

**CAUSES FOR STUDENTS' DROP OUT IN
SECONDARY SCHOOLS OF JIDA WORED**



ADDIS ABABA UNIVERSITY

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Acronyms/Abrivation

EPRC :-	Economic Policy Research Centre
FGD :-	Focus Group Discussion
IREWOC:-	International Research On Working Children
MOE:-	Ministry Of Education
NCERDC:-	North Calorina Education Research Data centre, For Child And Family Policy
PTA :-	Parent Teacher Association
RCEID :-	Research centre for educational innovation and development
UNESCO:-	United Nation Education, Society And Cultural Organization

ABSTRACT

*The main purpose of this study was to identify the major causes of students dropout in secondary schools of JidaWored . In the study researcher used qualitative research approach . The qualitative data was collected using interview questions for parents, woreda education office vice head, principals of sample schools and focus group discussion took place with students and teachers and document analysis took place from different report of schools. The analysis was performed using descriptive method. The results of the research indicated that there are three main causes of student's dropout in the secondary schools, specifically: they are:(i) **social factors** (large family sizes, parental education level, home /parental service , domestic work and agricultural activity).(ii) **Economic factors** (cost of uniform or clothe, cost of educational materials), (iii)**Educational /school factors** (shortage of class room ,poor infrastructures/poor facility, poor teaching and learning process. Finally, the combined effect of social, economic and educational or school factors were causes student's dropout from the school. Based on findings, it was recommended that all educational stake holders like: government, non-governmental organizations and community need to provided educational materials for the most marginalized or vulnerable students and improve school facility .*

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CHAPTER ONE

INTRODUCTION

1.1. Background Of the Study

Education is essential for the development and civilization of any country. As Slavin,(1998) stated that education reduces social problems. It serves as a basement for economic growth and social development. It also a principal means of improving the welfare of individuals. Education enables individuals and society to make all rounded participation in the development process by acquiring knowledge , ability, skills and attitude .Education has long been defined as a vital instrument for development and is the bedrock of all forms of social, economic, technological and political development.

In somewhat similar ways the MOE in its education and training policy stated that «education is the process by which man transmits his experience, new finding and values accumulated over the years in this struggle for survival and development through generation» (1994:1). Education is the base for human life which enable them to communicate, exchange their idea ,to transform their knowledge and support each other. Therefore effective teaching and learning process improved through effective teaching method. Effective teaching method take places in school where the problem of students drop out is less.

The purpose of education is to impart knowledge , help to develop skills and bring about attitudinal change to individual as well as to society . To reduce hindrance and rich at the planned goal ,secondary school have to known their teaching and learning process. The teaching and learning difficulties can be seen in teachers and students side and it will affect the quality of education and secondary education of universal plan .Teaching difficulties caused by students dropout in secondary school of Jida woreda. Dropout is an action of leaving school by students due to different reasons before graduation or completion of a program of studies without transferring to another secondary school (NCERDC, 2007). Administrative factors such as careless supervision, weak administration ,low learning achievement, repletion, unattractive environment of the school, overcrowded classes, teacher absenteeism and undue political interfere are contributing towards high drop out in Ethiopia and developing world (Ghost, 2011).The rate of drop out has major implications on the development of productive labour force currently and in the future. Any student after enrolment in the school left without completing the primary and

secondary education for any reason is considered as a main school dropout (CERID, 2002). This is also true for Jida woreda where most of students were absent before completing the next class. This shows many students drop from schools before completing their education for various reason .The drop out among secondary schools should motivate us to develop explanations why these students drop out is high and also to search the correlation of pupils' drop out and social, economic and educational variables.

1.2. Statement of the Problem

In Ethiopia, there are various number of problems that affect the teaching -learning process in schools. From this study researcher feel that teachers and school leadership were challenge with problem of students drop out.

Students' dropout is affecting the process of teaching and learning process in our Country. These problems were seriously affect the economic ,social, and political development of the country. The problem of students dropout in secondary schools are caused from ; influence of social factors(parental education back ground, family problem, house hold composition, child labour) ,economic factors(food insecurity, cost for material education) , influence of educational factors(distance from school, provision of physical facilities, teacher related factors, educational environment and administrative factors. Several factors associated with drop out have been identified by different researchers.

Tassew (2008), found parental education; house hold composition, household wealth, child characteristics and exposure to shocks, as well as material social capital as productive of drop out. Other scholars suggested , for which there was less evidences: rural-urban migration ,as well as a serious gender gap in school which causes high students drop out.(IREWOC,2007; Tassew ,2008) and distance to school was found to be one of the most common explanatory factors for students drop out the number of pupils that have been drop out of student in school(Young Lives, 2006; EPRC,2008).

There are many factors associated with drop out some of which belongs to individual, such as poor health or malnutrition and motivation. Others emerge from students' house hold situation such as child labour poverty. School level factors also play a role in increasing pressures to drop out such as teachers' absenteeism, school location and poor quality of educational provision. System of educational provision at the community level generates conditions that can ultimately

impact on the likelihood of children to drop out from school. Therefore, both demand and supply driven factors, are embedded in cultural and contextual realities, which make each circumstance different. Nevertheless, it is possible to make general points about the causes of drop out.

First, there is not one single cause of drop out. Drop out is often a process rather than the result of a single event, and therefore, has more than one proximate cause (Hunt, 2008).

Second, poverty appears to influence the demand for schooling, not only because it affects the ability of households to pay school costs of education and high opportunity cost of schooling children/students.

Lack of physical facilities, inadequate provision of physical facilities in schools and shortage of teachers, inadequate and improper residential facilities for teachers and poor quality of education are also some of the major reasons of high dropout of students (Ghost, 2011). In Ethiopia, the drop out of students from school denies them the opportunity for employment as well as to develop social, economic and political participation. In addition, the student's drop out from schooling contributes to poor performance of economic and social developments (UNESCO, 2002).

In addition, the problem of food insecurity (shortage of food) is the ultimate problem of teaching and learning process. But the problem of students' dropout in these two secondary schools needs immediate solution. The previous frame analysis is less empirical evidence to predict the combined effect of social, economic and educational factors and their relative influence on school dropouts have not been investigated and documented in Jida woreda. Nevertheless, this study investigates the causes of students' drop out by combined effect of social, economic and educational factors in Jida woreda. The aim of this study is to identify the root causes for students' drop out in secondary school in Jida Woreda. This study is guided by answering the following question:-

- What are the main causes of students' dropout in these two schools?
- Does school facilities/resources cause for students' drop out?
- Does less school community participation cause for students' drop out?

1.3 Objectives of The Study

The main objective of this study is to identify the major causes of students dropout in these two secondary schools in Jida Woreda. While the **Specific Objectives** of the studies are

- To state the causes of student drop out in Shambel Ababa Bikila and Ayida secondary schools.
- To identify the reason why students are absent from the school
- To identify the socio-economic, and educational characteristics associated with students drop out in secondary schools.

1.4 Significance Of Study

This study is trying to open and disclose the hidden problem of students dropout in teaching and learning problem in governmental high school. The outcome of this study is expected to generate use full information to gauge school dropout regarding the influence of students in their education. The main significance of this study included:-

- At school and woreda levels , for school staff and woreda education principal, the results of the study serve both as goal and means for community mobilization around education and presentation of school dropout and may also be used as a tool for localized self assessment, planning implementation and monitoring of out puts in the best interest of students and parents and give a clear picture of the students drop out affected by social, economic and educational factors for woreda education.
- At a community level, parents and drop out, the results of the study was designed to the better understanding of the social, economic status of parents and education related factors affecting school drop out for parents and drop out students to adapt school dropout presentations in the community.
- They study may also help policy makers to focus on the cause for students drop out which help them to create a mechanism to support their secondary schools .

1.5 Delimitation (Scope) of the study

Even though the issue of students drop out is the main problem throughout the country, including many variables that may directly or indirectly affect the quality of education. However, the study

is delimited to the two governmental secondary school in Jida Woreda, in North Shoa. The study is delimited to the cause for students drop out in these two secondary schools.

1.6 Limitation of Study

During data collection process, there were many problems tracing and find school dropouts and it was difficult to identify dropout from school registration in some places. In addition to this, shortage of time and work load was among the limitations that affect the process of research. However, the researcher overcome the encountered problems by scheduled time repeatedly.

1.7 Operational Definition of key terms

Challenges:- problem of students dropout .

Children: -both female and male students

Economic factors :- the factors that affect households, who has not meet school materials for pupils

Economic related factors :- the direct and indirect cost of education or house hold poverty level.

Educational elated factors :- physical factors and school distance, teacher related factors, educational environment related factors, and administrative factors.

Educational factors:-factors that affects teaching and learning activity of pupils, especially at school .

Family structure:- person who live two parents or alone parents or no parents in the family

Household size:- the total number of household members as of the time of the survey

Household:- the people who live together in single home.

Parent education:- is designed strengthen and support families and communities to prevent students abuse and neglect.

School administration:- is associated with pupils drop out are care supervision, weak administration, teacher absenteeism and political interference, low learning achievement and repetition ,unattractive environment of the school and overcrowded class room.

School physical factors:- physical factors like, lack of physical facilities, and inadequate provision of physical facilities in schools and poor standards of health nutrition.

Stakeholders:-concerned body (community, government, non-government organizations)

Teachers related factors :- it is associated with pupils drop out are students teacher ratio ,less managements of activity and teacher absenteeism and other factors that affect in the school.

Teaching-learning difficulties:- problems that affect teaching-learning process

1.8 Organizations of the study

This thesis organized in five chapters. The first chapter deals with the introduction which comprises of the back ground of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study ,limitation of the study and definition of key terms. Chapter two is the review of related literature .It consist of definition and concept, explanations and research finding on students drop out by various authors and researchers .Chapter and three presents high light of the research design and methods used sources and types of data, samples and sample techniques, instrument of data collection and methods of data analysis, credibility/trustworthiness of the study and ethical consideration. Chapter four was about finding, discussion and interpretation of data. Chapter five provides the summery ,conclusions and recommendations of the study. Finally, a list of reference used in the study and relevant appendix were attached.

CHAPTER TWO

Review of Related Literature

This study is mainly aimed to identify the causes for students' drop out in secondary school of Jida woreda. In order to develop the theoretical frame work for study; an attempts was made to review related literature on research question. Accordingly, the review began with the conceptual frame work, next influence of social factors ,economic factors, educational factors on students drop out in secondary school

2.1 Definition And concept of Students Drop out

Dropout is an action of leaving school by students due to different reasons before graduation or completion of a program of studies without transferring to another secondary school (NCERDC, 2007).

In developing countries, school drop outs have been a subject of interest to academics, researchers, and policy makers for a long time. Although the findings of various studies differ depending on peculiar of countries' specific situations, socio -economic, political and cultural factors, institutional factors ,structural factors, and psychological factors appear to be the most common elements in all the studies. In this section, the researcher review the findings of some of the studies pertaining to drop out cause at these grade levels at house hold levels with greater emphasis in developing countries. In the literature review, researcher's reports show numerous reasons for students' drop out in secondary schools. These are classified as follow;

2.1.1The influence of social factors on school dropout in secondary school

2.1.1.1 Parents Educational Back ground and Dropout

The education level of mothers and fathers causes for students drop out both in rural and urban area. Educated parents are more effective in helping their children to do their academic work and to monitor and supervise their children's academic progress. Thus, they would be willing to spend more time helping their children in academic problems (EPRC,2008; TASSEW,2008) parent commitment to their children's education depends on the parent educational achievement in promoting school attainment .Parent's commitment to education is also related to a sense of moral responsibility that allowing children to go to school is parental duty and is the most valuable inheritance a child can receive (Tassew,2008).

2.1.1.2 House Hold Composition and Drop Out

Economic policy researcher centre (EPRC,2008) demonstrate that children in larger households are less likely to drop out of school than children living in smaller households. On the other hand, in smaller households, children are more likely to be diverted to offer family labour or stand-in case of family shocks like sickness and cost of educational material, which could have been a major contributor to students' drop out for larger family.

Young Lives (2006) stated that in the Ethiopian context, it has been argued that, other factors remaining constant, the greater the number of children within family, the greater the probability of their enrolment, reflecting the greater availability of labour in the household for agricultural and domestic work.

In addition, children are more likely to be enrolled in school in female-headed households. There are two reasons; women have stronger beliefs that educated children are less likely to become poor adults and that their enhanced earning capacity will make them more likely to reduce their own old age poverty.

2.1.1.3 Child Labour and Drop out

As child work forms a major obstacle to school enrolment and the main demand for child work stems from within the family, those families with relatively more assets, more land and more livestock do also have more reason to keep their children out of school. IREWOC (2007) demonstrates that the traditional economy, including traditional division of labour, has a strong influence on school enrolment and attendance. Some children play a central role in herding livestock (cattle, sheep, horse...), working on the family plot, fetching water and fire wood, assisting with other household tasks and minding younger siblings. The ways in which organized and assigned form a major obstacles to school enrolment and regular attendance. Similarly, seasonal demands for child labour have an impact on school attendance, especially during harvest time when there is a considerable spike in drop outs, particularly among boys, that may be either temporarily or permanently (Tassew, 2008).

2.1.2 The Influence of Economic Factors on School Dropout in Secondary School

Economic factors are the main determinant factors to contribute school dropout. Some studies have stated that house hold poverty to be the main reason farcing children out of school. Low income house hold poverty cannot afford to pay for educational materials, uniform and other school related expenses (Young Live, 2006; Kasahun ,2006;Tasew, 2008).

In Ethiopia include Jida woreda, like other developing countries, house hold poverty is a major factor keeping many children out of the school. Poor households often cannot afford to send their children to school or forced to with draw children out of the school. Although secondary school is free in Ethiopia, hidden costs such as educational materials, uniform and other school related expenses ,and hinder poor households from sending their children to school. Household size and family structure are also important determinants of children's schooling because a household's income and expenses are partly related to its size and structure. In addition, many households of the country are affected by unexpected economic and demographic shocks such as food shortage ,job loss, illness or death of an adult family member. Unexpected economic and demographic shocks have a detrimental effect on children's school enrolment and drop out in rural and urban area of the country.

The occurrence of shocks is linked to the receipt of food or other type of aid. However, children had forced to drop out of school as a coping mechanism in the face of frequent drought and economic shocks (kassahun, 2010).Economic constraints frequently emerged as an important obstacle to school accomplishment. The impact of economic constraints is not always immediate but cumulative, and can eventually lead to children dropping out. Similarly, seasonal demands for child labour have an impact on school attendance. This is especially true during agricultural harvest time ,when there is a considerable thorn in drop outs, particularly among boys, that may be either temporary or permanent (Tassew,2008)

2.1.3 The Influence Educational Factors On School Drop Out In Secondary School

2.1.3.1 Distance to School

Distance to the school was found to be one of the most common explanatory factors for non-attendance the number of pupils that have been drop out of secondary school increases when the distance which pupil moves to school. Pupils travelling long distance to school are more likely to drop out of school in rural area than in urban area (Tassew,2008)

2.1.3.2 Physical Factors

Lack of physical facilities, inadequate provision of physical facilities in schools and poor standards of health nutrition are the major reasons for dropping out students from school. Ghost (2011) stated that physical factors which are contributing towards high drop out in secondary school.

2.1.3.3 Teacher Related Factors

Most of secondary schools are in developing country are not much student ratio. They could not manage students' activities properly and students do not take interest in their studies. Ghost (2011) stated that teacher related factors which causes the high dropout rate in secondary school .Also inadequate and improper residential facilities for teachers are one of the major causes of high dropout of students .This compel the teachers to remain absent from school to attend to family problems which causes the dropout of students.

2.1.3.4 Educational Environment Related

Poor quality of education at primarily level is one of the major causes of high drop out in secondary schools. Ghost (2011) reported that quality of education at all levels in general and secondary level in particular, is not satisfactory which causes high dropout. As kassahun (2010) states that poor school quality may thus discourage households from sending their children to school. For children who are in school, parents may withdraw their children from school and involve them in income generating activities or house hold's domestic works.

2.1.3.5 Administrative Factors

Administration factors are one of the causes for students drop out in the secondary school. Ghost (2011) stated that administrative factors such as careless supervision and weak administration are contributing towards high dropout in secondary school. Similarly, in-different attitude of administrative and supervisory personnel toward teaching a community also contributing towards high drop out. Teacher absenteeism, political interference, Low learning achievement and unattractive teaching methods are the main factors for students drop out. Some students repeatedly fail and stay in the same grade year after year and then they dropout from school. Such repetition reduces the benefits of schooling and the lengthening of the school cycle increases the costs of education. Similarly, some of formal education from the very first day in school, unattractive environment of the school and over-crowded classes also compel students to leave school at early stage of their education.

2.1.3.6 Summary of Chapter Two

In review of related literature the conceptual definition of dropout is described. The major factors of students dropout are discussed in detail. The main factors for students dropout are summarized as followed

(i).The influence of social factors includes parental education back ground, house hold composition ,child labour.(ii) influence of economic factors includes poverty house hold and low income level.(iii) influence of educational factors which includes distance to school, physical facility, teacher related factors, educational environment and administration factors are described.

CHAPTER THREE

Research Design and Methods

3.1 Study area Location

Jida woreda is located at distance of 72 km north -east of Addis Ababa and 75km from North Shoa Zone. It located the North East of Kimbibit, South East of Aleltu ,North West of Wuchale, Suath West Of Sululta. The specific study area of this research is Jida woreda which is one of the 13 woreda of north Shoa Zone in Oromia region. Jida woreda have 13 rural kebele and **1town**. The weather condition of Jida woreda is dega, which has received twice rain fall during summer and spring season. Its average altitude ranges from 2300-3300 above mean sea level. The ecological division of the woreda 99% is dega. (Jida woreda administration office, 2009)

The total population of Jida woreda is 70635 and out of these 35433 are males and 35202 are females population. Both are found in rural and town areas. Out of this 2917 males and 2699 females are live in urban areas and their major occupation is based non- agriculture activities and about 33377 males and 31464 females are live in rural areas of woreda. Since the land is less fertile most of the people are based on cattle keeper and while others are based on mixed practise , also some of them are depending on trade and other non-agricultural activities (Jida agricultural office 2009) .

According to the new education structure there are around 29 first cycle primary, 2 secondary and one preparatory schools. There are 5678 students in primary school, 789 students in secondary school and 230 students preparatory school (Jida woreda educational office, 2009). The total population with the above social services of the woreda is at low level . Apart from the poor social service, students drop out from the school are one of the major problems to the society. Improvement of the basic social service in this woreda is the most important, including series intervention for students drop out in their education.

3.2 Research Design

School dropout research is much more complicated due to the fact that there has been numerous and wide range of factors that have some association with or impact on students dropout from school in secondary schools. Moreover, the respondents like parents, students, principal ,teachers and other educational stakeholders came from different socio-economic back

ground and possess a different cognitive quality which ultimately impinge upon school dropout and many of which is often difficult, if it is not possible to measure.

Therefore, the aim of this research is not to get into this debate but rather it would be attempted to explore factors affecting school dropout in secondary school. The purpose of this study is to assess causes for school dropout in terms of the following dependent (students membership dropout) and independent variables (social, economic and educational variables). Case study, research design was investigated at a point in time. This time reference design was used as it enables the researcher to collect data in one contact with respondents to obtain the required information based on the time limitation in conducting the study. The data collected covers school dropout within the past one year. Because relevant information on school dropout concern of this study is available and purpose of this research is to link the available knowledge on school dropout.

A qualitative approach is the most appropriate method of this kind of study. Hence, as a suitable research method was used in addressing the concerns of the study discussed so far, survey and focus groups. The aim of survey was to examine the relation between school dropout in secondary schools and social, economic and educational factors that affect school dropout in secondary school.

The qualitative data was collected through interview questions and focus group discussion. Interview questions are allowed the respondents to express their idea freely and tell their answers in their own words. These are more qualitative type and can produce detailed answers to complex problems. Open-ended questions give a greater insight and understanding of the topic researched (Cooper, 2002).

3.2 Sources of Data

In this study was gathered from different respondents who have adequate information about student dropout in secondary schools of Jida woreda. The data was generated from both primary and secondary sources of data. Primary sources of data was collected from secondary school teachers, school principals, school supervisor, PTA, students and vice head of woreda education office. The secondary sources of data was based on students dropout related documents like report document from secondary schools and woreda education office.

3.4 Samples and Sampling Techniques

In order to attain the objective of study, different technique were employed. The first step was selecting and defining the study area. To this end, the researcher selected jida woreda purpose fully. The rationale behind is that, Jida Woreda is one of the North Shoa Zonal Woreda which have high students dropout in secondary school (Jida Woreda Education Office,2009). The sampling frame of this study was the list of drop out students from the secondary school. The total number of the drop out students are 343 from two secondary schools within the last three consecutive year (2007-2009) (Jida woreda education office, 2009).

The target population of the study were two secondary school principals, one supervisor , eight teachers, twenty-eight students, four PTA and one vice head of woreda education office. In this study researcher believes that they were the right sources of information on students drop out in Jida secondary school. In order to select sample from target population, The researcher used purposive sampling to select teachers because the can give better information, Availability sampling was employed for selecting school principals, supervisor, vice head of woreda education office. To get additional information. Purposive sampling was employed for selecting students and PTA members in order to get deep information.

3.5 The variables of the study

Students member ships in dropping out was considered as dependent variable, the outcome or results of the influence was the independent variable, and are labelled student dropout. The Main determinant factors such as social, economical, and educational, which contribute student drop out, were treated as independent variables , because the affected school dropouts. These factors were identified through the analysis of related literature.

3.6 Instruments of Data Collection

3.6.1 Interview

Interviews are an interchange of ideas among two or more individuals on a topic with common interests that are based on certainty of human interaction for knowledge production and emphasise the social situation of research data (Creswell, 2007). Creswell adds that interviews are an important steps in the process of data collection to find the right people and place, and to gain access to establish support with subjects so that they can provide valuable information. Due

to this the researcher develop semi -structure type of interview. Within the limited time and resources, it will help to collect information by interviewing collectively individuals who share a common factor ,in groups in a comfortable environment at a convenient venue rather than from a series of individual interview.

From the sources of data above, interview in the study were used to collect primary data about the students drop out. In order to get deep information the researcher conducted interview with two school principal, one supervisor, one vice woreda educational office and four PTA members. Interview enabled me to get in depth information concerning the students drop out with regard to the effect of students drop out in these two selected secondary schools.

About six main interviews questions were prepared and translated into Afan Oromo in order to avoid the communication barriers which might occur using in English language. The interviews for the respondents were conducted separately in two selected schools. These two secondary schools were shamble Ababe Bikila and Ayida secondary school. All appointment with interviewees were honoured and conducted in their offices. The interview question for the participant in the interview seasons were asked per question with similar content and conducted face to face. The obtained information from respondent written on manual note. Subsequently, qualitative data generated from interviewees was transcribed and interpreted thematically .

3.6.2 Focus Group Discussion

Focus group discussions are type of interviews that provide qualitative data in the causes for students drop out .Focus group discussion interviews have certain advantage such as the fact they are appropriate and easily applicable for those people . Focus group discussion interviews entail a high degree of interaction to motivate the participants to respect opposing views among group members create a friendly environment in the group and promote a feeling of enjoyment among group members (Owen, 2001).

I used focus group discussion to triangulate the data I obtained from interview question for supplementary insights .Besides ,I guided the respondents carefully in a way that enable me to get information about the causes for students drop out from school. In this study, focus group discussion were carried out with 28 students(14 males and 14 females) and 8 teachers(6 males and 2 females) from the two secondary schools .The point of discussion were similar with other tool, in that the focused on the causes for students dropout. The discussion were took place into two groups and wit in each group they were fourteen participants. I have jotting down the

idea(information) that I got from the focus group discussion on manual note. Then qualitative data was generated from interview and focus group discussion interpreted thematically.

3.6.3 Document Review

The initial document analysis was intended to obtain a base line understanding of the causes for students drop t. Document review were obtained through observation of document, which was made to check the a availability of school document and list of students. The value of document analysis in this study was to provide an objective of the study. Document analysis augmented data collected from interviews and focus group discussion .Some school reports on student drop out were analyzed as result of students drop out. Then, secondary data collected from Jida woreda education office and secondary schools and analyzing the documents were provided or data obtained from interviews and focus group discussions.

3.7 Methods of Data Analysis

In this study, the qualitative analysis techniques were employed. The qualitative data obtained through open-ended interview question and focus group discussion session was summarized and presented qualitatively. Finding and results from the study were interpreted in relation to the review of related literature for the purpose of analytical generation.

3.8 Trustworthiness of the study

In any research study ,trustworthiness/ credibility is aspect of research that need to be addressed to ensure that the collected data is trustworthy and reliable. According to Olary (2004), trustworthiness refers to the extent to which a measure, procedure or instrument provides the same results on repeated trails. If the instrument /measure is reliable, similar results will be found when carried out on similar groups of participants in research in similar setting (Bailey, 2007).

. 3.6.7 Ethical Consideration

Ethical issues were addressed during data collection and writing of this thesis and these are discussed below. Privacy refers, to controlling other people access to information about a person. As Johanso and Christensen (2012) states, privacy involves person's freedom to identify the time and circumstance under which information is shared with or with help from others and a person's right to decline receiving information that he or she does not want.

Informed consent participants in any research study have to be informed of the possible risk and procedures before they become involved in the study (Bailey, 2007). Therefore, after getting clear understanding about the procedures the respondents have given voluntarily the raw data needed for study.

Self determination is the right of the respondents to refuse to take part in research work or to withdraw at any time when giving information. It was stated clearly that partaking in the research was voluntary exercise.

Bailey (2007) ,stated that confidentiality refers to informing the participant in the research whether the research is anonymous and confidential. In this study, the personal data of the interview and focus group discussions participants have been presented in anonymous was. Respondents' right to privacy was maintained through the promise of confidentiality.

CHAPTER FOUR

Finding and Discussion

4.1 Characteristics of Respondent

By describing characteristics of the respondents, it is possible to know some back ground information about the sample population who participated in the study. There are different in age group, sex, level of education which is discussed as follow;

There were twenty eight students selected from these about thirteen female five male students were found between fourteen -nineteen age group .Also about one female and nine male students were found between twenty -twenty five age group.

Both female and male teachers were selected from two the sample schools. All have the first degree level of education and nearly they have same experience work. Interims of their age about two male and two females were found between twenty-thirty age group and also about four male teachers were found between thirty-fourth age group . Jida secondary school have only one supervisor, who has about eleven work experience and has first degree of education level ,and he is found between fourty -fifty age group.

The researcher also selected school PTA members and their age found between fourty -fifty age group. Also the were not educated. Vice head of woreda education office has first degree and has about nine work experience, also his interval age was about thirty - fourty age group.

From the above information about two female and six males were selected from these two secondary schools. Both female teachers were found in the same age group twenty-thirty intervals. Two male teachers are found between the interval of twenty-thirty age group and four of the male teachers are found between thirty-fourth age group .This indicate that the majority of teachers teaching in secondary schools of Jida woreda were male teachers and majority of them is in belongs to young age group. All of the teachers have same education level and most of them have similar work-experience. According to the educational policy of the country ,all teachers were meet the standard of learning- teaching process.

Jida secondary school principals were male and located within the same age group thirty-fourth. Also the have same level of education and work experience. Since both principals are male, it is advices to work the issue to bring females to act as principals.

Jida secondary schools have only one male supervisor ,whose age is found between forty-fifty age group and has eleven (11) work experience ,and he has 1st degree education leve.

Vice head of woreda education office was male and his age found between thirty-fourty and has 1st degree education level and has nine years work experience.

A single man and women were selected from PTA members. Both were non-complete education level and found between forty-fifty and thirty-fourty age group respectively . This indicated that long life span of community help to get further information related to students dropout.

In case of student respondents, equal chance is given for both male and female students to participate in focus group discussion .There are fourteen female and fourteen male students were selected to give information about students dropout. Most female of students are found between 14-19 age group and 14-25 age group are male students.

4.2 Finding and Discussion

4.2.1 Extent of Students drop out in the study area

On average, the gross enrolment ratio of children in secondary students have been about 2237 over last 3 years in the woreda. Among those ,who come to schools an average of about 15 % of students were dropout at grade 9-10th over the same period. In comparison to the woreda dropout statics, the below table indicate that the proportion of male with drop out is larger than that of females in 2007-2009 most of in grade nine. This probably due to the fact that higher risk of dropout with related to the problem of adjusting to school environment by new school entrants. An increased dropout at the end level reflects to high family size, child labor, poor education level of parents, low family income and in accessibility of school facility and others (Yaung Live, 2008 ; Kassahun , 2006 ; Ghost,2011)

Total number of enrolment (2007-2009)

The total number of students in 2007 were two hundred and nineteen and one hundred three females were recorded in grade nine and one hundred and twenty males and eighty four females were grade tenth. In 2008 the number of enrolments were about three hundred and nineteen male and two hundred and thirty five were grade nine, and one hundred sixty- eight were males and eighty eight. The number of students that recorded were two hundred eighty one male and one hundred seventy females were grade nine and two hundred and twenty three males ,and one hundred fifty five females .The number of drop out within 2007-2009 were about one hundred

and fifty six males and ninety two female were dropped from grade nine, while about fifty five male and fourthy female were dropped from grade ten.

The above information shows that there is highest proportion of dropout rate within consecutive years (2007-2009). From the total enrolments eight hundred and ninety one of grade 9th male students ,one hundred and fifty six male students were dropped , out of five hundred and eight females about ninety two females were dropped out of school. Also from the total enrollment of grade 10th males five hundred and eleven out of these fifty five males were dropout and from three hundred and twenty seven females about forty females are dropped over those three years. The rate of dropout is high in grade 9th than grade 10th students.

4.2 Head-Parental Back Ground

4.2 .1 Gender

In current study parents who were responsible for the education of their children were observed from data gather through interview and focus group discussion were shows sex.

"my father is not allowed to go to school continuously rather than forced to absent from the school for the purpose of domestic work."(one male FGD participant) "my father is not allowed me to go to school continuously ,due to this pressure I am not freely go to school" . (one female FGD participant)

This shows that the responsibility of male is less than that of women in case of child learning .

" I am the head of my family and I have responsibility to help my children, but I didn't aloud my son to go to school because of harvesting period". (one female FGD participant)

The results indicate that in both sample school the majority of the household heads were male and they have less responsibility of their children learning.

4.2.2 Occupation

In this study, it shows that the occupation of many parents whose students drop out of the school was the farming family and daily workers parents .

In current study parents and students who were students drop out of the school were asked to answer the cause for students dropout is parents occupation.

" since I am based on agricultural activity ,I am forced to absent my son from the school, because I am going to plough the land and he help me by keeping cattle and sheep." (one PTA members)

This shows that parents are forced their children to leave the school for the immediate purpose and they didn't bother/worry for their children's regular school attendance, which later they causes for students' dropout .

"my parents are not allowed to go to school specially during the harvesting period and I am absent from the school continuously for two or three week to help my parents, which forced me to drop out from school".(one male FGD participant)

" my parents are not permitted to go to school specially during the harvesting I am forced to keep sheep , fetch water and collecting wood while my mother go to harvesting. Therefore, the continues absent from school is forced me to dropout from school." (one female FGD participant)

The results indicate that many students were continuously absent from the school due to their parents occupation and finally they forced to drop out from the school.

.4.2.3 Level of the Education

In interview question and focus group discussion of the both parent and students whose children dropped out were asked to tell the educational levels they have attained.

"I didn't get the chance to learn and I am not able to read and write ". (A PTA2 members)

This shows that many students were came from illiterate parents and they didn't understand the advantage of education .

"both my father and mother were not educated ,they didn't got the chance of join to the school and they left in illiterate society ".(Student 'A')

This indicate that many society are under educated and left in illiterate society. Therefore, for illiterate family the purpose of education is not clear and always the forced to absent their children from the school. The overall results indicate that the majority of parents whose students drop out of schools have no education.

4.2.4 Parental Income

Parental income as an indicators of socio-economic status of a family has been indirectly measured by asking parents' the total hectors of land and the total number of cattle, sheep ,horses owned by the family . Many of households are based on agriculture, which is at subsistent level of economic activity.

"I have low annual income because I have not enough land for cultivation , herding cattle and sheep this is the reason why I can't send my children to school. (one PTA member)

This shows that parents who have low income cannot send their child to school continuously and they forced to absent children from regular attendance, which is finally resulted for dropout.

" I am not going to school continuously because I came from poor families and I am going to search daily work". (Student 'A')

This indicate that students who came from poor family has great chance to drop out from school due to their parental low income. Therefore ,most of the children were not follow their education attentively and their attention is changed to get money from daily work. Overall results indicate that most of these families have low economic status even by standards of Ethiopia.

4.3 Social Factors Influencing Students Dropout

4.3.1 Relations of family characteristics with dropout

Both students and parents were asked the extent to which they relate the drop out of students from schooling with family characteristics . Many students were come from different families who have less educated, low economic level and different attitudes .Overall, results indicate that both respondents highly discussed the relationship of school drop outs to the family characteristics.

4.3.2 Family Size

Students that living with large family sizes are more dropout rate than students living with the medium and small family size. The study shows that the highest proportion of students drop outs rate and large family sizes to have a high relation with early departure of students from school. This finding is not consistent with Young Lives (2006) And Kasahun (2006) reports, which shows that many drop out come from small families having one up to three children in Ethiopia. In contrast, the finding indicates that large families having more than six children in the woreda have a higher dropout rate than medium and small sized families. This probably due to the fact that large number of siblings of school age children put pressure on educational material and financial resources and increases the direct cost of schooling in the family. Due to these reasons, the parents who have large family size are believed to compete for educational resources available in the household and lower the chance of school enrolment. This may indicate that small families may better able to prevent children drop outs. The interview question with students parents shows that social factors like family size that influence students dropout from secondary school.

"I have nine (9) children and I can't send all my children to school because I have low income and it is difficult to cover all educational materials for my children" .(one PTA member)

The data from interview revealed that parents who have large family size that could not covered the educational materials and others payments for the whole students due to low income or poverty. Therefore, students who came from large family size were unable to learn continuously and lastly forced to dropout from school.

4.3.3 Head Parental Education

In this study, the head parental educational levels are highly influenced children to drop out from the school.

"I didn't get the chance to learn and I am not able to read and write ."(one PTA member)

This shows that many students were came from illiterate parents and they didn't understand the advantage of education .

*"Both my father and mother were not educated ,they didn't got the chance of join the school and they left with in illiterate society ."*Student 'A'

Female student on May,15/2010 said that my parents are not educated and the cannot write and read.(one female FGD participant)

This indicate that many society are under educated and left in illiterate society. Therefore, in illiterate family the purpose of education is not clear and always the forced to absent their children from the school.This study shows that many of the students are came to school from rural area, whose their parents are un educated. Therefore, many students who dropout from school were come from the illiterate people. The finding is very much consistent with Young Lives (2008) ; Tassew ,(2008) reports, which shows that many drop out come from none educated/illiterate parents rather than other parental educated parent

4.3.4 Nature and Extent of Parental needs of Children labor

Parent and children dropout were asked whether or not children work out side school hours and to discuss on the time spent with different types of works in order to survive their life. The highest proportion of children dropout in the study area believes that child labor highly influence children to drop out of school. About high percentage of children were come from rural area, where economic activities are depending on agriculture(keeping cattle and cultivating land).This is probably due the fact that children were ended in domestic activities for example female students were engaged in collecting firewood, fetching water ,cooking food ,washing clothes while boys were involved in productive activities like, cattle herding, weeding, harvesting, ploughing and wage work.

" since I am based on agricultural activity ,I am forced to absent my son from the school, because I am going to plough the land and he help me by keeping cattle and sheep." (one PTA member)

This shows that parents are forced their children to leave the school for the immediate purpose and they didn't bother/worry for their children's regular school attendance, which later they causes for students' dropout .

"my parents are not allowed to go to school specially during the harvesting period and I am absent from the school continuously for two or three week to help my parents, which forced me to drop out from school". (Male student from FGD participant)

" my parents are not permitted to go to school specially during the harvesting I am forced to keep sheep , fetch water and collecting wood while my mother go to harvesting. Therefore, the continues absent from school is forced me to dropout from school".(Female student from FGD participant)

The results indicate that many students were continuously absent from the school due to their parents occupation and finally they forced to drop out from the school..

Overall results for study area suggested that domestic work agricultural activities is the most important activity that dominates their time throughout the whole week. However, results for study area show that the highest proportion of children participate the whole week in all domestic and agricultural activities. It has to be considered that this finding is consistent with report from IREWOC 2007;Tassew 2008 and other studies which show that children drop outs from children involved in domestic and agricultural activity for long period of time.

Focus group discussions with students indicate that social factors like child labor that influence children dropout in secondary school. Focus group discussion revealed students dropout was highly affected by children's involvement in productive and household activities. Students might have been absent from class due to their involvement in work activities and may have spent less time studying and doing home work and finally, children were drop out from school.`

4.4 Economic Reasons Related To Students Dropout

4.4.1 Relation to direct cost of schooling with dropout

On focus group discussion students were asked the extent to which they relate the drop out of students from schooling with direct school cost. Over all, the results indicate that students dropouts highly discussed with relationship of schooling dropout to the direct cost of schooling. The direct cost of schoolings were

include, cost of educational material (pen, exercise book, uniform)and others cost of house rent or cost of accommodation and other costs are the ones indicated to have low influences for children dropout in study area in the given order of significance. This implies that children from poorer households have a lower chance of school enrolment because parents are less likely to meet school related costs. The fact that school costs play a significant role in dropping out of children is consistent with students in Ethiopia and other developing country. According to kassahun (2006); Tassew (2008) studies shows that reasons have to do with the low income of families, which makes it difficult to cover these costs.

Focus group discussion with students indicate that economic factors that influence students drop out in secondary school. It revealed that poverty is an obstacle most often invoked by parents as being the major obstacle to education. Even though the fees for educational material is low, they can still be substantial for very poor families .In substance economy, the ability to absorb economic shocks such as a harvest failure and loss of livestock is limited.

Cash income is very low and any additional investment that fails to bring short -term returns is very un attractive. Having to buy educational material like pens, exercise books, clothes , uniform and others expenditure for school-going children can effectively prevent parents from sending their children to school. Also the fees and contribution which have to be made at school, however small, become a burden for the family, especially parents who have more students in the school.

4.4.2 Educational or school factors influencing students dropouts

Students and PTA were asked to reply the extent to which a list of education or school contribute to the dropping out students from the school.

4.4.2.1 School Facility

Some students dropout From school due to poor infrastructure, inadequate class room, lack of sufficient laboratory materials and poor learning and teaching process have direct relation with education factor that affect students dropout from school. This is probably due to the fact that among the school facility considered, the school facility like toilet ,water and sporting facilities are affect the students. The fact that educational factors have a significant role in dropping out of student, which is consistent with studies in Ethiopia and other developing countries . According to kassahun ,(2006),Ghost (2011) and other studies show that the education or school factors ,which are contributing towards high dropout rate in school.

"Our school have no laboratory materials ,shortage of tutorial class room and shortage of computer in ICT room ,as a result our students are not learn properly as standard level."(Teacher of school 'X')

This indicate that shortage of school resources and facilities may cause for students dropout from school because they were not learning properly and the wanted to leave the school ,lastly the drop out from the school.

"we are not learning science laboratory class until know because we have no lab teacher and available laboratory equipment" .(Student A from FGD participant)

"Due to shortage of class room female students have not get council and guidance room , and tutorial class room.(Female students from FGD participant)

This indicate that both shortage of teacher, lack of available laboratory equipment and, shortage of class room were one of the reason why students dropout from school. Because to be competent and creative students, the need a teacher and available materials. Finding from focus group discussion that were conducted teachers and students revealed that school facility, poor methods of teaching and learning process and in adequate class room play an important role students dropout from school.

4.4.2.2 Educational Environment Related Factors

The study shows that ,poor teaching and learning process have high relations with education factor that affect students dropout from school. This probably due to the fact that teacher uses traditional or old ways of learning and teaching, inefficient uses of school time some teachers could not use different educational media and style. Due to the impact of poor educational environment, students' literacy and numeracy level(read, write and calculate) had been low in the study area. Reducing the dropout rate and increasing the regular attendance rate are closely related to the quality of the teaching staff.

"Due to shortage of time and large class size usually I am used lecture method in order to cover the annual portion." (Teacher of school 'Z')

This indicate that most of the secondary school teachers used traditional methods of teaching in order to cover the portion. Which is not effective in modern students' learning system and leads to pressure on students learning and, later caused for students drop out from school.

The fact that educational factors a significant role in the dropping out of students is consistent with studies in Ethiopia and other developing countries. According to kassahun (2006), Ghost (2011) and other studies show that poor quality of education which are contributing towards high drop out in secondary school. The interview with parents indicate that the school cannot provide children with basic and useful skills, they may decide that an investment in education is not

worth the small return. Very poor school quality may thus discourage households from educating their children, and possibly encourage them to allow their children to work instead, or simply to stay at home.

4.4.3 Administration factors

The educational or school factors that were discussed to have a low relation to students drop out were less monitoring and supervision.

"I am not regularly attending the class, sometimes I am absent from the school for two weeks in a month". (Student 'A' from FGD participant)

This indicated that the continuous absence, weak control of home room Teacher and less monitoring school administration were the major cause for students dropout.

"Due to careless supervision and less monitoring of school administration many students are absent from school continuously and later they absent from school". (Teacher of school 'Z')

This indicates that due to less attention and handling of school administration many students were dropout from school.

The fact that educational factors a significant role in the dropping out of students is not consistent with studies in Ethiopia and other developing countries. In contrast, Kassahun (2006), and Ghost (2011) and other studies show that the educational or school factors which are contributing towards high dropout rate in secondary school.

"Most of our woreda's students were absent from school for different factors which caused for students drop out; from those family problem, low level of income, child labor forces, shortage of educational material were among the causes." (one of the woreda education expert)

Overall, the information from vice head of woreda education office were similar with other respondents which indicate that economic problem, social problem and educational factors were among the causes of students dropout.

4.4.4 Teacher Related Factors

The educational or school factors that have a low relation to students dropout were shortage of teachers, teacher absenteeism and teacher interest to teach students. Many teachers face with some problems like lack of house and other are obstacles that hinder them from getting to school on time and teaching properly as they want.

"Due to shortage of time and large class size usually I am used lecture method in order to cover the annual portion." (Teacher of school 'Z')

This indicate that most of the secondary school teachers used traditional methods of teaching in order to cover the portion. Which is not effective in modern students' learning system and leads to pressure on students learning and, later caused for students drop out from school.

" we are not learning science laboratory class until know because we have no lab teacher and available laboratory equipment ." (Student 'A' from FGD participant)

This indicate that both shortage of teacher and lack of available laboratory equipment were one of the reason why students dropout from school. Because to be competent and creative students, the need a teacher and available materials. The fact that educational factors a significant causes for students drop out. Kassahun (2006) and Ghost (2011) and other studies shows that the education or school factors which are contributing towards high dropout rate in secondary school.

4.4.5 Home related factors

The highest proportion of student dropouts has been school distance to have low relations with educational factor that affect students dropout in secondary school. Many students were came from rural areas ,which might lead students to pay for house rent and ,which is difficult for students who come from poor families.

"I come from Bura Keble which is near located to chanco woreda and it takes around 8:00 hours of journey". (Student 'A' from FGDparticipant)

This indicate that students who came from far distance have high probability to absent from school and finally the forced to drop out.

" most of our students are came from a rural area and from far kilometer which took about 8:00 hour journey ." (A Principal of school 'Z')

This indicate that many students were came from a distance and rural areas, which leads to face student for different payment in urban resident and lastly it causes for students drop out from school. EPRC , (2008); Tassew, (2008); Young Lives(2008) shows that students travel long distance which are contributing .

4.6 Community Related Factors

Community participation has a significance role in students learning. In presence of high community participation area there were active learning and low students drop out while less community participation there were less attention of students learning and high rate of students dropout.

"our surrounding community have no awareness to participating in secondary school even I call them by litter they didn't come to school". (principals of school 'Z')

This indicated that the surrounding community have no interest to participate in school problem solving and have less awareness .

"our school society have no the awareness to participate in school matters" (one of PTA members)

This shows that the level community awareness were less which is caused for students drop out

"the students parents have no voluntary to coming school in order to solve the problem of their child" Teacher of school 'X'

This shows that less community awareness affect the level their decision to participate in school problems.

"my father have no interest to go to school while he called by school director he refuse me and forced me to absent from school." Student 'B' from FGD participant

Even thought the school director invite them to discuss on the school problems they have no interest to coming school. Less community participation is resulted from less awareness and which were causes for students drop out.

CHAPTER FIVE

5. Summary, Conclusion And Recommendation

5.1 Summary

The main purpose of this study is to identify the major causes of students dropout in secondary schools of Jida Woreda. In conducting the research, qualitative research methods were employed. The qualitative data was collected using open ended interview question for parents, woreda education office and principal. Also focus group discussion took place with students and teachers, and document analysis took place from different reports of school. The primary and secondary sources of data were collected. Primary sources of data include teachers, school principals, supervisor, students, vice head of woreda education office and PTA and secondary sources of data were document analysis. The total number of respondents of the study was 42(8 teachers, 2 school principals, 1 supervisor, 28 students, 2 PTA, 1 vice head of woreda education office.) The analysis was performed using description method and major findings of the study are summarized. The results of the research indicated that there are three main causes of student's dropout in secondary schools, they are:

- (i) social factors (large family sizes, parental education level home /parental service, domestic work and agricultural activity). Family size has more determinate effects to be compete for educational resources available in in the households and has great chance of school dropout. This implies that children from poorer households have a lower chance of school enrollment because parents are less likely to meet school related costs.

Educated parents are more able to recognize the long term benefits of education and thus provide their children with a better education, which often means entry into more lucrative non-farm occupations. Additionally, educated parents may derive more satisfaction from educated children than illiterate parents. The vice versa is true for un educated parents, who did not recognize the long term benefit of education and results in high dropout rate of students from school. Home or parental service were the most influential factors for female drop outs and both female and boys might have been dropout from class due to their involvement in work and may have spent less time on their studying and doing home work. Students dropout was highly affected due to the involvement in productive and households. Therefore, the students were forced to absent and give less attention for school and finally the dropout from school.

(ii) Economic factors (cost of uniform or cloth, cost of educational materials), House poverty has more determinant effect in the study area, while decision of parents to send a child to large extent on the direct costs and poor households are more sensitive to schooling costs, even small charges can have an impact on households and lead to higher dropout in school.

(iii) Educational /school factors (shortage of class room, poor infrastructures/poor facility, poor teaching and learning process. Educational or school factors have the main determinate factors that affects students drop out from the school. In these two secondary schools, the facilities available are in adequate for the number of students, who attend in the schools. Furthermore, the quality of schools in terms of poor physical facilities affect parents' decision to invest in their students learning in the school parents are less likely to send their children to school if they perceive that the school quality is poor and cannot provide students with basic knowledge and skills. Poor school facilities are more of a prevention on school enrollment of the students. The dropout rate closely related to the quality of teaching staff. The quality of education in secondary school cannot be guaranteed without well qualified teaching staff.

In general, although access to secondary school education has improved in modern time educational quality has declined in most respects over the same period due to lack of continuous attendance of student, high dropout, overcrowded class rooms, poor school facilities, poor teaching methodology and lack of laboratory materials. Finally, the combined effect of social, economic and educational or school factors were caused student's dropout from the school. Community participation has also a significance role in students learning. In presence of high community participation area there were active learning and low students drop out while less community participation there were less attention of students learning and high rate of students dropout

5.2 Conclusion

In this paper, the research pointed out the cause for students dropout and effect of social, economic status and educational factors in secondary school dropout. Both boys and girls students were drop out school due to different reason. The result of research indicated that there are three main factors influencing students' dropout in secondary school ,there are: **social factors** (large family size, parental education level, domestic work, home/parental service and agricultural activity), **economic factors** (cost of cloths, cost of education materials and school payments) and **Educational** or school factors (inadequacy of class rooms, lacks of text books, poor infrastructures/poor facility, poor teaching and learning process.) Community participation has a significance role in students learning. In presence of high community participation area there were active learning and low students drop out while less community participation there were less attention of students learning and high rate of students dropout

5.3 Recommendation

To be effectively realize its purpose researcher recommends as follow:

Provision of free scholastic materials :-socio -economic conditions in families, particularly in the study areas and among the weaker section of the society , have been contributing to the high dropout in secondary school. In order to reduce dropout, all educational stakeholders like governments, non-governmental organizations advised to give attention on an overcoming the social and economic barriers which prevent children from continuing their education at least up to end of secondary education. The introduction of incentive schemes in secondary schools are among the programs designed to prevent dropout as well as to increase the enrollment of students in secondary school. As a measure to prevent dropout at the secondary school the stakeholders including government, nongovernmental organization ,therefore, have initiated schemes for supporting uniform/clothes, exercise book, pen and other educational materials for students of disadvantaged group of households.

Improving School Facilities:- school facility is one of the factors which has been contributing to the high rate of dropout at the secondary school, one of the factors is, lack of adequate infrastructure, such as satisfactory school building and service and lack of laboratory services and materials, which makes competent student .Attempts have been made to achieve better economy in construction cost among other things by increasing the use of locally available building materials and functionally suitable design. Efforts have been made, at different levels of educational stake holders including students' parent ,village communities, government and non-governmental organization in the implementation of programme for construction and maintenance of school building, provision of equipment and furniture, and laboratory instrument.

Civilizing and Creating new income generating activity in the family:- in more stable contexts were the students dropout parents faces a chronic problem of food insecurity and in situations where livelihood mechanisms are weak and structural difficulties are significant, income generating activity advised to support and promote with the aim of improving the food security and living conditions of chronically vulnerable family in a sustainable manner to reduce students dropout.

Get better community participation :- involving the community in secondary level education may be a means of enhancing enrollment and preventing drop out. When parents are active in the educational process, it is more likely that their children will stay in school. The community needs educating about the importance of education, especially of cultural believes and practices that affect student drop out. This may be done by the mass media by political parties, by woreda

administration, woreda education bureau and teachers themselves. Involving the community in secondary school may help governments to share the costs with the community.

Improving the quality of education :- reducing the dropout and increasing the regular attendance rate are both closely related to the quality of the teaching staff and adequate school facility. The quality of secondary education will be guaranteed with well-qualified teachers/teaching staff. That is why government has also devoted much attention to the training of teachers.

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Appendix I.

Interview Question For Teachers

The main purpose of this study is to gather information on the causes for students drop out in secondary schools Jida woreda. Then, you are among those chosen to participate in study. Thus, I requested to you for information and it appreciates your willingness to support its efforts. I believe that you will find to interview and discussion is interesting and it looks forward your reply. All information obtained from you will be used only for the purpose of this research.

I. Back ground of respondents

1.Name of your school_____Woreda_____ Zone_____Region

2.Age :- 15- 20 ---- 20-30 -----30-40---- 40-50----

3.Sex :- Male----- Female

4.occupation _____

5.Educational Level_____

6.Riligion_____

Interview Question For Teachers

1.what are the main cause of students drop out? _____

2.Is the economic problem is caused for students drop out? if your answer is yes how _____

3. To what extent do the school community and other stakeholders involve in solving the problem of students' dropout?_____

-

4. Are students' parents have economic problem ? if your answer is yes how it caused for students drop out?-----

5. Is there the continuous absenteeism in class? if your answer is yes how it caused for students dropout?_____

6. Is educational facilities is caused for student drop out?

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Interview Question For school principal

Appendix II. The main purpose of this study is to gather information on the causes for students drop out in secondary schools Jida woreda. Then, you are among those chosen to participate in study. Thus, I requested to you for information and it appreciates your willingness to support its efforts. I believe that you will find to interview and discussion is interesting and it looks forward your reply. All information obtained from you will be used only for the purpose of this research.

I. Back ground of respondents

1.Name of your school _____ Woreda _____ Zone _____ Region _____

2.Age :- 15- 20 ---- 20-30 -----30-40---- 40-50----

3.Sex :- Male----- Female

4.occupation _____

5.Educational Level _____

6.Riligion _____

1.what are the main cause of students drop out? _____

2.is the economic problem is caused for students drop out? if your answer is yes how? _____

3. To what extent do the school community and other stakeholders involve in solving the problem of students' dropout? _____

-

4. Are students' parents have economic problem ? if your answer is yes how it caused for students drop out? - _____

-5. Is there the continuous absenteeism in class? if your answer is yes how it caused for students drop out? _____

6. Is educational facilities is caused for student drop out?

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Appendix III

Interview Question For Students

The main purpose of this study is to gather information on the causes for students drop out in secondary schools Jida woreda. Then, you are among those chosen to participate in study. Thus, I requested to you for information and it appreciates your willingness to support its efforts. I believe that you will find to interview and discussion is interesting and it looks forward your reply. All information obtained from you will be used only for the purpose of this research.

I. Back ground of respondents

1.Name of your school_____Woreda_____ Zone_____Region

2.Age :- 15- 20 ---- 20-30 -----30-40---- 40-50----

3.Sex :- Male----- Female

4.occupation _____

5.Educational Level_____

6.Riligion_____

1.why students are drop out from the school?-----

2.Doesschool resources and facilities caused for students drop out? how it is _____

3. what are the main factors that cause for students? _____

4. Are students' parents have economic problem ? if your answer is yes how it caused for students drop out? _____

-5. Is there the continuous absenteeism in class? if your answer is yes how it caused for students drop out? _____

6. Is educational facilities is caused for student drop out?

