geographic and /or distance factors

Research findings and the experience of many countries shows that, wastage in primary education is higher in rural than in Urban school (MOE, 2003, Tilaye, 1990).

Grahm-Brown (1991) also reports that in Bangladesh, where 50 percent of student enrolled in grade one dropout before reaching third grade dropout rates in rural were three times more than that of urban schools of the many factors that contribute for the rural-urban disparity in the rates of wastage, family support, poor school attendance, literacy level of parents are some to be mentioned. These factors are believed to have relation with learner's achievement and their completion rate (Adane. 1993)

Studies illustrate that the average distance to primary school of Ethiopia is 3.18 km (MOE, 2003). There is however greater variation among regions and weredas. Distance student travel affects both the time of students, costs of parents and increase risk on abduction for girls.

Other study made by MOE place similar assessment that distance between schools and home restricts student's performance due to fatigue, it expends much needed time rural children and above all distance for rural girls means actual threat by rapists (MoE.2003).

Finally, it is possible to conclude that the influence of distance particularly for low income families is serious in rural areas of most developing countries, children have to walk long distance to school and tend to dropout sooner if they are suffering from starvation (World Bank, 1990)

Distance from the school has been another deterrent for girls education in many countries in Africa, Odaga and Heneveld (1995) refer to a large number of studies in the region where it has been reported that the long distance girls (particularly rural girls) travel to school has two major problems.

One relates to the length of time and energy children have to expend to cover the distance, often on an empty stomach, the other relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem of distance from schools also has implication for the motivation of girls to stay in school. In Guinea study shows that close proximity of schools had a positive motivating impact on girls participation in schools while, in Mali most girls stated that living far away from school and having to walk discourage them.

2.2.1.3.2 School Facilities

School physical and material Facilities affect educational quality in general and pupils' performance in particular. It is widely accepted that schools with better facilities and materials that facilitate the instructional process are possibly more efficient than others without (Carl- Hill, 2002; Habtamu, 2002; Taylor, 1997). In many developing countries, text books, black boards, chalk, desk, chair, and all the ordinary objectives are often scarce or non-existent (Grahm-Brown, 1991)

Thus the scarcities of school facilities that are particularly related to instructional activities contribute to low internal efficiency in term of both repetition and dropout.

Physical environment in which the formal teaching- learning occurs ranges relatively from modern and well- equipped to open air- gathering places (UNICEF 2000:5). The school infrastructure includes the classroom, study rooms offices, toilet rooms, water supply, electricity service; health service etc. according to the MOE (2003:18) school Physical facility includes Water, latrines, clinic, library, pedagogical center and laboratories. These facilities are required to be proportional to the number of teachers and students in the school for the provision of quality education in school.

Library

The number of books to be housed in the library is determined by the number of student enrolled in the school. To assist teachers and students for the provision of reference books, to develop a reading interest on the student, to have proper research in the school, to teach students the how to use library further, to save student from undesired areas and events and soon, there should be an organized school library in schools. The school libraries should be also acquainted with the adequate and relevant book in terms of both number and varieties. Further more the school libraries should be opened for a long time to give sufficient service for both the teachers and students (MOE ,2003:18).

A school library helps the student to find new in formation it assists them to carry out assignment, homework etc. Further it helps them to satisfy their personal interest through reading. In general, the school library is the heart of the school (UNICEF 2000:5).

Laboratory

Laboratory is a room or other portion of a school building in which teachers and students may carry on experiment commonly, a special room in the school consisting special apparatus and equipments for use in performing experiments or exercises and working out problem (UNICEF 2000:5).

Classroom

When we take the class room with the context of the physical room it is a room that enables to catch up 40 students in one for the Ethiopian school case. It is a room that is adequately ventilated, adequately lightened and only spaced for 40 student sat once(MOE ,2003:18) moreover a well building with quality doors, a windows with transparent glasses and a cemented floor is the minimally standardized classroom to keep quality of education in the Ethiopian primary schools.

Toilet

Toilet is mandatory service to provide any school level as MOE (2003), toilet buildings for both sexes at different places, and for the teaches too, must be built to facilitate the teaching learning process in primary schools of Ethiopia it is a standard.

Peda center

A peda center is another major facility that should exist in the primary schools of Ethiopia (MOE , 2003: 7).

2.2.1.3.3. Class size

The effect of class size on pupil's performance and progress in school is significant particularly in the first three grades where people need to have more help. Habtamu (2002) have identified large class size as one of the cause for inefficiency. In terms pupils teacher ratio, the class size in developing countries has to be 40:1(UNESCO, 2003). But the reality in most developing countries is far from the stated number.

2.2.1.3.4 Curriculum Relevance

The curriculum in developing countries lacks suitable connection with situation familiar to students. several researchers in education question the use standard curriculum design for urban children might have for rural and other community with their own way of life (Lockheed and Levin,1993). Many countries use standard curriculum through out the country including in those cash crop areas. As a result parents may keep their children at home to do works or allow them to dropout of school after a few grades or in the early years. (Epstien, 1988 in zeyn 2004). This happen because the curriculum does not offer the children the necessary life and survivals skills with their immediate environment Carl-Hill, 2002). Therefore to enhance interest of community in general and that of school children in particular, the school curriculum should be responsive and adaptive to the local socio economic cultural and environmental situation.

2.2.1.4 Administrative Related Factors

Education for all is a goal that all developing countries are striving to achieve by 2015. However studies indicated achieving the goal is not an easy task. This is due to constraints which include how political commitment, inefficiency in administrative capacity and absence of appropriate polices (Minga, 1997)

The policy, which has relevant program and strategy designed to sensitize and demonstrate the importance of education for the society and that has been initiated and accepted heart fully by the society can increase the demand for schooling and successful staying in the system (World Bank, 1996). Policy related with dropout, repletion and promotion can have an effect on the efficiency of the educational system. similarly, efficient administrative system is worth having to implement the policy. The problem of school management is one of the various factor that couse higher rate of wastage in education (Adane, 1993).

The school principal like other administrator need to have qualification and adequate training that would help him develop the three skills identified by Kataz (1969), as technical, human and conceptual (Ayalew, 1991). The assignment of untrained and in experience educational leaders can contribute to low efficiency of educational system (MOE, 2003). It is therefore, possible to conclude that training the principal have and their experience are positively related to high level of school efficiency.

2.2.2 Out-School Related Factors

2.2.2.1 Economic Constraints

Various studies have shown there is strong positive relationship between economic status and pupils progress and academic achievement (UNESCO-UNICEF, 1987, Fasil et.al 1975). According to Fasil et.al (1975) about 10-25 percent of the variation in achievement scores among pupil is the function of family socio economic difference that can be measured by economic education and occupational level attained. Similarly, evidence from Latin America and the Caribbean showed that the majority of dropouts and/or repeaters belong the families of lower socio economic background (UNESCO-UNICEF 1987).

2.2.2.1.1 Economic Status of the Family

Poverty is an obviously prevalent situation in rural areas. It is clear that parents with poor economic status may have difficulty in providing their children with exercise books, pens and pencils, buying uniforms and expenses for food. World Bank (1990) also report that pupils from low income families would likely academically poor and also high tendency of dropout of school than those economically privileged once.

Pertaining to data from primary school of Brazil, Graham- Brown (1991) on his document that the rate of early school leaver of low income

families children are three times more than those from higher income families. Economical better off parents are able to provide their children with the necessary learning facilities and attach high value to the education of their children (Tanguaine, 1990 cited in Adane,1993).

2.2.2.1.2. Demand for Child Labor

Child labor is very essential in the livelihood of most developing countries. Developing countries children are often productive from quite an early age; most families need them to work at home or in the field (World Bank 1996).

Many studies conducted in different parts of Ethiopia indicate that the main reason for drop out and repetition is parents' demand for the labor of their siblings. Work is started work is started of the early years and more than half of all children age 4-15 identify work as their main activity and this sort is all sort of work (Habtamu, 2002 Assefa 1991, Anbesu and Jung 1988)

2.2.2.1.3 Parents Education

The impact of parent's education on the schooling of children is well documented. In many countries, the educational level of parents is the single best predictor of how long children will stay in school and how well they will perform scholastically. (UNESCO,1998)

The importance of parental education as follows

- Educated parents have the skill to help children in homework
- Educated parents can devote more resources education than other parent can
- Educated parents stimulate and motivate their children strongly

On the other hand, parents who are illiterate do not actively participate in school affairs nor do they understand school objectives. Thus, there will be little or no support provide for the child. If the family support is low, the child will likely to fail or dropout of school (MOE, 2003).

Therefore the effect of parents education level would be expected have significant contribution on high wastage in dropout students.

2.2.2 .14. Cost of Education

Regularly attending education and completing a given cycle with in intended time carry with it different types of costs: direct cost, in kind cost, monetary cost, and opportunity Cost (action-aid,2003).

In many developing countries including Ethiopia, primary education is free of a direct cost or what is known as users fees. In practice, parents still making some financial contribution, for example fund for school maintenance, sport fees etc (Action-aid 2003).

As put by Action- aid (2003) the total cost of all these and other pose a potential burden on poor families, particularly those with large number of students in school.

As a result, decision may be made on not only the number of children who should stay in education system but also on the level of school to be completed by those who remain in the school.

Therefore, abolition of all user fees may be one step towards enhancing survival rate in primary school particularly of those children whose main reason to quit school early is lack of educational expense

In kind cost is also another obstacle of further schooling in most rural areas of developing countries. In kind cost as Wagner (1993) describes, it, includes cost of child labor engage in any income generating activities.

In most of the developing Countries, children as young as five or six engaged in come generating task as “street vendors, dodging in – and out of the traffic jams to sell chewing gum, newspaper.....” thus, by sending them to school and keeping them there, their families will lose a real income on which they depend (Graham- Brown, 1991). Hence in kind cost is one of the push and pull factors in decided further education.

Another important cost of education that is considered as a major determinant factor for further schooling for children of poor families is the money cost of education which includes the cost of school materials, food, cloth, health etc. particularly, these types of costs are believed to have a considerable effect among certain groups who are very poor.

The cost of child labor at home is also another major reason for high dropout rates in rural areas of many developing countries (Wagner, 1993). For instance, a study carried out in Uganda shows that a large number of children leave school due to their pre-occupation with fishing and cattle keeping.

There is also an opportunity cost for parents keeping children in school as a child's time can be of economic importance to the family. That is, there is a wide range of tasks that both boys and girls in rural areas are expected to carry out. Therefore, sending them to school and keeping them there until they complete a given educational level imposes additional non-cash costs on families. This opportunity cost finally leads to child dropping out of school as he/she is highly required to involve in domestic work.

2.2.2 .2 Social and cultural Constraints

The population belonging to multiple ethnic and language groups illustrates the socio-cultural diversity that needs to be taken into account in the design and implementation of educational programs (Aggrawal, 1982).

These groups have their own customs, values, norms and traditions that have their own effect on educational provision. First, parents actually have the culture that requires their children to take part in different activities of economic value. Second, these societies haven't yet developed

the awareness that education has significant role in the field of production (Aggarawal,1982). Some of the socio- cultural practices that affect internal efficiency of the system include.

2.2.2.2.1 Parents' Attitude Towards Formal Education

The parental attitude towards formal education probably had its foundation in the experience of parent who have little hope in the school benefiting their children. They regard it as a means of taking children out of their hands (Brimer and Panti, 1971 cited in Zeyn,2004).

A case study in Mongolia shows that some parents believe that education undermines youths sense of identified and belongingness to their own ethnic group. This happens due to the low perception of the benefit of formal education. This attitudinal problem is believed to be more problematic in society that have on any awareness about value of education except in terms of economic benefit. In addition, even a hand full of stories of local children who have been educated but failed to reap the benefit can also change the attitude of parents and lead to a drop in the demand for schooling (UNESCO, 2003)

2.2.2.2.2 Early marriage and Pregnancy

Early marriage (particularly girls) has multidimensional effect. It enhances not only dropouts and repetition but also increase fertility, which in turn create burden on the quality of education supplied (Habtamu, 2002).

A survey conducted by UNESCO in countries of Africa shows that early marriage is traditionally considered as important for young girls, subject as they are to community values. For instance in Tanzania, the society consider adolescent girls as something that is going to be decaying unless used as soon as it is ripe (UNESCO, 1995).

Teenage pregnancy is another cultural constraint to girls' survival rate in education system. Girls dropout due to unwanted pregnancy at their early years and loss repeat grade due to lack of adequate time for study and readiness to take exams (Carl- Hill 2002).

2.2.2.2.3 Gender role socialization and stereotyping

Most societies make a clear distinction between men's role and women's role and the latter often i.e. outside the mainstream of economic activities one result, especially in rural communities, is that the education of girls is considered less important than the education of boys (UNESCO,1998) in developing countries, particularly in rural parts, girls engage in domestic work at very early age.

This makes them to dropout and/or repeat classes because it consumes school hours and energy. Stereotypically, Females are conceived by certain society to be too much submissive, mentally and physically weak, while male are competitive, courageous and intelligent. As a result such differentiation and expectation greatly affects females aspiration, and competition in education (Almaz,1991; Alemtsenay,1985) other socio-cultural factor include initiation ceremonies (Pilgrimages), family break down (divorce) and parental death.

2.3 Strategies to Reduce Dropout of Primary Education

The education system in developing countries mainly in sub-shara Africa is suffering from very low internal efficiency especially at primary education level. The causes are multiple but fall in to two general categories those that stem from the way the school system organized and operates (in School related factors) and those that are rooted in overall economic, social and cultural environment (Out-School related factors). (UNESCO. 1998) identified in School related factors can be tackled by improving their efficiency in utilizing the available resources at hand where as out-School related factors can be readily addressed by the

education officials even though these forces are largely beyond the control of educators of top of these, some of strategies forwarded by different authors are out lied below.

2.3.1 Tacking In school related factors

- Improving quality of instruction and early motivation
- Motivating and training of teachers
- Efficient utilization of the available resources
- School location planning
- Construction of more schools
- Making educational materials more available

2.3.2 Taking Out-School Related Factors

- Working hard in poverty reduction strategies
- Adult literacy program
- School feeding program
- Lowering the cost of education
- Awareness creation and community involvement
- Remove gender gap

2.4 Prevention of School Dropout

The dropout rate can be greatly reduced by preparing school leaders to work co-operatively with teachers, staff, community and health Agencies Corporation, government and higher education to improve educational experience for all students.

Increasing enrollment and reducing dropout is compulsory for universal primary education. The method of minimizing the problem of drop out is many, however, the studies conducted by UNESCO (1998); Ayalew, (1997); Wanna and Tsion (1999); Tilaye (1999), Habtamu (2002) have suggested some prevention for reducing school dropout rates.

2.4.1 School Base Prevention

Building school close to where children adjustment of primary education structure, improving school facilities, make the curriculum more relevant to the community life, reducing direct cost to schooling, improve the competence and moral of teachers altering evaluation process to recognize student efforts, incentive programs which promise employment creating firm relationship between schools and parents, reducing indirect costs to schooling, effective school management are to be the major remedy for school dropouts.

2.4.2 Other Prevention

Another research conducted by Rumberger (1995) Garry,(1996), fine (1991); Alexander; et. al (1997) found six key element that are fundamental forms of dropout prevention.

1) Truancy as indicator

Students who are continuously absent from school and fall in to truant status are more likely to be at risk of dropout (Rumberger,1995) successful truancy program aim to offer service for student to overcome personal and social obstacles, that primarily lead to a decline in school attendance. Program involving schools, law enforcement, Families business, Judicial and social services agencies, and community youth service organization will contribute to the decline in both of these rates (Garry,1996).

2) Engaging School

A comprehensive approach to dropout prevention also focuses on keeping student in school and ensures the time spent in the classroom is engaging and useful. This approach focuses on individual student support service around motivating student to learn engaging students requires an analysis of how school districts work with students who are at risk of dropping out (fine, 1991).

3) School Change

In the school change program, the school should include professional development for teachers and educator's. Another aspect of school change is to challenge traditional models of schools organization to make school more interesting and responsive places where students learn more and can meet high standards (Alexander, et. al (1997).

4) Alternative schooling

Once a student is ready to return to his/ her base school appropriate programs must be in place to secure a successful transit win. The educational focus of an alternative system is usually to provide alternative learning experience beyond those found in traditional school setting (Alexander et.al 1997).

5) Dropout taking system

Melissa, Roderick conducted a study in 1993 that analyzed the academic performance of dropouts beginning from the fourth grade until the student dropout of school. Her report suggests that difference in academic performance appear as early as fourth grade, prior to leaving schools. Academic and social climate attendance rates, student taking advanced courses and students' perception of a fair discipline police can help to predict school dropout rates, even after controlling for the background characteristics of the student and the school (Rumberger and Thomas 2000).

6) Parent Role

Parents play an important role in how children perceive and cope with school and they influence the decision children make. Children whose parents are actively involve with their schooling are less likely to experience attendance, problems, and more likely to graduate. The majority of researchers believed that parents provide the encouragement and stability that is vital for students' success (Rumberger, (1995), Garry, (1996), Roderick 1999).

Family related factors that place children at risk include a dysfunctional home life, no parental involvement, low parents' expectation ineffective parenting or abuse, and high mobility (Purkey. S.C and Smith 1985)

For this reason it would be more rational to ask for whether there is a formula to success these back logs.

2.5 A formula for success

Clangeipeterz (1982) attempted to show what successful school looks like. According to him, the following points are indicated.

2.5.1 The staff

In successful school the members of the staff are highly communicative with one another, openly sharing ideas and expertise are flexible innovative adaptable are skillful in basic teaching techniques have expectation of their pupils and are growth oriented professionally and personality.

2.5.2 The curriculum

In successful school the curriculum is system wide is developed ideally with staff participation, is sequential is divided in to units contains widely communicated performance objective and is subjected to review and revision. The international strategy uses frequent testing for diagnostic purposes calls for concept mastery before a pupil move to the next unit and provides for recycling of pupils when they have not reached mastery. Such recycling may included regrouping, assignment or individuals exercise and drill cross age tutoring or even retention.

2.5.3 The Principals

The principals Has strong overall leadership skill is consistently supportive of teachers, has a strong curriculum background, high expectation of the staff, has good public relations skills is the key person in a school success.

2.5.4 The Pupil

The pupils Have a desire of learn, have good self- images respond to positive reinforcement increase achievement when they know what is expected of them enjoy school.

2.5.5 The Parents:

The parents are strong supportive of school and involved in the school through parent teacher association the community education program as volunteers and as financial supporters, have high expectation of the school and pupils are concerned about schooling establish a good learning environment in the home.

2.5.6 The Parent Teacher Association

Plays a key role in getting certain parents in to the building leading to their deeper interest in the total educational process make the community wide of the schools goals.

2.6 Models of Educational Effectiveness

Choosing effective in puts is the first step towards improving learning, but managing them well at the school level is also necessary. The objective of each primary school is to increase the number and quality of its graduates by increasing the probability that students will stay in school and be promoted to the next grade level on time. Increasing student learning is central to the process of producing more and better educated primary school graduates. World Bank data from the Philippines strongly suggest that the number of student completing the primary school increase as the school environment improves as measured by the average cognitive achievement of pupils especially the poor (Knight and Sabot (1990),cited in Hapkin et.al (1994).

Improving educational in puts also appears to reduce grade repetition and drop out rates. In sub-Saharan countries, the correlation between the annual expenditure per pupil on educational materials and the time

required for students to complete the primary cycle is significant negative when GNP per capital and the student ratio are held constant (Knight and Sabot 1990).

In developed countries where material inputs are readily available research on the characteristics of effective schools has concentrated on a set of process factors that distinguish these schools an orderly school environment, clear goals and high expectation, a sense of community, and strong instructional leadership (Purkey and Smith, (1982) cited in Hapkin et.al (1994). In addition, British studies suggest that involving students in school decision making enhances attendance and encourage positive behavior (Rutter 1983 cited in Hapkin et.al (1994).

Learning determined by four factors of school input and process (curriculum, instructional materials, learning time, and teaching) and child teach ability (Knight and Sabot 1990). Family investment in health and nutrition and preschool experience play a role in determining the Childs teach ability.

2.6.1 Effective Schools

Hapkin et.al (1994) states that effective schools that schools that can demonstrate student learning allow substantial staff development time. In these schools, improvement goals are sharply focused, attainable and valued by staff members. School needs guidestaff, rather than standardized forms and checklists. Methods of reaching goals are often based on proven successful strategies. Effective schools have respectful and supportive relationships among administrators teachers, support staffs, and students.

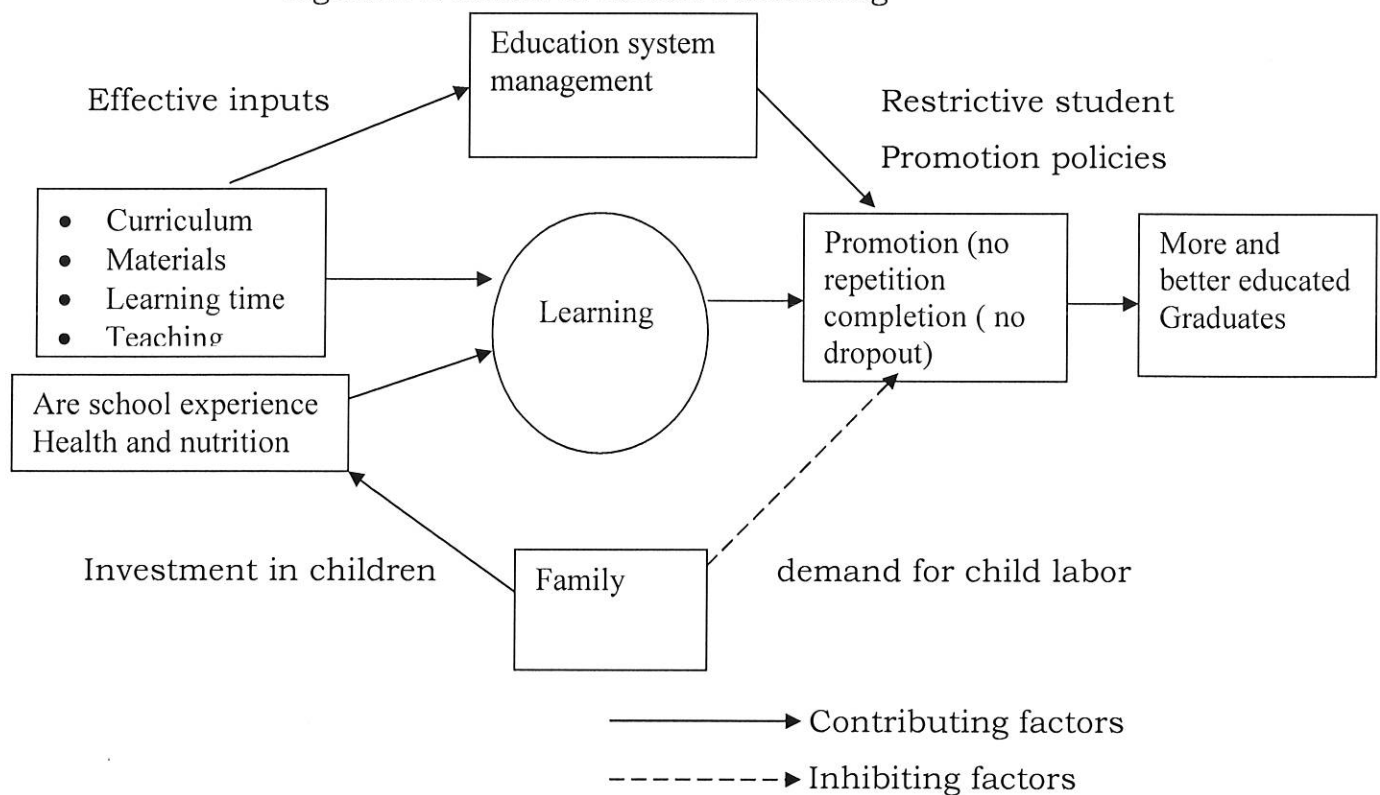
Hapkin emphasized that effective schools are managed by effective leaders. These individuals provide the leadership necessary to create a strong curriculum and a safe environment where students can succeed. Effective leaders care about faculty needs, teacher recognition, and

professional development, and also encourage parental, family, and community involvement in school activities many school leaders help parents and teachers assume new school leadership roles (2004).

The concept of effective schools encompasses the system of school and administrative relationship. Increased educational effectiveness produces greater educational efficiency. Effective schools are able to transform their given inputs into student learning.

Effectiveness was defined as high rates of student learning. The characteristics of effective school include small school size; personalization; high expectations for students; collaboration among teachers; a simple focused, a coherent curriculum; aggressive leadership; consistent standards for student behavior; family support; and peer support (Hapkin et.al (1994).

Figure1. A Model of Effective Schooling



Source : A Model of Effective Schooling (Hapkin et.al 1994, p.42)

2.6.2 Characteristic of Effective Schools

Effective schools tend to be marked by a constant interchange of professional information at both a formal and informal level, and improving the ways of working that encourage teachers to work together toward shared goals.

A study on effective schools, demonstrates that teachers work most effective when they are supported by other teaches and work together collegially. Hapkin et.al (1994) noted that successful schools create collaborative environments which encourage involvement, professional development mutual support and assistance in problem solving.

Building leadership capacity there fore involves teachers working together and learning together to bring about effective change it derived from the explicit and shared values of a community. This implies a model of Leadership where leadership and leader are not the same (Lambert. 1998). Leadership is a shared and collective endeavor that engages all members of the organization work together and learn together, where they construct and refine meaning leading to a shared purpose or a set of goals. This model of leader ship implies are distribution of power and realignment of authority with in the organization.

In model leadership the power base was diffused and the authority dispersed within the teaching community and important dimension of this leadership approach is the emphasis up on collegial way of working to encompass mutual trust and support.

For teachers leadership to be maximized there has to be share values and goals along with the ability to take action. This can only be achieved as part of a democratic process where individual's ideas and action can be freely expressed. Then teachers will be more likely to contribute to their development in positive way.

Ron Edmonds (1970) states that “all children can learn” Ronald Barth (2000) has suggested that this statement should be supplemented by equally revolutionary idea that “all teachers can lead” if schools are going to become places in which all children are learning, all teacher must be leaders to benefit the school and themselves(cited in Hapkin et.al, 1994).

In order to create communities of teacher leaders it is important to link professional development and leading. Teachers who are engaged in learning with their peers are most likely to embrace new initiatives and to innovate. Edmonds 1978 list of the effective school correlates is as follows

1. Emphasis on student acquisition of basic skills
2. high expectation for students
3. Strong administrative leadership
4. frequent monitoring of student progress
5. Orderly climate conducive to learning

A study conducted by Purkey and Smith (1982) also describes criteria of effective schools

- Curriculum focused school leadership
- Supportive climate within the school
- Emphasis on curriculum and teaching
- Clear goals and high expectation for student
- A system for monitoring performance and achievement
- On -going staff development and in-service
- Parental involvement and support

The governors’ best practice centers staff (2000) in Virginia department of education identified the following 16 effective school practice.

- **Administrative support:-** Provide both the division and school administrator

- **Assessment:-** the existence of a clear system for collecting, summarizing and reporting student achievement information based on the assessment
- **Classroom instruction:-** careful lesson planning, using a variety of materials and effective question techniques
- **Curriculum alignment and curriculum mapping /pacing):-** setting clear learning goals, specific objective, instructional activities, student assessment and periodic review of curriculum documents.
- **Data analysis :-** analyzing student achievement data and using it in both the individual class room and school wide planning process
- **Community and parent support:-** Parents and community members provide support for the instructional learning time and family members are encourage to support intervention strategies
- **Schedule consideration:-** administrators and teachers ensure that school time is used for focused instruction
- **Leadership:-** administrators and teachers create a strong sense of mission and vision and build a strong culture of collaboration and creative problem solving .
- **Research based program:-**Effective instructional programming has a strong research base.
- **School wide focus on success:-**administration and teachers provide a clear focus on expectations for achievement and clear publicize recognition, rewards and incentives.
- **Staff development:-**time for professional development activities are set a side and specific skill building activities are delivered.
- **Student motivation:** teachers take note of student interest, problem ad accomplishment and use this information to motivate students.

- **Teachers planning accommodation**:-teachers are provided time for collaboration and planning in terms both with in and across grade level.
- **Technology**:-administrators and teachers receive training to enable them to use educational technology effectively. classroom lesson are enhanced using a variety of technology application.

Another researcher Sergiovanni (1995) has reviewed the more recent literature and synthesized the major characteristics of effective schools, according to her synthesis, effective schools.

- Are student centered
- Offer academically rich programs
- Provide instruction that promotes student learning
- Have a positive school climate
- Foster collegial interaction
- Have extensive staff development
- Practice shared leadership
- Foster creative problem solving
- Involve parents and the community

A study more relevant to developing countries conducted by Temu (1995) on "successful school in Tanzania" while his framework is heavily depends on the theories examined earlier he categorizes the characteristics of successful school in four areas i.e the school the leader the teacher, and the student according to him (Temu,1995).

- **Successful schools** are high performing in academic activities, their building and resources are well maintained.
- **The leader** has vision plan to facilitate work recognize the worth of every worker, accept new ideas narrows social distance, perceive the school in its totality protect every body share core values. Emphasizes intrinsic motivation and prevent rather than waits to cure disruptive tendencies.

- **The teacher** feel recognize and value, assist weak slow learner- have a good contact with parents are loyal to the school leaders and relate to other workers. Staff and students as in the extended family
- **The student** feel cared for respect the staff and are disciplined. They are aware of school expectation. Find extra time to work on their lesson and make decision which enhance school objective

CHAPTER THREE

3. Research Design and Methodology

3.1. Methodology of the Research

Quantitative approach and specifically descriptive survey method was employed to analyze the data obtained from the questionnaires and interview. Descriptive survey is the means through which opinions, attitudes, suggestions for educational practices can be obtained (Kaul, 1996).

3.2. Source of Data

The research used both primary and secondary data sources for the study. The primary sources of this study were collected from teachers, principals, cluster supervisors, and from members of the parent-teacher association of the selected schools of the study weredas. The secondary sources were gathered from documents of the Regional Education Bureau, selected wereda education offices and the sample schools.

3.3. Samples, Sample Population and Sampling Techniques

In order to collect sufficient and relevant data for the study the central zone of Tigray Which has the highest model schools in the region were selected for the study purposely.

Using purposive sampling four weredas from the total nine weredas were selected in the zone. As shown in the table, three schools were selected from each weredas but six schools was selected from Ahferom because Ahferom wereda has four sub weredas.

From this sample weredas fifteen model primary schools out of 115 complete primary schools were selected in the study using purposive sampling technique which were ranked from 1 up to 3 and rewarded by their performance in the previous year by the wereda education offices.

From these 15 model schools, 191 teachers (111 male and 80) female) were selected using stratified sampling techniques to secure fair

representation of participants teachers from each school (i.e. male and female).

As a result, 46.8 percent of the total numbers of teachers in the sample schools were involved in the study. In addition, all the sample school principals were purposely selected to be part of the study. From each sample school, one member of the parent teacher association and one cluster supervisors were also selected purposely.

Table .1 Name of Sample schools and Number of Sample Teachers in the Sample Schools.

No	Name of the Sample School	Wereda	Location U/R	Section	Total no of Teachers			Sample Teacher			%
					M	F	T	M	F	T	
1	Adi Ahterom	Ahferom	Rural	1-8	14	10	24	7	5	12	50
2	Adikelkel	Ahferom	Rural	1-8	15	13	28	7	6	13	46.4
3	Edagarobie	Ahferom	Rural	1-8	17	9	26	7	5	12	46
4	Enticho	Ahferom	Urban	1-8	22	17	39	11	8	19	48.7
5	Hahaile	Ahferom	Rural	1-8	23	22	45	11	11	22	48.8
6	G/Sernay	Ahferom	Rural	1-8	16	15	31	8	7	15	48.4
7	Dr. Atakhiti	K/Tembien	Rural	1-8	15	8	23	7	4	11	47.8
8	Guya	K/Tembien	Rural	1-8	16	9	25	7	4	11	44
9	Werk-Amba	K/Tembien	Rural	1-8	14	12	26	7	5	12	46.2
10	Dura	L/machiew	Rural	1-8	13	8	21	6	4	10	47.6
11	Mahbre dego	L/machiew	Rural	1-8	16	9	25	7	4	11	44
12	Zorat	L/machiew	Rural	1-8	14	10	24	7	5	12	50
13	Endaba gerima	Adwa	Rural	1-8	15	8	23	6	3	9	39
14	Gebezia	Adwa	Rural	1-8	16	9	25	6	4	10	40
15	Yeha	Adwa	Rural	1-8	15	8	23	7	5	12	50
	TOTAL				241	167	408	111	80	191	46,8

Source:-collected from sample schools and wereda education office.

3.4. Data Collection Instruments and Procedures

3.4.1. Data Collection Instruments

Based on the research questions close and open ended questionnaires and interviews were used to collect relevant information for the study.

The questionnaire is the most appropriate means to involve large sample population to collect the necessary information within a given time frame. Thus, questionnaires were prepared for the teachers and principals, which contained three parts.

The first part was used to collect information about personal characteristics of the respondents while the second part was intended to secure information regarding the causes for students' dropouts from schools in the study area. The third part was intended to secure information regarding the measures taken to reduce dropouts.

In this, a questionnaire that contained 18 in-school related factors and 13 out-school related factors that can be possible causes for high rate of students' dropout were presented for teachers and principals and also they were asked to indicate the measures taken to retain students in the school.

3.4.2. Data Collection Procedure

Each item was constructed in a five point scale ranging from 5=very high to 1=very low. Each questionnaire was prepared originally in English and later translated into Tigrigna to be filled by the respondents. Before duplicating and distributing the questionnaires, four experts have evaluated their contents. The questionnaires prepared for teachers and principals were pre-tested in a pilot study carried on randomly selected 25 teachers in one model primary which was excluded from the study (see Appendix E). To address the issue of reliability of the questionnaires, pilot testing was conducted on total of 25 teachers drawn from segalu primary school using random sampling method.

Finally, the responses of the participants were scored and tabulated to compute item inter correlation and cronbach alpha in order to evaluate the sub scales and reliability. The measures found to be reliable with alpha 0.779 for 47 items (see Appendix E).

After taking necessary corrections and preparation, the questionnaires were distributed to respondents. Finally asking the consent for the participant, semi structure interviews were conducted with some parents and cluster supervisors.

Data concerning enrollment and dropout were obtained from Tigray Education Bureau and the primary schools of the sample weredas through direct access to the records. Four consecutive years (2006/07-2009/10 academic years) were used to show the magnitude and trends of dropout rates. Most of the data are presented in tabular form in actual numbers and percentages in the data analysis and presentation section of this paper.

3.5 Method of Data Analysis and Interpretation

Depending on the nature of the problem and data collected, different statistical methods were used in this study for data analysis and interpretation.

- The percentage was used to analyze the characteristics of respondents. Such as age, sex, educational qualification and experience.
- The rate of dropout was calculated by adding the number of dropout and then dividing the sum by the total number of enrolled student in that particular grade and year.
- The mean score was also used to identify which of the item is rated above average to be considered among the major causes for high rate of students' dropout.

- The mean score for each item was calculated using the median line (3.0) as dividing line. Those items whose mean values are below 3.0 were assumed to have no effect to students' dropout rate in the study.
- In the qualitative data which is obtained from the interview coded, categorized, interpreted and analyzed to enrich the quantitative data.

CHAPTER FOUR

4. Presentation and Analysis of the Data

This part deals with the analysis of the data collected from roster of pupils in primary schools in the sample woredas and the questionnaires of Teachers and principals and interviews conducted with members of the Parent- Teachers Association of the sample schools.

The questionnaires were distributed to 200 primary school teachers, and 15 principals. Of the distributed questionnaires, those 191(95.5 percent) of the teachers and 15 (100 percent) of the principals were returned and used for analysis. In addition ten cluster supervisor and fifteen member of Parent-Teachers Association of the study area were interviewed. The responses obtained from cluster supervisors and parents were used to add ideas to the teachers' and principals' response.

4.1. Characteristic of Respondents

As stated earlier, the subjects of this study were teachers, principals, some parents who are members of the Parent Teacher Association and supervisors of the sample schools. In this section the back ground information of two groups that is the teachers and the primary school principals are presented.

4.1.1 Background of Teacher

Table 2: Characteristics of the Teachers by Their Sex, Age and Educational Status

No	Item	Responses	
		No	%
1	Sex		
	• Male	111	58.12
	• Female	80	41.88
2	Age Interval		
	• 20-25 years	59	30.9
	• 26-30 years	86	45.0
	• 31-35 years	22	11.5
	• 36-40 years	15	7.9
	• 41 and above	9	4.7
3	Educational Status		
	• TTI	29	15.2
	• Diploma	156	81.7
	• Degree	6	3.1
	Total	191	100
4	Experience		
	1-3 years	20	10.5
	3-5 years	142	74.3
	6-10 years	8	4.2
	11-15 years	21	11.0
	Total	191	100

As it can be seen in Table 2, 191 teachers participated in the study and from this 111(58.12 percent) were males and 80 (41.88 percent) were females. With regard to their ages, 59(30.9 percent) and 86(45 percent) of them were between the age interval of 20-25 years and 26-30 years respectively while 22(11.5 percent) and 15(7.9 percent) of them were between the age interval of 31-35 years and 36-40 years respectively. This indicates that the majorities of respondents are in or above adult age and their responses could give sufficient information.

With respect to teachers respondents educational level the great majority that is 156(81.7 percent) of them indicated that they were diploma graduates, while 29(15.2 percent) of them were TTI certificate holders. In addition, some 6(3.1 percent) teacher respondents said that their educational status is first degree. This indicates that there is no under qualified teacher teaching in the primary schools of the study area.

Respondents' (teachers) experience or service year in the study area show that, 20(10.5 percent) and 142 (74.3 percent) of them have service years below three years and 3-5 years respectively. The remaining 8(4.2 percent), and 15(11 percent) of them served 6-10 years and 11-15 years respectively.

Since the majority of the teachers' respondents have served for 3 years and above in the teaching profession, they could have sufficient information and better knowledge about the social, economic and cultural problems of the study area .

4.1.2 Background of Primary School Principals

As it can be seen in table 3, 15 principals were involved in the study and from this 15(100 percent) of them were males. With regard to their ages 8(53.3 percent) and 3(20 percent) of them were between the ages 26-30 years and 31-35 years respectively, while 4(26.7 percent) of them were above 41 years.

Regarding their educational status, 8(53.3 percent) and 7(46.7 percent) of them were diploma and first degree holders respectively. This indicates that the majority of the respondents are experienced, qualified, and their responses could provide sufficient information.

From item number 5 of Table 3, it can be seen that 5(33.3 percent) and 7(46.7 percent) of principals respondents served as principals from 5-10 years and above respectively, while the 3(20 percent) principals served below five years. This shows that the majority of the principals have long years of experiences on school administration.

Table 3: Principals Characteristics (n=15)

No	Items	Responses	
		No	%
1	Sex		
	• Male	15	100
	• Female	-	-
2	Age Interval		
	• 20-25 years	-	-
	• 26-30 years	8	53.3
	• 31-35 years	3	20.0
	• 36-40 years	-	-
	• 41 and above	4	26.7
3	Educational level		
	• TTI	-	-
	• Diploma	8	53.3
	• BA/BSC	7	46.7
	Total		
4	Experience		
	6-10 years	6	40.0
	11-15 years	5	33.3
	16 years and above	4	26.7
5	Service year as principal		
	Less than 5 years	3	20
	5-10 years	5	33.3
	>10 years	7	46.7

4.2. The Magnitude and the Trends of Drop out Rates in Primary Schools of the Study Area

This section presents the magnitude and the trends (by grade and sex) of dropout rates (in percentage) in primary schools of the sample woredas of this study.

4.2.1 The Magnitude of Dropout Rates in the Study Area

Table 4 presents the rates of dropouts in terms of percentage of enrollment for four consecutive (2006/07-2009/10) academic years. The data shows that comparatively lower rate of dropout was observed. The rate of pupils' dropout rate of students from the model primary schools in which this study was carried out was lower than the regional drop out rates.

Table 4: The Magnitude of Dropout Rates in Model Primary Schools /1-8/ of the Study Area (2006/07-2009/10)

Academic year	Total dropout in numbers	Dropout rate in (%)
2006/07	597	3.1
2007/08	568	2.8
2008/09	694	3.7
2009/10	378	2.1

Source: adopted from roster of pupils in primary school of sample woredas

From this evidence, in the study area, dropout rates for 2006/07-2009/10 academic years were 3.1, 2.8, 3.7 and 2.1 percent respectively (see table 2). While the regional dropout rates in primary school were 8.34, 9.23, 10.69 and 10.46 percent for the same academic year respectively. Thus, the observed dropout rate shows that the magnitude of dropout rate in the study area were lower than the drop out rate of the regional average (See Appendix D).

4.2.2. Dropout Rates in Primary Schools of the Study Area General Trends, 2006/07-2009/10

Table 4 also shows dropout rate in absolute number and its rate of change from each previous year. As it can be seen from the table 3, of the total number of pupils enrolled (see appendix C) in primary school of the sample weredas in the academic year of 2006/07, 3.1 percent of them

left schools. In the next academic year i.e 2007/08, the rate of dropout was decreased by 2.8 percent. For 2009/10 academic years, both dropout and enrollment rates declined, when compared to the rate of dropout and enrollment rates of the previous academic years (i.e. 2006/07 and 2008/09).

Similarly, when students' dropout trend in the study was examined in absolute number, the total number of students' dropout in 2006/07 was 597 but it was 568, 694 and 378 in the next three consecutive academic years (2007/8-2009/10). From this, it can be concluded that the trends of students' dropout rate in primary schools of the study area show a decreasing tendency from year to year except in 2008/09.

4.2.2.1. Dropout Rates by Grade and Gender

4.2.2.1.1. Dropout Rate by Grade Level

Table 5 presents the rates of pupils' dropout in terms of percentage of enrollment for 2006/07-2009/10 academic year. The data reveals that dropout rates of model primary school in the study area were higher in the first and in the last four grades of the educational cycle when they were compared among the grade levels.

Table 5: Dropout Rates in (%) by Grade Level and Gender in Model Primary Schools (1-8) of the Study

Grade Level	Academic year											
	2006/07			2007/08			2008/09			2009/10		
	M	F	T	M	F	T	M	F	T	M	F	T
1	3.7	4.1	3.9	2.9	2.2	2.7	4.9	3.1	4.0	1.3	2.5	1.9
2	1.5	1.3	1.4	1.9	1.7	1.8	2.5	2.6	2.5	1.9	2.7	2.3
3	2.4	1.7	2.3	2.1	1.3	1.7	2.9	2.8	2.8	1.4	1.3	1.4
4	2.4	2.2	2.3	2.5	2.1	2.3	3.0	2.8	3.0	2.0	2.0	2.0
5	3.7	3.1	3.4	2.7	2.4	2.5	5.9	3.5	4.7	2.3	1.4	1.8
6	4.1	3.8	4.0	4.1	2.1	3.0	4.0	2.9	3.5	2.3	1.6	1.9
7	6.1	3.9	5.0	4.8	4.0	4.4	5.5	3.6	4.9	2.4	2.5	2.5
8	4.8	3.7	4.2	5.2	3.8	4.5	4.2	3.4	3.8	3.4	2.8	3.1

Source: Adopted from roster of the pupils in primary school of sample woredas

From the data in Table 5, we can understand that the observed differences were seen from one grade to the next for all academic years. In this study the rates of dropouts were higher in the last four grades (grades 5-8) and at the beginning of grades especially grade one.

These findings are in agreement with the reports of regional education statistic annual abstract of different years (2006/07-2008/09). According to these reports, the rates of drop out were higher in the first grade as well as the last four grades of the education system.

Other similar findings were also reported by UNESCO (1984) whose finding showed that early school leaving has been a characteristic of primary education system of many developing countries. The major reason given by these writers for high dropout rates in education system of these countries in general and in primary education in particular were found to be related to economic, social and cultural problems such as opportunity cost of school child time and low attitude towards education etc.

It is true that the opportunity cost of a child time ought to increase with age. That is 13, or 14 years old child is much more needed at home for domestic work or for income generating activities. It is also true that if the school distance from home was far, 7 years old child can suffer and be obliged to drop out from school.

4.2.2.1.2. Dropout Rates by Gender

According to the data in Table 5, the rates of dropout in primary school of the study area were higher among boys than girls in 2006/07-2008/09 academic year especially in grades 5,6,7 and 8. But 2009/10 in grade 7, more female than male dropout was observed, though the difference seems small. In 2007/08 in all grade levels male dropout is higher. but in the other years female dropout was observed to be higher

in one grade level only eg 2006/07 grade 1, 2008/09 in grade2 but in 2009/10 in grade 1,2 and 7. Based on the data in Table 5, we can understand that, in this study area the problem of pupils' early school leaving was more practiced among boys than girls.

It is true that when economic opportunity of one groups either boys or girls is higher than the other the survival rate in education system for the group with higher economic benefit reduces. As interviewed parents and supervisors in the study confirmed boys excessively involve in field works for income generating activities, such as going for searching gold's in the rivers and daily labor in towns.

4.3. Major Causes of Students Dropout from School

One of the major objectives of this study was to investigate some major factors that contribute to students' dropout. Thus, attempt was made to identify some in-school and out-school related factors that may have contribution to pupils' dropout from educational system in the area.

Accordingly, some 18 in-school related factors and 13 out school related factors have been identified and then teachers and principals were asked to indicate the extent of the contribution of each factor to the problem.

In computing the value of their responses, the writer has used different points that represent the extent of the influence of each factor which include 1=very low 2=low 3=undecided 4=high 5=very high.

And also used the symbols T=teachers , P= principals.

4.3.1 In School Related Factors

Table 6:- Pupils related factors that Cause Student Dropouts

N o	Item	Respo ndent s	Respondent value in Percentage										Mea n — (<i>x</i>)
			1		2		3		4		5		
			f	%	f	%	f	%	f	%	f	%	
1	Health problems	T	19	9.9	41	21.5	51	26.7	54	28.3	26	13.6	3.14
		P	3	20.0	3	20.0	-	-	7	46.7	2	13.3	3.13
2	Poor academic performance	T	43	22.5	47	24.6	19	9.9	63	33.0	19	9.9	2.83
		P	1	6.7	5	33.3	3	20.0	6	40.0	-	-	2.93
3	Low expectation on future success	T	19	9.9	48	25.1	24	12.6	62	32.5	38	19.9	3.27
		P	2	13.3	4	26.7	-	-	5	33.3	4	26.7	3.33
4	Regular absenteeism from school	T	29	15.2	37	19.4	15	7.9	65	34.0	45	23.6	3.31
		P	1	6.7	5	33.3	1	6.7	8	53.3	-	-	3.07
5	Frequent repetition	T	14	7.3	75	39.3	32	16.8	39	20.9	31	16.2	2.99
		P	2	13.3	8	53.3	3	20.8	2	13.3	-	-	2.33

Table 6, presents the principals' and the teachers' responses on the extent of contribution of some IN-school related factors to students early school leaving.

The data in item number 1 of table 6, shows that 80(41.9 percent) of the teachers and 9(60 percent) of the principal respondents indicated high and very high to point that pupils health problem affect pupils survival in school while 60 (22.4 percent) teachers and 6 (40 percent) principals replied that it affects to low and very low extent.

The calculated mean scores of the teachers (mean=3.14) and the principals (mean 3.13) also indicated that both the respondents rated the item above average. This shows that the effect of this factor is very acute. Therefore, pupils' health problem is among the major cause for students' dropout in the study area.

Regarding poor academic performance of pupils, 82(41.9 percent) and 6(40 percent) teachers and principals respectively its impact is high and very high while 90(47.1percent) of the teachers and 6(40 percent) of the principals rated it as low and very low.

On the other had, the calculated mean scores of the teachers (mean 2.83) and the principals (mean 2.93) also show that both the respondents rated the item below the average. This indicated that, poor academic performance of pupils is not among the major cause of dropout in the study area.

Item number 3 in table 6, shows that, 100(52.4 percent) of the teachers and 6(60 percent) of the principals replied that the effect of this factor is high and very high while 67(35 percent) of the former and 6(40 percent) of the later groups indicated that it effects as low and very low.

The mean value of the teachers (mean=3.27) and the principals (mean=3.33) also indicated that the contribution of this factor is considerable in brining about high rate of dropout. Therefore, it can be said that pupils' low expectation on future success is among the major problems for students dropping out from schools of the study area.

Regarding item number 4 of Table 6, 110(57.6 percent) of the teachers and 8(53.3 percent) of the principals replied that the effect of this factor is high and very high on the other hand 66(34.6 percent) of the former and 6(40 percent) of the later groups indicated the impact of this factor is low and very low.

The calculated mean value of teachers (mean=3.31) and the principals (mean =3.07) showed that the item rated above the average. As both the respondents rated the item above average, regular absenteeism is one of the contributing factors to high rate of dropout in the study area.

In item number 5 of table 6, 89(45.6 percent) of the teachers and 10(66.6 percent) of the principals rated the item low and very low, while 70(37.1percent) of the teachers and 2(13.3) percent of the principals replied that the effect of frequent repetition is high and very high.

The mean scores of the teachers (mean=2.99) and the principals (mean =2.33) rated the item below average. This shows that the effect of frequent repetition is not among the major cause of dropout in the study area.

Table 7:- Teachers Related Factors that Cause Student Dropouts

N o	Item	Res pon den ts	Respondent value in Percentage										Mea n ($\bar{x}$)
			1		2		3		4		5		
			f	%	f	%	f	%	f	%	f	%	
1	Less qualified teachers	T	52	27.2	94	49.2	12	6.3	31	16.2	2	1.00	2.15
		P	6	40.0	8	53.3	-	-	1	6.7	-	-	1.73
2	Lack of encouragement given by teacher to pupils	T	38	19.9	39	20.4	12	6.3	57	29.8	45	23.6	3.17
		P	3	20.0	3	20.8	1	6.7	7	46.7	1	6.7	3.08
3	Lack of support to students who have academic difficulties	T	39	20.4	60	31.4	24	12.6	54	28.3	14	7.3	2.71
		P	3	20.3	8	53.3	2	13.3	2	13.3	-	-	2.20
4	Inappropriate evaluation of pupils performance	T	52	27.2	79	41.4	17	8.9	39	20.4	4	2.1	2.29
		P	5	33.3	8	53.3	1	6.7	1	6.7	-	-	1.87

Regarding item number 1 table 7, 146(76.4 percent) of the teachers and 12(93 percent) of the principals rated as low and very low while 33(17.2 percent) of the former and 1(1.67 percent) of the later respondents rated the item as high and very high.

The calculated mean scores of the respondents (see table 7) show that mean score for the principals is lower than that of the teacher and both rated the item below average. This shows that this factor is not among the major causes for pupil's early school leaving in this study area.

However, the principals rated the item far below the average which indicates that they perceived the effect of this factor on school dropout less than the teachers.

As far as the effect of lack of encouragement of students from teachers (see table 7) on student survival rate in education system is concerned, 102(53.4percent) and 8(53.4percent) of the teachers and principals respectively that its effect to the rate of dropout in the study area is high and very high while 77(40.7 percent) of the teachers and 6(40.7 percent) of the principals reported that the effect of this factor is low and very low.

The mean score value of the teachers (mean=3.17) and the principals (mean=3.08) were rated above average. It also goes with the above discussion that the contribution of this factor to the problem is high. This indicated that lack of encouragement to students from teacher is among the major causes of dropout for students in the study area.

Item number 3 of table 7, showed that, 99(51.6 percent) and 11(73.6 percent) of the teacher and principals rated it as low and very low respectively while 68 (35.6 percent) of the former and 2(13.3 percent) of the later respondents rated it high and very high.

The mean score values of teachers (mean =2.71) and the principals (mean=2.20) were below average. This indicates both the respondents perceived the effect of this factor on school dropout not to be among the major causes for high drop out rate.

percent) of the later respondents replied that its effect is low and very low.

The calculated mean scores of teachers (mean=3.01) and the principals (mean=3.00) also indicated that both the respondents rated the item above average. This reveals that the effect of this factor considered as cause for high dropout rate in schools.

As it can be seen in item number 2 of table 8, 81(42.40 percent) and 8(53.4 percent) of the teachers and principals respectively replied that its impact is low and very low while 76(39.8 percent) of the teachers and 6(40 percent) of the principals rated as high and very high.

The mean scores of teachers (mean=2.83) and the principals (mean=2.67) also indicated that both the respondent rated the item below average. It can be said that large class size is not a major problem for student low survival rate in school of this study area.

Item number 3 of table 8 shows that, 76(39.8 percent) of the teachers and 13(86.7 percent) of the principals replied that it contribution of rough school environment to high rate of dropout in this study is low and very low.

The mean values of the teachers (mean=3.00) and the principals (mean=1.73) the majority of the respondents replied that the contribution of this factor to the problem is low.

Respondent were asked to indicate the effect of having inadequate educational facilities, to dropout rate in the study area. In this, case the great majority of the respondents, that is,159(83.1percent) of the teachers and 13(86.7 percent) of the principals rated its effect to dropout

in primary school as low and very low respectively while 21(10 percent) of the teacher and 3(20 percent) of the principals rated the item high and very high respectively.

The calculated mean values for the teachers (mean=1.89) and the principals (mean=2.07) response showed that both the respondents rated the item below average which implies this factor has less role to be considered as a cause to dropout rates.

Item number 5 table 8, reveal that the majority of the respondents ,that is ,128(57 percent) and 12(80 percent) of the teachers and principals respectively rated the effect of this factor as low and very low while 47(24.7 percent) of the teachers and 2(13.3 percent) of the principals rated the item as high and very high.

The calculated mean scores of the teachers respondents (mean 2.27) and the principals (mean=2.13), which were rated below average also shows that irrelevance of the curriculum to the community is not a major cause for students dropout

Table9: Administrative Related Factors that Cause Student Dropouts

N o	Item	Res pon dent s	Respondent value in Percentage										Mea n ($\bar{x}$)
			1		2		3		4		5		
			f	%	f	%	f	%	f	%	f	%	
1	Poor management	T	60	31.4	60	31.4	20	10.5	41	21.5	10	5.2	2.38
		P	9	60.0	5	33.3	-	-	1	6.7	-	-	1.53
2	inappropriate school rules and regulation	T	91	47.6	51	26.7	11	5.8	28	14.7	10	5.2	2.03
		P	10	66.7	3	20.0	-	-	1	6.7	1	6.7	1.67
3	disciplinary problem of student	T	45	23.6	59	30.9	25	13.1	46	24.1	16	8.4	2.63
		P	4	26.7	4	26.7	1	6.7	5	33.3	1	6.7	2.67
4	passive instructional technique	T	44	23.0	60	31.4	17	8.9	41	21.5	29	15.2	2.74
		P	6	40.0	5	33.3	3	20.0	1	6.7	-	-	1.93

With regard to the effect of poor management (See table 9) on pupils survival rate in school of the study area, the majority of the respondents, that is 150(62.8 percent) of the teachers and 14(93.3 percent) of the principals rated the item as low and very low while 51(26.7 percent) of the former and 1(6.7percent) of the later group rated the item as high and very high.

The mean score value for teachers (mean=2.38) and for the principals (mean=1.53) also showed that they rated the item below average which in turn tells us that the effect of this factor to early school leaving is low.

This confirms with the educational status and serves of the principals (see table3). Thus the majority of the principals are experienced and qualified management problem is not a major cause for students' dropout.

As to item number 2 of table9, 142(74.3 percent) of the teacher and 13 (86.7 percent) of the principals replied that its effect is low and very low respectively, while 38(19.9 percent) and 2(13.4 percent) of the teachers

and principal respondents rated the item as high and very high respectively.

The mean score value for teachers (mean=2.03) and for the principals (mean=1.67) indicated that respondents rated the item below average. This shows inappropriate school rules and regulations are not among the major causes for student dropout from schools.

Respondents were also asked to indicate the effect of disciplinary problem of students in bringing high rate of dropout in schools. In this regard, 104(54.5percent) of the teachers and 8(53.4percent) of the principals respondents reported that the item is low and very low while 62(32.5 percent) and 6(40 percent) of teachers and principals respondents rated the item as high and very high.

The calculated mean values for the teachers (mean=2.63) and for the principals (mean=2.67) tell us that the item is rated below average. This indicates that the effect of this factor to high drop rate is not high.

As far as the effect of passive instructional techniques used in schools is concerned, 104 (54.4 percent) and 11(73.3 percent) of the teachers and the principals respondents respectively indicated that its effect is low and very low while 70(36.7 percent) of the teacher rated the item as high and very high.

The mean score value for teachers (mean=2.74) and for the principals (mean=1.93) showed that this factor is not a major cause for dropout in the study area. But the principals rated the item far below the average, which indicates that they understand the effect of this factor in bringing high dropout rate less than the teacher.

To summarize, taking the mean score of 3.0 as an average of respondents' response, among 18 in-school factors the teachers rated 6 times, 1) health problem, 2) low expectation on future success 3) regular absenteeism, 4) lack of encouragement from teachers 5) school distance from pupils home 6) rough school environment above average. This shows that these are the major In-school related factors that bring about high rate of dropout in the study area. The remaining factors (see table 6) were rated below average, which implies that their effect to the problem is not high.

Similar to teachers', the response of the principles rating, they rated 5 item 1) health problem 2) low expectation on future success 3) regular absenteeism, 4) lack of encouragement from teachers 5) school distance from pupils home above average and the remaining 13 items below average. This indicates that both teachers and principals agree on the type of factors which are the major cause of dropout in the study area.

4.3.2:- out- School Related Factors

Table 10:- Economical Related Factors that Cause Student Dropouts

N o	Item	Resp onde nts	Respondent value in Percentage										Mea n ($\bar{x}$)
			1		2		3		4		5		
			f	%	f	%	f	%	f	%	f	%	
1	in ability to pay school expenses	T	83	43.5	66	34.6	19	9.9	18	9.4	5	2.6	1.93
		P	5	33.3	5	33.3	2	13.3	3	20.0	-	-	2.20
2	parent need child labor	T	54	28.3	58	30.4	23	13.0	44	23.0	12	6.3	2.49
		P	5	33.3	1	6.7	-	-	6	40.0	3	20.0	3.07
3	pupils involvement in income generating activities	T	30	15.7	23	12.0	15	7.9	62	32.5	61	31.9	3.53
		P	3	20.0	2	13.0	-	-	8	53.3	2	13.3	3.27
4	Parent lack of perceived benefit from educating the child	T	27	14.1	38	19.9	28	14.7	51	26.7	47	24.6	3.28
		P	2	13.3	3	20.0	1	6.7	6	40.0	3	20.0	3.33
5	drought and/or famine	T	35	18.3	40	20.9	11	5.8	56	29.3	49	25.7	3.23
		P	3	20.0	4	26.7	1	6.7	5	33.3	2	13.3	2.93

Table 10- above presents the teachers and principals respondents' responses about the extent of the effect of some out- of school related factors to students' early school leaving.

The data in item number 1 of table 10 shows that the impact of pupils inability to pay school expense on pupils survival rate in primary school of the study area. As it can be seen from table 10, 149 (88.1percent) of the teachers and 10 (66.9percent) of the principals rated the item as low and very low while 23 (11percent) of the former and 3(20 percent) of the latter group respectively rated the item as high and very high.

The mean scores for teachers (mean=1.93) and for the principals (mean=2.20) reveal that both of the respondents rated the item below average. Thus, this factor is not a major problem for pupils' high rate of dropout.

Item number 2 of table 10 shows that 112(58.7 percent) and 6(40 percent) of the teachers and principals respectively indicated that the influence of parents need for child labor is low and very low while 56(29.3 percent) of the teacher and 9(60 percent) of the principal respondents replied that parents need of child labor has high and very high effect for students dropout of school in the primary schools.

The calculated mean scores for the teachers (mean=2.49) and for the principals (mean=3.07) show that the former rated the item less than the latter which tell us that principals perceived the effect of this factor as a serious problem more than the teachers.

Respondents were asked to indicate the influence of pupils' involvement in income generating activities to determine their effects on students' early school leaving. As it can be seen from item 3 of table 10, 123 (64.4 percent) of the teachers and 10(66.6 percent) of the principals replied high and very high implying that pupils involvement in income generating activities affect students dropout from school while 53 (27.7 percent) of the former and 5(33 percent) of the latter groups rated the item as low and very low.

The mean score values for teachers (mean=3.07) and for the principals (mean=3.35) indicated that both groups of respondents rated the item above average. This factor is a major factor for high dropout rates of students in the study area.

Regarding item number 4 of table 10, 98(51.3 percent) of the teachers and 9(60 percent) of the principals rated its influence as high and very high, while 65(34 percent) of the former group and 5(33.3 percent) of the latter group rated its influence as low and very low.

However, the mean score value for teachers (mean=3.27) and for the principals (mean=3.28) showed above average indicating that parental lack of perceived benefit from educating the child highly contribute to the high rate of students drop out in the study area.

This finding is also in line with the parents and cluster supervisors responses. According to the respondents, Parents lack of perceived benefit from educating the child stemmed from the reason that many students failed to pass grade 10, and they have not also got job opportunities. Therefore, parents lack perceived benefit from educating their child. To change the attitude of the parents, schools should create continuous awareness for the community, parents and the students.

As far as the effect of drought and famine to pupils' dropout from schools is concerned, 105 (55 percent) of the teachers and 7(46.6 percent) of the principals reported that this factor affects pupils survival in school highly and very highly while 75(39.2 percent) of the former and 7(46.7 percent) of the latter groups rated its effect as low and very low.

The calculated mean scores for teachers (mean=3.23) and that for principals (mean=2.93) show that the teachers rated the item higher than the principals. This means that the former perceives the high influence of this factor than the latter group. This indicates that this factor is one of the causes for students' dropout.

Table 11:- Social Related Factors that Cause Student Dropouts

No	Item	Respondents	Respondent value in Percentage										Mean ($\bar{x}$)
			1		2		3		4		5		
			f	%	f	%	f	%	f	%	f	%	
1	Parental illness	T	46	24.1	78	40.8	20	10.5	40	20.9	7	3.7	2.39
		P	3	20.0	4	26.7	1	6.7	7	46.7	-	-	2.80
2	parental death	T	23	12.0	40	20.9	37	19.4	74	38.7	17	8.9	3.12
		P	2	13.3	5	33.3	-	-	6	40.0	2	13.3	3.07
3	family break down /disunity	T	30	15.7	44	23.0	23	12.0	68	35.6	26	13.6	3.08
		P	2	13.3	4	26.7	1	6.7	5	33.3	3	20.0	3.20
4	peer group influence	T	24	12.6	50	26.2	33	17.3	61	31.9	23	12.9	3.05
		P	2	13.3	4	26.7	1	6.7	7	46.7	1	6.7	3.07

Concerning the effect parental illness or health problem on pupils survival rate in education system (see Table 11) the respondents that is 124 (64.9 percent) and 7(46.7 percent) of teacher and principals respondents respectively rated it impact as low and very low while 47(24.6 percent) of the teachers and 7(46.7 percent) of the principals rated the item high and very high.

The mean score value for the teachers (mean=2.39) and for the principals (mean=2.80) also show that both the respondents rated the item below average. This seems to imply the effect of this factor is not among the major problems to causes high rate of students' dropout in the study area.

Respondents were also asked to indicate the effect of parental death to the rate of students' dropout in the study area (see Table 11). In this regard the majority of them, that is 91(47.6 percent) of the teachers and 8(53.2 percent) of the principals rate the item as high and very high while 63(32.9 percent) of the former and 6(40 percent) of the latter respondents perceived its impact as low and very low.

The mean scores for the teachers (mean=3.12) and for the principals (mean=3.07) which were rated above average also indicated that parental death is among the major causes for high dropout rate.

As far as the effect of family break down (see Table 11) on pupil survival rate in school is concerned, 94(49.1 percent) of the teachers and 8(53.2 percent) of the principals indicated that its effect is high and very high while 74(38.7 percent) of the former group and 6(40 percent) of the latter group rated the item as low and very low.

The calculated mean scores for the teachers (mean=3.08) and for the principals (mean=3.20), which are rated above average also indicated that the effect of this factor to high rate of drop out is considerable.

Regarding the effect of peer group influence on pupils survival rate in school concerned (see Table 11), that is 84(44.8 percent) of the teacher and 8(53.2 percent) of the principals indicated its effect as high and very high while 74(38.8 percent) and 6(40 percent) of the teachers and principals rated the item as low and very low respectively.

The mean score values for the teachers (mean=3.05) and for the principals (mean=3.07) showed that they have rated this factor slightly above the average which implies peer group influence is one of the causes for students' dropout in the study area.

Table 12:- Cultural Related Factors that Cause Student Dropouts

N o	Item	Respon dents	Respondent value in Percentage										Mea n ($\bar{x}$)
			1		2		3		4		5		
			f	%	f	%	f	%	f	%	f	%	
1	early marriage	T	17	8.9	43	22.5	26	13.6	78	40.8	27	14.1	3.29
		P	1	6.7	5	33.3	1	6.7	6	40.0	2	13.3	3.20
2	pregnancy	T	25	13.1	55	28.8	16	8.4	70	36.6	25	13.1	3.08
		P	2	13.3	4	26.7	1	6.7	5	33.3	3	20.0	3.20
3	Fear of abduction	T	74	38.7	75	39.3	17	8.9	25	13.1	-	-	1.96
		P	14	93.3	1	6.7	-	-	-	-	-	-	1.07
4	Having various disabilities /hearing	T	127	66.5	42	22.0	15	7.9	7	3.7	-	-	1.49
		P	6	40	9	60.0	-	-	-	-	-	-	1.60

Regarding the effect of early marriage on students' survival rate in the education system of the study area (see Table 12), that is 105(54.9 percent) of the teachers and 8(53.2 percent) of the principals indicated its influence as high and very high while 50(31.4 percent) and 6(40 percent) of the teachers and the principals rated the item as low and very low respectively.

The mean score value for teachers (mean=3.29) and the principals (mean=3.20), who rated above the average, indicated that its effect to early school leaving in study area is considerable.

This finding confirms with other study reports on the effect of early marriage on educational efficiency. According to these reports, in many developing countries early marriage is a major cause for students (particularly girls) dropout from school (Coleman (1994) and Adane 1993).

As far as the effect of pregnancy (see Table 12) on students survival rate in school is concerned, 95(39.7 percent) of the teachers and 8(53.2 percent) of the principals rated its effect as high and very high while 80 (41.9 percent) of the former group and 6(40 percent) of the latter group rated the item as low and very low.

The mean scores value for the teachers (mean=3.08) and for the principals (mean=3.2), which indicated above average reveals that it affects the rate of dropout in the study area.

Respondents were also asked to indicate the impact of girls' fear of abduction or rape on school dropout rate, The majority of respondents show that, 149(78 percent) of the teachers and 15(100 percent) of the principals rated its influence as low and very low while 25(13.1 percent) of the teachers rated the item as high and very high.

The mean scores values for teachers (mean=1.96) and for the principals (mean=1.07) also show that both the respondents rated the item below average. This reveals that this factor influence the rate of dropout in the study area.

As item number 4 of table 12, depicts the majority of the respondents i.e. 169(88.5 percent) and 15(100 percent) of the teachers and principals replied that its impact is low and very respectively. The calculated mean score for the teachers (mean=1.49) and for the principals (mean=1.60) showed below average. This indicates that having various disabilities is not a major cause for school dropout in the study area.

Regarding the effect of the different factors on students' dropout from schools was calculated using central tendency particularly mean. Those

responses whose mean scores showed below 3.0 and above 3.0 were interpreted as implying little effect on students' dropout rates.

In sum the response of the teachers rated the following factors having considerable effects on students' dropout in setting of this study 1) pupils involvement in income generating activities, 2) parents lack of perceived benefit from educating the child, 3) drought and famine, 4) parental death 5) family break down 6) peer group influence 7) early marriage and 8) pregnancy. The remaining factors were rated below average which indicated that their effect on students' dropout is not important.

Regarding principals respondents, similar to teacher respondents, they rated 8 items above average 1) parent need child labor 2) pupils involvement in income generating activities 3) Parent lack of perceived benefit from educating the child 4) parental death 5) family break down 6) peer group influence 7) early marriage 8) pregnancy and the remaining 5 item below average. This indicates that both respondents agree on the types of factors which are the major cause of drop out in the study area.

4.4 Measures Taken to Reduce Dropout

Table 13:- Measures Taken to Reduce Dropout of Students By Teachers Response

N o	Item	Respo n dents	Respondent value in Percentage										Mean ($\bar{x}$)
			1		2		3		4		5		
			f	%	f	%	f	%	f	%	f	%	
1	Organizing tutorial classes for low performing students	T	41	21.5	49	25.7	11	5.8	45	23.6	45	23.6	3.02
		P			1	6.7	4	26.7	9	60.0	1	6.7	3.67
2	providing advice on how to study	T	8	4.2	41	21.5	25	13.1	59	30.9	58	30.4	3.62
		P			4	26.7	3	20.0	7	46.7	1	6.7	3.33
3	Creating self help groups to assist economical poor student	T	7	3.7	12	6.3	32	16.8	92	48.2	48	25.1	3.85
		P	2	13.3	3	20.0	4	26.7	4	26.7	2	13.3	3.07
4	Conducting action research on factors that cause dropout and suggesting intervention	T	16	8.4	56	29.3	46	24.1	54	28.3	19	9.9	3.02
		P	-	-	4	26.7	6	40.0	4	26.7	1	6.7	3.13
5	Encouraging student to participate in different co-curricular activities	T	21	11.0	48	25.1	30	15.7	48	25.1	44	23.0	3.24
		P	1	6.7	2	13.3	5	33.3	4	26.7	3	20.0	3.40

T=Teachers

P= principals

Table 13, presents the measures taken to reduce dropout rate by Teachers.

Item number 1 of table 13, shows that, 90(47.2 percent) of teachers and 10(66.7 percent) principals considered organizing tutorial classes for low performing students is highly and very highly, while 90(47.3 percent) of the former and 1(6.7 percent) of the latter groups rated it as high and very high. The remaining 11(5.8 percent) of the teachers and 4(26.7 percent) of the principals respondents rated the item as moderate.

The mean scores for teachers (mean=3.02) and that of the principals (mean=3.67), show that both rated above average. This indicates organizing tutorial classes for low performing students is the best measure to be taken as to retain student in the school.

Item number 2 of table 13, depicts 107(61.3 percent) teachers and 8(52.4 percent) principals rated the item as high and very high while 49(25.7 percent) and 4(26.7 percent) teachers and principals rated the item as low and very low respectively. The remaining 25(13.1 percent) respondent from the former and 3(20 percent) the later group replied as moderate.

The mean score for teachers (mean=3.62) and the principal (mean=3.33) were above average and this show that providing advice to students on how to study is an important measure taken to reduce high rate of dropout.

In Item number 3 of table 13, the majority of the respondents, that is 140(73.3 percent) teachers and 6(40 percent) principals rated that item as high and very high while 32(16.8 percent) of the teachers and 4(26.7 percent) of the principals perceive the effect of this factor as moderate.

The mean score for teachers (mean=3.85) and for the principals (mean=3.07) both groups were rated above average indicating that creating self help groups to assist economically poor student is a better measure taken by the school to retain students.

Concerning the effect of conducting action research on factor that cause dropout (see table 13), 73(38.2 percent) teachers and 5(33.4 percent) principals rated the item as high and very high effect, while 46(24.1 percent) of the former and 6(40 percent) of the latter groups rated the effect as moderate, On the other hand, a considerable number of teacher 72(37.7 percent) and principals 4(26.7 percent) rated the item as low and very low.

The mean score for teacher (mean=3.02) and for the principals (mean=3.13) show that conducting action research on factors that cause dropout is an appropriate measure taken at school level to retain students.

Pertaining to item 5 of table 13, 92(48.1 percent) and 7(46.7 percent) teachers and principals rated the item as high and very high respectively while 30(15.7 percent) of the former and 5(33.3 percent) of the later respondents replied as moderate. The remaining 69(36.1 percent) teachers and 3(20 percent) principals rated its effect as low and very low respectively.

The mean score value for teachers (mean=3.24) and for principals (mean=3.4) which are above average indicates that encouraging students to participate in different co-curricular activities is an important measure taken to reduce high rate of dropouts.

In short, the ratings indicate that among the measures taken by teacher, organizing tutorial classes, providing advice to students, encouraging students to participate in different co-curricular activities, creating self help group and conducting action research on factors that cause drop and suggesting intervention are important measures taken to retain students in the school.

Table 14:- Measures Taken to Reduce Dropout Students By Principals Response

No	Item	Respon dents	Respondent value in Percentage										Mean ($\bar{x}$)
			1		2		3		4		5		
			f	%	f	%	f	%	f	%	f	%	
1	encourage teachers to incorporate continuous assessment practice in the classroom	T	1	0.5	16	8.4	32	16.8	93	48.7	49	25.7	3.91
		P	-	-	2	13.3	2	13.3	7	46.7	4	26.7	3.87
2	arranging programs for inter-class competition	T	23	12.0	26	13.6	24	12.6	64	33.5	54	28.3	3.52
		P	-	-	1	6.7	2	13.3	6	40.0	6	40.0	4.13
3	crating conducive school environment	T	16	8.4	31	16.2	34	17.8	54	28.3	56	29.3	3.54
		P	-	-	-	-	4	26.7	6	40.0	5	33.3	4.07
4	Conducting in built supervision	T	1	0.5	10	5.2	46	24.1	79	41.4	55	28.8	3.93
		P	-	-	1	6.7	4	26.7	8	53.3	2	13.3	3.73
5	taking action against misbehaved students	T	34	17.8	50	26.2	22	11.5	55	28.8	30	15.7	2.98
		P	-	-	2	13.3	7	46.7	4	26.7	2	13.3	3.40
6	strike agreement with parents to reduce dropout	T	23	12.0	45	23.6	51	26.7	54	28.3	18	9.4	2.99
		P			1	6.7	7	46.7	4	26.7	3	200	3.60

T=Teachers

P= principals

Table 14, presents the measures taken by principals to reduce dropout. Item number 1 of table 14, shows that, 142(74.4 percent) of the teachers and 11(73.4 percent) of the principals rated the item as high and very high while 32(16.8 percent) of the former and 2(13.3 percent) of the latter groups rated its contribution as moderate.

The calculated mean score value for teachers (mean=3.9) and for the principals (mean=3.87) reveal that both groups of the respondents rated the item above average. This depicts that encouraging teachers to apply continuous assessment in the class room is a relevant academic measure taken to reduce high rate of dropout.

Regarding the effect of arranging programs for inter- class competition as an approach to retain students in the school.(see table 14) the majority of the respondents, that is 118(61.8 percent) and 12(80 percent) teachers and principals indicated its influence as high and very high respectively, while 49(25.6 percent) respondent of the former and 1(6.7 percent) of the latter respondents rated the item as low and very low. The remaining 26(12.6 percent) teachers and 2(13.3 percent) principals rated the item as moderate.

The mean scores for the teachers (mean=3.52) and for the principals (mean=4.13), indicated that arranging programs for inter-class competition is a possible academic measure that need to be taken by the school so as to retain students.

Item number 3 of table 14, 110(57.6 percent) teachers and 11(73.8 percent) principals rated its impact as high and very high respectively while 34(17.8 percent) and 4(26.7 percent) teachers and principals respondents rated the effect of this factor as moderate respectively.

The calculated mean score value for the teachers (mean=3.54) and for the principals (mean=4.07) show, both respondents rated the item above average. This indicated that creating conducive school environment is an important measure taken to reduce high rate of dropout.

Concerning the effect conducting of inbuilt supervision in school an approach to reduce high rate of students dropout (see table 14), the majority of the respondents, that is, 134(70.2 percent) of the teacher and 10(66.6 percent) of the principals considered the item as having high and very high effect while 46(24.1 percent) of the former and 4(26.1 percent) of the latter groups rated the influence of the item as moderate.

The mean score value for the teachers (mean=3.93) and for the principals (mean=3.73) indicated the responses for the item to be above average. This indicates that conducting inbuilt supervision in school is an appropriate measure taken to reduce dropping out of students in this study area .

As far as the effect of taking action against misbehaved students in retaining students is concerned, (see table 14), 85(44.5 percent) of the teachers and 6(40 percent) of the principals rated the item as high and very high while 84(44 percent) and 2(13.3 percent) of the teachers and principals respectively indicated that its effect is low and very low the remaining 22(11.5 percent) of the teachers and 7(46.7 percent) of the principals rated the item as moderate.

The mean score for the teachers (mean=2.98) and for the principals (mean=3.40) show that the teachers mean scores is lower than that of the principals. This indicates that teachers perceived that taking action against misbehaved student is less important in retaining students. But

the majority of the respondents agreed that taking action against misbehaved students is relevant in reducing high rate of dropout.

In item number 6 of table 14, 72(37.7 percent) of the teachers and 7(46.7 percent) of the principals rated the item as high and very high while 51(26.7 percent) of the former and 7(46.7 percent) of the latter respondents rated it effect as moderate. The remaining 68(35.6 percent) teachers and 1(6.7 percent) principals rated its influence as low and very low.

The calculated mean score value for teachers (mean=2.99) and principals (mean=3.6), show that the teacher rated the item below average, which indicate that they perceived the effect of this factor on reducing high rate of dropout is less. But the majority of the respondents agreed that strike agreement with parent to reduce dropout is appropriate measure taken to retain student in the school.

In short, the findings on measures taken by principals to reduce student dropout shows encouraging teachers to apply continuous assessment, arranging programs for inter class-competition, conducting in built supervision, creating conducive school environment and striking agreement with parents to reduce dropout are appropriate measures.

Table 15 :- Measures Taken to Reduce Dropout Students By Parent-Teachers Association/PTA/

No	Items	Respo ndent s	Respondent value in Percentage										Mean ($\bar{x}$)
			1		2		3		4		5		
			f	%	f	%	f	%	f	%	f	%	
1	creating awareness on the value of education	T	9	4.7	26	13.6	53	27.7	71	37.2	32	16.8	3.48
		P	-	-	3	20.0	6	40.0	5	33.3	1	6.7	3.27
2	providing materials and financial support	T	18	9.4	52	27.2	55	28.8	49	25.7	17	8.9	2.99
		P	-	-	7	46.7	3	20.0	3	20.0	2	13.3	3.00
3	discuss with teachers about the progress of their children	T	12	6.3	56	29.3	56	29.3	49	25.7	18	9.4	3.03
		P	-	-	4	26.7	5	33.3	4	26.7	2	13.3	3.27
4	strengthening community and school relationship	T	21	11	44	23	54	28.3	50	26.2	22	11.5	3.04
		P	-	-	1	6.7	9	60.0	3	20.0	2	13.3	3.40
5	Participating in decision making of the school affairs.	T	15	7.9	52	27.2	56	29.3	50	26.2	18	9.4	3.02
		P			2	13.3	6	40.0	5	33.0	2	13.3	3.47

T=Teachers

P= principals

Table 15, presents measures taken by parent- Teachers-association /PTA/.

The data in item number 1 of table 15, shows that 103(54 percent) teachers and 6(40 percent) principals rated the item as high and very high while 53(27.7 percent) of the former group and 6(40 percent) of the later groups rated the PTAs' creating awareness on the value of education is moderate.

The calculated mean score for teachers (mean=3.48) and for the principals (mean=3.27) showed above the average. This indicates that creating awareness on the value of education is an appropriate measure taken to reduce high dropout rate in the school.

In item number 2 of table 15, 66(34.6 percent) of the teachers and 5(33.3 percent) of the principals rated the item as high and very high while 55(28.8 percent) and 3 (20 percent) of the teachers and principals rated the item as moderate respectively the remaining 70(37.2 percent) respondents from the former and 7(46.7 percent) of them from the later groups rated the item as low.

The mean score value for teachers (mean=2.99) and for the principal (mean=3.00) reveals that providing material and financial support is appropriate measure for reducing dropout students in the school.

Item number 3 of table 15, shows that 51(32.7 percent) of the teachers and 6(40 percent) of the principals indicated having discussion between parents and teachers about the progress of students is highly and very highly important while 59(30.9 percent) and 5(33.3 percent) of the teachers and principals respectively rated the effect of the factor as moderate.

The mean score value for the teachers (mean=3.03) and the principals (mean=3.27) show the item above average, this indicates that having discussion between parents and teacher about the progress of students' is a better way and relevant measure to retain students in the school.

Similarly, various study reports indicated that parent involvement in school activities in many ways is very important. According to Desforzes, c. & Abouchaar (2003) parental involvement in schooling enhances children self-esteem, improve academic achievement and improve children relationships. Parents also benefit in that since their involvement help them develop positive attitude towards school and a better understanding of schooling process.

Item number 4 of table 15, show that, 72(37.7 percent) and 5(33.3 percent) of the teachers and principals respectively replied that strengthening the relationship between school and the community has high and very high contribution towards reducing students' dropout while 54(28.3 percent) of the former and 9(60 percent) of the latter group rated the item as having moderate effect.

The mean score value for teachers (mean=3.04) and the principals (mean=3.40) show that strengthening school and community relationship is an important measure taken to reduce high rate of dropout in the study area.

Item number 5 of table 15 shows that ,68(35.6 percent) of the teachers and 7(46.6 percent) of the principals reported that participating parents in decision making of the school affairs has a high and very high effect in reducing students' dropout while 56(29.3 percent) and 6(40 percent) of the teachers and principals respectively rated the effect of the item as moderate.

The mean score value for teachers (mean=3.02) and the principals mean (3.47) showed the item is considered to have above average effect. This indicates that participating parents in decision making of the school affairs is a possible measure taken to retain students in school.

Berk (2006) states that parental involvement in school is vital to high quality education and is part of the core business of schools. In this regard, UNESCO (2007) also states that parents through their representative involve and participate in decision making that affects the way children learn and also for setting standards for learning outcomes and taking responsibilities for allocation of school resources.

In short, according to the findings obtained from the members of the parent teachers association on appropriate measures to be taken to retain students' the following factors have been identified, discussion between parents and teachers about the progress of their children, involve in strengthening community and school relationship, Providing materials and financial support, participating in decision making process of the school affairs and creating awareness sessions consistently on the value of education.

An interview was also held with members of parent-teachers association and cluster supervisors, it was found that the PTA play a significant role in reducing dropout by facilitating school community relationship, participating in school decision making and providing information for the teachers, student, parents and community and also by working with school in registering eligible children and identifying dropout problems. Further more, they supported teachers by providing house and mobilizing the community to contribute money to cover the school expense.

In general to retain students in school the following set of measures were taken, organizing tutorial classes, applying continuous assessment, advising and encouraging students to participate in different co-curricular activities, arranging programs for inter class competition and inbuilt supervision, strike agreement with parents to reduce drop out and participating parents in decision making process of the school.

4.5 Efforts of Principals In Identifying Student Dropout prone

Concerning the effort of principals' to identify dropout prone students in the study area, Teachers, parents and cluster supervisor point out, the coping mechanism used to identify dropout prone student by the principals were reporting from the home room teachers early, visiting the parents of dropout prone students by teachers and convincing them to send their children back to school.

4.6 Suggestion on Measures to be Taken to Reduce Dropout

The sample school parents and supervisors were interviewed to indicate what should be done to reduce students' dropout from school. Regarding the major action to be taken by the school and the community, the teachers, parents and supervisors mentioned the following:

1. Make the school environment attractive for learning by providing sufficient school material such as teaching aids and other equipments.
2. Construction of schools to reduce distance between school and home.
3. Continuous follow up of students academic achievement and discipline problems.
4. Continuous sensitization and awareness rising for students and the parents on the value education.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1. Summary of the Findings

This study was concerned with students drop out problems in primary schools of the central zone of Tigray. The main purpose of the study was to investigate the magnitude of the problem (drop out) in the primary school of the study area and its intensity by grade level and the gender of the students' population. It also attempted to probe the major factors that cause students dropout from schools.

The study was carried out in fifteen model primary schools. The participants of the study were 191 teachers and 15 principals, 10 cluster supervisors and 15 parents who are currently members in parent teacher association of the schools.

Data were obtained through questionnaires from the teachers and principals', and interview with cluster supervisors and members of the parent teacher association. Moreover relevant documents accessed from the sample weredas primary schools, Tigray education Bureau and the ministries of education were used.

The data obtained were analyzed using statistical tools such as frequency, percentage, and the mean scores .Based on the analysis the following major finding were obtained.

1. Regarding teacher's characteristics, of the total teacher involved in this study, the majority 156 (81 Percent) were diploma graduates.
2. As far as the principal's characteristics was concerned, they have an appropriate educational qualification, mature in age, and have an intermediate working experience ranging between 6-20 years.

3. In the study area students dropout rates from primary schools were found to be 3.1, 2.8, 3.7 and 2.1 percent for four (2006/07 to 2009/10) academic years covered by this study respectively.
4. It was found that the rate of drop out in the study area decreased from 3.1 percent in 2006/07 to 2.8 and 2.1 percent in 2007/08, 2009/ 10 respectively. However, except in 2008/09 ,the total drop out rate was 597 in 2006/07 academic which showed decreases to 568, and 378 for 2007/08 to 2009/10 in years respectively.
5. The study also showed that the highest rate of drop out were observed in grade six, seven and eight except some inconsistency in few grades, this observation was true in all academic years considered in the study.
6. The finding of the study also portrayed that dropout rate is relatively higher among boys than among girls in the study area.
7. Concerning the possible causes of primary schools dropouts, teacher respondents rated, health problem, low expectation on future success, regular absenteeism lack of encouragement from teachers' school distance, rough school environment, above average (3.0) to show that these are the major in-school related factors that contribute to high rate of drop out in this study area. The remaining item such as poor academic performance, less qualified teachers, lack of support to students who have academic difficulties, inappropriate evaluation of pupils performance, large class size, curriculum irrelevance, poor management, inappropriate school rules and regulation, disciplinary problem of student and passive instructional technique were rated below average to indicate that they are not among the major causes of problem. As far as principals' response to the above mentioned are concerned similar to the teachers response they rated the above mentioned 6 items above average and the remaining 12 items below average.

8. Concerning out- school related factors, out of 13, out- school factors the teachers rated, pupils involvement in income generating activities, Parents lack of perceived benefit from educating the child, drought and famine, parental death, family breakdown, peer group influence, early marriage, pregnancy as above average. As far as the principals' response, to the above mentioned items are concerned, the major out- school related factors, which were rated above average, are, parents need child labor, pupils involvement in income generating activities, parents lack of perceived benefit from education the child. Parental death, family break down/disunity, peer group influence, early marriage and pregnancy.
9. Concerning measures taken by teachers to reduce drop out, the teachers respondent rate as organizing tutorial class for low performing students, providing advise on how to study, conducting action research on factor that cause dropout and encouraging students to participate in different co-curricular activities above. This shows that these factors are the best measures taken to retain students in the school. The principals' have also considered the effects of the above measures to reduce dropout rate as the teachers respondents' do. This indicates that both teachers and principals who were involved in the study agree on the type of factors which are taken as measures to reduce high rate of drop out in the study area.
10. Concerning principal's measures taken to reduce dropout rate, the teacher respondents rated encouraging teachers to apply continuous assessment in the class, arranging program for inter class competition and creating conducive school environment and striking agreement with parents to reduce drop out above average which indicated that these factors are important measures taken to reduce high drop out rate.

The remaining items such as taking action against misbehavior and having agreement with parents to reduce dropout rate were rated below average which shows that their contribution to retain students in the school were less.

Regarding the principal respondent rating order, the entire items were rated above average. This indicated that both teachers and principals who were involved in the study agree on the majority of the principals' activity taken as measure for retaining students.

11. Concerning measures taken by parent teacher association, the teacher respondents rated creating awareness on the value of education, discussing with teachers about the progress of their children, strengthening community and school relationship and parents participating in decision making above average. This show that this factors are the best measures taken to reduce high dropout rate. Regarding the principal respondents rating order, all the items were rated above average. This reveals that both teachers and principals who participate in study agree on the majority of PTA activities as taken to retain students in the school. widow

5.2 Conclusion

Based on the above major finding of the study, the following conclusions were drawn.

Educational quality is affected by so many factors, among them student dropout which this study was focusing. To this end, the study has unfolded that the magnitude of students dropout rate in model primary schools of this area was lower than that of the primary schools dropout rate at regional level and its trend also a tendency of decreasing from year to year for the academic years. This implies that the existing low rate of student dropout was the

characteristics of model primary schools. From this therefore, it can be concluded that, low rate of drop out in primary schools of this study area was one of the reasons for high enrollment ratio in the zone in general and in this study area in particular.

However, students' dropout was surrounded by multiple challenges related with pupils' factors such as health problem, low expectation on future success and regular absenteeism, teachers and school factors such as lack of encouragement from teachers and school distance. This implies that In- school related factors have contributed to high rate of students dropout in the study area.

Moreover, economical factors such as pupil's involvement income generating activities, parent lack of perceived benefit from educating the child and drought and/or famine and social related and cultural related factors, such as parental death, family break down, peer group influence, early marriage and pregnancy have All theses factors together have impact on the over all high rate of dropout in the study area. From this we can conclude that for the existing high rate of students drop out, economical, social and cultural problem are still the most major causes in the study area.

Therefore, we can conclude that no single factors or causes could be alone responsible for the effect of high rate of students' dropouts. That is the problems are stemmed from both In- schools and out-school of the educational system and this affected the internal efficiency of the education in general and the models schools in particular.

However these schools were encourageable experience in creating awareness on the value of education, discussing with teachers about

the progress of their children strengthening community and school relationship, and participating the community in decision making of the school affairs organizing tutorial class for low performing students providing advice and encouraging student to participate in different co-curricular activities, encouraging teachers to apply continuous assessment in the class, arranging programs for inter-class competition, creating conducive school environment have greatly helped in reducing the high rates of students dropout in the school. These pressing concerns call for designing ways to mitigating these which in return enduring the efficiency of education.

5.3 Recommendation

Depending on the finding obtained and the conclusions drawn from the study, the following suggestions were forwarded to remedy the problem so as to improve students' survival rate in primary school of the study area.

1. One of the major causes for high rate of school leaving in the study area was found to be drought and famine. Thus, the school feeding program which was currently provided to many primary schools should be strengthened and continued to increase enrollment, improve school retention and eliminating nutritional problem of the children.
2. It was revealed in the study that health problem, lack of encouragement from teachers, regular absenteeism, low expectation on future success, parental death, early marriage pregnancy and peer group influence have their own effects for students high dropout rate in the study area. Therefore, the school should provide a continuous counseling and awareness raising program on students' economical, social cultural and psychological problems.

3. The study also shows that parental lack of perceived benefit from educating the child, pupils' involvement in income generating activities and parent disunity are the major causes for pupils low survival rate in the school. Therefore, the school, and the weredas education office should have to work to change the attitude of parent and the community.
4. Effort has to be made to build more school close to the homes of the pupils such as satellites schools.
5. Reducing dropout rate of students cannot be achieved only by the effort of teachers and school principals only, rather the involvement of parents and community representatives have a crucial influence. Taking this truth in to consideration, to keep the drop out rate at a low level, principals, and teachers should work in collaboration with members of parent teacher association and should exert sustained efforts.
6. The sample schools in weredas were found to be successful in reducing dropout of primary school students. This calls for the schools, Weredas and regional education bureau to draw lessons from the schools' experience. Therefore, the wereda and regional education bureau should organize experience sharing forums and visitation for teacher, principals, students and the parents.
7. Recognizing the efforts of the different bodies for their best achievement is essential element to make efforts continuous. Therefore, those weredas and schools that succeeded in reducing dropout of students should be rewarded by providing incentive based on their performance.
8. Reducing and keeping dropout to the minimum is a key factor in avoiding educational wastage. The success of reducing dropout rate should be accompanied by sustained effort. Therefore wereda education office and regional education bureau should make rigorous follow up, give support and take timely measures.

9. The regional education bureau should organize training for teachers, principals and parents on topics like, leadership, motivation, communication etc.

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APPENDIXES

Appendix- A

Addis Ababa University
School of Graduate Studies
Institute of Educational Research

Questionnaire To be filled by Educational Officers Working at schools level
(School Principals and teachers).

Dear Respondents

The purpose of this questionnaire is to collect data on the status of dropout students in model primary Schools of Central Zone Tigray. It also aims at identifying the major factors behind the current status of dropout students and to come up with relevant strategies in the zone.

Your genuine concern and willingness in filling the questionnaire will make the study more objective, informative and useful. Thus, please take a few minutes to fill the questionnaire and be frank and complete in your answers. Individual response will be treated confidentially and the results of the survey will only be presented collectively.

Thank you for your cooperation

INSTRUCTION

- You do not need to write your name in the questionnaire.
- Put a tick mark “√” sign in the space provided for your answer when required.
- Give short and precise answer for the short answer questions.

Instruction

Please put a tick mark (✓) in the space provided and give short answers for the given questions. And please give only one answer to each item .

Section One – General Information

1. Place of work:

Name of school (for teachers and principals) _____

Woreda _____

2. Career position _____

3. Age _____

4. Sex A. Male _____ B. Female _____

5. Qualification:

1. Certificate _____

2. Diploma _____

3. First degree _____

4. Second Degree _____

6. Specialization _____

7. years of service

a.)below 3 years _____

b) 3-5years _____

c)6- 10years _____

d) 11-15 years _____

E) Above 16 years _____

Section two: 2.1 From your experience, judge the extent to which the following **in school (institutional) factors** contribute to the dropping out of students from the school. Put tick mark (✓) on your choice in the box below. 1= **Very low** 2= **Low** 3= **Undecided** 4= **high** 5= **Very high**

No	Items	Very high	High	Un decided	Low	Very low
1	In school factors					
1.1	Pupils related factors					
1	Health problems					
2	Poor academic performance/					
3	Low expectation on future success					
4	Regular absenteeism from school					
5	Frequent repetition					
1.2	Teachers related factors					
1	Less qualified teachers					
2	Lack of encouragement given by teachers to pupils					
3	Lack of support to the students who have academic difficulties					
4	Inappropriate evaluation of pupils performance					
1.3	School related factors					
1	school distance from the home					
2	Large class size					
3	Rough school environment (beating, harassment)					
4	Inadequacy of educational facilities (chairs, tables, separate, toilets for boys and girls etc)					
5	Irrelevance of the curriculum to the community					
1.4	Administrative factors					
1	Poor school management					
2	Inappropriate school rules and regulation					
3	Disciplinary problems of students					
4	Passive instructional technique					

2.2 If you have observed other **in school factors** that have great impact in student's dropout, please mention them:

2.3 From your experience, judge the extent to which the following **out of school (external) factors** contribute to the dropping out of students from the school. Put tick mark (✓) on your choice in the box below. 1= **Very low** 2= **Low** 3= **Undecided** 4= **high** 5= **Very high**

No	Items	Very high	high	Un decided	Low	Very low
2	Out school factors					
2.1	Economical factors					
1	Inability to pay school expenses					
2	Parents need child labor					
3	Pupils involvement in income generating activities					
4	Parents Lack of perceived benefits from education					
5	Drought/famine					
2.2	Social factors					
1	Parental illness					
2	Parental death					
3	Family breakdown					
4	Peer group influence					
	Cultural factors					
1	Early marriage					
2	Pregnancy during schooling					
3	Abduction or rape					
4	Having various disabilities (hearing, visual, mental)					

2.4 If you have observed other **out school factors** that have great impact on students' dropout, please mention them:

2.5 From your experience, judge the extent measures taken by teachers, principals and PTA to reduce dropouts in the schools. Put tick mark (✓) on your choice in the box below.

1= Very low 2= Low 3= medium 4= high 5= Very high

No	Items	Very high	high	medium	Low	Very low
1	Measures taken by teachers to reduce dropout					
1	Organizing Tutorial classes for low performing students					
2	Provide/giving advice on how to study					
3	Create self help groups to assist economically poor students					
4	Conduct action research on factors that cause dropout and suggest intervention					
5	Encouraging students to participate in different co-curricular activities					
1.2	Measures taken by principals to reduce dropout					
1	Encouraging teachers to incorporate continuous assessment practice in the classroom					
2	Arranging program for inter-class competition					
3	Creating conducive school environment					
4	Conduct inbuilt supervision					
5	Take action against misbehaved students					
6	Make agreement with parents to reduce dropout					

1.3	Measures taken by PTA to reduce dropout					
1	Creating awareness on the value of education					
2	Providing material and financial support					
3	Discussing with teachers about the progress of their children frequently					
4	strengthening community and school relation					
5	Participating in decision making of the school affaires					

2.6 What strategies do you suggest to improve the problem of students dropouts in the primary schools?

2.7 Do principals make efforts to identify dropout prone students in the school?
If your answer is yes list the mechanism used.

Thank you

Appendix- B

Addis Ababa University
School of Graduate Studies
Institute of Educational Research

Interview I. interview guide for parents and Cluster supervisors

Dear Respondents

The purpose of this interview is to collect data on the status of dropout students in model primary Schools of Central Zone Tigray. It also aims at identifying the major factors behind the current status of dropout students and to come up with relevant strategies in the zone.

Your genuine concern and willingness in answering the questions will make the study more objective, informative and useful. Thus, please take a few minutes to fill the questionnaire and be frank and complete in your answers. Individual response will be treated confidentially and the results of the survey will only be presented collectively.

Thank you for your cooperation

I. Interview Guide for Parents

1. How many children do you have?
2. Why does your child dropout of schooling?
3. From your experience, tell me the main home related factors that contribute to the drop out of students from school?
4. From your experience what are the main school related factors that contribute to the drop out of students from school?
5. What are the roles of parents, the school administration, teachers, and the local administration to reduce drop out of students from school?
6. In your opinion what do you think are the main strategies to reduce student dropouts?
7. How do you participate in the school decision making?
8. What issue do you participate in the school decision making?
9. What kind of support is provided by the community to facilitate the education?

Appendix - C

Statistical Data in enrollment and dropout in the sample schools /G rade 1-8/

	Name of Schools	Academic year																							
		1999 E.C						2000 E.C						2001 E.C						2002 E.C					
		Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Adi-Ahfero	629	627	1256	64	34	98	574	520	1094	14	7	21	529	474	1003	12	13	25	453	429	882	7	6	13
2	Adikelkel	401	395	796	12	11	23	440	430	870	8	7	15	442	398	920	6	6	12	448	486	934	4	4	8
3	Edagarobu	490	389	879	34	15	49	461	418	879	46	26	72	368	376	744	18	18	36	362	376	738	6	12	18
4	Enticho	1335	1386	2721	37	48	85	1225	1210	2435	62	46	108	1173	1160	2333	33	27	60	1095	1127	2222	4	5	9
5	Gerhusirna	882	728	1610	9	7	16	908	804	1712	5	5	10	893	844	1737	1	0	1	908	926	1834	0	1	1
6	Hahaile	950	1020	1970	10	33	43	871	931	1802	9	8	17	870	944	1814	29	17	46	832	955	1827	14	18	32
7	Dura	640	623	1263	19	22	41	641	612	1253	29	28	57	606	597	1203	35	23	58	542	531	1073	11	5	16
8	Mahbredeg	856	900	1756	32	12	44	832	879	1711	35	23	58	769	806	1575	35	29	64	723	753	1476	23	13	39
9	Zorat	830	934	1764	34	21	55	796	909	1705	46	26	72	719	832	1551	21	27	48	666	732	1398	11	11	22
10	EndabaGer	499	617	1116	16	26	42	530	593	1123	14	7	21	593	675	1268	44	11	55	594	676	1270	7	5	12
11	Gebezia	307	358	665	8	7	15	283	363	646	5	6	11	128	191	319	2	4	6	253	361	614	6	11	17
12	Yeha							561	616	1177	11	36	47	577	647	1224	34	18	52	601	642	1243	15	14	29
13	Dr. Atakilty	240	266	506	9	5	14	271	258	529	6	4	10	231	209	440	9	7	16	258	207	465	12	11	23
14	Guya	649	649	1298	19	9	28	650	602	1252	9	5	14	538	532	1070	88	80	168	477	506	983	44	46	90
15	Werqamba	725	750	1475	24	20	44	747	756	1503	19	16	35	742	771	1513	25	22	47	664	699	1363	20	29	49
	Total	9433	9642	19075	327	270	597	9790	9901	19691	318	250	568	9178	9456	18714	392	302	694	8876	9406	18322	184	191	378
	Dropout rate				3.5	2.8	3.1				3.2	2.5	2.8				4.5	3.2	3.7				2.1	2	2.1

Source: adopted from roster of pupils in primary schools of Sample schools

Appendix - c

Statistical Data in enrollment and dropout in the sample schools /G rade 1--4/

s/n	Name of school	Grade Level IN Acadamic Year 1999 E.C																							
		Grade 1						Grade 2						Grade 3						Grade 4					
		Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	A/ahferom	50	42	92	6	2	8	45	41	86	1	1	2	68	56	124	4	1	5	84	87	171	9	9	18
2	A/kekel	55	40	95	2	1	3	40	59	99	0	3	3	70	72	142	1	3	4	55	68	123	2	0	2
3	E/robue	51	49	100	1	1	2	56	42	98	2	0	2	51	51	102	1	2	3	53	36	89	1	0	1
4	Enticho	110	97	207	0	0	0	155	115	270	0	0	0	165	164	329	0	0	0	178	172	350	3	2	5
5	G/sirnai	139	101	240	1	0	1	138	90	228	0	0	0	134	141	275	0	0	0	104	102	206	2	1	3
6	Hahaife	66	81	150	1	2	3	101	91	192	0	0	0	123	117	240	3	0	3	105	113	218	0	2	2
7	Dura	56	52	108	3	2	5	63	66	129	2	1	3	59	69	128	1	3	4	67	67	134	2	2	4
8	M/dego	87	90	177	4	2	6	75	77	152	3	0	3	93	88	181	3	2	5	128	127	255	2	3	5
9	Zorat	46	54	100	3	3	6	54	77	133	0	2	2	120	108	228	4	0	4	111	95	206	2	1	3
10	E/Gerima	76	78	154	4	9	13	51	68	119	0	1	1	104	78	182	6	4	10	65	72	138	1	1	2
11	Gebezia	47	50	97	2	1	3	44	47	91	1	0	1	63	96	159	3	4	7	38	36	74	1	2	3
12	Yeha																								
13	Dr. Atakilty	35	17	52	1	3	4	53	42	95	1	0	1	37	58	95	3	0	3	35	36	71	0	0	0
14	Guya	76	68	144	4	3	7	90	95	185	2	2	4	112	122	234	0	0	0	112	102	214	3	2	5
15	W/amba	101	111	212	5	9	14	112	122	234	4	3	7	141	127	268	9	4	13	100	110	210	2	2	4
	Toatal	995	930	1928	37	38	75	1077	1032	2111	16	13	29	1340	1347	2687	38	23	61	1235	1223	2459	30	27	57
	Dropout rate				3.7	4.1	3.9				1.5	1.3	1.4				2.4	1.7	2.3				2.4	2.2	2.3

Source: adopted from roster of pupils in primary schools of sample schools.

Appendix - C

Statistical Data in enrollment and dropout in the sample schools /G rade 5--8/

s/n	name of school	Grade Level IN Acadamic Year 1999 E.C																							
		Grade 5						Grade 6						Grade 7						Grade 8					
		Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	A/ahferom	70	64	134	9	3	12	91	93	184	10	7	17	105	102	207	18	6	24	116	141	258	7	5	12
2	A/kalkel	56	55	111	3	2	5	39	44	83	3	1	4	48	31	79	0	0	0	38	26	64	1	1	2
3	E/robue	60	46	106	7	3	10	65	43	108	3	0	3	87	78	165	10	5	15	67	44	111	9	4	13
4	Enticho	144	181	325	10	8	18	134	150	284	6	14	20	199	187	386	7	14	21	250	320	570	11	10	21
5	G/sirnai	126	130	256	0	0	0	64	62	126	1	1	2	96	69	165	5	5	10	81	33	114	0	0	0
6	Hahaile	149	177	326	0	6	6	132	122	254	2	5	7	118	160	278	2	3	5	153	157	312	2	15	17
7	Dura	73	69	142	3	4	7	98	87	185	2	1	3	103	99	202	2	6	8	121	124	245	4	3	7
8	M/dego	83	96	179	1	2	3	149	144	293	9	0	9	120	130	250	7	2	9	121	148	269	3	1	4
9	Zorat	126	162	288	6	4	10	121	135	256	4	4	8	126	155	281	9	2	11	124	148	272	6	5	11
10	E/Gerima	52	91	143	1	2	3	60	64	124	1	3	4	58	84	142	1	2	3	33	82	115	2	4	6
11	Gebezia	28	28	56	0	0	0	18	27	45	0	0	0	34	26	60	1	0	1	35	48	83	0	0	0
12	Yeha																								
13	Dr. Atakilty	16	14	30	0	0	0	20	45	65	1	0	1	25	29	54	0	0	0	19	25	44	3	2	5
14	Guya	53	59	112	1	0	1	71	81	152	2	0	2	67	42	109	4	1	5	68	80	148	3	1	4
15	W/amba	58	78	136	0	5	5	81	77	158	3	9	12	64	75	139	10	4	14	68	58	118	11	2	13
	Total	1094	1250	2344	41	39	80	1143	1174	2317	47	45	92	1250	1267	2517	76	50	126	1294	1434	2723	62	53	115
	Dropout rate				3.7	3.1	3.4				4.1	3.8	4				6.1	3.9	5				4.8	3.7	4.2

Source adopted from roster of pupils in primary schools of sample schools.

Appendix - C

Statistical Data in enrollment and dropout in the sample schools /Grade 1--4/

s/n	Name of school	Grade Level IN Academic Year 2000 E.C																							
		Grade 1						Grade 2						Grade 3						Grade 4					
		Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	A/ahferom	77	62	139	6	0	6	44	43	87	0	0	0	53	38	91	0	0	0	80	59	139	4	0	4
2	A/kelkel	98	100	198	0	0	0	47	36	83	2	0	2	40	56	96	0	0	0	69	61	130	2	1	3
3	E/robue	22	37	59	3	1	4	48	59	107	2	2	4	55	43	98	2	1	3	52	46	98	0	1	1
4	Enticho	111	113	224	5	4	9	107	97	204	5	1	6	161	105	366	3	0	3	174	172	346	8	8	16
5	G/sirnai	100	106	206	0	0	0	128	97	225	0	2	2	137	90	227	3	0	3	127	136	263	0	0	0
6	Hahaile	76	77	153	0	0	0	66	82	148	0	0	0	98	87	185	0	0	0	120	118	238	1	0	1
7	Dura	54	51	105	3	4	7	60	64	124	2	5	7	59	66	125	4	2	6	65	66	131	1	1	2
8	M/dego	100	106	206	6	2	8	86	84	170	4	1	5	70	82	152	3	2	5	92	87	179	6	2	8
9	Zorat	52	61	113	2	0	2	48	55	103	0	0	0	64	74	138	2	1	3	116	101	217	2	1	3
10	E/Gerima	75	81	156	0	1	1	70	77	147	1	3	4	60	61	121	0	1	1	93	71	164	2	0	2
11	Gebezia	37	46	83	0	1	1	45	54	99	0	1	1	37	42	79	2	0	2	49	93	142	0	1	1
12	Yehz	52	54	106	4	10	14	56	44	100	1	0	1	52	50	102	0	5	5	44	63	107	0	8	8
13	Dr. Atakilty	70	48	118	1	1	2	31	14	45	0	0	0	40	40	80	2	1	3	43	57	100	0	0	0
14	Guya	102	89	91	3	1	4	68	65	133	0	1	1	88	92	180	0	0	0	110	111	221	5	2	7
15	W/amba	130	136	266	1	1	2	100	102	202	2	1	3	121	114	235	3	1	4	123	108	231	3	4	7
	Total	1156	1167	2223	34	26	60	1004	973	1977	19	17	36	1135	1040	2275	24	14	38	1357	1349	2706	34	29	63
	Dropout rate				2.9	2.2	2.7				1.9	1.7	1.8				2.1	1.3	1.7				2.5	2.1	2.3

Source: adopted from roster of pupils in primary schools of sample schools

Appendix - C

Statistical Data in enrollment and dropout in the sample schools /G rade 5--8/

s/n	name of school	Grade Level IN Acadamic Year 2000 E.C																							
		Grade 5						Grade 6						Grade 7						Grade 8					
		Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	A/ahferom	69	74	143	0	0	0	62	59	120	0	2	2	87	82	169	3	3	6	102	103	205	1	2	3
2	A/kelkel	52	65	117	1	0	1	49	44	93	2	2	4	35	40	75	0	3	3	50	28	78	1	1	2
3	E/robue	81	61	142	9	3	12	52	42	94	8	5	13	77	75	152	12	10	22	74	55	129	10	3	13
4	Enticho	182	183	365	5	8	13	115	164	279	8	3	11	160	174	334	17	13	30	215	202	417	11	9	20
5	G/sirnai	161	180	341	0	0	0	112	81	193	0	0	0	62	61	123	0	0	0	81	53	134	2	3	5
6	Hahaile	129	147	276	2	2	4	139	157	296	2	3	5	126	107	233	0	0	0	117	156	273	4	3	7
7	Dura	83	74	157	5	3	8	95	84	179	3	4	7	107	105	212	9	6	15	118	112	230	2	3	5
8	M/dego	143	134	277	1	3	4	71	84	155	2	2	4	151	150	301	4	3	7	119	152	271	9	8	17
9	Zorat	111	97	208	6	2	8	125	155	280	9	3	12	141	172	313	5	8	13	139	194	333	20	11	31
10	E/Gerima	62	72	134	3	1	4	45	82	127	4	0	4	60	64	124	3	0	3	72	88	160	1	1	2
11	Gebezia	44	46	90	0	0	0	27	26	53	2	0	2	14	23	37	0	1	1	30	33	63	1	2	3
12	Yeha	117	124	241	2	12	14	71	88	159	2	0	2	91	115	206	2	0	2	78	78	156	0	1	1
13	Dr. Atakilty	31	27	58	2	0	2	13	13	26	0	0	0	21	39	60	1	2	3	22	20	42	0	0	0
14	Guya	112	98	210	1	0	1	47	48	95	0	0	0	60	61	121	0	1	1	63	38	102	0	0	0
15	W/amba	91	101	192	2	2	4	52	68	120	2	1	3	72	62	134	5	3	8	58	65	123	7	6	13
	Total	1468	1483	2951	39	36	75	1075	1195	2269	44	25	69	1264	1330	2594	61	53	114	1338	1377	2716	69	53	122
	Dropout rate				2.7	2.4	2.5				4.1	2.1	3				4.8	4	4.4				5.2	3.8	4.5

Source adopted from roster of pupils in primary schools of sample schools

Appendix - c

Statistical Data in enrollment and dropout in the sample schools /G rade 1--4/

s/n	Name of school	Grade Level IN Academic Year 20001 E.C																							
		Grade 1						Grade 2						Grade 3						Grade 4					
		Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	A/ahferom	55	52	107	1	1	2	70	58	128	0	0	0	42	43	85	0	0	0	50	39	89	0	0	0
2	A/kekel	43	57	100	0	0	0	100	100	200	1	1	2	44	36	80	1	1	2	70	87	157	2	0	2
3	E/robue	35	34	69	0	0	0	20	33	53	0	0	0	50	63	113	2	1	3	52	37	89	0	1	1
4	Enticho	126	130	256	7	3	10	101	107	208	3	2	5	101	101	202	1	2	3	183	135	318	5	6	11
5	G/sirnai	115	116	231	1	0	1	109	99	208	0	0	0	109	93	202	0	0	0	120	89	209	0	0	0
6	Hahaile	89	105	194	1	3	4	79	81	160	1	1	2	69	88	157	2	2	4	108	96	204	3	0	3
7	Dura	51	49	100	2	1	3	56	61	117	5	4	9	56	64	120	3	4	7	60	62	122	2	1	3
8	M/dego	86	60	146	9	8	17	77	87	164	5	3	8	81	81	162	1	1	2	74	83	157	1	1	2
9	Zorat	55	50	105	3	1	4	47	60	107	0	0	0	49	56	105	0	1	1	61	73	134	1	3	4
10	E/Gerima	85	90	175	10	4	14	73	80	153	3	3	6	76	75	151	3	1	4	52	65	117	2	1	3
11	Gebezia	35	21	56	0	0	0	30	41	71	0	0	0	42	47	89	0	0	0	32	40	72	0	0	0
12	Yeha	48	44	92	4	0	4	50	54	104	1	1	2	54	45	99	5	3	8	53	48	101	2	4	6
13	Dr. Atakilty	36	25	61	1	0	1	52	42	94	2	1	3	26	12	38	2	1	3	31	37	68	3	0	3
14	Guya	55	54	109	7	6	13	92	75	167	5	11	16	46	48	94	6	8	14	75	87	162	11	12	23
15	W/amba	97	128	225	4	4	8	117	119	236	1	1	2	87	87	174	1	1	2	108	110	218	2	1	3
	Total	1011	1015	2026	50	31	81	1073	1097	2170	27	28	55	932	939	1871	27	26	53	1129	1088	2117	34	30	64
	Dropout rate				4.9	3.1	4				2.5	2.6	2.5				2.9	2.8	2.8				3	2.8	3

Source: adopted from roster of pupils in primary schools of Sample schools.

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Appendix - C

Statistical Data in enrollment and dropout in the sample schools /G rade 5--8/

s/n	name of school	Grade Level IN Acadamic Year 2001 E.C																							
		Grade 5						Grade 6						Grade 7						Grade 8					
		Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	A/ahferom	78	60	138	11	11	22	59	77	136	0	1	1	63	54	117	0	0	0	112	91	204	0	0	0
2	A/kelkel	66	62	128	2	2	4	46	65	111	0	1	1	43	40	83	0	0	0	30	31	61	0	1	1
3	E/robue	67	64	131	4	3	7	64	56	120	3	4	7	33	29	62	8	5	13	47	60	107	1	4	5
4	Enticho	188	191	379	3	1	4	170	160	330	3	3	6	155	197	352	8	8	16	149	139	288	3	2	5
5	G/sirnai	127	154	281	0	0	0	157	162	319	0	0	0	102	78	180	0	0	0	54	53	107	0	0	0
6	Hahaile	143	148	291	8	4	12	124	147	271	6	2	8	137	157	294	2	3	5	121	122	243	6	2	8
7	Dura	77	73	150	4	2	6	91	80	171	4	3	7	103	99	202	6	2	8	112	109	221	9	6	15
8	M/dego	102	94	192	1	0	1	111	118	229	3	4	7	90	112	202	5	4	9	148	171	319	10	8	18
9	Zorat	143	131	274	3	5	8	95	95	190	4	1	5	132	162	294	8	8	16	137	205	342	2	8	10
10	E/Gerima	115	114	229	8	0	8	64	80	144	8	0	8	46	81	127	6	0	6	82	90	172	4	2	6
11	Gebezia	53	97	150	0	1	1	42	44	86	1	3	4	19	27	46	0	0	0	11	22	33	1	0	1
12	Yeha	119	146	265	8	1	9	102	111	213	7	3	10	71	87	158	6	5	11	80	112	192	1	1	2
13	Dr. Atakilty	33	38	71	1	1	2	26	24	50	0	0	0	12	10	22	1	2	3	15	21	36	1	2	3
14	Guya	121	120	241	35	22	57	64	54	118	11	14	25	42	54	96	9	6	15	43	40	83	4	1	5
15	W/amba	136	137	273	4	4	8	74	54	128	2	0	2	52	65	117	2	2	4	71	71	142	9	9	18
	Total	1568	1629	3193	92	57	149	1289	1327	2616	52	39	91	1100	1252	2152	61	45	106	1212	1337	2550	51	46	97
	Dropout rate				5.9	3.5	4.7				4	2.9	3.5				5.5	3.6	4.9				4.2	3.4	3.8

Source: adopted from roster of pupils in primary schools of Sample schools.

Appendix - c

Statistical Data in enrollment and dropout in the sample schools /G rade 1--4/

s/n	Name of school	Grade Level IN Acadamic Year 2002 E.C																							
		Grade 1						Grade 2						Grade 3						Grade 4					
		Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout			Enrollment			Dropout		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	A/ahferom	44	59	98	0	1	1	53	49	102	0	1	1	72	54	126	0	0	0	41	41	82	1	0	1
2	A/kelkel	53	49	102	0	0	0	48	53	101	0	1	1	100	98	198	2	0	2	45	38	83	1	1	2
3	E/robue	52	48	100	1	2	3	35	37	72	1	0	1	24	35	59	0	1	1	44	67	111	1	1	2
4	Enticho	111	108	219	0	1	1	120	136	256	2	0	2	97	105	202	1	0	1	104	101	205	0	0	0
5	G/sirnai	138	132	270	0	1	1	112	115	227	0	0	0	102	113	215	0	0	0	105	90	195	0	0	0
6	Hahaile	104	104	208	0	1	1	90	106	196	0	2	2	81	83	164	0	1	1	71	95	166	2	0	2
7	Dura	60	45	105	0	0	0	47	60	107	0	1	1	51	54	105	0	0	0	63	59	122	1	0	1
8	M/dego	76	80	156	4	1	5	74	74	148	2	1	3	73	81	154	2	3	5	88	91	179	3	2	5
9	Zorat	60	52	112	0	0	0	50	47	97	0	1	1	49	61	110	0	0	0	57	69	129	1	0	1
10	E/Gerima	82	70	152	0	0	0	77	88	165	0	0	0	73	76	149	0	1	1	77	81	158	1	0	1
11	Gebezia	37	38	65	3	10	13	32	20	52	0	0	0	26	38	64	0	0	0	26	44	70	0	0	0
12	Yeha	50	45	95	0	0	0	47	46	93	1	0	1	50	54	104	1	1	2	55	49	104	0	4	4
13	Dr. Atakilty	36	27	63	1	1	2	34	24	58	4	5	9	52	28	80	1	0	1	27	13	40	3	3	6
14	Guya	54	71	125	3	6	9	52	57	109	8	9	17	85	64	149	7	4	11	35	52	87	2	4	6
15	W/amba	85	88	173	2	1	3	75	93	168	0	6	6	103	110	213	1	3	4	77	89	166	2	5	7
	Total	1042	1016	2043	14	25	39	946	1005	1951	18	27	45	1038	1054	2092	15	14	29	915	979	1897	18	20	38
	Dropout rate				1.3	2.5	1.9				1.9	2.7	2.3				1.4	1.3	1.4				2	2	2

Source adap ted from roster of pupils in primary schools of sample schools.

Appendix D

Regional Average dropout rate of primary school (1-8)

2006/07-2009/10

Academic year	1-4			5-8			1-8		
	M	F	T	M	F	T	M	F	T
2006/07	10.2	7.79	9.03	7.77	6.24	7.00	9.40	7.26	8.34
2007/08	11.28	7.51	9.47	10.16	7.35	8.71	10.95	7.46	9.23
2008/09	12.24	10.05	11.18	10.86	8.72	9.75	11.79	9.57	10.69
2009/10	12.24	10.05	11.18	10.86	8.72	9.75	11.55	9.38	10.46

Source:- adopted from the Regional education statistics Annual Abstract
2006/07-2009/10

Item-Total Statistics					
No	Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	health problem	137.32	257.060	.055	.783
2	poor academic performance	137.88	256.693	.083	.781
3	low expectation on future successfuture	137.04	250.873	.212	.776
4	regular abesenteeism from the school	137.16	260.223	-.001	.783
5	frequent repetition	137.76	263.357	-.091	.787
6	less qualified teacher	138.20	242.667	.438	.767
7	lack of encouragement of pupil from teachers	137.56	261.423	-.047	.787
8	lack of support to student who have academic difficulties	138.36	243.740	.472	.767
9	Inappropriate evaluation of pupils performance	138.16	243.723	.408	.769
10	school distance from the home	137.44	246.007	.347	.771
11	large class size	137.68	244.227	.343	.771
12	rough school environment(beating,harassment..)	138.00	241.417	.415	.768
13	Inadequacy of educationa facilities(chairs,tables,separet toilet for boys and girls)	138.40	245.167	.419	.769
14	irrelevance of the curriculum to the community	138.32	244.727	.455	.768
15	poor management	138.52	254.343	.185	.777
16	inappropriate school rules and regulation	138.60	249.167	.257	.774
17	disciplinary problem of students	137.72	248.710	.259	.774
18	passive instructional technique	138.00	253.833	.134	.779
19	inability to pay for schooling expenses	138.04	250.707	.232	.775
20	parents need child labor	137.52	242.760	.348	.770
21	pupils involment incame generating activities	137.20	248.000	.241	.775
22	parent lack of percived benefit from educating the child	137.48	258.177	.028	.784
23	drought and/or famine	137.68	262.310	-.064	.787
24	parental illness	137.56	248.590	.306	.773
25	parental death	137.40	250.833	.181	.778
26	family breakdown/disuinty/	137.28	249.460	.224	.776
27	peergroup influence	137.36	261.073	-.032	.785
28	early marriage	137.16	253.057	.206	.776
29	teenage pregnancy	137.36	244.157	.399	.769
30	fear of abduction/rape	138.96	241.873	.618	.764
31	having various disabilities(hearing,visual,mental)	138.72	247.043	.528	.768
32	organizing tutorial class for low performing students	137.36	261.323	-.034	.784
33	providing advace on how to study	136.96	248.290	.398	.771
34	creating self help groups to assist economically poor children	137.36	253.240	.169	.778
35	conducting action research onfactors that cause dropout and suggesting intervention	137.28	251.460	.261	.775
36	encourage students to participate in different co-curricular activities	137.16	246.723	.414	.770

Item-Total Statistics					
No	Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
37	encourage teachers to incorporate continuous assessment practice in the classroom	136.68	250.227	.411	.771
38	arranging programs for inter-class competition	136.44	252.007	.311	.774
39	creating conducive school environment	136.36	252.073	.364	.773
40	conduct in built supervision	136.72	253.710	.265	.775
41	taking action against misbehaved students	136.88	252.110	.308	.774
42	strike agreement with parents to reduce dropout	137.20	257.917	.081	.780
43	create awareness on the value of education	137.08	246.077	.564	.767
44	provide materials and financial support	137.36	258.657	.039	.782
45	discuss with teachers about the progress of their children	137.20	257.083	.117	.779
46	involve in strengthening community and school relationship	136.96	257.040	.147	.778
47	participating in decision making of the school affairs	137.08	255.410	.214	.776

Reliability Statistics

Cronbach's Alpha	N of Items
.779	47

Item-Total Statistics					
No	Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I	pupils related factors				
1	health problem	16.40	3.750	.321	.373
2	poor academic performance	16.60	4.333	.149	.367
3	low expectation on future success	16.16	4.390	.219	.317
4	regular abesenteeism from school	16.40	4.667	.106	.393
5	frequent repetition	16.68	3.810	.183	.346
II	Teachers related factors				
1	less qualified teacher	7.48	7.677	.604	.571
2	lack of encouragement given by teachers to pupil	6.84	8.723	.331	.751
3	lack of support to student who have academic difficulties	7.64	9.157	.454	.666
4	Inappropriate evaluation of pupils performance	7.44	7.590	.615	.563
III	School related factors				
1	school distance from the home	9.68	11.060	.366	.569
2	large class size	9.92	10.577	.344	.584
3	rough school environment(beating,harassment..)	10.24	11.440	.247	.635
4	Inadequacy of educationa facilities (chairs, tables,separet toilet	10.64	10.657	.509	.502
5	irrelevance of the curriculum to the community	10.56	11.257	.451	.533
IV	Administration related factors				
1	poor management	7.24	8.440	.660	.581
2	inappropriate school rules and regulation	7.32	7.310	.618	.575
3	disciplinary problem of students	6.44	7.840	.497	.654
4	passive instructional technique	6.72	9.127	.298	.775
V	Economical related factors				
1	inability to pay for school expenses	12.92	8.577	.653	.601
2	parents need child labor	11.68	9.227	.366	.510
3	pupils involvment income generating activities	13.24	9.440	.407	.694
4	parent lack of percived benefit from educating the child	13.60	9.583	.725	.710
5	drought and/or famine	13.32	9.363	.105	.718
VI	Social related factors				
1	parental illness	9.52	9.927	.356	.678
2	parental death	9.36	7.157	.600	.514
3	family breakdown	9.24	7.857	.529	.570
4	peer group influence	9.32	9.727	.382	.664
VII	cultural related factors				
1	early marriage	13.48	8.593	.546	.822
2	teenage pregnancy	13.32	8.310	.485	.759
3	fear of abduction/rape	13.12	7.443	.407	.694
4	having various disabilities(hearing,visual,mental)	10.64	6.657	.389	.562

Item-Total Statistics					
No	Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I	Measures taken by Teachers				
1	organizing tutorial class for low performing students	13.32	11.393	.105	.798
2	providing advace on how to study	12.92	8.577	.653	.601
3	creating self help groups to assist economically poor children	13.32	8.310	.485	.666
4	conducting action research on factors that cause dropout and suggesting intervention	13.24	9.440	.407	.694
5	encourage students to participate in different co-curricular activities	13.12	7.443	.824	.516
II	Measures taken by Principals				
1	encourage teachers to incorporate continuous assessment practice in the classroom	19.00	8.083	.733	.693
2	arranging programs for inter-class competition	18.76	8.273	.613	.722
3	creating conducive school environment	18.68	8.643	.651	.717
4	conduct in built supervision	19.04	8.457	.618	.722
5	taking action against misbehaved students	19.20	9.333	.377	.781
6	strike agreement with parents to reduce dropout	19.52	9.677	.253	.818
III	Measures taken by Parent-Teachers Association				
1	create awareness on the value of education	13.48	7.427	.591	.756
2	provide materials and financial support	13.76	5.940	.664	.736
3	discuss with teachers about the progress of their children	13.60	6.583	.725	.710
4	involve in strengthening community and school relationship	13.36	7.573	.610	.753
5	participating in decision making of the school affairs	13.48	8.593	.346	.822

No	Item	Reliability Statistics		N of Items
1	pupils related factors		.384	5
2	Teachers related factors		.706	4
3	School related factors		.619	5
4	Administration related factors		.714	4
5	Economical related factors		.762	5
6	Social related factors		.681	4
7	cultural related factors		.731	4
8	Measures taken by Teachers		.716	5
9	Measures taken by Principals		.778	6
10	Measures taken by Parent-Teachers Association		.798	5

Declaration

I hereby declared that this thesis is my original work, and has not been presented for a degree to any university and that all relevant sources used are acknowledged.

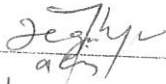
Name Hlselassie Glnwer

Signature 

Date of Submission 9/7/2003

This Thesis has been submitted for the examination with my approval as a university advsor.

Name Aytaged Sisay

Signature 

Date 9/7/2003