GENDER-SPECIFIC INVESTIGATION INTO THE PROBLEM OF HIGH SCHOOL DROPOUTS IN THE AMHARA REGION

A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES, ADDIS ABABA UNIVERSITY

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BY
TILAYE KASSAHUN

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ACRONYMS

The following abbreviations appear in the text as stated below.

- AAU - Addis Ababa University.
- CSA - Central Statistical Authority.
- ESLCE - Ethiopian School Leaving Certificate Examination.
- ESDP - Education Sector Development Programme.
- E.C.- Ethiopian Calender.
- GER - Gross Enrollment Ratio.
- ICDR - Institute for Curriculum Development and Research.
- LCDs - Least Developed Countries.
- MOE - Ministry of Education.
- NER - Net Enrollment Ratio.
- UNDP - United Nations Development Programme.
- UNESCO - United Nations Educational, Scientific, and Cultural Organization.
- UNICEF - United Nations Children's Fund.

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ABSTRACT

The purpose of this study was to investigate the problem of high school dropouts in the Amhara Region. The investigation was mainly concerned with determining the magnitude of the dropout rates among sexes and grades, the factors that caused students to be at risk of dropping out, and the possible effects of dropping out of school.

To this end, the study was conducted by using a fairly comprehensive strategy known as descriptive survey. Apart from consultation of documents from relevant sources, 254 high school dropouts and 27 school personnel respondents were drawn by applying diversified sampling techniques to fill the questionnaires prepared for them. The data obtained were analysed by using various statistical mechanisms.

Findings from data analyses indicated that the dropout rate in secondary schools of the region understudy was of a high magnitude which resulted in wastage of human and financial resources of a staggering magnitude. The incidence of dropouts was higher amongst girls than boys and it was found to be the highest in grade 11 for the boys, while it was the highest in grade 9 for the girls as well as for both sexes combined. The problem of high school dropouts was attributed to multitudes of school-related and socio-economic factors. The aggregate total impact of school-related factors was found to be significantly higher for the girls than for the boys, while the aggregate total impact of out-of-school factors was more or less the same for the two groups.

On the basis of the findings, it was recommended that schools should provide a pleasant school environment, improved school services and teaching methods and directly attack the causes of school dropouts through conducting further research on the problem.

CHAPTER 1

INTRODUCTION

1.1. Background of the study

It is becoming well recognized and accepted fact that education is an important instrument for the economic development of a nation. A well educated person can be considered as a big asset of the nation. Without literate population it is difficult to spread the knowledge necessary to improve agricultural techniques and health services. It also becomes difficult to inform the common citizen about government policies, reforms and other changes. As a whole, education (or Schooling) is claimed to be a basic factor in promoting rationality of thought , improving social mobility and enhancing an individual's capacity and skill to respond to the demands of a changing world (Coombs,1985; Simmons, 1980; Curle, 1973). Investment in schooling has also been considered as investment in human capital which is found to improve labor productivity and thereby contribute markedly to economic growth and development of a nation (Shultz, 1992).

Due to this reason, in all developing countries schooling has been taken as the most important means for a rapid development of their people. The masses clamor for schooling and governments respond by allocating substantial portion of their recurrent budgets to it (Adams & Bjork, 1975; Nkinyangi, 1982).

But despite rather massive investments and expenditures on formal education, for the majority of the Third World children and their parents, the dream of upward mobility through schooling seems to end only in failure or disappointed hopes; for substantial number of children, schooling either

remains closed or a difficult puzzle once they are in the system (Coombs,1985; Psacharopoulos & Woodhall, 1985; Anderson, 1992). Ethiopia, as one of the Third World countries, is not by any means an exception to this phenomenon.

In the country , quite a number of school-age children remain out of school. For instance, in the 1993/ 94 academic year, the school places were available for fewer than 17,7 and 6 percent of relevant age groups at primary, junior and senior secondary levels respectively (MOE, 1995:34). Surprisingly, among those a few number of children who have got the chance to learn, a considerable proportion left school either in the beginning or in the middle of a given cycle of the education system.

In this regard, by calculating the flow rates for different cohorts of students(from 1976/77 to 1993/94), MOE (1995) has documented that from those students who enrolled in grade one, the number of students who survived up to grade 12 was unlikely to exceed from 12 percent. In line with this, the findings of researchers (Genet, 1991; Anbesu, 1992; Wanna & Tsion, 1994) confirm that the country's education system has a considerable amount of student drain or wastage due to dropping out. The situation varies significantly among regions and zones (Habtamu,1992; Ayalew, 1989).

Among the regions in the country, the Amhara Region is the one with the participation rate far below the national average (MOE ,1996; CSA, 1995). What is more, the region shares with the country the common educational problems known as irregular school attendance and high dropout rates among secondary school youths (MOE, 1994 & 95). An over increasing number of the region's youth leave high schools without completing grade 12. Nevertheless, dropping out results in the reduction of the productivity of secondary schools

(Tanguane,1990) and it obstructs the region's attempt to expand its secondary education.

The expansion of secondary education is believed to contribute to economic development of the nation. It can do so by producing secondary school graduates that enter the labor force with basic skills to perform technical and administrative functions at intermediate levels of occupation in governmental and non-governmental organizations; and those who can go on to higher education to meet high level manpower objectives.

However, the cost of attaining these objectives has been increased because only a small proportion of the increasing number of students entering secondary school complete the cycle (Anbesu & Barbara, 1988; Genet, 1991;Adane,1993; MOE, 1995; Tegegn, 1996). This is an indicative of the low productivity of the education system and high rate of dropout that the Amhara Region is correctly facing with meager resources to afford. Furthermore, such a high dropout rate hampers the attainment of educational goals set for the cycle and brings crisis into the country's education system.

In spite of the fact that the problem of dropouts in the schools of the region is of a crucial importance, surprisingly enough, there are only few systematic research studies on the subject which were only made at primary levels (Anbesu & Barbara, 1988; Adane, 1993). However, the problem of high school dropouts, its rate among different social groups and grade levels as well as its magnitude, in the region in general and among the zones in particular , is not yet known.

But it should be noted that proper control of the education system in the regulative sense calls for clear understanding of the way in which the secondary school systems work. This helps among other things to abate or minimize the

problem of high school dropouts. Accordingly, this research project was launched to investigate the problem of high school dropouts in the Amhara Region where the problem was felt to be severe (Anbesu & Barbara, 1988; Adane, 1993; MOE, 1995).

More specifically, the study was aimed at investigating the magnitude of the problem in different schools of the region. Moreover, it attempted to pin-point those factors which caused the dropouts both in the school itself and in its socio-economic environment. Besides, because of the gender gap in school participation and dropout rates(Anbesu & Barbara, 1988; Genet, 1991; Wanna and Tsion, 1994) , the study examined the causes and effects of these factors (in-school & out-of-school) whether they affected boys and girls differently. Finally, the study was aimed at collecting information for designing viable and effective community based intervention measures for mitigating the problem of high school dropouts and examining the direct and indirect consequence or side effects of quitting school.

1.2. Statement of the Problem

It is well- documented that all pupils admitted to the first grade of an educational cycle do not complete that cycle within a prescribed minimum period (UNESCO, 1972; Wanna & Tsion, 1994). Some of them dropout before the end of the cycle and some of them repeat one or more grades before either dropping out or completing the last grade of the cycle successfully. Students drop out of school due to various reasons. Some students may drop out of school because of poor academic performance or other learning problems (Anderson, 1992) . In others, overcrowded classroom or an overworked teacher may discourage their persistence in school (Tadesse, 1974) . Sometimes their parents lack a sense of responsibility for their learning. Children who had daily responsibilities in the household, such as caring for younger siblings and old age

people, or collecting firewood and fetching water that the family needs, may not finish their chores in time to go to school. Students' parents may refuse to send them to school because they think that the teacher is untrustworthy or that the curriculum is irrelevant, or the road to school is too dangerous to their children , or schooling is too costly where they cannot afford the expenses. Usually , however, dropping out of school is the result of a combination of these and other factors which can emanate either from the school itself or outside of it.

Therefore, the main causes for the students to dropout at high rates in secondary schools and the efficacy of different methods to improve the situation need to be studied in a very systematic and extensive manner. Hence, this study was intended to answer the following basic questions.

1. What is the incidence (magnitude) of high school dropout rate in the Amhara Region in terms of gender and grades of the cycle ?
2. What are the major school related (in- school) factors for boys and /or girls to drop out of school?
3. Is there a significant difference in dropout rates for boys and for girls with respect to in- school factors?
4. What are the main out- of - school(external) factors for dropping out of school by boys and/or girls in the region?
5. Do out-of -school factors show a significant gender difference in affecting the rate of high school dropouts?
6. What can be done to reach- and teach- the youths who are not served by education due to dropping out of school?

1.3. Delimitation of the Study

The study did not assess all educational levels and schools in the country. It is delimited only to the Amhara Region Senior Secondary Schools. This is because as per the

1994 Census results, the region has a very low educational participation rate far below the national average (CSA,1995). Moreover, the MOE statistical abstracts consistently revealed that the problem of student dropouts was distressingly high at secondary level (MOE, 1994 & 95).

The second reason for limiting this study to the above mentioned region is that the writer of this paper has some experience related to school operations in the region and felt that the problem of high school dropouts is very severe.

Thirdly, the study is delimited only to high school because of the reason that no systematic and thorough study was made at this level to know the magnitude of the dropout rate for various social groups in different grades of the cycle.

1.4. Significance of the Study

Different studies show that Ethiopia as a poor country was unable to manage its educational system effectively and efficiently (Tegegn,1996; Wanna &Tsion, 1994). This resulted in deterioration of school quality and created what is called "internal inefficiency" in the form of high dropout rate.

When students drop out of school, sequential learning cannot occur, subject matter skills cannot be developed, and much student talent is wasted. As a result, gaps exist in terms of goal attainment in educational system. Moreover, since most of those who dropout relapse into illiteracy, expenditure on these students is essentially wasted.

This alarming problem calls for the cooperation of educators, researchers, planners and policy-makers in order to make continuous and thorough evaluation of the country's or the region's schools and educational systems. Complex as the

problem of high school dropouts appears to be, it is evident that the statistical isolation and measurement of its factors could be outstanding help. This is useful not only to the educational planners and policy -makers but to all those responsible for education system.

Whether educational administrators are interested in the evaluation of performance in a particular group of schools, or planners want to assess the effectiveness of an education system in order to consider future development based upon feasible changes (such as educational projections, quantification of policy decisions) , it is clear that a knowledge of how the secondary education system works and to what extent do the problems affect the system is highly essential.

Therefore, it is hoped that this study will be of a particular significance in terms of the following:

1. its results will contribute to the understanding of those factors that play major roles in students' dropping out of high schools;
2. its results will provide the necessary basis for policy - makers, planners, teachers, parents and for other interested groups to realize the magnitude of the problem on gender- specific basis and attempt to solve it; and
3. the findings of this study may generate interest or serve as a stepping- stone for those who have an intention for further study in the field.

1.5. Limitations to the Study

In this study, due to lack of necessary and accurate data from the concerned sources (schools, zones and the region), the survival rate of students from 1991/92 to 1995/96 academic years was calculated by the cohort reconstruction method.

This method is subject to some kinds of limitations:

i) it fails to account for transfer in or out of the particular system;

ii) it fails to account for repetition more than two times and for double promotions if there are any.

In short, it assumes the flow rates (promotion, repetition, and dropout) remain constant throughout the cohort period-the assumption of homogeneous behavior (UNESCO,1972). Despite these limitations the cohort method was employed in gathering population data by many researchers and planners. In this study, the cohort method was found to be very important in showing the magnitude of dropout rate among boys and girls at different grade levels. The importance of this method for such purposes was noted by UNESCO (1972).

Furthermore, had it not been to the limiting factors of time and financial resources, it would have been very appropriate to include some additional zones and the dropouts' parents as parts of the sample so that the problem of high school dropouts could be thoroughly investigated.

Although the study suffered from some limitations mentioned above, a modest attempt was made to discuss some of the critical issues concerning the problem and then to suggest feasible solutions.

Finally, to increase the value of this study the need for better data and more extensive survey would have been helpful and as such future research along this line should focus on these limitations.

1.6. Definitions of Key Terms

The following terms and phrases are defined in the same manner according to their context used in the study.

- **Absenteeism:** continual interruption of attendance in school.
- **Cohort:** "a group of persons who experience a certain event in a specified period of time " (UNESCO, 1972:25) For this purpose of study , "cohort" will refer to a group of pupils joining grade of course in a given year.
- **Dropout or school desertion:** "leaving school before the completion of a given stage of education or leaving at some intermediate or non-terminal point in a cycle of schooling " (UNESCO, 1972:16).
- **Education:** "without adjective , refers to learning that can take place outside the school as well as inside" (Simmons, 1980:22).
- **Educational Participation rate:** "refers to percentage of students enrolled at a given educational level" (Dirrirsa, 1993:19).
- **Educational wastage:** "incidence, in a country's education system of dropout and repetition" (UNESCO, 1972:16).
- **Efficiency:** " refers to the relation between inputs into the educational system and outputs from that system " (UNESCO, 1982:59).
- **Input:** "the number of pupils initially enrolled in a given grade at a given level of education" (Adane, 1993:15).
- **Output:** the number of pupils who successfully complete a given educational cycle (in this case, secondary education).
- **Repetition:** "a year spent by a pupil doing the same work in the same grade as in his previous year in school " (UNESCO, 1972:16).

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- **School-age:** "is the minimum age determined by the government for the enrollment at a given educational level" (UNESCO: 1972:16).
- **School enrollment:** refers to the stage of being enrolled or registered in the school in order to acquire some theoretical and practical knowledge through the teaching-learning process.
- **Survival rates of pupils:** " refers to the percentage of pupils enrolled in the first grade of the education cycle who reach subsequent grades" (World Bank, 1980:30).
- **Truancy:** (1) deliberate absence from school on the part of the pupil without the knowledge and consent of the parent;
  (2) absence of a pupil from school with no reasonable or acceptable excuse is given (Good , 1973: 625).

1.7. Organization of the study

The general structure of the paper consists of five chapters. The first chapter deals with the background of the study, statement of the problem , significance of the study, delimitation of the study , limitations to the study, and definition of key terms. The second chapter presents review of the related literature which was systematically organized from different books or periodicals. The third chapter consists of the methodology and procedures employed to collect and analyze the data for the study . The fourth chapter deals with the presentation and analysis of the data and interpretation of the findings. Finally, summary of the findings, conclusion and recommendations are presented in the fifth chapter of the paper.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The problem of high school dropouts has been a topic of discussion for many years. A number of researchers have also attempted to treat the problem from different perspectives. Therefore, this part of the paper deals with the views of various scholars based on the following main topics: the incidence of the problem , the magnitude of the dropout rates among sexes and grades, and factors associated with dropping out which include school- related and out-of -school factors.

2.1. The Problem of Secondary School Dropouts- World Perspective.

2.1.1. The Incidence of the Problem

A number of research findings show that dropping out of high schools of both developed and developing nations has been a persistent and serious problem . For instance, Curle (1973:48) expresses the situation by saying , " It is ironic that the richest and poorest countries share a serious educational problem- the dropout." As Stevens and Vantil (1972) pointed out, in many developed countries including America, an overwhelming number of youth leave high school without graduating. Other researchers like Schneider (1981) reported that the high school dropout rate was as high as 90 percent in early 1900s, and 50 percent in 1950s. On these days, over 25 precent of high school students leave school prematurely (Curle, 1973; Natriello, Mc Dill & Pallas, 1985; Bishop, 1989).

The problem of high school dropouts is very much pressing when it comes to the developing countries (UNESCO, 1966; Curle, 1973; Tadesse, 1974; World Bank, 1980 & 88; Coombs, 1985; Lockheed & Verspoor, 1991). In view of Lockheed and Verspoor (1991) , schools in developing countries are unable to retain a considerable number of students throughout the primary and secondary cycles. Similarly, Seged, etal. (1991) maintain the view that despite the increased number of schools and not withstanding the efforts made to raise school enrollment ratios in many developing societies, the number of those who successfully complete secondary cycle is considerably low. According to Bishop (1989), about 39 percent of those who commence secondary school(9-12) in Africa are unlikely to complete four years of schooling. The lower the income of the country (World Bank, 1980), the higher is the dropout rate . Ethiopia, being one of the LDCs , is not by any means an exception to this phenomenon.

It has invariably been reported by the researchers (like Tadesse, 1974; Anbesu & Barbara, 1988; Genet, 1991; Adane, 1993; Wanna & Tsion, 1994) that its educational system has high dropout rate . Tadesse(1974) has pointed out that in 1970s the primary school dropout rate was as high as 90 percent . Moreover, recent literature (by Wanna & Tsion, 1994; MOE, 1994 & 95; Tegegn, 1996) disclose that the problem is still very critical in schools of the country. More specifically, MOE (1995:4) by calculating the survival rates of different cohorts of children (from 1976/77–1993/94) reveals that of those children who entered grade one, the proportion of children who survived up to grade 2 was between 45 and 63 percent; those who survived up to grade 6 was between 19 and 44 percent; and those who survived up to grade 12 was between 7 and 12 percent . In conformity with this, Anbesu (1992) describes that from 1979 to 1989, of those enrolled in grade 1, the percentage of attending grade 12 ranged from 13 to 19. In a more recent survey study, Tegegn (1996) reports

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that the Ethiopian education system has wastage rate of 1.43 and 79 percent of wastage occurred due to dropouts. Other studies (Genet, 1991; Wanna & Tsion, 1994) have also documented that the problem of student dropouts was distressingly high at secondary cycle.

As a whole , the above mentioned statements confirm that the great majority of those enrolled in secondary schools do not persist with their education. It has also been evidenced that the dropout rate in secondary schools of Ethiopia is of high magnitude which requires great attention from researchers and policy makers.

2.1.2. Dropout Rates among Sexes and Grades

Research findings show that the rate of dropout varies among sexes and grades (e.g., Rumberger, 1987; World Bank, 1980; Assefa, 1991). Regarding the grades, the conclusions of the researchers seem to vary according to their target population. For instance, studies conducted on primary schools(Adane,1993; Anbesu & Barbara, 1988; Tadesse, 1974; Bjeren,1969; Brimer & Pauli, 1971) all reported that the highest dropout rate occurred in grade one. Similar results were also obtained by UNESCO (1966) and Tegegn (1996). In a more or less similar fashion, Tekseste (1990) found out that the highest incidence of dropouts and regression was observed in the first two years of school life.

On the other hand, studies conducted on secondary schools (Norton, 1967; Dearman & Plisko, 1979; Fine, 1986) confirmed that the incidence of dropouts was the highest in grade 9. According to Dearman and Plisko (1979), the first major dropout was observed between the ninth and tenth grades when many pupils were making the transition from junior to senior Secondary schools. Fine (1986) on his part found out that 66

percent of the ninth grade students had left school in the 1978/79 academic year.

With regard to sex, various studies have recorded that the dropout rate is higher amongst girls than boys. For example, UNICEF (1992) has documented that a sizeable proportion of children (more than two thirds) who drop out of school before completion were girls . The World Bank's review report (1980) also indicates that significantly, dropouts and repeaters are more prevalent amongst females than amongst males. Other studies (by Genet, 1991; Seyoum , 1986 & 91; Assefa, 1991; Ambesu & Barbara,1988; Wanna & Tsion, 1994) all indicted that female students were highly victimized by the phenomenon of dropout . Similarly, Anbesu (1992) and Elleni (1995) have argued that since a greater share of household duties is shouldered by females, their dropout rate is most frequent.

The exception to the above studies' result is the result of studies made by Rumberger (1987); and Natriello, McDill and Pallas (1985).The findings of Rumberger (1987) show that dropout rates were higher among males than among females. Similarly, Natriello, McDill and Pallas (1985) confirmed that high school graduation rates were found to be higher among girls than among boys but its attrition rates were higher among boys than among girls.

Thus, the above research results seem to contradict each other. As a result , this research tries to mediate the two views by bringing about a result which confirms with one of the results obtained above.

2.2. Factors Associated with Dropping out of High Schools

In order to identify the causes of school dropouts, some studies have been undertaken in different countries -both developed and developing . The studies confirm that the major

causes of school dropouts can broadly be categorized under two headings as school-related (in-school) factors and out-of-school (external) factors. Therefore , there is a need to discuss and show how these factors have aggravated the dropout rates among boys and girls in high schools.

2.2.1. In- School (school-related) Factors

Some of the earlier school studies show that school environment is one of the major factors that influence the dropout rates among school children (Stow & Selfe, 1989; Measor & Sikes, 1992; Maglad, 1994; World Bank, 1980 & 1988; UNESCO, 1966). According to them, factors such as distance from home to school, poor quality of teachers, lack of guidance and counselling service, irrelevance of the curriculum, lack / shortage/ of instructional materials and other school facilities, poor academic performance (repetition), and absenteeism are significant determinants of the dropout rate. We now go on to look at how these factors affect the dropout rates among boys and girls as viewed by different scholars.

2.2.1.1. Distance from Home to School (School Zoning)

Many studies have found that distance to school is an important determinant of child enrollment and dropout rate (e.g. Maglad, 1994; Anderson, 1992; Cammish & Brock, 1994; Deble, 1980). For instance, Deble (1980) notes that the geographical location of schools has a decisive impact on the chances of going to school and staying longer. The findings of Anderson (1992) , Maglad (1994) , and Cammish and Brock (1994) also confirm this idea. However, researchers like Coombs (1985),and Tadesse (1974) reported that in all developing countries school zoning is unsatisfactory. Considering the unfair distribution of schools in Ethiopia, Tadesse (1974:98) expresses the situation as follows: "In Ethiopia, schools are

generally located in provincial cities, district and country towns, and along the main roads. Many students from interior have to walk a minimum of four to five hours to reach school." As a result, Tadesse concluded that a large number of students had left schooling in earlier grades and for many rural children the chance of going to secondary schools was very remote. Other researchers (like Anbesu, 1992 ; Dirrirsa, 1993) have also explained that the network of secondary schools is still too sparse to meet the needs, and many of the existing schools are situated in urban areas leaving rural areas educationally underresourced.

Such urban biased educational system (Maglad, 1994), increases the dropout rate by raising both direct and indirect costs of schooling. Similarly, Anderson (1992) suggests that both direct and indirect costs of schooling vary directly with distance. In other words, the longer the journey to the school, the higher is the dropout rate among school youths.

Moreover, research results (e.g. Yelfign, 1990; Dirrirsa, 1993; Assefa, 1991; Maglad, 1994) confirmed that the proximity of schools strongly influences parental decision on persistence of children's, particularly daughters' schooling. The greater the distance between a child's home and school (Deble, 1980; Asmaru, Ruotnen & Lebesech, 1996) , the higher is the dropout rate especially for girls.

On the whole , study after study indicated that distance from home to school is found to have an adverse and significant effect on dropout rate. All studies have documented that distance to school is directly correlated with the dropout rates.

2.2.1.2. Poor Quality of Teachers

A number of studies have found out that the personality of a teacher has a significant effect on the schooling of pupils. For example, Brodbelt (1986) expresses that the teacher holds the direct key to school attendance and

persistence in schooling. In views of Eastor and Bringen(1982), teachers are very crucial to adolescent adjustment in school setting, and for the vast majority of school youth effective learning and persistence in school takes place when there are sufficiently trained teachers. For this reason, remarked Chantanvanich, Chantanvanich and Fry (1990), selection and training of teachers needs a careful scrutiny.

"Despite the known effects of teachers on educational efficiency, " explains the World Bank (1980:35) , "most developing countries keep a high percentage of unqualified teachers and have poorly designed and equipped teacher training programs, and ad-hoc in- service training programs." Considering the qualification of teachers in Ethiopia in the 1993/94 academic year , MOE (1995) has documented that of 10757 (M= 9859 & F= 898) senior secondary school teachers, only 34.58 percent were first degree holders and 1.54 percent of them had M.A./MSc degree, while the rest of them held diploma (50.9%) or below diploma levels. This shows that most secondary schools in the country were staffed with under-qualified teachers who were not suitable to the level of their assignment . However, such practice has been known to affect the efficiency of the education system (Adane, 1993; UNESCO,1966). UNESCO(1966) reveals that schools staffed with under qualified teachers tend to have a high dropout rate. In conformity with this, Tadesse (1974) states that quite a number of students had left school due to low qualification of teachers and unfriendly relationships between teachers and students.

In addition , teachers are there to treat all of their students fairly regardless of their sex and background. However, research findings indicate that, in practice teachers interact differently with their male and female students in favor of males (UNESCO, 1984; Measor & Sikes, 1992). UNESCO's observation of different countries' teachers remarks the following points:

> (1) Teachers spent more time talking to males and allow male students to talk more than females in classrooms; (2) girls had to wait longer for answers or assistance; (3) teachers knew a great deal more about boys they teach; (4) teachers prefer to introduce topics which are usually associated with males; (5) majority of teachers prefer to teach boys, even though more stated it was easier to teach, girls; and (6) teachers had different expectations from males and females (UNESCO, 1984: 28).

But separating students by sex is neither the only nor the most significant way that most teachers treat their male and female students differently. Opposing sex segregated treatment of teachers, Stow and Selfe (1989) contend that the differential treatment of girls from boys or low expectations of girls may lead to an erosion of confidence and development of negative attitudes towards school learning which may result in high dropout rate among female students . It has also been found that sexual harassment of school girls by male teachers leads them to become dropouts (Measor and Sikes, 1992)

In general , the quality of a teacher can be described as the pupils' need to have teachers who are fair, patient, calm, open, helpful, kind and clear in their teaching. In such cases students are initiated to learn and stay long at school. On the other hand, when teachers do not act in supportive ways toward students or when students describe teachers as moody, critical, tense, unprepared or weak in mastery of subject matter, unapproachable, embarrassing or humiliating; they may regard teachers as problem- creating people . As a result, they react negatively and resort to quitting school.

2.2.1.3. Lack of Guidance and Counselling Service

The other personalities which can play a major role in minimizing school dropout rates are guidance counselors. In this regard, researchers (Stoops, Rafferty & Johnson, 1981;

Ediger, 1987; Asmerom, et al., 1989; Garman & Brown, 1989) all have documented that the presence of guidance and counselling service in high schools and in higher institutions is highly imperative. According to Ediger (1987) adolescents in high schools face with a variety of problems (social , academic, personal, and so forth) which make the counselling service very crucial.

Ediger further explains that a pupil who is at risk of being a dropout due to anti-social behavior reveals the following behaviors:

> (1) Loses interest in school; (2) cuts classes frequently and shows tardiness in school; (3) enjoys being cruel to others in school and society; (4) desires to inflict physical pain to others; (5) is extremely quarrelsome and aggressive; (6) reveals rebellious behavior to school officials and law enforcement agencies; (7) lacks any form of control from parents; (8) eggs other students onto becoming involved in fighting; (9) steals from pupils and others in society; (10) tells lies to cover up undesirable personal behavior; (11) indicates violent behavior on the play grounds; (12) carries knives and other objects to inflict harm to peers and others in society(Ediger, 1987: 3-4).

This pupil needs assistance from school counselors and psychologists. Specially trained counselors need to assist at risk students to attain adjustment to the school environment as much as possible on an individual basis. Accepting this view point, Stoops and his associates (1981) argue that the school counselors can provide high school adolescents to adjust themselves to their environment, their home and family, and their peers. Furthermore, Garman and Brown (1989) concur that since adolescents in high schools are subject to complex 'life difficulties' that aggravate quitting school, the availability of guidance has a role to play in reducing the dropout rate. Similarly, the findings of Norton (1967), Deble (1980), and Asmerom, et al. (1989) confirm that lack of guidance counselors has aggravated students' dropping out of

high schools and higher institutions; and improving guidance procedures in high schools was found to be effective in reducing the dropout rates (Deble, 1980).

It is also worth mentioning at this point that principals can play a significant role in minimizing the dropout rate if they are acquainted with psychological and sociological courses. As regards this , Gowan (1971) suggests that the principal of a school in cooperation with other teachers can reduce the dropout rates by modifying school programs, by developing remedial skill programs, by parental conferencing, and by sponsoring co- curricular activities at school.

2.2.1.4. Irrelevance of the Curriculum

It is becoming well- recognized that what children learn (the content of the curriculum) , affects the likelihood of children's staying long or succeeding in schools. For instance, Anderson (1992) states that pupils learn best and stay longer at school when what they are learning makes sense in their lives and gives them a better chance in life. In line with this, UNICEF (1992:ix) notes: "since education is perceived as investment in the future economic well-being of the individual and the family, parents will most likely see education as more relevant if it is related to their children's present and future social and economic needs." This implies that the curriculum must be relevant to children's lives and aspirations so that it can attract their needs and interests.

It is ironic, however, that the curriculum of the LDCs is known to suffer from irrelevance to the society's needs (Levin & Lockheed, 1993; Lockheed, 1993; Elleni, 1995; World Bank , 1988; Tadesse, 1974). According to Levin and Lockheed (1993:9), the curriculum in many developing countries is poor in terms of scope and sequence. Elleni (1995) has also

mentioned that the curriculum of such societies lacks suitable connection with situations familiar to students.

A more comprehension criticism of curriculum of African countries was given in the World Bank's research report:

> When African children enter school, they frequently face a situation quite foreign to their life at home in a rural village or urban slum. The language used in the school is often different, the method of communication is written rather than verbal, and existence is categorized into subjects that are not referred to at home (World Bank, 1988:32).

Inappropriately targeted curriculum (either too difficult or too easy) and unfamiliarity with the language of instruction can result in student frustration and failure which aggravate the problem of leaving school early (Lockheed, 1993; Tadesse, 1974). Young persons may leave school because the course of studies does not match their expectations. Further, irrelevance of the curriculum affects parents' decisions about sending their children to school and keeping them longer (Anderson, 1992). In a similar contention, Tadesse (1974) has found out that the inappropriate nature of the curriculum that had little or no contribution to the daily lives of students and failed to impress parents with its value had contributed to early school leaving for quite a number of school children. His findings reveal that children had left school because "subjects they followed in school were made dull and dry, too theoretical, painful to learn and were frequently useless when learned" (Tadesse, 1974: 85). Furthermore, Tekeste (1996 & 1990) maintains the view point that the irrelevance of curriculum in Ethiopia has acted as a deterrent of schooling among school-age children.

By the same vein, Genet (1991) and Anbesu (1992) pointed out that in addition to its irrelevance to society's needs, the curriculum in Ethiopia is full of traditional stereotypings. They argue that the characters, contents and activities in the textbooks and syllabi are gender-biased in favor of males. But this trend annoys female students as a result, their dropout rate may be higher.

2.2.1.5. Lack / shortage of Instructional Materials and other Facilities

There is a strong evidence that inadequate provision of instructional materials and physical facilities is a major cause for dropping out of schools (Curle, 1973; World Bank, 1980 & 1988; Elleni, 1995; Adane, 1993; Tadesse, 1974). The findings of the World Bank 's research report (1988) show that the scarcity of learning materials in the classroom has been the most serious impediment to educational effectiveness in Africa. In line with this, Elleni (1995) points out that due to prevailing budgetary crisis in Africa, children have a tough and unpleasant time at school. She explains that the available instructional materials are inadequate; its school buildings are dilapidated, depressing, or the classrooms have broken desks and chairs, with no ventilators and sanitation- and all these discourage pupils' learning and aggravate premature school leaving.

Other researchers like Fuller (1987), Tadesse (1974) , Adane (1993) and Anderson (1992) contended that inadequate supply of appropriate school inputs (textbooks, teacher guides, libraries, laboratories, teaching aids like maps, and so forth) can affect student achievement and progress at school. In such cases children's survival rates at schools are very short (Lockheed & Verspoor, 1991). As it is revealed in Tadesse's findings " lack of adequate equipment and supplies" was consistently mentioned as main reason for

early school leaving (Tadesse, 1974:98). Further, Lockheed (1993) found that the overcrowded classrooms (often more than 50 children) brought about health hazards on children which in turn initiated parental withholding of their children from school. Moreover, inadequate provision of school facilities (like libraries, health and hygiene services) will give rise to low student performance which manifests itself in students' failing or dropping (Lockheed and Verspoor, 1991).

To conclude , lack of material inputs such as textbooks , blackboards, chalk, school libraries, teaching aids, other soft wares (pens, pencils, and so forth), and the poor quality of physical facilities may create less interest to learn on adolescent boys and girls which in turn lead the students to dropping out of school.

2.2.1.6. Repetition

Review of research studies shows that poor academic performance measured by grades, test scores, and grade repetition has been associated with dropping out (UNESCO, 1966; Jersild , 1969; Levy , 1971; Tadesse, 1974; Levin & Lockheed, 1993; Genet, 1991; Anbesu, 1992). In most developing countries including Ethiopia, promotion from one grade to another is based upon a successful completion of rigid examination procedures. In these examinations, students who score less than 50 percent in one or more subjects have been made to repeat the previous grade. Students may try to repeat once or twice; if they do not succeed in achieving the pass marks, they may be either expelled by the school or drop out by themselves. Regarding this, Levin and Lockheed (1993) suggest that because of their rigid promotion policies based on rigid examinations, schools in developing countries increased the dropping of students. In line with this, UNESCO (1966) has found out that where repetition rate was high, dropout rate was also high. Lockheed (1993) also confirmed

that many students who drop out of school have lived through a long succession of failures. Similarly, Asmerom, etal. (1989) found out that students who do not perform well in school seek to leave the environment that provides negative feedback.

A more comprehensive study on dropout rate and repetition rate association was made by Levy (1971). His finding indicates that the relationship between dropout rate and repetition is direct and positive. Based on his findings Levy (1971:51) suggests the following:

> High rates of repetition are likely to be associated with high dropout rates for several reasons. First, high rates of repetition are frequently associated with rigid school systems not well adapted to young children. Second, high repetition rates contribute to the problem of wide diversity of age which make a single teaching method inappropriate. Third, repetition raises the cost of education to the individual and his family as well as to the school. Finally, repetition is associated with failure and discourages both the student and his parents.

It is also fairly well-documented that dropping out due to repetition is more critical for girls than for boys (Genet, 1991; Cammish & Brock, 1994). According to Genet (1991), since most of the time girls show poor academic performance than boys in schools, parents who do not appreciate their daughters' education keep them away from school and get them married. More specifically, Genet says: "there is high dropout rate of more female students than boys specially from grades 9-12 " (Genet, 1991:92). Similarly, Cammish and Brock (1994) report that the repetition of classes leads to dropout, particularly in case of girls.

In general, school systems with rigid examination and promotion procedures which allow repetition of grades deter children from finishing their courses of studies.

2.2.1.7. Absenteeism

In the past decades educational researchers(e.g., Garman & Brown , 1989; Brookover, 1982 ; Porwell, 1977) have been studying and writing about school attendance and absence - the two sides of the same coin.

They found that regular attendance is a necessary part of the learning process and is a key to getting a good education and graduating. Irregular attendance limits the learning process and reduces the ability to get either good education or a diploma (Garman & Brown, 1989; Brookover, 1982; Ediger, 1987). According to Garman and Brown (1989:III) " students who are frequently absent are putting their futures in jeopardy. Chronic absenteeism especially truancy is a behavior highly associated with dropping out of school." In the same vein, Rumberger (1987), by reviewing a variety of literature on absenteeism, concluded that behavioral problems in school such as absenteeism, truancy and disciplinary problems are highly associated with dropping out. In the research made by Brodbelt (1986) the evidence indicates that high absenteeism (a15 percent absenteeism rate for the school year is serious) leads to failure and dropping out of schools. Moreover, Adane (1993) reveals that chronic absenteeism results in high repetition and dropout rates.

In general, absenteeism in education reduces the cost effectiveness of the system and severely limits a child's lifelong potential by keeping him/ her away from school. This could logically be expressed as follows:

> (1) The more children miss school, the less they learn; (2) the less they learn, the lower their grades; (3) the lower their grades, the greater the possibility that they will be placed in slower learning sections or fail subjects and grades; (4) the more difficulties they experience with the educational process, the less they want to stay in school; (5) the less children want to stay in school, the less likely they are to graduate (Garman & Brown, 1989:7).

2.2.2. Out-of -School(external) Factors

Literature also disclose that the causes of school dropouts can be extrinsic to the school, that is, they can emanate from the individual himself/ herself or from the family or society he/she is living in. Therefore, an attempt is made to discuss some of these as follows .

2.2.2.1. Parents' Educational Background

A number of studies have found that the educational background of parents is an important determinant of dropout rates. For instance, Maglad (1994) notes that parental education affects the chance of school enrollment and years of schooling for their children positively and significantly. The findings of Hyde (1989) reveal that educated parents are more likely to send their children to school and keep them longer than illiterate parents. Similarly, Deble (1980) confirmed that the off-springs of well -educated parents have better chances of completing secondary cycle than children of other population.

On the other hand, Rumberger (1987) found that low educational attainment of parents is highly associated with their children's dropout rate. Adane (1993) has also found that the educational background of parents is inversely correlated with the educational wastage rate due to repetition and dropout rates.

The basic assumption underlying in the parents' educational level is that literate or well-educated parents can be involved in school matters and understand the value of education. They can encourage the children better than the illiterate parents (Brimer & pauli, 1971). In support of this idea, Morton, etal. (1968) concur that students whose parents are well-educated get important materials that help in facilitating their education. However, most illiterate parents lack the ability to initiate and support their children in education as that of the literate ones. Illiterate parents may also think that formal education is a threat to their culture or become openly hostile to it as they have no exposure to modern life (Tadesse, 1974) . The adult literacy in this respect may play a great role in raising the consciousness of the common people.

Although many researchers believe in the significance of parental education as a determinant of dropout rate, there are some who tried to differentiate the degree of parental education influence by gender. Among them Jabre (1988) , Sadik (1991) , Maglad (1994), and King and Bellew (1990) have ascertained that the education of mothers is more closely associated with the schooling of daughters, whereas the education of fathers is more closely associated with schooling of sons. According to king and Bellew (1990) mother's education exerts stronger effect on female's school enrollment and retention probability than father's schooling which gives more favor to male's schooling.

It is also worth mentioning at this point that in " patriarchal" society like Ethiopia (Genet, 1991:91) , where the equality of sexes has not yet achieved, the decision on children's education (for both sexes) is determined usually by husbands. Supporting this view, Chervischovisky and Meesook (1985) described that in such kind of society mother's education does not matter as fathers can decide on children's

schooling. In this respect therefore, it is not surprising then that Ethiopian girls do score lower enrollment ratios and higher dropout rate than their counterparts as fathers give premium for boys' education.

2.2.2.2. Economic Reasons

It has been fairly well- documented by a number of studies of wastage that causes of dropouts are primarily economic problems (e.g. , Levy, 1971; UNESCO, 1966; Brimer & Pauli, 1971; Anderson, 1992; Maglad,1994). This implies that the price of schooling is an important determinant of the dropout rate. According to Maglad (1994:4), price represents both direct costs of schooling (e.g., costs of transport, tuition, stationery, books, meals away from home, and so forth) and the indirect costs(e.g., household tasks, sibling care, agricultural and marketing responsibilities). Studies show that the lower the economic status of parents, the higher is the price of schooling which hinders the persistence of children at school (Anderson, 1992; Maglad, 1994). The findings of researchers (like Coombs, 1985; Rumberger ,1987) confirm that students from low socio-economic background have the highest dropout rates. Other researchers (like Cammish and Brock, 1994; Anbesu and Barbara, 1988; Tadesse, 1974) have found that quite a number of children do not usually stay at school because the direct costs (such as registration fee, books, and so forth) require more than their family can afford. The findings of Assefa (1991) and Adane (1993) also agree with this result.

In addition, researchers have found that higher opportunity costs result in increased dropout rate (Maglad, 1994; Anderson, 1992). In many places , particularly in rural areas, children are active workers in household economy (household chores, agricultural and livestock production). The roles played by child labor may be distinct by the child's

gender. Boys usually herd animals, help with harvest or do odd jobs to earn a little income (Anderson, 1992). Girls plant and cultivate alongside their mothers, take care of younger siblings, cook, carry water and firewood, clean houses, run errands, and perform other daily tasks that are essential for family survival (Anderson, 1992; Genet,1991; Seyoum, 1991 & 1986; Tadesse, 1974). When school costs (both direct & indirect) are high, parents pull their children out of school before they are able to complete the course (Anderson, 1992; Genet, 1991; Assefa, 1991; Anbesu& Barbara, 1988 ; Cammish & Brock, 1994).

It has also been found that children are considered to be a form of security for old age. When parents lose a job or earn less which leads them to considerable poverty, children quit from school and sell their services to other families in order to support their own family(Ediger, 1987; Tadesse,1974).

Some students may also leave school for they have a strong need for money. They desire to earn money instead of attending school. Supporting this view, Ediger (1987:5) states, "work and earning money overrides the goals of receiving a formal education... Both male and female students may enjoy work more so than being a student in school ." In this regard, it is common to see that in Ethiopian schools quite a number of adolescents leave school early to earn money from petty- trades, by serving as bus-conductors or assistant drivers, by serving at bars or restaurants, and so forth.

The research findings also indicate that the economic problem of parents affects girls' schooling more adversely than boys' (UNDP, 1989; Deble , 1980; Cammish & Brock, 1994). One of the reasons is that parents favor sons whenever economic circumstances force them to make a choice for whom schooling they should pay (Cammish & Brock, 1994). Accepting

girls' education as being much less necessary than in the case of boys' . The education of boys is seen as investment, whereas girls' education is considered in terms of consumption, since they will go to live with the family of their husbands." If the family can afford to send only two or three of its six or eight children to school, the males will often come first (Coombs, 1985).

Moreover, girls frequently are economically important . They play a central role in household chores, subsistence agriculture, and petty- trading activities . Consequently, a vast majority of girls usually quit schooling by themselves or by the reluctance of their parents (Cammish and Brock, 1994; Jabre, 1988). In a similar contention, Anbesu(1992)and Genet(1991) explain the situation in Ethiopia that since the maximum share of domestic work is shouldered by the young females, it was found that they could not compete with males in the academic career. This puts them at a risk of higher dropout rate.

In general, economic factors are found to be the major causes of students dropout. These may include the use of child labor for domestic duties or to help parents during the peak season of agricultural operations; parental inability to bear educational expenses on textbooks and writing materials and the need for money to support the family or self.

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2.2.2.3. The Disintegrating Family

So many studies indicate that the structure of the family largely influences the schooling of children. For instance, Brimer and Pauli (1971) ascertain that disunity in the family due to abandoning of the family by either parent, father's leaving for distant work, death or divorce are the contributory factors to child's dropping out of school. Similarly, Ediger (1987) notes that parental separation and

divorce usually create serious emotional disturbance of school children in the form of tension, anxiety or instability in their life which are obstacles to the children's concentration in the class. As a result, such children are exposed to early school leaving.

Others also show that the rate of dropouts is higher among single-parent families than intact families (Natriello, Mc Dill & Pallas 1985; Brown, 1980; Deble, 1980; Adane, 1993). According to Natriello, Mc-Dill and Pallas (1985: 11) " students from single parents are twice as likely drop out of school as are students living with both parents." Similarly, Brown (1980) confirmed that children from single- parent families exhibited tardiness, truancy and disciplinary problems in schools. Moreover, Tadesse (1974) ascertained that parental death or broken homes were among the major causes of student dropouts especially in urban areas of Ethiopia.

It is also important to note that many unfavorable family circumstances such as quarrelsomeness of homes, alcoholism of father or fecklessness of either parents have been recorded as the other causes of student dropouts (Brimer & Pauli, 1971;Cooper, 1986). According to Cooper (1986) the rejection of children by parents causes a loss of security and adequacy. Self - esteem suffers. This results in truancy - a step towards dropping out of school.

2.2.2.4. Poor Employment opportunities for the Graduates

Studies show that the extent to which children are educated and the proportion of graduates employed have a positive relationship (Zenebework, 1976; Elleni,1995). In conformity to this , Sadik (1990)points that children's school completion will increase when it is accompanied by better employment opportunities. On the contrary, low employment opportunities for the educated ones may lead to poor

motivation of learners which in turn greatly perturbs their schooling. As a result, withdrawal from school occurs (Jursild,1969).

Moreover, Hyde (1989) maintains the view point that labor market opportunities play a significant role in influencing parents' decision to send their children to school and keep them longer. When employment opportunities for educated youths are low, parents respond to this by withholding their younger children before completing their courses (King & Bellew, 1990).

Today, it is becoming chronic that in most developing countries like Ethiopia, a number of high school and higher institution graduates remain unemployed for a long time, which puts the education system internally and externally inefficient (Coombs, 1985; Haddad, 1981; Elleni, 1995). One reason for this is that the urban modern sector which provides more secure and much better paying jobs is so limited in size that its capacity to absorb additional entrants is negligible. Moreover, government bureaucracies and the service sectors in general, which are the traditional sources of employment for edűcated persons are already saturated (Elleni, 1995; Coombs, 1985) . This trend has frustrated both parents and children. As a result, majority of youths end up stopping any more schooling and find other means . In line with this Tekeste (1996:65) expresses " The high rate of unemployment among secondary graduates functions as a deterrent making parents think twice before they send their children to school."

Reviewing the available literature on unemployment problem also shows that low employment opportunities of educated persons affects girls' dropout rate more adversely than boys' because the problem is more severe among women than among men (UNESCO, 1984; Zenebework, 1976; World Bank, 1987). According to World Bank (1987:20) "wage labor

opportunities are scarce for both women and men everywhere in Ethiopia. However, women suffer much greater disadvantages than men." Knowing this fact the country has enacted legislation to address the issue of sex discrimination and sex- role stereotyping, but legislation has not been sufficient to bring about real change toward equality. This is to imply that the nature of change has not been revolutionary. Thus, additional efforts must be made by concerned authorities in order for equality of the sexes to be realized.

Given the general attitude of the society towards women, employment opportunities and training priorities are offered to men. For instance, some prestigious professions like administration or management which require highly trained skills remain male monopolies . Women are, except in very few cases, left with clerical, nursing , janitor and similar jobs (Genet, 1991; Anbesu, 1992; Abebayehu, 1995; Zenebework, 1976). Due to this, a number of teenage school girls may develop negative attitude towards schooling and parents may ask for themselves, why kill time for lower rate of return in girl's education? The end result of this could be dropping out of school.

2.2.2.5. Health Problem or Teenage Pregnancy

Studies also show that the health problem of children and teenage pregnancy are other causes of early school leaving by high school students (Brimer & Pauli ,1971; Stoops, Rafferti & Johnson,1981; Zenebework, 1976). In many developing societies like Ethiopia, the child is placed on a carbohydrate and contaminated water diet which leads to protein deficiency and dysentery (Birmer & pauli, 1971). Thus during his/her school period if he or she has survived health hazards, he/she is in a weakened, inclined to be inert and passive and having difficulty in attending. In Ethiopia, health and nutritional conditions are among the poorest of all LDCs (Zenebework,

1976). In addition to the prevailling urban bias in the regional distribution of medical and health services, poverty and ignorance about nutrition and the cause of disease made the health problem of people, especially children rampant. Malaria, biliharzia, cholera, typhoid fever , worms, eye-infections leading to blindness, kidney infection, hysteria, depression and veneral diseases are extremely common (Nigatoloun, 1987; Zenebework,1976). Moreover, harmful traditional practices are also common in Ethiopia which bring about health hazards on school children (Asmaru, Routonen & Lebesech , 1996; Genet, 1991). The more the ill-health of a student, the more likely it is that he/she will give up his/her schooling.

It is also to be noted that free sexual intercourse has increased among teenagers of schools and is not always "safe". As a result, a number of school girls are exposed to early pregnancy which is an obstacle to their learning. Also , most pregnant girls try to abort by methods that are often "archaic" and dangerous to their survival (Nigatoloum, 1987:53). In conformity with this, Ediger (1987); Jabre (1988); Natriello, Mc Dill and Pallas (1985); and Assefaw and Menna (1995) have reported that teenage pregnancy of unmarried girls appears to be epidemic in society and is known as the major cause of school dropouts among females.

2.2.2.6. Marriage

Closely tied with child birth in Ethiopia is the marriage practices. Marriage is the defining feature of the Ethiopian culture. Regarding this , researchers contend that it has a considerable share in aggravating the dropout rates among school children, especially among girls (Dirrirsa, 1993; Yelfign ,1990; Anbesu & Barbara, 1988, Assefaw & Menna, 1995). Yelfign (1990) points out that Ethiopian parents are highly eager towards the marriage of their children. The importance

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attached to marriage is due to parents wish to avoid any risk of immoral behavior and to conform to customs in order to remain respected by the society (Yelfign, 1990; Zenebework, 1976). As a result, in many localities of Ethiopia especially in rural areas, parents prize her/ his early marriage more than his/ her education after the age of 14. Moreover, oral tradition and songs emphasize the necessity of marrying and unmarried youth is a source of contempt .Because of this, a number of high school students, particularly girls, are forced to interrupt their schooling. Reviewing the available literature on marriage (Cammish & Bronk, 1994: 236) expressed the gravity of the problem by saying the following:

> The pressure to marry at any cost, the survival of the tradition of early marriage , and the custom in some ethnic groups for girls to prove their fertility before marriage, all contribute to the high dropout rate for girls at the end of the primary cycle and the early years of secondary cycle.

Similarly, Jabre (1988) found that marriage constitutes additional factor for school dropouts. To substantiate the above idea, Zenebework (1976) and Genet(1991) have noted that in Ethiopia, because of the pressure on them to marry and their apparent inability to assert themselves (because the responsibility for their marriage entirely rests on their parents), a number of girls are subject to early school leaving rather than pursuing their study up to higher level.

In conclusion, as seen in this chapter, both the developing and developed worlds share a common education problem known as high school dropouts. The rate of dropout is found to be more severe among developing countries than among the developed ones, and among girls than among boys.

As regards the causes, factors which stem from the school itself play a pivotal role in dropping out. They include distance from home to school or unsafe road

conditions; unattractive schools functioning with inadequately prepared (untrained) teachers , lack and more often complete absence of good instructional materials and textbooks ; curriculum that is ill-adapted to the needs of the child or his/ her environment; teaching methods and evaluation procedures which fail to give him/her a sense of achievement and impose a rigid system of annual examinations which allow repetition of grades; and too much absence from school. Furthermore, factors which stem from socio-economic environment undoubtedly contribute to dropouts. These include the use of child labor for domestic duties or to help parents during the peak seasons of agricultural operations; children's overriding motive for earning money; parental inability to bear educational expenses on textbooks and stationery materials; family disintegration; parental attitude to formal education which may range from apathy to even hostility ; low employment opportunities for the educated persons; teenage pregnancy; ill-health ; and early marriage.

CHAPTER 3

THE RESEARCH DESIGN AND METHODOLOGY

3.1. Research Methodology

In order to have a clear picture of the existing nature of the problem (high school dropouts) and because of its appropriateness the descriptive survey method was employed for this study. Further, survey of the descriptive method was employed because of its appropriateness for refining the diversified methods of instruments such as questionnaires, interview, observation and documentary analysis. The relevance of this method for such purposes has been explained by Seyoum and Ayalew (1989); Hinkle, Wiersma and Jurs (1988); and others.

3.2. Sampling Techniques and the Sample Population

According to the 1994 Census report , the Amhara Region consists of ten zones and one special zone, that is , Bahir Dar (CSA, 1995). In this study , two zones which constitute about 18.2 percent of the region's total (zone population) were randomly selected. Six senior secondary schools that constitute about 46.2 percent of the schools in the two zones were selected by using multi-stage sampling or a combination of stratified random sampling and purposive sampling techniques. In such cases, the sampling process focuses on the proportion of school distribution in the zones. As a result, two senior secondary schools (9-12) out of five were taken from the Awi zone; and four schools [three senior secondary and one middle school (9-10)] out of eight schools in the East Gojjam zone were included in the sample population.

Of a total of 859 (457 boys and 402 girls) high school dropouts from all the six schools in the academic year 1995/96 , 264 dropouts (137 boys and 127 girls) which constitute about 31 percent on the average were randomly selected from grades 9 through 12 to fill the questionnaire. The sample size was assumed to be representative because the researchers like Hinkle, Wiersma and Jurs (1988:170) state that when the sample size is greater than 30, the approximation of the sampling distribution to a normal distribution is usually quite close. Furthermore, in order to ensure fair representation of dropouts by gender at different grade levels, purposive sampling and stratified quota sampling techniques were employed.

In addition to the above respondents, the study involved 12 unit leaders taken two from each school,12 directors (including assistant directors) taken from each school, and three counselors taken from three schools only. The school personnel were selected by applying a combination of purposive sampling and availability sampling techniques. Purposive sampling was used with the intention that those school personnel may have better access to furnish the necessary information regarding school dropouts than others. Whereas availability sampling was employed with the reason that the number of population (universe) was very limited.

3.3. Mechanisms of Getting Respondents (1995/ 96 dropouts)

Finding the ex-students themselves was not easy as it may be expected. Some of the factors that aggravated the difficulty in locating the dropouts were the residential distribution of the region's population who are largely (above 90%) rural dwellers and the migration of people from place to place (from rural -to - urban or vice versa). In short, the data collection process was with much difficulties in which an individual researcher could not tolerate. Anyhow , a modest

effort was made to get the real data from the concerned sources. To this end, the following procedures were applied:

1. A feasibility study included a 10- day field visit to two zones and to six schools by the researcher. The Wereda education offices and wereda Administrative offices were also visited. The visit partially helped to identify the dropouts' size, their personal background, and their residence. Further, the procedures for selecting the sample and for finding the ex-students were discussed with school directors, Wereda education officers and other concerned personalities.
2. The dropouts were identified by the researcher with the help of school directors and record officers by going through the school records, especially from rosters. After handing over the names of the 1995/96 academic year dropouts, samples were specified.
3. A considerable amount of effort was made to identify the residence of sample population. That was achieved by employing different mechanisms. One of them was consulting school files. The other was asking a friend of theirs still in school which proved to be effective. To achieve this goal, the writer in cooperation with school directors, unit leaders as well as homeroom teachers, has made lists of children who had left school by stating the names of the students, sex, the grade they had been in and the section they had been attending. Those lists were handed to homeroom teachers and unit leaders who did their best to identify them with the aid of the school children and other staff members.

The result showed that some of the 1995/96 dropouts had returned to the same school, some had moved to another vicinity, others were leading their lives either by staying with parents in a countryside or in a nearby town, some of them had been employed in different organizations, or some

of them got married . For the list of names that were still not specified, samples were replaced by using the same procedure as before.

4. The specification of the subjects' residence indicated the researcher that he could not locate all respondents(dropouts) by himself alone. As a result, data collectors (two individuals for each school except for Debrework Senior Secondary School) were selected with the help of school directors and assistant directors.

Following the selection the researcher had a meeting with the data collectors in each of the research sites explaining to them the aim of the study in detail. Besides, they were given a couple of draft questionnaire to fill out. After they had completed the draft questionnaire, the questionnaire was discussed with them and that helped the researcher revise the items of the questionnaire, guided by their experience.

Finally, for the smooth running of data collection process by each data collector , instruction on how to approach respondents, where to find them, when to meet with the researcher, and other related matters were given by the writer. On top of that, by making himself available in the schools, the writer has made all necessary efforts to avoid mistakes and minimize possible mis-understandings.

3.4. Instrumentation and Data Collection Procedures

Two types of data collection procedures were employed for this study. First, primary data were obtained through three basic instruments: questionnaire for dropouts, questionnaire for school personnel, and interview for school administrators (see Appendix part).

Dropouts' questionnaire was constructed in two parts. The first part was intended to get information regarding the following: personal and family backgrounds, social relation at home and in school, academic interest and regularity in school attendance, family encouragement and support, family size and structure, attitude toward teachers and school work in general, punctuality for school hours and length of the distance they travelled from home to school, and other related matters. The second part was intended to elicit information about the causes for their being dropouts. This part of the questionnaire consisted of items that were constructed in five- point scale alternative responses ranging from " extremely serious = 5" to "not observed at all = 1". This helped to get information on the level of seriousness of the influence of various factors or causes in aggravating students' quitting school.

Questionnaire prepared for school personnel was intended to collect information regarding the personal, educational and professional characteristics of the personnel (directors, assistant directors, unit leaders, and counselors). In addition, this questionnaire aimed at obtaining information regarding the causes for student dropouts on opinion basis.

The two questionnaires (dropouts' and school personnel's) were originally prepared (constructed) in English and translated into Amharic later to make it easy for

understanding . Both questionnaires involved a combination of structured (close-ended) and unstructured (open- ended) items.

In addition to the questionnaires, the study employed both structured and unstructured interview. They were administered to school administrators to which they responded by consulting school documents and calling to their mind of their observations.

The draft questionnaires were first administered to 52 dropouts and four school personnel for the try-out in Debre Markos town. After it had been filled by these groups of students, each questionnaire was examined item -by-item to detect ambiguous and unclear statements.

As a result, some of the questions were modified and opinions of some school personnel and dropouts were obtained which later helped in the organization of the final questionnaire.

The finalized questionnaire was distributed to student dropouts at one of the three places: (i) the home or place of work, (ii) a community social center, or (iii) at a given town if address was known.

Moreover, secondary data were obtained from available documents at schools, Zonal education offices, Regional Education Bureau, Ministry of Education and Central Statistics Office. The focus of the document examination was made on enrollment rates , repetition rate, dropout rate, qualification of teachers, and others.

3.5. Data Analysis Methods

3.5.1. Variables used

3.5.1.1. Dependent Variable. This study was measured by main dependent variable known as dropout rate of high school students with respect to their gender.

3.5.1.2. Independent Variables. In this study, the determinants of dropping out were examined by grouping them into two major categories: those related to the student experiences in the school(school- related factors), and those out-of - school factors that were influential in affecting dropout rate. Further , the effect of sex (gender) upon the dropout rate in relation to the above factors was also investigated by using different mechanisms.

3.5.2. Statistical Tools Used for Data Analysis

Depending on the nature of the basic questions and the data collected, different statistical techniques were employed. To be more specific, the research design incorporated both descriptive and other analytical or statistically based research methods.

In this study, descriptive analysis was used in calculating different independent variables that reflect various characteristics of the educational system: gross and net enrollment ratios for both sexes, the extent of the provision of school facilities, the 1995/96 dropout rates for grades 9-12 , student- book ratios, and level of teachers' training or qualification. The relative frequencies (expressed as percentages) would also describe dropouts' characteristics such as age, sex, attitude toward school subjects and teachers, and attendance rates. They also used in describing family size, family occupation , economic status and other

related matters. In short, the background questions of the dropouts' questionnaire (items other than groups of causes or factors) were treated by using descriptive statistics which mainly involve percentages and averages.

The magnitude of the dropout rate for a cohort through a cycle of secondary education (from 1991/92—1995/96) was estimated by using an adapted Reconstructed Cohort Method (modified from UNESCO, 1972). The importance of this method in determining the student flow rates for a given cohort (in showing the dynamics of the education system) has been noted by UNESCO (1972), Adane (1993) and Tegegn (1996). The 1991/92 academic year 9th grade entering cohort was taken as an input and was analyzed in terms of progression of the cohort history up to the time of completion of the secondary education cycle. To compute the cumulative cohort's dropout rate, dropouts after each year of the secondary cycle were summed and taken as a percentage of enrollment in grade 9.

In this study, the computation of dropout rate by using Reconstructed Cohort Method had given a room for a student's repetition of a grade at a maximum of two times as per the Ministry of Education policy report (cited in Tegegn, 1996).

The 1995/96 dropout rate was taken as the sum of the ratios of the number of dropouts of each grade to that of corresponding enrollments for the year 1995/96.

The second and fourth basic questions of the study were addressed by using percentages and mean scores. The chi-square statistics were also used in treating the significance of the differences among the opinions of male and female dropouts for each of the factors.

In order to test the third and fifth basic questions, that is, the effects of in-school and out- of - school factors

among boys and girls , the mean scores of male and female dropouts were separately summarized under each category. Then the differences of these mean scores were examined through t test. The convenience of the t - distribution for testing the significance of difference between the means of two populations, based on the means and distributions of two samples has been noted by Williams (1979), Hinkle, etal. (1988).

Finally , in order to compare the effects of in- school and out - of - school factors among male and female dropouts, the Spearman's rank difference correlation (rho) method was employed. the appropriateness of this method for treating the data given in terms of rank orders is demonstrated by Guilford (1965).

In all of the above cases, the starting point of the statistical analysis was the hypothesis that there is no difference on the different variables between the two groups- male and female high school dropouts of the region understudy. The existing differences were tested for statistical significance at .05 level.

CHAPTER 4

PRESENTATION AND INTERPRETATION OF DATA ANALYSIS

This part of the paper deals with the analysis of the data collected from sample school dropouts, school personnel respondents and documents of schools, zones, region, Ministry of Education, and Central Statistical Office. The questionnaires were distributed to 264 high school dropouts and 27 school personnel (directors, assistant directors, unit leaders, and school counsellors). Two hundred-fifty four (96.2%) sets of questionnaire for dropouts and 27 (100%) sets of questionnaire for school personnel were returned and usable.

The responses of the dropouts to each of the questions given were analysed and interpreted. Most of the data gathered were organized using tables followed by discussions. For the sake of convenience related questions were treated together. The responses of the school personnel were used as additional ideas to substantiate the dropouts' responses.

4.1 Secondary School Participation Rates by Zones

The following table shows the Gross and Net Enrolment Ratios for Secondary level. It is to be noted that Gross Enrolment Ratio in Senior Secondary education is defined as the ratio of students in Senior Secondary education divided by the total number of chidlren aged 15-18 years (multiplied by 100 percent). Net Enrolment Ratio in Senior Secondary education is defined as the number of students in Senior Secondary education aged 15-18 years divided by the total number of chidlren aged 15-18 years (multiplied by 100 percent).

As can be observed from Table 1, the Zonal participation rates of school-age chidlren at secondary level were extremely unbalanced. The net enrolment ratios ranged from 0.7 percent in Waghemra to 41.3 percent in Bahir Dar Special Zone for both group of sexes. From the data it is also clear to see that the six zones (i.e., Bahir Dar Special Zone, S.Wollo, Awi, N.Gonder, E.Gojjam, and N.Showa) had achieved better educational participation rates than the remaining ones.

Table 1: Gross and Net Enrolment Ratios for Secondary Schools, 1995/96*

Ratios	Gender	N.Showa	S.Wollo	N.Wollo	S.Gonder	N.Gonder	W.Gojjam	E.Gojjam	Awi	Oromiya	Waghemra	B.D special	Region Total
GER	Boys	6.3	8.5	3.6	3.3	6.0	3.5	5.3	6.6	2.5	1.1	62.5	5.6
	Girls	4.8	6.6	2.0	2.4	6.5	3.0	4.9	6.7	2.0	1.0	39.8	4.9
	Both	5.6	7.6	2.8	2.9	6.3	3.2	5.1	6.7	2.3	1.0	49.0	5.3
NER	Boys	4.6	6.9	2.6	2.3	4.2	2.8	4.2	5.2	1.7	0.8	51.1	4.3
	Girls	3.9	6.0	1.5	1.9	5.4	2.5	4.2	5.4	1.6	0.7	34.5	4.1
	Both	4.3	6.3	2.1	2.1	4.8	2.6	4.2	5.3	1.7	0.7	41.3	4.2

Source: Computed from documents of Region 3 Education Bureau and Central Statistical Office

These Zones have both GERs and NERs greater than the regional average ratios (See Table 1 above). The zones which performed least were Waghemra, Oromyia, N.Wello and S.Gonder in ascending order of participation rates. Furthermore, the regional cumulative average participation rates (seen in terms of GER) were 5.6 percent for males, 4.9 percent for females, and 5.3 percent for both sexes. The corresponding ratios for the nation in the 1994/95 academic year were 7.5 percent, 5.7 percent and 6.6 percent respectively (MOE, 1996). This implies that the region's educational participation rate at secondary level was by far lower than the national average.

When the participation rates are broken down according to the gender of school-age chidlren in each zone, a sum total of different results emerge. In all zones with the exception of N.Gonder and Awi, the GERs and NERs were significantly higher for boys than for girls with the highest gap recorded in Bahir Dar special zone and N. Showa zone. This shows that the region has chronic gender bias against female education which may manifest itself within or outside the educational system. In

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* **The number of population aged 15-18 years for 1995/96 is projected from the 1994 Census.**

light of this, some interviewees from the Regional Education Bureau have explained the situation in such a way that by law or policy, both boys and girls have the right to attend school equally. By custom, however, boys usually receive preferential treatment in this respect. The possible reason may be due to the prevailing traditional attitude of the society that does not encourage females to be educated. Despite a lot of efforts which have been made to change the conditions of females in all over the country, the achievements gained (scored) especially in rural areas are still very low. In all levels of education, females are underrepresented. Therefore, the effort has to continue until a relatively equal opportunity to male and female is achieved. In this regard, motivation has to be provided to the family to encourage female education.

As a whole, the data revealed that the region has a serious educational participation problem in the secondary school level. A large proportion of school-age children are not going to school. The findings of this study are in conformity with what has been documented by Elleni (1995) who explained that in many African countries in which Ethiopia is not an exception, quite a number of eligible age groups of chidlren remain out of school. For the majority of those who have got the chance to learn, the period of learning is unlikely to exceed from five to six years of learning. Elleni continues reporting that over eighty percent of the youth does not have access to secondary education, let alone to college education.

While it is important in Ethiopia to produce students who can read, write and compute, some Ethiopians must also be educated beyond the point of mere literacy. An expanding economy and the increased perplexing problems facing the country demand a sizeable number of people who are not only literate with only five or six years of elementary education, but who have to go through secondary education and college training to solve the country's multi-faced problems.

4.2 The Incidence (Magnitude) of Dropout Rate by Gender and Grade

Among and within regions and zones there are variations as to who gets educational opportunity and who succeeds in school. Certain groups of learners are left out of quality education often than others. A considerably higher dropout rates may also occur in some grades than others. Therefore, it is important to know the magnitude or incidence of the problem underdiscussion (high school dropouts). Accordingly, the following Tables (2&3) accompanied by discussions are aimed at demonstrating this fact.

Table 2: The Trend of Dropout Rates (%) in the Sample Schools, 1993/94 - 1995/96

Grade	Academic Year											
	1993/94*			1994/95*			1995/96			1993/94-1995/96		
	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
9	12.8	14.5	13.7	19.0	16.1	17.3	14.9	11.3	12.9	15.6	14.0	14.7
10	19.2	12.1	15.6	12.8	18.7	15.7	10.2	11.7	11.0	13.3	14.2	13.7
11	13.8	10.7	12.5	12.2	21.2	16.3	19.2	13.7	16.8	15.0	14.7	14.9
12	3.3	2.8	3.1	4.9	3.2	4.2	5.8	7.3	6.3	4.5	3.9	4.3
9-12	12.5	11.6	12.0	13.0	16.0	14.8	13.1	11.5	12.3	13.1	13.1	13.1

* Note that among the six schools, the data for Ankesha Senior Secondary school in 1993/94 and 1994/95 academic years were assumed to be similar to the data in 1995/96.

As shown in Table 2, in the three academic years considered in this study, the dropout rates for males ranged from 12.8 to ,19.0 percent of total enrolment in grade 9; from 10.2 to 19.2 percent in grade 10; from 12.2 to 19.2 percent in grade 11; from 3.3 to 5.8 percent in grade 12; and from 12.5 to 13.6 percent in grades 9-12. On the other hand, the percentages for female dropouts ranged from 11.3 to 14.5 in grade 9; from

11.7 to 18.7 in grade 10, from 10.7 to 21.2 in grade 11, from 2.8 to 7.3 in grade 12, and from 11.5 to 16.0 in grades 9-12. In the 1993/94 academic year, the highest rate of dropout among boys (19.2%) and among girls (14.5%) occurred in grades 10 and 9 respectively. In 1994/95, the highest rate of dropout among boys (19.0%) and among girls (21.2%) occurred in grade 9 and grade 11 respectively. In 1995/96, the highest rate for boys (19.2%) and for girls (13.7%) occurred in grade 11. The dropout rate for both sexes was the highest in grade 10 (in 1993/94), in grade 9 (in 1994/95), and in grade 11 (1995/96). On the other hand, the least rate of dropout for both sexes occurred in grade 12 in each of the three academic years.

It has also been evident that the over-all dropout rate (i.e., for grades 9-12) was higher among boys than among girls in 1993/94 and 1995/96 academic years, but it was higher among girls than among boys in the 1994/95 academic years. So it appears that the dropout rate in the sample schools of the study was with a certain degree of inconsistency (with no definite pattern observed) among sexes and among grades.

However, when the dropout rate was analysed from the point of view of the reconstructed cohort history (a method which shows the flow rate of a given group of school children by means of a flow diagram on year-by-year and grade-by-grade basis), an altogether different patterns emerged. Table 3 below contains the reconstructed history of 1000 pupils (in each of the three cases: boys, girls and both sexes) entering grade 9 in 1991/92 which was extracted (summarized) from Lexis flow diagram (1,2,&3) situated in the Appendix part of the thesis.

As we can see from the Table 3, the over-all wastage due to dropping out was found to be 57.3 percent and of this 23.9 percent occurred in grade 9; while 12.7 percent and 20.7 percent occurred in grades 10 and 11 respectively (see Table 3 below).

Table 3: Summary Table for Dropout Rates Among the Cohort Children (1000 Pupils) in the Region, 1991/92-1995/96

Year	Dropouts by gender and grade									Graduating Students (12)		
	9			10			11					
	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
1991/92	139	191	165	-	-	-	-	-	-	-	-	-
1992/93	26	65	44	52	75	67	-	-	-	-	-	-
1993/94	11	61	30	16	46	31	102	70	88	344	111	212
1994/95	-	-	-	9	61	29	49	66	61	166	103	147
1995/96	-	-	-	-	-	-	32	87	58	54	64	68
1991/92-1995/96	176	317	239	77	182	127	183	223	207	564	278	427

This implies that out of the 1000 students (both sexes combined) who got the chance of continuing secondary education, about 573 students were not in a position to reach the final grade of the cycle or to complete the course offered for the level. It appears therefore, that 573 students dropped out of school before reaching grade 12 during the total period of the cohort (1991/92-1995/96). It is also worth mentioning at this point that only 42.7 percent of the pupils entering the secondary level of education had the chance of joining the graduating class (final grade of the cycle). This in turn shows the dropout rate of a high magnitude among secondary school students of the region understudy.

When the dropout data are further broken down according to the gender of the student population, a sum total of different patterns emerge. The over-all wastage due to dropping out among boys was 43.6 percent; while it was 72.2 percent among girls. And out of these, 17.6 percent for boys and 31.7 percent for girls occurred in grade 9; 7.7 percent for boys and 18.2 percent for girls occurred in grade 10; and 18.3 percent for boys and 22.3 percent for girls occurred in grade 11. It is to be noted

that a considerably higher rate of student withdrawal from secondary schools of the region had occurred among girls (72.2%) than among boys (43.6%). This implies that the survival rate of female students was much worse than their counterparts (or boys).

The results of the present study are in conformity with what has been documented by Wanna and Tsion (1994), Dirrirsa (1993), UNICEF (1992), Genet (1991), World Bank (1980), and others. All of these researchers invariably reported that the incidence of dropping out was more serious among girls than among boys. On the other hand, the results of the present study refuted Rumberger's result that secondary school dropout rate was more severe among boys than among girls (Rumberger, 1987).

The data have also indicated that the highest rate of dropout among boys occurred in grade 11; while it occurred in grade 9 in case of girls. On the other hand, the highest rate of dropout for the aggregate student population (for both sexes) occurred in grade 9. However, the lowest rate of dropout in each of the cases (boys, girls & both sexes) occurred in grade 10. The findings of this study contradict with what has been reported by other researchers (like Simmon, 1980; Tekeste, 1990). Their findings revealed that the highest rate of dropout had occurred at the beginning of the education cycle and with the rate showing a relative decrease as one goes up the ladder of the grade levels. In this study, the occurrence of the highest dropout rate among boys in grade 11 may be due to the students' need to repeat the lessons of the grade level as it is believed to be very essential to achieve good grades in the ESLCE (Ethiopian School Leaving Certificate Examination) given for grade 12 completion. This also is in conformity with the actual fact that the higher institutions of the country have been dominated by more boys than girls (Seyoum, 1991; Genet, 1991).

In general, from the findings of this study, it can be asserted that the secondary schools of the region were characterized by dropout rate of a high magnitude. What is

more, the magnitude of the dropout rate was higher among girls than among boys, and it was the highest in grade 11 for boys, in grade 9 for girls, and in grade 9 for both gender groups. However, in a region like Amhara, where illiteracy rate is still very high and the provisions of primary and secondary education for eligible age-groups are far below the desired number, dropping out seems to be wasteful.

It is also believed that secondary education is a system of manpower development for the supply of middle level skilled personnel for the region and more than that for the country. But, such a view may end up with disappointing results if the number of successful graduates is becoming very limited.

Moreover, the completion of Senior Secondary education is nowadays becoming a minimum requirement to get a gainful occupation in government civil service institutions which are altogether the largest public employers in the country. It is also a preparatory stage for higher education system. On the other hand, ending up education somewhere in the middle or at the beginning of the cycle obstructs the chances of success in the above areas and more than that it leads to poor self-esteem, low-paying jobs, high illiteracy rate and a host of other problems that prevent men and women from taking equal role in different activities in the society.

4.3 Reasons for Dropping out

Dropping out of school is believed to be caused by a number of factors. The impact of some of these factors is discussed hereunder.

As it can be observed from Table 4, 83 (63.8%) boys; 73(58.9%) girls and 156 (61.4%) both sexes of dropouts were from the rural areas. This shows that dropping out of high school was common among rural dwellers than among urban residents. The findings of this study go in line with the findings of Tadesse (1974) and UNICEF (1992) whose report revealed that students who live in rural areas usually leave their schooling earlier than their counterparts in urban areas.

Table 4: Dropouts' Residence, Grade Level and Age of Quitting

Description of Items and Responses		Gender of Respondents					
		Boys in		Girls in		Both in	
		N°	%	N°	%	N°	%
Dropouts' Residence	Urban	47	36.2	51	41.1	98	38.6
	Rural	83	63.8	73	58.9	156	61.4
	Total	130	100.0	124	100.0	254	100.0
Grade level of Quitting	9	61	46.9	60	48.4	121	47.6
	10	32	24.6	32	25.8	64	25.2
	11	30	23.1	26	21.0	56	22.1
	12	7	5.4	6	4.8	13	5.1
	9-12	130	100.0	124	100.0	254	100.0
Age of Quitting	Below 15 years	26	20.0	14	11.3	40	15.8
	15-18 years	80	61.5	91	73.4	171	67.3
	Above 18 years	24	18.5	19	15.3	43	16.9
	Total	130	100.0	124	100.0	254	100.0

The possible reason for this could be students from the countryside are often times occupied by a dozen of responsibilities or hard tasks that are given by their families. Besides, rural area parents most of the time force their children to marry earlier. As a result, they are obliged to give up their schooling somewhere in the middle of the cycle.

As it is indicated in the above Table (4), the study has included the sample dropouts from each of the four grade levels. Accordingly, about 47 percent of boys and about 48 percent of girls were from grade 9. About 25 percent of the boys and 26 percent of the girls were from grade 10. About 23 percent of the boys and about 21 percent of the girls were from grade 11. Finally, the study has included samples from grade 12 who accounted for about five percent from each sex group.

It has also been evident that the majority of dropouts (61.5% of boys and 73.4% of girls) had dropped out of school within the age range of 15-18 years. The above age-range represents a very critical period for the Ethiopian youths. It is a period in which, in many cultures of Ethiopia, the youths are ready to accept a number of social, economic and political responsibilities. For example, in rural areas of the Amhara Region, children of this age are expected to feed their family either by working at home (i.e., son-in the place of father and daughter-in place of mother or along her side) or by selling their services to other families. It is also an age in which a child is expected to marry and lead his/her life by being independent or a householder. Moreover, at this age level some parents do not volunteer to supply school facilities thinking that the child is old enough to help himself or herself. Therefore, these responsibilities and others can aggravate the incidence of dropping out from the high schools.

The data have also shown that about 39 percent of the boys and about 27 percent of the girls had dropped out of the high schools either before the age of 15 or after the age of 18. According to the MOE, the eligible age of enrolment in Senior Secondary Schools is 15 and the cycle's age is taken to be 15-18 years. But this age limit is not strictly followed as long as there are over-aged and under-aged students attending classes. Because of the variability in admission, it is common to see that students of vastly different ages share the same classroom; children of 13 to 14 years and men of twenty-five sit side by

side in grade 9. Regarding this, a number of studies have indicated that under-agedness and over-agedness of students in schools could have some psychological problems which can aggravate early school leaving. For instance, Wanna and Tsion (1994), and Adane (1993) support the view point that under-aged school children are not mature enough to adapt to a new environment of the school and are not ready to accept the instruction given for the level. Therefore, they may become frustrated in schooling. On the other hand, over-aged school youth may feel ashamed of attending in classrooms and play grounds. They may also consider their staying in school as wasting their time that could have used in gaining different incomes and enjoying with different activities. In such cases, the problem of dropping out will be high.

4.3.1 School-related (in-school) causes

The study has looked into some of the institutional factors that contributed to dropping out of students from high schools. The following discussions are about some of school-related factors that influenced their dropping out from the schools. The frequencies of items were displayed in a 2x5 contingency table. The chi-square statistic was used to test whether or not there is a significant difference between the responses of boys and that of girls.

In computing the results of the study, the writer has used different points for the responses:

5 = extremely serious,
4 = very serious,
3 = somewhat serious,
2 = observed but not serious, and
1 = not observed at all.

Furthermore, the significance of the chi-square result is indicated by the symbol*.

Distance from Home to School and Unsafe Road Conditions

Table 5: The Extent of the Influence of Distance to school and Road Insecurity in Aggravating Dropping out.

Description of Items	Respondents		Response Values						Mean ($\bar{X}$)	Chi-square (X^2)
			1	2	3	4	5	Total		
Long distance to school	Boys in	No.	28	13	15	18	56	130	3.47	7.39
		%	21.5	10.0	11.5	13.8	43.1	100.0		
	Girls in	No.	26	20	25	13	40	124	3.17	
		%	21.0	16.1	20.2	10.5	32.3	100.0		
Frightening road conditions	Boys in	No.	48	26	15	27	18	130	2.52	3.79
		%	36.9	20	11.5	17.7	13.8	100.0		
	Girls in	No.	45	25	12	15	27	124	2.63	
		%	36.3	20.2	9.7	12.1	21.8	100.0		

When the dropouts were asked whether travelling long distance from home to school was the main problem of dropping out, 56 (about 43 percent) of the boys and 40 (about 32 percent) of the girls replied that the problem was extremely serious. About 14 percent of boys and about 11 percent of girls also replied that the problem was very serious. Furthermore, about 12 percent of boys and about 20 percent of girls responded that distance from home to school somewhat influenced them to drop out of shcool. As a whole, the averages (3.47 for boys and 3.17 for girls) indicated that travelling long distance to school was one of the main causes for dropping out of learners from high schools. The magnitude of the influence tends to be severe for boys than for girls. However, the calculated value of chi-square (X^2= 7.39) does not exceed the tabulated value ($X^2_{C.V.}$= 9.49) for 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is not significant.

In this regard, the dropouts were asked for how long they walked to school. The result shows that about 46 percent of boys and about 66 percent of girls walked for a maximum of one hour, whereas about 54 percent of boys and about 34 percent of girls of this study responded that they used to walk more than two hours. Specifically speaking, 47 (about 36 percent) boys and 16 (about 13 percent) girls mentioned, they used to attend in high schools by walking for more than two hours a day. This implies that a considerable number of school-chidlren in the region were fedup of walking long distances to school. It is unfair to expect that such students will attend their school regularly.

Furthermore, documentary data show that the region understudy has a considerable shortage of secondary schools to accommodate the eligible age-group. For instance, when the availability of schools in 1995/96 academic year is analysed from the point of view of the school-age children, primary schools were more available than junior secondary schools and the junior secondary schools more than the senior secondary schools. The number of primary schools was about 11 times as many as the number of junior secondary schools (i.e., with ratio 2575/233) and about 35 times as many as the number of senior secondary schools (i.e., with ratio 2575/77). In the 1994/95 academic year, the corresponding values for the nation were 7.54and 20.09 respectively (MOE, 1996). This shows that the locations of Senior Secondary schools of the region were more dispersed than the locations of primary and junior secondary schools. The situation in the region was even worse than the situation in the country.

In line with this, research findings indicate that the location of school (or school zoning) has a direct relationship with the dropout rate (Tadesse, 1974; Dirrirsa, 1993; Adane, 1993). The problem of distance entails a number of factors that hinder a student's attendance. It is unlikely that a student who walked for two hours follows his/her lesson actively.

Fatigue, boredom, thirst and hunger cases are common. Furthermore, experience has shown that parents' decision about sending their children to school is very much influenced by the proximity of schools. The greater the distance between a child's home and a school, the less likely it is that parents allow him/her to attend. Even if children start to learn, distance often makes them lose hope and they decide to drop out because it takes too long or it is "too much trouble" to get there (UNICEF, 1992; Anderson, 1992).

Distance to school is also associated with security problems. Regarding this, the dropouts were asked whether or not they faced with security problems on their ways to schools. The result shows that 74 (about 60 percent) of boys and 68 (about 55 percent) of girls suffered from safety problems. In relation to this the data in Table 5 have also evidenced that security problem was extremely serious for about 14 percent of boys and for about 22 percent of girls. It was also very serious for about 18 percent of boys and for about 12 percent of girls. On the other hand, safety problem was not observed on 48 boys and 45 girls. The calculated averages for boys and girls - 2.52 and 2.63 respectively-indicate the safety problem was somewhat influential for aggravating early school leaving by secondary school students. However, the calculated value of chi-square (X^2 = 3.79) does not indicate the responses of boys and girls were significantly different as the table value of it (X^2_{cv}=9.49) for 4 degrees of freedom at 5 percent level of significance is higher than the observed value of it.

Travelling long distance from home to school and back to home is often accompanied by poor and risky road conditions. Students from rural areas occasionally have to cross rivers, pass through dense forests inhabited by wild animals, and have to cross marshy grasslands, or climb hills and descend valleys in order to reach school. Such conditions influence parents to oppose, schooling for their children. As a result, parents will be reluctant to send their children to places that they believe are not secure to their children. Similar results were reported

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by Tadesse (1974) and Anderson (1992). In addition to the above factors in some localities of the region, the problem of forced marriage (kidnapping or raping) and taking revenge for somebody's death, cause worry to parents. Sometimes, even in towns, bully boys are the main sources of the problems. It is continually heard that many of school girls have been victimized by unwanted sexual advances by bullies or gangs in towns. Such practices make parents feel uneasy when sending their daughters to school. Consequently, the dropout rate is aggravated.

Curriculum, Field of Study and Language of Instruction

What the children learn, the content of the curriculum, and the medium of instruction are found to be significant determinants of the likelihood that hard to-reach children will either attend, or succeed in school. Therefore, the following table accompanied by discussion demonstrates the impact of the above factors in aggravating dropping out problem.

As it is indicated below (Table 6), for the highest proportion of boys the irrelevance of the curriculum was not a cause for their leaving school. More specifically, about 66 percent of boys and about 54 percent of girls mentioned that they left school not because of the curriculum that was not adaptable to their learning. On the contrary, some individuals (about 34 percent of boys and about 46 percent of girls) replied that they left school because the curriculum was not adaptable to their learning needs.

Table 6: The Extent of the Influence of the Curriculum, Course of Study and Language of Instruction in Aggravating Dropping out

Description of Items	Respondents		Response Values						$\bar{X}$	X^2
			1	2	3	4	5	Total		
Irrelevance of the curriculum	Boys in	N°	61	25	21	15	8	130	2.11	14.87*
		%	46.9	19.2	16.2	11.5	6.2	100.0		
	Girls in	N°	33	34	20	17	20	124	2.65	
		%	26.6	27.4	16.1	13.7	16.1	100.0		
Inability to get into desired field or course of study in school	Boys in	N°	50	25	15	25	15	130	2.46	2.12
		%	38.5	19.2	11.5	19.2	11.5	100.0		
	Girls in	N°	45	23	22	20	14	124	2.48	
		%	36.3	18.5	17.7	16.1	11.3	100.0		
Difficulty in the language of instruction	Boys in	N°	54	24	22	10	20	130	2.37	15.42*
		%	41.5	18.5	16.9	7.7	15.4	100.0		
	Girls in	N°	26	22	25	18	33	124	3.08	
		%	21.0	17.7	20.2	14.5	26.6	100.0		

As a whole, the averages (2.11 for boys and 2.65 for girls) indicated that curriculum irrelevance was somewhat serious cause for girls' dropping out from school but was not a serious cause for boys. In this regard, the calculated value of X^2 is 14.87. But the table value of X^2 for 4 degrees of freedom at .05 level of significance is 9.49 which means that difference is highly significant and it was not incidental.

In relation to this, the school personnel were asked to specify whether the existing curriculum is relevant or not. For this, 27 (100 percent) of them invariably replied that the curriculum was not relevant to the society's learning needs. Supporting this result, Tadesse (1974) suggested that the inert and lifeless nature of curriculum had made a number of youths to be left out of school in earlier periods. In conformity with this,

Elleni (1995), Levin and Lockheed (1993) reported that a curriculum which did not reflect the needs and interests of youths who attend high school was found to be a major cause for poor attendance and withdrawal from the school.

In Ethiopian schools, it is openly observed that the curriculum simply equips students with smatterings of dry subjects like mathematics, science, geography, history, European language, and so forth. Secondary curriculum is supposed to prepare students for college education even when it is clear that only a fraction of secondary school graduates have an opportunity to enrol in higher education. In conformity with this, researchers (like Tadesse, 1974; Anbesu, 1992; Elleni, 1995; Levin & Lockheed, 1993) have suggested that what is taught in schools of most developing countries is often left unrelated to the learners' daily experience. The contents of text books are completely different from the pupils' family and social milieu. They often lead to boredom and distaste of school which in turn lead to dropping out.

The data (in Table 6) have also evidenced that about 42 percent of boys and about 45 percent of girls had dropped out because they didn't get into the desired fields of study in the schools. The computed averages, (2.46 for boys and 2.48 for girls) show that the inability to get desired courses of study was a serious cause for dropping out of both sex groups. The existing difference in responses of male and female dropouts is found to be statistically insignificant as the calculated chi-square value ($X^2_{(4)}$= 2.12 P >.05) is by far smaller than the table value (9.49).

Many schools fail to offer an adequate program in terms of number and variety of courses to satisfy the needs and interests of the broad range of pupils who attend school. Some schools may offer a great variety of courses, but even in these it is possible that the contents of some courses may be inadequate. Coupled with the irrelevance of the curriculum, limiting the chances of students in choosing the fields of study annoys them and aggravates their dropping out from school.

Closely tied with the school curriculum and course of study is the language of instruction. It is truism to say that the best medium for teaching a child is his mother tongue. A student taught in a language he/she knows well can use his/her environmental experiences directly to organize the knowledge he/she has already acquired and to help him/her acquire new knowledge. He/she can assimilate teaching more rapidly than through unfamiliar linguistic medium. On the contrary, when a student is forced to learn subjects in language other than he/she understands, he/she cannot manage to grasp subjects. As a result, he/she may develop negative attitude towards schooling. In this regard, the data in Table 6 have revealed that the difficulty of the English language was an extremely serious problem for about 15 percent of boys and 27 percent of girls. Language difficulty was also very serious cause for about eight percent male and for about 15 percent female dropouts. As it is shown in the table, the averages (2.37 for boys and 3.08 for girls) indicated that language difficulty was somewhat serious cause for female dropouts, but with minor impact on male dropouts. This difference between female and male dropouts was found to be statistically significant, because the calculated value of X^2 (15.42) is by far greater than the table value (9.49) for 4 degrees of freedom at 5 percent level of significance.

English is known to be the language of instruction in Secondary schools of Ethiopia starting from the seventh grade. But since nobody uses English to communicate at home, many of the country's school youths face great problems in learning. The mastery of the language let alone by high school students, by the teachers of the high schools has been very questionable. This was witnessed from what has been gathered from the school personnel of understudy. They were asked to specify the English langauge proficiency skills of their respective school students. As a result, 7.4 percent of them replied their students' capacity was "medium", 51.9 percent of them mentioned that it was "low" and 40.7 percent indicated their English language

mastery to be "very low". This was found to have a great effect in aggravating the problem of early school leaving.

Quality of Teachers

Having seen the impact of distance, insecure road, irrelevant curriculum, hatred of course of study, and difficulty in the language of instruction on dropouts problem, it is also attempted to discuss the impact of quality of teachers as they hold direct key for school attendance.

Table 7: The Qualification of High School Teachers, 1995/96

Teachers in	Qualification															
	12+TTI		12+1		12+2		12+3		12+4 (1st Degree)		Master's Degree		Others		Total	
	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%
Region	39	1.8	28	1.3	1106	50.8	48	2.2	918	42.2	29	1.3	5	0.2	2176	100.0
Sample Schools	4	1.9	6	2.9	123	59.4	2	1.0	72	34.8	-	-	-	-	207	100.0

Source: Calculated from documents of schools and Regional Education Bureau

Table 7 indicates that the highest proportion of teachers in the Amhara Region was with qualification not more than 12+2 or diploma level. Specifically, the data reveal that about 51 percent of teachers in the region and about 59 percent of teachers in the sample schools were only diploma holders. About 42 percent of teachers in the region and about 35 percent of the sample school teachers were first degree holders. About four percent of teachers in the region and about five percent of the sample school teachers have qualification levels of Grade 12 and below, 12+TTI, or 12+1. This shows that the 1995/96 academic year teachers of the region have low qualification, majority of them hold diploma with 12+2 level. This trend is in contradiction to the aim of the new education policy of the country which specifies all secondary schools should be staffed with a minimum of B.A/B.Sc. holders.

Table 8: Dropouts' Judgement of Teachers

Description of Items		Respondents and Responses							
		Agree				Disagree			
		Boys in		Girls in		Boys in		Girls	
		N°	%	N°	%	N°	%	N°	%
Most teachers	know the subject matter well	75	57.7	90	72.6	55	42.3	34	27.4
	stimulate interest of students	71	54.6	79	63.7	59	45.4	45	36.3
	explain difficult ideas	84	64.6	83	66.9	46	35.4	41	33.1
	appreciate comments	83	63.9	80	64.5	47	36.1	44	35.5
	are enthusiastic toward their profession	58	44.6	83	66.9	72	55.4	41	33.1
	age well organized in classes	73	56.2	84	67.7	57	43.8	40	32.3
	are fair in testing	75	57.7	46	37.1	55	42.3	78	62.9
	are helpful	30	23.1	31	25.0	100	76.9	93	75.0
	are fair in punishment	52	40.0	48	38.7	78	60.0	76	61.3
	equally treat both sexes	60	46.2	44	35	70	53.8	80	64.5
	equally treat high and low achievers	39	30.0	31	25.0	97	70.0	93	75.0
	Average of all	64	49.2	64	51.6	66	50.8	60	48.4

The major part of the student's time in high school is spent in the instructional program. Since a major task of teaching is to help youngsters become informed, it requires no elaboration to conclude that the subject must be known and understood by the instructor before it can be effectively communicated to the learners. Such a quality is not a gift of the divine power but rather accumulated through training or keeping up with in-service training of the teacher himself. The better the teacher knows something, the better he can communicate it to his students. What is more, a better qualified teacher frequently holds direct key to school attendance. Despite this, research findings confirm that most developing countries in which Ethiopia is one keep a large number of unqualified teachers not suitable to the educational level they are assigned to (World Bank, 1980&88; Brodbelt, 1986; Elleni, 1995). Coombs (1985) also maintains the view point that the declining quality of teacher training in most developing countries has a significant contribution to high rate of

dropout. Similarly, Adane (1993) has found that the training level of a teacher had an inverse relationship with the dropout rate.

It is unfair to expect that a teacher of low qualification has some important qualities that promote the holding power of students in school. In this respect, the dropouts were asked to give their opinions on some qualities that characterize superior teachers. The result is indicated in Table 8. The findings indicate that both male and female dropouts were more or less positive toward teachers on the six qualities of a teacher (i.e., most teachers were well-informed on their subjects, they stimulated interest of learners; they explained difficult ideas clearly; they appreciated comments; they were well organized in classes; and in view of most girls but not most boys, most teachers were enthusiastic towards their profession). However, according to the majority of respondents most teachers were not fair in testing;in helping students with problems; in punishment; in treating male and female students as well as high and low achievers equally. All in all the cumulative average of the response shows that 66 (50.8%) of boys and 60 (48.4%) of girls did have negative attitude toward teachers. On the contrary, 64(49.2%) of male dropouts and 64(51.6%) of female dropouts did have positive attitude toward their teachers (see Table 8 above). This implies that the quality of teachers might have influenced some students not to continue in their schooling.

In this regard, the study has tried to look into the effect of teacher's qualification upon dropping out. The data in Table 9 have revealed that the availability of limited number of qualified teachers in schools, the use of corporal punishments by school personnel, and hatred of some teachers developed by dropouts, did not play a major role in influencing dropouts. In short, the computed averages of both sexes for each item show that shortage of qualified teachers, the use of corporal punishment by school personnel, and student' dislike of some teachers did not cause majority of them to be dropouts.

Table 9: The Extent of the Influence of Teachers' Qualification, Punishment, and Hatred of Some Teachers in Aggravating Dropping out

Description of Items	Respondents		Response Values						$\bar{X}$	X^2
			1	2	3	4	5	Total		
Shortage of qualified teachers	Boys in	N°	54	26	25	12	13	130	2.26	0.39
		%	41.5	20.0	14.2	9.2	10.0	100.0		
	Girls in	N°	52	24	26	12	10	124	2.23	
		%	41.9	19.4	21.0	9.7	8.1	100.0		
Corporal punishment by school personnel	Boys in	N°	72	26	20	6	6	130	1.83	1.00
		%	55.4	20.0	15.4	4.6	4.6	100.0		
	Girls in	N°	63	28	18	7	8	124	1.94	
		%	50.8	22.6	14.5	5.6	6.5	100.0		
Dislike of one or more teachers	Boys in	N°	61	26	13	11	19	130	2.24	4.30
		%	46.9	20.0	10.0	8.5	14.6	100.0		
	Girls in	N°	49	32	16	15	12	124	2.27	
		%	39.5	25.8	12.9	12.1	9.7	100.0		

The values of chi-square for each of the items (i.e., 0.39 for low qualification of teachers, 1.00 for the use of punishment, 4.30 for dislike of some teachers) indicate that the existing differences among male and female respondents are not statistically significant. Because the table value of chi-square (X^2_{cv}= 9.49) for 4 degrees of freedom at 5 percent level of significance is higher than each of the calculated X^2 values specified above. This implies that each factor had more or less similar effect or influence upon male and female dropouts.

It is also worth mentioning at this point that though its cumulative effect is not significant, the existence of a limited number of qualified teachers in the sample schools has made 50 (about 38 percent) boys and 48 (about 38 percent) girls become dropouts. Similarly, 42 boys and 43 girls had left school because they hated some teachers or school personnel. In connection with this, the school personnel respondents noted that students with disciplinary problems were treated in a

variety of ways. Among which whipping, asking the offender to kneel down and to do odd jobs in school, keeping the offender out of class temporarily, asking the offender to bring his/her guardian, advising him/her personally, and expelling and suspending from school were regularly practised. The writer of this paper has also observed punishment (whipping, keeping the offender out of classroom, asking the offender to kneel down) being practised by unit leaders and teachers in some sample schools during the data collection process. But this is not a fair practice and unless it is reduced it may aggravate the problem of student dropouts.

Sometimes the causes of dropout may be in the school itself. Students get many excuses to stay away from school when their teachers are unfair, irritable, faultfinding, extremely careless, and lacking imagination and the ability to make work enjoyable. It is quite common for the learner who has been reprimanded or punished to remain at home on the following day because of embarrassment or wounded feelings or fear of punishment.

Therefore, when it is necessary to scold a child, it is equally necessary to find some ways of re-establishing his/her self-esteem as soon as possible. Otherwise punishment and enforcement of strict rules and regulations merely aggravate the problem and make young potential dropouts hate school more than ever.

The Availability of School Facilities and Services

Since educational facilities and services are salient tools for teaching-learning activities and the means through which the educational objectives are made fruitful, the study has made somewhat detailed investigation about them. The following tables and discussions will shed new light on questions about them (see Table 10 and 11).

Study after study indicates that inadequate provision of instructional materials and physical facilities is a major cause for dropping out of school (Curle, 1973; World Bank, 1980 & 88;

materials and lack of quality services in school were found to increase the problem of irregular attendance and early school leaving. In order to ascertain this result, the present study has made a very detailed enquiry with the dropouts as well as with concerned school personnel. The result in Table 10 shows that the situtaiton has been in a status of considerable shortage. More specifically, the study has made somewhat a detailed

Table 10: The Extent of Availability of School Facilities and Services

Items	Responses and Respondents (%)					
	Enough		Not enough		Not at all	
	Dropouts	S.Personnel	Dropouts	S.Personnel	Dropouts	S.Personnel
Text books for all subjects	-	7.4	-	74.1	-	18.5
Teacher guides for all subjects	-	7.4	-	48.2	-	44.4
Reference books	-	7.4	-	59.3	-	33.3
Teaching aids	-	22.2	-	77.8	-	-
Drinking water	20.1	48.2	55.5	18.5	24.4	33.3
Electric light	-	40.8	-	29.6	-	29.6
Latrine	83.5	70.4	16.5	29.6	-	-
Library	61.8	29.6	38.2	70.4	-	-
Laboratories	28.0	22.2	61.4	77.4	10.6	-
Classrooms	-	74.1	-	25.9	-	-
Tables (Desks)	74.8	-	25.2	-	-	-
Chairs (Benches)	66.5	-	33.5	-	-	-
Study hall	12.2	-	46.1	-	41.7	-
Recreational centres	12.6	-	53.5	37.0	33.9	63.0
Guidance service	22.4	48.2	49.2	7.4	28.4	44.4
Clinic	7.9	-	44.9	-	47.2	100.0

inventory of the number and condition of different kinds of textbooks; of teacher guides; of reference books; of school furniture such as tables and benches; of services such as library, light, clinic, guidance, latrine and drinking water.

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In general terms, the situation was one of great scarcity in most schools, and of relative abundance in a few privileged schools. For instance, if we look at the provision of textbooks for each subject (see Table 10 above), about 74 percent of school personnel respondents replied that it was not enough to students enrolled in their respective schools. An inventory which was carried out on some textbooks (i.e., on Amharic, English, Mathematics and Agriculture for grade 9 and on English, Mathematics, Chemistry and History for grade 11) shows that the distribution ranged from one book for 1.1 to one book for 2.7 students. On the average, the textbook to student ratios were 1:1.5 and 1:1.6 for the grades 9 and 11 respectively.

The situation was very grave when it comes to the supply of teacher guides and other reference materials. As it is indicated in Table 10, about 48 percent of school personnel responded that the supply of teacher's guides was inadequate. Surprisingly enough, 44.4 percent of them replied that some subjects did not have teacher's guides at all. The situation of the respondents was more or less the same for the supply of reference materials. The data have also revealed that the provisions for students' health and hygiene was poor. Drinking water, health service, guidance service and recreational centres, were still hard to come by in some schools understudy.

Researchers believe that when school services (like library, health service, guidance service and provision of instructional materials) are improved, the dropout rates are minimized and pupils' attendance is improved (Fuller, 1987; Curle, 1973).

It seems that the variety of materials which can be made available in a library makes it possible to meet much broader student interests. When quality health services are provided in schools, pupils' illnesses with contagious diseases and other emergency cases can be detected. When a distinguished guidance or psychological assistance is delivered for those students who

Table 11: The Extent of Influence of School Facilities and Service in Aggravating Dropping out

Description of Items	Respondents		Response Values						$\bar{X}$	X^2
			1	2	3	4	5	Total		
Lack of counselling service	Boys in	N°	31	13	19	27	40	130	3.25	3.59
		%	23.8	10.0	14.6	20.8	30.8	100.0		
	Girls in	N°	27	12	26	17	42	124	3.28	
		%	21.8	9.7	21.0	13.7	33.9	100.0		
Inadequate supply of instructional materials	Boys in	N°	31	20	13	34	32	130	3.12	13.62*
		%	23.8	15.4	10.0	26.2	24.6	100.0		
	Girls in	N°	35	24	12	11	42	124	3.01	
		%	28.2	19.4	9.7	8.9	33.9	100.0		
Poor maintenance of shcool buildings or physical facilities	Boys in	N°	72	21	10	16	11	130	2.02	6.50
		%	55.4	16.2	7.7	12.3	8.5	100.0		
	Girls in	N°	62	25	17	7	13	124	2.07	
		%	50.0	20.2	13.7	5.6	10.5	100.0		
Lack of recreational facilities	Boys in	N°	55	16	28	14	17	130	2.40	11.61*
		%	42.3	12.3	21.5	10.8	13.1	100.0		
	Girls in	N°	34	31	24	21	14	124	2.60	
		%	27.4	25.0	19.4	16.9	11.3	100.0		
Lack of school clinic service	Boys in	N°	42	9	23	19	37	130	3.00	3.08
		%	32.3	6.9	17.7	14.6	28.5	100.0		
	Girls in	N°	29	13	23	19	40	124	3.23	
		%	23.4	10.5	18.5	15.3	32.3	100.0		
Lack of school Toilet service	Boys in	N°	62	12	17	21	18	130	2.39	7.17
		%	47.7	9.2	13.1	16.2	13.8	100.0		
	Girls in	N°	55	20	15	10	24	124	2.42	
		%	44.4	16.1	12.1	8.1	19.4	100.0		
Lack of clean drinking water	Boys in	N°	51	19	22	19	19	130	2.51	5.33
		%	39.2	14.6	16.9	14.6	14.6	100.0		
	Girls in	N°	34	20	20	28	22	124	2.87	
		%	27.4	16.1	16.1	22.6	17.7	100.0		
Inadequate supply of school furniture	Boys in	N°	59	21	21	22	7	130	2.21	10.00*
		%	45.4	16.2	16.2	16.9	5.4	100.0		
	Girls in	N°	42	33	22	13	14	124	2.39	
		%	33.9	26.6	17.7	10.5	11.3	100.0		
Inadequate library service	Boys in	N°	43	23	28	26	10	130	2.52	5.15
		%	33.1	17.7	21.5	20.0	7.7	100.0		
	Girls in	N°	43	17	22	22	20	124	2.67	
		%	34.7	13.7	17.7	17.7	16.1	100.0		

are faced with personal crisis, they can easily cope with their problems and continue their schooling properly. The maintenance of sound physical condition eliminates fear of health hazards and promotes interest in their schooling. The provision of adequate instructional materials helps the students to have practical experiences from subjects they study and enhances the performances of teachers by making their job easily understandable. In general, all these have ultimate effect on encouraging regular attendance and reducing the dropout rate of high school students.

In order to see the effects of those facilities and services, the school dropouts were subjected to a number of enquiries. The results are shown in Table 11. Accordingly, about 66 percent of boys and about 69 percent of girls dropped because of lack of guidance and psychological assistance at the time of personal crisis in school. More specifically, lack of guidance or counselling assistance was an extremely serious cause for 40(30.8 percent) male dropouts and for 42 (33.9 percent) female dropouts. The calculated averages (3.25 for boys and 3.28 for girls) show that lack of guidance service was a serious cause for dropping out for both sexes. However, the calculated chi-square ($X^2_{(4)}=3.59$, $P>.05$) shows that the existing difference between the responses of boys and girls is not statistically significant as the observed value of it is smaller than its critical value.

From psychological point of view adolescents in high schools are faced with a number of problems (social, economic, academic, personal, etc.) which aggravate the problem of dropping out of school. At this point the services of the guidance personnel may prove to be the most effective in dealing with many of problems of individual pupils. The importance of guidance in minimizing school dropout rate was reported by many researchers like Ediger (1987), Gowan (1971), Asmerom, et al. (1989), to mention some. They maintain the view point that since adolescents in high schools are subject to complex "life difficulties" which aggravate quitting schools, the availability

of guidance has a particular importance.

The data have also revealed that inadequate supply of didactic materials was a cause for about 61 percent of male dropouts and for about 53 percent of female dropouts. Specifically, the extent of the influence of inadequate instructional materials supply was extremely serious for 32 male and 42 female dropouts; very serious for 34 males and 11 females; and somewhat serious for 13 and 12 male and female dropouts respectively. The calculated averages for both sexes (3.12 for males and 3.01 for females) show that inadequate supply of instructional materials was somewhat serious cause for both gender groups become dropouts. In this regard, the calculated value of chi-square ($X^2_{(4)}$= 13.62, $P<.05$) shows the significance of the departure between the opinions of male and female dropouts,because the observed value (13.62) is greater than its critical value (9.49).

As it has been indicated earlier, the sample schools of this study had a considerable shortage of instructional materials. In some schools five to eight students shared a book. In such schools, students were expected to receive their education in the absence of minimum supply of educational materials. Honestly speaking, in such scarcity of educational materials:

(i) there is difficulty to cover the portions of lessons;

(ii) the students cannot do classworks, homeworks, exercises and assignments properly; and

(iii) the teachers cannot give sufficient notes on each topic, because they usually write on the blackboards which is time and energy consuming. This in turn lowers the interests of teachers in teaching. In such cases school children may become bored and disappointed in schooling in which case they may decide to leave school prematurely.

Previous studies (e.g. Tadesse, 1974; Fuller, 1927) documented that the poor status of physical conditions were

found to be associated with high dropout rate. In other words, when school buildings are shabby, depressing with leaking roofs, pupils will resort to quitting school in order to refrain from health hazards. In this study, however, the calculated averages for both sexes (2.02 for boys and 2.07 for girls) show that poor maintenance of school buildings did not cause them become dropouts. The chi-square statistic ($X^2_{(4)}$= 6.50, P>.05) also shows the difference is not statistically significant.

Moreover, the data in Table 11 have revealed that inadequate provisions of school facilities or poor supply of services in the schools had made a number of youths subject to early school leaving. To be more specific, lack of recreational facilities for refreshing their minds had made 45.4 percent of boys and 47.6 percent of girls victims of dropping out of school. In a similar contention, 60.8 percent of boys and 66.1 percent of girls had dropped out because of lack of school clinic service; 43.1 percent of boys and 39.6 percent of girls were caused by shortage of school toilet services; 46.1 percent of males and 56.4 percent of females had dropped out because of complete absence of water service given in the school; for 38.5 percent of boys and 39.5 percent of girls inadequate supply of school furniture was found to be another reason for their decision to drop out of school; finally, inadequate library service was found to be another main reason for dropping out for 49.2 percent boys and 51.5 percent girls. The calculated averages for each of the above school facilities and services in the case of both sexes have asserted that they were somewhat serious causes for the dropouts.

According to the chi-square statistics, the existing differences in the responses of male and female dropouts were found to be statistically insignificant as the observed value of chi-square for each of the factors is smaller than the corresponding critical value (See Table 11).

In general, there is strong evidence that inappropriate school facilities or inputs (like textbooks, teacher guides, libraries, laboratories, didactic materials such as maps,

compasses, rulers and other softewares) can significantly affect students' achievement and their progress in school (Curle, 1973; Tadesse, 1974; Fuller, 1987; Elleni, 1995). Elleni (1995) has pointed out that due to the prevailing budgetary crisis in developing countries like Ethiopia, the available instructional materials are inadequate; their school buildings are dilapidated, depressing, shabby with leaking roofs; classrooms are left with missing or broken desks and chairs, with no ventilation and sanitation all of which have discouraged pupils' learning and aggravated the rate of dropouts.

Academic Performance

It has been demonstrated that the academic performance of a student is a great determinant of dropout rate. To ascertain this fact, the study has attempted to discuss a few points regarding the dropouts' experience of repetition as they are presented below.

Table 12: Number of Repetitions Experienced by the Dropouts

Gender	Number of Times Repeated											
	None		Once		Twice		Three times		Four times		Five times	
	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%
Boys	86	66.2	32	24.6	12	9.2	-	-	-	-	-	-
Girls	16	12.9	56	45.2	34	27.4	8	6.5	6	4.8	4	3.2
Both	102	40.2	88	34.6	46	18.1	8	3.2	6	2.4	4	1.6

As can be observed from Table 12, quite a number of dropouts were subject to repeating of grades once or more than once. The data reveal that 87.1 percent of female dropouts and 33.8 percent of male dropouts had experienced the phenomenon of repeating. To be more specific, 24.6 percent of boys and 45.2 percent of girls had repeated a grade only once; 9.2 percent of boys and 27.4 percent of girls had repeated grades twice; 6.5, 4.8, and 3.2 percent of female dropouts had repeated grades three, four and five times respectively. The data show that the

phenomenon of repeating was more serious for female students than for male students.

Table 13: The Extent of Influence of Poor Academic Performance in Aggravating Dropping out

Description of Items	Respondents		Response Values						$\bar{X}$	X^2
			1	2	3	4	5	Total		
Discouragement due to low scholastic achievement in some subjects	Boys in	N°	53	24	22	12	19	130	2.39	11.27*
		%	40.3	18.5	16.9	9.2	14.6	100.0		
	Girls in	N°	33	16	26	24	25	124	2.94	
		%	26.6	12.9	21.0	19.4	20.2	100.0		
Discouragement due to frequent repetition	Boys in	N°	65	24	10	13	18	130	2.19	12.51*
		%	50.0	18.5	7.7	10.0	13.8	100.0		
	Girls in	N°	41	17	14	23	29	124	2.86	
		%	33.1	13.7	11.3	18.5	23.4	100.0		

The findings of this study seem to conform with what has been documented by Genet (1991) and Dirrirsa (1993) who reported that the incidence of repetition was more severe for girls than for boys. Indicating the gravity of repetition in the region understudy, MOE (1995) has also documented that in the 1993/94 academic year, the grand total repetition rates (for grades 9 through 12) for boys, girls and for both sexes were 10.0, 22.0 and 15.6 percent respectively. While the corresponding values for the nation in general in the same academic year were 11.2, 20.1, and 15.2 percent respectively. This implies that repeaters constituted a considerable proportion (more than 15 percent) of total enrolment in the region as well as the nation.

It has also been reported that poor academic achievement measured by grades, test scores, and grade retention has been associated with dropping out (Levey, 1971; Anbesu, 1992). In conformity with this, the findings in Table 13 have revealed that discouragement due to low scholastic achievement and due to

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detention were found to be the main causes for dropouts. More specifically, due to low scholastic achievement, about 41 percent of males and about 61 percent of females were subject to the phenomenon of dropping out. The calculated averages (2.39 for boys and 2.94 for girls) show that the factor low scholastic achievement was a critical problem for both gender groups, but its rate is relatively higher for girls than for boys. Regarding this, the calculated X^2 is 11.27. But the table value of X^2 for 4 degrees of freedom at 5 percent level of significance is 9.49. Therefore, since the calculated value is higher than this table value, the existing difference between female and male dropouts is found to be statistically significant and is not because of chance.

It has also been found that about 32 percent of boys and about 53 percent of girls had dropped out because they were forced to repeat a grade or grades. The means of the two groups (2.19 for males and 2.86 for females) indicate that repetition of a grade was considerably serious problem among girls, but not that much influential among boys for their being dropouts. The existing difference between male and female dropouts is found to be statistically significant as the calculated chi-square value ($X^2_{(4)}=12.51$, $P<.05$) is higher than the table value of it. Hence, the difference cannot be ascribed to have taken place because of chance.

This seems to support the result reported by Tadesse (1974). His findings suggested that one reason for a student's leaving school was his/her poor academic achievement, that is, inability to pass examinations at the end of academic year. Schools in the region understudy are required to follow the promotion guidelines established by zones. The guidelines of all zones are more or less similar. As to the rules, promotion from one grade to another (from grade 9 to grade 11) is based upon a successful completion of rigid examinations (whose appropriateness is put under question mark) for each subject. Students are expected to score at least 50 percent in the final examination for each subject. Those who scored below 50 percent

in two or more subjects are obliged to repeat the grade a maximum of two times in some schools. It is to be noted that in some schools, the above rules are not strictly applied. They sometimes allow students who scored below 50 percent in two or three subjects whenever there are school places to accommodate all of their applicants. Those who fail to qualify in examinations and fail to meet the requirements at different levels in the educational systems become frustrated and give up their schooling for ever. It seems logical that students who do not perform well in school seek to leave the environment that provides them negative feedback (World Bank, 1988). This implies that educational systems by grading students also degrade their students. The reason that is lying behind in such educational systems for allowing repetition of grades is their assumption that repetition is an appropriate investment in pupil's recovery (UNESCO, 1972). However, such assumption fails to justify the mechanisms of compensation for a risk of wastage brought by repetition like the following: repetition reduces the intake capacity for schools; causes the loss of investment in educational services and increase in unit costs; and contributes to a high dropout rate (Wanna & Tsion, 1994; Adane, 1993). Furthermore, it is found to be correct that the number of satisfied clients especially females, who graduate from schools every year is smaller than the number of frustrated dropouts. Repetition, in addition to aggravating early school leaving, raises the amount of time required to complete the educational cycle, demands for incurring additional expense and causes over-crowding of classrooms.

Absenteeism

Another ,critical factor which is closely tied with the dropout problem is student absenteeism. The following tables (14, 15 & 16) accompanied by discussions are about student absenteeism.

Table 14: Absence Days in the Previous Semester

Gender	Absence Days in a Semester							
	1-5		6-10		11-15		16-20	
	No.	%	No.	%	No.	%	No.	%
Boys	68	52.3	28	21.5	16	12.3	18	13.9
Girls	54	43.5	57	46.0	13	10.5	-	-
Both	122	48.0	85	33.5	29	11.4	18	7.1

Table 14 shows that all of the dropouts were victims of absenteeism. Specifically, 52.3 percent of boys and 43.5 percent of girls had been absent for a maximum of five days within a semester before they quitted learning. While 12.3 percent of males and 10.5 percent of girls had been absent for a maximum of 15 days. It has also been found out that as the number of days of absence increases, the rate of absenteeism is becoming higher among boys than among girls. This shows that the problem of absenteeism was more severe for boys than for girls. This might have happened due to truancy and to pass time in liquor houses or engagement in income-generating tasks.

In order to check up the extent of wastage that occurred due to the daily absence, the study has consulted the attendance documents of the sample schools for 27 November 1996. The result shows that the rates of absence from grades 9-12 were 12.6, 14.4, and 13.5 for boys, girls and both sexes respectively.

The break down of the rate in terms of the grade levels shows that the rates of absence for boys and for girls were 16.0 and 15.1 percent in grade 9, 11.6 and 14.7 percent in grade 10, 11.4 and 13.8 percent in grade 11, and 7.9 and 7.8 percent in grade 12 respectively.

Table 15: Reasons for Absence and Rank Correlation for both Sexes

Reasons	Gender of Respondents				D (R_1-R_2)	D^2
	Boys		Girls			
	%	Rank(R_1)	%	Rank(R_2)		
1. Pupil's health problem (accidents)	12.7	1	16.5	1	0	0
2. Family illness (death)	7.6	7	8.3	4	3	9
3. Lack of transportation	7.8	6	4.4	11	-5	25
4. Hatred of some teachers	2.7	12	6.2	8	4	16
5. Lack of motivation for learning	3.4	11	6.6	7	4	16
6. Failure to do homework (assignment)	2.5	13	0.9	15	-2	4
7. Frightening road condition	7.2	8	5.5	9	-1	1
8. Conflict with school community	5.9	9	5.3	10	-1	1
9. Excessive involvement in family work (household chores)	11.0	3	11.4	2	1	1
10. Involvement in farm work	12.5	2	8.8	3	-1	1
11. Involvement in petty-trade	4.2	10	4.0	12	-2	4
12. Attendance in religious holidays	8.0	5	7.5	5	0	0
13. Lack of money for schooling	9.7	4	7.0	6	-2	4
14. Peer group initiation	2.1	14	3.5	14	0	0
15. Maternity or pregnancy	-	17	3.7	13	4	16
16. Accustomed to bad habits (addiction)	0.8	16	-	17	-1	1
17. Conflict around home	1.9	15	0.4	16	-1	1

This shows that in the sample schools absenteeism was of a high magnitude which resulted in wastage of a considerable amount of both human and financial resources.

Concerning the causes for absenteeism, an attempt was made to investigate from the concerned sources. The findings are presented in Table 15. Accordingly, 12.7 percent of male absentees and 16.5 percent of females consistently mentioned that they had been absent because of personal health problem. Moreover, 12.5 and 11 percent of male absentees reported their involvement in farm work and in various domestic works. These were the second and third main reasons for their being absent. These factors were also chosen to be the third and second major reasons for female absentees. There were also other reasons for their being absent from the school (See Table 15).

In general, the rank-difference correlation coefficient of the reasons for absence from school among boys and girls is 0.88 which is regarded as significant beyond .05 level. Therefore, the selected reasons have affected the boys and girls in a more or less similar degree.

Table 16: The Extent of Influence of Too much Absenteeism in Aggravating Dropping out

Respondents		Response Values						$\bar{X}$	X^2
		1	2	3	4	5	Total		
Boys in	N°	47	24	12	24	23	130	2.63	3.47
	%	36.2	18.5	9.2	18.5	17.7	100.0		
Girls in	N°	39	24	16	16	29	124	2.77	
	%	31.5	19.4	12.9	12.9	23.4	100.0		

Review of research studies shows that high absenteeism rate especially continuous absenteeism is found to be associated with high dropout rate (Garman & Brown, 1989; Adane, 1993). In

order to ascertain this fact, the respondents were asked to specify the extent of the influence of too much absence from school on them to be dropouts. The result in Table 16 shows that too much absence had made 45.4 percent of males and 49.3 percent of females subject to be dropouts. The calculated chi-square statistic ($X^2_{(4)} = 3.47$, $P>.05$) has made the existing difference between the two groups of respondents statistically insignificant, because 3.47 (observed value of X^2) is smaller than 9.49 (critical value). Eventhough the differences in the opinions between sexes are not significant, a relatively higher effect of absenteeism has been observed among girls than among boys (see their cumulative averages).

It seems logical that once the pupil has been admitted to high school, the attendance becomes a matter for primary concern. Because a high rate of pupils absence is damaging to the school program. Irregular attendance of pupils in secondary schools disrupts the teacher's plans and the pupil's progress. In line with this, Brookover (1982) suggests that absenteeism in education reduces the cost effectiveness of the system and severely limits a child's lifelong potential by keeping him/her long from the school. Moreover, Adane (1993) and Tadesse (1974) have found that chronic absenteeism resulted in repetition and dropout which are aspects of educational wastage.

It is logically true that when a student misses classes, school work suffers, and a new problem is added to the student's other troubles. The more classes missed, the more the student falls behind and the harder it becomes to return to class. As a result, he/she will leave schooling early.

While regular attendance of high school pupils is a goal still ardently sought, perfect attendance is no longer regarded as the objective of good attendance policy. Pupils are members of the society, and they may have social, economic, health and other problems which may properly justify absence from school. The objective should be to minimize the number of absences to the point where school work does not suffer significantly. To this end, effort must be directed both toward groups of pupils

and toward individual student.

Table 17: The Extent of Influence of other Personal Problems in Aggravating Dropping out of School

Description of Items	Respondents		Response Values						$\overline{X}$	X^2
			1	2	3	4	5	Total		
Discharge for bad conduct	Boys in	N°	64	27	19	9	11	130	2.05	3.90
		%	49.2	20.8	14.6	6.9	8.5	100.0		
	Girls in	N°	48	35	17	9	15	124	2.26	
		%	38.7	28.2	13.7	7.3	12.1	100.0		
Dislike of school experience	Boys in	N°	50	27	22	14	17	130	2.39	4.96
		%	38.5	20.8	16.9	10.8	13.1	100.0		
	Girls in	N°	43	20	18	14	29	124	2.73	
		%	34.7	16.1	14.5	11.3	23.4	100.0		

As could be seen from Table 17, disciplinary problem was the main cause for 30 percent of male and 32.1 percent of female dropouts. However, the cumulative averages, 2.05 for boys and 2.26 for girls, show that disciplinary record had not influenced the dropouts. Moreover, the computed value of chi-square ($X^2_{(4)} = 3.90$, $P>.05$) is not statistically significant. This result once again attracts our attention that in the sample schools, the disciplinary problems of students were not deterrents of schooling systems in the region.

The data have also revealed that about 41 percent of boys and about 40 percent of girls had dropped out from the high schools because of their low motivation towards schooling. Their cumulative averages (2.39 for male dropouts and 2.73 for female dropouts) indicate that the problem of hating the

schooling activities had been another major cause for female dropouts, but not a significant cause for the male dropouts. However, the calculated value of chi-square ($X^2_{(4)} = 4.96$, $P>.05$) shows that the existing difference between boys and girls is statistically insignificant. When the percentages and averages are taken as measures of comparison, a relatively higher proportion of dropouts have been observed among girls than among boys due to the hatred of school programs.

It is fairly well documented that successful completion of the educational cycles requires a learner who is interested in school systems (Ediger, 1987; Jersild, 1969). It is also true that given a chance children are eager and active to know and to understand. Children can be bored by sickness and hunger or by fatigue from too much work, by strict authoritarianism of teachers. They can be bored by tedious lessons where success is unknown and the value of what is taught is dubious.

Boredom or lack of interest is a real danger to educational work. It makes a student to be truant and engaged in undesirable behavior. Renolds (1977) provides evidence that there is much that some students hate about school which causes them to withdraw from school. Such dislike may be extended to subject matter, teachers, school facilities, employment opportunities of the educated in the society, and so on, the ultimate result of which is dropping out.

Analysis of In-school Factors

In this study, the t-test was carried out in order to check whether or not there was statistically significant difference between the means of the two population groups (males and females). The test was carried under the assumption that the two populations had the same variance and the two independent samples were randomly selected.

The null hypothesis `there is no difference between the population of boys and the population of girls with respect to school-related factors of dropping out' was tested against the alternative hypothesis which assumes there exists a difference

between the two groups of population.

Since the observed value of t (-2.09) exceeds the critical value (1.96) in absolute value in this two-tailed test, the null

Table 18: Summary of t Test Results for School-related Factors

Variable	N° of cases	Mean	S.D.	Mean Difference	S.E. of Difference	df	t-value	95% C.I. for Diff.
Boys	130	2.477	0.77	-0.19	0.09	252	-2.09	(-0.37,-0.01)
Girls	124	2.66	0.68					

hypothesis is rejected in favor of the non-directional alternative hypothesis at the .05 level of significance. Therefore, the probability that the observed difference between the sample means would have occurred by chance, if in fact, the null hypothesis ($\mu_1 - \mu_2=0$) is true, is less than .05. In other words, the discrepancy between the range between the sample means and the hypothesized value of no difference is too great to attribute to sampling error. Hence, the conclusion is that the population mean on in-school factors of dropping out for male dropouts is less than the mean for female dropouts. Therefore, the effect of school-related factors is more acute for female dropouts than for male dropouts.

4.3.2 Out-of-School (external) Factors

In this study, in addition to looking at intrinsic factors, an attempt has also been made to investigate the causes of school dropouts that emanate from outside of the school system. The assumption revolved around the individual factors, family-related factors, societal and others. Therefore, an attempt is made to discuss some of these hereunder.

Health problem

In order to learn properly, an individual should be healthy. Otherwise the whole business of learning will be affected. The effect of health problem on the student can be seen in the following tables and discussion.

As it is indicated in Table 19, the highest proportion of dropouts were victims of various types of diseases. More specifically, 39 percent of males and 36.3 percent of females had chronic health problems when they were in school.

Table 19: Dropouts' Health Status while in School

Frequency of Sickness	Respondents					
	Boys in		Girls in		Both in	
	N°	%	N°	%	N°	%
Mostly sick	39	30.0	45	36.3	84	33.1
Sometimes sick	71	54.6	49	39.6	120	47.2
Healthy	20	15.4	30	22.1	50	19.7
Total	130	100.0	124	100.0	254	100.0

On the other hand, 54.6 percent of boys and 39.6 percent of girls had sometimes felt sick. Further, the dropouts were asked to specify the types of diseases they had suffered from.

Table 20: The Extent of the Influence of Personal and Parental Health Problems in Aggravating Dropping out

Description of Items	Respondents		Response Values						$\bar{X}$	X^2
			1	2	3	4	5	Total		
Pupils health problem	Boys in	N°	28	16	20	29	37	130	3.24	7.52
		%	21.5	12.3	15.4	22.3	28.5	100.0		
	Girls in	N°	39	19	20	14	32	124	2.85	
		%	31.5	15.3	16.1	11.3	25.8	100.0		
Pregnancy	Boys in	N°	130	-	-	-	-	130	1.00	82.36*
		%	100.0	-	-	-	-	100.0		
	Girls in	N°	64	14	14	14	18	124	2.26	
		%	51.6	11.3	11.3	11.3	14.5	100.0		
Parental health problem	Boys in	N°	45	24	26	17	18	130	2.53	25.52*
		%	34.6	18.5	20.0	13.1	13.8	100.0		
	Girls in	N°	42	24	2	25	31	124	2.83	
		%	33.9	19.4	1.6	20.2	25.0	100.0		

As a result, 12 percent of boys and 14.3 percent of girls had pneumonia (T.B.); 17.3 percent of boys and 21.4 percent of girls had chronic head-ache problem; 10.7 percent of males and 7.9 percent of females had malaria; and others suffered from kidney problem, liver problem, sight problem, gastritis, anxiety problem, anaemia, asthma, parasites, and communicable (virus) diseases. As could be seen from Table 20 concerning the effects of health problems of children on their schooling, 66.2 percent of boys and 53.2 percent of girls had dropped out because of health problems. It is vital to specify that for 37 (28.5 percent) boys and for 32(25.8 percent) girls the problem was extremely serious; for 29 (22.3 percent) boys and for 14 (11.3 percent) girls the problem was very serious; and for 20 (15.4

percent) boys and for 20(16.1 percent) girls the problem was somewhat serious. The cumulative averages of the two groups show that personal health problem was somewhat serious cause for dropping out and the effect was slightly higher for boys than for girls. However, the calculated value of chi-square ($X^2_{(4)}$=7.52, P>.05) shows that existing difference between male and female dropouts is statistically insignificant, because its observed value (7.52) is smaller than the critical value of it (9.49).

It has also been found out that 46 (37.1 percent) girls had dropped out because of pregnancy. Although the cumulative average (2.26) shows the problem has not been the main cause, it should not be underestimated as 37.1 percent of females had dropped out because of it. In this regard, the calculated value of X^2 is 82.36. But the table value of X^2 for 4 degrees of freedom at 5 percent level of significance is 9.49. Therefore, since the calculated value is to a great extent higher than this table value, the difference is statistically significant and is not due to chance. Thus, teenage pregnancy could be considered as the other cause for dropping out of females.

Finally, Table 20 reveals that parental health problem was found to be the other main reason for dropping out of 46.9 percent boys and 46.8 percent of girls. The cumulative averages of the two groups are 2.53 for boys and 2.83 for girls, confirm that parental health problem was a serious problem for both groups and greatly perturbed their, especially girls',schooling. The chi-square statistic ($X^2_{(4)}$ = 25.2, P<.05) has also shown that the difference is statistically significant, because its observed value is greater than the critical value for 4 degrees of freedom.

The findings of this study are also in conformity with the arguments of Brimer and Pauli (1971), and Zenebework (1976). They concur the view point that in many developing countries including Ethiopia, a number of school children were subject to premature school leaving due to personal and parental health hazards.

It is also fairly well documented that teenage pregnancy of unmarried girls appears to be epidemic in the society and is known to be the main cause for early school leaving of many female students (Ediger, 1987; Jabre, 1988; and others). It is also vital to mention at this point that most pregnant girls try to abort by traditional methods that are often dangerous for their survival. As a result, a considerable number of teenagers have lost their lives.

Family structure

Another factor which has significant interrelation with the dropout rate is the learners' family structure. The effect of the family structure in affecting schooling of children will be seen in the following tables (21 & 22) which are accompanied by discussion.

Regarding the background of the dropouts, Table 21 has witnessed some key points. It shows that 44.1 percent of respondents (46.1 percent of males and 41.9 percent of females) have lost one or both of their parents. More specifically, 18.5 percent of boys and 14.5 percent of girls have lost their fathers; 21.5 percent of males and 19.4 percent of females were without mothers; and for 6.1 percent of boys and 8 percent of females, both parents had died. This shows that a considerable number of the school dropouts were from broken home families. On the contrary, 53.9 percent of boys and 58.1 percent of girls have mentioned that both of their biological parents are alive.

Those groups of dropouts whose parents are alive were asked to specify whether or not their parents lived together. Accordingly, 71.4 percent of males and 75 percent of females

Table 21: Dropouts' Home Environment and Family Structure

Description of Items and Responses		Respondents					
		Boys in		Girls in		Both in	
		N°	%	N°	%	N°	%
Condition of parental existence	Both parents are alive	70	53.9	72	58.1	142	55.9
	Only father is alive	24	18.5	18	14.5	42	16.5
	Only mother is alive	28	21.5	24	19.4	52	20.5
	Both are dead	8	6.1	10	8.0	18	7.1
	Total	130	100.0	124	100.0	254	100.0
Whether or not both parents live together	Yes	50	71.4	54	75.0	104	73.2
	No	20	28.6	18	25.0	38	26.8
	Total	70	100.0	72	100.0	142	100.0
With whom dropouts live	With both parents	41	31.5	46	37.1	87	34.2
	With father & step-mother	24	18.5	24	19.4	48	18.9
	With mother & step-Father	6	4.6	14	11.3	20	7.9
	With other relative	18	13.9	10	8.0	28	11.0
	With father only	6	4.6	5	4.0	11	4.3
	With mother only	6	4.6	7	5.7	13	5.1
	With husband (wife)	26	20.0	14	11.3	40	15.8
	Alone	3	2.3	4	3.2	7	2.8
	Total	130	100.0	124	100.0	254	100.0
Frequency of parental (family) conflict within a month	One day	46	35.4	47	37.9	93	36.6
	Two days	34	26.1	39	31.5	73	28.7
	Three days	14	10.8	16	12.9	30	11.8
	Four days	6	4.6	-	-	6	2.4
	Five or more days	14	10.8	6	4.8	20	7.9
	No conflict	16	12.3	16	12.9	32	12.6
	Total	130	100.0	124	100.0	254	100.0
Dropouts' relation with their family	Over protection	58	44.6	66	53.2	124	48.8
	Normal protection	33	25.4	26	21.0	59	23.2
	Rejection (frequent disagreement)	31	23.8	22	17.7	53	20.9
	Other (broken home family)	8	6.2	10	8.1	18	7.1
	Total	130	100.0	124	100.0	254	100.0

replied affirmatively that their parents had lived together. Whereas, 28.6 percent of males and 25 percent of females responded that their parents are separated. This shows that there was a great deal of family breakdown among the dropouts.

Moreover, the dropouts were asked to specify with whom they were living while in school. The result in Table 21 shows that only 31.5 percent of boys and 37.1 percent of girls were living with both of their biological parents. The remaining ones were living either with one of the parents and step-parents, or with only one parent, with other relatives, with their marriage partner, or isolated from the family and by wandering in a nearby town.

Table 22: The Extent of the Influence of Parental Disunity and Quarrelsomeness at Home in Aggravating Dropping out

Description of Items	Respondents		Response Values						$\bar{X}$	X^2
			1	2	3	4	5	Total		
Parental disunity (family breakdown)	Boys in	N°	57	28	8	12	25	130	2.39	9.30
		%	43.3	21.5	6.2	9.2	19.2	100.0		
	Girls in	N°	6.3	11	5	17	28	124	2.48	
		%	50.8	8.9	4.0	13.7	22.6	100.0		
Quarrelsomeness at home (disagreement or conflict)	Boys in	N°	53	17	21	15	24	130	2.54	0.57
		%	40.8	13.1	16.2	11.5	18.5	100.0		
	Girls in	N°	51	18	20	11	24	124	2.51	
		%	41.1	14.5	16.1	8.9	19.4	100.0		

The dropouts were also asked to specify the degree of the influence of parental disunity for their being dropouts. As a

result, 24.6 percent of boys and 40.3 percent of girls dropped out because of their family disunity. Specially, for 19.2 percent and 22.6 percent of male and female dropouts respectively, the case was extremely serious. The mean scores (2.39 for boys and 2.48 for girls) confirm that broken family had a relative effect in aggravating the problem of early school leaving among high school students with the magnitude of the effect slightly higher for girls than for boys.

However, the chi-square statistic ($X^2_{(4)} = 9.30$, $P>.05$) has shown that the existing difference among the two groups of respondents is not statistically significant as the observed value of X^2 (9.30) is slightly less than that of the critical value of it (9.49).

In general, the findings of this study indicate that the structure of the family had a considerable effect in affecting the school attendance of children. Similar results were also obtained by Brimer and Pauli (1971) who reported that disunity in the family due to abandoning of family by either parents, father's leaving for a distant work, death or divorce were the contributory factors to child's dropping out of school. This could be due to the fact that elongated separation and divorce usually create serious emotional disturbance of school children in the form of tension, anxiety or instability in their life which are hindrances to the children's concentration in the class. As a result, they may resort to quitting school.

In line with this, other researchers (e.g., Zimiles & Lee, 1991; Natriello, McDill & Pallas, 1985; Tadesse, 1974) have found out that the rate of dropouts is higher among single-parent families than intact families. This may be due to the fact that children who are living with both of their biological parents are more sheltered and well-treated than the others and there is probably less of pressure on them to contribute to the support of the family. On the other hand, children with only one parent or with step-parents may be more pressed to aid in support of the household chores or ill-treated for various reasons. Any way, such trends are very dangerous for the

maximum development of human potential as such they require a great attention by the concerned authorities (social workers) to change the consciousness of the elderly people or society in general.

Concerning their home environment, the dropouts were asked to specify how often their family (parents) have quarrelled with each other within a month and the mode of their relationship with parents. As it is indicated in Table 21, with the exception of 16 respondents from each group, the remaining ones had come from families who quarrelled up to five or more days in a month. Regarding the dropouts relation with their parents, the data reveal that 44.6 percent of boys and 53.2 percent of females had properly been cared for; 23.8 percent of males and 17.7 percent of females had been rejected (abandoned) by the family; and 6.2 percent of male dropouts and 8.1 percent of female dropouts were from broken homes. It has been found out that schooling of children is greatly affected by the home environment, that is, by the pattern of relationship between child and parents; and among parents themselves (Kahn & Nursten, 1964; Brimer & Pauli, 1971). To ascertain this, the sample dropouts of this study were asked to specify weather or not their home environment had made them to be dropouts. The result in Table 22 indicates that 46.2 percent of boys and 44.4 percent of girls had dropped out of school because of their unstable home environment - due to the prevailing disagreement among their families. The cumulative averages show that the extent of its influence was considerably high for both groups of dropouts. The calculated value of X^2 is 0.57. But the table value of X^2 for 4 degrees of freedom at 5 percent level of significance is 9.49 which is by far larger than the calculated value. This shows that the existing minor difference on the two groups of respondents, is not statistically significant.

Parental Background

The educational background of parents, their religious affiliation and their attitude towards modern education are among the most important factors that facilitate and encourage students success in school. Therefore, the following tables (23&24) accompanied by discussion are about these factors.

Table 23: The Educational and Religious Background of Parents, and Their Attitude Towards Modern Education.

Description of Items		Responses	Respondents					
			Boys in		Girls in		Both in	
			No.	%	No.	%	No	%
Parental Education Level	Father (Male guardian)	Illiterate	70	66.6	58	51.3	128	58.7
		Only read & write	24	22.9	36	31.9	60	27.5
		Attended 1-6	3	2.9	9	8.0	12	5.6
		Attended 7-8	2	1.9	5	4.4	7	3.2
		Attended 9-12	2	1.9	5	4.4	7	3.2
		Attended higher institutes	4	3.8	--	--	4	1.8
		Total	105	100.0	113	100.0	218	100.0
	Mother (Female guardian)	Illiterate	69	72.6	79	78	148	75.5
		Only read & write	19	20.0	18	17.8	37	18.9
		Attended 1-6	5	5.2	3	3.0	8	4.1
		Attended 7-8	1	1.1	1	1.0	2	1.0
		Attended 9-12	1	1.1	--	--	1	0.5
		Attended higher institutes	--	--	--	--	--	--
		Total	95	100.0	101	100.0	196	100.0
Parental Religion		Orthodox Christianity	125	96.2	122	98.4	247	97.2
		Muslim	5	3.8	2	1.6	7	2.8
		Others	--	--	--	--	--	--
		Total	130	100.0	124	100.0	254	100.0
Parental outlook for modern education		Supporting	64	49.2	50	40.3	114	44.8
		Indifferent	48	36.9	38	30.7	86	33.9
		Resisting	18	13.9	36	29.0	54	21.3
		Total	130	100.0	124	100.0	254	100.0
Parental attitude toward Children's dropping out of School		Encouraging	34	27.9	37	32.5	71	30.1
		Indifferent	40	32.5	34	29.8	74	31.4
		Discouraging	48	39.3	41	36.0	89	37.7
		Unknown	--	--	2	1.7	2	0.8
		Total	122	100.0	114	100.0	236	100.0

The respondents were asked about their parents' educational level. As it is shown in Table 23, majority of their parents (58.7 percent of fathers and 75.5 percent of mothers) were the illiterate ones. While 27.5 percent of the respondents' fathers and 18.9 percent of their mothers were with very limited educational background - not exceeding reading and writing levels acquired through non-formal education channel.

This goes in conformity with what has been documented by CSA (1995). According to the 1994 Census report, about 90 percent (89.15%) of people in the Amhara Region live in rural areas. The literacy rates of the region were 17.79, 23.48 and 12.06 percent for both sexes, for males and for females respectively of age 10 and above. What a vast majority of school attendants received was very elementary education not exceeding grade3. This implies that quite a number of people did not have exposure towards modern life. This might have affected the schooling of youth in the region.

Table 24: The Extent of the Influence of Parental Backgrounds in Aggravating Children's Dropping out of school.

Description of items	Respondents		Response Values						$\bar{X}$	X^2
			1	2	3	4	5	Total		
Parental opposition to formal education	Boys in	No.	39	19	14	24	34	130	2.96	4.28
		%	30.0	14.6	10.8	18.5	18.5	100.0		
	Girls in	No	43	20	20	15	26	124	2.69	
		%	34.7	16.1	16.1	12.1	21.0	100.0		
parental religious affiliation influence	Boys in	No	77	18	16	12	7	130	1.88	8.13
		%	59.2	13.8	12.3	9.2	5.4	100.0		
	Girls in	No	61	25	11	10	17	124	2.17	
		%	49.2	20.2	8.9	8.1	13.7	100.0		
parental withholding because of fear of violence (harassment)	Boys in	No	66	24	12	10	18	130	2.15	2.69
		%	50.8	18.5	9.2	7.7	13.8	100.0		
	Girls in	No	54	25	15	15	15	124	2.29	
		%	43.5	20.2	12.1	12.1	12.1	100.0		
Gender bias of parents toward children's education	Boys in	No	49	24	20	11	26	130	2.53	8.90
		%	37.7	18.5	15.4	8.5	20.0	100.0		
	Girls in	No	47	12	13	20	32	124	2.82	
		%	37.9	9.7	10.5	16.1	25.8	100.0		

Besides, the respondents were asked about their families' religion. The result in Table 23 shows that the highest proportion (97.2 percent) of the dropouts' parents were the followers of Orthodox Christianity. There were only 2.8 percent of respondents (3.8 percent boys and 1.6 percent girls) who were from the muslim families. Historically speaking, the Amhara Region is one of the regions in Ethiopia where conservative Coptic Christians were dominant. It has been recorded, people of such area were known for their opposition toward modern education especially in earlier periods. Instead, they gave much emphasis to Orthodox church education which has been characterized by having gender bias in favor of males (Seyoum, 1986; Yelfign, 1990, and others). These people favored their male off-springs to pursue church education with the intention of producing members of the clergy who could serve the church. For this, boys were preferred to girls because females were not allowed to be "deacons" and priests. In line with this, the literature disclose that the case of muslim families resembled with the characteristics of christian families. By observing the experience of some Islamic countries , Bowman and Anderson (1980) note that because of a widespread practice of female seclusion in Islamic societies, the schooling of girls has been highly affected. Besides, in the region understudy, most muslims are known for their engagement in business activities. As a result, they withhold their children when they reach high school in order to substitute their places in the business activities.

Table 23 also indicates that 49.2 percent of male dropouts' parents and 40.3 percent of female dropouts' parents were supportive to modern education. While 36.9 and 30.7 percent of male and female dropouts' parents were indifferent toward modern education . The remaining 13.9 and 29 percent of their respective parents were resisting to modern education. Besides, 77.8 percent of school personnel respondents noted parents were indifferent toward the education of their sons.

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On the other hand, 86.2 percent of school personnel asserted that the parents were indifferent toward their daughters' education. When the school personnel were asked to specify the extent of the difficulty of the relation between the school systems and parents, 55.6 percent of them replied that the relation was "very difficult" and 44.4 percent of them replied that it was "difficult". For this, they pointed out some reasons: unwillingness of parents to come to school, society's low interest in education, the distance of residence of parents being far from school, parental discouragement because of their children's low scholastic achievement, engagement of most farmers in their farming, the increase in unemployment for the educated, and the society's deep rooted thinking that education is better left for the government and teachers.

When the ex-students were asked about the attitude of their parents toward dropping out , 27.9 percent of boys and 32.5percent of girls explained that their parents were highly encouraging. While 32.8 percent of boys and 29.8 percent of girls described that their parents were indifferent if they dropped out of school.

On the contrary, only 39.3 percent of the boys and 36 percent of the girls had been given some support from their parents to continue their schooling. This implies that a great majority of dropouts had been given less support from their parents while learning.

To know the extent of the role of parents in discouraging children to stay in school the dropouts have been subject to inquiries. As it is indicated in Table 24, 55.5 percent of boys and 49.2 percent of girls discontinued their schooling because of lack of appreciation from their parents for their education. The mean scores of the two groups (2.96 for boys and 2.69 for girls) confirmed that parental opposition to formal education was a significant cause for their being dropouts. Further, since the computed X^2 value (4.28) does not exceed the critical value (X^2_{cv}= 9.49), the opinions of male

and female dropouts were found to be homogeneous regarding their parental opposition and its influence.

Nowadays, most parents are expected to be aware of the advantages and disadvantages that their children gain from schooling. But there are times in which some parents do not let their children attend school and this hinders pupils' schooling activities. In some places especially in rural areas, parents suspect modern education to be a threat to their culture. As a result, they develop negative attitude toward their children's schooling and withhold them somewhere in the cycle. In conformity with this, Tadesse (1974) found out that a great deal of school children disrupted their schooling due to their parental opposition toward modern education. He revealed that parents opposed modern education thinking that it was a threat to their culture by making them irreligious, uninterested in household affairs, and defiant of parental authority. They also suspect the content of school curriculum in preparing their children for the world of work as a large number of secondary school graduates have been left out without employment. They think that what is learned in school is left unrelated to learner's experience in the country. Therefore, most parents consider education in relation to job opportunity.

The data in Table 24 have also revealed that a few number of students (35 boys and 37 girls) had dropped out because of their parental religious affiliation influence; 40 boys and 45 girls had dropped out because of their parents' fear of harassment or violence. However, the cumulative averages of the two factors indicate that their influence in affecting both groups of dropouts was not significant. Therefore, in this study, 'parents' religious affiliation and parental withholding due to fear of harassment were not significant causes for students' dropping out of school.

On the other hand, the other major factor for dropping out of a great deal of students was sexual bias of parents toward their children's education. As it is indicated in Table

24, 43.9 percent of boys and 52.4 percent of girls had dropped out because of their parents' gender bias. The findings indicate that the problem of parental gender bias against their children's education was more critical for girls than for boys. This result goes in conformity with what has been documented by other researchers (Dirrirsa, 1993; Jabre, 1988).

Their findings confirm that due to the prevailing societal custom of sexual bias in favor of males, a number of girls, were forced to drop out of school. In some societies, girls, after having reached some levels of education , are obliged to stop their schooling. The motivation is sheer economic . It is the male that is expected to eventually take care of parents and therefore his education is seen as investment. While the girl is eventually to get married and move away to her husband's home. Thus, even with equal rights to attend school, the ratio of male and female attendance remains high in favor of males.

Economic Reasons

The other main factor which is known for placing students at risk for dropping out of school is poverty or economic problem of a family, that is, the relationship between employment status of the family head, family income, family size and children's household responsibilities places students at risk for dropping out. Therefore, the following tables (25 &26) accompanied by discussion are aimed at demonstrating the effects of the economic factors in facilitating students' abandoning school.

According to the 1994 Census result, the average family size for the Amhara Region was found to be 4.5 (CSA, 1995). In this study, as it is indicated in Table 25, the highest proportion of dropouts (63.8% of boys and 66.1% of girls) were from large sized families.

Table 25: Family size, Parental Occupation , Income level, and Household Responsibilities of Dropouts

Description of Items and Responses		Respondents					
		Boys in		Girls in		Both in	
		No.	%	No.	%	No.	%
Family size	Small(less than 5 persons)	24	18.5	29	23.4	53	20.9
	Average (5 persons)	23	17.7	13	10.5	36	14.2
	Large (greater than 5 persons)	83	63.8	82	66.1	165	64.9
Occupation of family head	Regular government employment	8	6.2	10	8.1	18	7.1
	Farming	72	55.4	51	41.1	123	48.4
	Handicraft	11	8.5	8	6.5	19	7.5
	Business (trader)	16	12.3	36	29.0	52	20.5
	Daily laborer	13	10.0	3	2.4	16	6.3
	Unemployed	--	--	2	1.6	2	0.8
	Not working	5	3.8	4	3.2	9	3.5
	Private organization employee	2	1.5	2	1.6	4	1.6
	Local drink retailer	--	--	6	4.8	6	2.4
	Pensioner	3	2.3	2	1.6	5	1.9
Monthly family income	100 birr & below	104	80.0	70	56.4	174	68.5
	101-200 birr	9	6.9	18	14.5	27	10.6
	201-300 birr	5	3.9	4	3.2	9	3.6
	301-400 birr	2	1.5	8	6.5	10	3.9
	401-500 birr	4	3.1	16	12.9	20	7.9
	Above 500 birr	6	4.6	8	6.5	14	5.5
parental supply of enough money for schooling	Yes	27	20.8	31	25.0	58	22.8
	No	103	79.2	93	75.0	196	77.2
Children's participation in domestic work while in school.	Yes	130	100.0	124	100.0	254	100.0
	No	--	--	--	--	--	--
participation in jobs that generate income	Yes	79	53.9	57	46.0	127	50.0
	No	60	46.1	67	54.0	127	50.0
Daily working hours	1-3 hours	41	31.5	20	16.1	61	24.0
	4-6 hours	23	17.7	24	19.4	47	18.5
	7-9 hours	40	30.8	46	37.1	86	33.9
	Above 9 hours	26	20.0	34	27.4	60	23.6

On the contrary, 18.5 percent of boys and 23.4 percent of girls were from small sized families. The remaining ones were

from average sized families. This implies that a vast majority of dropouts had come from large sized families. Family size to a great extent determines the persistence of school - age children in their schooling. Large number of family size means parents have responsibility to feed more mouths, expend more money for clothes and for other cases (e.g. health and hygiene). These are expenses in which poor parents cannot afford . In such cases, the children's education is given less importance and the end result will be quitting school in earlier periods.

When the dropouts were asked about the occupation of their family head, 55.4 percent of boys and 41.1 percent of girls responded that they were from the peasant families. This implies that majority of the dropouts'parents were farmers. Similar results were also reported by Adane (1993) and Tadesse (1974). In connection with this , the dropouts were asked to estimate the monthly income of their families. The result in Table 25 shows that for 68.5 percent of the respondents / 80% of boys and 56.4% of girls/ , the monthly income was not more than 100 birr . For a family size of 6 or more persons, as indicated earlier, the monthly income of birr 100 and below means that the majority of people in the region were living considerably below average (or only subsistence) life. In a situation where there is a high level of poverty and the basic needs of the people are not yet reasonably met, the value of education is given less importance and the schooling of children is highly affected. In conformity with this, the findings of Brimer and Pauli (1971) and Coombs (1985) suggested that poverty was the main cause for dropping of quite a number of children in developing countries, in which Ethiopia is not an exception. Economically well-off parents were found to be very anxious that their children can get suitable education by providing the necessary school facilities with lower opportunity costs (Maglad, 1994; Brimer & Pauli, 1971). On the contarary , the financial problem of parents limits the schooling of children directly or

indirectly in a number of ways. It limits their clothing; it brings about health hazards due to nutritional deficiency; it limits the provision of school materials, and raises the opportunity costs of the family in which all these raise the chances of dropout rates among school children.

Table 26: The Extent of the Influence of Economic Factors in Facilitating Dropping Out.

Description of Items	Respondents		Response Values						$\bar{X}$	X^2
			1	2	3	4	5	Total		
Gloomy employment Prospect	Boys in	No.	42	15	22	21	30	130	2.86	
		%	32.3	11.5	16.9	16.2	23.1	100.0		
	Girls in	No	42	21	7	14	40	124	2.91	11.45*
		%	33.9	16.9	5.6	11.3	32.3	100.0		
Frequent change of domicile	Boys in	No.	71	23	7	14	15	130	2.07	
		%	54.6	17.7	5.4	10.8	11.5	100.0		
	Girls in	No.	69	17	12	9	17	124	2.10	3.32
		%	55.6	13.7	9.7	7.3	13.7	100.0		
Difficulty of attending school in other town	Boys in	No.	48	19	16	13	34	130	2.74	
		%	36.9	14.6	12.3	10.0	26.2	100.0		
	Girls in	No.	63	17	11	9	24	124	2.31	5.38
		%	50.8	13.7	8.9	7.3	19.4	100.0		
Parental inability to afford educational expenses.	Boys in	No.	24	12	7	33	54	130	3.62	
		%	18.5	9.2	5.4	25.4	41.5	100.0		
	Girls in	No.	40	12	12	19	41	124	3.07	10.73*
		%	32.3	9.7	9.7	15.3	33.1	100.0		
Involved in works to generate income (to work to win bread for family)	Boys in	No.	32	18	25	22	33	130	3.05	
		%	24.6	13.8	19.2	16.9	25.4	100.0		
	Girls in	No.	38	8	14	31	33	124	3.11	8.85
		%	30.6	6.5	11.3	25.0	26.6	100.0		
Excessive involvement in family work	Boys in	No.	27	17	25	20	41	130	3.24	
		%	20.8	13.1	19.2	15.4	31.5	100.0		
	Girls in	No.	37	16	9	25	37	124	3.07	9.75*
		%	29.8	12.9	7.3	20.2	29.8	100.0		

When the dropouts were asked about the extent of the influence of economic factors in affecting their schooling, the following was observed. 56.2 percent of males and 49.2 percent of females had dropped out because of low employment opportunities for the educated. More specifically, the factor was an extremely influential cause for 23.1 percent of males

and 32.3 percent of females to be dropouts. The cumulative averages of the two groups (2.86 for boys & 2.91 for girls) show that gloomy employment opportunities for the educated was somewhat influential cause for both groups but slightly more serious for girls than for boys. Further, since the computed X^2 value (11.45) exceeds the critical value ($X^2_{c.v.}$= 9.49), the opinions of the male and female dropouts are not the same regarding the effect of low employment opportunities in affecting the schooling of boys and girls . This entails that the problem of unemployment of the educated is more acute for girls than for boys. Review of research findings shows that the extent to which the educated are employed has an influential effect on the schooling of children (Elleni, 1995; Sadik, 1991; King & Bellew, 1990; Zenebework, 1976). They maintain the view that labor market opportunities play a significant role in influencing parental decision to send their children to school and keep them longer. Children's school completion will increase when it is accompanied by better employment opportunities. However, it is an open secret that in Ethiopia, quite a number of high school graduates have remained unemployed for a long time. This phenomenon has been known for its deterrent effect on many school-age children.

It is also fairly well- documented that the problem of educated unemployment was more common among females than among males in Ethiopia (World Bank, 1987; UNESCO, 1984; Zenebework, 1976; Genet ,1991; Seyoum, 1991; Abebayehu, 1995). In this regard, the threat of the social fabric was further aggravated by the fact that fewer girls were educated, employed, and remunerated than their counterparts, that is, boys. Being aware of this fact the country has enacted legislation to address the issues of sex discrimination and sex-role stereotypings, but the society's custom cannot be easily changed to bring about desirable change toward equality. As a result, a number of teenage girls develop negative attitude toward schooling and a large number of them have given up their schooling before actualizing their aims.

It is also known that the migration of people from one place to another for economic purposes such as searching for employment, is the main cause for the discontinuation of children's schooling. However, in this study , the result shows that frequent change of domicile due to economic reasons has failed to be the major cause for dropping out for both sex groups (see Table 26). The calculated value of chi-square ($X^2_{(4)}$= 3.32, P > .05) fails to show the significance of the existing difference between the male and female respondents as its observed value (3.32) is by far smaller than the critical value (9.49).

The data in Table 26 have also revealed that due to the inability to tolerate the expenses of schooling separated from the family or parents, 48.5 percent of boys and 35.6 percent of girls were subject to the incidence of dropping out from school . In this regard , the dropouts were asked about their residence while in school. The result shows that 47 and 32 percent of girls had been attending school in other towns which were far from their parents' homes by either renting houses or selling services to other families (i.e. ,boys looking after cattle or business houses, girls as house maids or kitchen servants). In the Amhara Region, the distrubution of high schools is very much dispersed. Some of the available schools are situated in the main towns of the region. Students from the countryside and from many wereda towns used to attend in these schools by leaving their homes for a semester or more. In some areas, students visit their parents on every weekend in order to take their meal in the form of bread and cereals depending on the economic status of their parents. They also needed money to pay for rented houses and for other services. These are things in which some poor parents cannot afford. As a result, many school youths will resort to leaving their schooling prematurely. It appears also vital to mention that the problem of intolerance in attending school in other towns was found to be more serious among boys than among girls (see the table above). This may be due to the reason that some

parents are reluctant to send their daughters to attend school in other towns. This goes in conformity with their low participation rate in secondary level as it was measured at the beginning of this chapter. However, the calculated value of chi-square ($X^2_{(4)}$= 5.38, P > .05) assures the difference is statistically insignificant, because the observed X^2 (5.38) is smaller than its critical value (9.49).

The other major reason for the dropping out of a great majority of school children was parental inability to afford educational expenses. As indicated in Table 26, 72.3 percent of the males and 58.1 percent of the females had dropped out of school mainly for economic reasons. The cumulative averages for the two sexes /3.62 for boys & 3.07 for girls/ show that the factor was taken as very serious and somewhat serious cause for the male and female dropouts respectively. Such difference was also found to be statistically significant as the computed X^2 value is greater than the critical value of it($X^2_{c.v.}$= 9.49). This result confirms what has been indicated in Table 25. It was reported that 79.2 percent of boys and 75 percent of girls were not provided with sufficient amount of money to cover the school expenses.

Money is necessary for an individual to learn. Money is needed to cover the costs of instructional materials, transportation, tuition, clothing , boarding facilities, and to resist health hazards. These all are directly related to the economic status or the living standard of parents. Poor economic status of parents puts the children in all aspects disadvantaged. The result of which is giving up their schooling.

Furthermore, Table 26 shows that quite a number of school youths had left school because of higher opportunity costs of schooling. It is indicated that 61.5 and 63.4 percent of males and females respectively had dropped out because of their need to win bread for their family. Similarly, 66.1 percent of boys and 57.3 percent of girls had dropped out because of their excessive involvement in domestic work to help their parents

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(families). The means of the two groups in each of the cases show that the factors were somewhat serious causes for both groups of dropouts. However, the effect of parental help in domestic work was found to be significantly higher for boys than for girls. In relation to this, the dropouts had asserted that every one of them was involved in domestic work to help the family. As indicated in Table 25, 50.8 percent of the boys and 64.5 percent of girls had reported that they had participated in household chores and income generating works for a minimum of seven hours on daily basis while they were in school. The poor economic status of parents also obliged the child to sell his/her service to other families in order to support them rather than persisting in school. Some students may also leave school for they have strong demand for gaining money. They need to earn money instead of attending school. In this regard, it is not uncommon to see that youngsters of the region understudy give up their schooling in order to work in various places for they have strong demand for money to support their family or to lead their life by themselves.

Furthermore, schooling of the youth was affected by their excessive involvement in household chores or domestic works. In traditional and backward areas like the Amhara Region , parents emphasize on the service of their children while they are still at young age. In such areas participation in household tasks and farming facilities are more significant than other duties. Boys look after domestic animals, help with the harvest or farming activities like ploughing, weeding, winnowing or do odd jobs to earn little incomes. Girls participate in household tasks such as taking care of sibilings or old-age family members, running errands, looking after houses,' collecting firewood and fetching water from distant places, cooking, planting and cultivating alongside their mothers, and performing other hard and tough tasks that are essential for family survival. If children go to school, the family loses their work. In poor families, such a loss can threaten survival .It is also known that since the vast

majority of people in the Amhara Region reside in rural areas, a great deal of secondary school age youths (89.29% of males & 82.14% of females) were involved in various economic activities (CSA, 1995). This age- group is believed to take the responsibility for family's security or to follow the foot-steps of his/her parents.

In general , a considerable number of students have to withdraw from high schools because parents were too poor to provide money to buy stationery , to buy clothes, to pay school fees, and to cover boarding facilities; due to excessive involvement in domestic works and due to their strong desire for participating in works that generate income to support their families or themselves.

Social reasons

Other factors that can aggravate students' dropping out of school are the social activity or responsibility and peer group initiation. Therefore, an attempt is made to discuss the effects of them in aggravating dropping out among school children as follows.

Table 27: **Dropouts' Marital Status and Marriage Decisions**

Description of Items	Responses	Respondents					
		Boys in		Girls in		Both in	
		No	%	No	%	No	%
Dropouts' marital status	unmarried	70	53.9	56	45.2	126	49.6
	Promised	14	10.8	10	8.0	24	9.5
	Married	26	20.0	14	11.3	40	15.7
	Divorced	18	13.8	40	32.3	58	22.8
	Widowed	2	1.5	4	3.2	6	2.4
Marriage decision	Parental Compulsion	40	66.7	51	75.0	91	71.1
	Parental & Child's concensus	12	20.0	5	7.4	17	13.3
	Child's self- decision	8	13.3	6	8.8	14	10.9
	Others (forced marriage)	--	--	6	8.8	6	4.7
	Total	60	100.0	68	100.0	128	100.0

The dropouts were asked about their marital status. As it is indicated in Table 27, 53.9 percent of males and 45.2 percent of females had not married. While 20 percent of the males and 11.3 percent of the females had married; 13.8

percent of the males and 32.3 of the females had divorced from their marriage partners. Some of them (10.8% of males and 8% of females) were going steady to marry in the future, and 1.5 percent of the males and 3.2 percent of the females had separated from their marriage partners due to death. This implies that quite a number of school children especially teenage girls were victims of early marriage. When the respondents with exception of unmarried ones, were asked about their marriage decision, majority of them/ 66.7 percent of the males and 75 percent of the females / expressed that they were compelled by their parents. It is well known practice that in many developing countries like Ethiopia, parents are eager to arrange marriage for their children before reaching puberty. In conformity with this , the findings of Yelfign(1990), Dirrirsa (1993), Assefaw and Menna (1995) assert that in many localities of Ethiopia including the Amhara Region , Cultural practices reflected the necessity of marrying at or before the age of 15. Parents prize their children's early marriage more than their education . The oral tradition and songs emphasize the necessity of marrying and unmarried children especially girls are sources of mockery (the word " kumoker" for the unmarried ones is proverbial in many cultures of Ethiopia including the Amhara Region). Due to this reason, many children are forced to interrupt their schooling. In many localities of the region, children were forced by parents to marry to the person whom they did not know in which case a number of children especially girls had suffered from various types of health hazards and had withdrawn from schooling. In conformity with this, Zenebework (1976) has found that because of the pressure on them to marry, a number of school girls were subject ' to premature school leaving. As a result, schooling beyond 5 or 6 grade remains beyond the reach for quite a number of school-age girls. It is also worth mentioning at this point that due to the cultural tradition of forced marriage or "telefa" and fear of unexpected pregnancy,

parents obliged their daughters to early marriage before puberty.

In this regard, the respondents were asked to specify the extent of the influence of marriage factor in affecting their schooling. The result in Table 28 below indicates that a few number of them (25.4% of the boys & 28.3 % of the girls)

Table 28: The Extent of the Influence of Marriage and Peer-group Initiation in Facilitating Dropping out

Description of Items	Respondents		Response Value						$\bar{X}$	X^2
			1	2	3	4	5	Total		
Marriage	Boys in	No.	79	18	10	8	15	130	1.94	0.39
		%	60.8	13.8	7.7	6.2	11.5	100.0		
	Girls in	No.	74	15	10	9	16	124	2.02	
		%	59.7	12.1	8.1	7.3	12.9	100.0		
Peer- group initiantion (influence)	Boys in	No.	67	22	14	16	11	130	2.09	4.52
		%	51.5	16.9	10.8	12.3	8.5	100.0		
	Girls in	No.	57	24	8	16	19	124	2.32	
		%	46.0	19.4	6.5	12.9	15.3	100.0		

had dropped out because of marriage influence . However, the cumulative averages of the two groups (1.94 & 2.02 for males and females respectively) show that marriage was not a significant cause for student dropouts. The computed value of X^2 is 0.39. But the table value of X^2 for 4 degrees of freedom at 5 percent level of significance is 9.49. Therefore, since the calculated value is smaller than the table value, the existing minor difference between the opinions of boys and girls is not statistically significant. Hence, the two groups were homogenous in their opinions regarding marriage as a factor of dropping out.

The other social factor which was found to be a significant determinant of dropout rate is peer pressure (Tyerman, 1968). The norms, values and aspirations of an individual is influenced by his/her peer groups. Regarding this , Tyerman (1968) notes that when the child's friends have little respect for schooling or negatively valued school activities, then his/ her chance of becoming a truant or

staying away from school is high. He/ she might find him/her - self in a new social group where temptation to engage in heavy drinking or even in criminal activity is great. However, in this study , the data in Table 28 reveal that peer-group influence was not a significant cause for dropouts except only for a small proportion of the respondents / 31.6 percent of males and 34.7 percent of females/ were victimized from it. Thus, the impact of peer- group influence in affecting the schooling of the dropouts was negligible. This is not meant to under estimate the influence of it, but rather to note that its effect was not very much disasterous. It was more critical for girls than for boys (see the averages of the two groups in Table 28). This might be due to the reason that many of the region's teenage girls have been involved in a number of economic activities like petty- trade, local drink retailer, and becoming bar ladies. In such activities they might have influenced each other to stop schooling. In this regard , the writer of this paper has also witnessed some female dropouts working in bars during data collecting.

Analysis of Out - of - School Factors

In this case, the t-distribution was used in order to check if there is a statistically significant difference between the mean scores of the two population groups, that is, the populations of male and female high school dropouts in the Amhara Region. The test was carried out under the assumption that the two populations have the same variance and the two independent samples were chosen on random basis.

The claim made in this case is that the means of the two population groups are not the same with respect to the effects of out- of - school factors in influencing their schooling. Thus, the null hypothesis was tested against the non-directional alternative at .05 level of significance.

Table 29: **Summary of t Test Results for Out-of -School Factors**

Variable	No. of cases	Mean	standard Deviation	Mean Difference	S. E. of Difference	Degrees of Freedom	t-value	95% CI for Difference
Boys	130	2.24	0.69	-0.34	0.09	252	-0.56	(-0.24, 0.13)
Girls	124	2.58	0.81					

Because the observed value of t (-0.56) does not exceed the critical value of t (1.96) in absolute value, the null hypothesis cannot be rejected. Thus, the probability is greater than .05 that the observed difference between the sample means ($\bar{X}_1 - \bar{X}_2 = -0.34$) would have occurred by chance if the null hypothesis ($\mu_1 - \mu_2 = 0$) had been true. That is , the discrepancy between the difference between the sample means and the hypothesized value of no difference is not sufficient to attribute it to anything other than sampling error. Therefore, the conclusion is that the population mean on out-of-school causes for male dropouts is not different from the mean on the same factors for female dropouts of the Amhara Region. Hence, both groups of dropouts were equally influenced by the factors emanating outside of the school systems.

Rank-Order Correlation

The following tables (30 & 31) accompanied by discussion are aimed at demonstrating the extent of the impact of each sub-factor against the others in aggravating dropping out under the umbrella of the two major factors with respect to the two groups of respondents.

Table 31: Ranking of Mean Scores of Out-of School Factors by Gender.

No.	Items (factors)	Boys		Girls		D	
		$\bar{X}_1$	R_1	$\bar{X}_2$	R_2	(R_1-R_2)	D^2
1	Pupil's health problem	3.24	2.5	2.85	5	-2.5	6.25
2	parental health problem	2.53	9	2.83	6	3	9
3	Parental disunity	2.39	11	2.48	10	1	1
4	Quarrelsomeness at home	2.54	8	2.51	9	-1	1
5	Gloomy employment prospect for educated	2.86	6	2.91	4	2	4
6	parental opposition to formal education	2.96	5	2.69	8	-3	9
7	Parental religious affiliation influence	1.88	16	2.17	15	1	1
8	Parental withholding because of fear of violence	2.15	12	2.29	13	-1	1
9	Frequent change of domicile	2.07	14	2.10	16	-2	4
10	Difficulty in attending school in other town	2.74	7	2.31	12	-5	25
11	Parental inability to afford educational expenses.	3.62	1	3.07	2.5	-1.5	2.25
12	Involvement in income- generating tasks	3.05	4	3.11	1	3	9
13	Excessive involvement in family work	3.24	2.5	3.07	2.5	0	0
14	Peer-group initiation	2.09	13	2.32	11	2	4
15	Marriage	1.94	15	2.02	17	-2	4
16	Teenage pregnancy	1.00	17	2.26	14	3	9
17	Gender bias of parents toward children's education	2.53	10	2.82	7	-3	9

In case of female dropouts, the number of main factors was raised to 15. These were: lack of counselling service , lack of school clinic service, travelling long distance from home to school, difficulty in the language of instruction, inadequate supply of instructional materials, poor academic performance, lack of clean drinking water in school, frequent repetition, too much absence from school, hatred of school programs , inadequate library service, irrelevance of the curriculum, unsafe road conditions from home to school, lack of recreational facilities in school, and inability to get desired course (field) of study in that order of rankings /from 1-15/. The data reveal that other school- related factors were ranked low and were found to have a lesser impact on dropping out .

Regarding school- related factors, the estimation of the amount of correlation between the two sets of mean scores (boys & girls) is 0.72 (i.e. ,Spearman's rank-difference correlation coefficient). This value is also found to be significant beyond .05 level. This implies that most of the selected school- related reasons had affected both boys and girls in a similar degree. Moreover, the computed gr and means (2.47 for boys & 2.66 for girls) indicate that school-rated reasons considered in this study had significantly affected the schooling of youths understudy having the extent of influence slightly higher for girls than for boys.

It has also been found that among the 17 different out-of-school reasons for dropping out of school (listed in Table 31), the first ten major reasons for dropping out for boys were parental inability to afford educational expenses, excessive involvement in family work, personal health problem, involvement in family work, personal health problem, involvement in income generating tasks, parental opposition to formal education, gloomy employment prospect for the educated males, difficulty in attending school in other towns separated from family, unstable home environment , parental health problem , and the prevailing parental bias toward children's education in that order of ranking .

In case of girls, the corresponding ranks given to these factors were 2.5,2.5, 5, 1, 8, 4, 12, 9, 6 and 7 respectively. Rank correlation of the external factors for dropping out of school between male and female respondents is 0.88 which is found to be significant beyond .05 level. This value indicates that there was a high correlation (marked relationship) between male and female dropouts with respect to the selected out-of-school' reasons for dropping out of school. Moreover, the grand means of the two groups / 2.24 for boys and 2.58 for girls/ tend to show that out-of -school factors had influenced both male and female dropouts in more or less similar degree. In line with this, school personnel respondents were also asked to specify the reasons for dropping out of boys and

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girls from their schools. They suggested the following reasons for male students for dropping out of school: financial problems of parents, long distance from home to school, improving academic performance, frequent repetition, low employment opportunities, marriage, parental opposition toward modern education, children's involvement in petty-trade, children's health problem, lack of motivation for schooling, late admission to school, family break-down, child's overriding motive for getting land share from rural areas, parental change of residence or migration into towns in search of employment and hating business in school.

Besides, school personnel see the problem of female dropouts being due mainly to labor demand by the family, insecure road conditions, long distance from home to school, low employment opportunities for the educated females, cultural bias against female education, illness or accidents, poor academic performance or frequent repetition, little chance of college entrance for female students, low motivation for schooling or unclear future career, early marriage or late admission to school, legal or illegal pregnancy, frequent absence from school, getting involved in various tasks like local drink retailing , prostitution, petty-trade, and selling service to other families.

The results of this study conform with what was documented by Tadesse (1974), Seyoum (1986), Anbessu and Barbara (1988), Assefa (1991), Genet (1991), and others who reported that a multitude of factors rather than a single factor have made the child leave school prematurely. The results of the present study have also evidenced that the dropout problem is the result of a combination of a number of factors.

4.4. The Effects of Dropping Out

Finally, the dropouts were asked to mention the possible consequences for dropping out of high schools. As they have mentioned clearly, they have encountered many difficulties such as inability to get opportunity for employment in

governmental and non-governmental organizations or developing a feeling of incompetence in the world of work (40.8% of boys & 35% of girls), leading low class life being idle (23.7% of boys & 22.3% of girls) , becoming accustomed to bad habits like chewing "chat" , drinking alcohol, and so forth (3.6% of boys). Furthermore, the school personnel respondents mentioned that the following could be the possible effects of students dropping out of high schools: wastage of the country's economy, wastage of the country's education system, shortage of middle- level manpower , obstacle for the attainment of governmental plan, unplanned family size, population explosion for the country, increased rural-urban migration, crisis in family's economy, development of disinterest towards self, and expansion of crimes and delinquency . At this time, most secondary schools are discouraged with the actions of young secondary school potential dropouts. Some of them pass the day in liquor houses drinking "tella" and "arake", chewing "chat", around market places and engaging in bullying or looting from different persons and being antagonistic towards authority. Similar results were reported by Rumberger (1987), Garman and Brown (1989), and Norton (1967).

As a whole, the evidences indicate that young people who drop out of high school in today's society are more likely to face unemployment or fierce competition for employment; to earn significantly lower incomes; and to have more medical, psychological and emotional problems which directly or indirectly affeect the life of the community at large.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study was concerned with the problem of high school dropouts in the Amhara Region. The main purpose of the study was to develop a profile of secondary school students who are at risk to dropout. To accomplish the development of the profile, the following six procedural steps were undertaken: (1) gathering background information from relevant sources, (2) designing the basic questions (assumptions) to be answered in the process of data analysis, (3) defining the variables (dependent & independent) of the study, (4) developing the instruments for data collection, (5) selecting the methods for identification of those at risk to dropout and other respondents, and (6) completing the analysis of data.

The basic questions were raised addressing the areas such as the magnitude of the dropout rates among boys and girls as well as among grades, the main school-related and out-of-school factors that contributed to student dropouts, the impact of those factors among male and female dropouts, and suggesting possible solutions to minimize the problem.

Taking the basic assumptions into account the study was conducted by using personal observation, questionnaire, interview and documentary analysis as data gathering tools. Two hundred-fifty four high school dropouts were selected by combination of simple random, stratified, and purposive sampling techniques to fill the questionnaire prepared. In addition, 27 school personnel respondents were taken as sources of information who were drawn by using available and purposive sampling techniques. Data regarding secondary school-age population; pupils' enrollment, dropout and absenteeism rates; teachers' qualification and number; pupil-textbook ratios and other related matters were gathered from

documents of the schools, zones, Regional Education Bureau, MOE, and CSA office.

The data obtained were analysed using various statistical tools such as percentages, averages, the chi-square of association, the t-distribution, and the Spearman's rank difference correlation. The results of the findings can be summarized as follows:

1. An over increasing number of the region's youth have left school without completing their secondary school studies. It was estimated that, for the region as a whole, out of 1000 students who joined grade 9, not more than 427 reached the final grade -grade 12. It was also found that the over-all dropout rate among boys was 43.6 percent, while it was 72.2 percent among girls. Furthermore, the magnitude of the dropout rate was the highest in grade 11 for the boys, and in grade 9 for the girls and for both sexes combined.
2. The study attempted to look into some of the factors that contributed to students' dropping out of high schools of the region understudy. As a result, 39 factors were identified which were in turn grouped into two major categories known as school-related and out-of-school (Socio-economic) factors. School related factors included such as travelling long distance to school, insecure road conditions, curriculum irrelevance, inability to get into desired programs, difficulty in the language of instruction, shortage of trained teachers, fear of punishment, hatred of some teachers, lack of counselling service, inadequate supply of instructional materials, poor maintenance of school physical facilities, lack of school recreational centres, lack of school health service, lack /shortage of school latrines, lack of clean drinking water, inadequate provision of school furniture, inadequate library service, too much absenteesim, expulsion or suspension, dislike of school programs, poor academic performance and frequent repetition.

On the other hand, out-of-school factors included such as pupils' health problem, parental health problem, family disintegration, unstable home environment (disagreements among family members), gloomy employment prospect for educated, parental opposition to formal education, parental religious affiliation influence, parental withholding due to fear of violence, frequent change of residence, difficulty in attending school in other towns, parental inability to afford educational expenses, the need for earning money, excessive involvement in family work, peer group influence, marriage, pregnancy, and gender bias of parents toward children's education.

3. When the averages were taken as measures of the degree of the influence of the selected reasons, the following results have been evident. Among the 22 school related factors, the major causative factors which had high rate of occurrences (3.00 and above mean scores in the list) were: travelling long distance to school; lack of guidance or psychological assistance at the time of personal crisis in school; lack of school health services; inadequate supply of instructional materials which were common for both boys and girls; and difficulty in the language of instruction in case of girls alone. However , the impact of corporal punishment by school personnel was found to be negligible in causing early school withdrawal among boys and among girls of this study.

   Similarly, out of the 17 socio-economic (out-of-school) factors, the main factors were found to be parental inability to afford educational expenses ;children's excessive involvement in family work; the pupils' overriding motive for earning money which were common to both gender groups; and the males' health problems. The impacts of pregnancy, parental religious affiliation and marriage in aggravating dropping out for males were found to be too slight.

4. From the total of 39 factors seen above, the chi-square statistics showed that the differences between the opinions

of male and female dropouts were found to be statistically significant only for the factors such as curriculum irrelevance, inadequate supply of instructional materials, lack of recreational facilities , inadequate supply of school furniture, poor academic performance , frequent repetition , gloomy employment prospect, parental inability to afford educational expenses, children's excessive engagement in family work, and teenage pregnancy . The impacts of these factors (except inadequate supply of instructional materials and parental inability to afford educational expenses) had been much acute for females than for males.

5. It has also been evident that the over-all rank order correlation coefficients(.72 for in-school factors and .88 for out-of-school factors) between the ranks by the male and female dropouts have indicated that there existed high degree of agreements (or marked relationships) in rating the main reasons for dropping out of school. When the dropout data were further treated with t-test in an attempt to check whether or not there were significant differences between the mean scores of the two populations in the two groups of factors, an altogether different results have become evident. Accordingly, the cumulative average impact of school-related factors was found to be significantly higher for the females than for the males. On the other hand, both groups of dropouts had similarly been affected by the factors extrinsic to the school systems.
6. Finally, it has been found out that the problem of student dropouts has brought about serious obstacles to the lives of individual students and to the society as a whole. It led to poor self-esteem, facing fierce competition in the world of work, low-paying jobs, and a host of other problems that prevent men and women taking a fully equal role in different activities in the society.

5.2. CONCLUSION

Based on the analyses of the findings, it can be concluded that the secondary schools of the region had dropout rate of a high magnitude. The magnitude of the dropout rate was higher amongst girls than boys; and it was the highest in grade 11 for the boys and in grade 9 for the girls as well as for the combined sexes. What is more, the dropout rate was a function of an interaction of multitudes of factors which emanated from both what the students have experienced in school and in their socio-economic environment. More specifically, the dropout rates among boys and among girls had mainly been attributed to scarcity of schools and school facilities, and family poverty cases. It still remains true that the cumulative average impact of school-related factors was found to be significantly more serious for girls than for boys, while it was correct that both groups of dropouts had equally been influenced by the selected out-of-school factors.

5.3. RECOMMENDATIONS

Considering the dropout problem involved in Secondary Schools of the region, some practical measures of the type suggested below are recommended as the remedy to the problem.

1. The problem of student dropouts must be addressed in the schools before it leads to loss of credibility . To this end, accurate and timely identification of the students with a high risk of dropping out is highly necessary. Experience has shown that dropouts begin with signs of academic failure and disengagement in school in the earlier grades. Therefore, schools should develop programs to identify potential dropouts at an early stage.

2. The place where schooling is offered especially its proximity and safety determines to a great extent whether children attend and persist in schooling. However, the network of secondary schools in the Amhara Region was found

to be too sparse to meet needs. Consequently, a number of school youths especially rural residents had withdrawn from schools due to the absence of high schools in the nearby areas and fear of risky road conditions on their way to schools . In this regard, the MOE and the region should pay due attention to expanding secondary schools at a reasonable distance, at least one secondary school for one woreda. Additional efforts should be made by the region to initiate or invite private investors, bilateral and multilateral organizations and to pursuade the society to contribute something (material and /or financial resources) for the expansion of secondary schools among zones.

It has also been found that many school girls have been victims of unwanted sexual advances like being raped by bullies or gangs in towns and being kidnapped in the rural areas of the region. The solution for this requires a collaborative effort among police forces and other relevant civil service workers in order to mobilize the community to take strict control of gangs and raise the school participation of girls.

3. The provision of improved school services is found to have an ultimate effect in encouraging regular attendance and reducing the dropout rate of high school students. When school lounges are established, the prices of coffee, tea, breakfasts and lunches may be reduced, which ultimately improve pupils' diets and reduce the dropout rates. The provision of modern health service(or expanding school clinics) aids in reducing illnesses which are serious obstacles for children's attendance in school. Pupils with contagious diseases are readily detected and isolated before others are contaminated. The availability of dedicated guidance and conselling service helps adapt the learners to individual problems and to have a good outlook towards self; encourage students with learning difficulties; and helps socially isolated students to learn, develop or maintain friendships and good attitude

toward each other. Further, adequate and well- designed instructional materials and school supplies delivered to schools in time, greatly reduces the dropout rates. However, such opportunities seem to be overlooked in some schools of this study. Therefore, school administrators , wereda education officers, zonal education officers and others should devise ways and means in which the above services are sufficiently provided for schools so that the pupils' attendance is promoted and the dropout rate is minimized.

4. The education systems should offer learning environments that attract children, excite and channel their natural eagerness to learn. In this regard, the roles of the curriculum, the variety of courses available in school, and the medium of instruction should not be underestimated. Schools which fail to offer variety of courses of studies to satisfy the needs and interests of the students may aggravate early school leaving by their students. Courses taught in alien language are not easily understood by the students which in turn open the way to premature dropping out. Thus, the appropriate programs must address the particular academic needs of the students by providing an appropriate type of curriculum and relevant and quality courses. For instance, review of different studies on dropouts shows that successful preventive programs often mix academic and vocational studies. Hence, it is the writer's belief that the provision of the survival skills curriculum which includes the contents such as agricultural, environmental, health, family skills and self-employment job creation components will play of paramount importance in the reduction of dropout rates in schools of the country in general and in the region in particular. Moreover, the schools should give high priority to:

i) encouraging, inviting, even assigning students to participate in at least one extra-curricular school activity ;

ii) offering alternative educational experiences and programs both within and outside the school;

iii) making strong ties with local small-scale industries like handicrafts, textile, and so forth, as well as other organizations such as health centres and stations, agricultural offices, police offices, community skill training centres and develop work /study experiences and programs;

iv) offering adequate number (variety) of courses to satisfy the needs and interests of the broad range of pupils who attend schools;

v) setting achievable standards for students with learning difficulties; and

vi) providing special language instruction programs or tutorial service for all students in need of extra help. Moreover, the schools in cooperation with the MOE and the Regional Education should devise ways and means in which health education, family planning or sex education courses are introduced in schools.

5. The major part of the students' time in high school is spent in the instructional program. In this case, the role of the teacher is extremely important. Whether the children learn anything while in school and stay long in there is largely dependent on the teacher. As it has been indicated in the findings of this study, some youths had dropped out of school because they hated some teachers for their poor teaching style(skill), bad personal behavior, low qualification level and unfair testing mechanisms. Therefore, it is highly recommended that professional refresher courses be given to teachers in high schools. periodic in-service trainings should give due emphasis to up-dating teachers in courses they teach, in measurement and evaluation systems, in treatment of students with different

types of behaviors, in research methods and other related matters.

6. The findings of this study have shown that too much absence from school was another major cause for dropping out of school for quite a number of youths. But absenteeism must be addressed in school. To some extent the school can improve the matter by way of handling it administratively. For example, the rules or policies and the practices of the school should be clearly understood by the pupils' parents and pupils themselves . Administrative actions must include both incentives for attendance and penalities for irregularities. Furthermore, the schools should investigate the peak time for absence and withdrawal from school and try to adjust their programs discussing it with parents and students themselves.
7. Experience has shown that when the parental level of education is low and where parents are very lukewarm or negative towards the activities of the school, the son or daughter to achieve (as it was the case in some areas of the region understudy), the persistence of the children's, particularly the daughters' and rural children's, schooling is highly affected. In such cases, high priority should be given to mobilizing the public to strengthen school-community relations. Besides, local administrators should sensitize families about the disadvantages of religious impediments, and customs that hamper children's schooling. Launching literacy campaign at the national or regional level may also play a great role in this respect. Such movements can raise the imaginations of the people, can help to surmount social and traditional barriers, and can raise parental commitment to their children's success in school.
8. The findings of this study have also indicated that quite a number of school youths had dropped out of school due to prevailing economic problems in the family. More specifically, many youths dropped out of high schools because books and other stationery, uniforms or clothing,

boarding facilities, and/or transportation to and from school cost more than their family could afford. Special concessions or incentives in this regard would therefore be needed for such disadvantaged children from poor families. To this end, taking the following measures may alleviate the problem:

i) schools should establish and support different humaniterian clubs (fund-raising committees) involving teachers, students, and other concerned individuals to contribute some amount of money for helping students coming from poor families;

ii) schools should assist some students (whose overriding motives are earning money from engagement in different low-level tasks than staying in school)to perceive the worth of long term goals of earning money; and

iii) schools should assess the needs of the students or potential dropouts and try to control the peer-group influence.

9. The probability of persisting in school is highly dependent on the opportunities that graduates get in the world of work. If educated children could not obtain jobs, parents may pull their children out of school before they are able to complete the course. What is more, educated unemployment is likely to have serious social consequences such as crime, homelessness, prostitution and tension among youths. Though the balance between education and employment opportunities cannot be maintained over night as the country has been entangled with multi-faced problems, the collaborative or cooperative efforts made by the federal government and the regional government could bring about sustainable solutions. To this end, they should look at work in relation to a variety of issues such as an enabling environment for private investors, and establishing small-or large- scale industries which can absorb a large number of people to work. Furthermore, applying the quota system in various

social sphere competitions may increase females' success in schooling who are highly under represented in every field.

10. Finally, there are numerous other problems faced by students that may well make for situations in life involving possible dropouts from school. Therefore, the causes of dropouts at the secondary level and the efficacy of different methods to improve the situation need to be studied more systematically and extensively than it has been so far. New research efforts should focus on developing multivarate, longitudinal, and comprehensive models of causes, consequences, prevention and recovery programs for dropping out of school at the national level.

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X APPENDIX PART

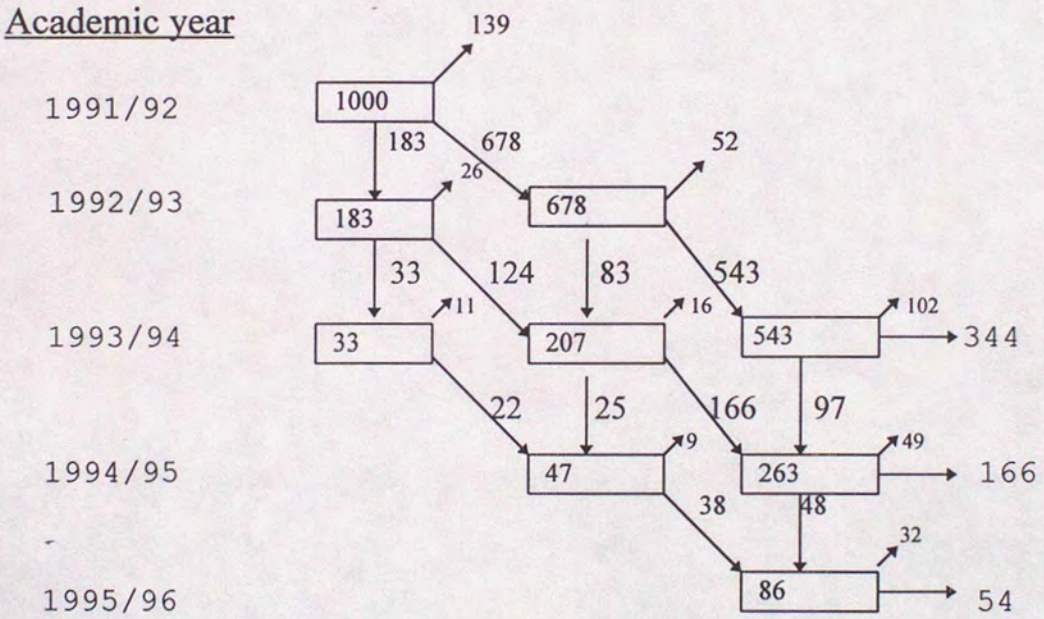
DIAGRAMS SHOWING THE RECONSTRUCTED COHOR- HISTORY

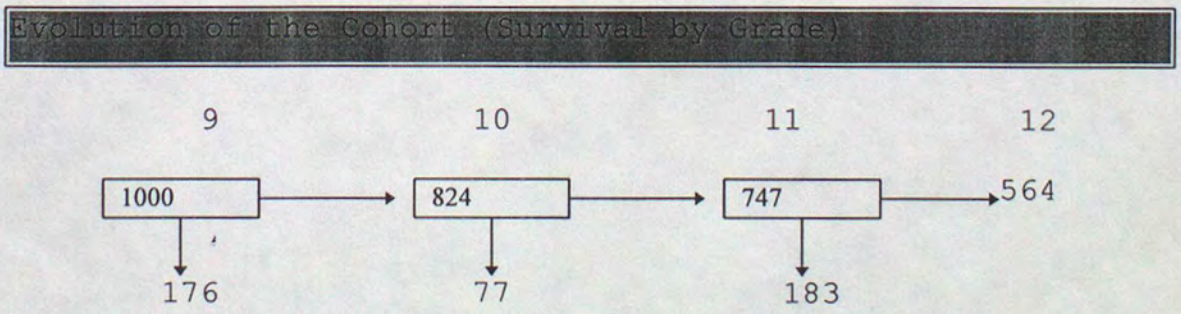
1991/92—1995/96 (Boys , Girls and Both Sexes)

APPENDIX- A

Diagram 1. The Reconstructed History of 1000 Male pupils Year-by-year and Grade-by -Grade.

pupils/ Grades	9	10	11	12
Enrollment 1994/95	13311	9384	8035	6669
Enrollment 1995/96	14837	10171	8949	5607
Repeaters 1995/96	2439	1149	1437	520
Promotion Rate	0.6778	0.8005	0.6331	
Repetition Rate	0.1832	0.1224	0.1788	
Dropout Rate	0.1390	0.0771	0.1881	



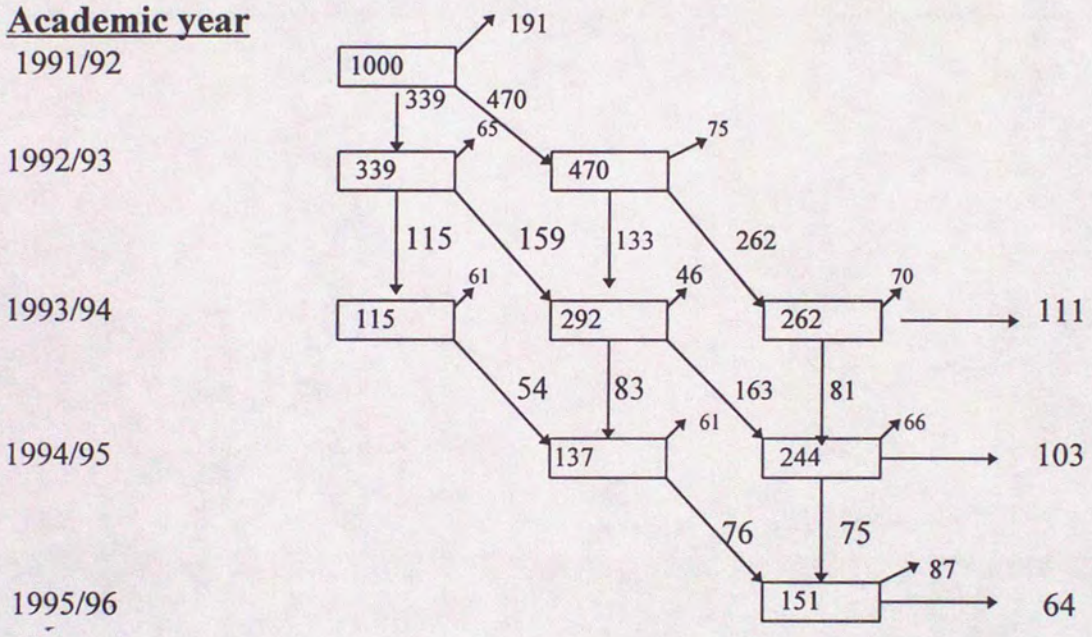


Note that : ▭↘ means promotion, ▭↓ means repetition,

▭↗ means dropout.

Diagram 2. <u>The Reconstructed History of 1000 Female Pupils Year-by-year and Grade-by -Grade.</u>

pupils/ Grades	9	10	11	12
Enrollment 1994/95	13957	8369	6294	4044
Enrollment 1995/96	14924	8945	6601	3128
Repeaters 1995/96	4738	2372	1936	473
Promotion Rate	0.4703	0.5574	0.4218	
Repetition Rate	0.3390	0.2834	0.3076	
Dropout Rate	0.1907	0.1592	0.2706	



Evolution of the cohort (survival by Grade)

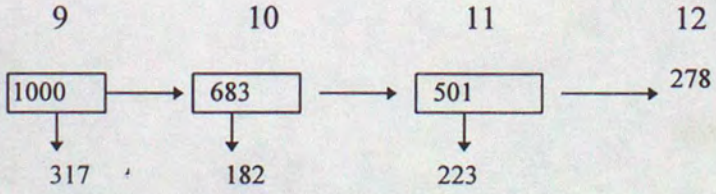
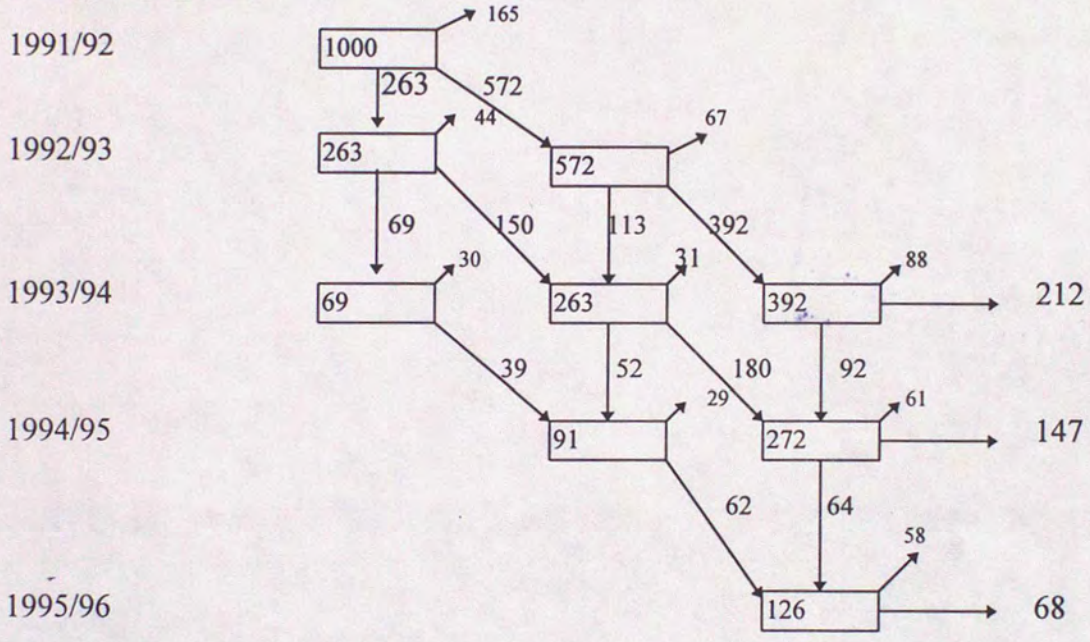


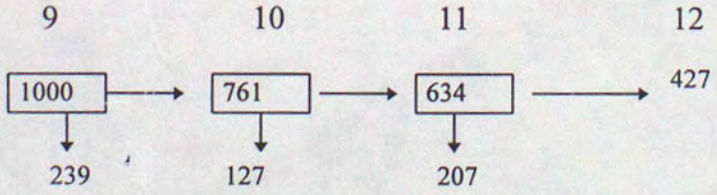
Diagram 3. <u>The Reconstructed History of 1000 Pupils (Both Sexes) Year-by-year and Grade-by -Grade.</u>

pupils/ Grades	9	10	11	12
Enrollment 1994/95	27286	17753	14329	10713
Enrollment 1995/96	29761	19116	15550	8735
Repeaters 1995/96	7177	3521	3373	993
Promotion Rate	0.5715	0.6859	0.5403	
Repetition Rate	0.2630	0.1983	0.2354	
Dropout Rate	0.1655	0.1158	0.2243	

<u>Academic year</u>



Evolution of the cohort (survival by Grade)



APPENDIX - B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION

I. QUESTIONNAIRE TO BE FILLED BY SECONDARY SCHOOL DROPOUTS

Dear Respondent,

This questionnaire is designed for you to describe why you left school before completing the cycle of secondary school, and how effectively you are leading your life these days.

It is important that you answer each question as thoughtfully and frankly as possible if this questionnaire is to be helpful and accurate in describing your reasons for dropping out & related matters. Hence,

i. Please answer all questions in order.

ii. Most questions can be completed by filling in the spaces provided or by writing a tick(✓) mark in one of the boxes provided.

iii. You don't have to write your name.

Thank you for your co-operation!

1. Address: Zone_____ Urban ☐ Rural ☐
2. Sex: a) Male ☐ b) Female ☐
3. Last grade you were attending _____
4. Age when you left school_____
5. Are your parents alive? a) Yes, both my father & my mother are alive ☐ b) yes, only my father is alive ☐ c) Yes, only my mother is alive ☐ d) No, neither of them is alive ☐
6. If your answer for question no.5 is alternative á', do they live together? a) Yes ☐ b) No ☐

7. With whom are you living now? a) With both parents ☐
b) With father & stepmother ☐ c) With mother & stepfather ☐ d) With other relative or guardian ☐
e) Other (specify) _____

8. How many live in your home? (Answer by writing 0,1,2,etc... in the blank spaces).
a) Father (stepfather) _____ b) Mother (stepmother) _____
c) Brothers _____ d) Sisters _____
e) other relatives _____ f) Non-relatives _____
g) Total (including you) _____

9. What is the level of education attained by your parents?

Parents	Illiterate	Able to read & Write without attending formal education	Grade 1-6	Grade 7-8	Grade 9-12	Attended College or higher institute
Father (male guardian)						
Mother (Female guardian)						

10. How many of your family members still presist in schooling?
a) Males _____ b) Females _____ c) Total _____

11. What is your parents' religion? a) Orthodox Christian ☐
b) Islam ☐ c) Other (Specify) _____

12. How do your family think about modern education?
a) Supporting ☐ b) Indifferent ☐ c) Resisting ☐

13. What was your parents' (guardians') attitude towards leaving school? a) Encouraging ☐ b) Indifferent ☐
c) Discouraging ☐ d) Unknown ☐

14. Which individual influenced you most to leave school?
a) Father (male guardian) ☐ b) Mother (female guardian) ☐
c) other relative ☐ d) Peer ☐ e) other (specify) ____

15. Which individual was the most opponent to your leaving of school? a) Father (male guardian) ☐ b) Mother (female guardian) ☐ c) other relative ☐ d) Peer ☐
e) Other (specify) _____

16. Your relation to your family is:-
a) Over protection ☐ b) Normal Protection ☐
c) Rejection ☐ d) Other (specify) _____

17. On the average, how many days in a month did your family not accept & not understand each other?
a) One day ☐ b) Two days ☐ c) Three days ☐
d) Four days ☐ e) Five days ☐ f) Other (specify) ___

18. Are your parents salaried people? a) Yes, both of my parents are salaried people ☐ b) Yes, only my father is salaried man ☐ c) yes, only my mother is salaried woman ☐ d) No, none of them is salaried person ☐

19. What is your father's (family head's) occupation?
a) Regular Government employment ☐
b) Farming ☐ c) Handicraft(woodwork, metal-work, pottery, etc.) ☐ d) Business ☐ e) Daily labour ☐
f) unemployed(includes occasional employment) ☐
g) Not working (dependent on offspring) ☐
h) Others (specify) _____

20. The average monthly income of your family is:-
a) 100 Birr & below ☐ b) 101-200 Birr ☐
c) 201-300 Birr ☐ d) 301-400 Birr ☐
e) 401-500 Birr ☐ f) 500 Birr & above ☐

21. On the average, how many days in a week did you eat your breakfast & lunch when you went to school?
a) Breakfast for _____days b) Lunch for _____days

22. how often did you wear new school clothes?

a) Once in a year ☐ b) Twice in a year ☐

c) Once in two years ☐ d) Once in three years ☐

e) other (specify)_____

23. Did you get enough money for schooling from your family/ guardian/? a) Yes ☐ b) No ☐

24. Did you have suitable condition at home to study? (please say enough, not enough ,or not at all).

24.1. Light _____ 24.2. place_____ 24.3. Textbooks_____

24.4. Reference books _____24.5. Other study materials____

24.6. Time _____

25. Did you support your family by participating in household chores & activities around your home ? a) yes ☐ b) No ☐

26. Did you support your family by generating income?

a) Yes ☐ b)No ☐

27. On the average, how many hours per day did you work inside or outside the house? a) 1-3 hrs. ☐ b) 4-6 hrs. ☐

c) 7-9 hrs. ☐ d) Above 9 hrs. ☐

28. how was your health while you were in high school?

a) Most of the time felt sick ☐ b) Sometimes felt sick ☐

c) Not at all felt sick ☐

29. If your answer for question no.28 is either alternative 'a' or 'b' , what was (were) your disease(s)?_____

30. What is the average age of marriage in your village?

a) For males_____ b) For females_____

31. How is your marital status? a) Unmarried ☐
b) Promised ☐ c) Married ☐ d) Divorced ☐
e) Widowed ☐

32. If your answer for question no.31 is one of the alternatives 'b-e', who made the final decision for approving the marriage partner? a) Parents/family/ without my knowledge ☐ b) Parents/family/in consultation with me ☐
c) My own personal decision ☐ d) Other(specify)_____

34. How long did it take you to walk from home to the high school you were attending? a) 30 minutes or less ☐
b) 31-60minutes ☐ c) 61-90 minutes ☐
d) 91-120 minutes ☐ e) More than 120 minutes ☐

35. How often did you arrive at school in time?
a) Always ☐ b) Often ☐ c) Sometimes ☐ d) Never ☐

36. Was it safe to travel to school? a) Yes ☐ b) No ☐

37. If the answer to 34 is 'No', what was the problem?
_____

38. Were the following teaching facilities /services/ available in your school? (please answer by saying enough, not enough, or not at all).

a) Library_____ e) Chairs_____
b) Laboratories_____ f) Recreational services_____
c) Latrine_____ g) Study hall_____
d) Desks _____ h) Clinic _____
i) Clean drinking water_____
j) Guidance & counselling services _____

39. how many subjects did you take at the time when you dropped out? _____

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ADDIS ABABA UNIVERSITY
LIBRARIES

40. Which subject was most appealing to you? why?

_____

41. Which subject did you like the least? Why?

_____

42. How did you find most of subjects in high school?

a) very difficult ☐ b) Difficult ☐

c) Moderate ☐ d) Easy ☐ e) Very easy ☐

43. Obviously, you have different feelings about different individual teachers, but do you agree or disagree with the following statements which characterise your teachers in general?

No.	Statements	Agree	Disagree
43.1	Most teachers were well informed on subject matter of courses		
43.2	Most teachers stimulated interest in the subjects		
43.3	Most teachers explained difficult ideas clearly		
43.4	Most teachers encouraged criticism of their own ideas		
43.5	Most teachers were enthusiastic toward their teaching		
43.6	Most teachers organised class sessions well		
43.7	Most teachers were fair in their testing		
43.8	Most teachers were helpful or cooperative in their advice		
43.9	Most teachers were fair when they had to punish students		
43.10	Most teachers treated boys & girls equally		
43.11	Most teachers treated low achievers & high achievers equally		

44. How much did you like the school program in general?

a) Very much ☐ b) Average ☐ c) Didn't like ☐

45. What do you feel in discontinuing your schooling?

a) I am sad ☐ b) I don't mind ☐ c) I am happy ☐

46. From the time you began formal education till you discontinued schooling, how many times did you repeat (fail) grades ? a) None ☐ b) Only once ☐ c) Twice ☐
d) Three times ☐ e) Four times ☐ f) Five or more times ☐

47. If you had repeated a grade (s) in high school, in which grade(s) was it? a) Grade 9 ☐ b) Grade 10 ☐
c) Grade 11 ☐ d) Never repeated ☐

48. When you went to school approximately how many days a semester did you absent yourself from school?
a) 1-5 days ☐ b) 6-10 days ☐ c) 11-15 days ☐ d) 16-20 days ☐

49. Which of the following items best describe the reasons for you to be absent from school? (choosing more than one is possible) a) Your health problem (illness) ☐
b) Family illness or death ☐
c) Lack of transportation ☐
d) Hatred of one or more teachers ☐
e) Unattractiveness of the lesson(s) ☐
f) failure to do assignment ☐
g) Conflict created in school ☐
h) Frightening road conditions from home to school (fear of harassment) ☐
i) Involvement in household chores ☐
j) Involvement in farm work ☐
k) Involvement in petty -trade ☐
l) Attendance in religious holidays ☐
m) Lack of finance for schooling ☐
n) peer group initiation ☐
o) Others (specify) _____

50. From the review of different literature the following factors seem to be the main causes for student dropouts. They are grouped into two major headings of causes including

school-related (in-school) factors & out-of - school factors.

I would like you to judge the potential seriousness of the influence of each of these factors as they are applied upon you by checking the appropriate box after each item. Also, please add your own items if you feel this list is incomplete. Note that below are the keys for the response values written on the top of each box:

5 = extremely serious (influential), 4 = very serious, 3 = some what serious, 2 = observed but not serious, and 1 = not observed at all.

No.	Items	5	4	3	2	1
	50.1. In- school Factors					
1	Travelling long distance from home to school					
2	Frightening road conditions or fear of school violence					
3	Curriculum irrelevance(not adaptable to learning needs)					
4	Inability to get into desired classes(fields of study)					
5	Difficulty in the language of instruction					
6	Shortage of qualified teachers in school					
7	Use of corporal punishment by school personnel					
8	Hatred of one or more teachers					
9	Lack of educational guidance and counselling service					
10	Inadequate supply of instructional materials					
11	Poor maintenance (unattractiveness) of school physical plant					
12	Lack of recreational facilities (centers)					
13	Lack of school health service (clinic)					
14	Lack of school toilet service					
15	Lack of clean drinking water in school					
16	Lack(shortage) of school furniture					
17	Lack (shortage) of school library service					
18	Discouragement because of poor scholastic performance in some subjects (to improve the mastery of subjects)					
19	Discouragement due to frequent repetition					
20	Too much absenteeism					
21	Discharged for bad conduct(disciplinary measures)					
22	Dislike of school experience such as timing, labour work, busing with home works and assignments, rules, etc.					
23	Other in-school factors(specify and rate seriousness)					

No.	Items	5	4	3	2	1
	50.2. Out-of-school Factors					
1	Yours health problem					
2	Parental health problem					
3	parental disunity due to death, divorce or separation					
4	Unstable home environment or unhappiness at home					
5	Lack of future prospect in education (gloomy employment prospect)					
6	Parental opposition to formal education					
7	Parental religious affilation influence					
8	Parental withholding due to fear of violence or harassment					
9	Frequent change of domcile					
10	Inability to tolerate the problems in other town by separating from parents					
11	parental inability to pay for schooling					
12	preferred work to school(to generate income to support family)					
13	Excessive involvement in household chores (domestic work)					
14	Peer group initiation influence					
15	Early marriage (wanted to marry)					
16	Teenage pregnancy (maternity)					
17	Gender bias of parents in favor of other siblings' education					
18	Other out-of-school factors(specify and rate seriousness)					

51. How are you leading your life from the time you left school till now?

a) As a regular government employee ☐
b) By selling your service to another family ☐
c) Engaged in petty- trade (retailer) ☐
d) Searching for job in town ☐
e) Engaged in personal activities (chores) at home ☐
f) As a daily labourer ☐
g) Others (specify)_____

52. What have you decided on continuity of your education?

a) To continue and complete the cycle in the future ☐

b) Not to continue and complete it ☐

c) Uncertain ☐

53. Write in brief the benefits that you gained and/or problems you encountered by dropping out of school?

Advantages:

a) _____

b) _____

c) _____

Disadvantages:

a) _____

b) _____

c) _____

54. What actions would you recommend to be taken by school, parent, central government, region, and other concerned authorities to reduce the rate of high school dropouts?

a) _____

b) _____

c) _____

APPENDIX - C

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION

II. QUESTIONNAIRE TO BE FILLED BY SCHOOL PERSONNEL

Dear Respondent,

The purpose of this questionnaire is to find out the growing rate of student dropouts and to identify the major causes so that solutions may be looked for by all those who are concerned and responsible. To this end, your cooperation in completing this questionnaire is of paramount importance.

It is also important that you answer each question as frankly as possible if this questionnaire is to be helpful and accurate in describing the reasons for early school leaving and related matters.

The question can be completed by either writing in the space provided or by marking "✓" in one of the boxes. You don't have to write your name.

Thank you for your cooperation!

1. Address: Name of your school _____,
   zone _____,your status in the school (at present)_____
2. Sex: a) Male ☐ b) Female☐
3. your qualification_____
4. fields of study :a) Major_____ b) Minor_____
5. Years of service: (a) Total_____ b) In this school____
6. What is the turnover rate of your teaching staff?
   a) Five years and above☐ d) Two years☐
   b) Four years☐ e) One year and below☐
   c) Three years ☐
7. The proportion of teachers who participated in an in-service programmes are :-
   a) all of them☐ b) majority of them ☐ c) a few of them ☐

8. Majority of students in your school are residents of
   a) urban ☐ b) rural ☐

9. On the average, how long do majority of your students walk to reach your school? a) 30 minutes or less ☐
   b) 31-60 minutes ☐ c) 61-90 minutes ☐ d) 91-120 minutes ☐
   e) more than 120 minutes ☐

10. In your locality, how is the outlook of the parents towards their children's schooling?

parental outlook for	supportive	Indifferent	Antagonistic	Unknown
sons' education				
daughters' education				

11. Do you think it easy or difficult to make contact with parents of school children? a) Very difficult ☐
    b) Difficult ☐ c) Don't know d) easy ☐
    e) very easy ☐

12. Please give the main reasons for your answer in question number 11?
    a) _____
    b) _____

13. Do you have enough annual budget for the school?
    a) Yes ☐ b) No ☐

14. What is (are) the main source (s) of your school budget?
    _____

15. Do you get your school budget on time?
    a) Yes ☐ b) No ☐

16. Do you charge your students school fees?

a) Yes ☐ b) No ☐ c) other (specify)_____

17. If your response to question number 16 is 'yes', please specify the time and the reasons for their payment?

_____

_____

18. Answer the following questions by saying enough, not enough, or not at all. The extent to which the following educational materials and facilities are accessible in your school is:-

18.1. Textbooks for each subject_____
18.2. Teacher guides for each subject_____
18.3. Reference books _____
18.4. Teaching aids _____
18.5. Clean drinking water _____
18.6. Electric light _____
18.7. Toilet service _____
18.8. Library service _____
18.9. Laboratory equipment _____
18.10. Guidance counseling _____
18.11. Office rooms _____
18.12. Classrooms _____
18.13. School Clinic _____
18.14. Recreational Centers _____

19. Do you believe that the existing secondary school curriculum is relevant to the learning needs of the students or society?

a) Yes ☐ b) No ☐

20. What efforts have been made in your school to raise the interests of learners toward school subjects learned?

b) _____

c) _____

21. As a professional , how do you rate the English language proficiency skill of the majority of students in your school? a) Very high ☐ b) High ☐

c) Average ☐ d) Low(poor) ☐ e) Very low ☐

22. How did you decide a student should be promoted or retained in 1995/96 academic year?

a) For grade 9 _____

b) For grade 10 _____

c) For grade 11 _____

23. How do you treat a student with disciplinary problems? (Below is the list of some types of disciplinary measures, answer them by saying practiced or not practiced).

23.1. keeping the offender out of class temporarily_____

23.2. Whipping _____

23.3. Asking the offender to kneel down_____

23.4. Expelling the offender _____

23.5. Asking the offender to do odd jobs_____

23.6. Locking up him/her behind the room_____

23.7. Giving personal advice_____

23.8. Asking him/her to bring his/her guardian_____

23.9. Others(specify)_____

24. What is the peak time for absence and quitting school for majority of students in your school?

a) Peak time for absence from school_____

b) Peak time for dropping out of school_____

25. What were the special efforts made by the school to discourage dropping out of school?

a) _____

b) _____

26. What in your opinion are the causes for students dropping out of school?

a) For boys:

1. _____
2. _____
3. _____
4. _____
5. _____

b) For girls:

1. _____
2. _____
3. _____
4. _____
5. _____

27. From your school experience and observation , mention the possible effects (consequences) of dropping out of high school?

a) _____

b) _____

c) _____

28. As a professionalist, what measures would you recommend to be taken by school, parents, government, MOE, region and other concerned organizations and personalities to reduce (abate) the rate of school dropouts?

a) _____

b) _____

c) _____

APPENDIX -D

III. Interview Questions for School Administrators

Name of School _____ zone_____

1. How many students were enrolled, dropped out or repeated in the following years?

Pupils	Grades	Year in Eth. c.														
		1984			1985			1986			1987			1988		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Enrolled	9															
	10															
	11															
	12															
Repeaters	9															
	10															
	11															
Dropouts	9															
	10															
	11															
	12															

2. How many books were distributed to students in 1988 Eth. c.?

Sample grades	Sample subjects	No. of Books supplied	No. of students taking subjects	Textbook/ student Ratio
9	Amharic			
	English			
	Mathematics			
	physics			
	Chemistry			
	Map Reading			
	Agriculture			
11	English			
	Mathematics			
	Biology			
	Physics			
	Chemistry			
	History			
	Geography			

3. The number of sections in academic year 1988 Eth.c.

Grade	9	10	11	12	Total
No. of Sections					

4. The Qualification of Teachers in 1988 Eth.C.:-

Qualification	12+TTI	12+1	12+2	12+3	12+4	M.A/M.sc	Other	Total
No. of teachers								