CAUSES OF DROPOUT OF STUDENTS IN GOVERNMENT SECOND CYCLE PRIMARY SCHOOLS OF WEST HARARGE ZONE

BY: BERHANU TESFAYE BENTI

ADDIS ABABA UNIVERSITY
EDUCATION RESEARCH CENTER LIBRARY

A THESIS SUBMITED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSTY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL POLICY AND PLANNING

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDCUATIONAL PLANNING AND MANAGEMENT

ADDIS ABABA UNIVERSITY
LIBRARIES
P.O.BOX 1176
ADDIS ABABA ETHIOPIA

JUNE 2011
ADDIS ABABA

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDCUATIONAL PLANNING
AND MANAGEMENT

CAUSES OF DROPOUT OF STUDENTS IN GOVERNMENT SECOND CYCLE PRIMARY SCHOOLS OF WEST HARARGE ZONE

BY: BERHANU TESFAYE BENTI

JUNE 2011
ADDIS ABABA

CAUSES OF DROPOUT OF STUDENTS IN GOVERNMENT SECOND CYCLE PRIMARY SCHOOLS OF WEST HARARGE ZONE

A THESIS SUBMITED TO THE SCHOOL OF
GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN
EDUCATIONAL POLICY AND PLANNING

BY: BERHANU TESFAYE BENTI

JUNE 2011
ADDIS ABABA

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDCUATIONAL PLANNING AND MANAGEMENT

CAUSES OF DROPOUT OF STUDENTS IN GOVERNMENT SECOND CYCLE PRIMARY SCHOOLS OF WEST HARARGE ZONE



BY: BERHANU TESFAYE BENTI

Approved by the Board of Examiners

Yekunoamelak Alemu		20/06/2011
Chairperson, Graduate Committee	Signature	Date
Ambissa K. (PhD)		13/06/2011
Advisor	Signature	Date
Tesfaye Shibeshi		13/06/2011
Examiner	Signature	Date

Acknowledgments

After all, praise is to the Almighty God who had made everything possible.

Acknowledgments themselves appear causal and say very little about my advisor Dr. Ambissa Kenea who had encouraged and extended his scholastic supports and corrected the work meticulously to keep me in the right track throughout this thesis work.

My special indebtedness goes to W/t Gadisse Berhanu who had showed a caring attitude and stood by my side throughout my post graduate study.

I would also like to extend my deepest gratitude to Ato Getachew Abebe, W/o Ayenalem Tesfaye,W/o Gebeyanesh Lemma and Ato Abdushekur Teha for their endless support and they have been my source of courage.

I dedicate this paper work entirely to My mother W/o Gete Feyissa who taught me from early years of my life on important social skills on how to be resilient in faces of adversities and constantly encouraged me, continue to up lift, support and love me.

Table of Contents

Page

Acknowledgments i

Table of Contents ii

List of Tables vi

Abbreviations/Acronyms vii

Abstract viii

CHAPTER ONE

Introduction 1

1.1. Background of the Study 1

1.2. Statement of the Problem 4

1.3. Objective of the Study 5

1.4. Delimitation of the Study 6

1.5. Limitations of the Study 6

1.6. Significance of the Study 7

1.7. Definition of Terms 7

1.8. Organization of the Study 8

CHAPTER TWO

Review of Related Literature 9

2.1 Primary Education: The Rationale 9

2.2. Dropout: A problem of Internal Efficiency 11

2.3. Cost Implications and Consequences of Dropping out 14

2.4. Factors Contributing to Student Dropout 15

2.4.1. School Related Factors 15

2.4.1.1. Pupil Related Factors 16

2.4.1.2. Teacher Related Factor 17

2.4.1.2.1. Teacher Qualification 17

2.4.1.2.2. Teachers' Attitude Towards their Profession 17

2.4.1.3. Class Size 18

2.4.1.4. School Facilities....19
2.4.1.5. Curriculum Relevance....19
2.4.1.6. The Language of Instruction....20
2.4.1.7. School Distance....20
2.4.1.8. Administrative/Institutional Constraints....21
2.4.1.9. Repetition....22
2.4.1.10. Absenteeism....23
2.4.1.11. School Time Table....23
2.4.2. Environmental (Extraneous) Factors....24
2.4.2.1. Socio-Cultural Factors....24
2.4.2.1.1. Parents' Attitudes Towards Formal Education....24
2.4.2.1.2. Early Marriage and Pregnancy....24
2.4.2.1.3. Traditional Outlook on Girl's Education....25
2.4.2.2. Socio-Economic Constraints....26
2.4.2.2.1. Poverty....26
2.4.2.2.2. Parental Educational Background....27
2.4.2.2.3. Costs of Education....28
2.4.2.2.4. Parents' Income and type of occupational....29
2.4.2.2.5. Demand for Child Labor....30
2.4.2.2.6. Family Size (Structure)....31
2.4.2.2.7. Poor Employment Opportunities for Graduates....32

CHAPTER THREE

3. Research Design and Methodology....34
3.1. Research Design....34
3.2. Data Sources....34
3.2.1. Primary Sources....34
3.2.2. Secondary Sources....34
3.3. Sample Population and Sampling Technique....35
3.4. Data Gathering Tools....37

3.4.1. Questionnaire 37
3.4.2. Interview 37
3.4.3. Focus-Group Discussion 38
3.4.4. Documentary Data 38
3.5. Pilot Testing 38
3.6. Procedures of Data Collection 39
3.7. Variables of the Study 39
3.8. Methods of Data Analysis 40

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF THE DATA 42
4.1. Characteristics of Respondents 42
4.1.1. Personal Characteristics of School Principals and Teachers 42
4.1.2. Personal Background of Pupil Respondents 44
4.1.3. Personal Background of Pupils; Respondents 45
4.2. The Incidence (Magnitude) of Dropout by Gender and Grade 46
4.3. Factors Related to Student Dropout 47
4.3.1. Family Structure, Occupation and Income Level of the Parent 47
4.3.2. Parental Educational Background and their Academic Support at Home 51
4.3.3. Students' Academic Experience and their work Burden Around their home 52
4.3.4. Student Absenteeism and Absence of Days in the Previous Semester 53
4.3.5. The Availability of School Facilities 60
4.4. Major Causes of Student Drop-Out in Second Cycle Primary Schools of West Hararge Zone 63
4.4.1. In-School Factors 63
4.4.1.1. Institutional Factors 63
4.4.1.2. Pupil – Related Factors 68

4.4.1.3. Teacher Related Factors 71
4.4.1.4. Factors Related to School Management 73
4.4.2. Out-of-school (external) factors 74
4.4.2.1. The socio-economic Factors 74
4.4.2.2. Socio-Cultural Factors 80

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS 83
5.1 Summary 83
5.2 Conclusion 86
5.3 Recommendations 87
5.3.1 Recruiting More Teachers 87
5.3.2 Improving Quality of Education 87
5.3.2.1 Training and Motivating Teachers 87
5.3.2.2 Improving School Facilities 88
5.3.2.3 Providing Guidance and Counseling Service 88
5.3.2.4 Training and Assigning Competent Educational Leaders 89
5.3.2.5. Supervision and Support to Teachers 89
5.3.3. Diversifying Mode of Delivery 89
5.3.4 Promoting Community Awareness Through Continuous Dialogue 90
5.3.5 Devising Various Support Mechanisms 90
5.3.6 Building of Boarding Schools (for semi-Pastoralist area of the Zone) 91
5.3.7. Making Curriculum Relevant 91
5.3.8 Earlier Identification of Potential Dropout 91
5.3.9 Creating Job Opportunities for the Graduate 91
5.3.10 School Location Planning 92
5.3.11 Conducting Further multivariate and Longitudinal Research 92
Reference 93
Appendices

List of Table

Page

Table 1: Geographic stratification of the woredas on the basis of their participation in education... 35

Table 2: Number of Sample School in the Sample Woreda 36

Table 3: Justification for the Application of statistical tools 41

Table 4: Frequency and percentage distribution of teachers and principal by sex, age, qualification, field of study and service in current position..... 42

Table 5: frequency and percentage distribution of pupil respondents by sex, age, residence and martial status 44

Table 6: Frequency and percentage distribution of parent respondents by sex and social role..... 45

Table 7: The Trend of Dropout Rates (%) in the sample schools, 2006/07-2009/10 46

Table 8: Family Structure, occupation, Income Level of Dropouts' Families 48

Table 9: The Educational Background of parents and their Academic Support at home..... 51

Table 10: Frequency and percentage distribution of pupils' responses on their academic experience and work burden around their home..... 52

Table 11: Frequencies and percentage distribution of the responses of respondents on students absenteeism..... 54

Table 12: Views of respondents regarding the influence of curriculum in aggravating dropping out..... 55

Table 13: Average number of students in a class in second cycle primary school..... 56

Table 14: View of respondents regarding home-distance that students travel 57

Table 15: The responses of school principals teachers and students regarding the age in which girls commonly marry 58

Table 16: Parents' hopes for their daughters to be 59

Table 17: Issues related to activities children involve in..... 59

Table 18: Spearman's Rank correlation coefficient on the adequacy of school facilities as perceived by principals and Teacher (Education officials) and students 61

Table 19: Institutional factors that may have effect on student dropout..... 64

Table 20: Presents pupil-related factors that may have effect on having successful graduate from a given educational level..... 68

Table 21: Present Teacher related factors that may have effect on student dropout 71

Table 22: Present school management related factors that may have effect on student dropout. 73

Table 23: The extent of the influence of economic factors in facilitating dropping out 75

Table 24: View of respondents on the effect of socio-cultural factors in aggravating drop out..... 80

Abbreviations/Acronyms

AAU :	Addis Ababa University
DR:	Dropout Rate
EC:	Ethiopian Calender
IE:	Internal Efficiency
MOE:	Ministry of Education
OEB:	Oromia Education Bureau
ESDP:	Education Sector Development Program
UNESCO:	United Nation Educational Scientific and Cultural Organization
WEO:	Woreda Education Office
EMIS:	Educational Management Information System
MDG:	Millennium Development Goals
MOFED:	Ministry of Finance and Economic Development
WCEFA:	World Conference on Education for All
EFA:	Education for All
UPE:	Universal Primary Education
GC:	Gregorian calendar
FGD:	Focal Group Discussion
UNDP:	United Nation Development Program
UNCF:	United Nations' Children's Fund

Abstract

The study was setout to assess the magnitude of dropout of primary schools in West Hararge zone and factors affecting it. In order to achieve this purpose, basic question were raised that intended to address the magnitude of dropout by grade level and sex and factors behind dropout of the system. Descriptive survey method was employed in this study. Moreover, both probability and non-probability sampling technique were used. Accordingly,7 woredas and one(1) town administration were selected from 14 woreda and two town administrations found in the zone using simple random sampling. From the total of 82 complete primary schools found in the sample woredas, 30 complete primary schools were again randomly selected and included in the study. Principals, teachers, student (dropout), PTAs, zone and district supervision work process owners were used as the primary source of data. Questionnaire, semi-structured interview and FGD guides were used as the means of data gathering tools. Moreover, document analysis was intensively made to compute the magnitude (trend) of dropout by grade level and sex of the students' population. Before administrating the questionnaire, pilot test was conducted in two primary schools for validity and reliability of the items. After data were gathered, analysis was made using tables, frequencies, percentage, mean, weighted mean and spearman's rank correlation coefficient. The data revealed that the rate of dropout in primary schools of the study area is 12.9% in 2006/07, 14.8%, 2007/08. 16.4%, 2008/09 high and its trend shows a tendency of increasing except 2009/10. The data further indicate that the problem is more serious among boys than girls. Low quality teaching, lack of school facilities, large class size, irrelevance curriculum, long home-school distance, poor school community relation, shortage of qualified teachers, and lack of training for school managers were the cause for dropout of student. Above all, inability to afford both direct and indirect costs of education, demand for child labor, lack of material and financial support, early marriage (Teenage pregnancy) and lack of family awareness were found to be the major impediments of dropout. Poor academic performance of students, low future success expectation and repeated absenteeism were also the other student elated problems that causes student to dropout. To alleviate these problems, recruiting more teachers, improving quality of education in general, diversifying mode of delivery, creating open dialogue with community on sustainable basis, launching various support mechanism for economically poor students, building boarding schools, making curriculum relevant, earlier identification of potential dropout, creating job opportunities, and conducting further multivariate and longitudinal research on the issue were suggested.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Recently published researcher on relationship between education and development have emphasized the essential role that primary education plays in increasing physical productivity and its high social rate of return (Magnen, 1991; Psacharupaulos and Woodhall, 1995). A study by the World Bank as Psacharopaulos and Woodhall (1995:45) discuss it, shows that in the field of physical productivity, farmers with some level of education are more productive than illiterate farmers. According to this study, on the average, the physical productivity of farmers with 4 years of elementary education may be 8.7 percent higher than those farmers without education. This is a condition when required complementary inputs are not used. The study further shows that when complementary inputs are used the productivity of farmers may increase to 13.2 percent higher than that of illiterate farmers.

From the point of view of nation's resource and expenditures education is considered as an investment in the collective future of societies and nations, rather than simply the future success of individuals (Brimer and Pauli, 1971; UNSCO, 2002). This implies that a well educated person is an important asset in the development of a given nation in which he/she may contribute his level best talents and abilities. To this effect, some writers dare saying, "No investment is considered more lucrative than education and training of a countries citizenry" (Beckley, 1990:111). This emphasizes the return from education in the form of higher earnings, better health and well being, economic prosperity fuller employment and social-cohesion and other externalities (McMahen, 1987; UNESCO, 2002). Therefore, the issue of where to invest to get maximum out put calls for efficiency in education.

Cognizant of these multidimensional importances the universal Declaration of Human Rights General Assembly asserted that every one has the right to education especially primary education. Following this international agreements several series of efforts were

made at different time to universalize primary education. Millennium Development Goals (MDGs) which were adopted by world leaders in the year 2000 and set to be achieved by 2015, took the major initiative to universalize primary education, in its most widely supported, comprehensive eight time-bound goals. Under its second goals of universalizing primary education, the MDG consider the proportion of pupils starting grade one who reach last grade of primary as the second indicator of achieving UPE (UNDP, 2009). Moreover, the declaration of Education For All (EFA) as the primary vehicle to achieve MDG goal was first held in Jomtien, Thailand and latter affirmed at Dakar, Senegal in 2000 had stated six EFA goals of which number two says:

> *Ensure that, by 2015 all children, particularly girls those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete free and compulsory education of good qualities (World Bank, 2009:2; WEF, 2000:7)*

It seems that this declaration was made in response to international concern over the deterioration of educational system in previous years. In other words, this declaration was a result of significantly large regional and zonal disparities in provision, participation and efficiency of education system. In a more elaborate manner, Coombs (1985); Magnen (1991) and World Bank (1975) mentioned the following points as the most acute problems in educational system of developing countries.

1. Low internal efficiency, as a result of high drop out and repetition rate
2. lack of qualified teacher
3. Too high pupils/teacher ratio
4. shortage of educational facilities
5. low external efficiency
6. weak educational management
7. too high pupils/section ratio.

Particularly, both low rates of school attendance and high wastage rate are the most acute educational problems of these nations (Lockheed and Verspoor, (1991); Phillip, (1975), Taylor, (1997), Bishop, (1994); Larssen and Hassen, (2001); Athoareno and Gasperin, (2003). For example in his attempt to indicate the low rates of school participation and

high dropout rate in primary schools of third world nations, phillip (1975:4-5) says that in 1970, in Africa, Asia and Latin America the number of students who either left school before completing primary education or never attended it was estimated to be 296 million. According to Lockheed and Verspoor (1994) low completion rate are the result of high rates of early drop-out, which are partly due to poor academic achievement and high repetition. They further elaborated that, the average repetition rate in low income and lower-middle-income countries are two to five time higher than those in upper-middle and higher income countries. This is a devastating and chronic headache, decision makers, planners and other stakeholders must take serious major on the issue as it hinders the attempt to achieve Millennium Development Goals of universalizing primary education by 2015.

In this regard, Ethiopia as a member of low-income countries, became the victim of this problem for the past several decades (Degarge, 1998; Habtamu, 2002). Similarly the MoE (1994) clearly indicated the feature of the Ethiopian education system before the 1991 as of low quality, irrelevant, inefficient, inequitable and with limited access (MoE, 1994; MOFED, 2006). To change this situation, the government launched the national education and training policy that is assumed to be implemented through successive ESDP (I-IV) as part of a twenty year education indicative plan (MoE, 2005; MOFED, 2006).

The performance indicator of the ESDP-I on efficiency show that, it planned to reduce grade one dropout from 28.5 percent in 1995/96 G.C to 14.2 percent in 2001/02 G.C. however, the actual performance falls short of achieving this target with only slight reduction to 27.5 percent (MOE, 2003). In addition to this, it was planned to reduce dropout from 8.5 percent for the whole primary to 4.2 percent, though the actual performance get worsened and reached 16.2 percent (MOE, 2003). ESDP II, also planned to reduce dropout from 17.8 percent to 8.9 percent in the year 2004/05 GC. However, it again remained nearly the same which was 17.1 percent (MOE; 2003).

Finally, ESDP III also attempted to reduce inefficiency from 22.4 percent to 6.3 percent between the years 2004/05 and 2009/10 G.C (MoFED, (2006); MoE, (2005). But it still remains to be high with still about 18.3 percent (MoE, 2009).

Coming back to the background of the study setting, Oromia as one of the largest region in the country where there is a significant amount of inefficiency in the education system. Particularly, West Hararge zone, is characterized with the highest dropout and repetition rate when compared with regional and national averages. Hence the study tries to assess the magnitude of dropout and major factors contributing to dropout in the second cycle of west Hararge zone.

1.2. Statement of the Problem

It is widely accepted fact that the most relevant indicators of the efficiency of an educational system is not just the number of students enrolled in the system but the number of graduates who completed a given educational level within intended time and with required learning skills, attitude and knowledge. However, as stated earlier, in many developing countries, early dropout of school plagues a larger proportion of people who are enrolled in primary education before completing a given level.

Although the degree varies, inefficiency in the education system is prevalent both in developed and developing countries. In case of Ethiopia, the problem is not only getting children into school but it is also keeping them there. The educational wastage, particularly in the form of dropping out has been a challenge to the sector (Degarge, 1998; Habtamu, 2002; Tilaye, 1999). The study made by World Bank (2005:137) confirmed that in Ethiopia out of the total children who are admitted to grade one, an estimated 47 percent exit the system before attaining grade five. It further explains the severity of the problem by saying:

> *with only 60 percent of each cohort student entering grade one, a quarter of the entrants drop out by grade two, and nearly 50 percent by grade five, Ethiopia appears unlikely to meet the Millennium Development Goal of universal primary education by 2015 if the present condition persists*

Similarly UNESCO (2006) mentioned that primary schooling in Ethiopia faces high rate of drop out. For example 20.1% of grade one children dropout and about 6.1% of them repeated grade one. Around 43% and 66% of children leave school before completing the lower primary education (grade 1-4) and upper primary education (5-8) respectively.

Despite effort on several levels, the problem of dropout in primary school of Ethiopia stays serious. The progress made to reduce dropout during the past three years has shown no improvement. This is not an encouraging result. The dropout rate at primary stage was 11.8% in 2006/07 and persists around 12.4 in 2008/09 (MoE, 2009). The problem becomes even worse when we come to the Oromia region, particularly West Hararge, in which dropout rate was 13.5% in 2006/07 and stays around 15.9% in 2008/09 (OEB, 2009).

Therefore, taking into consideration the gravity and devastating effect of students leaving, schools very early this study students, would pinpoint some major factors that make students quit school. Accordingly, attempt has been made to answer the following basic questions:

1. What is the trend of dropout rate in the second cycle primary schools of West Hararge zone in the past four years as seen in terms of students attribute (sex and grade level)
2. What are the major out-of-school factors that contribute to student dropout of school.
3. What are the major school related factors that contribute to student drop out of school?

1.3. Objective of the Study

The main objective of this study is to identify the major causes of drop out of students in the second cycle primary schools of west Hararge zone and to forward some relevant recommendation to curb effect of the problem to be identified.

In addition to this, it has the following specific objectives

1. To identify the grade with the highest level of dropout in the second cycle primary schools of the zone under discussion.

2. The study aims to identify whether dropout is associated with sex (male or female) of students.
3. To examine the major school related, pupil related and extraneous variables that affects the students' dropout in primary schools in the zone.

1.4. Delimitation of the Study

As far as the study setting is concerned, this study is confined to west Hararge zone, because the Oromia Education Brueau report clearly indicated the severity of the problem in this area (OEB, 2009). Time wise the study tries to examine dropout trends of four consecutive years (2006/07-2009/10) to show the general trend of dropout in the area.

Moreover, this study is delimited to government second cycle primary schools because the problem is more severe in these schools than in private schools as reported by Oromia education Brueau Annual abstracts. Besides this, giving less attention to primary level is impossible as it violate the declaration of the right to basic education and declaration of Millennium Development Goals of universalizing primary education by 2015.

1.5. Limitations of the Study

Despite time and financial constraints, there were two major problems that limited the findings of the study to take in absolute terms.

- The absence of appropriately compiled data at zone education office, woreda and schools.
- The statistical reports are compiled quarterly regarding the enrollments, dropouts and other school related issue at these levels. The lower authorities carefully manipulated the statistical reports of drop out so as not to be blamed in front of higher officials. However, this reality is disclosed at the end of the year when the rosters of students are fully reported. To solve the above problems, the researchers exerted all possible effort to crosscheck different statistical report at different level including rosters.

1.6. Significance of the Study

Education is a cornerstone of economic and social development, primary education is its foundation (Lockheed and Verspoor, 1994) specially, in a country where resource are scarce and demand for education is high, the efficient utilization of resource is not compromised. Inefficiency of primary education limits the absorbing capacity of schools and hinders the economic and social development of a nation. Therefore, minimizing the level of dropout rate in the primary schools has a paramount importance. To this effect, this study will have the following significance.

1. By identifying the degree (magnitudes) of dropout and their cause this study may attract the attention of policy makers, planners teachers, education officials and other stakeholders so as to take necessary alternative strategies for mitigating the problem.
2. It may contribute to the existing body of knowledge by increasing the awareness of policy makers, planners, teachers, education officials, parents and other stakeholders.
3. The finding of this study may serve as source of information for further study to be conducted in the region in particular and national level at large.

1.7. Operational Definition of Terms

Primary Education;- it is the initial levels schooling lasting for eight years having two cycle (the first 1-4 and the second 5-8) as stipulated in ETP (MoE, 1994).

Drop out:- is the pupil who leave, school before the completion of a given stage of education or learning at some intermediate or non terminal point in a cycle of schooling.

Internal efficiency:- in education deals with the use of resource, and refers to the internal dynamics of the education system in transforming inputs and process into outputs, or entrants in to graduate (UNESCO, 2003)

Poverty:- inability to meet the most basic human needs. (UNESCO, 2002)

Educational Wastage:- Refers to human and material resource spent or wasted on pupils who dropout of school before completing the cycle or on those who repeat a grade (UNESCO, 1998:47).

Second Cycle Primary:- In the Ethiopian context it is part of the primary school which comprise from grade 5-8. (MoE, 1994).

1.8. Organization of the Study

This paper is generally framed into five chapters. The first chapter deals with the background of the study, statement of the problem, significance of the study and definition of terms. The second chapter presents the review of the related literature from different books, periodical and internet. The third chapter contains the methodology and procedures employed to collect and analyze data for the study. The fourth discuses about the presentation and analysis of data and interpretation of the findings of the study. Finally, the fifth chapter contains summary, conclusion and recommendations for the identified problems.

CHAPTER TWO

Review of Related Literature

The problem of dropout in primary schools have been a point of discussion for several years by researchers and other authorities. These scholars have also attempted to treat the problem from different perspectives. To this effect, this part of the paper discusses the view of different researchers under the following main head topics: The rational for public investment in primary education, concept of efficiency in the education system, the magnitude of the problem and lastly factors associated with dropping out which include school-related and out-of-school factors.

2.1 Primary Education: The Rationale

It was difficult to have common definition for primary education. A definition for the term including basic learning needs was developed during the Landmark conference on Education for All (WCEFA) held in Jomtien, Thailand in March 1990.The conference had taken the pragmatic and non restrictive definition of primary education that says basic education refers to education intended to meet basic learning needs. These needs (learning needs) comprise both essential learning tools (such as literacy and expression, numeracy and problem solving) and the basic learning content (such as knowledge skills, values and attitudes) required by human beings to be able to survive, develop their full capacity, live and work in dignity, participate fully in development, improve the quality of their lives, and make informed decision and continue learning (WCEFA, 1990). This definition indicate the all round significance of primary education for a nation. In 2000, the world conference on Education for All held in Dakar, Senegal, a declaration was adopted to reaffirm the international community's commitment to ensure the right to education for all people. It was stated that "Every person, child, youth and adults shall be able to benefit from educational opportunities designed to meet their basic learning needs" (UNESCO, 2003). Thus great concern has arisen because of the wide spread belief that primary education is a vital component of the economic, social and political development of every nation and its citizens.

Basic education, as provision of skills and knowledge, has strong influence on economic development. It has been formally accepted as human right for almost fifty years, but the case for primary education provision on strictly economic yardstick is more recent phenomenon (Colclough, 1980). It is affirmed by economists that immediate economic return (both private and social) on investment on primary education is greater than other levels (Philip, 1975). He added that failures to invest in basic education are a loss in its human resource potential and an obstacle to progress. Furthermore, Dension (1964, cited in Woube, 2003) believes that investment in education brings higher returns than investment in physical capital. In relation to this psacharopoulos (1982), states that the economic return to education in developing countries are higher than those in more advanced countries. Similarly, many scholars (Philip1975; World Bank, 1980) indicate the relationship between growth in participation of primary education and gross national product, per-capital over 110 years of 34 of the rich countries and found that none of them developed their economy before attaining universal primary education. In general, the significance of primary education for economic development can be generally categorized into two: it increase earning's and boosts productivity.

Studies made by Psacharopoulous (1982) and World Bank (1980) indicate that the return of primary education is highest as compared to secondary and tertiary education. According to psacharpoulous (1982) the social rate of return for primary education was 27 percent, whereas it was 16 and 13 percent respectively for secondary and tertiary education, and the private rate of return was 35 percent for primary, and 23 and 27 percent for secondary and tertiary education respectively.

The real world experience and literature indicate that most employers when recruits, the first requirement they ask is level of education. They do it because primary education produces a literate and numerate population that can deal with problems encountered at home, at work and serve as a means of productivity (World Bank, 1980).

On the other hand, education provides people other important benefits that are not immediately reflected in the form of increased earnings or productivity. This benefit is social develop (World Bank 1988). Primary education facilitates the social welfare of people by improving child health, nutrition, clothing and shelter. It enables low income

countries to control their rapid population growth which is one of the strains in their development programs, by reducing fertility rate and, the reduction of fertility depends largely on the level of mother education. The more education a woman receives the lower she is likely to bear unmanageable number of children (World Bank, 1988).

To sum up, as Lockheed and Verspoor (1991) concluded the future progress and prosperity of the world and of individual nation rests more than ever on the competence of individual and on the capacity of countries to adapt and advance knowledge. This capacity depends in turn on the extent to which the population has attained literacy, numeracy, communication and problem solving skills. To move forward, all developing countries must improve the education of this labor force, and advanced education and training must rest on the solid foundation of primary education.

2.2. Dropout: A problem of Internal Efficiency

In all developing countries, enabling children to complete primary education of good quality was, and still is, a central goal of their education system (World Bank, 1994). This stems from the fact that primary education is the only educational opportunity for the majority of their nation. In addition, they have a common faith that education in general and primary education in particular contributes most of their goal of economic, social and cultural growth. However, as various research findings and international reports reveal, developing countries in Africa, South Asia and Latin America share with one another and with the rest developing nations. In general certain educational problems among which the major one is high rate of student dropout in their educational system, particularly primary level (UNESCO, (1998); Lockheed and Versproor, (1991); Philip (1975)). Lockheed and Verspoor (1991:56) for instance, report that in the nations (i.e third world) where more than half of school-age children are out of school even from among those attending primary school education almost half of them dropping out before completing the cycle. UNESCO (2002); Taylor (1997) and Bishop (1994) also present the same report on magnitude of early school learning in developing countries.

Dropping out is a condition in which a student leaves out a school before completing a given level of the education system. Briemer and Pauli (1971:15) define dropout as "a pupil who leaves school before the end of the final year of the educational stage in which he is enrolled". They further emphasize that completing a given level but failing to continue to the other higher level of a school system does not constitute a dropping out condition. There are three categories of theories that explain why dropouts abandon school.. These categories are "drop-out", "Pull-out" or "push-out" theories (Glennie and Stern, 2002:10). The classification includes both the in school and out of school reason for dropping out.

"Dropout" refers to attributes of the individual that participate early school departure. Factors like readiness and attitude of the student, health problems and malnutrition are example of the theory. This theory considers student personal characteristics as factor for dropping out of school.

The second theory is the "pull-out" theory, which refers to factors that make students to measure the cost and benefit of staying in schools. Employment opportunities are example of pullout factors that attract students to dropout of school. Some other reason like family liability that may be exceptional felt by student are considered as pullout factor.

The third one is the "push-out" theory. This theory focuses on school factors that dispirit students from continuing with their education. Unattractive school condition, policy Irregularities are some of the example that can act as push factor to students. The tendency for students to dropout is also associated with their school experiences like dislike of school; low academic achievement, retention at grade level; a sense that teachers and administrators do not care about students; and inability to feel comfortable in a large, depersonalized school setting (U.S. Department of Education, 1993:31). In school factors that deter the attendance of students can be categorized as "push-out" factors.

The first and most important reason for dropping out, especially in the developing countries is the 'pull out' factor. The need for having a time that would be used to sell the labor and in return get a means of subsistence in which the family or the individual would contribute to a greater proportion of school dropouts. This may be seen as an economic advantage at the individual or family level. This is more elaborated by Suliman (2002:3) as follows:

> *The time allocated for school attendance is input in the education process, which could be used to participate more fully in the labor market or home production, and therefore school time represents forgone earnings or gains to households-an indirect cost of education.*

In addition to the time demand for the students, families are also required to cover other direct cost expense that are used to cover the schooling costs of their children. A direct cost include the cost expended to buy school uniforms, text books, to pay school fees, transportation expenses, etc. this is an additional cost that further minimizes the household budget. Because most families may not be able to afford the schooling expense, some or all of their children may dropout of school to be employed in income generating options to support the household.

Other studies emphasize that family background of students as the major factor that contributes for dropping out. The utmost predictors that a student is likely to drop out are family characteristics such as: socio economic status, family structure, family stress (eg. Death, divorce, family moves), and the mother's age. Students who come from families with low socio-economic status, the children of single, young, unemployed mother, or children those who were exposed to high degrees of family pressure are more likely to dropout of school than other students. Of all mentioned characteristics, low socio economic status has a strong relationship with students' tendency to drop out. In one study, for example, students of lower socio economic status had a dropout rate four time higher than that of students of a higher socio economic status (Alexander, Entwisle and Kabban:2001:5; Suliman 2002:4).

2.3. Cost Implication and Consequences of Dropping out

A Persistently high rate of inefficiency due to drop-out has enormous cost on the individuals and societies that they supposed to serve. Moreover, drop-outs raise the costs associated with producing graduate of the primary education system. According to Lockheed and Verspoor (1994) these costs have three components.

1. The amount spent directly on schooling; both the costs to society for providing a place for each child in school and the cost to parents for items such as transportation and school supplies.
2. The opportunity cost of school children's time. The value of labor foregone when children attend school instead of holding outside jobs or working at home.
3. The future cost to dropout and their parents: In the labor market failure to complete a primary education translates into a lower rate of return for each year of schooling missed.

Wastage (high dropout rate and high repetition rate) substantially reduce the capacity of the school systems to meet the objectives of Education for All. Pupils who require more than one year to complete a grade take up space, teaching time, text books and other resources that could be devoted instead to other pupils (World Bank, 2005; UNESCO, 1998). Reducing the repetition rate, the dropout rate or both could substantially lower the costs of producing each primary school graduate in low and lower-middle-income countries (Lockheed and Verspoor, 1994).

Economically, education is an important vehicle to increase economic growth of society, in particular by improving the productivity of the labor. Hence, failure to do so because of inefficiency make difficult to test fruit obtained from it. Moreover, dropping out of school undermines the effort to reduce adult literacy like trying to drain a sink that is being filled at the sometime by the tap (UNESCO, 1998).

The problem of dropout also affects the individual who leave schools before they complete a certain education level. Not completing may mean loosing the skills and knowledge that might have been used to be employed better and learn better incomes. As a result, school dropouts have a lower likelihood of participating in a more proactive and

beneficial work positions that could have brought a high level of income. Glennie and Stearns (2002:5) stressed that:

> *Dropping out of school has negative consequences for individuals throughout their lives. In an economy were education largely determines pay and occupation, school dropouts hold a disadvantaged position. Without credentials and training, they are less likely to participate in the labor force than other adults, and if they are able to find paid work, they often become mired in low-wage jobs with few advancement opportunities.*

Dropout may also bring negative social consequences. There are cases where dropout youth become involved in activities that are considered as evil by the society. Studies show that most dropouts from higher-grade levels tend to have a higher level of alcohol consumption and as result poor mental and physical health. Dropouts, if they are idle, may have greater likelihood of committing criminal acts and a higher probability of becoming dependent on family and government welfare than people with higher educational attainment. In general, the rate of engagement in high-risk behaviors such as premature sexual activity, early pregnancy, delinquency, crime, violence, alcohol and Drug abuse, and suicide has been found to be significantly higher among dropout (Rumberger, 1987).

Finally, inefficiency due to drop-outs and repetition is very high and constitute a substantial amount of the government recurrent budget especially in developing countries.

2.4. Factors Contributing to Student Dropout

Pupils survival rate in educational system is affected by some sets of constraints owning to two broad categories. These are internal (school related) factors and external (out-of-school) factors.

2.4.1. School Related Factors

For high wastage (dropout) rates in educational system of developing countries in general and that of marginalized rural areas in particular the contributing factors are not only limited to out-of-school variable. Not surprising the school environment also creates a significant number of obstructs to students survival rate in school. The major factors are discussed below.

2.4.1.1. Pupil Related Factors

Certain issues related with the pupil have direct effect on the efficiency of the school system. These issues include: pupils' attitude towards school learning, motivation or expectation for future achievement, low self conception, pre-school education (experience) and health problems are some to be mentioned.

Attitude is emotional attachment towards something. The emotional attachment that pupils develop toward school learning affects their progress as well as performance. Referring to ERGESS findings, Tekeste (1990) remarks that pupils attitude is an important facts in their potential to receive education. The value one attached to school learning influence his/her effort which may determine his/her success or failure. A positive attitude toward school work helps pupils attain higher achievement scores, and thus meet school requirement for grade promotion.

The other factor is motivation and expectation for future achievement. There is a general assumption that a child with high achievement motivation and seeing prospect in the future will likely to be competitive and adaptive to the situation he finds himself (Brimer and Pauli, 1971). Early failure in school would make children to be failure oriented. These children loose motivation and do not expect themselves to be successful so they discontinue their education several studies have also found that self-concept to be significantly related to academic achievement. There is a positive relationship between high self concept and school achievement.

The other concept that is related with pupils characteristic is pre-school education (experience). A number of studies carried out in different countries have documented the contribution of pre school education (Adane, 1993). The allocation of efforts and scarce resources in early education in a country where universal primary education has not yet been achieved needs to be justified. In such a context pre school education is considered a necessity and not a luxury. Health problem of children especially in poor areas are very serious. With regard to this,Coombs (1985) state that the learning achievement students depends largely on the characteristics of the learner themselves whether they are well-nourished having physical and mental health. However, many studied report that in most

rural and remote areas of developing counter, school children suffer from parasite, fever, malaria recurring headache, stomach pains and liver problems. Such ill-health problem usually lead students to discontinue their schooling and/or performing low in the class.

2.4.1.2. Teacher Related Factor

Many writers indicate that teachers' characteristics have a central role in the efficiency of certain level of education. According to (Adane, 1993) Teachers characteristics have a direct effect on school out put and teachers themselves are considered as school input. These characteristics include qualification, experience, attitude and commitment to their profession and pupils.

2.4.1.2.1. Teacher Qualification

In most education literature related to the quality and efficiency of schools teachers' qualification has a central place. With regard to this Adane, (1993) argue that the quality of teacher determine the quality of teaching and educational results.

Many studies show that teachers' qualification and wastage have a significant relationship (Adane 1993). He recorded that the lower the qualification of teacher, the higher the rate of wastage. Coombs (1985) also argues that a high wastage rate in the developing countries is partly the function of teachers' qualification.

2.4.1.2.2. Teachers' Attitude Towards their Profession

Teachers' attitude towards their profession Educators and researchers agree that teachers' low interest or negative attitude towards their profession has been one of the variables that contribute to high rate of wastage (Tekeste, 1990, Tadesse, 1974; Brimer and Pauli, 1971).

Brimer and Pauli in a more global context and Tekeste in the Ethiopia context have evidenced that teachers' attitude towards their profession affects the efficiency to school.

In most developing countries, it has been reported by Chantavanich and Fry (1990), Tekeste (1990) that teachers do not join the teaching profession from their interest which undeniably has a negative influence on school efficiency. Lack of commitment of a large

number of teachers as noted by Tekeste would result in low quality of education. So raising teachers' attitude towards their profession is an important factor that results in improvement of education.

Finally, teacher's attitude towards their pupils' academic ability and future progress is important as their attitude towards their profession, teachers' expectation toward their pupils have to be realistic. The more teacher expectation is realistic, the better the pupils effort and the better their performance.

2.4.1.3. Class Size

Building of school infrastructure is one of the elements that make educational investment expensive. In developing countries where there is a limited resource to be allocated to the education sector, most schools are forced to operate over their capacity. Class rooms accommodate more than what they have to hold. This created a difficult situation for both students and teachers. Students have to learn in a room, which does not have comfortable class environment suffocated and warm, that limits students learning. For teachers, bigger class size will result in unmanageable condition.

As mentioned by Adane (1993:72), class size has a considerable influence on the performance of especially lower grade students for they need more assistance and closer attention from their teachers. This is likely to be effective in a situation where the class size is convenient enough for the teacher.

Research in the primary grade shows that as class size shrinks opportunities grow. Class size reduction has led to numerous benefits, which have a lasting impact up to the completion of high schools. Reducing class size increases achievement and it enable teachers to give greater progress, improved identification of special needs of students that allows earlier intervention is only possible when teacher have a closer relationship with their students. This became practical when the class size is manageable enough to enable teachers to have a detailed information and knowledge of their students. Others also emphasize the advantage of reducing class size as a key factor in reduce classroom discipline disruption (U.S Department of Education, 1993:3).

Studies suggest that students who start their education in small classes are less likely to dropout, more likely to graduate on time, take more challenge lessons and are more likely to attend college than their peers from large classes. Students in small class participate more in school and have fewer discipline problems. They have more opportunities to work with others to solve problems and take responsibilities within their classroom. (Elementary Teachers' Federation of Ontario, 2002)

2.4.1.4. School Facilities

School physical and material facilities affect educational quality in general and pupils' performance in particular. It is widely accepted that schools with better facilities and material that facilitate the instructional process are possibly more efficient than others without (Carl. Hill, 2002; Habtmu, 2002. Taylor, 1997).

One of the most common constraints of enrollment, participation and dropout of children at school is shortage of school facility like inadequate building, latrines, water, learning material laboratories, etc. As a research findings indicate, quality of the physical plant is positively related to student performance (Lockheld and Verspour, 1991:103). Lack of appropriate teaching and learning material affect their performance. Specially in the areas where there is shortage of furniture in the classroom and where students are required to sit on the floor, parents are reluctant to send their children to school (World Bank, 1996). From what is being out lined in the literature, it would not be difficult to be aware of that though school facilities such as classrooms, pedagogical centers, seat/chairs, libraries, laboratories and so forth are imperative for effective teaching-learning process to take place to attain quality of education. It was divulged that the Ethiopian education system faced the shortage of such facilities. This could mean the absence of quality education that would lead students to dropout of primary schools which had direct implication of not accomplishing UPE unless activities were taken.

2.4.1.5. Curriculum Relevance

The curriculum in developing countries lacks suitable connection with situation familiar to students. Several researchers in education question of standard curriculum designed for urban children might have for rural and other disadvantage areas (Lockheed and Verspoor, 1991).

As study shows, in disadvantage tribes in Srilanka, parents keep their children at home from school to do work or do not enroll them at all or allow them to dropout of school after few grades. This may often be related to the fact that the parents are not convinced in the worth of education being offered (Epstein, 1988:380)). This happens because the curriculum does not offer the children the necessary life and survival skills within their immediate environment (Carl-Hill, 2002). Therefore to enhance the interest of community in general and that of school children in particular, the school curriculum should be responsive and adoptive to the local socio economic, cultural and environmental situation.

2.4.1.6. The Language of Instruction

Language plays a crucial role in any instructional process. It is through language that information is obtained and expressed what ever the model of learning is. Teachers also convey the content of their subjects to students and their appropriate acceptance of information is checked by the use of language (Minga, 1992).

Language as a medium of instruction has greater impact on the overall educational process and practices (UNESCO, 1985). Children who speak a language other than the language of instruction confront a substantial barrier to learning. With regard to this UNESCO (1998:28) states that schooling that cut the young child off from the home language is a major cause of dropout and repetition. The language spoken in the family is best for the child's early learning.. This fact must prevail over political and ideological considerations.

UNESCO's report on the use of vernacular language in education asserts the right of all children to be educated in their native tongue. In general, in multi language contexts, the choice of what language to use in school should not question of 'either/or' but 'both'. Instruction in the mother tongue in the early grades is now widely viewed as the most efficient approach (UNESCO, 1998).

2.4.1.7. School Distance

School distance had significant role in the school participation of students. It had sever disadvantage to students especially at the primary level where students were found young enough to be affected by the distance they were to travel from school to their residence

and back to school every day. In rural areas where schools were far from resident area there was a difficult situation for girls who were found threatened by the danger of rape and pregnancy. In most societies, distance was found inversely related to the progress of girls going to school especially after puberty. Besides increased distance to school adds the time of travel to and from school there by adding the opportunity costs for working students for their family which might affect them (Watkins, 2000). Teshome (2003) reveals that school distance along with other challenges contribute for children's dropout before completing the primary education schools (being too far from the residence of children). Kokeb (2007) also concluded that the achievement of UPE in Eastern Shoa zone could be at risk because of distance of school from the village (residence) of children. Lisanu (2004) likewise came up with a conclusion that distance between home and schools was a major cause for both repeating grade and dropout of school in Tigrai region. Students travel long distance to and from school home were found not to perform actively on their education which led them to fail from schooling. Furthermore, it was found that the farther away the school is from home, the higher would be the probability for students to be reluctant to go to school.

A study by MOE made assessment and found that distance between schools and homes restricts student's performance due to fatigue, it take much of the time needed by rural children (MOE, 2003). The distance of school particularly for low income families had great influence on education. It hinders child enrollment promote dropout and repetition as well as low performance of students. Many studies illustrate that the average distance to primary schools of Ethiopia is 3km (IIZ/DVV-ET, 2002). There is however, greater variation among regions and weredas.

2.4.1.8. Administrative/Institutional Constraints

Universalization of primary education is a goal that all developing countries are committed to achieve by 2015(Bruns and Mingat, 2003:20). However, studies reveal low participation high dropout rate and under education of pupils in many cases. This is due to constraints, which include inadequate resource, low political commitments, inefficiency in administrative capacities and absence of appropriate policies (Taylor and Murhall, 1997:1). The policy, which has relevant program and strategy designed to sensitize and demonstrate the importance of education for the society and that has been

initiated heart fully by the society can increase the demand for schooling and successfully staying in the system (World Bank, 1996).

Similarly, efficient administrative system is worth having to implement the policy. The problem of school management is one of the various factors that causes higher rate of wastages in education (Adane, 1993). The school principal like other administrators need to have qualification and adequate training that would help him develop the three skills identified as technical, human and conceptual (Katz, 1969, cited by Ayalew 1991). The assignment of untrained and inexperienced educational leaders can contribute to low efficiency of educational system (MoE, 1994 E.C). It is therefore possible to conclude training and upgrading the principal's are positively related to high level of school efficiency.

2.4.1.9. 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); 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 those 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, Verspoor and Lockheed (1991) suggest that because of their rigid promotion policies based on rigid examination, schools in developing countries increased the dropping of students.

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

High rate of repetition are likely to be associated with high dropout rate for several reason, first, high rate of repetition are frequently associated with rigid school system not well adapted to young children, second high repetition rate 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.

Cammish and Brock (1994) report that repetition of classes lead to dropout, particularly in case of girls. Similarly Roderick (1994) reveal that students regardless age, who were retained, were three time more likely to dropout of school than their non retained counterparts. She cited attendance problem as a factor for grade retention.

2.4.1.10. Absenteeism

According to Garman and Brown (1989: III) "students who are frequently absent are putting their future 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, truancy and disciplinary problems are highly associated with dropping out. In the research made by Brodbelt (1986) the evidence indicate that high absenteeism (a 15 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 rate.

2.4.1.11. School TimeTable

School timetable is very important factors that have an effect on increasing the rate of dropout in rural schools. In developing countries where most people get their earning from agriculture, it is natural that students tend to be absent from schools when harvesting time is at its peak. It is also common for many schools to loose many of their students where seasonal labor requirement are higher.

School time table need to be flexible enough to accommodate such situation. For example, the time table that is scheduled for rural schools and urban schools is always the same where the characteristics of the school are completely different. As pointed out by Coombs (1985) and Coclough et.al (2003) school program that do not synchronized with the planting and harvesting peaks of the students are the cause of dropout of the school system in developing countries.

2.4.2. Environmental (Extraneous) Factors

Environmental or extraneous factors are pulling factors that force the child to abandon his education. These can be seen as the socio-cultural and socio-economic factors that impede the efficient operation of the school system.

2.4.2.1. Socio-Cultural Factors

Educational programs should consider multiple ethnic and language diversity, customs and value when they are designed and implemented. These factors may include.

2.4.2.1.1. Parents' Attitudes towards Formal Education

One of the major socio-culture factors that can deter the schooling of children is parents (families) attitude towards modern education. In this regard, study in the Ovahimba and San pastoralist tribes in Namibia, indicate that about 78.50% school children of these tribes are not in schools, either never attend school or leave it early (Kamugingene and Nambra, cited by Ziyan, 2004). This is because of the parents' perception of the value of education is very low. As a result, parents either not send their children to school or not allow them to stay in educational system even in areas where schools are available. This attitudinal problem is believed to be more problematic in society that has no any awareness about value of education except in terms of economic benefit.

2.4.2.1.2. Early Marriage and Pregnancy

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

Studies in developed and developing countries have clearly demonstrated the link between early marriage and child bearing and school early leaving for girls (Rumberger, cited by Coleman, 1994). In many traditionally minded societies in Africa and other developing countries, early marriage is one of the major cultural obstacles for girls' schooling. Many researchers have out lined the relationship between early marriage and high school dropout rate of girls.

A survey conducted by UNESCO in some countries of Africa show that early marriage is traditionally considered as important for young girls, subjects as they are to community value. For instance, in Tarzania, the society considers adolescent girls as something that is going to be decaying unless used as soon as it is ripe (UNESCO, 1995). Another study on the Massai tribes of Keneya indicates that the Massai culture is polygamous and a man's wealth is determined by the number of children he has. A daughters marriage increase the wealth of her family through combined cattle and cash dowries, and ever since a girl joins her husbands family upon marriage her father is relieved from help (Akaranga, 1995). In Ethiopia, colclough et.al (2003) indicated that girls are married as early as eight years of age and almost half of the girls who had never enrolled in school and one third of those who had dropped out were either married or divorced.

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

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, 1982:53). In conformity with this, Ediger (1987); Jabre; (1998); Natriello, Mc Dill and Pallas, (1985); and Assefaw and Mena, (1995) have reported that teenage pregnancy of unmarried girls appear to be epidemic in society and is known as the major cause of school dropout among females.

2.4.2.1.3. Traditional Outlook on Girl's Education

Different societies reflect gender bias in accessing education for their children (in favor of boys than girls). The gender role division of labor strongly placed girls at their disadvantage position. Girls have significant contribution in the household by preparing food, cooking, fetching water, looking after siblings etc that are vital for housed production and reproduction. This contribution is unrecognized and unrewarded (Colocough et.al, 2003). There is also a wrong believe that the rate of returns to education for girls are less than that of boys because the latter remain at home. This is also true in

the Ethiopian case and said it is the missed piece in the development puzzle of our country (Seyoum, 1986). Therefore, the presence of wrong parental attitude towards their daughter's education affects their enrollment, persistence and achievement in the system.

2.4.2.2. Socio-Economic Constraints

Various studies have shown there is a strong positive relationship between socio-economic status and pupil's progress and academic achievement (UNESCO-UNICEF, (1987); Simmons and Alexander, (1980); Fasil et.al, (1975). According to Fasil et.al (1975) about 10to25 percent of the variation in achievement scores among pupils is the function of family socio-economic differences that can be measured by economic, education and occupational level attained. Similarly, evidence, from Latin America and Caribbean showed that the majority of repeaters and/or dropouts belong to families of low socio-economic background (UNESCO-UNICEF, 1987).

2.4.2.2.1. Poverty

Poverty is defined in different ways unemployment, lack of land, inability to educate children etc. But for many writers poverty is a general term for inability to meet the most basic human needs (UNESCO, 2002). It is clear that parents with poor economic status may have difficulty in providing their children with exercise books, pens and pencils and buying uniforms. Moreover, child labor is used as a mean of strengthen the income of a given household (Steven, 1993:392).

A study made in primary education of rural Pakistan shows that poverty is the main reason for children dropout of school (Taylor and Munhall, 1979:9). A similar study by Bishop reveal that the reason for dropout lies in socio-economic condition of the people concerned i.e. their poverty e.g. inability to pay school fees, withdrawal of older children to herd cattle, sickness due to malnutrition and lack of medical care and for girls (Bishop, 1994:3). Pertaining to data from primary schools of Brazil, Graham-Brown (1991) on his part documents that the rate of early school leavers of low-income families children are three times more than those from higher income families. Economically better off parents are able to provide their children with the necessary learning facilities and attach high value to the education of their children (Tanguaine, 1990).

Other source also displayed that many children didn't go to school or stay in school because school fees, books, pencils and other supplies, uniforms or other required clothing, transportation to and from school costs them more than their family could afford. Given that rural households are more sensitive to schooling costs, even small change could have an impact on rural households and would lead to higher drop-out rate than similar charges in urban areas.

Anderson (1992) and Lockheed and Verspoor (1991) uncovered that several countries have attempted to reduce direct costs of education for rural children and girls. Some of the measures taken include abolition of school fees, covering the costs of instructional or education material like exercise books, and other facilities, offering free or subsidized transportation, providing school feeding programs, boarding facilities so as to overcome or reduce the impact of household poverty on the education of children. A reported in the words of YL parents from Bilbala, a young lives site in Amhara region, mentioned that a mother had no money to pay for the expenses of her daughters' education. One of her daughter was attending school, another one had also been in school but quitted due to financial problems. The rest could not have gotten the opportunity because lack of money in the family.

2.4.2.2.2. Parental Educational Background

As one of socio-economic factor, parent's educational level is an important factor that determines pupil's survival rate in school (Hyde, 1989). According to Hyde, educated parents are more likely not only to send their children to schools but also to keep them in school until they complete a given educational cycle. In conformity with this, Rumberger (1987) contends that the higher the level of parent's literacy, the lower the rates of dropout among their children. This seems due to the fact that the more educated the parents are, the higher the value they give for education of their children.

Study carried out on factors that affects school attendance in rural areas of Botswana indicated that parents' education level is among causes for low school participation rate (Shresta, 1986). Dunca (1984) also contends that in developing countries pupils from illiterate parent hardly complete even primary education within intended time.

UNESCO, 1998, Philip Verwimp (1996) summarized the importance of parental education as follows:

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

On the other hand, parents who are illiterate do not actively participate in school affair nor do they understand school objective. Thus, there will be littler no support provided for the child. If the family support is low, the child will likely to fail or dropout of school (MOE, 2003). Therefore, the effect of parents educational level would be expected to have significant contribution to high wastage.

2.4.2.2.3. Costs of Education

Regularly attending education and completing a given cycle within intended time carry with it different types of costs; direct cost, in-kind cost, monetary cost and opportunity cost (Wagner, (1993); Carr-Hill, (2002); Graham-Brown (1991); Action aid, (2003).

In many developing countries including Ethiopia, primary education is "free" of any direct costs or what is known as user fees. In practice however, parents still making some financial contributions, for example, for books, school maintenance fund, sport fee etc. (Action-Aid 2003). As put by Action-Aid (2003), the total costs of all these and other pose a potential burden on poor families, particularly (but not only) those with large number of students in school. As a result, decision may be made on not only the number of children who should stay in educational system but also on the level (cycle) of school to be completed by those who remain in the school. Therefore, abolition of all user fees may be one step towards enhancing survival rate. In primary school particularly for those children whose main reason to quit school early is lack of educational expenses.

In-kind cost is also another obstacle to further schooling in most rural areas of developing countries. In-kind cost, as Wagner (1993) describes it, includes costs of child labor engaged in any income generating activities. In most of developing countries, children as young as five or six engaged in income generating tasks as "street venders, dodging in-and-out of the traffic jams to sell chewing gum, news paper…". Thus, by sending them to school and keeping them there their families will loss a real income on which they

depend (Graham-Brown, 1991:52). Hence, in-kind cost is one of the push and pull factors in deciding further education of a child.

Another important cost of education that considered as major determinant factor for further schooling for children of poor families is money costs of education which include costs of school materials, food, cloth health etc. Particularly, these types of costs are believed to have considerable effect among pastoralist, who are very poor in terms of cash income, whatever number of animal they have. The cost of child labor at home is also another major reason for high dropout rate in rural areas of many developing countries (Wagner, 1993). For instance, study carried out in pastoral area of Uganda shows that a large number of children leave school due to their pre-occupation with fishing and cattle keeping.

On top of the above-mentioned costs, there is also an opportunity cost for parents keeping children in school as child's time can be of economic importance to the family. That is, there is a wide range of tasks that both boys and girls in rural areas are expected to carryout. Therefore, sending them to school and keeping them till they complete a given educational level imposes additional non-cash cost on families. This opportunity cost finally lead to child dropping out of school, as he/she is highly required to involve in domestic work. In most Africa countries including Ethiopia, the school year takes little account of seasonal factors that believed to have high contribution to opportunity cost problem.

2.4.2.2.4. Parents' Income and Types of Occupation

Various researchers (World Bank, 1980; Patrinos and Psacharopaulos 1996; Hallak, 1990) confirm that the level of family income greatly determine the chance of pupils survival in education system. According to World Bank report (1980), the economic profiles of dropout shows that the problem is mostly prevalent among pupils from low-level economic background. Patrinos and PasacharoPoulos (1996) and Simmans (1980) also report that pupils from low income families would likely be poor academically and also have high tendency of dropout of school than those economically privileged once. Pertaining to data from primary schools of Brazil, Graham-Brown (1991) on his part

documents that the rate of early school leavers of low income families children are three time more than those from higher income families.

Another determinant factor for pupils to dropout of school's is parents occupational type. It is well organized that children from farmers and other blue-collar background families had lower survival rate in school than those from trading, professional and white-collar families. In line with this, study in pastoral Massai people indicate that students whose parents are government employee or professional workers were found to have better school attendance and survival rate in school than those whose parents are pastoralist or agro-pastoralists. Similarly unskilled wage earners children tend to have higher achievement level than pupils from families where agriculture is given as a major occupation (Goham, 1980:51).

2.4.2.2.5. Demand for Child Labor

Child labor is very essential in the livelihood of most developing countries. Children's of developing countries are often productive from quite an early age; most families need them to work at home or in the field (Odega and Henveld, 1995). Schooling has high opportunity cost to them to send children to school. Especially in rural areas, children spend more time working than those in urban areas.

The magnitude of the problem of child labor is indicated by different studies. The international labor organization (ILO) estimated that 250 million children between the ages of 5 and 14 are toiling in the work force of developing countries. About half of these children work full time, while the rest combine work with schooling or other non economic activities. In relative terms, 41% of children aged 5-14 years in Africa are working, compared with about 21% in Asia, 17% in Latin America and 10% in Oceania (UNESCO, 1998). Similarly, many studies conducted in different parts of Ethiopia indicate that the main reason for drop out and repetition is parents demand for the labor of their sibling. Although both were involved in activities outside of school time, girls were found taking on more domestic responsibilities in which they were involved for longer hours than boys.

The demand for child labor is extremely high in a situation where struggle for survival is made. Here, the quotation of Govind (2003) is worth mentioning.

In an economy dominated by struggle for survival option are limited since, education does not provide any visible and immediate benefit and often the disadvantaged are compelled by circumstance not to see beyond their present state, the participation of their children in education also become limited p.13.

In the case of our country, coloclough et.al (2003) pointed out that many children of both sexe, who enroll in September, at the beginning of school year, leave by November because demands on their labor during harvest time is great. In some cases, they re-enroll the following year in the same grade but again, find themselves, unable to complete the year.

Colclough et al. (2003) and Tilaye (1997) pointed out that the opportunity cost of sending female students to school is higher than that of male students. This is because female students shoulder the responsibility of most household chores. Moreover, parents assume that the rate of return for girls goes to her husband while that of boys belongs to house hold family members. In general, child labor's highly needs especially in poor rural areas and found to be the cause of drop out of students.

2.4.2.2.6. Family Size (Structure)

Family size has been an important variable affecting success or failure in school. Even when the socio-economic status of the family is held constant, family size has a recognizable effect on pupils' success or failure (Floud et.al as cited in Dale and Griffty 1970). What makes the effect of this factor significant is related to the material share each individual can have in the family. The larger the family sizes the smaller the share of each individual which could have an adverse effect on academic progress.

Astone and McLanahan (1991) focused on family structure and parental practices as factors for school completion. They found that children in families with two birth parents receive more parental encourage and attention with respect to educational activities than children from non-intact families. In addition, Aston and McLanahan found that children from single parent and step-parent families are more likely to exhibit signs of school disengagement than children who live with both parents.

2.4.2.2.7. Poor Employment Opportunities for Graduates

Studies show that the extent to which children are educated and the proportion of graduate employed have a positive relationship (Zenebework, 1976; Elleni, 1995). In conformity to this Sadik (1990) points that children's schools completion 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 significant role in influencing parents' decision to send their children to school and keep them longer. When employment opportunities, for educated youth are low, parents respond to this by with holding their Younger children before completing their course (king and Bellew, 1990).

Today it is becoming chronic that in most developing countries like Ethiopia, a number of high schools and higher institution graduate 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 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 sector in general, which are the traditional source of employment for educated persons are already saturated (Elleni, 1995; Coombs, 1985). This trend has frustrated both parents and children. As a result, majority of youth end up stopping any more schooling and find other means.

Reviewing the available literature on unemployment problem also shows that low employment opportunities of educated person affects girls' dropout rate more adversely than boys' because the problem is more sever among women than among men (UNESCO, 1984; Zenebework, 1976; World Bank, 1987). Given the general attitude of the society toward women employment opportunities and training priorities are offered to men. For instance, some prestigious professions like administration or management

which require highly trained skills dominated by male monopolies. Women are, except in very few cases, left with clerical, nursing, janitor and similar jobs (Genet, 1991:1 Anbesu, 1992; Abebayehu, 1995; Zenebework, 1976). Due to this, a number of teenage school girls may develop negative attitude toward schooling and parents may ask for themselves, why kill time for lower rate of return in girls education? The end result of this could be dropping out of school.

In similar way, the finding of a study conducted in China revealed that since parents believe there is no guaranteed job allocation by government after graduation from secondary schools, instead the graduate find their own employment. Then why one should bother to continue schooling. Hence the parents prefer learning trade early make money than continual schooling (Weizlti and Xiang, 1989).

Some students may also leave school for they have a strong need for money. For example the result of a study undertaken in China explains that some parents and students have gained ideas that "studying is useless". They have changed their goal in believe that now is the opportune moment to make money. To them schooling is like "distant water that cannot quench present thirst". It would be better to quite school and make money rather than paying for education.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This part of the study presents the research design and methodology. It contains research methodology, data source, sample and sampling techniques, data gathering tools, procedures of data collection and method of data analysis.

3.1. Research Design

The purpose of this study was to examine the causes of dropout of students in second cycle primary schools of West Hararge Zone. Hence, descriptive survey method is appropriate for it enables to identify the present conditions and point out the immediate status of a phenomenon. Moreover, it helps to examine the relationship of traits and characteristics (trends and pattern) (Singh, 2007)

3.2. Data Sources

To get valid and reliable information, the use of appropriate data source is vital. Hence two sources of data were employed for this study.

3.2.1. Primary Sources

Primary source of data were gathered from students who had dropped-out and currently enrolled in the school and teachers, school principals, supervisors, parent teacher association (PTA), Woreda and zone education experts were also included in the study. These respondents were believed to provide pertinent and reliable information because they were either directly the victim of the issue as students or they are responsible for managing the issue to get maximum graduate from each level like school principals, woreda and zone education experts. Teachers are the fore-front fighters of the issue and have better understanding about the cause of the problem of students drop out due to the intimacy of relationship created in school environment.

3.2.2. Secondary Sources

The secondary source of data used for this study include MoE annual abstracts and publications, OEB annual abstracts, West Hararge Zone Education office statistical data reports, Woreda education office reports and minutes and school level records especially rosters.

3.3. Sample Population and Sampling Technique

The target population of the study were students who had dropped out of primary schools (second cycle) in West Hararge Zone of Oromia Regional State. Only students who had dropped out of school from 1999EC- 2002EC academic years were involved in the study. Although dropout students were the target population, teachers, principals, parents and educational exports were included in the study as the researcher believes that they are the right source of information on the causes of students dropout of school.

Both probability and non-probability sampling technique were employed in this study. Currently there are 14 woredas and two town administration found in the zone. All were stratified based on their common geographical location, socio-economic backgrounds and students' participation characteristics into South Eastern, Central, North Eastern and Western part. Moreover, issues of infrastructure and agriculture production (cereal, coffee and chat production) were also considered. Following this, simple-random sampling technique was employed to give them equal opportunity of being selected as sample (Best and Kahn, (2003); Creswell, (2007); Gomm, (2008); Singh, (2007)). Accordingly, the following Woredas were selected.

Table 1: Geographic stratification of the woredas on the basis of their participation in education

South Eastern	Central	North Eastern	West
* TULO * Doba * Messela Burka dimtu Awi Gudina	Chiro rural * Chiro urban	* Odaa bultuu Goba Korcha * Bockee * Habroo Gemechis Anchar Bedissa town	* Mi'esso Darolabu

* Sample Woredas selected

As clearly indicated in the above table, of the total 14 Woredas and two Town administrations, 7 Woredas and one Town administration were selected randomly. The sample accounts 50% of the Zonal area. A sample of 30 or more is usually considered as large sample and approaches normal distribution (Best and Kahn, 2003).

According to west Hararge zone Education Bureau (2002 E.C) there were 232 primary schools in the selected Woredas. Among these, 82 of them include both first cycle (1-4)

and second cycle (5-8) primary schools. The researcher selected these schools using purposive sampling because; complete data could be obtained from these schools. Finally 30 (36%) complete primary schools were selected from the sample woreds using simple random sampling (Lottery method).

Table 2: Number of Sample School in the Sample Woreda

No.	Name of sample woreda	No of school	No of sample schools	Name of sample schools	No of home room teacher	No of home room teacher selected
1	Doba	10	4	Gorro primary school	12	3
				Hadas primary school	15	4
				Soddoma primary school	11	4
				Biyyook araabaa school	17	5
2	Oda Bultuu	11	4	Baati primary school	13	3
				Koyyee primary school	14	3
				Karaa Qurquraa school	14	3
				Burqaa primary shcool	16	6
3	Habroo	14	5	Waaccuu primary school	17	6
				Mudhii primary school	10	2
				Madda Jaalalla school	18	7
				Galmaso Lakk. 1	21	9
				Dhungataa primary school	12	3
4	Bokee	8	3	Dind in primary school	14	3
				Haxuuraa primary school	16	6
				Bookee Guddoo primary school	13	4
5	Chiro Town	7	3	Chiroo Lakk . 1	24	9
				Chiro Lakk 3	22	8
				Kilisoo primary school	19	3
6	Mesela	12	4	Luccoo Burayisaa	10	4
				Mayira Lalisaa	11	4
				Abbaa Cabsii	13	3
				Molee	14	4
7	Tulo	11	4	Maxxaqashaa primary school	10	3
				Gaaraa Nuuguus primary school	18	5
				Xullo primary school	22	6
				Dabbasso primary school	19	8
8	Miesso	9	3	Mi'esso primary school	18	6
				Hosse primary school	17	5
				Arbaa Bordadee primary school	21	9
Total		**82**	**30**		**451**	**148**

From 451 home room teachers, found in these schools 148 home room teachers (82 males and 66 female) were selected using simple random sampling technique. As a result 34% of total home room teacher in the sample school were involved in the study. In addition to this, of the total 164 principals (both principal and vice) found in these school again 60(36.5%) of them were selected using Lottery method because of the virtue vested upon them for managing the issue.

In the case of Woreda and Zone education office, a total of 9 experts (one from each Woreda, one from Chiro Town and one from the zone were purposely selected and interviewed because they are directly concerned with managing the issue under discussion in their respective position. In addition to this, at school level, focus group discussion was conducted with pupils' parent (PTA) members due to the fact that they are responsible for increasing students' participation, attendance and progress in the school.

It is also quite evident that, there is a difficulty of finding school dropouts as they were dispersed widely in different parts of the zone. Attempts were made to find their names by consulting their school records and home room teachers. Accordingly, among 680 students who experienced dropout in their schooling and now re-admitted to the system, a total of 250 students were selected randomly from grade 5-8 of the sample schools

3.4. Data Gathering Tools

Four different data gathering tools were employed in this study.

3.4.1. Questionnaire

A questionnaire was selected as a means of data collection tools because it enables to get wider information from widely dispersed sample population and make possible an economy of time and expense and provides a high proportion of usable responses (Best and Khan, 2003; Seyoum and Ayalew, 1987). It also helps to obtain unbiased factual data, opinions and attitude in structural frame work from respondents. The questionnaire included both close ended items and open ended items prepared for three groups of respondents: students, teachers and school principals. Open ended questions are justified due to the fact that it calls for a free response in the respondents own words (Best and Khan, 2003).

3.4.2. Interview

Semi-structured interview question were prepared in advance and used in interviewing Woreda and Zone Officials. The reason for using semi-structured interview was that they could permit the exploration of issues, which might be too complex to investigate through questionnaires and also justified as it allows better flexibility for the interviewer and interviewee will have better chance to explain more explicitly what he/she knows on the

issue (Best and Kahn, 2003). Moreover, it enables, to obtain detail information on the efficiency of the system. Consequently, 9 semi-structured questions were presented to the respondents.

3.4.3. Focus-Group Discussion

Focus group discussion as the backup for the other tools was conducted with Parent Teacher Association (PTA) members. They were preferred because the researcher believes that they have better understanding about causes of dropout which stemmed from out-of school and in-school factors. Hence 10 semi-structured FGD guide items were presented to the PTA members and analyzed qualitatively as support for the quantitative one.

3.4.4. Documentary Data

As a fourth tool, document analysis was conducted from rosters, quarterly reports, region and MoE annual statistical abstracts and different publications. A close cross check between school rosters and different statistical reports of schools, woreda and zone was carefully made to validate the obtained data.

3.5. Pilot Testing

Before administering the instruments of data collection, it is very essential to validate the tools as it gives the first chance to comment on and check its clarity. Accordingly, after several peer reviews with the colleagues and the advisor, the designed questionnaires were tried out at two of the government primary schools (Hirna No.1 and Qorkee primary schools) found in Tulo Wereda of West Hararge Zone, which were not included in the sample school. The pilot test was conducted to test validity and reliability of the instruments. In other words the pre-test was done with the objective of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information. The try-out of the instruments was conduced on 20 students (drop out returnees) purposely, 12 teachers and 2 school principals. Teacher and principals were considered together as one group during the pilot test because of the limited number of principals. Moreover the two groups have more or less similar experience and academic qualification to grasp the contents of the instruments.

3.6. Procedures of Data Collection

The questionnaire, interview and FGD questions were primarily prepared in English, and then translated into Afan Oromo. This was because the language of the region is Afan Oromo and this helps to avoid communication barrier on one hand, and to make the respondents freely and confidently react to the question on the other. This is especially true for PTA members and primary school drop-outs.

Following this, letters of cooperation was obtained from AAU, West Hararge zone education office and sample Woredas to get access to all necessary information sources. Finally, the questionnaires were distributed to the respondents of the study by the researcher, of course with the help of school principals, homeroom teachers and cluster supervisors. These assistants were given short orientation about the general objective of the questionnaires its main parts and how each is going to be filled by the respondents. Respondents were given ample time (three days at least) to complete the booklet and return them to the researcher.

During field based data collection process, the student researcher made a continuous follow up in collaboration with the assistants to closely supervise the data collection procedure. Moreover, interview was carried out with WEO and Zone Education Experts. The objective of the study briefed to the interviewee and upon the conviction enquired the day and the time of their utmost convenience to hold the session. This was also true for FGD. The researcher has expanded all sorts of efforts to create a positive atmosphere during the conduct of the session while at the same time not forgetting reading and utilizing all kinds of emotional cues.

Finally, after a long and critical follow up, the distributed questionnaires were collected and the interview and FGD information were made ready for the next process.

3.7. Variables of the Study

After having analyzed the level of the magnitude of drop out rates, this study attempts to test the casual factors that contribute to the drop out of students in the education system. These variables were.

Independent variables: - The independent variables for the study are school related factors, socio-economic factors, cultural factors and factors related to the students themselves.

Dependent variable:- for this study is measured in terms of drop-out.

3.8. Method of Data Analysis

Different statistical tools like percentage, frequency, mean, weighted mean and spearman Rank correlation were used to analyze and interpret the collected data. The choice of tools was dictated by the nature of the collected data and objective of the study. An integration of qualitative and quantitative data analysis was employed. The data obtained through documents analysis and questionnaire were checked, arranged and organized into tables for simplicity and better understanding. In addition, data which were obtained from open ended questions, interview and FGD were translated and summarized using word expression and supplemented to the main interpretation. The review of related literatures of different authorities was also used to underpin the result found through the above instruments. In general, the analysis contains two major parts; the results obtained through document analysis (secondary source) and through questionnaires, interview and FGD (primary source).

Document analysis was made to determine the magnitude of dropout by using indicators of internal efficiency (IE) based on the data obtained from MoE, OEB annual abstracts zone education office, sample, Woredas and schools rosters. The formula and computational procedures for the analysis of IE have been noted in (UNESCO, 2004; UNESCO, 2003; Tegegne, 2003; MOE, 2005; OECB, 2004). Therefore the following formulae are used for analysis.

$$\text{Dropout Rate (DR)} = \frac{\text{No. of pupils dropped out in grade i during school year t}}{\text{No. of pupils in grade i during school year t}} \times 100$$

Dropout Rate (DR) = 1 – (Promotion Rate + Repetition Rate)

The second major part of the analysis is about the data obtained through questionnaire, interview and FGD. Frequencies, percentage, mean, weighted mean, and Spearman rank

correlation coefficient were used. The justifications for each of the statistical tools related to basic questions are summarized as follows.

Table 3: Justification for the Application of statistical tools

No.	Research questions related to	Statistical tools applied	Justification for application
1	Magnitude of drop out rate (by grade level and sex)	Percentage	Used to analyze various characteristics of the sample population. This statistical tool helps to determine the magnitude of dropout rate by grade level and sex because the data are in the form of ratio.
2	Factors that affect dropout	Mean, weighted mean	Weighted mean was used to identify which of the item was rated above the average mean score to be considered as one of the significant factor for dropout. Mean a sort of an average or typical value of the items or variable, in a series which help to summarize the series in terms of this average value
		Spearman rank Correlation	To see the association between different variables and also used to see the ranking of two groups

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF THE DATA

Under this chapter, data collected from respondents and extracted from documents were presented and analyzed. In the first part of this chapter, personal data of the respondents such as sex, qualification, profession and service were discussed. In the second part of the chapter the major and detailed issues about factors affecting dropout in second cycle primary schools of West Hararge Zone were tabulated, presented and analyzed.

4.1. Characteristics of Respondents

4.1.1. Personal Characteristics of School Principals and Teachers

Table 4: Frequency and percentage distribution of teachers and principal by sex, age, qualification, field of study and service in current position.

No.	Item		Respondents			
			Principals N=55		Teachers N=140	
			f	%	f	%
1	Sex	Male	49	89.1	76	54.3
		Female	6	10.9	64	45.7
		Total	55	100	140	100
2	Age	≤20	2	3.6	12	8.6
		21-30	21	38.2	66	47.1
		31-40	25	45.2	54	38.6
		41 and above	7	12.7	8	5.7
		Total	55	100	140	100
	Qualification	BA/BSC/Bed	14	25.5	6	4.3
		Diploma	41	74.5	64	45.7
		TTI	-	-	70	50
		Total	55	100	140	100
4	Field of study	EDPM	11	20	6	4.3
		Teaching	44	80	134	95.7
		Others	-	-	-	-
		Total	55	100	140	100
5	Service in current position	0-5	4	7.3	22	15.7
		6-10	19	34.5	86	61.4
		10-15	26	47.3	20	14.3
		16-20	6	10.9	8	5.7
		21 and above	-	-	4	2.9
		Total	55	100	140	100

Item 1 of Table 4 above shows the percentage distribution of male and female respondents for the two groups (Teachers and Principal). The overwhelming majority (89.1%) of the principals' respondents are male while the remaining 10.9 percent of the respondents are females still the data reveal that female participation in managerial position is very low because of low participation in the previous governments and several cultural and social imposition levied on them. However, in teaching position, the gap is getting smaller still showing male dominance. This clearly implied that females were traditionally viewed as mothers and homemakers as mentioned by (Whyte et al., (1985); Coats, (1994); and Rose, (2003).

Age wise, as indicated in item 2 of the same table, about 83.7% of principals and 85.7% of the teachers are within the age range of 21-40 years. Therefore, there is no much age variation observed between the two groups in providing relevant information on the issue.

Item 3 of Table 4 depicts the academic qualification of the respondents. About 50% of teachers are certificate holders while none of the principals has certificate. This is partly because the minimum requirement set for principal position to manage primary school is diploma. The above data again reveal that 74.5% of principals and 45.7% of teachers respondents were diploma holder. This implied that 54.3% of teachers are below the required level of qualification for the cycle.

As indicated in Table 4 item 4, 80% of the principals have trained in other teaching areas whereas only 20% of them have qualified in Educational Planning and Management. This implies there is a gap between what the position demands and the individual assigned. The lack of training in management areas indicate inadequacies in managerial function like planning, organizing, coordinating, directing, decision making, budgeting, monitoring and evaluation activities. Contrary to this, 4.3% of teachers were trained in Educational Planning and Management elsewhere, but they are teaching some other subjects at the primary level. This shows the existence of improper utilization of available trained manpower in the system.

Lastly, item 5 of Table 4 presents the service of the principal and teachers. About 81.8% of the principals and 75.7% of the teachers have served for 6-15 years in the current position (as principal and teaching respectively). This shows that both groups have adequate knowledge about the issue related to school compound and the nearby community. Therefore, they are believed to provide necessary information on the causes of dropout of students.

4.1.2. Personal Background of Pupil Respondents

This part again discusses the personal background of pupil respondents' in terms of their age, sex, residence and martial status to see their proportion in the sample. It is treated here under.

Table 5: frequency and percentage distribution of pupil respondents by sex, age, residence and martial status

No.	Item		Pupil respondents N=240	
			f	%
1	Sex	Male	128	53.3
		Female	112	46.7
		Total	240	100
2	Age	≤ 10 years	-	-
		11-14 years	26	108
		15-18 years	184	76.7
		> 18 years	30	12.5
		Total	240	100
3	Residence	Urban	48	20
		Rural	192	80
4	Martial status	Single	225	94
		Married	11	4.5
		Divorced	4	1.5
		Total	240	100

f= frequency N = number of respondents

From the Table 5, 53.3% and 46.7% of the pupil respondents were male and female respectively. This implied the existence of gender gap in the dropout rate of primary school students.

With respect to age, respondents below 10 years of age were nil, 11-14 years were 10.8%, 15-18 years were 76.7% and above 18 years of age were 12.5%. This show that there is a problem of late entry to the system or their age school structure might be

distorted due to grade repetition or dropping out of school. This period (15 and above) is difficult in that they are vulnerable to various activities like early marriage. Additionally, it implied that the data obtained was pertinent for the students were mature enough to reply to the questionnaire.

Item 3 of the same table presents the residence of the pupil respondents. Accordingly 20% of the respondents were urban dwellers while the majority (80%) of them is from the rural area. This goes in line with the population patterns of the country in general.

As far as the marital status of the subject considered, 94% of them was single, 4.5% of them were married and 1.1% of them were divorced. This implied that students were married below the official age (18 years) of marriage as indicated by (Rose, 2003 and Kokeb, 2007).

4.1.3. Personal Background of Pupils' parent

Table 6: Frequency and percentage distribution of parent respondents by sex and social role

No	Respondents		
	Item	Pupils' parents	
		No	%
1	Sex:		
	Male	12	85.7
	Female	2	14.3
	Total	14	100
2	Social role		
	PTA members (ex-student)	6	2.9
	Community elders	5	35.7
	Religious fathers	3	21.4
	Total	14	100

As could be observed from the table above, 85.7% of the interviewees pupils' parents were males whereas only 14.3% of them were females. This implied the limited social role of females that in turn had impact on girls' education.

With regard to the social roles of the pupils' parents that responded to the interview, 42.9% were Parent Teacher Association (PTA) members that closely work with their local schools so that they could give relevant data to the research. The other 35.7% and 21.4% were community elders and religious fathers, respectively, who well know community issues; therefore, the researcher believed that the information given was pertinent.

4.2. The Incidence (Magnitude) of Dropout 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 rater may also occur in some grades than others. Therefore, it is important to know the magnitude or incidence of the problem under discussion (dropout of students from second cycle primary schools). The following table accompanied by discussions is aimed at demonstrates this fact.

Table 7: The Trend of Dropout Rates (%) in the sample schools, 2006/07-2009/10

Grade	Academic year														
	2006/07			2007/08			2008/09			2009/2010			2006/07-2009/10		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
5	14.7	13.7	14.2	15.6	15.6	15.6	15.7	13.4	14.6	13.2	13.8	13.5	14.8	14.1	14.5
6	12.9	13.2	13.1	17.1	12.1	14.6	21.1	17.1	19.1	16	12.2	14.1	16.8	13.7	15.3
7	13.6	16.4	15	19.9	14.7	17.3	14.5	16.6	15.6	14.2	12.7	13.5	15.6	15.1	15.4
8	9.5	9.6	9.5	16	7.6	11.8	15.2	17.7	16.5	11.7	10.7	11.2	13.1	11.4	12.3
5-8	12.7	13.2	12.9	17.2	12.5	14.8	16.5	16.2	16.4	13.8	12.2	12.9	15.1	13.6	14.4

Source: adapted from rosters of pupils in primary school of sample woredas

As shown in Table 7, in the four consecutive academic years considered in this study, the dropout rates for male ranged form 13.2 to 15.7 percent of total enrollment in grade 5, from 12.9 to 21.1 percent in grade 6; from 13.6 to 19.9 percent in grade 7; and from 9.5 to 16 percent in grade 8 and from 12.7 to 17.2 percent in grade 5-8. On the other hand, the percentage of female dropout students ranged from 13.4 to 15.6 in grade 5; from 12.1 to 17.1 in grade 6 from 12.7 to 16.6, in grade 7, from 7.6 to 17.7 in grade 8 and from 12.2 to 16.2 in grade 5-8. In the 2006/07 academic year, the highest rate of dropout among boys (14.7%) and among girls (16.4%) occurred in grade 5 and 7 respectively. In

2007/08, the highest rate of dropout among boys (19.9%) and among girls (15.6%) occurred in grade 7 and 5 respectively. In 2008/09, the highest rate of dropout among boys (21.1%) and among girls (17.7%) occurred in grade 6 and 8 respectively. In 2009/10 the highest rate dropout among boys (16%) and girls (13.8%) occurred in grade 6 and 5 respectively. The dropout rate for both sexes was highest in grade 7 for two consecutive years (2006/07-2007/8) and also highest in grade 6 for two consecutive years (2008/09-2009/10) so it appears that the drop out rate in the sample school of the study was with a certain degree of inconsistency (with no definite pattern observed) among grades. This finding contradicts with what was reported by MOE (2009). On the other hand, except for the year 2008/09, the least rate of dropout for both sexes occurred in grade 8.

It has also been evident that in all academic years, except 2006/07 the overall dropout rate was higher among boys than girls. This finding is consistent with what was reported by MOE (2009) and OEB (2009). The underlying reason for the above result is that males are more involved in income generating activities than females. Since the zone under study is mostly affect by recurrent drought for past few years, and majority of the peoples were are living below the poverty line the poor economic status of the parents obliged the made the sell his service to other families in order to support them rather than persisting in school. In this regard it is common to see that youngsters of zone understudy give up their schooling in order to work in various places so as to generate income to support their family or to leader their life by themselves. When we look the trend of dropout rate in the sample Woredas, as noted in Table 4, dropout rate has been trending upward except for the last year.

4.3 Factors Related to Student Dropout

4.3.1 Family Structure, Occupation and Income Level of the Pupils' Parent

The living condition of parents, their occupation and their average monthly income have impact on students' school attendance. Orphaned children who have no adequate support for their schooling are more likely to dropout of school. Moreover, the absence of necessary income to cover the direct and indirect costs of education influences the academic performance of students in the school. Therefore, this section of the analysis presents the response of the pupils' (drop-out) as far as their family background.

Table 8: Family Structure, occupation, Income Level of Dropouts' Families

No.		Item description	Pupil respondents N=240	
			f	%
1	Parents living	Both are alive	31	12.8
		One of them alive	166	69.1
		Non-of them alive	43	18.1
		Total	240	100
2	Parents' occupation	Regular government employee	6	2.5
		Farming	183	76.3
		Hand craft (woodwork, metal work)	12	5
		Daily laborer	24	9.8
		Merchant	10	5.4
		Not working (dependent on offspring)	5	2.2
		Total	240	100
3	Average income of parents per month	< 300	164	68.5
		300-450 birr	39	16.3
		451-600 birr	26	10.8
		601-750 birr	8	3.3
		751-900 birr	3	1.1
		> 900 birr	-	-
		Total	240	100
4	Family size	Small (less than 5 person	50	20.9
		Average (5 persons)	34	14.2
		Large (greater than 5)	156	64.9
		Total	240	100
5	Birth order	1st	174	72.5
		2nd	18	7.5
		3rd	36	15
		Above 4th	12	5
		Total	240	100

From Table 8 item 1 above, the data reveals that 87.2% of dropouts don't have at least one or two of their parents. This shows that a considerable number of school dropouts were from single parent families. This implies that they have to work more time in and out of their home to support themselves as family members and also cover their educational expense. Moreover, these students are more susceptible to quite and repeat because of the fact that they have little time to attentively follow their education. On the contrary, 12.8% of the students have mentioned that both of their biological parents are alive.

In line with this, other researchers (e.g. Zimires and Lee, (1991); Natriello, McDill and Pallas, 1985) found that the rate of dropout 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 chore or ill-treated for various reasons.

Item 2 reveals the occupational background of the parents of dropout. The data indicates that 76.3% of the dropouts were from agrarian society. This again implies that the majority of the victim of dropouts is from rural community where their livelihood mainly depends on subsistence farming. The students from two occupations (farming and daily laborer) account 86.1% of the dropouts. Similarly Adane (1993) and Tilaye (1997) found out that most of the dropouts are from farmer families. In line with this Goham (1980,51) found that unskilled wage earners children tend to have higher achievement level than pupils from families where agriculture is given as a major occupation. In general, the present finding reveals the existence of direct relationship between the parents' occupation and academic status of the students.

In connection with this, dropouts were asked to estimate the monthly income of their families. The result in table 8 shows that for 68.5% of the respondents, the monthly income was not more than 300 birr. The monthly incomes of birr 300 and below means that the majority of the people in the zone were living considerably below average (or only subsistence) life. In a situation where there is 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 coombs (1985) suggested that poverty was the main cause for dropping of quite a number of children in developing countries, Ethiopia is not an exception.

The financial problem of parents limits the schooling of children directly or indirectly in a number 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 chance of dropout rates among school children. In

line with this Patrinos and Pacharopaulose (1996) and Simmans (1980) reported that pupils from low income families would likely be poor academically and also have high tendency of dropout of school than those of economically privileged once. Moreover Graham-Brown (1991) documented that the rate of early school leavers of low income families children are three times more than those from higher income families.

In other words, the result shows that there is a relation between the level of income of parents and the academic status of the students. To substantiate this finding with the result of FGD and interview, they equivocally affirmed the existence of relation between the level of income of parents and the academic status of the students. Emphatically the PTA members disclosed that children from poor parents frequently withdrawn from school because their parents could not afford their educational expense.

Regarding family size (item 8 on the same table) reveals that 20.9% of the students were from small sized families (<5 person) 14.2% of the students were from average sized families (5 person) and the vast majority (64.9%) had come from large sized families (>5 person). 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. These are expense in which poor parents can not afford. In such cases, children education is given less importance and the end result will be quitting school in earlier periods. This was evidenced by the study made by UNESCO (2004) which concludes that large family size had very high impact on the students dropping out of school. This could be due to the fact that the larger the size of the family, the smaller the share of each individual which could have an adverse effect on academic progress.

Similarly students were asked about their birth order in the family (see item 5 on the same table). Accordingly 80% of students are first and second born children in their family. In rural areas of Oromia, elder children 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. They are also expected to marry and lead his/her life by being independent or a householder. Moreover, some

parents do not volunteer to supply school facilities thinking that the child is old enough to help him or herself. Therefore, these responsibilities and others can aggravate the incidence of dropping out from the school.

4.3.2. Parental Educational Background and their Academic Support at Home

The educational background of parents and their academic support encourages students' success in school. Therefore the following table accompanied by discussion is about these factors.

Table 9: The Educational Background of parents and their Academic Support at home

No.	Description of item		Response	Dropout(N=240)	
				f	%
			Illiterate	158	65.8
1	Parental Education level	Father (male guardian)	Only able to read and write	61	25.4
			1st cycle primary school (1-4)	9	3.8
			2nd cycle primary school (5-8)	10	4.2
			Lower secondary school (9-10)	2	0.8
			Total	240	100
		Mother (female guardian)	Illiterate	174	72.6
			Only able to read and write	48	20
			1st cycle primary school (1-4)	12	5.2
			2nd cycle primary school (5-8)	3	1.1
			Lower secondary school (9-10)	3	1.1
			Total	240	100
2	Academic support by the part		Yes	10	4.2
			No	230	95.8
			Total	240	100

As it is shown in Table 9, majority of their parents (65.8%) of father and (72.6%) of mothers were illiterate. While 25.4% of the respondents fathers and 20% of their mothers were with very limited educational background not exceeding reading and writing level acquired through non formal channel. This might have affected the schooling of youth in the region. In line with this Ruberger (1987) contend that the higher the level of parents literacy, the lower the rate of dropout among their children. Thus, the above finding may imply that there is a positive correlation between the educational background of the parent and the dropout situation of the students.

Item 2 represents the frequency of academic support provide for dropouts by their parents. Accordingly, 95.8% of the dropouts responded that they don't have adequate academic support as far as their education is concerned. This is consistent with the data presented earlier (above) that majority of dropouts were from illiterate families. Similarly, MoE (2003) reported that if the family support is low the child will more likely to fail or dropout of school than a child where the family support is high.

4.3.3 Students' Academic Experience and their work Burden Around their home

It is generally assumed that work burden to help their parents has impact on students' academic experience. Questions regarding their experience (repetition or dropout or both) and their work burden around their home were provided for students and their responses are treated as in Table 10.

Table 10: Frequency and percentage distribution of pupils' responses on their academic experience and work burden around their home

No.	Item description	Respondents student N=240	
		f	%
1	Home many times, have you repeated grade?		
	None	-	-
	Only once	78	32.5
	Twice	108	45
	Three times	42	17.5
	Four times	12	5
	Total	240	100
2	At which grade did you drop out?		
	First cycle (1-4)	168	70
	5^{th}	34	14
	6^{th}	22	9
	7^{th}	12	5
	8^{th}	4	2
	Total	240	100
3	Did you support your family by participating in household chores and activities around your home		
	Yes	240	100
	No	-	-
	Total	240	100
4	If the response for question No. 3 is 'Yes', on the average, how many hours per day did you work around the house		
	1-3 hrs	66	27.5
	4-6 hrs	138	57.5
	7-9 hrs	36	15
	Total	240	100

As can be observed from Table 10, all dropouts were subject to repeating grades once or more than once. The data revealed that 32.5% of the dropout had repeated a grade only once, 45% the students had repeated grade twice, 17.5 and 5% had repeated grades three and four times respectively. Consistent with this, Tilaye's (1997) study revealed that discouragement due to low scholastic achievement and due to academic failure were found to be the main causes for dropout. Moreover, Levin and Lockheed (1993) and Genet (1991) showed that poor academic performance measured by grades, test scores and grade repetition has been associated with dropping out.

Item 2 reveals grade level of quitting school. Accordingly, 70% of respondents indicated that they quite their schooling while they were in the first cycle, 14% of the students responded they quite their schooling at grade 5 the remaining 9%, 5% and 2% quite their schooling at grade, 6,7 and 8 respectively. This finding matches with the annual statistical abstract of the Regional Education Bureau and the Ministry of Education (OEB, 2009; MoE, 2009). Therefore dropout is more serious at the lower level of schooling.

The third item reports on whether students were participating in household activities or not. Accordingly, 100% of the students were indicated that they were participating in household chore or activities because of their need to win bread for their families. This factor seems to be a serious factor for dropout. As far as the number of hours per day the students participate in household activities is concerned, about 72.5% of students reported that they work four up to nine hours per day while the remaining students (27.5%) reported that they work for one up to three hours per day. High work burden at home indicate little time for students to study the lesson provided and do assignments properly. Therefore, it contributes to student dropout.

4.3.4 Student Absenteeism and Days of Absence during Last Semester

Another critical factor which is closely tied with the dropout problem is student absenteeism. Moreover, some particular months are the peak for students' dropout. Respondents were asked to tick on these issue and their responses are presented as in Table 11.

Table 11: Frequencies and percentage distribution of the responses of respondents on students' absenteeism

No.	Item description	Respondents					
		Students N=240		Teacher N=140		Principals N=55	
		f	%	f	%	f	%
1	Peak time for absenteeism						
	Sep to Nov	17	7.2	6	4.2	2	3.6
	Dec to Jan	180	74.9	120	85.7	39	70.9
	Feb to March	10	4.1	8	5.9	6	10.9
	April to June	33	13.8	6	4.2	8	14.6
	Total	240	100	140	100	55	100
2	Average days of absence per semester						
	1-5 - days	16	6.8				
	6-10 days	38	15.8				
	11-15 days	68	28.3				
	16-20	82	34.1				
	> 20 days	36	15				
	Total	240	100				

Understanding the peak time for students drop out is important to adjust school calendar in accordance with the need of students by giving them some weeks for harvesting and arranging conditions to compensate lost sessions. Accordingly, 74.9% of students, 85.7% of teachers and 70.9% of the principals pointed out that the peak time for students absence is between December and January. Concomitantly, Habtamu (2002) pointed out that December and January are harvest month as the main moths of absenteeism.

Repeated absenteeism will lead to grade repetition or dropping out of school at worse. Item 2 of Table 11 shows the average days of absence by students per semester. About 93.3% of students replied that they were absent from school for about 6-20 days on average. This makes difficult to comprehend the intended curriculum for the students hence, they may be forced to abandon or repeat grades. Similarly, study made by Habtamu (2002) again shows students were absent from school for 10 days per semester on average before they quit school for good. Additionally, Braodbelt (1986) indicated that high Chronic absenteeism (a15% absenteeism's rate for the school year is serious) leads to failure and dropping out of schools. Therefore frequent absenteeism is the cause for student dropout.

According to Rose (2003) in line with the finding of the study, drop out were sever in rural Ethiopia, particularly, during the main agricultural season as a result of parent demand for child labor as there was no double shift system in the primary schools which make students gain alternative time to work for their parents. Similar to the literature, from the researcher's experience, there was no double shift system in the rural areas of the area understudy.

Table 12: Views of respondents regarding the influence of curriculum in aggravating dropping out

No.	Items	Respondents					
		School principal		Teachers		Students	
		f	%	f	%	f	%
1	What is your opinion regarding the difficulty of the curriculum for second cycle primary education as compared to students previous knowledge						
	Very difficult	25	44.4	7	5.3	91	38.1
	Difficult	21	38.9	68	48.8	121	50.4
	Medium	9	16.7	65	45.9	28	11.5
	Total	55	100	140	100	240	100
2	How much do you agree that the curriculum is relevant to the respective grades in terms of students' need						
	Strongly agree	-	-	-	-	-	-
	Agree	15	27.8	46	32.8	86	35.7
	Undecided	6	10	6	4.2	3	6.34
	Disagree	34	62.2	88	63.0	51	57.9
	Strongly disagree	-	-	-	-	-	-
	Total	55	100	140	100	240	100
3	Can the portion be covered within the allotted time						
	Yes	12	22.2	40	28.5	31	12.8
	No	43	77.8	100	63.5	209	87.2
	Total	55	100	140	100	240	100

Respondents were asked to forward their opinion whether the curriculum for second cycle primary school is difficult or not, as compared to students' previous knowledge. Thus as it is shown in item in Table 12 the majority of the school principals (83.3%) stated that as compared to the previous exposure, the curriculum is difficult and very difficult for the students. In addition, 54.1% of the teacher respondents and 88.5% of the student respondents also supported this view. This implies that the difficulty (complexity) of the curriculum does not correspond with the psychological maturity of the student. Thus it aggravates dropping out of student.

Regarding the relevance of the curriculum to respective grade in terms of students' need, as it is indicated on the same table, the majority of the school principals (62.2%) teachers (63%) and students (57.9%) responded that the curriculum was not relevant to the

students' needs. Supporting this result, Tadesse (1974) suggested that the inert and lifeless nature of the curriculum had made a number of youth to be left out of school. Moreover, Tilaye (1997) reported that when the type of education provided for the students does not fulfill their needs and aspiration, the imminence of early withdrawal form the system is a harsh reality.

Respondents were also asked whether the portion of most subjects could be effectively covered within the allotted time or not. Accordingly 77.8% of the principals, 63.5% of teachers and 87.2% of students argue that, it can not be finished within the allotted time.

Table 13: Average number of students in a class in second cycle primary school

No.	Item	Respondents					
		Principals		Teachers		Students	
		f	%	f	%	f	%
1	The average number of students in a class in your students						
	51-60 students				-	23	9.5
	61-70 students	6	11.1	19	13.8	45	18.8
	71-80 students	6	11.1	34	24.4	57	23.7
	Above 81	43	77.8	87	61.8	15	48
	Total	55	100	140	100	240	100

Respondents were asked to report the average class-size of second cycle primary schools. Thus, 77.8% of school principals, 61.8% of teachers and 48% of students responded that the class size for the cycle in the study area was above 81 students. 11.1% of principal, 24.4% of teachers and 24.7% of students also reported that the class size for the cycle in the study area was between 71-80 students. Similarly 11.1% of principals, 13.8% of teachers and 18.8% students reported that the class size for the cycle was between 61-70 students. Only 9.5% of students reported that the class size for the cycle is between 51-60 students.

Concerning the open-ended question, that says. "What problem does large class size create on teaching-learning process?" Most of the teachers and principals responded that:

a) it makes difficult for teachers to help individual students
b) it makes difficult for teachers to give and check different activities
c) it forces teachers to use only lecture method

d) class room discipline become difficult

e) It negatively affects quality of education.

The finding of the study shows that the large class size affect quality education which in turn aggravates dropping out from school. In line with this Colclough et.al (2003) reported that in Africa large class size in the early grade was found to be a deterrent to children going school. Children are put off learning in a classroom which is "crowded" like a jail. This discourages students from regularly attending class and results in poor academic achievement which in turn lead to dropping out of school.

Table 14: View of respondents regarding home-school distance that students travel

Range of distance students travel (in kilometer)	**Respondents**					
	Principals N=55		**Teachers N=140**		**Students N=240**	
	f	**%**	**f**	**%**	**f**	**%**
1-3kms	24	43	38	27	50	21
4-6kms	12	21	73	52	82	34
7-9kms	10	19	14	10	74	31
10-12kms	7	12	10	7	26	11
Others (specify)	2	5	5	3	8	3

Regarding village-school distance, 43% of principals, 27% of teachers and 21% of students replied that pupils travel from 1-3 km from their home to school. 21% of principals, 52% of teachers and 34% of students replied that pupils travel 4-6km from their home to school. For distance of 7-9kms, traveled by pupils from home to school principals, teachers and students responded as 19%, 10% and 31% respectively. Similarly, for the distance of 10-12kms traveled by pupils teachers, principals and students response were 7%, 12% and 11% respectively. Lastly, 5% of principal, 3% of teachers and 3% of students replied that pupil travel greater than 12kms from their home to school.

From the response made to the above variable, what could be finalized was that most students travel long distance to attend schooling that exceeds 3kms. The consequence of the long distance on the students might make them either to dropout or repeat grade. In line with this Carr-Hill, (2002), Adane, (1993) found that pupils home- school distance has a considerable impact on the survival of students in school. The farther away the

school is from home, the higher would be the probability for students to be reluctant to go to school as it affect the regular attendance of school days and following the lesson provided attentively. Thus, the effect of far school to home distance had the impact of making students to dropout of school.

Table 15: The responses of school principals teachers and students regarding the age in which girls commonly marry

Range of age in which girls commonly Mary	Respondents					
	Principals N=55		**Teachers N=140**		**Students N= 240**	
	f	**%**	**f**	**%**	**f**	**%**
12-14 years	17	31	53	38	79	33
15-16 years	21	38	46	33	89	37
17-18 years	12	21	27	19	38	16
19-20 years	5	10	10	7	24	10
Other (specify)	-	-	4	3	10	4
Total	55	100	140	100	240	1000

As can be seen from the tabulated data, 33% of the students, 38% of the teachers and 31% of the principals responded that girls married in their early ages, 12-14 years of age. The other 37% of students, 33% of teachers and 38% of principals noticed that girls marry within 15-16 years of age. Additionally, it was tabulated that 16% of students, 19% of teachers and 21% of principals replied that marriage of girls was conducted from 17-18 years of age.

This implied that marriage was one of the main factors for drop out of students in Western Hararge zone. What could reasonably be noticed from this response was that early marriage was one of the factors making students drop out. With respect to this, the Ethiopian National Action Plan (http://flamme.org/documents.ethiopia.html) said that Ethiopia women were illiterate because they get married early before the age of 17 which is below the official age. Moreover; Dirrisa (1993) asserted that in many localities of Ethiopia including Oromia 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.

Table 16: Parents' hopes for their daughters to be

Hopes of parents' for their daughters	Respondents					
	Principals N=55		Teachers N=140		Students N=240	
	f	%	f	%	f	%
Mothers	29	52	70	50	120	50
Religious woman	21	38	20	14	65	27
Merchants	4	7	36	26	50	21
Others (specify)	1	3	14	10	5	4
Total	55	100	140	100	240	100

As to the parents hope for their daughters to be in the future, those who supported them to be mother were students (50%), teachers (50%) and principals (52%). On the other hand those who replied for parents hope for their daughters to be religious woman were students (27%), Teacher (14%) and principals (38%). Those that favored the idea that parents' hope for their daughters to be merchants were principals (7%), Teachers (26%) and students (21%). Finally, those who favored the option "others (specify)" were 3% principals, 10% Teachers, and 4% students and they mentioned parents' hope for their daughters was sending them abroad to bring them money. The above responses, beside implying parents' demand for child labor, showed by the majority of the subject that, parents wanted their daughters to be mothers. This attitude about parents on their daughters' future had its own impact on hindering UPE from being achieved by enhancing drop out rate. This was supported by Colclough et.al (2003), who mentioned that different socio-economic conditions, demographic and institutional structures that neglect girls, cultural factors and community norms had their own part in hindering girls from education.

Table 17: Issues related to activities children involve in

No.	Item	Respondents					
		Principals N=55		Teachers N=140		Students N=240	
		f	%	f	%	f	%
1	Do children work						
	Yes	51	93	130	93	235	98
	No	4	7	10	7	5	2
	Total	55	100	140	100	240	100
2	Works the children involve in						
	Cultivating chat crop	25	45	72	52	108	45
	Trading	17	31	34	24	98	41
	Looking after cattle	12	21	27	19	26	11
	Others (specify)	1	3	7	5	6	3
	Total	55	100	140	100	240	100

As to the children's activities, 93% of teachers 93% of principals and 98% of students responded that children were involved in works other than education. This implied that the majority of children participate in different works. They also replied that 45% of students, 52% of teachers and 45% of the principals supported the idea that children were involved in cultivating Chat crop, while 31%, 24% and 41% of principals, teachers and students respectively, replied that children were involved in trading. The remaining 21% of principles, 19% of teachers and 11% of students replied supporting children's involvement in looking after Cattle. Only 3% of principals 5% of teachers and 3% of students replied that children were involved in different activities of labor such as loading and unloading, shoe shining etc. This witnessed that children were found participating in different works that had direct impact on their education. Rose (2003) mentioned that child labor was needed badly by parents. This was also supported by (Habtamu; 2002 and Assefa, 1991) who mentioned that more than 50% of children involved in different works from the ages of 4-15 years.

4.3.5. The Availability of School Facilities

It is quite evident that producing quality school graduate from a given educational institution require the availability of necessary school facilities. The presence of these input has impact on students academic achievement as well as their persistence in the system. Despite this fact, many educational settings, especially in remote rural areas frequently suffer from serious shortage of education facilities, hence, contribute to students' drop out. Cognizant with this Colclough et.al (2003) indicated that the absences of adequate facilities are the causes of inefficiency of the school system. To some extent quality education is influenced by the adequacy of these inputs. To this effect, the following table presents the adequacy of these facilities in the primary school of west Hararge zone as perceived by principal and teachers on one hand and students on the other. In this case, principals and teaches are considered together because there is no difference between the two groups in responding to the issue.

Table 18: Spearman's Rank correlation coefficient on the adequacy of school facilities as perceived by principals and Teacher (Education officials) and students

No.	Item	Principals and teachers N=195		Students N=240		Average mean	D (R1-R2)	D^2
		$\overline{X_1}$	R1	$\overline{X_2}$	R2			
1	Class room	3.59	4	3.59	3	3.59	1	1
2	Library	2.93	6	3.23	6	3.08	0	0
3	Pedagogical center	3.47	5	3.53	4	3.5	1	1
4	Laboratory room	1.74	8	1.86	9	1.8	-1	1
5	Students seat (chair)	3.62	3	3.51	5	3.57	-2	4
6	Students text book (for each subject)	4.17	1	4.16	1	4.17	0	0
7	Toilet (separate for boys and girls)	2.22	7	1.83	8	2.03	-1	1
8	Clean drinking water	1.62	9	1.91	7	1.76	2	4
9	Sport field	4.11	2	4.03	2	4.07	0	0

N stand for the number of items $\overline{X_1}$ = mean one

$\overline{X_2}$ = mean two

R_1 = Rank for officials

R_2 = Rank for students

$$Rs = \frac{1 - 6\Sigma D^2}{N(N^2 - 1)}$$

$$\frac{1 - 6(12)}{9(81 - 1)}$$

$$= 0.9$$

As indicated in Table 18, clean water, laboratory rooms and separate latrine houses for both sexes were inadequate with the average mean of 1.76, 1.8 and 2.03 respectively. We can infer from this that students travel some distance to fetch water to clean classrooms and keep their personal sanitation when in need. Moreover, the absence of adequate laboratory room to conduct some elementary experiments make the teaching learning process more of theory oriented, hence, makes the issue more complicated than expected for the students to understand the subject matter. This level requires special attention as the solid-foundation for the future development of a child is laid.

Worse of all, the inadequacy of latrine houses in primary schools have multi-dimensional effect on the health of the students in particular and the well functioning of the system in general. It is the primary cause for communicable disease like diarrhea, dysentery and other fecal born disease. With this regard information obtained from the zone education office revels that the zone in general was seriously affected by acute diarrhea over the past two years continuously and there was cases in which school were closed for more than two weeks. Whenever the latrine houses were available they were commonly used by boys and girls. But female students feel ashamed to use with their male counter parts. When this issue is aggregated with other pulling factors students decide to dropout schools and develops negative attitude towards their schooling where they don't feel free.

It seems that the variety of material which can be made available in a library make it possible to meet much broader students interest. When quality health services are provided in school, pupils' illnesses with contagious diseases and other emergency cases can be detected. When a distinguished guidance or psychological assistance is delivered for those student who are faced with personal crisis, they can easily cope with their problems and continue their schooling properly. The provision of adequate in situational material helps the students to have practical experience from subjects they study and enhance the performance of teachers making their job easily understandable. In general, all these have ultimate effect on encouraging regular attendance and reducing the dropout rate of students.

Finally, the spearman rank correlation coefficient was also computed to see the difference between the two groups in ranking. The results ($r_s = 0.9$) implies the existence of strong positive relationship between the ranking of the two groups. Statistically, the calculated value of r_s (0.9) is greater than r_s (0.683) the table value implying that there is a non-zero relationship between the two sets of ranks in population (Welkowitz, Ewen and Cohen, 1991). This coincides with the findings of (Tilaye, 1997; Colclough et.al, 2003). Emphatically, Adane (1933) pointed out that the availability of adequate facilities increase school efficiency by 2.8 percent. In sum, school facilities like clean water, laboratory rooms and latrine houses are inadequate in the primary schools of west Hararse zone.

4.4 Major Cause of Student Drop-Out in Second Cycle Primary Schools Of West Hararge Zone.

Several interwoven factors are the cause behind dropout of students in education system. Some of them are intrinsic to the school compound which may be treated as institutional, teacher, school management and pupils' related factors. In addition to this extraneous factors (both socio-economic and socio cultural) factors affect students' successful completion of a given educational level. To know the impact of these factors, three groups of respondents (principals, teachers and students) were asked to rate the degree of influence of different factors on the rating scale ranging from 5(five) – 1(one), representing very high (5), high (4), average (3), low (2) and very low(1). The mean score for each item was calculated using the median line (i.e. 3.0) as dividing line; those items whose mean become below 3 where assumed having less significant contribution to the problem. This helped to gather relevant information about major out-of-school and in-school factors that contribute to drop out. These divisions are applicable to all parts of the following section.

4.4.1. In-School Factors

4.4.1.1. Institutional Factors

Educational settings have their own problem in holding their students to the system. These problems may include their physical remoteness providing low quality teaching, inadequate facilities, large class size, curriculum irrelevance, rigid school calendar and inappropriate medium of instruction. As indicated earlier the three groups of respondents (principals, teachers and students) were asked to rate the degree of influence of each of these factors on drop out of students and their response are presented in table.

Table 19: Institutional factors that may have effect on student dropout

No.	Factors	Respondent	N	$\overline{X}$	Weighted mean
1	Home-school distance	P	55	3.42	3.65
		T	140	3.60	
		S	240	3.74	
2	Low quality of teaching	P	55	3.69	3.95
		T	140	3.64	
		S	240	4.20	
3	Lack of facilities	P	55	3.59	3.73
		T	140	3.71	
		S	240	3.97	
4	Large class size	P	55	3.38	3.4
		T	140	3.88	
		S	240	3.19	
5	Curriculum irrelevance	P	55	3.24	3.61
		T	140	3.49	
		S	240	3.76	
6	Rigid school calendar	P	55	3.6	3.49
		T	140	3.44	
		S	240	3.50	
7	Inappropriate medium of instruction	P	55	2.25	2.01
		T	140	2.1	
		S	240	1.9	

As it can be seen in Table 19 item number 1, the calculated mean score of principals (3.42), teachers (3.6), students (3.74) and the over-all weighted mean score (3.65) are above the median school (3.0). This implies that the effect of this factor is very acute.

In line with this, research findings indicate that the location of school (or school zoning) has a direct relationship with dropout (Adane, 1993, Dirrirsa, 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. Traveling long on road means no time for work at home thus added pressure. Moreover, Anderson (1992) confirmed that even if children started to learn, distance often make them lose hope and they decide to dropout because it takes too long or it is "too much trouble" to get there.

Pertaining to item number 2 (see Table 19), respondents were asked to indicate the impact of quality of teaching on the academic status of students. As it is possible to observe from the table, quality of teaching as one variable contributes to the drop out of students. The mean value for principal (3.69), teacher (3.64), students (4.16) and the overall weighted mean for three groups of respondents (3.95) are above the median score (3.0). This indicates that low quality teaching as one of the major cause for student drop-out. The current finding confirms what was reported by (Colclugh et.al, 2003, UNESCO (2006) which pointed out that there is a positive relationship between the quality of education provided in the school and the efficiency of the school system. When the quality of education is poor, dropout rate is usually higher

With this regard, one of the PTA members disclosed during FGD is worth mentioning at this junction. It is translated as:

> *I enrolled one of my younger son in the nearby school at the age of seven. After having completed his first cycle of primary education, he couldn't read and write properly so that I and his elder brother transferred the boy to other near by school and enrolled him in grade one. We did this intentionally not to see the fate of his elder brother who couldn't join higher education.*

Two important points can be drawn from this quotation. The first is the father and the elder brother of the above stated son, are dissatisfied with the quality of teaching provided for the son, though, they have kin interest for the boy's education. The second is they are afraid for the future success of this student because they have learnt some lessons from his elder brother. In this case huge amount of resource is wasted (for the parent as well as the governments) and the psychological problems attached to the student should barely underestimate.

The other issue that warrants special attention is the provision of the necessary facilities for the teaching learning process that promotes school efficiency (see item number 3, Table 19).Accordingly, its degree of influence was presented to the respondents and the mean score for principals (3.59), teachers (3.70) students, (3.79) and the overall weighted mean for three groups of respondents (3.75), are above the median score (3.0). This revealed that it is the third major factors that contribute to student dropout. This goes with what was already reported earlier in Table (18). In support of the current finding

(UNESCO, 2006), indicated that limited supplies of facilities are the cause for students' drop-out. Similarly Elleni (1995) has pointed out that due to the prevailing budgetary crisis in developing countries like Ethiopia, the available school facilities are inadequate, their school building 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. Moreover, MoE (2003) stated that school facilities were required to be proportional to the number of students and teachers for provision of quality education, which would be impossible otherwise leading to student's dropout.

With this regard the PTA members disclosed during FGD that when school are available at a convenient distance in some area particularly urban area), they are often inadequately equipped with basic school facilities and teaching aids. The writer of this paper was also eye witness that in this study area school facilities are minimal, classrooms are over crowded and school building are falling apart and teaching material are rare or even absent in many sample schools. It is never easy for parents to keep their children in school where basic school facilities do not exist and the child comes home complaining that there is no space in the class to sit.

Respondents were also asked to indicate the extent of large class size on students' survival rate in educational system of the study area. As it can be seen for item number 4 (Table 19) the data reveals that the mean score for principals (3.38), teachers (3.88), students (3.19) and the overall weighed mean for the three groups of respondents (3.4) are above the media score (3.0) on the likert scale. The respondents perceived the effect of overcrowded classroom on student dropout as significant factor contributing student dropout (see Table 13). The finding of this study could, however, be explained by the following reasons.

1. As compared to the previous year, the participation rate of the student increased
2. The number of classroom is not yet increased in required number that can hold the participation.

Similarly, Lockheed and Verspoor (1991) suggested that students who start their education in small classes are less likely to dropout, than their peers from large calss.

Regarding curriculum irrelevance (items 5), the means score of principals (3.24), teachers (3.49), students (3.76) and the weighted mean response for all respondents (3.61), are above the median score (3.0). This shows that curriculum irrelevance as a factor contributing to students' dropout in the study area. In line with this finding researchers (like Anbesu, 1992, Elleni 1995, Levin and Lockheed, 1993) have suggested that what is taught in schools of most developing countries is often unrelated to the learners' daily experience. The contents of text books are different from pupil's family and soul's milleu. They often lead to boredom and distaste of school which in turn lead to dropping out. Moreover, studies conducted by (Tekeste, 1996; Tadesse 1974; Adane, 1993) indicated that the irrelevance of the curriculum to rural life affected the enrollment and persistence of children in schools. Therefore, irrelevance of the curriculum causes student to dropout of school.

As Table 19 item 6 shows, the computed mean scores of principals (3.6), teachers (3.44) and students (3.50) and the weighted mean (3.49) are rated above the median score (3.0). Thus the contribution of inflexible school calendar in aggravating student dropout is significant. It is natural and common that students tend to be absent form schools when harvesting time is at its peak and where seasonal labor requirement are higher. In conformity with this, Coombs (1985) and Coclough et.al (2003) school program that do not synchronized with the planting and harvesting peaks of students are the cause of dropout of the school system in developing countries (See also Table 11).

The final school related factor treated in Table 19 is the impact of inappropriate medium of instruction as a contributing factor for students' dropout. Accordingly, the calculated mean score for principals (2.55), Teachers (2.44), students (1.90) and the weighted mean score of all respondents (2.01) are below the median score (3.0). The impact of inappropriate medium of instruction as a cause for students' dropout was insignificant (very) low. The possible explanation for this result could be, in the study area the employed medium of instruction is mother tongue which is Afaan Oromo. These students

are assumed to get pedagogical advantage of using mother tongue language as medium of instruction. Thus, this argument could be in agreement with the report of UNESCO which says using mother-tongue language as medium of instruction plays crucial role to minimize wastage (UNESCO, 1998).

4.4.1.2 Pupil – Related Factors

The overall effort of government, parents, planners, decision makers and educators at all level is to provide quality education for the students. These efforts are successful when the students are ready to acquire the required skills and knowledge at least psychologically. From this point of view, this part of the paper tries to address student-related factors that may hinder the educational objectives. These factors were requested to be rated by teachers, principals and students on the rating scale from 5 to 1.

Table 20: Presents pupil-related factors that may have effect on having successful graduate from a given educational level

No.	Factors	Respondent	N	$\overline{X}$	Weighted mean
1	Failure in studying Hard	P	55	3.33	3.38
		T	140	3.15	
		S	240	3.33	
2	Lack of interest in Education	P	55	3.25	2.79
		T	140	3.27	
		S	240	2.4	
3	Low future success or expectation	P	55	3.31	3.75
		T	140	3.59	
		S	240	3.95	
4	Low self conception due to previous failure in examination	P	55	3.12	3.1
		T	140	3.18	
		S	240	3.05	
5	Frequent absenteeism	P	55	3.39	3.46
		T	140	3.54	
		S	240	3.44	
6	Poor academic performance	P	55	3.64	3.71
		T	140	3.89	
		S	240	3.63	
7	Health problem	P	55	2.47	2.56
		T	140	2.36	
		S	240	2.67	

To begin with, respondents were asked to indicate the impact of pupils' failure to study hard on dropping out of students in primary schools of the study area (see Table 20). As shown on the table, the computed mean scores of principals (3.33), teachers (3.51),

students (3.33) and the overall weighted mean for the group (3.38) are above the median score (3.0) on the likert scale. It could be safe to conclude that failure to study hard was one of the major causes for dropping out of students. The current finding matches with previous report of Elliot and Wendling (1966). These scholars stressed that pupil's failure to study hard is among the significant factors that resulted in dropout of students.

Similarly item 2,on the same table shows, the impact of pupil's lack of interest in dropping out of student in the study area. As indicated on the table, the computed mean score of principal (3.25), teacher (3.27), students (2.4) and the overall weighted mean for the group (2.79). Since the weighted mean for the group (2.76) is below the median score (3.0) Pupil's lack of interest in education is not a significant factor affecting student dropout. The present finding is quite contrary to what was reported by Ediger (1987), who scholarly put that some students hate about school which causes them to withdraw from school.

As indicated in item 3 of Table 21, one can easily observe that the mean score for principal (3.3), teachers (3.59), students (3.95) and the overall weighted mean for the group (3.75) are above the median score (3.0). This implies that the impact of this factor is high. This reinforce with what was reported by PTA members. When students are academically poor, do not have support in their future career due to various reason. The probability to quite their school is assumed to be very high. In line with this Briemr and Pauli (1971) reported that child with low achievement motivation and lower expectation in the future will likely to dropout of school.

Pertaining to item number 4 in Table 20, the contribution of pupils' low self concept due to pervious exam on dropping out of students in the sample primary schools was computed. The calculated mean for principals (3.12), teachers (3.18), students (3.05) and the overall weighted mean for the group (3.1) are slightly above the median score (3.0). Thus, it is possible to deduce that the impact of low self concept due to previous failure in exam contributed to the dropping out of students in the study area. Similarly, Colman (1970) stated that previous failure especially at early years make children to be failure oriented loose self confidence, and do not expect themselves to be successful so they discontinue their education.

Another serious problem that could affect student dropout was frequent absenteeism (items 5). As shown on the table, the mean score response for principals (3.39), teachers (3.54), students (3.44), and the overall weighted mean for the three groups (3.46) are above the median score (3.0). This indicates that it is the major factor for contributing school drop out. Frequent absenteeism from school voluntarily or involuntarily makes students not to attend the lesson provided properly and consequently lead to repeating grades or abandon schooling at all. This finding confirms with (UNESCO, (1998); UNESCO, (2006); Habtamu, (2002)) which stressfully indicated that repeated absenteeism as the prerequisite for students' dropout. Moreover, Adane (1993), revealed that Chronic absenteeism results in high dropout rate (See Table 11).

As shown on item 6 of Table 20, one can easily observed that the mean score for principals (3.64), teachers (3.89), students (3.63) and the overall weighted mean for the group (3.71) are above the median score (3.0). This indicates that poor academic performance of students as the major pupil related factors for their dropout. The possible reason could be work overload at home and lack of academic support from the family at their spare time. This is supported by different literature (UNESCO, (2006); Anderson, (1992); Boyel et.al (2007), Colclough et.al, (2003); Habtamu, (2002)). It has also been reported that poor academic achievement measured by grade, test score and grade retention has been associate with dropping out (Anbesu, 1992). This seems to support the result reported by Tilaye (1997). His finding suggested that one reason for a student's leaving school was his/her poor academic achievement, that is, inability to pass examination at the end of academic year.

The last pupil related variable treated in Table 20 was students' health problem. The mean score of principal (2.47), teachers (2.36), students (2.67), and the overall weighted mean for the group (2.56) are below the median score (3.0) on the likert scale. It is possible to conclude that student's health problem could not be included among the major factors, for drop out of students in the study area. Contrary to this finding, certain studies (Carl-Hill, 2002, Tilaye, 1997, Coombs, 1985) documented that in many developing countries, school children suffer from different diseases and the problem forced them to discontinue their education or perform poor in the school.

To conclude, taking mean score of 3.0 as an average response of respondents, from all pupil related factors, failure in studying hard, low future success expectation, low self concept of pupil, frequent absenteeism and poor academic performance could be included among the significant variable that were related to students dropout in the zone. Thus, taking measure to improve these variables would result in minimizing school dropout rate.

4.4.1.3. Teacher Related Factors

To greater degree, factors related to teachers have impact on students' academic achievement. Well experienced, qualified, motivated teachers in the required number are supposed to bring about greater school efficiencies. To this effect, the table below (Table 21) shows the mean response of the respondents on the factors related to teachers.

Table 21: Present Teacher related factors that may have effect on student dropout

No.	Factors	Respondent	N	$\overline{X}$	Weighted mean
1	Less qualified teacher	P	55	3.62	3.64
		T	140	3.33	
		S	240	3.83	
2	Shortage of teacher	P	55	3.35	3.52
		T	140	3.46	
		S	240	3.6	
3	Poorly motivated teachers in their career	P	55	2.45	2.44
		T	140	2.19	
		S	240	2.6	

From Table 21 item 1, respondents were requested to rate the degree of influence on lack of qualified teacher to the overall efficiency in primary school of West Hararge zone. The mean response of the respondents' principals (3.62), teachers (3.33), students (3.83) and the overall weighted mean of the respondents (3.64) are above the median score (3.0). This indicates that lack of qualified teaches is the major cause for educational wastage. This goes with the report of Oromia Education Bureau which state 38.54 percent of teacher are below the required standards to teach in second cycle of primary in the zone (OEB, 2009). The required standard to teach in second cycle of primary school is diploma (MOE, 1994). From this one can deduce that less qualified teachers are the causes for students quitting of their schooling. The present finding concurs with the

finding of Tilaye (1997) and the report of UNESCO (2006) which clearly, indicated that low quality teachers as one of the main causes of drop-out in the education system. 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. This is due to the fact that poorly trained teachers can not provide better class management as well as attractive lessons so that they can't contribute a lot to the success and retention of students.

As indicated in item 2 of Table 21, the mean response for principal (3.35), teachers (3.46), students (3.6) and overall weighted mean of the respondents (3.52) are above the average response (3.0). It is possible to deduce that shortage of teaches is one of the major causes for dropout of students in the study area.

Similarly, Oromia Education Brueau reported that pupil-teacher ratio in the zone primary school is 82 (OBE, 2009). This is very high when it is compared with the national average which is 57(MOE, 2009). These statistics clearly express that there was shortage of teachers in primary schools of the study area. In line with this finding Losonnen et al (2005) also added that shortage of teachers was likely to increase with HIV/AIDS taking its toll among teachers. As the data obtained witnessed and crosschecked against the existing literature, lack of teachers for upper primary schools was found to be challenge for making students dropping out of school leading to failure in achieving UPE.

Teachers disappointment in their profession is another variable treated in Table 21 item 3. For this variable as shown on the table, the mean score for principals (2.45), teachers (2.19), students (2.6) and the overall weighted mean (2.44)are below the median score (3.0). This shows that the three groups of respondents did not value the impact of this factor as significant (below the average 3.0).

To summarize among the 3 teacher related factors both less qualified teachers and shortage of teachers was identified as significant cause of student dropout. The remaining factor was insignificant for the problems under discussion.

4.4.1.4. Factors Related to School Management

Well trained, visionary and competent school managers are important in improving the efficiency of school. With this regard factors related to management, like training obtained, programs and strategies used to foster school efficiency, and community relations were used in the rating scale. Among the three groups of respondents, the obtained result is presented as follow.

Table 22: Present school management related factors that may have effect on student dropout.

No.	Factors	Respondent	N	$\overline{X}$	Weighted Mean
1	Untrained and inexperienced school leadership	P	55	3.07	3.51
		T	140	3.67	
		S	240	3.52	
2	Inappropriate school rules and regulation	P	55	2.52	2.63
		T	140	2.40	
		S	240	2.79	
3	Poor school community relation	P	55	3.59	3.71
		T	140	3.60	
		S	240	3.8	

As shown in Table 22, item 1, that demands special attention is training. The mean score for principals (3.07), teachers (3.67), students (3.52) and the overall weighted mean for the whole group (3.51) are above the median score (3.0). This shows that the absence of adequate training for school management is the major factor for students drop out of school. The weighted mean (3.51) indicates that the impact is high when compared with other factors since it is above the average (3) on rating scale. In era where science and technology is developing rapidly, managing school without adequate training makes the success of school questionable. The result of this study confirms with what was found by Ayalew (1997) who scholarly pointed out that lack of training of school principal is the cause for low effectiveness of school including higher drop out and repetition rate.

Item number 2 on Table 22 reveals the impact of inappropriate school rules and regulations on the dropout of students. The calculated mean scores of principals (2.52), Teachers (2.40), students (2.79) and the over all weighted mean (2.63) are below the median score (3.0). So this factor is insignificant.

From Table 22 item 3, one can easily observe that school community relation is found to be the major management related factor that contributed to the drop out of student. The mean score for three groups of respondent principals (3.59), teachers (3.6), student (3.8) and the weighted mean (3.71) are above the median score. This reveals that the problem is serious when compared with other related factors. When a sense of ownership is not built among the community members any educational attempt to improve school problem become a futile exercise. Improving students disciplinary problems, budget constraints and enhancing the efficiency and quality of education requires the empowerment of the near by community which calls for sustained dialogue between the community and school management. Despite this reality, the present finding revealed that the absence of strong school community relation alleviate school related problems. Emphatically, Adane (1993) pointed out that high school community relationship is related to high level of school efficiency. In other words, the three groups equivocally replied that poor school community relation is the major management related factors that contributed to school drop out.

With this regard, the PTA members disclosed during FGD that frequent transfer of principals from one-school to another, from education sector to other positions and appointment of less experienced teachers in place were found to be the other major problem.

4.4.2. Out-of-school (external) factors

The other variables that have impact on students' successful completion of a given educational level are factors related to socio-economic and socio-cultural environments of the community. These factors are broadly divided into two major categories: The socio-economic factors and socio-cultural factors of the community. The respondents are requested to rate their degree of influence on drop-out. The following part discusses about the issue in detail.

4.4.2.1. The socio-economic Factors

The socio-economic factors that may influence the efficiency of education system can be seen from societies demand for child labor, inability to afford educational expense, poverty, lack of material and financial support for schooling and others.

Table 23: The extent of the influence of economic factors in facilitating dropping out

No.	Factors	Respondent	N	$\overline{X}$	Weighted mean
1	Lack of material and financial support from parent	P	55	3.98	3.92
		T	140	3.7	
		S	240	4.02	
2	demand for child labor	P	55	4.17	4.37
		T	140	4.23	
		S	240	4.5	
3	High educational cost	P	55	3.75	3.64
		T	140	3.4	
		S	240	3.3	
4	Famine and drought	P	55	3.35	3.26
		T	140	3.21	
		S	240	3.27	
5	Low employment opportunity in the future	P	55	3.67	3.82
		T	140	3.75	
		S	240	3.9	
6	Involvement in income generating activities	P	55	3.88	3.81
		T	140	3.63	
		S	240	3.95	
7	Excessive involvement in domestic activities	P	55	3.50	3.61
		T	140	3.63	
		S	240	4.3	
8	Poverty	P	55	4.47	4.7
		T	140	3.63	
		S	240	3.80	

Lack of material and financial support for schooling are found to be one major variable for students drop out (see item number 1, Table 23). The overall mean response for the three groups of respondents 3.98, 3.74 and 4.02 for principals' teachers and students respectively. Since the weighted mean for whole group response (3.92) above the median score (3.0), the impact of this factor is high. This implies that the economic background of parents is relatively poor to sustain their children in school. Instead, they demand their children to carry out different activities like working in agricultural field, looking after the cattle, fetching water, looking after their younger sibling and other related chores. Poor economic status of parents put the children in all aspects disadvantaged. The result of which is giving up their schooling.

Similarly, Carl-Hill (2002) asserted that in most developing countries many school children perform poor or abandon schooling mainly because of lack of material and financial support. This problem is basically evolved from poverty of parents.

The other issue that warrants special attention is the demand for child labor. It is found to be the second major factors that contributes to drop out of students (see item 2, Table 23). The mean score response for principals (4.17), teachers (4.23), students (4.5) and the weighted mean for the whole group (4.37) are above the median score (3.0). This indicates the impact of this factor is high. As pointed out earlier, this factor reinforces one another, with inability to afford educational expense. With this regard Coloclough et.al (2003) emphatically pointed out that in our country, many children of both sexes who enroll in September, at the beginning of the school year, leave by November because of demands on their labor during harvest time is great. Similarly, (UNESCO, (1998); Habtamu, (2002); Govind, (2003); Workineh; 2000)) pointed out that children's labor was badly needed by poor households for longer hours and so had adverse effect on their school success (See also Table 10 and 11).

As indicated in Table 23 item number 3, inability to afford educational costs (both direct and indirect costs) of education is the major problem that caused student dropout. The mean score of the respondents' principals (3.75), teachers (3.4), students (3.50) and the weighted mean for the whole group (3.64) are above the median score. This shows that the impact of this variable is taken as a significant factor affecting student drop out.

Costs of education can be seen from both direct capital by the government to cover the salaries of teacher, recurrent costs, construction of schools and other foregone expenses in other development areas while from parents perspective it covers all the expense that are spent for stationeries, uniform, shoes, transportation (if any) and the opportunity costs of the child labor. In support of this finding Boyel et.al (2002) and Adane (1993) pointed out that high educational cost as the major factor for students' dropout.

To substantiate the result of this finding with the result of focus group discussion (FGD), question whether, there is expense for their children's education. The PTA members disclosed that there is no direct expense for education, but, there are several hidden

expense paid by students for co-curricular activities, libraries, exam, sport fees and other miscellaneous expenses that the poor family can ill-afford. With this regard, supervisory work process unit and woreda level pointed out that their might be but it is on the voluntary basis (on the consent of the students). This act is quite contrary to the education and Training policy (MOE, 1994) which state that primary education (1-8) is free of any user fees.

As far as the contribution of drought and famine (see item number 4, Table 23) to pupil drop out of school is concerned, the mean score for principals (3.35), teachers (3.21), students (3.27) and the weighted mean for the whole group (3.26) are above the median score. This indicates that the impact of drought and famine in increasing drop out rate is found to be high (above 3.0). From this one can infer that famine and drought are the cause for dropout.

PTA members and interviewed educational experts also confirm that draught had been cyclic in some area of the zone for many decades. This was resulted in loss of large proportion of livestock population, decline of animal out put (Milk and meat) and livestock prices. Among the major effects of these phenomena on school children were lack of money to pay for educational expenses and malnutrition problem.

Item number 5 on Table 23 reveals the impact of low employment opportunity in the future on the rate of drop out of students. It is found to be 4th major factors that contributed to dropout of students. The mean score responses for principal (3.67), teachers (3.75), students (3.9) and the weighted mean response for the whole group (3.82) are above the average point (3.0) on the likert scale. The conclusion that can be derived based on the weight mean score could be low employment opportunity in the future could be related with high dropout rate of students.

Review of research findings shows that the extent to which the educated are employed has an influential effect on the schooling of children (Ellen; 1995; King and Bellew, 1990). 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. This finding confirms with Jursild (1969) which stressfully indicated that 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.

Pertaining to item number 6 on Table 23, the impact of children involvement in income generating tasks out side their home on student survival rate in the educational system of the study area. As it can be seen from the table the calculated mean score for principals (3.88), teachers (3.63), students (3.95) and the overall weighted mean (3.18) are above the median score (3.0). Thus, it is possible to conclude that the involvement of children in income generating activities is a significant factor affecting students drop out.

In line with this Tilaye (1997) reported that the poor economic status of parents obliged the child to sell his/her service to other families in order to support them rather than persisting in school. In this regard, it is common to see that youngsters of the zone understudy give up their schooling in order to work in various places to support their family or to lead their life by themselves (see also Table 17).

The other socio-economic variable treated in Table 23 is excessive involvement of children in domestic activities. As shown in the table the mean response for principals (3.5), teachers (3.63), students (4.3) and the weighted mean for the whole group (3.61) are above the median score (3.0). This reveals that excessive involvement of a child in domestic activities as a significant factor that caused student drop out.

In traditional and backward areas like West Hararge zone, parents emphasize on the service of their children while they are still at young stage. 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 and etc. Girls participate in household tasks such as taking care of siblings or old-age family members, running errands, looking after house, collecting firewood and fetching water from distant places, looking, 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. This result goes in conformity with what has been documented by other researchers (Dirrirsa, 1993; Jabre, 1988) (See alsoTable 10).

In line with this, PTA members and interviewed educational experts of the study woredas also revealed that the contribution of the above mentioned factor to student's dropout of school is very significant. In this regard, during FGD, parents argued that the society of their area need child involvement in domestic work not only for the purpose of getting help but also for a process of socialization, progressively initiating child into work and transmitting skills that will enable them to support themselves and contribute to the community at large.

Another serious problem that could affect student drop out was poverty. As shown in the table, the calculated mean response for principals (4.47), teachers (4.63), students (4.80) and the weighted mean for whole group (4.7) are above the median score (3.0). The impact of this factor is more sever when compared with other factors. With regard to this finding Bishop (1994), pointed out that the reason for dropout lies in socio-economic condition of the people concerned i.e their poverty e.g inability to pay school fees, withdrawal of older children to herd Cattle, sickness due to malnutrition and lack of medical care and for girls withdraw from schools to act as child nurses to the young children while mother are engaged in family duties. Additionally according to UNESCO (2006) approximately 45% of the people in Ethiopia were estimated to be living below the poverty line based on estimate of real adult consumption per day, the majority of whom live in rural area. This poverty at the household level became a constraint to boys and girls attending and staying in school (Rose, 2003).

Similar results were obtained during focus group discussion with PTA members. The PTA members disclosed that people couldn't send their children to school, because they were poor, they don't have enough cultivable land, no grazing land, no cattle, they were starved because they didn't have what to eat. Living by itself became a difficult task. Now, we were waiting for news of settlement in some other areas of Oromia, like Bale.

For these reasons, their children would help them by working some money generating activities like trading and working for some one else for wage payment.

4.4.2.2. Socio-Cultural Factors

Some socio-cultural practices that don't foster formal education have impact on the efficiency of the education system. Early marriage, Teenage pregnancy, fear of abduction or rape, gender bias and so forth were presented for the respondents on the rating scale. To this effect, the under presented table shows the mean response of respondents on the factors related to socio-cultural factors.

Table 24: View of respondents on the effect of socio-cultural factors in aggravating drop out

No.	Factors	Respondent	N	$\overline{X}$	Weighted mean
1	Early marriage (Teenage pregnancy)	P	55	3.65	3.64
		T	140	3.63	
		S	240	3.65	
2	Fear of abduction or rape	P	55	2.72	2.57
		T	140	2.63	
		S	250	2.50	
3	Community (parental) attitude toward girl education (Gender bias)	P	55	3.47	3.40
		T	140	3.31	
		S	240	3.43	
4	Lack of family awareness	P	55	3.54	3.71
		T	140	3.55	
		S	240	3.82	

The weighted mean value (3.64) for the early marriage of girls as a cause for the girls' dropping out of school was found to be high. In line with this Colclough et.al (2003) reported that girls in Ethiopia are married as early as eight years fo age and almost half of the girls who had never enrolled in school and one third of those who had dropped out were either married or divorced. Similar findings were made by kokeb (2007) and Rose (2003), that early marriage of girls was one of the major factors that cause student to drop out of school. Moreover, Coleman (1994) clearly demonstrated the link between early marriage and child bearing and school early leaving for girls.

Moreover, pregnancy, as corollary of early marriage of girls, had high influence on the dropout of girl student. This idea was supported by Rose (2003), who revealed that the existing social attitudes toward pregnancy would lead students not to completing their education which meant that pregnant girls either repeat or dropout of school. Similarly, Carl-Hill (2002) reported that Teenage pregnancy as a constraint to girls' survival rate in education system. Girls' dropout, due to unwanted pregnancy at their early years' lack of adequate time for the study and readiness to take exam. It is also to be noted that free sexual inter course 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.

The weighted mean value (2.57), categorized fear of abduction of rape as a factor for low impediment on the dropping out of students from schooling. Contrary to the above finding Rose, (2003) mentioned that in some areas of Ethiopia, girls sometimes get abducted on their way to school or even from within the school compound itself by the parents of boys for marriage to their sons, as a result of which some parents refused to send their daughter. Interview and focus group discussion with PTA members on abduction, mentioned that these days there were no true abductions. What people called abductions, according to the informants were, what girls in the age of puberty arranged for themselves, for pretension. Otherwise, abductions these days were rare, due to the influence of law and ease of communication between boys and girls.

The weighted mean value (3.40) for parental attitude toward girl education as a cause for girls' dropping out of school was found to be high. In line with this Miller (2002), states traditional constraints such as school related problems which lead to safety and cultural concerns might force parents not to send girls to school or make them dropout. Similarly, according to the findings of Rose (2003), Coats (1994) and Whyte et al., (1985) females were viewed traditionally as mothers and home makers so that no need or position for their education. This might force them to dropout of school.

The weighted mean value (3.71) for parental lack of awareness as a cause for dropping out of students was found to be high. The finding concurs with the study made by (Tadesse, 1974; Genet, 1991; Seyoum, 1991) which revealed lack of awareness as the cause for students' persistence in school, especially for girl.

To wide up, parents' lack of family awareness, early marriage and parental attitude toward girl education contributed for dropout students in primary schools of West Hararge zone.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter was concerned with the summary, conclusion and recommendations made to the study consecutively.

5.1 Summary

This study was concerned with students' dropout problem in second cycle primary schools of west Hararge zone. The main purpose of the study was to investigate the magnitude of the problem (dropout) in the primary schools of the study area and its intensity by grade levels and gender of the student population. It also attempted to assess the major factors that caused the students subject to dropping out of schools. To arrive at this end, the following basic questions were raised.

1. What is the trend of dropout rates in second cycle primary schools of West Hararge zone in the past 4 years as seen in terms of students attribute (sex and grade level)
2. What are the major out of school factors that contribute to student dropout of school?
3. What are the major school related factors that contribute to student dropout of school?

The study was conducted on 30 complete primary schools using simple random sampling technique. These schools were selected from 7(seven) Woredas and one town administration. The subject of this study were 240 pupils who had dropout experience, 140 teachers, 55 principals (both principal and vice) who was randomly selected from the sample schools. In addition to this, supervision work process owners from Woreda and zone who are directly concerned with the issue were included in the study and interview was held with them. FGD was also conducted with PTA members found in sample schools to know the pressing problems behind dropout. Furthermore intensive document analysis was made.

The data were analyzed using statistical tools like frequency, means, weighted means, percentage and spearman's rank correlation coefficient. The analysis employed resulted in the following major findings

- As far as personal characteristics of the respondents are concerned, 89.1% of the principals and 54.3% of the teachers were male respondents while females only account for 10.9% of the principals and 45.7% of the teachers. In both cases, the proportion of female teachers is smaller, through the issue is more sever in the case of principals. With regard to their age 83.7% of the teachers are within the age range of 21-40 years. Moreover, 74.5% of the principals and 45.7 percent of teacher are diploma holders while 50% of teachers have certificate. Only 20% of principals have relevant training (Educational planning and Management), while the over whelming majority (80%) do not have relevant training that fits to the position. On the other hand, 97.7% of teachers received training in other teaching areas.
- Relevant experiences in teaching and managerial position are important for improving the efficiency of the education system. Hence, 81.8% of the principals and 75.7% of the teacher have served for 6-15 years in the current position (as principals and teachers respectively). With regard to pupil respondents, 53.3% of them were males while the remaining 46.7% were female. Age wise, 89.2% of the dropouts were above 15years.
- It was found that the rates of dropout of the study area were increased from 12.9 percent in 2006/07 to 14.8 and 16.4 percent in 2007/08, 2008/09 respectively and then decline to 12.2 percent in 2009/10 academic year.
- In 2006/07 academic year, the highest rate of dropout among boys (14.7%) and among girls (16.4%) occurred in grade 5 and 7 respectively. In 2007/08 the highest rate of dropout among boys (19.9%) and among girls (15.6%) occurred in grade 7 and 5 respectively. In 2008/09, the highest rate of dropout among boys (21.1%) and among girls (17.7) occurred in grade 6 and 8 respectively. In 2009/10, the highest rate of dropout among boys (16%) and girls (13.8%) occurred in grade 6 and 5 respectively on the other hand, except for the year 2008/09 the least rate of drop out for both sexes occurred in grade 8.

- It has also been evident that in all academic years except 2006/07, the overall dropout rate was higher among boys than girls.
- There is significant relation between parents living condition, income level, occupation, and family size of the students' parent and the academic status of the students. Dropouts were from large, non-intact, poor and farmer families. Furthermore, there is a relation between parental educational, background and the academic status of the students. Dropouts were from illiterate families that they didn't get adequate academic support as far as their education is concerned. The educational level of the parent is the single best predictor of how long children will stay in school and how well they will perform scholastically.
- The peak time for students' absence is between December and January
- Work burden around their home has grate impact on the academic status of the students. 85% of the dropout work for one up to six hours per day.
- Discouragements due to low scholastic achievement and academic failure have grate impact on the academic status of the students. All dropouts were subject to repeating grade once or more than once.
- With respect to grade level of quitting school the majority of students indicated that they quite their schooling while they were in the first cycle (1-4). Therefore, dropout is more serious at lower level of schooling.
- Primary schools of west Hararge zone suffer from serious shortage of educational facilities like laboratory rooms, clean water and separate latrine house for boys and girls. With this report the absence of adequate latrine house were the causes of communicable diseases like diarrhea.
- Low quality teaching, lack of facilities, school distance, curriculum irrelevance, rigid school calendar and large class size with the overall mean of 3.95, 3.73, 3.65, 3.61, 3.49 and 3.4 respectively were the major school related factors that hampered the efficiency of the system.
- Teachers' related factor like less qualification (3.64) and shortage of teachers (3.52) were the two other major factors that aggravate student dropout. Moreover, lack of training on the part of school manages and poor school community

relations with the overall mean of 3.51, and 3.71, 3.35 respectively were the other bottlenecks for efficiency.

- ❖ The problem of dropout in primary schools of West Hararge zone partly emanate from the pupils themselves. Low future success or expectation with the overall mean of (3.75), poor academic performance (3.71), frequent absenteeism (3.46) failure in studying hard (3.38) and low self conception due to previous failure in examination (3.1) were the major cause for educational wastage.
- ❖ The socio-economic factors that had great influence on the efficiency of the system were poverty (4.7), demand for child labor (4.37), lack of material and financial support from parents (3.92), low employment opportunity in the future (3.82), involvement in income generating activities (3.81), high educational cost (3.64), excessive involvement in domestic activities (3.61) and Famine and drought (3.26). The effects of these factors were found to be dominant in aggravating students' dropout.
- ❖ Finally, socio-cultural impediments have again effects on student dropout. Respondents rating revealed that early marriage (Teenage pregnancy) (3.64) parental attitude toward girl education (3.4) and lack of family awareness (3.71) were included among the major cause for student dropout in the primary schools of west Hararge zone.

5.2 Conclusion

The causes of dropout in primary schools of west Hararge zone are the results of various inter-related and inter woven factors. The multivariate nature makes the problem more complex and make difficult to identify one single factor. Despite this, low quality teaching, lack of school facilities, large class size, lack of qualified teachers, absence of adequate training for both managers and teachers, shortages budget and poor school community relation were found to be the cause behind the dropout of students. Poor academic performance of the students, low future success expectation and repeated absenteeism on the parts the student were also the cause of dropout. The impact of educational costs (both direct and indirect), high level of poverty, demand for labor, lack of material and finance support, involvement in income generating activities, famine and

drought, low employment opportunity in the future, early marriage (Teenage pregnancy), lack of family awareness and community (parental) attitude toward girl education were the major extraneous variable that caused students to dropout class. It still remains true that the cumulative average impact of out-of-school factors was found to be significantly more serious effect in aggravating student dropout than the corresponding school related factors.

5.3 Recommendations

To decrease (reduce) the rate of dropout of students in primary schools of West Hararge zone, the following recommendation are suggested.

5.3.1 Recruiting More Teachers

Shortage of teachers was identified as one of the major cause of dropout in the study area. Therefore, hiring teachers by assigning sufficient budget through discussion and negotiation of the Woreda cabinets and education heads are crucial. Thus the efficiency of primary schools would be improved leading to the status of enabling the UPE accomplishment as planned by the state.

5.3.2 Improving Quality of Education

The study revealed that low quality teaching, lack of school facilities and large class sizes were the major institutional factors that affect the dropout of students. Hence improving the general quality of education has paramount importance. Improving quality in turn call for enhancing the quality of inputs and the teaching learning process to the expected level. Therefore the following major points are considered to improve quality.

5.3.2.1 Training and Motivating Teachers

Teachers, perhaps play the most important role in improving the quality of education. Quality of teachers expressed in terms of diploma achieved, experience obtained and commitment to once own work plays vital role in reducing students' dropout. Therefore capacitating teachers through training on continuous and sustainable base is highly commendable. Although there are efforts to upgrade teaches' qualification through summer and regular training program to some extent, revising the training mechanisms

and contents and lengthen the duration of training seems crucial. In addition to this, short term training and experience sharing activities should be strengthened among teachers with the help of schools, cluster resource centers, woreda and zone. This again should be followed by the necessary benefit ranging from salary increment to appropriate recognition and other moral related issue that may motivate teachers.

5.3.2.2 Improving School Facilities

Improving school facilities are the other input-related issues that enhance quality of education, which again leads to efficiency. Building additional classrooms (not necessarily expensive), providing separate latrine house for sexes, clean water, laboratory and library service should be strengthened. This could be done by mobilizing the near by community, school committee members teachers, students and other non-governmental organization that support primary education. The community may provide free labor, local materials and idea support for the accomplishment of these tasks. Beyond the financial, material and moral support obtained from stakeholders, school should strive for change to bring about quality education by generating their own income by renting sport fields, preparing different conference, establishing school supporting groups, efficiently utilizing their agricultural field and so forth depending on the local situation of the individual school.

5.3.2.3 Providing Guidance and Counseling Service

Poor academic performance of students, low future success expectation and repeated absenteeism were the major pupil-related factors that hampered the efficiency of the system. Therefore, it is high time to provide well-documented guidance and counseling service on different academic issue and other related factors for students. Students should be convinced from the out-set that they are the prime beneficiaries of their education. Hence, continuous and sustained support system mandatory for students to produce quality as well as maximum number of graduate from schools. Beside of this, establishing condition for frequent feedback mechanism on the academic progress of students is very important before students' dropout or repetition which could be done by teachers.

5.3.2.4 Training and Assigning Competent Educational Leaders

Lack of training on the part of school managers was found to be the other problem for educational wastage. Therefore, training and assigning them according to their training is so crucial. Trained, committed and visionary school leaders will have the ability to see the problems of school in general and inefficiency in particular. Thus create strong link with the near by community to solve the identified problem through planning, coordinating continuous monitoring and evaluation of the system is vital. Hence, training and assigning educational managers seems mandatory if dropouts are to be reduced.

5.3.2.5. Supervision and Support to Teachers

In addition to training provided at a given institution, necessary supervision should be provided for teachers to bring about efficiency in education. Therefore, strengthening supervision activities on scientific basis beyond the traditional ways seems of high credit. It should go beyond its current ritual practice and tailored to action oriented activities that may bring real change in the life of the children and educators.

5.3.3. Diversifying Mode of Delivery

Demand for child labor is found to be the other factor that impedes the efficiency of the education system. Therefore, strengthening Alternative Basic Education for those children who couldn't attend on regular education program is a must. This is especially true for low land areas where parents move from place to place in search of water and grazing lands for their cattle. Moreover, flexible scheduling of school calendar is also another means to reduce the rate of drop out particular during the harvest time.

In relation to the above suggested solution, strengthen adult and non-formal education for parents and youth have great importance in increasing the persistence of children in schools. This is partly because parental education is associated with higher socio-economic status and thus, with their being in a better financial position to persist their children in school. Therefore, diversifying mode of delivery in general for both children and parents has paramount importance in reducing dropout.

5.3.4 Promoting Community Awareness Through Continuous Dialogue

The study vividly pointed out that early marriage, lack of awareness and follow up on the parts of the community were the major bottlenecks that enhance dropout of students. Hence, creating forum for open discussion between the school and the community is highly valuable. Sensitization of the community on the value of education on sustainable basis is crucial in resolving cultural impediments that affect the schooling of children, especially that of girls. There is a need to do more, beyond the legal enforcements. The parents should be convinced to educate their children. This could be done by using different formal role models from the community, religious elder and other known people from the near by community. Creating a sense of competition in educating children's among parents and praising parents who educate more children especially daughters, are very important. Arranging this condition is mainly shouldered by school managers, teachers, PTAs and school board members.

5.3.5 Devising Various Support Mechanisms

The socio-economic factors were found to be the major cause for students' dropout. Inability to afford educational expense was the major problem. Therefore, launching mechanisms for totally abandoning any sort of fee is mandatory. Moreover, providing support for economically poor children on the basis of detailed information from the nearby community, student themselves and teachers is extremely important. Practical experience from some wordas show there is support club established by the students themselves, which buys stationeries for economically poor students. Still more, devising program for school feeding especially at lower level of primary seems important to reduce the sky rocketing rate of drop outs at grade one.

In some cases, the government provides food for food insecure woredas, especially, in low land areas. This support mechanism should be tied with children in the school who do not have adequate support. Finally, looking for NGOs and other organization that support economically poor children in school is the other alternative to curb the above problems. This could be done by the school managers, teachers, parents or woreda education officials independently or jointly.

5.3.6 Building of Boarding Schools (for semi-Pastoralist area of the Zone)

In addition to solving problem of school home distance and pupils discontinuing school because of parents' mobility, boarding schools, can also minimize school children excessive involvement in domestic as well as income generating tasks. These schools, however, should be located at well-known stopping places of the area so as to facilitate communication between the boarding children and their parents.

5.3.7. Making Curriculum Relevant

The finding of this study also revealed that curriculum irrelevance is one major factor for high dropout rate in the study area. Moreover, the contents of the curriculum include agricultural, environmental, health, family skills and self-employment job creation components. These will play a paramount importance in the reduction of dropout rate in the schools.

5.3.8 Earlier Identification of Potential Dropout

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 dropout at an early stage.

5.3.9 Creating Job Opportunities for the Graduate

The Probability of Persisting in school is highly dependent on the opportunities that graduate get in the world of work. 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, the regional zonal and woreda government level that could bring about sustained solution.

5.3.10 School Location Planning

Since school distance was identified as one of the main cause of student dropout in the study area, construction of carefully planned low cost schools closer to the community is mandatory.

5.3.11 Conducting Further multivariate and Longitudinal Research

The problem of dropouts stems from various conglomerate of factors. There is no single factor that solely caused inefficiency. Therefore, conducting further multivariate and longitudinal research and taking necessary measure that fits with the prevailing situation both at the regional and national level is strongly suggested.

REFERENCES

Published Books

Action AID (2003). **Global Education Review**. London: Action Ald.

Akarang, S (1995). **Education for Nomads in Eastern Africa.** Paris: UNEWCO/IIEP.

Anderson, B.M (1992). **Education for All: What are we Waiting for**? New York: Untied Nations Children's Fund Programme Publication.

Assefa Beyene (1991), **Female Participation and Performance in Rural Primary Schools in Ethiopia.** Addis Ababa: ICDR, MOE.

Atchoarena, D. and Gasperini, L. (2003). **Education for Rural Development: Towards New Policy Response**. Rome: FAO.

Beckley, M.S (1990). **The Marginalized in Education (with Special Reference to Siera Leone); What Groups and Why? In Africa Thoughts on the Prospects of Education for All**. Dakar-UNESCO.

Best, J.W and Kahn, V.J (2003). **Research in Education** (9th ed). New Delhi: Prentice Hall of India PL.

Bishop, G. (1994). **Alternative Strategies for Education.** London: MaCmillan Education Ltd.

Boyle, S. et.al (2002). **Reaching the Poor: The "costs' of Sending Children to School. A Six country Comparative Study**. Department for International Development (DFID).

Brimer, M.A and Pauli, L. (1971). **Wastage in Education**. Paris: UNESCO.

Carl-Hill, (2002). **Education for Nomads in East Africa**. Paris: UNESCO.

Chantavanich, A., S. Chantavanich, and G. Fry (1990) **Evaluating Primary Education: Qualitative and Quantitative Policy Studies in Thailand**. Ottawa: IDRC.

Colclough, C. (1980). **Primary Schooling and Economic Development: A Review of Evidence**. Washington D.C: The World Bank.

Colclough, C. et.al (2003). **Achieving Schooling for All in Africa: Costs, Commitment and Gender**. England: Ashagate Publishing Company.

Colman, G.G. (1970). **Truancy, Chronic Absenteeism and Dropout**. New York: William Gladden Foundation.

Coombs, P.H. (1985). **The World Crisis in Education: The View from the Eighties**. New York: Oxford University Press.

Cresswell, J.W (2007). **Designing and Conducting Mixed Method Research**. USA: SAGE Publication.

Dale, N.B and V.W. Griffty (1970). **The Condition of Education**. Washington, DC: U.S. Government Printing Office.

Dunca, W. (1984). **Educational Planning in Developing Countries**. Stockholm: Almaquist and Miskell International.

Elleni Tedla (1995). **Sankofa: African Thought and Education**. New York: Peter Lang.

Fasil, et. al (1975). **Educational Outcomes Measurement in Developing Countries**. Washington D.C.: George Town University.

Goham. A (1980). **Education and Social Change in a Pastoral Society: Government Initiatives in Kenya Massai Land**. Stockholm: University of Stockholm.

Gomm, R (2008). **Social Research Methodology (2nd ed).** London: Palagrave MaCmillan.

Govind, R. (2003). **Basic Education: Making It work for the Poor Experiences from South in Joscephine, Y(ed): Globalization and Challenges for Education**. New Delhi: SHIPRA Publication.

Graham-Brown, S. (1991). **Education in Developing World: Conflict and Crisis**. London: Longman.

Hallak, J (1990) **Investing in the Future: Setting Educational Priorities in the Developing Countries.** Paris: UNESCO.

Jabre, B. (1988). **Women's Education in Africa: A Survey of Field Projects in Five Countries**. Paris: UNESCO.

Jersild, A.T (1969). **The Psychology of Adolescence** 2nded. New York: The MaCmillan Company.

King. E., and R. Bellew (1990). **Gains in the Education of Peruvian Women 1940-1980.** Washington, DC: World Bank.

Lockheed, M.E and Verspoor, M.A.(1994). **Improving Primary Education in Developing Countries**. Washington: World Bank Publication.

Lockheed, M.E. and Verspoor, A.M. (1991).**Improving Primary Education in Developing Countries**. Washington D.C.: World Bank.

Lossanen et.al (2005). **Education and Training in Ethiopia: An Evaluation of Approaching EFA Goals.** Helsinki, IER. Jyvaskyla.

Magnen, A. (1991). **Education Project: Elaboration, Financing and Management.** Paris, UNESCO.

McMahan, W.W (1987). **Externalities in Education in Psacharopaulose, G (ed): Economics of Education: Research Studies**: England: Pergamon Press.

Minga, N. (1997) **Decentralization in Education: The Ethiopian Experience**. Kyoto World Bank.

MoE (1994). **Education and Training Policy.** Addis Ababa; EMPDA.

____ (2003). **Education Statistics Annual Abstracts** (1998 E.C/2005-2006 G.C). Addis Ababa MOE, EMIS.

____ (2005). **Education Statistics Annual Abstract** 2003/04 G.C. Addis Ababa: EMIS.

____ (2009) **Education Statistics Annual Abstract Education Sector Development Program Planning and Policy Analysis Department.** Addis Ababa.

MoFED (2006). **A Plan for Accelerated and Sustained Development to End Poverty** (PASDEP) 2005/06-2009/10. Addis Ababa.

Odega, A. and Henveld, W. (1995). **Girls and Schools in Sub-Saharan Africa: From Analysis to Action**. Washington D.C: World Bank.

OEB (2009). **The Millennium Education Statistics Annual Abstract**. Finfine: Eth-Cana PLC.

OECB (2004): **Educational Annual Abstract**: Finfinne: EMIS.

Philip, A.M (1975). **Basic Education: A World Challenge.** London: John Wiley Sons.

Psacharopoulos, G and Woodhall, M. (1995) **Education for Development: An Analysis of Investment Choices.** New York: World Bank.

Psacharpoulous, G. (1982). **Inequalities in Educational Development**. Paris: UNESCO.

Rose, P. (2003) **Can Gender Equity in Education be Attained? Evidence from Ethiopia**. UNESCO Global Monitoring Report, London University of Oxford.

Sadik, N. (1991). **The State of World Population 1991**. New York: United Nations Population Fund Agency.

Simmons, J (1980). **The Education Dilemma: Policy Issue for Developing Countries in the 1980s**. Oxford: Pergamon Press.

Singh, Y. K (2007). **Research Methodology**. New Delhi: APH Publication Corporation.

Stevens, W.R. (1993): **Education in American Life**. Boston, MA: Houghton Mifflin.

Taylor, P. (1997) **Contextualizing Teaching and Learning in Rural Primary Schools**. London: Department of International Development.

Tegegne Nuresu (2003). **Basic Indicators of Educational Systems' Performance**. Harare: National Educational Statistics Information System (NESIS).

Teshome Nekatibeb (2003). **Low Participation of Female Students in Primary Education: A case Study of Dropouts from the Amahra and Oromia Regional State in Ethiopia.** Addis Ababa, UNESCO.

UNESCO (1966). **An Asian Model of Educational Development Perspectives for 1965-80**. Paris: UNESCO.

_____ (1985). **Educational Planning in the Context of Current Development Problems**. Paris: IIEP.

_____ (1988). **Educational Reform. Bulletin of the UNESCO principal Regional Office for Asia and Pacific**. Bangkok: UNESCO.

_____ (1995). **Development Since Jomtien-EFA in the Middle East and North Africa**. Paris: UNESCO/IIEP.

_____ (1998). **Wasted Opportunities: When schools Fail (Repetition and Dropouts in Primary Schools**). Paris: UNESCO

_____ (2002) **Financing Education-Investment and Returns: Analysis of the World Education Indicators**. Paris: UNESCO Publishing.

_____ (2003). **Gender and Education for All: The Leap to Equality. Paris**: UNESCO Press.

_____ (2004). **Education, Universal primary Education and the Gender Goals**. Paris. Graph print.

_____ (2006). **Literacy: The Core of EFA Global Monitoring Report**. Paris: UNESCO Publishing.

UNESCO-UNICEF (1987). **Meeting the Challenges of Basic Education and Literacy in Latin America and the Caribbean**. Paris: UNESCO-UNICEF Cooperative Program.

Wagner, A.D (1993). **Literacy, culture and Development: Becoming Literate in Morocco.** New York: Cambridge University Press.London.

WCEFA (1990). **World Declaration of Education for All and Framework for Action to Meet the Basic Learning Needs**. Jomtien: Thailand.

Welkowit Z.J., Ewen, B.R., and Cohen, J. (1991) **Introductory Statistics for the Behavioral Science**: USALHBT Publisher.

World Bank (1975). **The Assault on World Poverty: Problems of Rural Development. Education and Health**. Baltimore: World Bank.

_____ (1980): **Education Sector Policy Paper**. Washington D.C, World Bank.

_____ (1996). **Priorities and Strategies for Education**. Washington D.C: World Bank.

_____ (2005). **Education in Ethiopia: Strengthening the Foundation for Sustained Progress.** Washington D.C.

Unpublished

Abebayehu Aemero, (1995) Women's Participation in Educational Administration in Ethiopia. Unpublished Master's Thesis, AAU.

Adane Tessera, (1993) Wastage in Primary school of Bahir Dar Awaraja.Unpublished Maters Thesis, AAU.

Alexander, K., Entwisle, D., and Kabbani, N., (2001), The Dropout Process in Life course Perspective: Early Risk Factors at Home and School. Unpublished Research Report, New York.

Anbesu Bizen, (1992) Educational Opportunities and Disparities in Ethiopia. Unpublished Research Report, ICDR.

Ayalew Shibeshi, (1991) Approaches to Educational Organization and Management. Unpublished Teaching Material, AAU.

Degarge Minale (1998). Regional Disparities in Primary Schools of Ethiopia: Implication for Policy Making and Educational Planning. AAU, Unpublished MA Thesis.

Dirrirsa Birbirso (1993). Female Participation in Primary and Secondary Education Post-1974 Ethiopia. Unpublished Master's Thesis, AAU.

Ediger, M. (1987) School dropouts, Absenteeism and Tardiness. Unpublished Document Resume, ERIC Reports.

Elementary Teachers' Federation of Ontario (2002) Ensuring Equity for Elementary Students. Submission to Education Quality Task force Ontario. Unpublished.

Glennie, Elizabeth J & Elizabeth Stearns (2002) Early Dropouts Reasons for Leaving school Individual and Contextual Correlates. Unpublished Research Report, Sanford Institute of Public Policy.

Hyde, K.A.L (1989). Improving women's Education in Sub-Saharan Africa. Unpublished Document Resume, ERIC Reports.

Kokebe Demeke, (2007). Performance Assessment of Primary Education with Respect of EFA Goals: The Case of East Shoa Zone. Master's Thesis, Addis Ababa University Unpublished.

Lisanu Ashebir, (2004). Factors Affecting the Internal Efficiency of primary Schools in Tigray Rgion. Master's Thesis, Addis Ababa University, Unpublished.

Nigatoloum, M (1987) Childhood Marriage and Early Pregnancy in Central Africa Republic. Unpublished Report on the Regional Seminar on Traditional Practices Affecting the Health of Women and Children in Africa 6-10 April 1987, Addis Ababa

Seyoum Terfera, and Ayalew Shibeshi (1989) Fundamental of Educational Research: For Students and Beginning Researchers. Unpublished Instructional material. AAU.

Suliman, El Daw A. (2002). Why are the children out of School? A paper for the ERF 9th Annual conference, Cairo.

Tadesse Mengesha, (1974) Primary School Dropouts in Rural Ethiopia: Planning and policy Implication. Unpublished Ph.D. Dissertation, University of Wisconsin.

Tilaye Kassahun (1997). Gender Specific Investigation into the problem of High school Dropouts in the Amahra Region. Unpublished Master's Thesis, AAU.

U.S. Department of Education (1999) Taking Responsibility for Ending Social Promotion: A Guide for Educators and State leaders. Unpublished Research Report, New York.

World Bank, (1982) The Current Situation of women in Ethiopia. Unpublished Report paper to the World Bank, University of Stockholm.

Zenebework Tadesse, (1976) The condition of women in Ethiopia. Unpublished Research Report, Addis Ababa.

Ziyad Engidashew, (2004) Provision of primary Education for Pastoral Afar children in Afar Region: Challenges and Opportunity. Master's Thesis, Unpublished, AAU.

Journal

Assefaw G. Egziabiher, and Menna Mehari (1995) Women's Education and Position in Soceity with Special Emphasis on Sexist Biases. **The World of Education**, Vol.14, No.1.

Astone, N.M., & McLanahan, S.S. (1991). Family structure, parental practices, and high school completion**. American Journal of Education**, 56,309-320.

Ayalew Shibeshi (1997) Policy Implications of the Dropout Rates in Ethiopian Schools. In Fukui, K; Kurimoto, E. and Shegeta, M. **Ethiopia in Broader Perspective, Papers of the XIIIth International Conference of Ethiopia Studies**. Kyoto: Namkamish; printing.

Brodbelt, S. (1986). Absenteeism: Critical Problem in Learning" **Journal of Learning Disabilities**. Vol.19, No.8.

Cammish, N.K. and C. Brock (1994) State, Status and the Status Quo: Factors Afecting the Education of Girls. **International Journal of Educational Development**. Vol.14, NO.3.

Epstein, I. (1988). Schooling and Disadvantaged in Sirilanka and Other Rural Situations **Comparative Education**. Vol.24, No.1.

Genet Zewdie (1991). Women in Primary and Secondary Education. **Gender Issues in Ethiopia.** Addis Ababa: AAU.

Habtamu Wondium (2002) A Study of Dropout in Selected Primary Schools of Two Regions in Ethiopia. **The Ethiopian Journal of Education.** Vol 22.No.2.

Levy, M.B. (1971) Determinants of Primary School Dropouts in Developing Countries. **Comparative Education Review**, Vol.15, No 1.

Natriello, G., E.L. Mc Dill, and A.M. Pallas. (1985) Raising Standards and Retaining Students. The Impact of the Reform Recommendations on Potential Dropouts. **Educational Leadership**, Vol.43 No.1.

Patrinos, H.A. and Psacharopoulos, G. (1996) Socio Economic and Ethnic Determination of Age-grade Distribution in Bolivia and Guatemalan Primary Schools **International Journal of Education Development** Vol.16, No.1.

Philips, V. (1996) Education and Development. The **Ethiopia Journal of Economics**, Vol.5, No.2.

Roderick, M. (1994). Grade retention and School Dropout: Investigating the Association **American Educational Research Journal**, 31, 792-759.

Rumberger, R.W. (1987). High School Dropout: A **review of issue and evidence: Review of educational research**. Vol.57, No.2.

Seyoum Teferra, (1986) The Education of Women in Ethiopia: A Missing Piece in Development Puzzle. **The Ethiopian Journal of Education**. Vol.10, No.1.

Shresta, G.M (1986) Determinants of Educational Participation in Rural Nepal **Comparative Education Review**, Vol.30, No.1.

Tanguaine, S. (1990) International Year Book of Education Literacy and Illiteracy in the World" Situation, Trends and prospects **Review of Educational Research** Vol.42 No.3.

Tilaye Kassahun (1999). The problem of secondary school dropouts in East Gojjam. **The Ethiopian Journal of Education** Vol.11,No.1

UNESCO (1984). Wastage in Primary Education 1970-1980. **Prospects,** Vol.14, No.3.

Zimiles, KH., and V.E. Lee (1991). Adolescent Family Structure and Educational Progress**. Developmental Psychology** Nol.27, No.2.

Web Site Sources

Ethiopian National Action Plan. http.//flame.org/documents/Ethiopia.htm/

Larsen, K. and Hasen, M. (2003). Perceptions of Knowledge and Coping Strategies in Nomadic Communities. The case of Hawawir in Northern Sudan: Retrieved on 28 Nov, 2010 from http//www.dry land group.

UNDP (2009). Millennium Development Goals, Retrieved on 28 Nov. 2010, from http://www un.org/millennium/declaration.

World Bank (1994) Improving Madagascar's primary Education; A focus on School Retrieved on 28 Nov, 2010 http//wwww. World Bank org.

World Bank (2009). Education for All (EFA). Retrieved on 13th Dec. 2010, from http://90. World Bank. Org.

Appendix A

ADDIS ABEBA UNIVERSITY

Collage of Education

Department of Educational Planning and Management

A questionnaire to be filled by second cycle primary school dropout returnees

Dear learners

The purpose of this questionnaire is to assess the major factors that contributed to students dropout problems in west Hararge Zone of Oromia Region so as to forward suggestion to improve academic achievements. Your experience, feelings and suggestions are worthwhile for the study and I am confident that you students appreciate the efforts and cooperate by offering honest and frank response.

Thank you

Direction

Give Short And Brief Answer For Items Requiring Completion And Put "X" Mark For Items Requiring Selection In The Space Provided.

1. Name of your school_____ woreda_____
2. Age a, 13__15_____ c. 20__23_____
   b. 16__19_____ D. 24 and above_____

3. Sex a. Male _____ b. Female_____

4. Residence a. urban --------- b. rural

5. Marital status a. Single_____ b. Married_____ c. Divorced_____

6. At which grade did you dropout?

   A. First cycle (1-4) _____ b. 5^{th}____ c. 6^{th}____ d. 7^{th}____ e.8^{th}____

7. Number of families your parents support

a. small (< 5 persons)-------- b. average (5 persons) --------- c. large (greater than 5 persons) ----------

8. What is your birth order in the family?

a.1st _____ c.3rd____ e. 5th _____
b.2nd _____ d.4th_____ f. above 5th _____

9. Are your parents alive?

A. Both my parents are alive_____
B. Only my father is alive_____
C. Only my mother is alive_____
D. Neither of them is alive_____

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

	Father	Mother
A. Illiterate	_____	_____
B. Only able to read and write	_____	_____
C. 1st cycle primary school (1-4)	_____	_____
D. 2nd cycle primary school (5-8)	_____	_____
E. Lower secondary school (9-10)	_____	_____
F. Upper secondary school (11-12)	_____	_____
G. Diploma	_____	_____
H. Degree	_____	_____

11. What is your parent's occupation?

	Father	Mother
A. Regular government employee	_____	_____
B. Farming	_____	_____
C. Handcraft (wood work, metal work)	_____	_____
D. Daily laborer	_____	_____
E. Not working dependent on offspring	_____	_____
F. merchant	_____	_____

12. The average monthly income of your family is

a. below 300 birr_____ c. 451__600 birr_____ e. 751__900 birr____

b. 300__450 birr_____ d.601__750 birr_____ f. > 900 birr____

13. Did you support your family by participating in household chores and activities around your homes?

A. Yes____ b. No____

14. . If the response for question No 13 is "a" , on the average , how many hours per day did you work inside the house ?

A. 1__3 hrs_____ C. 7__9 hrs_____
B. 4__6 hrs_____ D. above 9hrs____

15. The average number of students in a class of your school?

A. From 50-60 _____ C. From 71-80 _____
B. From 61-70 -------- D. 81and above--------

16. Rate the adequacy of the following facilities (services) and teaching learning materials in your school by putting ✓

5 very sufficient 4 sufficient 3 average 2insufficient
1 not available

No	*Items*	*Rating*				
		5	*4*	*3*	*2*	*1*
A	*Class size*					
B	*Library service*					
C	*Pedagogy center*					
D	*Laboratory equipment and service*					
E	*Chair*					
F	*Text book(for each subject)*					
G	*Toilet(separate for boys and girls)*					
H	*Clear drinking water*					
I	*Sport Filed*					

17. What is your opinion regarding the difficulty of curriculum for second cycle primary education as compared to student's maturity and time?

A. Very difficult _____ b. difficult _____ c. Medium_____
D. Simple _____

18. Does the content of most subjects covered within specified (allotted) time?

A. yes _____ B. No _____

19. How much do you agree that the curriculum is relevant to respective grades in terms of student need?

A. Strongly agree _____ b. Agree_____ c. Undecided_____
D. Disagree_____ e. strongly disagree_____

20. What Is the average distance (In Kilometers) that you travel from your home to school as far as you know

a. 1-3 kms_____ b. 4-6kms _____ c. 7-9 km s_____ d. 10-12kms_____
e. others _____

21. From the time you begin primary education till now, how many time, have you repeated grade?

A. None_____ c. Twice _____
B. Only once_____ d. Three times_____ e. Four times_____

22. Approximately, how many days were you absent from school during the last semester?

A. 3-6 days_____ c. 11-14 day's _____ e. I have no absent_____
B. 15-18 days_____ d. 7- 10 days_____

23. What is the peak time for the majority of students for absence of school?

A. September to November _____ C. February to march _____
B. . December to January_____ D. April to June_____

24. At what ranges of ages do you think girls in your locality most commonly marry?

a. 12__14 year's_____ c. 17__18years_____

b. 15__16 year's_____ d. 19__20 year's ____ e. above 21 years ____

25. What do you think parents in your locality would like their daughter be in the future?

a. Good mother _____ b. Religious woman_____

c. Good merchant_____ c. Other specify ____

26 . Did you involve in labor (money generating) activities other than education?

A. Yes _____ B. No_____

27. If the Response for Question No 26 Is "Yes", what sort of labor activities does Children Involve In?

A. Cultivating Chat Crop_____

B. Trading _____ C. Looking after cattle _____

D. Other (Specify) _____

28. The following are some in- school factors that have significant effect on students 'dropout. Therefore, rate the degree of influence from your own experience according to your locality.

5. Means strongly agree 3. Means undecided

4. Means agree 2. Means disagree

1. Means strongly disagree

No	In -School Factors	Rating				
A.	**Pupil Related Factors**	5	4	3	2	1
	1.Failure In Studying Hard					
	2.Lack Of Interest In Education					
	3.Low Future Success Or Expectation					
	4.Low Self Conception Due To Previous Failure In Examination					
	5.Frequent Absenteeism					
	6.Poor Academic Performance					
	Health problem					
B.	**Teacher Related Factors**					
	1.Less Qualification Of Teacher					
	2.Shortage Of Teacher					
	3.Poorly Motivated Teachers In Their Career					
C.	**School Managers Related Factors**					
	1.Untrained And Inexperienced School Leadership					
	2. Inappropriate School Rules And Regulation					
	3. Poor School Community Relation					
D	Distance From Home To School					
E	Lack Of School Facilities And Service					
F	Overcrowded Classrooms(Large Class Size					
G	Irrelevant Curriculum					
H	Language Problem					
I	Inflexible School Calendar					
J	Low quality of teaching					

29. The following are some of out of school factors that have significant effect on students 'dropout. Therefore, rate the degree of influence from your own experience according to your locality.

5. Means Strongly Agree 3. Means Undecided

4. Means Agree 2. Means Disagree

1. Means Strongly Disagree

No	Out –Of- School Factors	Rating				
A	Socio Economic Constraints	5	4	3	2	1
	1.Lack Of Material And Financial Support From Parent					
	2.Demand For Child Labor					
	3. High educational cost					
	4. Famine And Drought					
	5. Low Employment Opportunity In The Future					
	6. Involvement In Income Generating Activities					
	7. Excessive Involvement In Domestic Activities					
	8. poverty					
B	Socio Cultural Constraints					
	1.Early Marriage (Teenage Pregnancy)					
	2. Gender Bias Of Parents in favor Of other education					
	3. Fear Of Abduction Or Rape					
	4. lack of family awareness					

30. Other than the mentioned factors, are there any other causes that make students quite their school in your locality? Please mention them.

For Boys

A._____

B._____

C. _____

For Girls

A. _____

B. _____

c._____

Appendix B

ADDIS ABEBA UNIVERSITY

Collage Of Education

Department Of Educational Planning And Management

A questionnaire to be filled by second cycle primary school teachers.

Dear teachers

The purpose of this questionnaire is to assess the major factors that contributed to students dropout problems in west Hararge Zone of Oromia Region so as to forward suggestion to improve academic achievements. Your experience, feelings and suggestions are worthwhile for the study and I am confident that you teachers appreciate the efforts and cooperate by offering honest and frank response.

Thank you

Direction

Give Short And Brief Answer For Items Requiring Completion And Put "X" Mark For Items Requiring Selection In The Space Provided.

1. Name of your school_____ woreda_____
2. Sex a, Male_____ b. Female_____
3. Age a ≤ 20_____ b. 21__30 _____ c. 31-40 _____d. 41 and above_____

4. Educational level (academic qualification) at present

a, TTI _____ c. BA degree _____

b, Diploma_____ d, MA degree and above_____

5. Years of service a, from 1-5 years _____ b. from 6-10 years_____ c. from 11-15 years _____ d. from 16-20 years

6. Field of study you specialized

Major_____ minor_____

7. The average number of students in a class of your school? A. From 50-60 _____ B. From 61-70_____ c. From 71-80 _____ d. 81 and above_____

8. If your response to question no 7is c or d ,what effect does this have in teaching learning activities?

a._____

b_____

c._____

9. Rate the adequacy of the following facilities (services) and teaching learning materials in your school by putting ✓

5 very sufficient 4 sufficient 3 average 2insufficient

1 not available

No	*Items*	*Rating*				
		5	*4*	*3*	*2*	*1*
A	*Class size*					
B	*Library service*					
C	*Pedagogy center*					
D	*Laboratory equipment and service*					
E	*Chair*					
F	*Text book(for each subject)*					
G	*Toilet(separate for boys and girls)*					
H	*Clear drinking water*					
I	*Sport field*					

10. What is your opinion regarding the difficulty of curriculum for second cycle primary education as compared to student's maturity and time?

A. Very difficult _____ b. difficult _____ c. Medium_____

D. Simple _____

What is your opinion regarding the difficulty of curriculum for second cycle primary education as compared to student's maturity and time?

A. Very difficult _____ b. difficult _____ c. Medium_____
D. Simple _____

18. Does the content of most subjects covered within specified (allotted) time?

A. yes _____ B. No _____

19. How much do you agree that the curriculum is relevant to respective grades in terms of student need?

A. Strongly agree _____ b. Agree_____ c. Undecided_____
D. Disagree_____ e. strongly disagree_____

20. What Is the average distance (In Kilometers) that you travel from your home to school as far as you know

a. 1-3 kms_____ b. 4-6kms _____ c. 7-9 km s_____ d. 10-12kms_____
e. others _____

21. From the time you begin primary education till now, how many time, have you repeated grade?

A. None_____ c. Twice _____
B. Only once_____ d. Three times_____ e. Four times_____

22. Approximately, how many days were you absent from school during the last semester?

A. 3-6 days_____ c. 11-14 day's _____ e. I have no absent_____
B. 15-18 days_____ d. 7- 10 days_____

23. What is the peak time for the majority of students for absence of school?

A. September to November _____ C. February to march _____
B. . December to January_____ D. April to June_____

24. At what ranges of ages do you think girls in your locality most commonly marry?

a. Good mother _____ b. Religious woman_____

c. Good merchant_____ c. Other specify _____

19. The following are some in- school factors that have significant effect on students 'dropout. Therefore, rate the degree of influence from your own experience according to your locality.

5. Means strongly agree 3. Means undecided

4. Means agree 2. Means disagree

1. Means strongly disagree

No	**In -School Factors**	Rating				
A.	**Pupil Related Factors**	5	4	3	2	1
	1.Failure In Studying Hard					
	2.Lack Of Interest In Education					
	3.Low Future Success Or Expectation					
	4.Low Self Conception Due To Previous Failure In Examination					
	5.Frequent Absenteeism					
	6.Poor Academic Performance					
	Health problem					
B.	**Teacher Related Factors**					
	1.Less Qualification Of Teacher					
	2.Shortage Of Teacher					
	3.Poorly Motivated Teachers In Their Career					
C.	**School Managers Related Factors**					
	1.Untrained And Inexperienced School Leadership					
	2. Inappropriate School Rules And Regulation					
	3. Poor School Community Relation					
D	Distance From Home To School					
E	Lack Of School Facilities And Service					
F	Overcrowded Classrooms(Large Class Size					
G	Irrelevant Curriculum					
H	Language Problem					
I	Inflexible School Calendar					
J	Low quality of teaching					

20. The following are some of out of school factors that have significant effect on students 'dropout. Therefore, rate the degree of influence from your own experience according to your locality.

5. Means Strongly Agree
4. Means Agree
3. Means Undecided
2. Means Disagree
1. Means Strongly Disagree

No	Out –Of- School Factors	Rating				
A	Socio Economic Constraints	5	4	3	2	1
	1.Lack Of Material And Financial Support From Parent					
	2.Demand For Child Labor					
	3. High educational cost					
	4. Famine And Drought					
	5. Low Employment Opportunity In The Future					
	6. Involvement In Income Generating Activities					
	7. Excessive Involvement In Domestic Activities					
	8. poverty					
B	Socio Cultural Constraints					
	1.Early Marriage (Teenage Pregnancy)					
	2. Gender Bias Of Parents in favor Of other education					
	3. Fear Of Abduction Or Rape					
	4. lack of family awareness					

21. Other than the mentioned factors, are there any other causes that make students quite their school in your locality? Please mention them.

For Boys

A._____

B._____

C. _____

For Girls

A. _____

B. _____

c._____

Appendix C

ADDIS ABEBA UNIVERSITY

Collage of Education

Department of Educational Planning and Management

A questionnaire to be filled by second cycle primary school principals.

Dear principals

The purpose of this questionnaire is to assess the major factors that contributed to students dropout problems in west Hararge Zone Of Oromia Region so as to forward suggestion to improve academic achievements. Your experience, feelings and suggestions are worthwhile for the study and I am confident that you principals appreciate the efforts and cooperate by offering honest and frank response.

Thank you

Direction

Give Short And Brief Answer For Items Requiring Completion And Put "X" Mark For Items Requiring Selection In The Space Provided.

1. Name of your school_____ woreda_____
2. Sex a, Male_____ b. Female_____
3. Age a ≤ 20_____ b. 21__30 _____ c. 31-40 _____d. 41 and above_____
4. . Educational level a, TTI ____ b, Diploma____ c, BA Degree____ d, MA Degree___

5. Field of study a, EDPM____ b, other (specify)_____

6. Service year as you have served as a teacher

a, from1-5 years___ b, from6-10 years___ c, from11-15 years _____d , from16-20 years___

✓ 7. Service years in the field of education as principal

a, from1-5 years___ b, from6-10 years___c,from11-15 years___d,from16-20 years___ E. more than 21 years__

8 The average number of students in a class of your school? A. From 50-60 _____ B. From 61-70_____ c. From 71-80 _____ d. 81 and above_____

9 If your response to question no 7is c or d ,what effect does this have in teaching learning activities?

a._____

b_____

c._____

10. Rate the adequacy of the following facilities (services) and teaching learning materials in your school by putting ✓

5 very sufficient 4 sufficient 3 average 2insufficient

1 not available

No	*Items*	*Rating*				
		5	*4*	*3*	*2*	*1*
A	*Class size*					
B	*Library service*					
C	*Pedagogy center*					
D	*Laboratory equipment and service*					
E	*Chair*					
F	*Text book(for each subject)*					
G	*Toilet(separate for boys and girls)*					
H	*Clear drinking water*					
I	*Sport filed*					

11. What is your opinion regarding the difficulty of curriculum for second cycle primary education as compared to student's maturity and time?

A. Very difficult _____ b. difficult _____ c. Medium_____

11. What is your opinion regarding the difficulty of curriculum for second cycle primary education as compared to student's maturity and time?

A. Very difficult _____ b. difficult _____ c. Medium_____
D. Simple _____

12. Does The content of most subjects covered within specified (allotted) time?

a. Strongly agree _____ c. Undecided _____ d. Disagree_____

b. Agree_____ e. strongly disagree_____

13. How much do you agree that the curriculum is relevant to respective grades in terms of student need?

. A. Strongly agree _____ b. Agree_____ c. Undecided_____ d. Disagree_____ e. strongly disagree_____

14. What is the average distance (in kilometers) that students travel from their home to school as far as you know ?

A. 1-3kms _____ c. 7-9kms _____

B. 4-6kms _____ d. 10-12kms _____

E. others_____

15. Do children in your area (school) involve in labor activities (money generating) other than education?

a. yes_____ b. No_____

16. If the response for question no 15 is "a "what sort of labor activities do children involve in?

a. cultivating chat crop_____ c. looking after cattle_____

b. trading_____ d. other(specify)_____

17. What is the peak time for the majority of students for absence of school?

A. September to November _____ B. February to march _____

B. December to January_____ d. April to June_____

18. At what ranges of ages do you think girls in your locality most commonly marry?

a. Good mother _____ b. Religious woman_____

c. Good merchant_____ c. Other specify _____

20. The following are some in- school factors that have significant effect on students 'dropout. Therefore, rate the degree of influence from your own experience according to your locality.

5. Means strongly agree 3. Means undecided

4. Means agree 2. Means disagree

No	**In -School Factors**	Rating				
A.	**Pupil Related Factors**	5	4	3	2	1
	1.Failure In Studying Hard					
	2.Lack Of Interest In Education					
	3.Low Future Success Or Expectation					
	4.Low Self Conception Due To Previous Failure In Examination					
	5.Frequent Absenteeism					
	6.Poor Academic Performance					
	7.Health problem					
B.	**Teacher Related Factors**					
	1.Less Qualification Of Teacher					
	2.Shortage Of Teacher					
	3.Poorly Motivated Teachers In Their Career					
C.	**School Managers Related Factors**					
	1. Untrained And Inexperienced School Leadership					
	2. Inappropriate School Rules And Regulation					
	3. Poor School Community Relation					
D	Distance From Home To School					
E	Lack Of School Facilities And Service					
F	Overcrowded Classrooms(Large Class Size					
G	Irrelevant Curriculum					
H	Language Problem					
I	Inflexible School Calendar					
J	Low quality of teaching					

21. The following are some of out of school factors that have significant effect on students 'dropout. Therefore, rate the degree of influence from your own experience according to your locality.

5. Means Strongly Agree 3. Means Undecided

4. Means Agree 2. Means Disagree

1. Means Strongly Disagree

No	Out –Of- School Factors	Rating				
A	Socio Economic Constraints	5	4	3	2	1
	1.Lack Of Material And Financial Support From Parent					
	2.Demand For Child Labor					
	3.Inability To Afford Educational Expense Like Uniform					
	4.High School Fees					
	5.Poverty Or Famine And Drought					
	6.Low Employment Opportunity In The Future					
	7.Involvement In Income Generating Activities					
	8.Excessive Involvement In Domestic Activities					
B	Socio Cultural Constraints					
	1.Early Marriage (Teenage Pregnancy)					
	2.lack of family awareness					
	3.Gender Bias Of Parents in favor Of other education					
	4.Fear Of Abduction Or Rape					

22. Other than the mentioned factors, are there any other causes that make students quite their school in your locality? Please mention them.

For Boys

A._____

B._____

C. _____

for Girls

A. _____

B. _____

c._____

36. How many students were enrolled and dropped out in the following years

Pupils	Grade	Year in Eth.C											
		1999			2000			2001			2002		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
Enrolled	5												
	6												
	7												
	8												
Dropout	5												
	6												
	7												
	8												

Appendix D

INTERVIEW GUIDE FOR WOREDA EDUCATION OFFICE OFFICIALS AND ZONE GENRALISTS

This is to consider the perception of Woreda Education Office experts and zone education generalists concerning the problem of dropout of students in second cycle primary schools.

Guiding Question

1. How do you see the problem of dropout over the past three years in your woreda/zone
2. On which sex and grade does the problem of dropout become more serious? And why?
3. What are the major school-related factors that affect students to dropout of school?
4. What are the major environmental (extraneous) and pupil related variable that cause students to dropout school?
5. How dose the economic background of parents and the child's school academic performance (drop out) related?
6. How much do you think that the learning foregone as the result of children's attending school? is there any difference for boys and girls? Can you estimate the earning foregone according to your locality for both sexes on average?
7. What is the attitude of the community
   a) toward formal education b) toward girls education
8. What major efforts are made at woreda/zone level to reduce the dropout rate? Are there some examplinar models to be cited?
9. What should be done to alleviate (minimize) the problems by different parties (government at different level, NGOs, communities etc)?

Opinion:- Finally, if you have any opinion, suggestion and recommendations you are welcome. Thank you

Appendix E

FOCUS GROUP DISCUSSION GUIDE WITH PTA MEMBER

The purpose of this FGD guide is to identify the perception of parent teacher Association members regarding the cause of dropout in the school.

Guiding Questions

1. How do you see the problem of dropout over the past three years?
2. On which sex and grade does the problem of dropout become more serious? And why?
3. What are the major school-related factors that contributed to the dropout of the students?
4. What are the major environmental (extraneous) and pupil related variable that caused student dropout of school?
5. How does the economic background of parents and the child's school academic performance (dropout) related?
6. According to your locality what is the estimated cost directly paid by family for their child's uniform, stationery and other expenses?
7. How do you see the relation of the school with communication what should be done to improve the relation?
8. what is the attitudes of community
    a) toward formal education
    b) toward girls education
9. What major efforts are made at school level to reduce the rate of dropout of students? Are these some exemplary models to be cited?
10. What should be done to alleviate (minimize) the problems of drop out by different parties (Government, NGOs, communities etc)

Opinion

If you have any opinion, suggestion and recommendation you are well-come. Thank you.

Declaration

I, the undersigned, declare that this thesis is my original work, and that all sources of materials used fro this thesis have been duly acknowledged.

Name Berhanu Tesfaye

Signature _____

Date of Submission 14/04/2011

This thesis has been submitted for examination with my approval as university advisor.

Name

Signature _____

Date of Submission 14/04/2011