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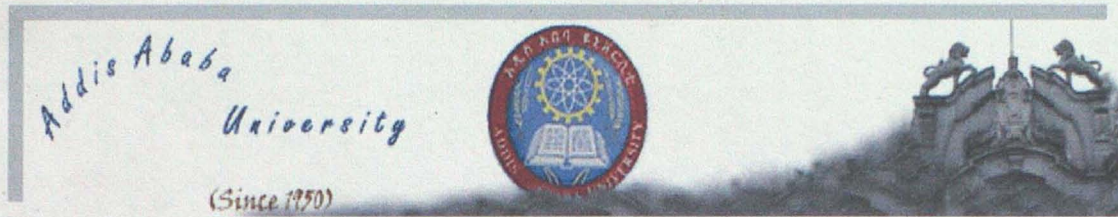
**STUDENTS DROPOUT IN OROMIYA LIUZONE
THE CASE OF SEBETA SECONDARY SCHOOLS**

**A THESIS SUBMITTED TO
SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY**

**BY
KEBEDE MERGIA**

**IN PARTIAL FULFILLMENT OF THE DEGREE OF
MASTER OF ARTS IN EDUCATIONAL RESEARCH AND EVALUATION**

**JUNE, 2014
Addis Ababa Ethiopia**



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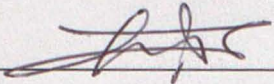
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Declaration

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

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ACKNOWLEDGEMENTS

First and foremost I would like to thank the mighty lord JESUS CHRIST for his help to accomplish all my tasks.

I also wish to acknowledge the following people for their contributions to this project. I acknowledge my advisor, Professor **Dirribsa Dufera** for this paper could not come to an end without his support, advice, guidance, critical encouragement and patience. I am grateful to my wife **Yordanos Getahun** for her ongoing patience, motivation, emotional support and belief in my ability. **To Tola Galashe** and **Tesema Ourgecha** for their continued advice, encouragement and material support and for their advice. The participants for their enthusiasm and willingness to share their life experiences so that others can gain a better understanding of drop out factors.

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ABSTRACT

The purpose of this study was to gain a contextual understanding of the drop out factors in specific schools in sebeta town. The main objective of the study was to know the cause for drop out and what would be the possible solution to enhance the following questions. 1) What are the drops out factors? 2) What are the pushing factors leading them to drop out of school? 3) What are the perceptions of teachers and other stakeholders towards drop out? 4) What can be done to address this issue? An applied, interpretive, qualitative research design was used. This involved an investigation of the subjective experiences of students' drop out of school during the secondary cycle phase of their education at specific schools. Informants were purposively selected according to specific criteria. Data were collected through six semi-structured interviews with students who dropped out of schools, a semi-structured discussion with focus group interview and collages. The data were transcribed and analyzed using a qualitative thematic analysis, and compared to previous research gleaned from an extensive literature review. Results that emerged from this study indicated that the participants experienced several barriers to learning embedded in the inter connected, which could cause them to drop out from schools. This included issues such as single parent families, family conflict, lack of parental support, emotional difficulties due to home circumstances. The results from this study, therefore, highlighted areas that could receive attention in the specific schools to address the problem for learners who dropped out of schools, further qualitative research is recommended to investigate this phenomenon in broader spectrum of Oromiya liyu zone learners.

ACRONYMS

NCES:	National Center Of Educational Statics
R1:	Respondent One
R2:	Respondent Two
R3:	Respondent Three
UIS:	UNSCO Institute For Statics
UNICEF:	United Nation Children's Fund
UNESCO:	United Nation Educational Scientific and Cultural Organization.
MOE:	Ministry Of Education.

CHAPTER ONE

1 Introduction

1.1 Background to the study

More children are educated than ever before, with schools that are required to educate and teach children from various different social, cultural and language background (McWhirter and McWhirter, 2007). This puts pressure on educational institutions and learners resulting in learners leaving school before having graduated (Masitsa, 2006). Worldwide statics show that more children are attending high school than ever before, even in the poorest nations (Berger, 2005). Despite these claims many children from different nationalities still drop out and leave school without completing their studies.

Researches indicate that high school dropout is a problem that occurs in all countries with formal educational systems and several studies have been conducted to explore why learners would leave school before completing their studies. Orther and Randolph, (1999, as cited in Randolph, Fraser and Orther, 2006), reported that individual, family, neighborhood, school environment and educational engagement and other societal factors have influence on the academic achievements of learners and their decisions to remain in school. Bub and sub (2006) referred to a connection between lack of school involvement among adolescent and substance use, teenage pregnancy, criminal activities and school dropout. And that the risk of dropping out is very high for learners who are older than the median age when entering secondary education (Sebeta education office report, 2011)

Over the past fifty years the value of high school education has changed dramatically in Ethiopia. During the 1950s, a high school certificate considered a valued asset in the labor market, and though the 1970s the high school diploma continued to open door to many promising center opportunities, in resent year however, advances in technology have filled the demand for a

highly skilled labor force, transforming a high school education to a minimum requirement. To entry to a labor market. (NCES, 1998:10)

The prevalence of dropout derives between and within countries and occurs more frequently in certain age ranges (Depending on educational structure and patterns of participation in the country). Dropout, by definition depends on children being previously enrolled, and so in countries where there is low initial enrolment, actual members who dropout may be lower than where initial enrollment is high (R1)

In a recent survey of UIS data (Burkenefaso, 2006) Burkenefaso, Ethiopia, Kenya, Mali, Mozambique, and Nigeria on the characteristics of children who dropped out of school in Burkenefaso, Ethiopia Kenya, Mali and Mozambique, more than 80% of rural children dropout of school, percentage less than half of these for urban children (UNESCO :2006)

A number of studies high light the link between poverty and dropping out from school (UIS and UNICEF, 2005, 2002). The most common primary and contributory reason for students drop out and Hunter and May (2003:5) call poverty.

Both statistical and empirical data research suggest that children from better off households are more likely remain in school, while those who are poorer are more likely never to have attended. In this study the researcher assumes that students who were from low socio- economic conditions dropped out of school, according to the above investigation.

Ethiopia is one of the countries, which is on the way of developing to eradicate poverty in now days. However, before 20 years it was one of poorest African countries, because of famine, drought, conflicts and political instability. The dropout problem is linked to socio-economic factors, such as poverty, high crime rates, and alcohol and drug abuse. Studies focusing on socio-economic circumstances show that poverty and economic challenges of the time

contribute to lack of motivation, negative self-concept in terms of academic abilities, failure at school, domestic violence, delinquency, and higher dropout rates (Prinsloo, 2004). Gordon (1987), as cited in (Donald et al., (2002) claims that economic factors are often viewed as the most influential factors causing learners to drop out of school, as children after expected to leave school to take on family and social responsibilities.

Education in poor communities is costly and being at school limits the contributions that learners can make toward the immediate survival of families .If the learner is not making progress at school, the immediate needs of the family often outweigh the advantages of education (Donald et al., 2002). It therefore appears that the usefulness and relevance of schooling affect whether and for how long learners remain at school (Donald et al., 2002). The attitude of parents, educators and the community towards the relevance of schooling may therefore also have an influence on the dropout rate (Khayar, 1979; Palme, 1994, as cited in Donald et al., 2002).

The problem is, in addition, linked to individual factors, such as self - concept, gender, race, giftedness, and challenging behaviors that may manifest in aggression. Involvement with crime has for instance emerged as being related to high school dropout both internationally and nationally (Coombe 2001: Johnson and Dorrington, 2001; Sweeten, 2006). In order to address the problem, it thus appears necessary to consider external factors as well as individual characteristics when exploring high school dropout (knestling, 2008).

1.2 statement of the problem

The school supervisors in the Sebeta town schooling system identified grade repetition as the single most powerful predictor of dropping out, and indicated that dropout is preceded by academic and economic difficulties that often start in primary school. Furthermore, they found that the Educational levels of parents are related strongly to dropout.

Irrespective of the reasons, school dropout is an area of concern for educators and counselors who care about the well-being of schools, family, individual students and society in general as it results in low-level academic abilities, limited employment opportunities, and higher unemployment rates (Vaughn, Bos and Schumm, 2000; Boom, 2008). Leaving school before studies have been completed has a considerable impact on the life of the individual, and consequentially has substantial economic and social repercussions on society (MC Whirter et al., 2007). Donald (1993; as cited in Donald et al., 2002) argues that it leads to a waste of potential that could possibly be prevented.

In order to explore factors comprehensively in the Ethiopian context, it is necessary to acquire an ecological social systems approach where the interrelationships of the individual to a multiple other systems are acknowledged (Donald, 1994, as cited in Sharratt, 1995). This approach will help to create an understanding of how the individual learner's development is shaped by his/her social context (Donald, et al., 2002). Even though several political and social changes have taken place in Ethiopia during the past fifty years, the effects caused by the previous policies and practices are still prevalent and will take a long time to readdress. Communities in Ethiopia differ substantially in terms of their resources and their values that could in turn have an effect on individual, social and intrapersonal problems. Living in a high risk community for instance, where issues such as conditions of poverty, high crime rates and dysfunctional families are prevalent, may

negatively impact on children's growth and development. As negative cycles of disadvantage could cause and sustain further disadvantage. Such as dropping out of school, it is imperative that the contexts of the learners are explored from a systemic perspective in order to intervene using effective preventative measures (Donald et al., 2002). This approach will allow for suggestions and interventions at all the levels of the system, from the individual learner to the classroom, the school and at school-community level. As my study is on dropping out learners encounter several difficulties, this difficulty may include -school environment factor, lack of facility, poverty, violence, single and/or inconsistent parenting language, pregnancies, drug and substance abuse. Some of these learners find it difficult to cope at school and are often in conflict with the system, which may result in them dropping out of school.

Results from a recent study on school head (principal) I conducted during 2013) to investigate the high school dropout factor in the particular school, teacher/learner relationships emerged as an important theme. Teacher / learner conflict, teachers' support and teachers 'attitudes towards learners in general emerged as important factors that could influence learners' decisions to either attend or drop out of high school. A lack of interest, caring, and support from teachers, were further identified as important reasons for children dropping out of high school, Socio-economic reasons such as financial constraints, home and family circumstances, substance abuse, violence and crime were further identified. Personal aspirations, concerns about the future, parental encouragement, positive learner /teacher relationships and academic support were, on the other hand, identified as factors that encourage high school attendance. As school dropout appeared to be a growing concern in the specific school, I believed that the reasons why learners leave school prematurely warranted a deeper understanding and decided that this area of research is worth expending on.

My motivation for engaging in this study was to explore and develop a more in-depth understanding of the high school dropout factor during the secondary

cycle school phase in a particular town. As results from the study suggested that supportive and positive relationships seemed to encourage school attendance in this specific community, I aimed to expand this research and get a more thorough understanding of the dropout factors. It appears that there is no one factor that can be identified as the cause for school dropout. Factors are complex and often so interwoven that they make generalizations difficult. The researcher believes that a deeper understanding of the reasons for high school dropout is essential in formulating suggestion for possible interventions; thus helping to support the youth in this specific town, or in other similar communities.

1.3 Research questions

In order to explore the aim of the study the main problem statement is: What are the dropout factors of high school learners within a certain context-in this instance a specific school context and what forces them drop out? In addition to the main statement problem, there are four sub-research questions:

- 1) What are the sebata secondary school dropout student's factors?
- 2) What are the pushing factors leading them to dropout?
- 3) What are the perceptions of sebata secondary school teachers and other stakeholders regarding dropout problem?
- 4) What can be done to address this issue?

1.4 Objectives of the study

The aim of this study is to explore the dropout factors of high school learners within sebata selected government secondary schools. This involved an investigation of the subjective experiences of learner's dropping out of school during the secondary cycle of their education at school. The idea is that a more thorough understanding of this problem would enable an educator to inform

strategies to address the problem in the particular school from the perspectives of an educational research and evaluation graduate students.

1.5 significance of the study

The study will have the following significance, the study result will:

- *Advocate the major area of the problem.*
- *Explore the factors involve in why students drop out of school.*
- *Offer up ideas to identify the "of risk" students and possibilities to stop the process while in the early stage or to prevent it from starting.*
- *Enhance the administrating bodies to react on the problem and make them to pay the attention on the issue.*

1.6 limitation of the study

1) In this study the sample consisted of drop outs that are from sebeta secondary schools. It means that the results offered a limited perspective as it reflected the perceptions from members of particular schools. This has implications for generalizing the findings to other communities.

2) As the sample consisted of six individual participants dropped out of school, it is possible that the small size of the sample has implication to generalization of the findings to other school and similar age groups. Similarly, the sample consisted of participants from one group of a particular schools setting. This has implications for the generalization of findings to other schools and other age groups.

3) Due to time constraints and work pressure from teachers it was not possible to conduct a focus group with six to eight members as originally planned, and adaptations therefore had to be made. Therefore, only three staff members formed the focus group, and no other teachers were included.

1.7 Delimitation of the study

The scope of the study is delimited with respect to the following:

A: Geographical: the study was carried out in two sebeta secondary schools of Government.

B: conceptual: the study was limited to screen out the factors causing drop out of withdrawing students.

C: population: with respect to population the study was delimited to grade 9 and grade 10 students of the two selected sebeta secondary schools, which are selected purposively.

1.8 Definition of terms

To ensure clarity within this study the following terms are defined briefly, but will be explained in more detail in the following chapter.

Dropouts:-Dropouts can be defined as learners who leave school before completing a program of study (McWhirter et al., 2007; 127). They may either drop out of school or other higher education institutions (Masista, 2006). In this article, the term dropout will refer to learners who leave school after the secondary cycle phases grade nine to ten and before matriculating , which means the phase between grades 11 and 12 and not obtaining the grade 12 qualification.

Arake: - Local drink with high alcoholic content and commonly drunk using short glass.

Tella: - a local drink with moderate alcoholic content commonly drunk using glass.

Chat: - which refers to a plant that many people use as motivating stimulant which, highly activate out of the normal condition.

CHAPTER TWO

2. LITERATURE REVIEW

INTRODUCTION

Neuman (2006) regarded the reviewing of existing knowledge about a subject as an essential step in the research process. He based this on the assumption that knowledge accumulates and that we learn from and build on what others have done before us (neumn, 2006). As researchers, we are therefore obliged to familiarize ourselves with any publications on research completed in the field of study before conducting a specific research. For these reason, recent Ethiopian and international publications on high school dropout and the possible risk factors related to this concept were reviewed.

The purpose of this study is to explore the dropout factors of high school learners within a specific context. A further aim is to provide possible explanation for the prevalence of non completers in a specific school in order to make suggestion on how to address the problem in future.

In the light of the above, the aim of this chapter is to provide an overview of the concepts, contexts, theories, implications ad previous literature relevant to this study. Due to the fact that this study focuses on grade 9 to grade 12 learners (aged 15-18 years), and that school dropout has been associated with individual characteristics , such as self-concept, it was deemed necessary to acquire an understanding of environmental influences and its relationship to school dropout.

As the complex phenomenon of high school dropout is also linked to various pulling and pushing ecological factors, such as socio-economic factors, an explanation of the ecological system theory was regarded necessary. This helps to develop an understanding of the interrelationships between individual learners and the multiple other systems connected to them, such as their parents, communities and their schools. This study therefore proposes that construction of environment realities are dependent on their systemic interaction with their environments, that they are influenced by their environments, and vice versa. It thus examines the high school dropout problem within a bio-ecological systems framework

2.1 SCHOOL DROPOUT

2.1.1 Definitions

According to McWhirter et al. (2007, 127) a dropout can be defined as a pupil who leaves school before graduation and before completing a program of study. Internationally there is several understanding of dropout. In the united states of America the following two classifications are used, namely event dropouts and status drop outs. Event dropouts are learners who withdraw from school during a certain time frame, such as a given school year. Status dropouts are youths between the ages of 16 and 24 who are not enrolled and are out of school without having completed a state approved educational program (McWhirter et al., 2007, P.127; progress Report, 2007). In addition, if the learner is absent due to a transfer to another public school or a result of suspension or school

excused illness or death, it does not constitute dropout (progress Report, 2007).

Masista(2006) pointed out that such individuals may either drop out of school or other higher education institutions. In this article the term dropout refers to learners who leave school after the secondary cycle phase (9-11) and before matriculating.

McWhirter et al. (2007) expressed the value of considering four different "dropout types" when designing interventions as identified by Jansoz and colleagues (2000, as cited in McWhirter et al., 2007, 134). Disengaged dropouts show relatively high achievement grades, despite lack of involvement in school amateurs, and minimal educational aspirations. Low -achiever dropouts have very little commitment to education, achieve poor grades, but do not demonstrate too may behavioral problems. Quiet dropouts display few external problems, but perform poorly at school. They appear to regard school attendance and school involvement as important and do not often misbehave or require discipline. Other is usually an aware of them until they drop out of school. School dropouts are often disciplined due to misbehavior. They show weak commitment to education and school performance and lack of involvement (McWhirter et al., 2007).

McWhirter et al.(2007) stressed that consideration should be given to the instructional environment, as it can have an impact on the learners' dislike for school, their lack of motivation and their self-concept. They argue that low achieving at -risk students are handled differently to students that show high academic achievement ,which in turn contributes to them leaving school (Janosz, LeBlance, Boulerice and Tremblay (2000), as cited in McWhirter et al. (2007) recommend that efforts to prevent learners from leaving school should focus on reducing antisocial behavioral , increasing academic achievements, and improving interaction with other students and adults in order to encourage positive school commitment .

2.1.2 Prevalence

Dropping out of school before attaining a high school diploma appears to be an educational and social problem in most countries. Internationally, the school dropout rates vary. Chmelynski, (2006) claims that one American Student drop out of school every nine seconds. International dropout rates are 10.3% in the united states of America (USA), 11.4% in Canada, 23% in Australia , 9% in Germany and 6% in Korea (US Department of education, national center for Education statistics, 2006; flasher, 2004). In the United Kingdom, nearly 20% of 14-19-year- olds are out of school without any qualification (UNESCO, 2002).

According to the cross country review of literature report of published Ethiopia in, (2006) appeared to compare favorably with other developing countries such as Burkenefaso, Kenya Mali Mozambique, Namibia and Nigeria, on the characteristics of students who dropout. This report indicates that the dropout rates from grade one to seven are estimated at 2% whilst the dropout rates for grades 10, 11 and 12 are significantly higher. According to university of Sussex; 2008 on the cross country literature review, Ethiopian all grade dropout rate are around 26.7% (UNESCO, 2006).

2.1.3 Economic consequences

Learners who drop out of school are at an economic disadvantage due to the fact that their unemployment rate is significantly higher than that of others that complete their grades. Furthermore, they earn significantly less over their lifetimes than other who had graduated (Grubb, 1999, as cited in McWhirter, 2007). Learners who do not complete their schooling may lack the skills to compete in a job market that requires highly developed technical skills and may then become dependent on society (McWhirter et al., 2007).

2.1.3.2 Psycho-Social consequences

Dropping out of school often has an effect on the psychological well-being of individuals. Learners who drop out of school may experience dissatisfaction

with themselves, the environment and their lack of opportunities, and may in turn regret their decision to leave school because of negative consequences, such as having to live in lower socio-economic circumstances (Kortering and Braziel, 1999, as cited in McWhirter, 2007). In addition, it increases the likelihood of unwanted pregnancies, alcohol and drug abuse, criminal activities, and other social problems (Cohen, 1993; Orthner and Randolph, 1999, as cited in McWhirter, 2007). As parents, due to earning low wages, early school leavers may have to work long hours in order to provide for their families, which would make it difficult to spend quality time with their children. This may have a negative effect on their relationship with their families. As individuals who dropped out of school have lower personal occupational aspirations than their peers who graduated, they may in turn also have lower educational expectations for their own children (McWhirter et al., 2007).

A more thorough understanding of this philosophy can help us comprehend how learners make sense of the world around them. Post-modern social constructivism focuses on the philosophy of knowledge and theorists of this era are concerned and interested in how people know, as well as what people know. It values the human participation in the construction of knowledge and believes that human beings are active agents in their own development. Knowledge is obtained through the individual's interaction with the world and is dependent on the social and cultural context. It is based on the assumption that reality can only be known by those who personally experience it (Eloff, Maree and Ebersohn, 2006).

To fully understand this philosophy, it is important to look at two theorists who were forerunners in this way of thinking, namely Piaget and Lev Vygotsky (a Russian theorist). Piaget (1970) believed that knowledge is actively and individually constructed through assimilation (where new knowledge is added and fitted into existing knowledge) and accommodation (where new

information is contradictory to existing knowledge and adjustment have to be made to fit the new knowledge) (Sands, Koziesski and French, 2000).

This knowledge is continuously organized and re-organized to reach a dynamic balance of adaptation and integration of knowledge (Donald, Lazarus and Lowana, 2002). Cognitive construction is therefore a learning process of internal mental construction of new knowledge, where new experiences are incorporated with existing learned experiences through analysis and interpretation. Children therefore develop their understanding and gain their skills mainly by interacting with others who are more knowledgeable. According to this philosophy, children extend their problem-solving skills by learning from the expertise of others (Wait et al., 2005). It means that the learners are an active participant and practically responsible for what happens in the learning process. This implies that learners depend on parents and teachers to act as role models to help them make sense of their world. If this is not possible, due to contextual circumstances, such as single-parent families, or unsupportive learner/teacher relationships, learners may find it difficult to cope at school and drop out before completing their studies.

Vygotsky (1896-1934) believed that knowledge is a social construction that is learned through social interaction and this varies across different social contexts and historical times. Individuals cannot be separated from their social contexts, and are therefore challenged to make sense of these contexts and systems such as the family, school and wider society and physical environments. They are therefore influenced by these contexts and by what they hear and see (Poplin, 1988). Learners in one class or one school would therefore have been influenced by these contexts and by what they hear and see (Poplin, 1988). Learners in one class or one school would therefore have been influenced differently by the systems involved in their lives, such as their family and the way they were raised, the moral and cultural values that impacted on them, the schools they attended, and so forth. From this they construct meaning and develop an understanding of what happens in society.

On a practical level it is accepted that learners come into class with an established world view and are more actively involved in their own learning. Meaning is individually constructed and not just possibly "absorbed" from an external source such as the teacher or parent (poplin, 1988).

These theoretical frameworks bring to the fore the fact that the accumulation of physical, cognitive, social and contextual changes associated with adolescence may cause some academic, behavioral, attitudinal and mental-health difficulties, which could comprise school performance and place learner at risk of losing interest and leaving school early (Jozefowicz simbeni, 2008).

Bronfenbrenner's (1998) revised bio-ecological model was developed in the 1990s. It is based on the former model as described above and still emphasizes the same four components, but now views process as the main component. Proximal processes (the specific manner of interactions between organisms and their environment) are viewed as the most important contributors to human development. If these interactions take place regularly over time, they will be more effective (Swart and pettipher, 2005). Person characteristics, which are biologically based, are viewed as important in this model, as they have an effect on the proximal processes and were the reason for the name change to the bio-ecological model (Swart and pettipher, 2005).

Within this model, person characteristics received renewed attention. Bronfenbrenner (1998) identified certain person characteristics such as impulsiveness, aggression and violence, insecurities genetic defects, responsiveness and unresponsiveness, and hyperactivity that could affect development. They could have an impact on the proximal processes, depending on the social culture at any given time and may have an effect on the interactions between Microsystems (Swart & Pettipher, 2005).

From a learner's perspective, these characteristics within the learner could act as barriers to the individual's learning, and teaching methods may have to

be re-structured or adapted to accommodate these learners in order to prevent low achievement which may result in academic difficulties and them leaving school (Donald et al., 2002). Educational institutions need to provide access to education for all learners, irrespective of their individual needs. This implies that the necessary adaptations should be made to accommodate the individual learning, irrespective of their individual needs. This implies that the necessary adaptations should be made to accommodate the individual learning and developmental needs of learners (Donald et al., 2002). On the other hand, learning and teaching styles may have to be changed to provide support for individual learners. Within this framework it is necessary to note that it is not only the individual characteristics, family, peer, or school risk factors that contribute to school dropout, but that the interaction between these factors could increase the risk of early departure from school (Jozefowicz-Simbeni, 2008). For example, the physical and a psychological change that take place during adolescence may cause behavioral changes that may be experienced by teachers as a threat. This might exert a greater need for controlling behavioral by teaches which could be experienced negatively by learners and literally push them out of school (Jozefowicz Simbeni, 2008, P.56).

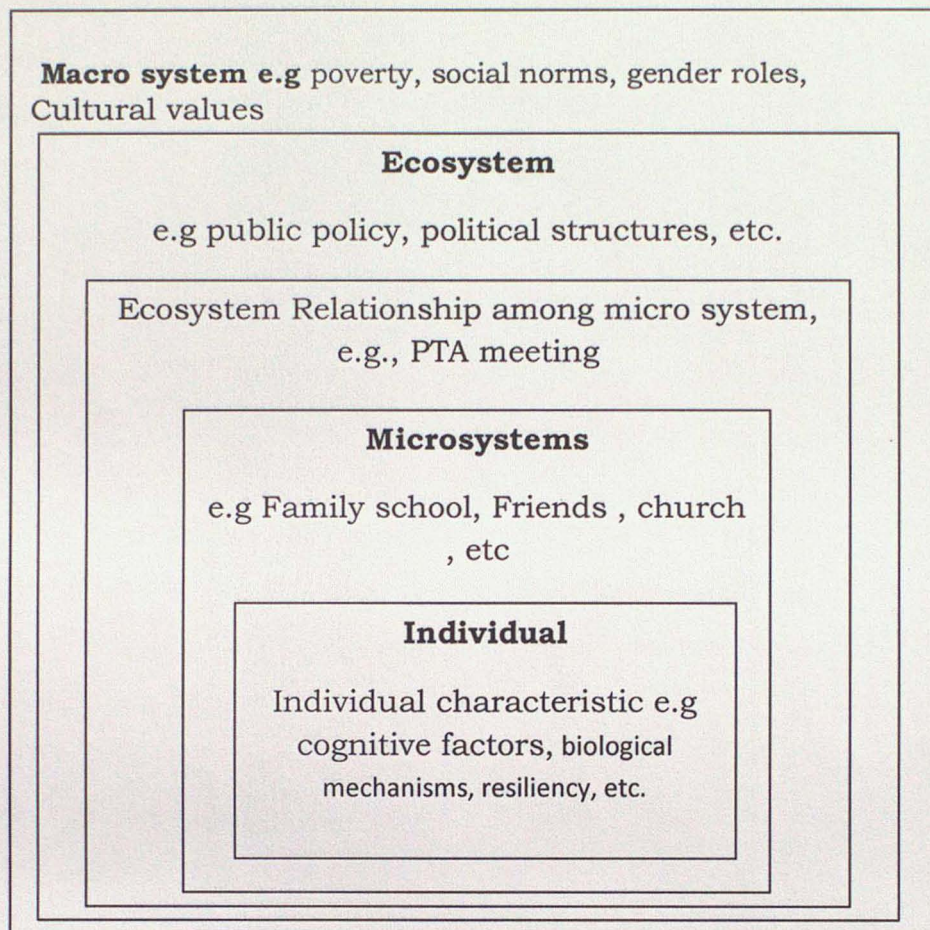


Figure 2.1 Bronfenbrenner's ecological model (1979, 1989)

As we accept that learners cannot be separated from their social contexts and are affected by their environments and vice versa, it was demand necessary to include a brief overview of the changes that have taken place in the educational system in Ethiopia over the past fifty years. Ecological system theories are based on the relationships and the interdependence between people and other organisms and their physical environment. These parts are interconnected and a change in any of them will have an effect on the other. Together it is seen as a "whole " and if a dynamic balance exists between these parts, the system can be sustained .the systems theory sees the social context

as consisting of different levels where the functioning of the whole dependence on the interaction between the systems (Donald et al., 2002).

When applied to education, it means that an interactive relationship exists between the individual learner and other systems such as the family, the church and the school, and that these systems are again affected by other systems such as the wider political and educational systems for instance. This is a continuous process (Donald, et al, 2002).

This systems theory is based on the following principles:

The different systems should work towards maintaining a dynamic balance (as mentioned above).

The relationship of cause and effect does not happen in one direction only, but it takes place in a circular manner (Donald et al, 2002). It implies that change in any system or part of a system, or the individual, will affect other individuals or systems. Changes in educational policy will therefore have an effect on the individual as example. This is in contrast to the medical model of linear cause and effect.

The whole system is bigger than the sum of its parts.

Rules and values of the different systems are important and help to organize interactions and avoid misunderstanding (Donald et al., 2002).

It is important to note that an individual is art of many systems in interact in with each other at any one time. These systems are changing continuously and a change in one system or level will have an effect on the rest of the system (Engelbrechl and Green, 2001).

2.2 Bronfenbrenner's Ecological and Bio-Ecological theories

Bronfenbrenner's (1979, 1992) ecological systems Model of human development is a useful tool to explain human development in relation to the social context. This model will thus provide a theoretical framework to illustrate how the individual is connected to the social context and the systems within it. In terms of this study, it provides an answer to the question why the common challenges of development cannot be separated from the challenges presented by social issues and barriers to learning. A culmination of individual and societal challenges may result in learners not coping and dropping out of school.

Bronfenbrenner (1979, 1992) explains four interacting dimensions that need to be taken into account when discussing child development, namely person factors such as the temperament of the child or other behavioral tendencies; process factors such as the interaction that takes place in the family; contexts such as schools, family communities and time such as changes that occur in the child or his/her environment. He Views proximal interactions (close, continuous interactions that happen in long-term relationships such as between mother and child) as the most important influence and child development he states that these interactions are affected by person factors and the contexts (such as the school) in which they occur. This may all change over time due to developmental changes in the child or the environment (Donald et al., 2002). The theories regard individuals as active participants in their development (McWhirter et al., 2007).

Bronfenbrenner (1979, 1992) distinguished four content or environmental interacting systems that could have a direct or indirect influence on a child's life, namely the micro system, the ecosystem, the ecosystem and the macro

system. All four systems interact with the chromo system (Swart and pettipher, 2005).

The mesosystem refers to the interactions and relationships that take place between Microsystems: what happens at home can, for example, have an effect on a child's performance or ability to concentrate at school. The ecological models assume that the individual learner's development is improved the relationship between the Microsystems, such as the school parents, teachers and peers, are consistent and positive (Bronfenbrenner, 1979, 1989, as cited in Mcwhirter et al., 2007).

The exosystems refer to systems where adolescent are not directly involved, but which could still have an influence on the individual, such as the educational system or the health system. It therefore consists of the interconnections between one or more such systems that do not necessarily directly involve the individual. Examples of ecosystem factors are public policy decisions regarding the educational or health sector (Mcwhirter et al., 2007). If a child does not have access to health facilities, he may be chronically ill and will be unable to attend and /or perform at school.

The macro system links to the values and beliefs of particular societies that may influence other levels or systems, such as cultural values and beliefs, race relations, such as democracy, or an ideology that promotes social justice. For example, a cultural belief may include that it is acceptable for young girls to leave school earlier than boys, or to become pregnant, as they are not really expected to finish school.

Finally, the chronosystem refers to the fact that all the interactions described above happen over developmental time frame. A particular micro system such as the family or the teacher -child learning context may be going through a developmental stage, but the child will be developing at the same time (Donald, et al., 2002).

Bronfenbrenner's theory (1979, 1992) highlights the complexity and the importance of the interrelationship and interactions between the different systems and the individual this can have a major impact on the development of the learner and his/her learning (swart and pettipher, 2005). It is important to apply the principle so this perspective when trying to understand situations and communities, to not view one happening as a result of one other change only and to never look for the "cause" of something in one system only. The entire system needs to be considered in all instances and the dynamic interaction between systems needs to be taken into account.

The eco-systemic principles are important as they link the psychological development of the individual to the social context and systems, and acknowledge the influence of the wider environment and higher order system on human behavior (visser, 2007). This helps to understand the learner in a more holistic manner by taking the interactions with the classroom, school and the wider social systems into account (Donald, et al., 2002). The values of the ecological models therefore lies in the fact that they recognize the influence of social contexts on development and can as such provide useful indicators for prevention and intervention strategies (bronfenbrenner; Jozefowich-Simbeni and allen-Mearns, as cited in Jozefowicz Simbeni, 2008)

2.3 Barriers to learning

It is accepted that barriers to learning could exist within the learner, the school, the education system or the bigger social, economic and political context and that such barriers to learning could cause learners to drop out of school. In order to understand the impact that the wider systems could have on the individual learners more clearly, it was regarded important to include an explanation of the ecological and bio-ecological theories.

2.4 Factors contributing to school dropout

2.4.1 Social context: Scio-economic and other environmental influences

Research indicates that the social –economic environment in which children grown up is an important eco systemic predictor of their overall well-being. It is argued that their health, education, later employment and future earning largely depend on the socio-economic status of their family (Brooks-Gunn & Duncan, 1997; Garbarino, 1998, as cited in Mc whirter t al., 2007, P.31).

In Ethiopia poverty is generally viewed as the result of a history of power relationships which have disadvantaged particular groups in the society. It has had widespread effects and has been noted as the cause of various social and interpersonal problems. Ethiopia history of discrimination, repression, and neglect of the needs of many, since 1991 EFDRE government committed itself to creating an environment and country that will provide equal opportunities for all and respect diversity and social justice in a democratic country, but this is an ongoing challenge.

It has been said that poverty and poor educational and social conditions often sustain each other. Poverty can be defined as “deprivation and unmet needs across different aspects of social and economic life, such as education, living environment, health, income, material necessities and employment” (Ratele, 2007, as cited in Visser, P.221). Poverty is hence not only associated with money, but has an impact on the lifestyle, as well as the social, educational and political life of individuals and their communities. Poverty thus influences people’ personalities and motivation, and inevitably becomes integrated in all aspects of life. It generally present in the form of an inability

to provide sufficient food for the family, overcrowded living conditions, lack of employment opportunities, low wages, lack of job security, absent fathers and children living away from home (ratele, 2007), delinquency and other problem (Jarjoura, 2002, as cited in McWhirter , et al., 2007) that are often linked to school dropout.

Due to poor educational and social circumstances, specific barriers to learning, such as disabilities or learning difficulties may not be addressed. This may result in a cycle of further poverty and other negative causes and effects. An example of such an area of concern is the adverse relationship between poverty, malnutrition and cognitive development. Added to this, severe conditions of poverty and daily survival stresses may have an impact on the energy levels of mother and their children, which in turn could have an effect on the mother -child relationship. Low school performance and specific learning needs that might develop as a result, may not be adequately met in the under-resourced and overcrowded educational and health sectors in Ethiopia. Aspects such as these might put learners at risk of negative outcomes such as dropping out of school with limited skills, which in turn results in further poverty due to fewer available work options (Donald et al., 2005).

Even though poverty cannot be isolated as a critical cause of learners cause of leaner's' dropping out of school due to the interrelatedness of many factors (Keen, 1992 as cited in Masitsa,2006), it is regarded as the most significant demographic by some (Le,Roux, 1993, as cited in Masitsa 2006). According to Masista (2006), the implications of people living under poverty conditions are often a lack of adequate numeration and heath care, which leads to poor physical condition and low energy levels. In children, this might have a negative impact on their ability to perform at academic levels, lead to repeated failure, and eventually dropping out of school. It many result in parents leaving home to seek employment elsewhere, and leaving the young in the care of the older sibling (Masitas, 2006).

Cardoso and Verner (2007) conducted an extensive survey with men to identify the most important dropout and push – out factors to leaving school in a particular area in Brazil. They were predominantly interested in evaluating the role of early parenthood. Child labour and poverty learners out of school. Findings indicated that early parenthood had a strong influence on learners decision to leave school early, Living under extreme conditions of poverty emerged as a factor that lowers school attendance. Whilst working did not appear to have a detrimental effect on school attendance. As daily transportation was an obstacle in these contexts, working for some could help individuals to attend and complete schooling (Cardoso and Verner, 2007). Cardoso and Verner (2007) pointed out the benefit of early- childhood development programmes and improved nutrition and health, which would support the cognitive development of children in extreme poverty conditions, with positive long- term implications on their schooling.

McWhirter et al, (2007) pointed out that vast- risk problems such as school dropout, drug and alcohol abuse risky sexual activity and other delinquent behaviors interact and reinforce each other. Persistent psychosocial stressor, combined with dysfunctional families, negative social interactions and negative individual attitudes and behaviors, can push an individual towards dropping out of school. Living in such high-risk communities, combined with individual characteristics, such as aggression, anxiety and other affective problems, could encourage learners to participate in self-destructive behavior. According to McWhirter (2007), learners who drop out of school are thus at great risk for drug dependency, delinquency, and other destructive behavior. They continue to explain that such problems are often intergenerational and often re-occur in communities.

Even though poverty is often experienced as a substantial psychological stressor; some students demonstrate resilience, and manage to attain academic achievements despite difficult life circumstances. Randolph et al. (2006) noted that differences in family practices, such as support for education, may act as

protective factors for high school completion in the context of poverty. Results showed that the following factors helped students to achieve academic success: individual characteristics, such as goal orientation, initiative, motivation and self-knowledge about personal agency; family support and role models; and supportive schools and communities. This type of approach therefore focuses on factors that reduce risk and increase coping whilst living in adverse circumstances. This may in turn reduce the likelihood of learners leaving school before completing their studies.

2.4.2 ECOLOGICAL RISK FACTORS

2.4.2.1 Individual learner characteristics

Leaving school early appears to be due to the complex interaction of variables according to McWhirter et al. (2007), early experiences may have an impact on a learner's sense of agency and self-concept, which could in turn have a direct influence on school performance, relationships with teachers and peers, and later decisions to stay in school. Even though individual factors are personal, they could be affected by other factors, such as teacher-learner interactions, school rules and interactions with parents (Ou & Reynolds, 2008). Research shows an association between several individual and work aspirations (Reynolds, 2008). This association was confirmed by findings from the progress report (2007) that established an association between a lack of motivation (lack of self-determination and feelings of competence) and dropping out of school (progress report, 2007, P-86). It states that learner with an intrinsic locus of control are more likely to experience academic success than other learners, as they believe that their behavior is directly responsible for their educational outcomes (progress, 2007, p.86). Academic aspiration,

organizational skill and locus of control were therefore identified as the three most important factors associated with degree attainment (progress, 2007).

An investigation of the relationship between educational engagement and high school diploma attainment confirmed the above findings, as it showed the school-related factors, such as self concept and attendance, correlated highly with dropout rates before adolescent learner's dropout of school. Results, however, showed that these factors were no longer significant once the learners had left school. After dropout the three most important factors associated with eventual attainment of a high school diploma were academic aspirations, organizational skills and prevention programs. Findings from this study further showed that effective engagement in learning, such as good study habits and less time spent watching television during the week will increase the probability of attaining a diploma (Suh & Suh, 2006). Based on the results of this study, suh and suh(2006) identified the following factors as important for eventual academic Success: the promotion of self -esteem, the development of good study habits and organizational skills whilst still at school, and on optimistic view about the future (Suh,Suh &Houston, 2007).

Other research that showed an association between several individual characteristics and school dropout, s a study done by Hickman, Bartholomew, mathwig heinrich (2008). They examined the developmental pathways between high school graduates and learners that dropped out of school. The findings of the study indicated that dropouts preformed significantly lower on all course performance grades, as well as on standardized tests that were administered between grades five and nine than those who graduate from high school. They also showed significantly higher levels of grade retention, absenteeism and behavior problems. Interestingly, it appeared that indications of thee differences occurred as early as kindergarten, where their academic performances were lower in reading, writing, spelling, maths and English. This tendency continued in early childhood, with the gap widening between the developmental pathways from early childhood to adolescence, regardless of the

subjects. results of this study raised questions around the reasons why some learners who were on the developmental pathway of dropping out of school managed to graduate, and further research was recommended to examine what experiences may change (Hickman et al., 2008).

2.4.2.2 Academic factors and behavior

Research showed that learners who drop out of school differ from learners that complete schooling in terms of academic performance and behaviors. An investigation done by Ekstrom and colleagues (1986, as cited in McWhirter et al., 2007) showed that the ones that dropout are less likely to be involved in extracurricular activities and tend to achieve lower grades and test results. They also do less homework, have more disciplinary problems, are late more often, get suspended from school more frequently and are often in trouble with the police. They are less involved in extra-mural activities, such as sports or clubs, report feeling alienated from school, and do not feel popular among their peers.

More recently, McIntosh, flannery, sugai, Braun and Cochrane (2008), explored the relationships between academics and problems behavior in the transition from middle school to high school. They noted that previous research identified this as challenging time of development when learners at risk of dropping out of school are faced with several challenges. In addition, problematic behavior presented as a distinctive barrier to school graduation and learners with emotional and /or behavioral problems appeared to be twice as likely to drop out of school (lehr et al., 2004; Tobin and sugai, 1999, as cited in McIntosh et al., 2008). Findings from this study emphasize that academic support and behavior support go hand in hand to allow learners access to success and academic engagement. It also stressed the importance of early identification of individual learners at risk for dropping out of school, as waiting until high school may be too late to prevent them following a path to

dropout. They recommended a systems-level approach to improve academic and behavior outcomes.

2.4.2.3 Family system

The progress report to the previous Ethiopian minister of education (2006) identified the following family characteristics as contributing to school dropout: single -parent households. Family's income condition distance from school family educational background they found that learners who dropout tend to have parents who are less involved and demanding, do not model educational attainment, and provide little educational support in general (progress report , 2006) this confirmed Maritsa's (2006) findings that the following factors can have a detrimental impact on a child's ability to perform academically: inadequate

Parental support, learners not living with their parents, divorced or separated parents, loss of parents or single parent families and family conflicts.

Children taking on adult roles, such as employment due to financial stress, taking care of other family members and families where the overall stress levels are high, are also associated with higher dropout rates (On & Reynolds, 2008).

Boon and Cook (2008) found that having a strong emotional parent-child relationship in adolescence promotes motivation, attentiveness and perseverance, and stressed that the absence of such a relationship can hinder psychological development and predispose problem behaviors. Competent care-giving is viewed of utmost importance in the development of resilience, where resilience is conceptualized as achieving academic success despite being disadvantaged socio-economically, whilst demonstrating acceptable and motivational behavioral patterns (Boon & Cook, 2008). They stressed the importance of alternative support such as mentoring teachers in the case where parents or care-givers are unable to provide and maintain required care to learners.

Terry (2003) also found that families and friends have considerable influence on high school learners' decisions to leave school before graduating. Findings suggested that, in order to address the problem, schools should make an effort to actively welcome and make learners' families and out-of-school friends more at ease with the school settings. In addition, it was recommended that parents and guardians receive guidance and training on *how* to provide academic support to their children in educational settings (Terry, 2003).

2.4.2.4 Peer-Group System

Peer groups represent the world outside the family, and can present difficulties for the individual if its members value antisocial behavior'. Under such circumstances the young person either has to resist engaging in such behavior (which may result in compromising the social relationship), or give in to the peer group pressure (McWhirter et al., 2007). Peer pressure involves the strong influence that a group has on an individual. Such individuals usually have limited ability to resist such pressure (McWhirter et al., 2007). Peer cluster theory (Beauvais et al., 1996; Getting & Beauvais, 1986, as cited in McWhirter et al., 2007) suggests that young people who engage in problem behavior have a propensity to find each other and form peer cluster groups. Such groups then normalize and encourage antisocial and problem behaviors, and are an important influence on their behavior (McWhirter et al., 2007).

Staff and Kreager (2008) found that peer status in adolescence is associated with achievement and adjustment at school level. Disadvantaged boys are likely to gain some form of peer status through violence, and that such membership in violent groups undermines educational achievement. They argued that it could be the rewards of peer acceptance that keep popular adolescents at school, rather than good grades, high expectations and praise from teachers. However, findings from this study also suggested that disadvantaged boys, who are popular in violent groups, are much more prone to dropping out of school when compared with other youths. Involvement with

such groups reportedly provides an additional factor dial pulls young males away from school. Results showed a negative association between peer acceptance and school dropout, and that acceptance into a violent group compromises educational attainment with disadvantaged boys (Staff &Krcager, 2008).

2.4.2.5 School System

A number of school factors have been associated with school dropout, such as poor education quality in the form of overcrowded classrooms, poorly trained teachers, teacher-learner ratio, and lack of learning materials (UNESCO, 2007; Masitsa, 2004). According to Ou and Reynolds (2008), such school-related factors were not assessed in detail before the 1980s.

Krtestiug (2008) identified four emerging factors that were influential in supporting students in completing their education within the school context. These were: listening actively to students, communicating a caring school environment and the school and the students" role in prevention of dropout. Results emphasized that school personnel needed to engage actively with learners who are struggling to stay in school in order to explore their experiences: why they want to leave, and what would make them stay. The manner of learner-teacher communication was noted as important, as learners responded more positively to relationships based on acceptance, respect, support and high expectations. Learners also needed to be made aware of the purpose and benefits of graduating {K nesting, 2008).

Marks (2007) investigated the importance of schools on school leaving in the Australian context. He pointed out that, in the event of schools having important effects on school leaving, school-focused policies could be adapted and implemented to increase resources and reduce inequities. Mark's (2007) study emphasizes the importance of prior academic performance of students, and confirmed expectations that academically weak students are more likely to drop out of school. Findings indicated that schools do not have a strong

independent influence on school leaving, especially when taking into account the corresponding individual student characteristics. Based on these findings, Mark (2007) questioned whether staying in school would necessarily be beneficial to low achievers, and argued that resources may be more appropriately spent on after school education and training once the individuals are employed. This is a debatable issue and warrants further exploration.

Research shows that the efficacy of early grade retention (keeping learners back a grade) has been a contentious issue. Some researchers have identified grade retention as the *most powerful predictor of drop out status* (Jimerson, Andersen & Whipple, [2002], as cited in the Progress report, 2007, whilst other studies have argued that grade repetition in the early primary years help learners to perform better in the later years of their schooling (Alexander, Entwistle&Dauber, 2003, as cited in the Progress report, 2007). Jimerson and Ferguson (2007) conducted a longitudinal study of grade retention in order to examine the academic and behavioral outcomes of retained learners through adolescence. They found that retained learners are more likely to drop out of school and show aggression during adolescence. It therefore failed to illustrate that grade retention has any benefits for academic achievement. They recommend a move away from grade retention and social promotion towards interventions that focus on individual strengths and needs. They reiterated that specific interventions are essential to promote the academic success of learners. Results from research done by the MOE on learner retention in the Ethiopia schooling system concurred with this, as they found grade retention as generally ineffective as an intervention strategy when addressing early learning problems. They recommended that learners who are repeating grades should have specially designed educational programs, which are not simply a repetition of the content material that they experienced that first time. They therefore regard the solution to grade repetition in providing such learners with better opportunities to succeed academically (Progress report, 2006).

A later study by Ou and Reynolds (2008) also identified grade retention in the elementary grades as one of four predictors linked to significantly lower levels of school performance. They argued that grade retention could have a negative effect on self-esteem, and be the beginning of school experiences and adult expectations that could lead to an increased risk of learners dropping out of school. The other three factors that emerged as predictors of low levels of educational attainment were school absences, frequent school mobility up to grade; the latter appeared to have the largest impact on educational attainment. Ou and Reynolds (2008) found, on the other hand, that learners' expectations of educational attainment and attendance in selective high schools were associated with higher levels of educational attainment. A possible explanation could be that such schools have a greater concentration of learners that value education and with bigger aspirations. Their findings revealed that the type of high school and frequent mobility are more predictive of educational attainment than demographic factors and parental education (Ou & Reynolds, 2008).

Chen (2008) acknowledged the value of successful completion of high school. He investigated the possibility that more effective career guidance and career education strategies could help students at risk of dropping out of school to continue and complete their schooling. This would, in turn, facilitate their transitions into work life or higher education more successfully. Chen (2008) suggested that students need to learn to rectify career myths that limit and reduce the number of career possibilities, and that they should be helped to realize that their schoolwork *here-and-now* is important for further career opportunities in the world of work. He recommended that self-defeating thinking patterns and associated negative beliefs, such as low self-esteem and learned hopelessness towards schoolwork should be identified, and that counselors should support students in dismissing such faulty beliefs thereby strengthening students' self-concepts. In addition, he recommended several skill enhancement strategies to address areas, such as assertion training,

reading study materials, ways to increase academic performance, ways to obtain financial assistance, and so forth. The value of career education and guidance was reiterated, where students can articulate what the obstacles in their lives have been in a positive and supportive environment, as this may create an increased interest and motivation in their own learning and future

The results of a study by Suh, Sun and Houston (2007) indicated that there was a high possibility of dropping out of school where learners had a low grade average in conjunction with high absenteeism and a pessimistic outlook on life. They suggested that learners would benefit from career counseling before the 8th grade, with focus on their level of aspiration and self-belief as people who can achieve. In addition, they recommended that comprehensive intervention strategies need to be generated to support learners who are likely to experience relationship problems at school. These strategies should aim to teach communication and conflict; resolution skills. Under achievement is often viewed as a reason for learners to drop out of school. Masista (2004) identified the media of instruction, overcrowding, shortage of books and other recourses as major determinants of under achievement at school.

2.4.2.6 Substance Use

The use and abuse of substances such as alcohol, cigaretti, shisha and other illicit drugs during adolescence may impede the acquisition of skills required for adequate performance of adult roles later on in life. Drug use refers to the ingestion of a drug, regardless of the amount or the effect, and drug abuse can be defined the ingestion of a drug to the extent that it impairs the users biological or psychological well-being (Berger, 2005, 355).

As substance abuse was reportedly highly prevalent in the community where this study was conducted, it was decided to explore the risk and protective factors related thereto as well as its relationship to school dropout in more detail.

The age of onset and the severity of substance use amongst adolescents are influenced by several risk and protective factors. Examples of psycho-social risk factors are parent modeling of substance use, family conflict, a lack of parental supervision, peer relationships and stressful life events that may have an impact on the individual (Sadock, 2007). Protective factors that may prevent substance use among adolescents are stable family and home circumstances, strong parent-child relationships, consistent parental supervision in terms of academics and peers that regard positive family and school relations as important (Sadock, 2007). Other risk factors that could influence the use of substances are: parental belief that substances are harmless, lack of parental involvement in children's activities, lack of closeness between parents and children, maternal passivity, academic difficulties, parental and peer substance use, early onset of cigarette smoking and lack of anger control in families (Sadock, 2007).

Much research has focused on Tobacco, alcohol and hashish use and abuse. These are also known as gateway drugs, as their use often increases the risk that an individual will later use harder drugs, such as cocaine and heroin (Berger, 2005). The nicotine in cigarettes is very addictive and smoking at an early age can reduce fertility and increase the risk of cancer and heart disease. Drinking alcohol is more harmful to adolescents than to adults, as it impairs judgment and inhibitions, impairs memory and self-control and could result in compromised cognitive function, especially related to attention (Berger, 2005; Sadock, 2007). The use of shisha slows down thinking processes especially the ones related to memory and abstract reasoning (Berger, 2005). Other short-term effects are loss of coordination, increased heart rate, anxiety, and panic attacks. Repeated shisha use may lead to a general lack of motivation and lack of interest in the future, which may have an impact on academic performance and the desire to stay in school. Rapid termination of shisha use by adolescents can result in several withdrawal symptoms, such as drug-craving depression, anxiety, irritability, and others (Sadock, 2007).

Several studies have explored the relationship between high school dropout and the use of substances, such as alcohol, tobacco and other illicit drugs (Green and Newsmonger, 2006) examined the effects of heavy adolescent shisha use on employment, marriage, and family configuration among African Americans. They predicted a range of difficulties as a result of such use, such as dropping out of school, and later on, unemployment, parenting outside of marriage, being unmarried and continued shisha use into their 30s. Dropping out of school and continued shisha. Use during adulthood seemed to be additional consequences of heavy adolescent marijuana use.

The conclusion of this study indicated that adolescent substance abuse prevention programs may increase the likelihood of high school graduation, reduce the probability of adult drug use, and make the transition to adult roles easier.

Townsend, Flisher and King (2007) conducted a systematic review of 46 peer-reviewed literature articles to establish whether existing research could provide a better understanding of the relationship between high school dropout and use of substances, such as alcohol, tobacco and other illicit drugs. The main findings of this review showed a consistent relationship between high school dropout and substance use. Results from several cross-sectional studies indicated a positive association between school dropout and alcohol use. Conversely, an investigation to establish whether young adults, who dropped out of school, were at a greater risk of developing an alcohol disorder later, showed a significant association between school dropout and increased risk of later alcohol abuse (Crum et al., 1998, as cited in Townsend et al., 2007).

Cross-sectional studies exploring the relationship between school dropout and tobacco use indicated that students who dropped out of school were more likely to report on their cigarette smoking than students who were at school (FlisUer& Charlton, 1995; Vang et al., 1998; Zimmerman &Maton, 1992, as cited in Townsend et al., 2007) or students who have completed high school

(Giroerer et al., 1997, as cited in Townsend et al., 2007). In-school learners, who were identified as at risk of dropping out, were also more likely to smoke cigarettes than others (Eggert & Herting, 1995, as cited in Townsend et al., 2007). Fine (1991, as cited in Townsend et al., 2007, p.313), pointed out that negative stereotypes need to be addressed, as dropouts are often unfairly blamed for their situation and viewed as *depressed, helpless, without options and losers*.

2.4.2.7 Teenage pregnancy

Research has found that teenage pregnancy is related to leaving school early. Data from the United States showed an association between factors relevant to adolescents' school experiences and the risk of school-age pregnancy and birth among 8th graders (Mantove, 1998). Results showed that high levels of engagement at school level were associated with postponement of pregnancy, and that learners who dropped out of school were more likely to have school-age pregnancies.

Early pregnancy appears to be a problem especially in developing countries. Results from a study conducted by Policy and Nesengani (2006; confirmed the increase in teenage pregnancies amongst rural students. Results showed that some female learners from child-headed families often resort to conceding sexual favors to men for financial gain or safety issues.

Research indicates young women who are more engaged in their education and do become pregnant, are less likely to leave school as a result. A significant number of pregnant schoolgirls either remained in school or re-enrolled after their child was born. School engagement therefore emerged as an important factor, as disengagement has been associated with the perception that school completion does not offer any benefit.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

Introduction

The aim of this study is to explore the dropout factors in a specific secondary school in a Sebeta town. This chapter examines the research design that specifies how the research is going to be conducted, and the methodology adopted for the study.

Durrheim (1999) described a research design as the strategic framework or plan of action that serves as the connection between research questions and the implementation of the research. It guides the conditions for the data collection and analysis, and enables the researcher to draw conceivable and valid conclusions from systematic research observations; methodology refers to the methods, techniques and procedures that are employed in the process of implementing the study. The type of measurement, sampling, and methods of data-collection and analysis are therefore determined by the research design and the research problem (Babbie and Mouton, 2001)

The Development of a research design requires clarity about the purpose of the research, the theoretical paradigm underpinning the research, the context within which the research is conducted and, the research techniques used for the collection and the analysis of data

3.1 Research design

According to Babbie and Mouton (2001), a research design is a blueprint of how the researcher proposes to conduct the research, It is therefore a plan that describes how the researcher intends to structure the research problem and how he/she focuses on the type of study selected, as well as on desired results (Mouton, 2004). As mentioned in the introduction of this chapter, it involves a series of decisions about how the research questions can best be answered by the investigation. The researcher has to decide whether the study is exploratory, descriptive or explanatory; applied or basic; and whether it is a quantitative, qualitative or participatory action research (Durrheim, 2006). The decision was, to do a **qualitative, exploratory study** as it was regarded as the most appropriate design to explore the dropout factors in the particular school dropout.

Babbie and Mouton (2001) identified three of the most useful purposes of social research as explanation, description and exploration. The most important aim of explanatory studies is to indicate causal relationships between two variables. Descriptive research, on the other hand, is used to describe situations and events either through narrative descriptions or classifications or by measuring relationships (Kaniki, 2006). It would therefore be effective for conceptual and historical analysis, and may range from a narrative to a highly structured statistical analysis, such as correlation studies (Babbie & Mouton, 2001, p.79). Exploratory studies are designed as open and flexible investigations that can be helpful to apply in relatively new or unknown areas.

The aim of this study was to explore the participants perceived Circumstances and possible reasons for discontinuing their schooling. The design was therefore open, flexible and inductive in nature- This provided the participants with an opportunity to talk openly about their feelings and thoughts about their lives,, for example, what they like; what they would change;

what affect their current circumstances had on their lives (at school and at home), which areas of their lives they find the most difficult to deal with; how they would like to be treated at school, and more a qualitative research design was selected for this study, as the purpose of the research was to learn from the drop outs and teachers in their natural school and community settings, focusing on subjective knowledge. This design was most suitable as the aim was to explore the meanings that they attribute to their experiences and to create an understanding of the dropout problems from a contextual perspective,

This study used the interpretive paradigm as framework, as the researcher was interested in the participants' subjective experiences of their external world; in other words, to develop an understanding of the meaning that the learners dropping out of school had constructed for themselves of their world.

It was identified as a *high-risk* area due to high levels of industrial job opportunity which pulls students to leave school to earn money, liquor bar in an informal settlement, challenging living conditions, poverty, high school dropout figures, alcohol and drug abuse and poor police control. Children living in high-risk area are exposed to several psychological stressors on a regular basis, such as dysfunctional families, poor schools, negative social interactions and substance abuse (McWhirter et al, 2007).

Many are poor, and depend on pensions to pay rent, water and electricity. A lack of educational opportunities appears to result in lack of goals, low economic incomes,

This community and the school were selected after confirmation from the acting director of the current high school that half of learners enrolled in grade 8 drop out of high school before completing grade 12. It was, therefore evident that many learners in this area were *at risk* of dropping out of school during the secondary cycle phase of their schooling.

Director of the school described the school settings as follows: there were 3292 children and 137 teachers at the schools. All the teachers were qualified and 7 of them diploma holder, 120 are degree holder, four of them MA/Msc. holders. The classes were fairly big and consisted of forty to forty-seven learners. He expressed concern about the number of children that dropped out of school and explained that only 80% of the children enrolled in grade 8 reached grade 12. This implied that 20% of the learner had dropped out of the particular school over a five-year period. Unfortunately, no official statistics were available for the period for grade 9 to grade 12.

The pass rate in the matriculation year, successful in 2012. According to the Director school, possible reasons for the high dropout numbers could be personal difficulties due to socio-economic circumstances, such as single parenting, lack of discipline at home, substance abuse and poverty. Several children at the school worked during weekends to earn extra money. He explained that many of the learners' parents were former scholars of the school, which might mean that they have a more positive attitude towards the value of, the school reportedly never refused entry to any children.

3.2 Method

Research methodology refers to the research process and the group of methods, tools and procedures that are used to deliver data and findings that will reflect the research question (Babbie Mouton, 2001). Qualitative research methods allow the research to investigate selected issues in-depth. Qualitative researchers collect data in the form of written and spoken language, observations as recorded in language. They also collect personal documents and analysis such data by identifying and categorizing themes. In qualitative research, the emphasis is therefore on inductive analytical strategies (Durrheim, 2006; Babbie & Mouton, 2001)

in order to remain open to interpretations and to allow the problem to emerge from the data.

The specific research methods of data collection used in this study were primarily individual semi-structured interviews, a focus –group interview, literature reviews and personal collages. Light individual semi-structured interview of approximately 90 minutes each were conducted. At the end of the interviews, participants were asked to make a collage of their ideal world where no barriers that could prevent them from reaching their dreams in life existed. These interviews took place during the month of March 2014 and all were recorded and transcribed. The collages were completed directly after the individual interviews. In addition, one focus –group discussion was facilitated during April 2014,

3.3 Participants

The sampling procedures used for this study were a purposive sampling and snow ball sampling. Sampling is based on the assumption that the researcher want to discover, gain insight and an understanding of a phenomena, situation or issue whereas snow ball sampling is the type of sampling in which the first participant presenting the second participant and go on. It involves locating individual with specific characteristic as specified by the research (Johnson and Christensen, 2008). The participants selected should be information-rich, and the ones from which the most can be learned about the most important issues related to the purpose of the research (patton, 1990, as cited in Merriam, 1998; Henning, van Ransburg and smit, 2004). The main motivation should be to gain as much knowledge as possible about the topic, which will allow for an in-depth study.

The main participants for this study were selected with a specific purpose in mind. They had to fit the criteria of desirable participants

(Henning et al., P 71), which meant that they had to be students dropped out of school during their secondary cycle school phase from selected school in the sebeta town. The particular school was selected after it became apparent during the researcher's practical working that many learners leave this school between grades 9 and 12 before matriculating. This was a major cause of concern for the director of the time. He thus granted permission for this research to take place in order to gain a better understanding of the reasons why some learners leave school before completing their programs of study.

The focus group consisted of the director (who also taught at the school) and the school teachers. An additional interview was conducted with an office head in order to gain a better understanding of the possible reasons for learner dropout.

3.3.1 Selection of participant

For the purposes of the study, six former learners who were identified as drop out of school in conjunction with the school director were participants of the research. The following methods were used. Document observation and information about students in the school were used to identify and select the participants. The participants were between 15 and 19 years old and as gender was not part of the selection criteria, two boys and four girls were interviewed two girls and one boy were from Wato secondary school, the rest two girls and one boy were from sebeta secondary school. Additional interviews were conducted with one school director one school teacher and one office head /leader / were used to investigate further information.

The six participants were contacted through telephone and physically after they were identified as potential participants. Thereafter, the actual research was discussed with them and they were requested to

participate. Once they had agreed to be interviewed the process was started.

3.4 Procedure of data collection

The interviews were conducted in a setting that was familiar to the participants. Given that all the participants were dropped out students from the selected two schools.

The interviews were conducted in Amharic since all of the participants had Amharic as their first and second language. Interviewees signed a consent form which ensured confidentiality through anonymity. They had the option to withdraw from the process when they felt uncomfortable at any stage. All of the participant's names were replaced by letter of code in this study to ensure that they will not be identifiable by others.

Interviews were conducted using a semi-structured questionnaire. At the end of the interview every participant was asked to construct a collage with the aim to end the interview with a solution-focused result. Interviewees were thanked for their participation and finally, the participants were informed that they would be notified when the final results of the study would be available.

The interview with the office head /leader), school Director and School Teacher were conducted on the school premises near the end of the research process. The interview was conducted in Afaan Oromo as it was a working language. In order to ensure anonymity, they will be referred to as R1, R2 and R3 in this study.

3.5 Data collection

Merriam (1998), states that theoretical or conceptual framework indicates where the theory fits in a study. It is therefore the structure or the frame of the study, the body of literature and the disciplinary orientation that the research draws upon. According to Merriam (1998;2002), this framework clarifies what is known about the topic, what aspects of the topic the researcher is going to focus on, the gaps in knowledge, the importance of knowing it , and the exact purpose of the study. This study is an example of **instrumental case study**, as was mentioned at the beginning of this section.

Reviewing the relevant literature is one way of establishing the theoretical framework of a qualitative study. A literature review shows how a research project fits into a particular field and is based on the assumption that knowledge accumulates and that we learn from what others have done (Kaniki, 2006; Neuman. 2002). It involves the identification of relevant resources of information and related literature, and includes an initial assessment of such resources (Kaniki, 2006). Neuman (1994, p.80) identifies the following four goals of a literature review: to demonstrate a familiarity with a body of knowledge and establish credibility; to show how the current research is linked to prior research; to integrate and summarize what is known in the area of research; to learn from others and find stimulation for new ideas. A review should therefore describe, summarize, evaluate and clarify the literature and provide a theoretical basis for the research.

In order to orientate this exploration of the dropout phenomenon in the selected schools of Sebeta Town, the researcher deemed a discussion of the Social Systems Approach necessary. This approach acknowledges the interrelationships of the individual with other multiple systems, such

as the school, the family, the local community and the extended environment and was discussed in detail Adolescent development and its impact on school dropout were discussed as all the participants were in this stage of men-development. In addition, the study was placed within the context of past and present research in this field.

This study made use of multiple methods to enhance the trustworthiness of the findings. This method of triangulation, involves sourcing of data in different ways to increase the validity and reliability in qualitative research (Babbie& Mouton, 2001; Henning et al., 2004; Johnson and Christensen, 2008). This study made use of semi-structured interviews, a focus-group with the director teacher and office head & personal collage to help create an understanding of the dropout factors three different vantage points.

3.5.1 Individual semi structure interview

Interpretive approach uses interviewing as a tool in an attempt to establish how people experience events by creating an environment of openness and trust. It is a useful way to assess people's perceptions and the constructions of" their realities. Qualitative researchers therefore use interviews, to explore general topics to help uncover the participant's views, whilst allowing him/her the freedom to structure his/her own responses. This involves that the participant's view of the phenomenon of interest should be allowed to unfold from his/her perspective, and not from the perspective of the researcher. According to Marshall and Rossman (1999) it is essential that the researcher conveys the attitude that the responses are valuable and useful, and that researchers are respectful, non-judgmental and non-threatening.

The limitations of interviewing lie in the fact that it relies on interaction cooperation and truthfulness are therefore essential. Interviewing skills, such as good listening skills, carefully formulated

questions and gentle probing are important. Mariam (2002) emphasizes the importance of using a familiar language. In addition, data analysis is time-consuming and as it is the subjective view that matters, triangulation with other methods is recommended to ensure the quality of the data (Marshall and Rossman (1999). Triangulation will be discussed in more detail at a later stage in this chapter.

This study made use of semi-structured interviews. An advantage of this type of data gathering is that it allows the participants to speak for themselves and to share their subjective experiences at school and at home in an interactive manner. Another advantage of semi-structured interviewing is that the interviewer has the opportunity to follow up on ideas, and investigate motives and feelings as well as probe for responses. The conversational quality of these interviews makes it easier to establish a relationship of trust between the researcher and the interviewee, which is an essential element in the research process (Merriam, 2002; Johnson & Christensen, 2008). This was particularly evident during the data gathering process of this study. Some of the learners were initially reluctant to share their experiences and would only do so after rapport and a relationship of trust was established. Only then were they prepared to share their real thoughts and feelings about their circumstances at school and in their community more spontaneously. The office worker spoke openly about the home circumstances and the social context of the people living in the community. These informal conversations were guided by the research questions and use was made of an interview guide that included a list of specific as well as more open-ended questions. Parts of the interviews were therefore structured with a set of questions asked consecutively, whilst other parts of the interviews were unstructured and designed to explore the views of the participants in detail.

The interview guide for the six individual interviewees, who were the main informants in this study, was compiled and translated into Amharic

(the learners' first language) by the researcher. The interview questions covered themes relating to the participants' home and school experiences and environment. Interviews started with a clarification of the demographics of each participant. This was followed by an exploration of the family and home environment. ***Participants were asked to describe their family and home circumstances, circle of friends, what they like to do together, frequency of absenteeism and their feelings about substance abuse, as this appeared to be prevalent in the community.*** This was followed by an exploration of their experiences of their school environment, such as the facilities, relationships with teachers, what they like and do not like, support and absenteeism. *Participants were thus invited to share their-experiences at home and at school, as well as in the community.* The conversational nature of these semi-structured qualitative interviews allowed the researcher, as interviewer, the flexibility to pursue specific topics raised by the interviewees.

The main aim of the semi-structured interview conducted with the office head, was to get confirmation of, and gain a better understanding of the social context of the learners and school condition as a possible contributing reason to their likelihood of dropping out of school.

3.5.2 Focus group discussion

Since this study was approached from an eco-systemic perspective, it was believed necessary to include a focus-group consisting of school staff in order to contextualize the data. This allowed for an exploration of the dropout factors from a mesosystemic perspective in the specific school. Focus groups generally consist of up to three people who are purposively selected to examine in detail how they think and feel about a specific topic (Marshall & Rossman, 1999). These selected members usually reflect a heterogeneous cross-section of interests and attitudes within the parameters of the main criteria that qualify them for the group (Kelly,

2006). Focus-group discussions can generate different data than what would have emerged from one-on-one interviews (Bynie, 2004). This method has an interactive quality and assumes that people often need to listen to others' opinions and understandings in order to form their own attitudes and beliefs; in other words, opinions and attitudes are produced socially. Focus group interviews

Allow the facilitator the flexibility to explore issues as they arise in the group (Marshall & Rossman, 1999). The focus group in this study was to consist of five; one office worker, three school teachers who were purposively selected in conjunction with the school Director. Due to work pressure, several teachers unfortunately were not available and a focus group was conducted with one teacher, one director and one office head decided that the data gathered from the focus-group was informative and sufficient for the purpose of this study.

The focus group discussion took place on the school premises in April 2014 and lasted more or less one and a half hours. The aim of the research was clarified after which the interview began. The interview was conducted in Afan oromo as three of the participants were Afan oromo speakers as their home language. Pseudonyms were used in this study so that they will not be identifiable to others. The discussion was audio-taped and transcribed for analysis. Mainly open-ended questions were asked to find out more about the facilities at the school, the learners' general attitude, disciplinary measures at the school, size of the classes, qualifications of teachers, the relationships between learners and teachers, support structures and the approximate percentage of learners that drop out of school. They were also requested to share their views on what can be done to prevent learners leaving school before completing their studies.

At the end of the interview, the participants were thanked and told that they would be notified when the final results of the study would be available. (See Appendix **E** and **F** for the interview questions.)

3.5.3 Personal collage

Merriam (2002) views personal documents, such as collages, as a reliable source of data to discern a person's attitudes and beliefs, as well as his/her view of the world. As the writer is the only one that decides on what to record, it is a reconstruction of a part of life. Even though the end product is highly subjective, that is a reflection of the participants' perspective, which is important in qualitative research.

As explained in Chapter One, in this study, each individual participant was asked to make a collage after his/her interviews. Firstly the participants had to visualize the barriers that prevent them from reaching their academic goals, and then they had to construct a collage of their ideal world where such barriers do not exist. Participants were free to select the materials, such as pens, pictures from magazines and colored paper, in order to make a visual representation of their ideal world where possible additional feelings and opinions could be expressed. An

Additional purpose was to transform the face-to-face encounter from a probable problem-focused environment into a solution-focused environment, which may install in learners a reason to be hopeful (McWhirleretal, 2007).

3.6 Data analysis

According to Merriam (2002), data collection and analysis in qualitative research could happen simultaneously. There is therefore no definite point where data collection stops and analysis begins (Terre Blanche, Durrheim & Kelly, 2006).

Geerte (1973), (as cited in Terre Blanche et al., 2006, p.321), states that interpretive analysis provides a *thick description*, which means a comprehensive description of contexts, characteristics, and the processes of the phenomenon being studied. Real-life events are thus placed into some form of perspective. It therefore allowed for the interpretation of the subjective experiences of the learners at school and at home and their perceptions of the reasons why they might leave school prematurely.

Data gathering in interpretive research involves the development of ideas and theories about the phenomenon being studied, and most such researchers already have an initial understanding of the meaning by the time data analysis begins. This involves a search for similarities, differences, categories and themes and is a continuous process.

Data analysis begins with reading all the data and then dividing it into more meaningful units (Henning et al., 2004). It refers to the process of working repeatedly through text, such as field notes and interview transcripts, in order to establish what kinds of interpretation are supported by such data (Terre Blanche et al., 2006). The process of qualitative data analysis thus involves the eliciting of meaning from data in a systematic, disciplined, comprehensive and meticulous manner (Henning et al., 2004). This inductive, bottom-up process called *qualitative thematic analysis* or *interpretive content analysis* (Scale, 2004), involves comparing different units of data, whilst looking for common patterns or themes across the data.

According to Scale (2004), coding schemes emerge inductively from the data itself, and is the creative beginning of the insight that the qualitative researcher hopes to gain eventually by investigating the social world. These themes and sub-themes then form the written account of the phenomenon being studied and form the bulk of the findings section. Henning et al. (2004) emphasizes that it is important to remember that categories are flexible and they can be modified during the process of analysis. The process of qualitative analysis should also truly reflect the perceptions of the participants.

In this study, the above-mentioned process was followed. After comparing the different units of data, common patterns or themes were identified. These themes were given codes that described the content of the data after which phrases, sentences and paragraphs were linked and classified to these codes depending on whether they contained material that pertained to the particular themes. The category names chosen were more abstract than literal to ensure that they could be applied in several instances and care was taken to ensure that the main themes identified across all sources captured the meanings that were gained from the data.

3.7 validity and reliability

According to Seale (2004), validity refers to the truth status of research reports and is concerned with the question whether the researcher is measuring (in quantitative terms) or investigating (in qualitative terms) what is supposed to be measured or investigated. It can be divided into internal and external validity, where the former refers to how congruent the findings are with reality and the latter to whether findings can be generalized to other settings similar to the one studied (Merriam, 1998).

Great care was taken during the course to be till up to the above. The progress of the research process was discussed with the researcher's Advisor on a continuous basis to check for bias and to make sure the correct procedures were followed. As mentioned earlier, multiple methods of data collection, namely, individual semi-structured interviews with six drop outs and an office head, Director and teachers as a focus-group, as well as personal documents were used to increase validity of this study. During the process of data analysis and search for recurrent themes, the themes from the different sources were cross-checked by the researcher for consistency of interpretations

3.8 Ethical considerations

According to Ali and Kelly (2004) ethical practice in social research refers to the professional integrity of the individual researcher. They point out that researchers need to be aware of issues of power in knowledge production. Wassenaar (2006) explains that, contrary to some belief, participants in qualitative research are entitled to the same respect and protection as those that partake in quantitative research. Before commencing the study, the researcher ensured that the following ethical requirements were met which match with Wassenaar s (2006) broad principles in italics:

Social value: *The area of research should be of value to the society or a particular Schools &office the decision of the particular setting of the research was done because many learners reportedly left the specific schools before matriculating several years reportedly. School dropout was thus identified as a problem in the particular community and school during the researcher's practical work as sebeta municipality worker in the area. The findings of the study should therefore be of value to the community as a whole.*

Scientific value: The design, methodology and data analysis of the study should be justifiable, feasible and lead to valid answers of the research

question. The researcher believes that the qualitative research design of this study helped to produce valid results regarding the factors for dropouts in the specific schools.

Participants should be selected because the research question applies to them and not because they were easily accessible. The main participants in this study were carefully and purposively selected through purposive and snow ball sampling and in collaboration with the participant and the school director according to certain criteria as specified in chapter one.

Risks: *Possible risks need to be identified and minimized.* The researcher checked that the necessary support structures were in place to provide emotional support to the learners if the need should arise during and after the research. The school director ensured me of the availability of such support.

Informed consent: Participants have the right to know what the research involves and that they have the right to withdraw at any stage of the research process. The aim, purpose and procedures of the research were clearly explained to each participant; the main interviews took place during March 2014 and were conducted in a private place where it is suitable for participants the interviews takes approximately one to one and a half hours. Participants were informed about their voluntary participation, and permission was obtained for. The interviews audio-taped. Informed consent was further confirmed in writing. The interview with the worker took place during April 2014 and permission was also obtained for it to be audio-taped.

Ongoing respect for participants: Participants were treated with respect and individual information remained confidential. Interviews were recorded and transcribed, but care was taken to ensure that the individuals, as well as the school and the office worker remained anonymous. Pseudonyms that had no relation to the participants were selected and used for all participants to ensure their anonymity.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF THE RESULTS

Introduction

In this chapter, the aim is to contextualize the study by describing the background of the six Main participants and focus group participants. As well as the procedures followed in order to conduct the individual interviews, the focus group discussion with a director and school teacher and office head. This concludes a brief description of all the participants, followed by a concise reference to the data analysis process as discussed in chapter three. This is followed by a discussion of the main themes that emerged.

4.1 Context of the study site

Neuman (1994) emphasizes the importance of the social context for the understanding of the social world in qualitative research. This implies that the meaning of a social event or happening depends on the context in which it happens. He continues to explain that if the context is ignored, the social meaning and significance can become distorted. Qualitative researchers argue that one can only truly understand events if they are viewed against the background of the whole context. As this is a qualitative study, it is crucial to identify the context clearly.

The area is found South West of Addis Ababa about 24km and its circumstances are the result of job opportunity among different industries for Sebeta is one of industrial zones from the country and towns, and also a chance to be an agent to sell and buy house, land for housing that is

easy system of getting money . The other context of study area is location of schools from residence. The two schools under study are located at the center to different alcohol selling and chat chewing houses.

4.2 participants

As discussed in chapter 3 the participants for this study were selected through a process of purposive sampling and snow ball sampling techniques. This means that they were selected with the specific purpose to explore the dropout factors in particular schools. The main participants were selected in collaboration with school director and the dropped out students themselves using the grade performance from documents, attendance sheet; behavioral problem recorded and low school attendance. For the researcher believed that the selected criteria are the most powerful predictor of drop out.

In the next section the six participants as well as the focus group participants are briefly introduced. This background information was obtained from the first set of questions of semi structured interviews, the initial phases were utilized to explain the purpose and procedures involved in the research processes to complete the consent form, to establish rapport and a relationship of trust between the researcher and participants, and to gain some background information. The information gathered helped to develop an understanding of the individual contexts, at the end of each interview participants were asked to construct a collage of their ideal world where no barriers exist, with the aim to conclude the interviews in a positive manner.

4.2.1 Background of main Participants (Characteristics.)

Ay is a 16-year old female and repeated grade 8 for three years and she dropped out from Wato secondary school last year. She was selected to participate in the research due to her absence from school. She initially

presented as shy girl, but became more spontaneous as the interview progressed. She discontinued her education due to her mother who had been diagnosed with cancer. **Ay** lived with her mother and her brother with whom she appeared to get along quite well. She expressed concern about her mother who had been diagnosed with lung cancer as she may not have long to live her sister visited often, but lived somewhere else. **Ay's** father, who left them a long time ago, was living with another woman. She only saw him occasionally. She explained that her father would like to get a divorce, but that her mother refused as she would prefer to have him back with the family. **Ay** reported that this continuous conflict work(s) on her nerves Both parents were employed. **Ay's** dream was to be in a position to help others and to become a doctor.

Bym was 17 years old and dropped out from grade 10 during the time of interview from Sebeta Secondary School. He dropped out of school six months before the time of interview. He was selected because of his academic low performance and behavioral difficulties, lack of acceptance by authority, as well as repeated absenteeism He seemed skeptical of the interview being audio-taped and preferred note taking. According to **Bym** the school Authority did not understand his problem. He spent his school time in working around taxi station to overcome his life challenge (የታክስ ረዳት ሂጅ ነው አንድ አንድ ክላስ የምቀጣው.)

Students in the class or in school compound sometimes disturb him by calling him in his job title as it is shameful job saying (ወያላው!) then he gets angry and hit students because of that the school administration took measure on him.

Because he is afraid to talk about his problem to teachers no one understood him and he left school.

Bym explained that he was one of three children and that he had one older sister and younger brother, his brother lives with him, his mother and one set of grandparent. His father died three years ago.

Dy

Dy dropped out from grade 9 of Sebeta Secondary School and was 18 years old at the time of the interview. She had not repeated any classes, still she inter grade 9 but identified as being dropped out of school due to lack of support and home circumstances .

Dy is one of three children who lived with her mother and other family members in a two bed roomed flat of Keble house, Her father who had been using alcohol and cigarette regularly for a longtime lives with his another wife out of town in a rural area, He visited them regularly and supplies with 300kg of teff yearly to the running of the house hold. Her older brother left school in grade 10 and was described as regular alcohol and chat user.

Dy's mother sells AraKe and Tala, She was able to contribute financially to the running of the house **Dy** spoke in detail about the home circumstances and her own and she began relation with one driver to earn money during the course of 2012 “በጣም ተስፋ ስለቆረጥኩና ስለቸገረኝ ትምህርቴን አቋርጬ ፍቅር ጀመርኩ። በነገራችን ላይ አፍቅሬው አልነበረም፡ አልፎ አልፎ ብር ይሰጠኝ ስለነበር ብቻ ነው የተጠጋሁት ድንገት አረገዝኩኝና ማርዘን ስነግረው ተለይቶኝ ሄደ ። ፀጉር የምትሰራ ጓደኛዬ ጋር ሂጄ ብር እንድትሰጠኝ ለመንኳትና ጽንሱን አስወጣሁት ።”(I withdrew from the school and I began love with one person, it is not true love. that was for why I got financial problem and for why he gives me money I get pregnant and he leave me alone.....I abort it out.) **Dy's**

She explained that she was not interested to speak about education and school at all during this time and that she often did not attend school. **Dy's** dream was to become a merchant she hopes that she will continue her education during night session.

Ey(m)

Ey(m) was 18 and left grade 10 at the time of interview from Wato Secondary School. He repeated grade 9 due to academic difficulty and absenteeism, He was reportedly absent from class to seek money working as daily labors that is why he was left school and did not want to finish his education.

Ey(m): Home circumstance appeared to present several personal challenges. He explained that he and his brother had been living with their grandmother since his own mother died of HIV/AIDS when he was 9 years old. His father started to drink heavily after his mother's death and eventually disappeared, He shared that he only saw him occasionally since then that his father was under the influence of alcohol most of the time.

Ey(m) explained that he used to associate with friends who used chat and smoke cigarettes

During that time (when he was grade nine.) he did not care much for school and was suspended for almost a year. *I spent my time with my friends who used chat, I was attracted by their speech and I forgot the death of my mom, Sometimes I stole my grand mom money and I used to chew chat.....Ey(m)*

By the time of interview **Ey(m)** was the part of coble stone worker in the town .**Ey(m)** shared that his first dream to support his younger brother

11years old who learn in grade 5 now .His second dream was to have a car and solving his own and his grandmother economic problem.

CY

CY was 16 years old and dropped out of grade 10 at the time of the interview from Wato Secondary School. She had not repeated the grade yet, but was selected as she reportedly absent from school, and appeared to be easily influenced by her peers.

She lived with her mother and her two younger sisters in a two bed room house of the Keble. **CY** grew up without knowing her father. But knew that he was DERGUE army and he died 15 years ago. She explained that the family members often have arguments and problems in the house, and that they tend to shout each other and often hit one another, she was forced to leave the house often as such a time under these conditions and only to return at about 9 pm. She used to complete her homework at school when possible, as it was difficult to find a suitable work space with the younger children.

Cy's mother sells Arake and Tella this means that they have no enough money to provide for their basic needs. **Cy** explained that she had been working in the market place selling biscuits and she used to get small money for running of the house, and she had relation with different males to earn money. She described herself as having been wild girl (she was crying when she spok to Me.) and expressed the desire to return back to school and finish. **CY** expressed her dream has been an office worker. She also likes art and showed interest in the design of clothing.

Fy

Fy was 19 years old and she repeated grade ten for one year and dropped out now, it was four months later at the time of interview. She

was selected due to academic difficulties. She presented friendly as young women, who expressed herself well and talked easily.

Fy lived on the same premises to her mother, but in her own class (pre fabricated house.) She spoke frankly about her family and explained that she has three brothers, one of whom live with her father and was in Jimma at the time of the interview. One of her other brother had formerly been in Jimma for three and half years, and the other had a child. Her one brother left school from grade 7 and the other is from grade 5. Both of them were shoe shiners (lestro) and where unemployed. **FY** described her difficult home circumstance her brother never contributed any money to the running of the family. She often used to go school feeling hungry and her mother was unwell, which resulted in **FY** to be cared for by her grandmother. She explained the challenges of living in her household in detail and spoke about the pivotal role that becoming out of home husband helps her to lead a good life. *I got difficulty in house condition I started relationship with one man who helped me financially, even though he had another wife he still help me and as you look at me I am pregnant woman to him* (Fy)

Fy described her love for cooking and expressed the desire to be a chief one day. Her dream was to finish the school in the coming year and learn cooking at **Escoffier** (the institute which is educating in food preparation) to get money. But she explained that she often considered leaving to look for work in order to earn money to get food and other essentials that were needed at home, since the money she gets from her former husband was not enough.

4.2.2 Background of focus group participants

According to (Boerne, 2004) focus group discussions are strategies to obtaine for a better understanding of a problem or phenomenon by

interviewing a purposefully sampled group of people rather than each person separately. For the purpose of this study a focus group was conducted with office head, school director and school teacher, as the rest of school teachers were reportedly under too much work pressure at the time.

Office head (R1) had been transferred to the office and worked for the past 4 years. His post was created after a restructuring process in our town. There were one preparatory school, two secondary schools and 12 primary and secondary cycle schools, were found, when we look students of secondary schools, they are between the ages of 16-20 year old. Emotionality, misbehaving, drug abuse, sexual interest and others were reflected on them, because of their adolescent period, not only that there are students who have economic difficulties.

“ Akka magala keenyatti mannen barnoota 14 kan mootummafi 64 kan ta’an kan duunfaatu argama manneen barnoota mootumma kanatti baay’inaan ijoollen baratan, kan baddiyaafi ijolle maatin isaanii harka qalleyyii ta’anidha ,iJolleen baay’een maallaqaan of gargaru dadhabanii kan barumsa addaan kutan jiru fkn piripaaratoorii barachuu dhiisun ayka kan galan jiru akkasumas biyya arabaa kan deeman jiru . “

(In sebeta town there are 14 government schools and 64 non government schools, most of the time students of rural area and those non-wealthy families are learning in government schools. From this students not few of them are challenged with economic difficulty, for example I have information of one girl student who withdrew from preparatory (11th) class to work in Ayka Addis to overcome her economic problem and also there were girl students who went to Arab countries to earn money.) (R1)

The Director (R2) had been involved with the school for the past 5 years. He previously the director of junior secondary cycle of *Roge game*

taped and transcribed. Copies of the transcribed interviews were safely stored on the personal computer of the researcher. The collages and notes made during the interview were also stored in safe in the researcher's office. The researcher carefully read through the transcribed notes several times to fully familiarize himself with data before starting the process of analysis.

4.3.1 Data analysis

Qualitative analysis is an inductive process that helps to understand and explore issues rather than test theoretical hypothesis. In this study the researcher made thematic content analysis. As described by Seal (2004) and Henning et al. (2004), these inductive processes involved in the comparison of the different units of data, after which common patterns or themes were identified. The first part of the process involved the coding and collection of the data. The next step involved sorting and codes into potential themes identified across all sources captured the meanings that were gained from the data. These potential themes and categories that were identified were then presented in a table format. This list of potential themes and categories were comprehensive and needed to be reviewed and refined to in a smaller number of dominant themes. Themes were then categorized to in broader over-arching categories based on research question, the literature, the data and theoretical framework. Throughout the process, the researcher was aware that the data within the themes should cohere together meaningfully. Whilst there should be clear and identifiable distinction between themes (see appendix G)

4.4 FINDINGS

The following table summarizes the themes and categories that emerged from the findings.

Categories	Themes
Individual characteristics contributing to and mediating drop out.	<ul style="list-style-type: none"> • Personal beliefs & responsibilities. • Personal attributes. • Personal difficulties
Family systems as factors contributing to and mediating drop out.	<ul style="list-style-type: none"> • Family difficulties • Family support
Peer group systems as factors contributing to and mediating drop out	<ul style="list-style-type: none"> • Peer relationship
school systems as factors contributing to and mediating drop out	<ul style="list-style-type: none"> • Learner/teacher relationship • Barriers to learning • School resource and facilities • Consequences of high school drop out
Environmental and local community issues contributing to drop out.	<ul style="list-style-type: none"> • Issues concerning wellness and safety in community • Socio economic issues such

	as, (un employment and poverty, substance abuse, living conditions and availability of supportive community programs)
Educational system factors contributing to and mediating drop out.	<ul style="list-style-type: none"> • Implementation of government policies • School fees
Macro system factors contributing to and mediating drop out.	<ul style="list-style-type: none"> • Living in a democratic society • Vision of a community school

Table 1 is a summary of the main themes and categories emerged from the data. The categories included (1) individual characteristics contributing to and mediating drop out.(2) family systems contributing and mediating to drop out.(3) peer group systems factors contributing and mediating to drop out,(4) school systems factors and mediating to drop out,(5) social context and environmental community issues contributing to and mediating to drop out(6) educational system factors contributing to and mediating to drop out,(7) macro system factors contributing to and mediating to drop out. These categories, and the emerging themes included in each, will form the basis of the discussion of the result.

4.4.1 Individual characteristics contributing to drop out

The following themes concerning individual characteristics contributing to and mediating drop out emerged from the data of semi structured interview, focus group discussion: personal beliefs and responsibilities, personal attributes and personal difficulties.

4.4.1.1 Personal beliefs and responsibilities

Personal beliefs and responsibilities played an important role in several of the individually interviewed participants' decisions to attend or contemplate dropping out of school. The data indicated a certain degree of abstract thinking as the participants were able to reflect about who they were, what their beliefs were, what they are good at, and how important certain things were to them, aspects pertinent to the adolescent phase. Self concept development and self-perception about competency would play a role in the participants' decisions to attend or drop out of school and are important when assessing to likelihood to

succeed. All the participants appeared to have different, but definite personal beliefs about the sexual debut and the impact that it would have on them, possibly dropping out of or staying at school. **Ay** for example, felt strongly about teenage pregnancy being unacceptable and that one needs to wait until one is older before getting involved in sexual relationship. But **Dy** (*being pregnant does not create to me any doubt because getting pregnancy becomes common now days in our village I had hope to live with my friend but he refused because he has another wife for that matter I took my own measure to discontinue pregnancy (Dy)*)

Farther more several participants believe in their own ability to make decisions as to the forbidden relation with males also transpired from individual interviews. Religious beliefs appeared to play a positive role in three of participant's life as it offered support and guidance and played a role in influencing participants from forbidden substances. “አያቴ ከእኛ ጋር ነው የምትኖረው የቤተ ክርስቲያን ሰው ናትና ሁሌ ማታ ማታ መጽሀፍ ቅዱስ ታነብልናለች አንድ ቀን ትልቅ ሰው ሆናችሁ ብር ታገናላችሁ ትለናለች ከተለያዩ ሰብ እራሳችሁን ጠብቁ ትለናለች ብቻ አያቴን በጣም ነው የምወዳት የማክብራትም ስለዚህ የእሱዋን ምክር አከብራለሁ፡፡ (My grandmamma live with us she is heavy church mom. I respect here I have her every night do reading the Bible for us, she pray for us, she advise us, that is why I do not use substance) **By (m).**

A belief in future success through continuing of their education emanated from two participants, during the individual interviews. They indicated that they regarded finishing school as important and expressed. The belief that they can be successful in future career via their education at school level two of the participants expressed their belief. (*in the*

coming year I will be back to school and continue my education and after completed grade ten' I will learn at Escoffier (which is an institute that teaches food preparation.) **Fy**

“ my least option is finishing school , so I return back to school, otherwise I have no chance to get job opportunity by either way I was a ranked student during my elementary education”(Cy)

Some participants reported that having to fulfill household tasks which contributed to the acceptance of having certain responsibility at home. An increased awareness of personal responsibilities could have a positive effect on their future vision.

By (m), Ey (m) and **CY** regarded their personal responsibilities as home as important and regularly performed their house hold task.

“የታክሲ ረዳት ሆኜ እሰራለሁ ከዚያ በማገኘት ሳንቲም ለቤተሰቤ አንዳንድ ነገር ይገጫቸው እገባለሁ ይህን ደግሞ የማደርገው እናቴ በጣም ስለምታሳዘነኝ ነው :: “ (I work in taxi, as a daily laborer I help my parent , by the money I get I buy things which can be eaten at home, and I love and care for my mom).

By(m)

“እኔ አሁን ከሌሎች ልጆች ጋር ተደራጅቼ የኮብልሶቶን ስራ ጀምራለሁ ስራ ካለ ደሀና ገቢ አገኛለሁ አቆጥባለሁ ቤተሰቤንም አረዳለሁ አያቴ አቅመ ደካማ ናት ታናሽ ወንድሜ ደግሞ ገና የአምሰተኛ ክፍል ተማሪ ስለሆነ እርሱንም አረዳለሁ “I associated with other group working coble stone I will save money that I get from the association, and also help my old grand mom, as well as my younger brother who learns grade 5). (**Eym**)

” እናቴ አረቄ እና ጠላ በመሸጥ የምታገኘው ገቢ ስለማይበቃን እኔ ብስኩት በመጥበስ የገቢያ ቀን ገቢያ ውስጥ አሸጣለሁ በዚህ እናቴን አግዛታለሁ፡፡” (My mother sells arake Tella but the money she gets form these is not enough for running our family, for that matter I earn money through selling biscuit in market place) (Cy)

4.4.1.2 Personal challenges

Several of the participants mentioned personal challenges that could possible place them dropout of school than other learners.

Ay and **Ey(m)** spoke about their undesirable, living conditions that led their parent to health problems and as a result being absent from school

My father is not living with us so does my elder sister but I and my younger brother live with our mom I withdraw from school to help my mom, for she was diagnosed by lung cancer). (**Ay**)

“For my mom died by HIV/AIDS, and my father get away from us and my younger brother lives with our old grand mom, since we have no money for running the family I withdraw from school to work.” (**Ey(m)**)

Several of the family members of **Ay’s** family had died one received disability grants due to accidents, and her grand mom, Died by lung cancer and also her most elder brother died through conflict with other.

“Now I live with my mother My grand mom died by lung cancer, my uncle got car accident and his left hand and leg are paralyzed, My most elder brother was killed by people 8 years ago”. **Ay**

The prevalence of substance abuse and its implications resurfaced continuously throughout the interviews. It became apparent that it was one of reason for participant’s loss of interest in school. The participant’s involvement with substance use illustrated some personal difficulties

regarding giving up but also illustrated some personal strength as several of them managed to not use and showed interest in school.

Ey(m) spoke about prevalence of drugs which those friends of him were using before this appeared to make it difficult for individual to be different (**Ey(m)**), and to resist participation in such activities.

He explained that substances such as shisha (hashish) cigarette and chat were mostly used by his friends, some are daily, and others use weekends. He had used chat only at weekends, for a year and he did not involve himself deeply.

He indicated that he was not in favor of cigarette and shisha, as he had witnessed the negative impact that it had on the life of others and he has his focus on his coble stone work.

The school teacher confirmed that the prevalence of substance presented problems in the community outside the school have negative impact on learner. She was of the opinion that, especially the use of chat had changed the nature of the learner.

“yeroo baay’ee barattonni wal jalatti ilaalun jimaa qama’uu eegalu sababiinsaas qayyabanaadhaaf nama gargaara akkasumas sammuun namaa hindadhabu ilaalcha dogoggoraa jedhu qabataniitu, deebisaniis akka mallattoo qaroominatti jimaa qama’uus kan ilaalan ni jir..... “
(Because of the influence of peer group many students used to chew a chat they believe that the substance is refreshing their mind. This is wrong perception of students, not recommendable to chew chat of school age level)
(R3)

Ey(m) described a difficult life of his father it was due to it that the father left home. As a result of alcohol use and heavy drink due to the death of **Ey(m)** mother, **Ey(m)**s father reportedly affected by alcohol abuse till

leaving home. This indicated that using alcohol affected **Ey(m)** to drop out of school.

“Even my dad started using alcohol as the result of my mom death, he was influenced under the control of alcohol and consequently I withdrew from school” (Ey(m))

4.4.2 Family systems factors contributing to dropout

Family circumstance appeared to present real difficulties of learners and emerged as a possible contributor to drop out of school all of the participants spoke about family difficulties that could possibly have had an impact on their school attendance.

4.4.2.1 Family difficulties

All participants from the individual semi-structured Interviews reported that, they lived in single parent families with absent father with few of them occasionally had contact. This appeared led to lack of academic support, lack of parental control and monitoring, which resulted in problem behaviorally, which led to school dropout.

“ አባታችን ከተወን ቆይቷል ከሌለ ሚስት ጋር ነው የሚኖርው “

*(My father left us a long time ago; he has been, living with another woman).
(AY)*

*“ አባቴ ከሞተ ሶስት አመት ሆኖታል (my dad, has died before three years)
By(m)*

*“ አባቴ ከገጠር ቤተሰብ አለው ከዚያ ነው የሚኖረው በዓመት 3 ኩንታል ጤፍ ቀለብ ይሰጠናል ::(My father has another family in a rural area he lives there he gives us 300KG teff per year) **Dy***

“ አባቴ እናቴ ከሞተች በኋላ አልኮል መጠጥ መጠጣት ጀመረና አሁን ጭራሽ እኛን ለአያተችን ትቶ ለብቻው ሁሌ አየሰከራ ቤቱ ይገባል ” (my dad drinks heavily and started living alone , where we live with our grand mom).(Ey (m))

አባቴን ሳለውቀው ነው ያደኩት የደረግ ወታደር ነበር ከ15 አማት በፊት ነው የሞተው “ (I grew up without knowing my father I knew that he was DERGUE army he was died 15 years ago) (Cy)

Single parenting therefore did not seem to be an usual occurrence in the wider community. This was confirmed by focus group members who explained that many learners were unsupervised at home due to the fact single mothers had to go to work. This led to a lack of discipline, which often result in learners getting involved with substances, which could lead to lack of interest and then dropping out of school. *“haati yeroo baay’ee ganamaa hamma galgalaatti hojii ooltee kan galtu yoo ta’e ijoollen mana keessatti gocha hamaa adda addaatiif salphaatti saaxilamuu danda’u.(there is often no-control --- where the child has a single parent where the mothe perhaps work from early to late and then he get involved with wrong things ...)(R3)*

The school director was of the opinion that the learners relied heavily on teachers for emotional and educational support due to lack of parental care and presence.

“Yeroo baay’ee maatin ijoolllee isaanii faana yeroo fundachuun waan walin hin dabarsineef ijollen maatii isaani faana dubbachuuf rakkatanillee ni jiru, kanaaf, barsiisan yeroo tokko tokko akka haadha, yeroon inni itti barataaf ta’utu jira.”(Because here are so many children who come from families that you know many children do not even speak to their parents, the teacher for instance becomes the mother figure for the child) (R2)

One of the participants, **Ey(m)** reported living with the grandparents due to family difficulties **Ey(m)** lost his mother when he was 9 years old and moved in with his grandmother as his father was drinking heavily .

One of the themes that emerged from the college was to have for their families and the desire to be part of a happy family.

4.4.2.2 Family support

Despite several family difficulties as described in section 4.4.2.1 above, five participants spoke about the valued support they received from one or other family members they indicated that they relied on such support and guidance to make decision about issues such as friendship and whether or not complete their schooling.

Data indicated that most of the participants, particularly valued the support they received from their mothers. **Ay** valued a good relationship with her mother, even though she did not seem to be able to rely on her for much support due to her illness.

“ እኔ እናቴ እስከመጨረሻ እንደምትረድኝ ተስፋ አለኝ ከዚህ በፊትም በእርሷ እርዳታ ችግር ሳይገጥመኝ ተምራክለሁና አሁን ግን በጣም ስለአመጣት ተኝታ እንድትታከም ሀኪሙ አዟል።” I get along with my mother, however she is currently very sick and a Doctor told her that she must be prepared to get rest for a few month) (**Ay.**)

Dy, Cy and **By(m)** also seemed to have particularly close relationships with their mothers and appeared to regard their mothers guidance and concern, regarding their friend ships.

(እናቴ መምረጥ አለብህ እዚያ መሄድ የለብህም ብላም ካለችኝ እሰማታለሁ .My mom said I must choose or I must not go there I gave up going and I often listen to my mother's advise .)By (m)

እናቴ ናት ::እናቴ ሁል ጊዜ ተይ ይቅርብኝ አርፈኝ ተቀመጭ ትለኛለች :: አንድ ቀን እንዲሁም እያለቀሰች ስታወራኝ ተሰማኝና እሷ የምትለኝ ለማድረግ ወስንኩኝ::” it is my mother ,my mother spoke to me all the time, she said that stop any relation with any one, specially one day she was crying when she spoke to me then I decided to listen my mom and I accepted her advise and listen her now.....(Cy)

4.4.3 per group system factors contributing to dropout.

Acceptance in peer relations is an important issue during adolescence, As discussed in chapter 2 of the paper, peer influences can be powerful during adolescence phase of development and can either promote positive interaction or apply pressure to engage in less socially accepted . Behavior (so dock, 2007, P. 39) research shows that positive peer relationships caused encouraged learners to attend school, whereas associations with learners with low academic expectation or bad behavior encourage learners to drop out of school (Caims et al 1989, as cited in Joze to Wizsimberi; 2008).

4.4.3.1 Peer relationship

The data indicated that the participants’ responses varied in respect of their friendship. The majority of them seemed to have temporary instead of long lasting friendships as a motive is for attending school. **By(m)** described his relationship is fluctuating. “My friends, alright, in but the one day they are like that ...then there are those days that I just want to be alone....” **By (m)**

Ay, Fy and **Cy**, spoke about having a few caring and supportive friends ,but they did not seem to be lasting friendship ... “ት/ቤት ከጓደኞቼ ጋር እጫወታለሁ እቤት ግን አንድ ላይ አይደለንም ::”(I used to play with my friends at school, but at home we were not together) (**Ay**) .

CY spoke about her four friends *“yea I had..... I had four friends, especially I had close relation with one of my friends, and we discuss everything clear transparently. She had a boy friend before me I also involved in to because of her influence.....” (CY)*

The focus group participants explained that some learners seemed to find it difficult to with stand peer pressure to leave school.

“yeroo baay’ee ijollen jajjabdu ta’anii barumsa ala turan daa’imman xixinno kan isaan miidhufi hin mine addaan hinbaafannetti hiriyomu , ijoolen man barumsa jirran immo jala dhaabbachu hin danda’an salphumati barumsa adan kutani faana bahu .(they are friends with Children who are no longer at school and now they feel sort of pressurized to leave school... the child does not yet have that sense of responsibility I want to finish school.. And will take the easiest way out ...) (R1)

They added that peer pressure also played a significant role where substance abuse was concerned. It became evident from data that the participants found it difficult to break ties with old friends once they had decided to change their life styles. Some strategies that these participants seemed to apply to make the process easier were to only socialize at school and not at home.

4.4.4 Environmental issue contributing to dropout

As this study was approached from in ecosystem prospective, it was deemed essential to explore the impact that the wider social context and environment had on the individual participant’s decisions to either leave or remaining school. The focus group participants described the context of the study as risk area due to the high prevalence of lack of safety substance abuse and poverty they explained that most members of the society experienced financial difficulties .

"Namoonni magaala kana keessa jiraatan baay'een isaanii harka galleyyidha jirenyi isaani daldala xixiqqa irrati kan hunda'e waan ta'eef harka afaniti...People in this area are mostly facing financial problem because their life depends on small commercial activity, the income they got are not enough for house running)" (R1)

All participants of focus group felt that such difficulties could cause learner to leave school before completing their studies either to earn money to provide for the cause holds or due to lack of academic support.

One of the focus group participants confirmed the above findings when she explained that most of the family of students experienced Conditions of non employee and money problem:

"magaala kana keessa ergan barsiisudhaaf qacaramee eegalee waggaa jaha jiraadheera hawwaasni baay'een magaala kana keessa jiratu mindeeffama miti daldala xixiqaa irratti maxxanuun kan jiruu isaa gaggeessudha.... (I used to live for six years in this town. When we see the family of most students are un educated as well as nonemployee rather their life depends on small commercial activity.....)" (R3)

Two of the six participants felt that teenage pregnancy was an issue in the community that could contribute to learner dropping out of school. They were of the opinion that *"it was almost fashion for girls to become pregnant or it is common to be pregnant girl if one has her own boyfriend even if she doesn't married him"* **Fy** explained .

"Being pregnant.....? actually now days it became fashion to be pregnant, if someone has a boy friend and believes that he will not leave her alone, to fall pregnant is not difficult as such" **Fy**

Ay expressed her view point in her collage; she used a picture of pregnant girl, subtitled. *"እንደዚህ ማረገዝን አሁን ሰዎች ቀላል*

አደርገው ያስቡታል፡” (to be pregnant like this, today people think it is cool.)
(Ay)

Some of these girls left school prematurely, although other seemed to return to school after having giving birth.

4.4.4.1 Socio_ economic issues

Un employment, low cost housing, overcrowded living conditions and lack of money to provide for basic needs emerged as important issues embedded in this theme. These issues appeared to present individual difficulties to learn. That made it difficult to attend school regularly. Focus group (R2) was of the opinion that the socio -economic circumstances of the learners were the most important determinant of school dropout in the school he viewed the prevalence of substance abuse as result there of *“the socio _economic conditions of the children makes it difficult for them to come to school... any boy who seek bread doesn't think about learning rather he may think stalling, or robbing, so socioeconomic condition are a good determinant of dropout” (R2)*

Poverty and unemployment surfaced as very real issues in most of the participant's house although they reported varying circumstance despite the fact that one of the participants indicated that he had no shortage of basic necessities. It became apparent that difficult living conditions due to poverty, often led to learners leaving school prematurely to earn money for the house hold.

For example **Ay** lived in household where here parent were employed, she did not complain about lack of money for basic needs but seemed aware that other participants experienced such difficulties. **Ey(m)** felt that it could be a possible reason why some learners left school prematurely. *“May be circumstances in the home, money matter ...lack of cloth and then*

they decide they are old enough..... I can drop out of school and go to work for myself.”

By (m) spoke about two of his friends that were unemployed “ሁለት ጓደኞች ... ሁለቱም እቤት ቁጭ ብለዋል እስከ አሁን ሰራ አላገኙም፡፡” I have two friends who finished schooling. Even one of them graduated from a university last year ... they just sit at home ... they have not started working yet’. (Bym)

CY felt that the bad quality of their house and area in which they live in contributed to her health difficulties, which caused her to be absent from school for certain period of time in the year she was of grade 9

The focus group participants endorsed the reality of such living conditions when they explained that many of the learners lived in overcrowded conditions where they relied on the income of single bread

“yoo xiqatee xiqate maatii muraasa ta’etu qofaa isaani jiraata baayi’inaan garuu maatiin firoota dhihoo ta’an waliin jiraata.” (..... there are very few houses with only family it is always at least a family with a family.....) (R3)

4.4.4.2 School system factors contributing to dropout

The following themes emerged from the data regarding this category learner/teacher relations consequence of high school dropout and school resource and facilities.

4.4.5 Learner Teacher relationship

Responses varied in relation to teacher at the school. Most of the participants indicated that the support they received from teacher encouraged them to continue their studies.

It transpired from interview that five of the participants experienced teachers as supportive, whilst one complained about having been treated

unfairly at times “አንድ አንድ መምህራን በጣም ሰውን ይረዳሉ አንዳንዶች ግን አቤት አቤት ከባድ ናቸው :: “ (Bym)

Ay described the teachers as very good competent and not too strict “they are very good... teachers us in proper manner and are not too strict” (Ay).

CY agreed with Ay as she had also experienced good support from teachers in terms of her academic work.

4.4.6 Consequences of high school dropout

Most of participants spoke directly about the consequences of high school dropout. Ay explained examples where it led to substance abuse and unemployment.

“I know girls who drop out of high school and spoke as they got a job but experiencing the life of bar lady and also using substance.” Ay.

Cy agreed with her, but added that having drop out of school usually disinterest in school staying at home, substance abuse and lose of friendship

“I had two friends where one was outstanding student but she had boy friend and she got pregnant, withdrew from school at grade 8the other also dropped out of grade 6 four years ago.....” Cy

“□□□ እየፈለኩ በገንዘብ እጥረት ምክንያት ትምህርቴን እንደምታየው አቋርጫለሁ::” (as you see, to support my family I dropped out of school because of money matter.) Bym.

On the other side, lack of money, resulted with dropout of school Dy- explained that the house circumstance influenced her to stop schooling rather expose her for unwanted relation.

“ሰው ወደ ችግር ውስጥ አይገባም ... ለምሳሌ በቤታችን ውስጥ ያለውን የጉሮ ሁኔታ ማሸነፍ ሲከብድኝ በወቅቱ ተነሳሰሰኛ እንዲሁ በገንዘብ እንዳልተገር ከአንድ ታክሲ ሽፌር ጋር ግንኙነት ጀመርኩ ::”

(One can be challenged without interest ... for example I was challenged by our house circumstance and I started relation with one driver)(Dy)

(Why not, If where every things suitable? Why did not I learn about, since my mom died I and my younger brother came to our grandmother where as our grand mom is old woman, so I dropped out of school to earn money)
Eym

“እናቱ አረቁ ትሸጣለች ይሁን እንጂ ከዚያ ምንም በቂ ገቢ አናገኝም እኔ በሚቀጥለው እማራለሁ ብዬ ብስኩት ለመሸጥ ትምህርቴን አቋረጥኩ ” *My mom-sells arake but we couldn't get enough moneyI decided to drop out of school and to sell biscuit) CY*

The participants from focus group also confirmed the issue of economic difficulties as the consequence of dropout, which is mentioned by individual participants in giving his opinion.

“haalli jiruufi jireenya barattoota tokko tokkoo akka isaan gara mana baruumsaa deeman isaan hin taasisu.barataan tokko beelaha, rakkachaa barachuu osoo hintaanee hatuu, saamuu dha kanaaf haalli jireenya maatii barataa murteessa dha.”(Most of the students dropout from school because of many problems. They may help their family or they may get sick) /R2)

This all information, which was gathered from participants indicate that one of the cause's consequence of dropout is economic difficulty of participants.

4.4.6.1 School resources and facilities

None of the participants appeared to have difficulty getting to and from school as it was situated in the community. Most of them reported that it took 15 minutes to walk to school. Therefore, it did not appear to be a reason for learners not to attend school in this area. All the individual participants were satisfied with the basic infrastructure and described the school blocks building, class rooms, toilets, libraries and etc are all as satisfactory.

"Wanta mana baruumsaatiif barbaachisu hunda qabna." *we have all the basics*)(R2)

"Regarding the school I recommend nothing to be changed the school must stay as it is as it is right." (Ay)

Cy agreed "አስፈላጊ የሚባሉ ነገሮች አሟልቷል።" *there are good facilities heir...*)

None of the other participants identified any areas that they would change in the school. The areas that were identified for upgrading by the focus group participants were the sports' facilities, library and research facilities. R2 felt that they had sufficient sport equipment, but emphasized that the sports' fields were in need of attention.

4.5 collages

The following is summary of the main of them that emerged from the collages that participant constructed at the end of the individual interviews. They were asked to illustrate their ideal world where no barrier exist; it became evident during the data analysis process that most of

these themes correlated with themes that surfaced from the individual and focus group interview.

- Love for their families
- Appreciation for support from family and teachers
- The desire to have bright futurity
- Future job aspirations, such as a career in food preparation helping professions and designing.
- The desire to have successful life in the future.
- The desire to be happy.
- Sex with someone class partner is wrong
- The need for the fulfillment of basic needs, such as owning a car; living in a comfortable house; having a garden; being able to afford nice clothes and good food.

4.6 overview of the findings

the findings that emerged from the focus group interview, the individual interviews and the collages showed that in the focally group participants had a relatively similar perception of their personal circumstances and the possible reasons for school dropout results showed that difficult home circumstances and socio-economic factors were the overriding reasons for the difficulties that learners experienced. It is argued that their health, education, later employment and future earning largely depend on the socio-economic status of their family (Brooks-Gunn & Duncan, 1997; 1998, as cited in Mc whirter t al., 2007, P.31). In addition, it became evident that most of the learners relied on their own abilities, strengths and the support of their mother and teachers. Few of them wished to complete their studies, despite experiencing several difficulties as noted in the sections above. In order to achieve their dreams for the future

In conclusion, the participants identified possible answers in response to the question: what are the reasons for learners dropping out of school? Their answers were: unemployment ; living conditions; emotional difficulties due to home circumstances; concentration difficulties due to difficult home circumstances;' negative attitude towards and disinterest in school work; family conflict; single parenting; teenage pregnancy; poverty, and lack of money to provide for basic needs; overly strict director, etc **Eym)**

The following reasons were directly identified by the focus group participants Socio-economic problems and financial difficulties; unemployment; peer pressure; single-parent and absent-father families; a lack of motivation due to difficult home Circumstances and a lack of discipline at home.

4.7 Interpretation of Data

The purpose of this study was to explore and develop a greater understanding of the school dropout factors during the secondary cycle phase education in specific schools. It was felt that this study is of importance for the fact that so many learners reportedly dropped out of the particular schools. It was believed that a more comprehensive understanding of the possible reasons for the occurrence of this *dropout* within a specific context could help those involved in the education process not only to understand this, but also to address the problem.

The process was guided by the research questions as discussed in chapter *three*; the study was viewed as a case study exploring the mainline in a particular case or bounded system through multiple sources of data collection.

The following categories emerged from the data analysis as indicated in this chapter Individual Characteristics, Family systems, Peer group systems; the School system and the Social context as environmental factors.

The findings included in the categories and themes mentioned above are discussed in the following section with links to the literature. This was done using the eco-systemic approach as framework. This model explain the direct and indirect influences that the various contexts can have on an individual's life (Swart & Pettipher, 2005), and served as a manageable way to organize the information.

4.7.1 Individual Characteristics contributing to dropout

4.7.1.1 Academic difficulties and school retention

Several of the participants in this study had a history of academic difficulties and had either repeated a year, or were repeating a grade at the time that the study was conducted. This suggested that they were at risk of dropping out of school. Even though research shows that the efficacy of grade retention [keeping a learner back for a year] has been a contentious issue, several researchers have found that there is a relationship between school dropout and grade retention. Jimerson and Ferguson (2007) claim that retained learners are more likely to drop out of school and show aggression during the developmental phase of adolescence. Hickman et al. (2008) confirmed this as they found that learners who had dropped out of school showed significantly higher levels of grade retention, absenteeism and behavior problems. Furthermore, results from a study by (Ou and Reynolds, 2008), showed that grade retention could have an adverse effect on self-esteem and that it could lead to an increased dropping OUT of school.

4.7.1.2. Future goal

Despite the above claims, two of the participants in this study regarded backing to school as important, and expressed the desire to complete their studies. In addition, most of them indicated that they had definite future and work aspirations.

4.7.1.3 Personal Difficulties

Several of the participants in the study referred to experiencing personal difficulties on a daily basis, which had an impact on their ability to cope up at home and at school. This appeared to place them to drop out of school. These were: undesired living conditions at home, Embarrassing behavior by family members and family conflict, health difficulties. Masitsa (2006) identified factors related to the home environment as the most important causes of school dropout. This includes issues such as unemployment of parents, lack of parental support, ill-health, family conflict and drug abuse to name but a few (Masitsa, 2006). Risk factors within the family, such as poverty, neglect, abuse and inconsistent parenting, have also been identified as causes of negative short-term behavioral outcomes such as truancy, under achievement, discipline referrals, antisocial behavior and experimentation with drugs and alcohol (Sprague & Walker, 2002, as cited in WCED, 2005).

4.7.2 Family system factors contributing

4.7.2.1 Family support

A positive finding that surfaced from the individual interviews was that some of the participants received emotional and financial support and encouragement from family members. Three of them mentioned how they especially valued the support that they received from their mothers. It therefore seemed as if most of the participants had a positive connection with someone in the family, which appeared to help them cope with their

daily challenges. Masista (2006) found the role of the family to be critical to the success of learners at school. He indicated that parental involvement and support are crucial for the learner's academic performance. In addition, he pointed out that learners require financial support to provide for the basic necessities which would lead to good health. Other research also showed that support for education may encourage school completion in the context of a high-risk community where poverty is prevalent (Randolph et al., 2006). Strong emotional parent-child relationships have also been identified by Boon and Cook (2008) as promoting motivation, attentiveness and perseverance at school, and competent care-giving was mentioned as an important factor to ensure academic success despite being disadvantaged socio-economically.

4.7.2.2 Family Difficulties

Results of this study showed that all the participants experienced family difficulties, and the majority of the participants had to cope with challenging family circumstances on a daily basis. For surprise, all of the participants came from single-parent families where the father was absent. Some were raised by their grandparents, who reportedly resulted in lack of discipline.' Households consisted of several extended family members. Lack of money was described as major contributors to troublesome family relationships. This appeared to affect their ability to cope with the academic pressure, caused concentration difficult led to drop out and one or the participants indicated that he leave-school to earn money for the household. Gouws et al. (2008) pointed out that a lack of family support may result in poor academic performance at school, low self-esteem and poor social adjustment and antisocial behavior.

Masista (2006) confirmed this as he found that lack of adequate parental support, learners not living with parents, separated and divorced parents, loss of parents, single-parents families and family conflicts do not create environments that are conducive to academic activities. He regarded such conditions as possible causes for learners to drop out of school.) Continual communication with home was related to higher grades and lower likelihood of high school dropout Stone (2006).

Donald et al. (2005) state that it is important to consider the indirect effects that the direct consequences of poverty, such as large families, single or unmarried motherhood, teenage motherhood and unemployment or parents working long hours away from home, can have on parenting. These factors can put considerable strain on the parent, who may become exhausted, depressed or unresponsive to the physical and psychological needs of his/her children (Thomas, 1988; Richter, 1994, as cited in Donald et al., 2005). The use of alcohol may serve as an escape from reality under such circumstances (Giles, 1988; Ebigo, 1989, as cited in Donald et al., 2005). Donald et al. (2005) pointed out the value of social support networks in the form of relatives, friends, neighbors or local organizations, such as church groups to relieve such strain.

Some of the participants spoke about having strong bonds with their mothers in particular, but none reported any relationship with their father. Several of the participants mentioned regular substance abuse by their father and spoke about being embarrassed by their behavior.

4.7.3 Peer group system factors contributing to dropout

The participant's responses varied in terms of their friendships. Contrary to expectations, they did not identify peer relationships as a main motivator for attending school. Most of the participants spoke about the negative influence that their friends had on their lives especially in terms of sexual relation Brendtro, Brokenleg and Van Bocken (2002, as

cited in WCED, 2005), claim that children living with difficult home circumstances as described in section 5.3.2, such as absent fathers, single parents, loss of parents, often feel deprived of the basic need to belong, which may result in them being *socialized* by their peers, Masista (2006) identifies one of the biggest problems that adolescents face when they need to make decisions that do not conform to that of their peers, as they run the risk of losing friends and playmates.

4.7.4 School System factors contributing to school dropout

As indicated in chapter two UNESCO (2007) identified several school factors relating to school dropout: overcrowded classrooms, poorly trained teachers, teacher-learner ratio and lack of learning materials.

These factors were reflected in this study in varying degrees.

The focus group participants from this study mentioned the fact that the teacher-learner ratio at their school was too high, and that it made it difficult to provide individual attention to learners. The participants of the individual interviews, however, did not regard it as a big problem.

The results from this study indicated that learners appeared to respond more positively when they felt accepted, respected and supported by teachers. The value of positive teacher-learner relationships was an important theme that surfaced from the findings of this study. Most of the participants experienced the teachers as supportive and helpful. One of them viewed them as unsupportive or commented on having been treated unfairly by teachers. Most of the participants, however, felt that the degree of mutual respect could be increased. The focus group participants agreed with the above, but pointed out that the teachers at the school of study fulfilled a more substantial role than teachers at other schools. As several learners could not rely on positive role-models at home, teachers at the school needed to fulfill this role and mirror respect, demonstrate values, and model the expected and socially acceptable behavior and

norms to learners. Knesting (2008) found that a caring school environment where teachers engaged and listened actively to learners played a positive role in the prevention of school dropout.

Results from study indicated that young women who are focused on their education are less likely to become pregnant whilst at school, and if they do become pregnant, they are less likely to drop out of school as a result of the pregnancy. The participants regarded teenage pregnancy as one of the reasons why learners dropped out of school.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 summary

This chapter starts with a brief summary of the first four chapters. Thereafter, the findings with links to the literature as presented in Chapter two are discussed. This is followed by conclusions of the results of the study, and recommendations. The chapter ends with suggestions for future research.

Chapter one provided an introduction to the study with the following aim to explore the dropout of high school learners in specific secondary schools. The aims and objectives were outlined, with a brief mentioning of some possible reasons for the occurrence of the school dropout problem. Reference was made to the effects of poverty in the Ethiopian context as a possible contributor to school dropout. The importance of a sound theoretical approach was also highlighted with links to dropout factors in addition. The research questions were identified and contextualized. A brief description of the research design and research methods was included with reference to important ethical considerations. Finally, the chapter ends with a clarification of the different concepts used in the study.

Chapter two provided a comprehensive overview of the concepts, contexts, theories, implications and previous literature relevant to this study, namely the dropout concept and the psychological, social and ecological systems theories related to the topic. It included a discussion of adolescence challenges linked to this phase of development, as the participants of the study were between the ages of 15 and 19 years of age. Reference to social constructivism helped to explain how adolescents create knowledge and make sense of their environments. This was

followed by a brief overview of the educational policies and the development of inclusive education in Ethiopia as it explains the approach to possible barriers to learning that might lead to school dropout at the time that the study was conducted. The chapter includes a discussion of the ecological systems framework to demonstrate how the individual student, family, peer and school factors, as well as the interaction among such factors can increase school dropout. Attention was given to the impact of environmental influences on the individuals as well as the consequences of school dropout. The chapter concluded with an overview of the research, with reference to the ecological factors for school dropout.

Chapter three described the interpretive, qualitative research design used in this study. This design used as the framework for this study and directed the entire research process. This was followed by an introduction to the methodology that was followed in the study, which includes information about the method of sampling, data production and data analysis. This study made use of qualitative research methods, namely semi-structured interviews, a focus group interview, a literature review and personal collages. Data was analyzed through a process of thematic content analysis. Reliability and validity were discussed and the chapter concludes with an outline of the ethical considerations related to this research.

Chapter four provided a profile of the participants of the focus group and individual semi-structured interviews, and gave a detailed explanation of how the data were analyzed; this included a visual representation in table format of the outcomes of the coding process. The chapter ended with a comprehensive discussion of the emerging categories and themes.

The purpose of this study was to gain a contextual understanding of the dropout factors in specific schools of Sebeta town. The aim was achieved

through the identification and selection of key informants with the assistance of school director. Informants were purposively selected according to criteria as identified in the methodology chapter. Data was collected through six semi-structured interviews with students dropped out of school, a semi-structured discussion with three focus group interviewee, and collages that were completed by the participants of the individual interviews.

Data was then compared to previous research gleaned from an extensive literature review. The findings of the study correlated highly with many of the studies reviewed in chapter two. Results that emerged from this study indicated that the participants experienced several barriers to learning embedded in the interconnected systems, which could cause them to drop out of school. This included issues such as family conflict, single-parent families, lack of parental support, emotional difficulties due to home circumstances, *sexual relation* and socio-economic issues. This suggested that the areas of difficulty lie mainly within the economic difficulty and lack of family support.

5.2 CONCLUSION

In conclusion of this section the results from this study showed that the general individual challenges cannot be separated from the challenges set by barriers to learning and the connecting social systems, such as that of the school. The participants spoke positively about the teacher-learner relationships and the support that they received from them, although most of them said they would appreciate more mutual respect. It became evident that the holistic demand was greater on teachers at the school, due to a lack of role-models at home. Economic problem and challenging home conditions were identified as important contributors to emotional stress, loss of interest in school and eventual school dropout. From a systems perspective, it appeared as if several of

the participants did not receive the emotional support that they required from home, which added further stress to their lives. However, the results of this study indicated that the teachers at the school provided a positive and supportive environment.

Teenage pregnancy was indicated as a reason why learner dropped out of school. Two of the participants had been pregnant before. In terms of facilities participants were generally satisfied with the available resources. However, in this context, the library, research and sport facilities were identified as areas in need of upgrading.

5.3 RECOMENDATIONS

This research project showed that several contextual circumstances were a major contributing factor in increasing the risk of grade nine to twelve learners to drop out of school.

Despite the limitation mentioned the following recommendations proposed as the result of this study:

- Early identifications and targeting of learners who are at most at risk of dropping out by intervening their academic, social and personal life is important.
- Strategies aimed to increase engagement of all learners in the school should be implemented.
- As learners did not appear to understand the link between their education and future aspirations, training should be offered to provide the learners with the opportunity to discuss the relevance of their academic work in terms of the world of work and the related challenges. This can be presented as part of the career guidance program. Furthermore, the school can invite members of the community who work in different fields to share their experiences in the workplace with the learners.
- School schedules could be altered to include advisory or study periods that will allow more time for teacher-learner interaction and provide a space for completing home work as several of participants in this study reported that they find it difficult to complete tasks at home due to lack of space and privacy.
- The need for the provision of additional resources, such as a well resourced library, research facilities and sport facilities were expressed by the focus group participants. This could be investigated by the school authorities as it might be possible to create such facilities through links with Sebeta municipality.

Improved library and research facilities are essential as it would give learners the opportunity to do research at school and to become independent learners. Improved sport facilities would encourage participation in sport as well as a healthy lifestyle.

5.4 Further research opportunity

As Ethiopia is such a diverse country, it would be beneficial to look at a broader spectrum of learners to get a more representative idea of the school dropout factor in the country from a qualitative perspective. This study focused on learners drop out of school between grades 9 and 12. It would be useful to explore the dropout factor amongst younger learners at the feeder school to the school of the study, in order to address factors that could possibly prevent school dropout at a later stage. The results of this study could assist educators in identifying possible risk factors contributing to learners dropping out of school.

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APPENDIX A

Table 1.4.3 Total Number of enrolled, dropped out and detained student by levels of school, sex and type owner ship

Level	Ownership	Sex	2003				2004			
			Enrolled	Promoted	D/out	Detained	Enrolled	Promoted	D/out	Detained
1-8	Gov.t	Boy	5608	3994	598	334	4520	3813	421	286
		Girl	6216	4842	474	292	5046	4269	432	315
	N/gov't	Boy	3162	2806	114	66	4916	4916	-	-
		Girl	3603	3207	396	75	5202	5202	-	-
9-12	Gov.t	Boy	1802	779	102	25	2104	1525	348	231
		Girl	1355	585	49	30	1627	1143	28	256
	N/gov.t	Boy	192	192	-	-	434	434	-	-
		Girl	215	215	-	-	382	348	-	-

Source: - Sebeta Town Education Office

APPENDIX B

Student Enrolment Government and NGOs Schools by Grade

Levels	Sex	2003			2004		
		Type			Type		
		Gov't	Non Gov't	Total	Gov't	Non Gov't	Total
1 st level kindergarten	Boys	—	3302	3302	295	3880	4175
	Girls	—	3017	3017	317	3769	4086
	Total	—	6319	6319	612	8261	8261
1 st level (1-4)	Boys	2705	1992	4697	2291	2949	5240
	Girls	3211	2281	5492	2715	3265	5980
	Total	5916	4273	10189	5006	6214	11220
2 nd level (5-8)	Boys	2903	1170	4073	2229	1967	4196
	Girls	3005	1322	4327	2131	2137	4268
	Total	5908	2486	8394	4560	4104	8464
Primary school (1-8)	Boys	5608	3162	8770	4520	5086	9606
	Girls	6216	3603	9819	4846	5402	10248
	Total	11824	6765	18589	9366	10488	19854
Senior 2 nd school (9-10)	Boys	1222	112	1334	1533	368	1901
	Girls	1054	157	1211	1290	322	1612
	Total	2276	269	2545	2823	690	3513
Preparatory (11-12)	Boys	580	40	620	571	66	637
	Girls	301	29	330	337	26	363
	Total	881	69	950	908	92	1000
Total (9-12)	Boys	1802	192	1994	2104	434	2538
	Girls	1355	215	1570	1627	348	1975
	Total	3157	401	3564	3731	782	4513

Source: - Sebeta Town education office

APPENDIX C

Table 1 GERS in secondary education, Drop out and survival rates%

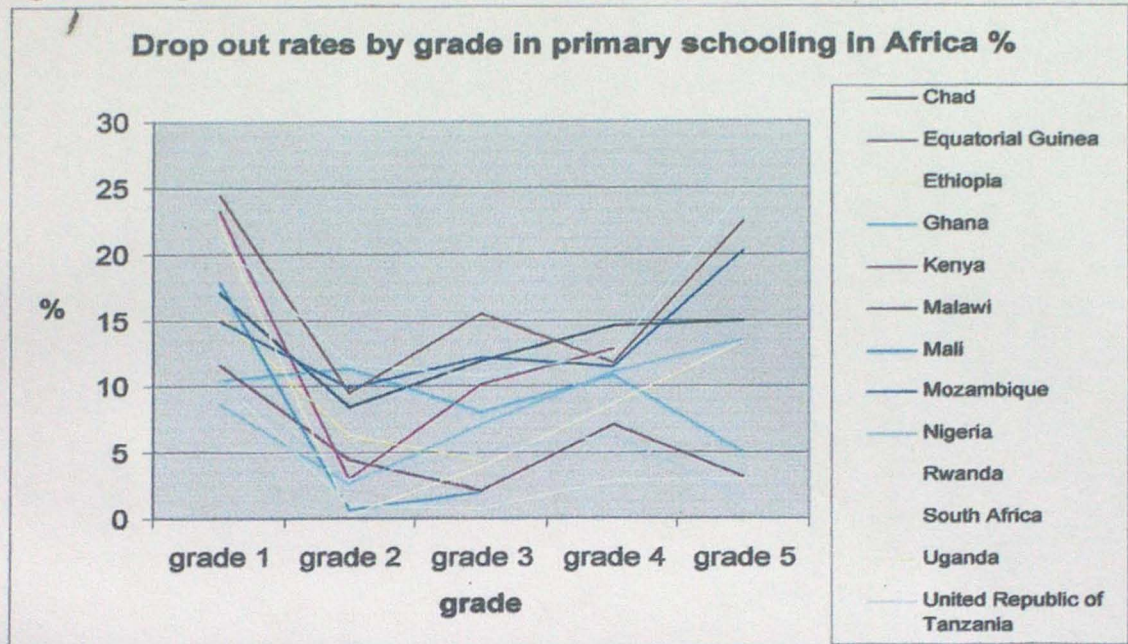
country	GER in secondary education	Dropout rates drop outs all grades%(2003)3	Survival to grade five %(2003)
Chad	64	63.3	45.8
Equatorial genie	132	67.4	32.6
Ethiopia	59	26.7	-
Ghana	76	40	63.3
Kenya	93	27.2	75.3
Malawi	139	67.2	43.8
Mali	51	15.4	-
Mozambique	69	69.2	49.2
Nigeria	88	37.4	72.6
Ruanda	99	69.1	45.8
South Africa	114	21.3	84.1
Uganda	126	59.3	63.6
Tanzania	64	26.6	75.8
Bangladesh	110	34.9	65.1
India	97	21.1	78.9
Nepal	114	39.2	60.8

Source: UNSCO 2006.

APPEDIX:- D

Dropping Out from School: A Cross-Country Review of Literature

Figure 1: Drop Out Rates by Grade in Primary School in Africa



Source: UNESCO (2006)

APPENDIX E

በከፊል የተቀናጀ መጠይቅ ለጥናቱ ተሳታፊዎች የግል ኢንፎርሜሽን ::

- 1) ሙሉ ስም _____
- 2) ያታ _____
- 3) እድሜ _____
- 4) አድራ _____
- 5) ትምህርት ያቋራጡበት የክፍል ደረጃ _____
- 6) ትምህርት ያቋረጡበት የትምህት ቤት ስም _____

የቤተሰብ ሁኔታ

- 1) ስለ ወላጆችህ/ሽ እና ስለቤተሰቦችህ/ሽ ልትነግረኝ /ልትናገሪኝ ትችላለህ/ች ያለሽ?
- 2) የቤተሰብ የሥራ ሁኔታ እንዴት ነው በምድር ነው የሚታደደሩት?
- 3) የቤተሰብህ/ሽ የትምህርት ሁኔታ እንዴት ነው ?
- 4) ከቤተሰብህ/ሽ ጋር ያለው/ላሽ ግንኙነት ምን ይመስላል?
 - 4.1 ለምን ያህል ጊዜ በቤተሰብ ተሸልመሃል /ሻል ?
 - 4.2 ቤተሰብ አንዴት ነው አጥፍተህ /ተሽ ቃጥተውህ/ውሽ ያውቃሉ ; በምን ሁኔታ ነው የሚቀጡህ /ቀጡሽ ?
 - 4.3 ከቤተሰብህ/ሽ ጋር ተጋጭተህ ታውቃለህ/ ቁያለሽ?
 - 4.3.1 አዎን ከሆነ በምን ምን ጉዳይ ላይ ?
- 5) ቤተሰብዎችህ /ሽ ከተበሳጩ እንዴት ነው ብሥጭታቸውን የሚገልፁት ?
- 6) አንተ/ቺ ትምህርት ቤት ከቀረህ /ረሽ ቤተሰብ ምን ይሉሃል /ሻል?
- 7) ጓደኞችን በተመለከተ ::

1) እስኪ ስለ ጓደኞችህ /ሽ ንገሪኝ/ረኝ?

2) አሁን ተማሪዎች ናቸው ወይስ አቋርጧል?

እንዴት ናቸው መማሪን ይወዳሉ፡ እንዴት አየሃቸው /ሻቸው ?

3) ብዙ ጊዜ አብራችሁ ስትሆኑ ምን ምን መስራትን ታዘውትራላችሁ ጊዜአችሁን እንዴት ነው ምታሳልፉት ምን ምን በማድረግ ?

4) በአስራ አምስት እድሜ አካባቢ ማርገዝን /ልጅ መውለድን እንዴት ታያለህ/ሽ ?

ወይም የ2ኛ ደረጃ ተማሪ እያሉ ማርገዝን /መውለድት እንዴት ተምለከተዋለህ /ለሽ ?

5) በዚህ እድሜ ክልል መጠጥ፡ ጫት፡ ለተለያዩ ሰባቶ ራስን መሰጠትን እንዴት ታየዋለህ /ሽ?

6) ገንዘብ ማግኘት ምን ያህል ይጠቅማል ብለህ /ሽ ታስባለህ/ሽ ?

6.1 ገንዘብ እንዴት ታገኛለህ/ሽ ?

6.2 ለትምህርት ገንዘብ ያስፈልጋል ታስባለህ /ሽ ?

6.3 በመማር ማስተማር ሂደት ላይ ገንዘብ ማግኘትና ማጣት ተጽእኖ ያመጣል ብለህ/ሽ ታስባለህ/ሽ ?

7) ስለ ኤች አይ ቪ ኤድስ ምን ታውቃለህ /ቁያለሽ ?

- ምን ያህል ጊዜ ከጓደኞቻችሁ ጋር በዚህ ጉዳይ ላይ ታወራላችሁ ?

- በኤች አይቪ የተያዘውን ሰው አይታችሁ ታውቃላችሁ ?

ስለ ኤች አይ ቪ ኤድስ ያገባኛል ትላለህ/ያለሽ?

ትምህርት ቤትን በተመለከተ?

8) ስለ ትምህርት ቤትህ/ሽ ንገረኝ/ሪኝ እስኪ ?

9) ከቤትህ /ሽ ምን ያህል ይርቃል ?

10) ምን ያህል ጊዜ ይፈጅብሃል/ሻል ከቤት ትምህርት ቤትህ /ሽ ለመድረስ ?

11) ትምህርት ቤቱ የተሟላ እቃ አለው ?

12) በትምህርት ቤቱ ውስጥ ምን ምን ነገሮች ልሻሻሉ ይገባቸዋል ?

13) የመማሪያው ክፍል ስፋት ስንት ተማሪዎችን መያዝ ይችላል ?

- 14) በትምህርት ቤታችሁ ተማሪዎች ከትምህርታቸው መቅረትን ያዘወትራሉ?
- 15) ባንተ/ቺ አመለካከት ተማሪዎች ከትምህርት ቤት ለምን የሚቀሩ ይመስልሃል /ሻል?
- 16) ስለ ትምህርት ቤታችሁ መምህራን ልትነግረኝ /ሪኝ ትችላላህ /ለሻ?

 - 16.1 በትምህርት ቤታችሁ የነበሩ መምህራኖችን እንዴት ትገልጻቸዋለህ/ጪያቸዋለሻ?
 - 16.2 በመምህራንና ተማሪዎች መካከል ያለው ግንኙነት ምን ይመስላል ብለህ/ሻ ታስባላህ /ያለሻ?

ትምህርት ማቋረጥን በተመለከተ

- 17) በእናንተ ት/ቤት የተማሪዎች ትምህርት ማቋረጥ አለ ወይ ?
- 18) ትምህርት ያቋረጡ ተማሪዎች /ጓደኞች አሉህ/ሻ ?
- 19) ትምህርት እንዲያቋርጡ የሚያደርጋቸው ምክንያት ምንድን ነው ብለሻ/ህ ታስብላህ/ቢያለሻ ?
- 20) ትምህርት እንድታቋርይ /ጪ ዋና ምክንያት የሆነብሻ/ብህ ምንድነው?
- 21) ለወደፊት ትምህርት ለመቀጠል ምን አስባሃል /ሻል?

APPENDIX F

Garee barsiisaa fi dura bu'aa akkasumas hojjataa waajjiraa faana gaafannoo taasifame.

Raga dhuunfaa.(R1)

Obboo/aaddee: _____

Maqaa guutuu: _____,

saala: _____

umurii: _____

teessoo: _____

sadarkaa barnoota: _____

haalaa hojii: _____

Ragaa dhuunfaa(R2)

Maqaa guutuu. _____

Obboo/aaddee: _____

Saala: _____

Umurii: _____

Sadarkaa barnoota: _____

Haala hojii: _____

Raga dhuunfaa (R3)

Maqaa guutuu: _____

Saala: _____

Umurii: _____

Sadarkaa barnootaa: _____

Haala hojii: _____

Dhiibbaa mana baruumsaatiifi dhiibbaa naannoo;

1)Maqaan mana barumsichaa maal jedhama

? _____

2)naannoon manni barumsaa itti argamu maal jedhama

? _____

3)yeroo kamii kaaseeti mana barumsa kanaafi hojii kanatti kan ramadamtan?

4)waa'ee barattoota mana baruumsa kanaatti baratan akkamitti ibsu?

-haala jiruufi jireenya hawwaasummaa ilaalchisee

? _____

_haalli jiruuf jireenya hawaasichaa maal irratti kan hundaa'eedha

? _____

_haala baruu fi barsiisuu waliin wal qabatee amalli barattootaa maal fakkaata barattoonni ni jeequu? _____?

_yoo ni jeequ ta'e buu'uurri jeequmsa isaanii maal irraa madda jettanii yaaddu

? _____

5) naannawa manneen barnootaa tti manneen dhugaati alkolii, manni jimaa,akkasumas daldalli araada adda addaaf barattoota affeeru jira ? _____

6) dhimmootni gaaffi shanaffa jalatti gaafataman jiru yoo ta'e rakkoowwan kana hanbisuuf tarkaanfin isin fudhattan maal,maal fa'i? _____

7) mana baruumsaa keessanitti barattooni harka qalleeyyi ta'anii deeggaramaa jiran jiruu? _____

8) haalli simannaa barattoota mana baruumsichaa maal fakkaata? _____

9)reshoon barsiisaa gara barataatti jiru hangami? _____

10) sadarkaan barnootaa barsiisotaa akkami? _____

11) haalli hordoffii baruumsa barattootaa maal fakkaata,ykn barattooni mana baruumsaa baay'inaan addaan kutuu? _____

12) deebiin keessan kan lakkoofsa 12ffaa yoo eeyyeen ta'e sababni isaan baruumsa addaan kutaniif maal isinitti fakkaata? _____

13)rakkoolee gama harca'iinsa barattootaa faana wal qabatan furuuf maal,maalfaatu godhamuu qaba jettanii yaaddu? _____

APPENDIX G

The following table summarizes the themes and categories that emerged

Table 1: CATEGORIES AND THEMES

Categories	Themes	Code	References					
			AY	BY(m)	CY	EY(m)	DY	FY
	Personal beliefs and responsibilities	Teenage pregnancy			√		√	√
		Religious beliefs	√	√				
		No sex before marriage	√	√				
		Responsibilities at home	√	√	√	√	√	√
		Coping without friends/being alone		√				
		Success in future career.		√	√	√		
		value of completing school	√		√			
	Personal attributes	Self awareness	√	√	√	√		
		Confidence in our ability		√	√			
		Social awareness		√	√			
		Respect for elders	√	√	√			
		Personal goals, works		√	√	√		
		Commitment	√	√				
		dissociation for negative peer influence				√	√	√
	Personal challenges	Circumstance/family and home.		√	√	√	√	√
		Health problem	√			√		
		Substance difficulties				√		
		Parental control	√			√		
		Alternative cultural practical	√	√	√			
		Concerns re family	√			√		

	Family Difficulty	Single parenting	√	√	√	√	√	√
		Absent father	√	√	√	√	√	√
		Family conflict			√			
		Trouble relationship				√	√	√
		Unfair treatment by family						√
		Overcrowded living conditions				√	√	√
		Healthy Implication of extended family						
		Trouble parent child relationship						
	Family support	Good relation family	√	√				
		Little family conflict			√			
		Encouragement to attend school	√					
		Verbal rather than physical discipline				√		√

	Peer relationship	Supportive relationship	√					
		Social with friends	√	√	√	√		√
		Peer conflict					√	
		Negative peer influence				√	√	√
		Substance use with freeness					√	
		Difficult to break ties with friends			√	√		√
	Issues concerning wellness and safety in community	Substance abuse					√	
	Socio economic issue	Teenage pregnancy				√		√
		Un employment		√	√	√	√	√
		Family-conflict	√		√			
		Difficulties in the class room		√	√	√	√	√
		Home work issues					√	√
		Lack of support		√				√
		Concentration difficulties						

		Employment us unemployment	√	√	√	√	√	√
		Non meet of basic needs						
		Poverty and living conditions		√	√	√	√	√
	Barriers to Learning	Grade repetitions	√					√
		Difficulties in the class room		√	√	√	√	√
		Home work issues					√	√
		Lack of interest		√				√
		Concentration difficulties						
		Absenteeism	√	√	√	√	√	√
		Lack of interest		√				√
		Lack of guidance				√		√
		Regular substance use					√	
	Teenage pregnancy				√		√	
	Financial difficulties		√	√	√	√		
	Consequences of high school dropout	Substance abuse and consequence					√	

		Un employment	√					√
		Dis interests in school					√	
		Loss of friendship					√	
		Financial problem		√	√	√	√	
		Home circumstance		√	√	√	√	√
		Health condition	√				√	
	School resource and facilities	Close proximity						
		Good facilities	√	√	√	√		√
		Class room conditions	√	√	√	√		√
		Supportive activity	√	√	√	√		√
		Extra -moral activity	√	√				

**SIGNATURE OF RESEARCH SUBJECT OR LEGAL
REPRESENTATIVE**

The information above was described to By In
And In command of this language. Was given
the opportunity to ask questions and these questions were answered to
..... Satisfaction.

I hereby consent voluntarily to participate in this study/ I hereby consent that
the participant may participate in this study. I have been given a copy of this
form.

Name of subject/ participant

Name of legal representative (if applicable)

Signature of subject /participant or legal representative

Date