Determinants of Student Dropout in Government Primary Schools in Addis Ababa city Administration in Akaki-Kality Subcity

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This is to certify that the thesis prepared by Daniel Teshome, entitled: Determinants of Student Dropout in Government Primary Schools in Addis Ababa city Administration in Akaki-Kality Subcity and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational Research and Development) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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DEDICATION

To my Lovely Wife: Sintish Wube, where I am, is because of the sacrifices you have made.

Thank you

I love you

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Acronyms

EFA- Education for All
ESDP- Education Sector Development Program
ETP- Education and Training Policy
MDGs- Millennium Development Goals
MOE- Ministry of Education
PTSA – Parent Teachers Students Association
UNESCO- United Nations Education, Science and Cultural Organization
UPE- Universal Primary Education
UN- United Nations
UNICEF- United Nations Children's Fund

ABSTRACT

This study examined determinants of dropout in six government primary second cycle schools situated in Akaki Kality subcity of Addis Ababa City Administration. It employed descriptive survey research method. Data were collected from teachers, dropout returnees, principals and parent-teacher association leaders from schools using questionnaire and interview. The school principals and parent teacher association leaders were the subjects of interview questions. One hundred thirty dropout returnees, one hundred fifty four teachers and five school principals and five parent teacher association leaders participated in this study. Dropout returnees, school principals and parent teacher association leaders were selected using available sampling technique whereas teachers are selected using stratified and systematic random sampling. Quantitative data were analyzed using percentage, mean and t-test whereas qualitative data were analyzed with themes and categories. The study indicated the eight major out-of-school related factors for student dropout. These were: low level of parents' monthly income, low level of parental education, divorced parents, involvement in domestic work, unable to afford expenses to school supplies, involvement in generating income for the family, parents negative attitudes in formal education, and deceased parents are among major factors that contribute to high rate of dropout in the study area in respective order. Where as students' negative interest towards education found to be a high contributing factor to dropout from the school. Independent samples t-test revealed statistically significant differences across students and teachers on determinant factors of dropout. The mean in the t-test indicated teachers' ratings reasons for dropout was significantly higher than those of students. The qualitative analysis indicated that economic condition of the family, students' high involvement in domestic activities and involvement in income generating activities were the major factors that determine dropout in these schools. Based on the findings, recommendations were forwarded.

This Thesis has been submitted for examination with my approval as the university advisor

Name: Dr. Desalegne Chalchisa

Signature:

Date: July , 2012

CHAPTER ONE

Introduction

The first chapter gives a brief overview of background of the study and central research problem. It also presents related research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, research design and methodology, description of relevant terms and organization of the study.

1.1 Background of the study

Education is a cornerstone of economic growth and social development and a principal means of improving the welfare of individuals. Primary education is its foundation. Scholars also affirmed that education is key to developing the economic, social, scientific and political institutions of nation states (Lockheed and Verspoor, 1991). In particular, education in the developing world is playing a major, multi-purpose role-economic, social and political-with diverse weights assigned to these purposes in different nations. So that education is the very best thing that a boy or a girl could have. Owing to this, people's capacity develops to work and to advance toward a more elevated social and economic status. Shultz (1992) as cited in Telaye (1997) argued that investment in human capital which improves labor productivity and thereby contribute markedly to economic growth and development of a nation. In line with this, Ethiopia has just launched its fourth Education Sector Development program (ESDP IV), which aims to build education as a major support of the economic development of a country. Investment in human capital, for example, is undertaken by nations to increase economic productivity and to enlarge the national product. It makes good sense for developing nations, especially those with many labor resources and relatively little physical capital, to develop and use those human resources effectively.

In the newly industrialized economies-such as Hong Kong, Israel, Japan, Korea, and Singapore-universal or nearly universal primary enrollment was achieved just before rapid economic growth (World Bank, 1990; Cummings, 1980). Human resource constitutes the foundations up on which material development can occur, and education represents a major form of human resource development.

However, the effectiveness of such human development will depend upon whether the education produces skills that can be used productively in the economy. In other words, education cannot be measured solely in years of enrollment. What matters is what students learn, retain, and apply in life. In similar fashion, Tekeste (1990) describes as education can

enhance development when it is ‘’ relevant and appropriate’’ to the needs and demands of the community. For instance, one criticism on primary school is that they concentrate on preparing students for the secondary schools which most of them will not be able to enter (Common Wealth Secretariat, 1980). In general, no one deny that education has a vital role to play in Ethiopia’s development in social, cultural, political, and economic aspects. However, as it is also indicated in the new Education and Training Policy document, our country's education is entangled with complex problems of relevance, quality, accessibility and equity (MOE 1994).

More precisely, Fasil (1975) pin point the single most important factor affecting the direction of education in East Africa today is the realization that the vast majority of the children who go through the system will never see the inside of a secondary school, and that they will have to make a living on the land after primary school. An education system dominated by examinations and aimed at preparing primary school children for secondary school and secondary school pupils for university cannot meet the needs of the majority of children. This educationist implies that education should be sufficiently life oriented and not too-school oriented.

Dropping out of primary school, that is, leaving school without graduating, is a central educational issue in almost all low-income countries. In broad sense, Coombs (1985), Magnen (1991) and World Bank (1975) mentioned the following points as the most acute problems in the educational systems of developing countries: low internal efficiency, as a result of high dropout and repetition rate; problem of access to educational opportunity; lack of qualified teachers; too high pupils/teacher ratio; shortage of educational facilities; too high pupils/section ratio; and others.

Internal inefficiency refers to drop out and repetition. For the purpose of measuring the ‘internal efficiency’ of a school system, it is generally assumed that all pupils entering grade one should complete the primary school cycle with in the prescribed number of years and acquire the necessary knowledge and skills as well. Stated differently, an education system is considered inefficient internally if for a given input of resources (human, financial and material), it maximizes the undesired output (low primary completion rates and low student achievement), both in quantity and quality to the extent that pupils drop out of school or repeat grades. As a result, the number of pupils who eventually graduate from the final year of the cycle are small and do not satisfy quantity and quality need of the country. Some others who have repeated once or twice may graduate with out acquiring the numeracy and literacy skill. This feature that is the low internal efficiency of primary school system is common in the third world countries and it is the most visible signs of ineffective primary education system.

Persistent high rates of wastage impose enormous costs on education systems and also on the individuals and societies that they serve. Wastage substantially reduces the capacity of school systems to meet the objectives of Education for All (World Bank, 1990). Especially, pupils who require more than one year to complete a grade take up space, teaching time, textbooks and other resources that could be devoted instead to other pupils. In Cambodia, for example, where four out of every ten pupils at any given time are repeaters, the Asian Development Bank estimated that serving these repeaters requires 10,000 additional teachers and 2,000 more classrooms, i.e. 20 percent of the existing stock. Furthermore when many pupils repeat grades, some classes become abnormally large, making the teaching and learning conditions difficult for everyone as found by World Bank (1990). The Education and Training Policy (1994) also recognizes that grade retention seldom results in better learning achievement and frequently has the opposite effect.

Additionally, the overall level of enrollment was one of the factors that explained access to primary school. In many low-income countries problems of access to schools result in inadequate enrollment. The degree to which existing institutions are expanded as well as new institutions opened would have had an impact on the opportunities for pupils including disadvantaged groups to gain entrance to schools.

In addition to sufficient teachers, qualified teachers are also important to the education system. Teachers with advanced degrees increase the likelihood that students will remain in primary school. On the contrary, teachers in low-income countries are less qualified (World Bank, 1990). The World Bank (1990) indicated that teachers in developing countries are likely to have less than ten years of education. On the other hand, a developed country has a teacher with at least sixteen years of education. According to the national standards of Ethiopia, the first cycle (1-4) primary education requires teachers with minimum qualification of Teacher Training Institutes (TTI) certificate. Similarly a Teacher Training Colleges' Diploma is required for the primary second cycle (5-8).

A study in rural Pakistan found that investments that improve teacher quality and increase student exposure to teachers are likely to have higher returns in schooling effectiveness than those that improve physical infrastructure and equipment (UNESCO, 1998). Another recent large-scale research project in the United States found that the wide disparities in achievement between black and white pupils attending different schools were almost entirely accounted for by the qualification of teachers as indicated in UNESCO (1998).

But improving the quality of teacher training requires more than imparting new pedagogical techniques. UNESCO (1998) has shown that many teachers do not feel responsible

in any way for their pupils' failures. Instead, they believe that learning abilities are innate, so they tend to ascribe failure primarily to a pupil's low intelligence, lack of work or family background. These teachers regard their task as merely transmitting knowledge, rather than guiding pupils through a learning process. Such attitudes among teachers are often intensified by poor working conditions and the lack of any professional framework through which they could exchange experiences and learn from their peers. Also, UNESCO (1990) found that teacher morale and salaries are low in many countries, which does not encourage them to seek to improve their skills.

Any systematic effort to reduce school wastage should include measures to enhance the skills and working conditions of classroom teachers, especially those who teach in the early grades where repetition is greatest. Both pre service and in-service teacher training should aim to equip teachers with a variety of practical strategies for helping pupils learn in a timely fashion. Teachers need to master pupil-centered approaches that recognize that each pupil has specific learning needs and requires a particular set of interventions. According to UNESCO (1998) various strategies can be employed to upgrade teachers' skills and attitudes and their capacities to introduce new curricular materials and the teaching methods.

Pupil teacher ratio is another significant issue for the education system (MOE, 2010). However, there are two views on Pupil teacher ratio. First, the lower the Pupil teacher ratio, the better the opportunity for contact between the teacher and pupils and for the teacher to provide support to students individually. On the other hand, very low Pupil teacher ratio may indicate inefficient use or under utilization of teachers resulting in low efficiency. Therefore, low or high Pupil teacher ratio alone does not explain the quality of education because quality of education depends on other factors such as mode of delivery, commitment, qualification of teachers, the supply of educational materials, and similar others. This indicator is useful for setting minimum standards throughout the country and ensuring a certain level of equality around the country. In Ethiopia, the standard set for the pupil/teacher ratio is 50 pupils per teacher at primary (1-8) and 40 pupils per teacher at the secondary level (MOE, 2010). Students in developed countries enjoy a student-teacher ratio of 20:1 where as in developing countries a section may consist of more than 50 children (World Bank, 1990). Pupil Teacher Ratio is the average number of pupils in a given level per teacher in the same level. It is calculated by dividing the total number pupils in a given level by the total number of teachers in the same level.

School facilities have an impact on the education system (MOE, 2009). The school facilities are tools to attract students in general and girls in particular. For example, one of the important things that can increase girls' enrollment is building sanitary facilities in schools.

Schools that had poorer facilities are more likely to enroll small number of students and dissatisfy students' interest to come to school. In general, the availability of facilities like the type of school system (shift-operated or non-shift) and accessibility of water, latrines, clinics, libraries, laboratories and pedagogical centers are the relative characteristics of school facilities. Most students in Africa attend shelterless schools or ones that are poorly constructed and ill-equipped (World Bank, 1990). They either lack books altogether or are required to share books with other students. For example, in the Central African Republic, there is one French text for every ten to twenty students. In general, conditions within the classroom are poor and instructional materials are in short supply. Besides, school infrastructure is poor, teachers are poorly trained and motivated and classes too large in government schools.

The pupil section ratio is generally an efficiency indicator (MOE, 2010). The MOE (2010) found that PSR is 57.4 for the year 2002 E.C. which is higher than the target set in ESDP III by 7.4. To bring this ratio to the target set or standard level i.e. 50:1 at primary level, more schools needs to be built or more sections should be created. Pupil section ratio is the average number of pupils in a given level per section in the same level. It is calculated by dividing the total number of pupils in a given level by the total number of sections available in the same level. Due to the insufficient number of school classes and too high pupils in the particular section, there is the probability that students are forced or asked to leave school because of shortage of classes. Moreover, research by Pittman and Haugtwout (1987) revealed a positive correlation between school size and dropout rate. Smaller schools had a better social climate and consequently lower dropout rates

In particular, both low rates of school attendance and high wastage rates are the most acute educational problems of these nations (Lockheed and Verspoor, 1991; Phillip, 1975, World Bank, 1997; Taylor, 1997; Bishop, 1994). The low attendance and high dropout rate mean that many fewer children complete the primary cycle than are enrolled. According to World Bank (1997) about 32 million of the 105 million children ages 6-10 years were out of school in 1993 in India although it has achieved high gross enrollment. Also, Phillip (1975) in his attempt to indicate the low rates of school participation and high dropout rates in primary schools of third world nations, he said 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. But, according to Phillip, this number was increased to 375 million in 1975.

In Ethiopia, the problem of low rate of school attendance and high dropout rate are among the more acute educational problems in the primary schools of the country in general. Indicating the magnitude of this problem, UNICEF (2000) reports that the larger number of school age

children are out of school and from among those enrolled only 55 percent of them reach grade five, while the figures are 74 and 67 percent for developing and sub-Saharan African countries respectively. In line with this, the government of Ethiopia in 1997 announced the Educational Sector Development Program (ESDPI) which will come into effect in the year 2002, among its many goals is to improve efficiency so the dropout rate at the first grade would be halved from 28.5 to 14.2 percent and the dropout and repetition rates at subsequent grade levels was to be reduced (MOE, 2000). To fulfill its expanded objectives and cope with the new situations, it is important to know on how the education system could be empowered.

Recognizing these shortcomings, the Education Sector Development Program (ESDP I) proposes a focus on the following major areas: improving equity by narrowing enrollment gaps for girls and boys, for rural and urban population; expanding access to education with emphasis on primary education; and achieving Universal Primary Education(UPE) by the year 2015. Expansion of primary education (building more schools and increasing enrolment); improvement of quality (developing relevant curricula, training teachers, providing textbooks); and increasing the financing (budget) of education are the objectives indicated in the ESDP1 (1998) action plan document.

These and other objective will not be achieved if there are dropouts at this particular level. In support of this idea, Telaye (1997), says when students dropout of school, sequential school learning cannot occur, subject matter skills cannot be developed, and much student talent is wasted. Therefore, it is imperative and timely to look into the current status of the problem of school wastage through dropout at Akaki Kality sub-city of Addis Ababa City Administration, identify its major determinants and then suggest some possible means to alleviate the problem.

1.2 Statement of the Problem

It appears that most of the students readmitted to the first grade of an educational cycle do not complete that cycle within the prescribed minimum period. Some or more students dropout before the end of the cycle and some repeat one or more grades before either dropping out or completing the last grade of the cycle successfully. It also seems that the most important indicator for the efficiency of educational system is not just the number of students enrolled in the system but the number of graduates who have completed a given educational level within the intended time and required learning skills, attitude and knowledge (UNESCO, 1998). Allsop and Brock cited in UNESCO (1989) described primary school as the unfinished business since about one-quarter of school aged children are not attending schools in developing countries. The 1989

annual statistical abstract data of UNESCO show that there were about 130 million girls and boys; they were mainly illiterate, and had either attended school or had left before completing the primary cycle. This form of wastage involves pupils who start school but dropout before they reach a level of sustainable literacy and numeracy (UNESCO, 1998).

Drop-out at the primary level is relatively non-existent in industrialized countries because they enforce compulsory education laws. In the less developed regions, however, early drop-out is a major problem, of the approximately 96 million pupils who entered school for the first time in 1995, one quarter (24 million) are likely to abandon their schooling before they reach grade 5 (UNESCO, 1998). Dropping out is prevalent in most rural and many urban schools (Filmer and Pritchett 2004). Poor children are much more likely to be out of school than their wealthier contemporaries (Akyeampong 2009; Rolleston 2009). In much of Africa the problem is about children starting school and dropping out rather than not starting at all (Dumas et.al, 2004). In the same vein, Adams as cited in Tadesse (2001) further shows how the dropout problem is serious in developing countries. In most situations, girls are more likely to drop out of school than boys (Nkinyangi, 1980). Habtamu (2002) also reported that wastage in education particularly in the forms of repetition of grades and dropping out from schools, is a major problem of the education sector in developing countries including Ethiopia especially in state schools. Rumberger and Thomas (2000) wrote that private schools usually have lower drop out rates than state schools and students attending suburban schools are more likely to drop out than their counterparts in urban schools (Frymier,1996).

The Ethiopian Ministry of Education (MOE) takes bold steps to alleviate student dropout. For instance, the Education Sector Development Program ESDP I (1998) document was designed to reduce educational wastage (dropout and repetition). School drop out undermines efforts to achieve more than basic literacy since it is one thing to achieve universal education and another to keep children enrolled in school. The realization of these and other educational objectives will be difficult if dropout persists. As a result, these jeopardize the efficiency of educational system. When the rate is high, it implies low level of internal efficiency and vice versa. It is also one of the major social and educational problems as it results in poor cost effectiveness and seriously hammer the efforts towards achieving Universal primary education (Adane, 1993). Generally, early school leaving, in addition to potentially affecting the cost of education, seriously affects the efforts towards achieving the goals of Education for All. In particular, the threat would be more acute to students learning in the government school. This is mainly because most of these students have come relatively form the low-income family.

There has been a consistent increase in the number of dropouts and repetition particularly in the primary second cycle level (Addis Ababa Education Bureau, 2010). And since no statistics have been produced at the subcity level, it is difficult to assess drop out incidence at Akaki Kality subcity. Though reasons for dropout are many and depends on the contexts and the individuals, the study area was generally characterized by wastage particularly in terms of drop out. As a result, the present research would like to address the question of "what were determinants of student dropout in primary schools at Akaki Kality sub city in Addis Ababa?"

1.3 Basic Research Questions

The study, therefore, sought to answer the following basic questions:

1. What were the key determinants that affect the pupils' decision to drop out of school?
   1.1 What were the major in-school related factors that influence drop out of pupils?
   1.2 What were the major out-of-school related factors that influence drop out of pupils?
2. Do the reasons of dropout vary between teachers and students in Akaki Kality subcity primary second cycle schools?
3. What action could be taken to reduce the drop out problem?

1.4 Objectives of the study

The study was conducted with the aims of attaining the following objectives:

1.4.1 General Objectives of the study

The general objective of the study was to examine the determinants of student dropout in Akaki Kality subcity. The specific objective of the study were to

- assess the actual influence of different factors that resulted in pupils dropout
- see whether the reasons of dropout vary between teachers and students
- identifying strategies which can be employed in curbing the drop out problem

1.5 Significance of the study

The significance of this study is to highlight the causes of dropout from the accounts of children who experienced drop out particularly accounts of dropout children who have returned to school. There fore, the research and its findings were believed to have the following significance.

- It contributes to the realization of those factors or combination of factors that play major roles in influencing the risk of not completing basic education in the Akaki kality Sub city.

- provide feedback for policy makers, teachers, principals, and for others interested groups to realize the magnitude of the problem and initiate changes in targeting access to education and
- serve as a stepping-stone for those who have an interest to conduct further and detailed study in the area.

1.6 Delimitation of the study

This study was delimited to government primary second cycle school, that is from grade 5 to 8. It became the focus of the study because the Addis Ababa Education Bureau Education Statistics Annual Abstract (MOE, 2009) revealed that the rate of student dropout from school is more alarming in primary second cycle schools. In addition, filling the questionnaire to primary first cycle students was expensive and challenging. Non- returnee drop out students were not included because it was difficult to find them.

Regarding the reason for delimiting this study to government primary schools, it was widely recognized that the problem of school dropout was more acute in government primary schools than those owned privately or by different non-governmental organizations (NGOs). Finally, dropouts become the focus of this study because it is a prime contributor to high educational wastage. Children considered as dropouts for the purposes of this research were those who fit the definition: "one who returned or was re-admitted to school after dropping out."

1.7 Limitations of the study

While we were trying to investigate the school dropout problems, it was vital to be sure of getting the subjects who quit schooling because of many reasons. Hence, non- returnee dropout students were not included because it is difficult to find them. In the same manner, the parents of dropout returnee could not be included in the study owing to time constraints and long walking distances to reach such parents. Consequently, only returnee dropout pupils, their teachers, school directors and parents who are currently leader of parent-teacher association were included in the study. Besides, due to constraints of time and money, this study focused on government primary second cycle schools.

1.8 Description of Relevant Terms

The following two important terms that were used in the study were defined on the basis of the context and relevance of the objectives of the study.

Dropout- Leaving school before the completion of a given stage of education or leaving at some intermediate or non-terminal point in a cycle of schooling due to various reasons.

Determinants of Drop Out - are a multitude of key factors or a range of within and outside school conditions that are causal elements in influencing / affecting pupil's decision to drop out at different stages of the primary school cycle.

1.9 Organization of the study

The study is organized in five chapters. Chapter one focuses on the background, purpose and motivation of the study. This is followed by the literature review that explores research findings of similar studies. Chapter three encompasses the methodology adopted while the description of the data is presented in chapter four. The findings of the study are presented in chapter five, and the study finally draws some conclusions and recommendations.

CHAPTER TWO

Review of Literature

This chapter focuses on the literature review on dropouts. The following aspects will be discussed: the phenomenon of dropout, the definitions of dropout, the factors that lead to dropout and a broad description of some of the factors.

2.1 Factors which Influence Efficiency

A number of factors influence the efficiency of educational system. Among these, Bray (1981) pointed out 'wastage' as a major one. In almost all developing countries, school dropout or low completion rates have been subjects of interest to academics, researchers and policy makers for a long time. For instance, Coombs (1985), Magnen (1991) and World Bank (1975) put wastage as an acute problem in the educational systems of developing countries.

Dropout is among the most important determinants of efficiency because children who leave primary school after only two or three years are unlikely to have achieved any permanent degree of literacy or numeracy, and therefore derive little positive benefit from their schooling Bray (1981). In the same vein, the author explained that the efficiency of the system may also be impaired as much by a large proportion of pupils repeating classes as by their dropping out. Therefore, repetition is regarded as wasteful, since repeaters reduce the intake capacity of the grade in which they repeat and thereby prevent other children from entering school or cause over-crowding of classrooms, thus increasing education costs. And repeating has a negative effect on their self esteem and they will eventually dropout and in this case the wastage is two folds (MOE, 2002). Similarly, Bray (1981) added that repetition lengthens the period which pupils take to reach a recognized end point and thus hinders attempts to provide mass education. S/he may suffer injured pride from having to continue with his juniors, and unless poor performance was caused by sickness or low attendance. Hence these essential notions argue for that it is doubtful whether the child will learn more by repeating than s/he would if promoted. Furthermore, it is widely recognized that children who dropout of school before acquiring basic literacy and numeracy skills frequently relapse into illiteracy (Tekeste, 1990).

Therefore, wastage is an umbrella term for a number of processes through which educational resources are not efficiently used. One mechanism to reduce repetition and

dropouts, the Education and Training Policy (ETP) stipulated automatic promotion of children in primary school grades up to grade 3. The processes addressed here is of course school wastage through dropout, an acute symptom of school wastage, (children leaving school and not re-enrolling in that or any other school before they have completed a cycle). But it does not mean that wastage does not occur because of repetition (holding children back for one or more years, frequently for poor performance on the end of year or promotion examination). Therefore the former concept of wastage through dropouts mainly returnees, at the primary school level are examined in this study.

2.2 Definition of Wastage

UNESCO (1961) defined wastage as 'a combination of two factors- the premature dropping out of pupils before completing a course (say of four years or six years of primary school), and repetition of grades. In short, it is incidence of drop-out and repetition in a country's education system. A narrower operational definition by UNESCO (1998) wastage refers to pupils who do not complete their schooling in the prescribed number of years either because they drop out of school entirely or because they repeat one or more grades. In this regard, although nothing is said about the retention limits in Ethiopia, there is a probability that primary schools limits grade retention to a maximum of one to three years per grade phase (MOE, 2010).

It is sensible to clearly state the meaning of the term dropout separately from repetition. For instance, Bray (1981) defines drop-out as a child who fails to reach a specified end point in the educational system. Of course, there is no one single definition of dropouts that is used across all international organizations, countries as well as all persons. Although agreement on a common definition of "school dropouts" is difficult, most of them agree that school dropouts are children in the compulsory school age who are either not in school at the end of school year, not finishing the last grade at the compulsory school level, not registered for the new school year, or have not received a certificate of education for their respective age group. Among the most well-known definitions is the one given by Morrow (1987): A dropout is any student previously enrolled in a school, who is no longer actively enrolled as indicated by fifteen days of consecutive unexcused absences, who has not satisfied local standards for graduation, and for whom no formal request has been received signifying enrolment in another state-licensed educational institution. A student death is not tallied as a dropout. The second component of educational wastage, repetition, is defined as a year spent by a pupil doing the same work in the

same grade as in his/her previous year in school (UNESCO cited in Bekele, 2004). Hence for the purposes of the study, the researcher attempted to come up with a definition that would reflect the phenomena of children who experience dropout but currently re-enroll in that or any other school.

2.3 A Frame Work for Classifying Out-of-School Children

A typology of out-of-school children helps to distinguish the different types of out-of-school status. The framework distinguishes amongst groups in terms of policies aimed at reducing the number of out-of-school children. Different policies are needed in order to provide access to those excluded from the school system, to ensure that children start school in time, or to ensure that they complete a full cycle of primary education (UNESCO, 1998).

According to UNESCO, out-of-school children of primary school age fall in to two main groups with respect to their exposure to education. The first group consists of children who have yet to start school. The second group comprises children who have dropped out before reaching the theoretical completion age for primary school.

The first group can be broken down further in terms of the probability of future school participation. This is mainly because, as it is indicated in the World Bank (1990), urban children are more likely to enroll in and complete primary school than rural children. There is good chance that many of these children, especially those at younger ages, will start school at some point in the future. Some, however, will never begin schooling. Examining rates of school participation for older primary school-age children allows one to judge the proportion of young out-of-school children that may be expected to enter primary school late. Children in Ethiopia are automatically promoted up to grade 3, so that slow starters have time to catch up without the discouragement of repeating a year which resulted in dropout. Colclough and Lewin (1993) indicated that in some contexts, automatic promotion might reduce drop out.

3. Major Factors Influencing Student Dropout in Primary School

In the flow of pupils through an education system, promotion, repetition and dropout are events which are determined by different factors. For instance, the causes of school dropout are multiple, but fall into two general categories: those that are rooted in the overall social and

economic environment and those that stem from the way the school system itself is organized and operates (UNESCO, 1998). Based on this, it can be classified as internal (school-related) and external (out-of-school related) factors in which each factor divided into sub divisions. Neil and Paul (2001) however, classified it as school-related and family-based or personal. In a very broad-but still useful sense Neil and Paul (2001) distinguished three major directions of investigation into the antecedents of primary school dropout, although there is substantial theoretical overlap between the three approaches. While the first two types of research concentrate on family background and school variables from the sociological perspective, the third-more psychological-approach focuses on individual characteristics in terms of achievement and motivation.

UNESCO (1998) has also identified predictors and variables associated with dropout. It categorized according to how much they can be influenced. Status variables are difficult and unlikely to change (e.g. socio economic status, academic ability and family structure). However, understanding why children drop out of school because of status variable is the key to address the constraints by public policies. On the other hand, alterable variables (e.g. attendance, identification with school) are those that are easier to change and have become the focus of efforts to improve graduation rates.

3.1 Out-of- School Related Factors

The assumption behind out-of-school related factors are around the individual, family related, societal and cultural constraints. These social and economic forces are largely beyond the control of educators but may be influenced by public policies in areas such as transport, health services and labour laws. The conceptual framework in the next page indicates that each of the factors is closely interwoven. Their effects on pupil's education are potent and far-reaching and affect the performance and persistence of students who remain in school. The conceptual framework as shown in Figure 1 below provides overviews of the variables that appear to have had an effect on pupils' dropout.

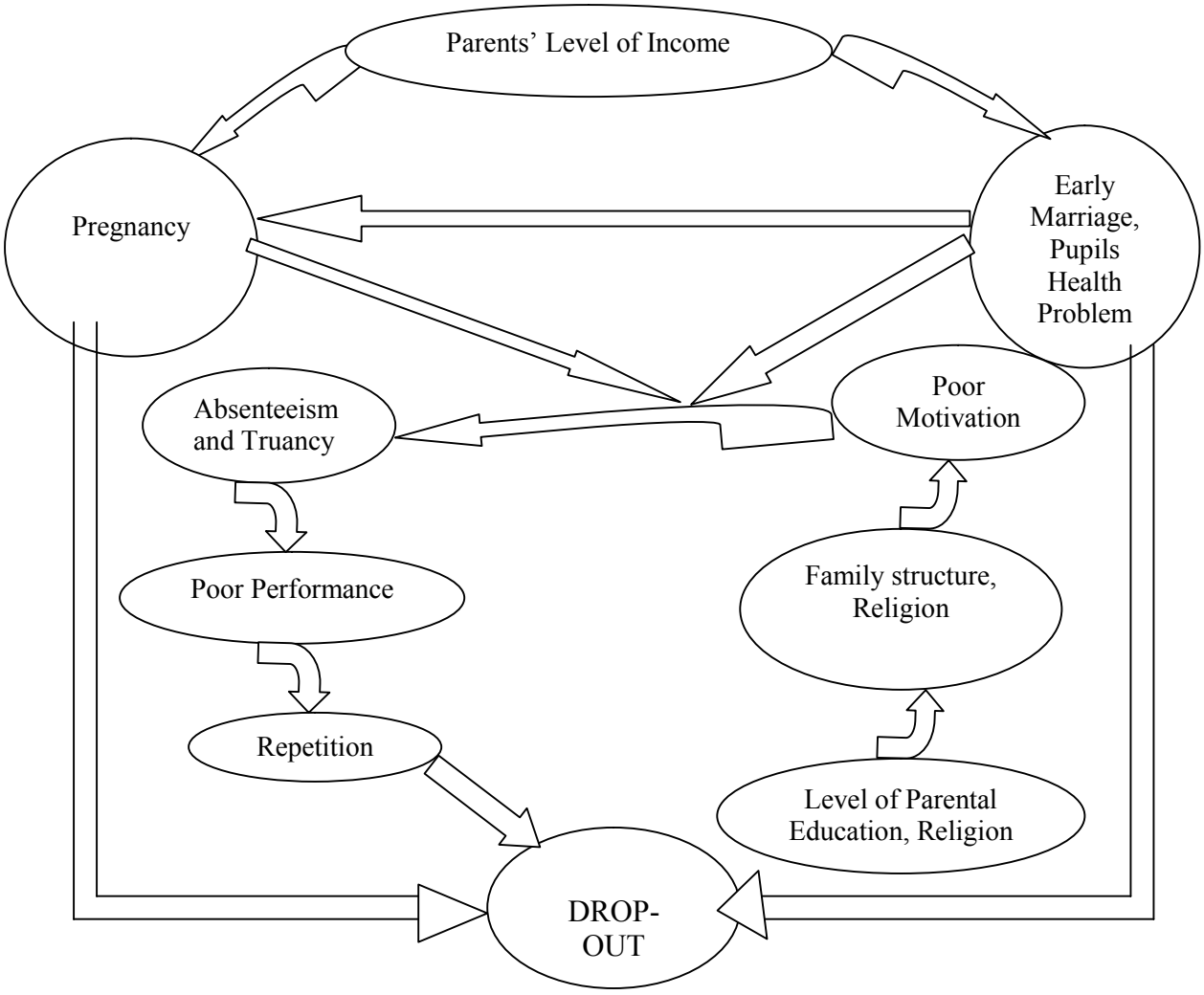

Figure 1.The Influence of out of school related factors on pupils school drop-out

Source: Adapted from Njiau and Wamahiu; 1994

3.1.1 Level of Parental Education

Parents' level of education represents a potential predictor of dropout, that is, better educated parents spend more time with their children, thus supporting their accomplishments and increasing the likelihood that they will remain in school (Rumberger and Thomas 2000). As explained by the same authors, these parents influence the academic performance of their children by imparting the values, aspirations, and motivation needed to succeed and remain in school. MOE (2002) revealed that illiterate or semi illiterate parents do not care for the education of their children. Therefore, education level of the family could be one of the factors that influence the child to succeed in her/his education.

According to MOE (2002) and Rumberger (1983) 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. Similarly, the higher the level of parent's literacy, the lower the rates of dropout among their children and vice versa.

More precisely, Assie (1983) showed that in the Ivory Coast a girl with a university-educated father was over 35 times as likely to enter an academic secondary school as was the daughter of a man with no education, while the comparable advantage for a son was 3.5 times. Furthermore, dropout students reported that their parents were less likely involved in their education and gave them less help with their homework. Generally, parents feel that western education will lead to disrespectful children and to a denigration of their way of life (Norton,Owen and Milimo,1994).

3.1.2 Parents' Income level

With regard to parental income, children from poor families probably feel more pressure to contribute to the family income, and thus leave school to seek work at an earlier stage. Many researchers confirm that the level of family income greatly determine the chance of pupils' survival in education system (World Bank, 1980; Wanna and Tsion, 1994; Simmons, 1980; Schieflbein and Ferrell, 1985; Patrinos and Psacharopoulos, 1996).

Wastage that resulted from the causes of dropout is primarily income problem. According to World Bank (1980), the income profiles of dropouts show that the problem is mostly prevalent among pupils from low-level of parents' income. In particular, it suggested that girls from poor homes, who live in urban areas, are unlikely to enroll and remain in school for longer than those from better-off homes. Patrinos and Psachoropoulos (1996) and Simmons (1980) also reported that pupils from low-income families would be likely academically poor and also have high tendency of dropout of school than those economically privileged ones. 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.

3.1.3 Family Structure

Rumberger (1983) and Rumberger and Thomas (2000) documented that family structures are important in that children from broken homes where one or both parents are absent are less likely to receive the support and encouragement needed to stay in school. Children from such family do not have motivation and encouragement to complete their education. Moreover, they are forced to be dependent and live with others. The absence of parents, however, is often combined with financial problems that might explain the dropout. In a

more detailed analysis of family influences, Rumberger et al. (1990) investigated the interaction styles between parents and children and the consequences for dropout. Dropouts were more likely to live in households characterized by a permissive or an authoritarian parenting style, their parents were more likely to use extrinsic punishments as a reaction to poor grades, and reacted with more native emotion to both good and bad school grades.

Lindgren (1985) stated that children who are not living with both parents experience problem at home that are reflected in their school careers, they are more likely to become truants, to be suspended, to dropout or to be expelled from school. Furthermore, according to Kimmel (1985) adolescents from broken family are likely to be less interested and have negative attitude toward school. If this is the case then, they are susceptible to be absent from school and they are more likely to be low achievers in their academic performances and forced to drop out. As Kimmel (1985, p.257) puts it 'children of divorced parents are more likely to show adjustment difficulties than children from intact families. They tend to like schools less, they do less academically and they fill less optimistic about their future prospects.'

3.1.4 Costs of Education

Regularly attending education and completing a given cycle within intended time require different type of costs namely 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. The Ethiopian Education and Training policy (ETP) in order to reduce the financial burden on parents as well as to encourage enrollments, school fees of all types up to grade 10 have been removed. In practice however, parents are still making some financial contributions, for example, for books, school maintenance fund, sport fees etc (Action-aid, 2003). Action-aid (2003) also reported that the total costs of all these and others 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.

When decisions have to be made because of financial constraints, girls are more likely than boys to be held back or be withdrawn from school. In many countries, some students are responsible for covering their educational costs. This has a negative effect on the length of time they remain in school and on their performance. For young girls in upper primary and secondary

school, the responsibility for covering their educational costs often leads to sexual relationships with older men who can support them. Such relationships carry the risk of pregnancy which can end their schooling (Brock and Cammish, 1991; Camfed, 1994; Palme, 1993). Such relationships also increase girls' exposure to the risk of contracting sexually-transmitted diseases, including the HIV virus. It is becoming increasingly evident that some men will seek sex from young women who are perceived to be free of HIV (Camfed,1994; Hallam,1994). In Zimbabwe, for example, sexual harassment of young girls is reportedly high in some areas and the deteriorating economic situation is driving many young girls into prostitution. A study in MatebeLand found that 'adolescent girls were seven times more likely to be HIV-positive than their male peers' (Camfed, 1994).

In-kind cost is also another obstacle to further schooling in most developing countries. An in-kind cost, as Wagner (1993) and UNESCO (1998) described it, includes costs of child labour 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 vendors, dodging in-and-out of the traffic jams to sell chewing gum, news paper…” (Graham-Brown, 1991 p.52). Thus, by sending them to school and keeping them there, their families will loss a real income on which they depend (UNESCO, 1998). Hence, in-kind cost is one of the push and pull factors in deciding further education of a child.

Child labour is indispensable to the survival of some households, and schooling represents a high opportunity cost to those sending children to school. While the importance of child labour for agricultural, domestic and marketing tasks, has been well documented. When it comes to child care, girls are more likely to be involved than boys, and children in rural areas spend more time working than those in urban areas. Consequently, there are fewer rural girls in schools than their urban peers (Brock and Cammish,1991; Cammish and Brock,1994, Ilon,1990).

With the rapid rate of growth in urbanization, the demand for domestic labour in urban areas has also increased. Resource-poor rural households have responded by sending their daughters into the domestic labour market in exchange for a regular cash income. This also draws young girls away from schools (Fanta, 1991; Niane, 1993, Lange, 1994 as cited in Odaga and Heneveld, 1995). Information from some studies and from the Department of Community Development in Ghana indicates that rural young girls are sent to urban areas to become domestic servants for kin and non-kin families. Such displacement often occurs in their primary school years. Their parents receive payment for their services but the girls have little or no opportunity to return to school (Asomaning, 1994).

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 families who are very poor in terms of cash income (UNESCO, 1998).

In addition to direct, in-kind and monetary 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 are expected to carry out. Therefore, sending them to school and keeping them there till they complete a given educational level imposes additional non-cash cost on the families. This opportunity cost finally leads to child dropping out of school, as he/she is highly required to involve in domestic work. One of the most important suggested measures to alleviate the problem of opportunity cost is to adjust school calendar in accordance with major economic activity of the local area. In most Africa countries including Ethiopia, the school year takes little account of seasonal factors that believed to have high contribution to opportunity cost. Thus locally adjusted changes in the school calendar and time table can significantly reduce opportunity cost problem. A flexible school calendar will close schools during agricultural peak periods to let children help in the fields. Shorter school days as a consequence of double-shifting to create more school space, will give children more time to help at home. Longer school days would give more time for teaching, but shorter school days encourage more parents to send their children to school and enable schools to take two shifts of children (UNESCO, 1998).

3.1.5 Pupils Health Problem

Each pupil has his/her physical, physiological and psychological set up which play great role in determining his/her success or failure in school. The health and nutritional status of children is one such condition, which, according to Pridmore (2007), has a marked impact on a pupils' ability to learn and/or remain in school. Pupils who suffer from ill health and poor nutrition are inclined to attend school irregularly, are more likely to repeat grades, and eventually drop out. Poor health makes it impossible for children to maintain motivation and sufficiently high levels of concentration; and has also been found to result in poor cognitive function (Grantham-McGregor and Walker, 1988; Pollit, 1990; Roso and Marek, 1996).

Studies of children in Ghanaian schools have shown that poor health negatively affects pupils' education (Batbaatar et al., 2006); and reports show that anaemia, malnutrition, stunted growth, and delayed enrolment are correlated with each other (Fentiman, Hall and Buny, 2001;

Glewwe and Jacoby, 1995; Pridmore, 2007). In some instances, irregular school attendance – which has been identified as a precursor of dropout (Hunt, 2008) – has been found to be caused by the poor health of children (Boyle et al., 2002).

Another dimension of the connection between health and dropout is disability, which interacts with other factors to restrict access. According to Rousso (2003), disabled girls are more likely to have restricted access to school; and when disabled children are enrolled, user unfriendly school facilities and a hostile school environment have the potential to push such children out of school.

3.1.6 Parents' Attitude towards Formal Education

One of the socio-culture factors that can deter the schooling of children is families' attitude towards modern education. In particular, the lack of social demand for girl's education is often related to the fact that families and communities do not value or are ambivalent about formal education for girls. This is because that the parents' perception of the value of education is very low (Davison, 1993). These negative perception need to be challenged.

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 societies that have no awareness about value of education except in terms of economic benefit (Bray, 1981).

In addition to this, a handful of stories of local children who have been educated but failed to reap the benefit can also change the attitude of parents and lead to a drop in the demand for schooling. Particularly this situation seems more relevant in the case of education provided for rural people. The attitudes of parents who refuse academic education for their children will only change when the rewards from education improve relative to those of an uneducated (Bray, 1981).

Some parents believe that boys are more intelligent that they perform better in school and that they are a better educational investment than girls. A factor often ignored in discussions of parental preference for boy's education is the prevalence of patrilineal inheritance systems. As the prime beneficiaries of family assets, boys are favored in human capital investment decisions. In addition, parents worry about wasting money on the education of girls who are likely to get pregenant or married before completing their schooling. There is a strong belief that,once married, girls become part of another family and parental investment is lost (Davison and Kanyuka, 1992; Kapakasa, 1992; Long and Fofanah, 1990, Prouty, 1991). Some communities and parents hold a negative view of educated girls. For example, in Chad, some parents believe that schools push girls to prostitution, make them unfaithful to their husbands and make them

difficult to control by parents (Bello, 1993). In some regions of Cameroon, educated girls are perceived as being too independent and demanding and being likely to challenge the traditional submissive role expected of them in marriage (Cammish and Brock, 1994).

3.1.7 Early Marriage

Marriage can affect primary school children in cases where there is significant number of over-age children or in societies in which betrothal takes place at very young ages. The relatively young age of marriage in many African countries as described by Newman (1984) means that marriage is still an important reason why girls do not enter secondary or tertiary institutions or, having enrolled, leave before the cycle is completed. In Ethiopia, for example, 20% of the primary school students surveyed in study reported by Biazen and Junge (1988) were either promised, married or divorced. Both boys and girls were affected, but this was the most popular reason given for the non-enrollment of girls. In a study investigating primary reasons for dropout, Rumberger (1983) found out that African-American females most often cited marriage as reasons for leaving school.

In many traditionally minded societies in Africa and other developing countries, early marriage is one of the major cultural obstacles for girls' schooling. Rose (1998) contended that early marriage has negative contribution for girls' school participation and it is also one of the major causes for an increasing in their dropout form school. Early marriage is also used to measure cultural impact on parents' attitudes towards female schooling. Thirty-five percent of the parents in Nigeria preferred marriage over school for their teen aged daughters. Parents from the region who held stronger views of the potential negative impact of education on their daughters religious beliefs, the majority of them rural, also indicated a stronger preference for early marriage over schooling for their girls (Soumare 1994).

The lack of education for girls as a risk factor for child marriage has been well documented. In a UNICEF (2005) study of 42 countries, women between the ages of 20 and 24 who attended primary school were less likely to marry by age 18 than women without a primary education. The same study found that in Tanzania, women with secondary education were 92 percent less likely to be married by their 18th birthday than women who only attended primary school (UNICEF, 2005).

3.1.8 Pregnancy

In addition to early marriage, another cultural constrain to girls survival rate in educational system is teenage pregnancy. As girls become adolescents, pregnancy becomes a major factor in school drop-outs. A number of studies reported that pregnancy-related dropouts for all levels of education particularly higher grade primary and secondary levels (Bledsoe,

1991, Brock and Cammish, 1991, Palme, 1993, World Bank, 1990; World Bank, 1991, World Bank, 1992, Yeboah, 1993). Lewis (1990) reported that the problem of school girls' pregnancy may be exaggerated, especially by male teachers. However, figures from other studies suggest that it is a very real problem. For instance, a study of schoolgirl pregnancy in Kenya estimates that an annual average of approximately 10,400 girls leaves school because of pregnancy (Ministry of Health, 1988). Data from Tanzania indicate that in 1983, 7,343 girls, approximately 30 percent of secondary schoolgirls, were expelled because of pregnancy (World Bank 1991). In Mali, 10 percent of secondary school students were dismissed because of pregnancy Odaga and Heneveld (1995) and in Zambia, about 2 percent of all schoolgirl expulsions are related to reported pregnancies (Sendrowitz and Paxman, 1985).

Fear of pregnancy is another reason why parents remove their daughters from school as they approach or reach puberty (Anderson, 1994; Bledsoe, 1991; Brock and Cammish, 1991; Palme, 1993; Prouty, 1991; Serpell, 1993). A study in Cameroon suggests that a community's experience with schoolgirl pregnancies may negatively affected the prospects for educating young girls (Holtedahl, 1993). The health implications of teenage pregnancy include a very high risk of death and illness for the adolescent mother and child. A study in Kenya showed that secondary school girls who had been pregnant were twice more likely to report poor health than those with no pregnancy history (Youri, 1993). The increasing indications of significant levels of illegal abortions, particularly in urban areas, and related health risks for young women are also frequently discussed in the literature, suggesting that the pregnancies are not planned and that there is a significant demand for contraception amongst teenagers (Lee and Made, 1994; Van de Walle and Foster, 1990; Yeboah, 1993). The exposure to sexually-transmitted diseases, infertility, and vulnerability to HIV/AIDS is a matter of concern (Brock and Cammish, 1991; Gyepi-Garbray, 1985, Lee and Made, 1994; Yoboah, 1993).

With regard to HIV/AIDS it is becoming evident that men prefer young women as sex partners because of the perception that they are AIDS-free (Hallam, 1994). Hallam (1994) found that it is particularly worrying development because-due to the harsh economic situation in many African countries-school girls are trading sex for money. The abject poverty in which many families find themselves, and the temptation for young girls to use sex to generate an income, or finance their education, flies in the face of moral standards that forbid premarital sex (Palme 1993). In Mozambique, as it is explained by Palme (1993) it is noted that urban girls are more likely to leave school because of pregnancy than rural girls and get pregnant without the

consent or knowledge of their parents. Where as in rural areas girls of school aged do get pregnant but are more likely to do so outside the school environment.

In research by Grant and Hallman (2006), reported that the predictors of teenage pregnancy include: girls with poor school performance, girls who have previously been temporarily withdrawn from school, low economic status, and family migratory life styles and the consequent vulnerability of girls. In some cases, as suggested by Grant and Hallman (2006), institutionally-led discriminatory practices can act as a factor in pushing girls towards dropping out. In South Africa, while students cannot be discriminated against because of pregnancy, in interviews teachers and principals claimed that students were expected to leave school 'as they start to show' (Hunt, 2007). Forms of gender violence against girls can lead to girls becoming pregnant (Boyle et al, 2002). Lloyd and Mensch in Grant and Hallman (2006), claimed that the lack of social and economic opportunities for girls and domestic demands placed on them, along with gender inequities of education system, may lead to poor academic performances which may endorse early motherhood.

3.1.9 Religion

Religious beliefs are reported to keep children away from school. In Guinea, a study team came across three villages where no children were sent to school because of religious reasons and one village where there was more resistance to educating girls than boys (Anderson, 1994). As pointed out by Anderson (1994), Koranic school co-exists with public school, depending on religious beliefs and gendered expectations of appropriate education for boys and girls, some communities send most children, mainly boys and few girls, to public school. According to Anderson (1994), the general perception is that girls' only need to learn prayers' and have no use for reading as they are unlikely to become scholars. This expectation appears to be transferred to expectations for children's schooling in the public system as well as girls tend to attend Koranic School for less time than do boys.

Religion, especially Islam, is usually associated with low female participation in schools. The history of the imposition of formal western education, which is associated with Christianity, and the pressure to convert, is still very much an issue in some Islamic Regions (Brock and Cammish, 1991). It is evident that some parents prefer Islamic education for their daughters, as the fear that western education promotes values and behavior for girls which are contrary to cultural norms remains strong (Niles, 1989; Pittin, 1990; Robertson 1986). However, religion is often a proxy for cultural views about appropriate female roles and it is necessary, although difficult, to distinguish between these factors.

More than eighty percent of parents who did believe that religion undermines their daughters religious were rural based in Nigeria (Bray, 1981). In Northern Nigeria, despite government efforts to promote Universal Primary Education, rural parents still hold negative attitudes towards western education and prefer koranic education for girls as discussed by Bray, (1981). However, the influence of an urban setting is demonstrated by the sample of urban women in one study who supported western education for their daughters and had high aspirations for their education and employment (Niles, 1989).

3.2 School Related Factor

School characteristics have been investigated in research on school effectiveness by Rumberger and Thomas (2000). The authors agree that not only academic achievement, but dropping out of school is a reliable indicator of school effectiveness. Therefore, school wastage through drop out correlates with several schools related factors/variables. Structural characteristics such as school location (Urban, suburban, rural), distance, size and type (state vs. private) seem to influence dropout, even when important individual and family characteristics are controlled (Karin and Hyde, 1989). Rumberger and Thomas (2000) identified the major factors such as distance from home to school, poor quality of teachers, lack of guidance and counseling service, irrelevance of the curriculum, lack or shortage of instructional materials and other school facilities as determining factors.

According to World Bank (1990), children's learning is a function of school inputs and family background. The school- related inputs as discussed by World Bank are-curriculum, learning materials, instructional time, and teaching methods-are those that have been found to have the most significant effect on student learning. Improving students' performance requires reallocating resources to ensure adequate levels of the five inputs necessary for learning. Family background characteristics that enhance children's teachability are investments in health, nutrition and preschool experience.

Provision and effective use of adequate amounts of these inputs are the responsibility of education management at all levels. Learning contributes to children's staying in school and being promoted on time, while demands for child labor outside the classroom and restrictive school promotion policies detract from attendance and advancement. When learning is increased, therefore, and attendance and promotion are not inhibited by exogenous factors, children remain in school for more of the primary years, more through the system more rapidly, and complete the primary cycle in greater numbers. The result is more and better-educated primary school graduates.

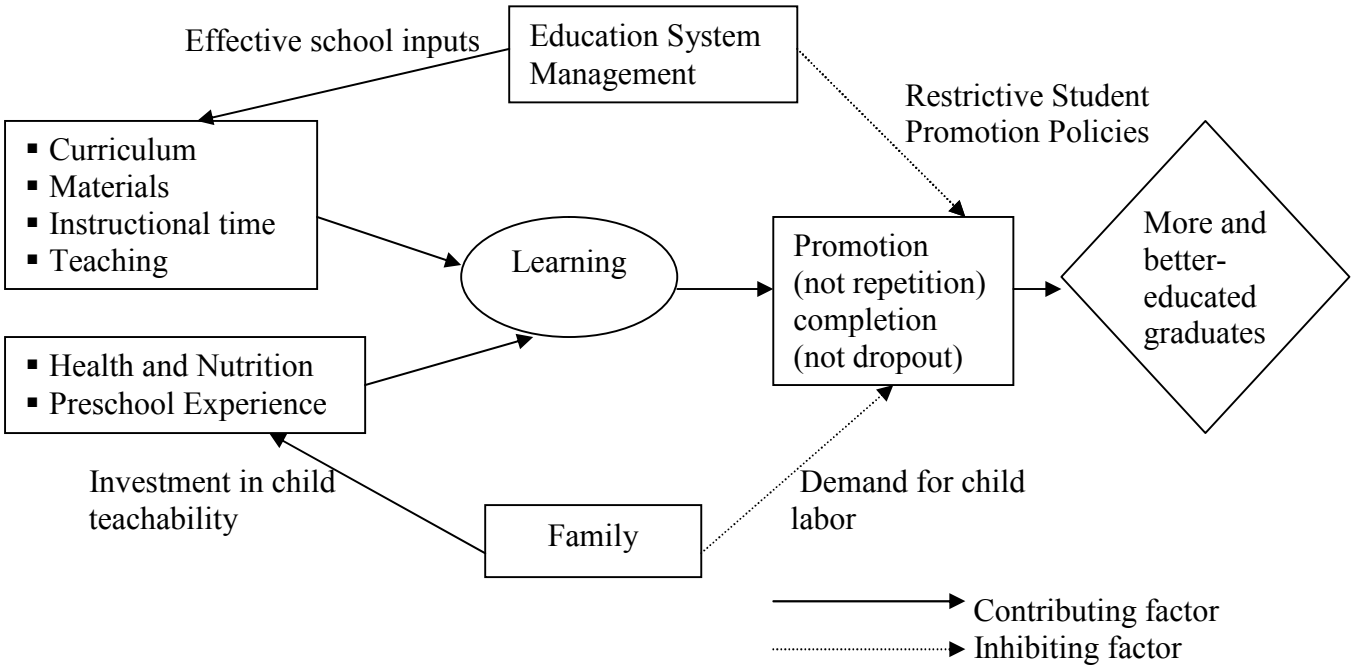

Figure 2. *A Model of Effective Schooling*
Source: World Bank, 1990

Figure 2 provides an overview of the process that links theses inputs with children's learning and completing primary school. Limited educational effectiveness in developing countries results from the failure to provide the minimal inputs necessary for successful learning (World Bank, 1990). In high-income countries a typical primary student goes to a modern, well-equipped school, has 900 hours of learning time and $52 worth of non capital material inputs per year, studies a well-conceived curriculum, has a teacher with at least sixteen years of education, and enjoys a student-teacher ratio of 20:1. In contrast, students in many low-income countries attend shelterless schools or ones that are poorly constructed and ill-equipped. There are typically only 500 hours of actual learning time annually, $ 1.70 worth of material inputs per student, and a poorly designed curriculum. Teachers are likely to have less than ten years of education, and classes may consist of more than 50 children, many of whom are chronically undernourished, parasite-ridden, and hungry (World Bank, 1990).

3.2.1 Distance to school

Distance from school is a critical factor for students' dropout. Although building more schools is an obvious and necessary response to reduce dropout, it must be underlined that schools are located within children's walking distance. This in turn saves the expense of building complete schools on the undesired places. The other thing which forces pupils especially girls to move long distances is availability of water supplies and grain mills and other

related things far from the community. If it is close to the community, children can have more time for education and to get to school on time, Maglad quoted in Telaye (1997).

Lack of proximity to schools is an important cause of wastage, especially for primary students who need a school close to their homes. For example, in Egypt the enrollment of girls who lived 2 kilometers from school was 8 percent lower than that of girls who lived within 1 kilometer from school; enrollment for boys who lived farther away was 4 percent lower (World Bank, 1990). In Ethiopia about 20 percent of first grade students travel more than ten kilometers daily to attend school (TGE/UNICEF, 1993).

In a survey of primary school students in Freetown, Sierra Leone, 87 percent were concerned about the distance they have to cover to get to school. The authors relate this concern to Zoning problems and the poor transportation system in Freetown. The study also mentions the difficulty of access to rural schools because of poor roads (Brock and Cammish, 1991). This problem has implication for supervision of schools and is also a factor noted in a study of girls' education in Guinnea (Long and Fofanah, 1990).

Another study in Ethiopia, Kenya, Tanzania and Zimbabwe, also indicates that the long distance pupils often have to travel to get to school is a deterrent to their participation and achievement in school (Brock and Cammish, 1991; Long and Fofanah, 1990; Soumare, 1994; World Bank, 1991). There are two dimensions to this concern: one relates to the length of distance and the energy children have to expend to cover the distance, often with an empty stomach. The other relates to the concern and apprehension parents have for the sexual safety of their daughters.

Generally, distance is a significant factor for both rural and urban students, but more so for girls. Most of the girls stated 'that living far away from school and having to walk discourages them' (Soumare, 1994:36). The close Proximity of schools in Guinea encourages female participation (Anderson, 1994). In a study in Mali, distance accounted for 14 percent of the variance in girls' enrollment.

3.2.2 The Curriculum, Textbooks and other Learning Materials

Primary school curricula are remarkably similar worldwide (World Bank, 1990). Despite commonalities in official curricula, there are great disparities in what is in fact taught. The actual curriculum in many developing countries is poor in both scope and sequence of instructional material. A recent study of the reading and mathematics curricula in fifteen developing countries found that expectations for student achievement in the earliest grades were inappropriately high and that steps from one concept to the next were very large with few

intermediate steps. Furthermore, textbooks-the major, if not only, definition of the curriculum in most developing country schools-also suffer from factual inaccuracies, inappropriate illustrations, poor writing, and a lack of material to develop higher order thinking skills such as problem solving, critical thinking, and reasoning (World Bank: 1990). The noted American educator Resnick (1987) also indicated that teaching what are known as higher-order of thinking skills in primary schools for the masses is a new idea. 'Although it is not new to include thinking, problem-solving, and reasoning in someone's curriculum. It is new to take seriously the aspiration of making thinking and problem solving a regular part of a school program for all of the population…even the poor' (Resnic 1987:7). Resnic (1987) pointed out that school for the masses concerned themselves with basic skills of reading and computation, with health and citizenship training, and the like. Routinized performance rather than creative and independent thought was stressed. Mass education was, from its inception, concerned with inculcating routine abilities: simple computation, reading predictable texts, reciting religious or civic code.

After a few grades or in the early grades, parents keep their children at home to do works or allow them to dropout of schools (Epstein, 1988). This is mainly because although the curriculum offered to children follows the national standard but does not respond to the local socio-economic, cultural and environmental situation. In particular, a relevant curriculum to the needs of the learners will reduce educational wastage; otherwise, the outcome is that children enroll in school but they learn little and do not complete the primary cycle (World Bank 1990). Furthermore, World Bank (1990) confirmed that the curriculum which did not reflect the needs of the learners and interests of the society in general and the learners in particular was found to be a major cause for poor attendance and withdrawal from school in most developing countries including Ethiopia. There is strong evidence in the literature to support this view, and several studies cite parental disillusionment with the present educational systems, and express their support for more relevant curricula more closely related to the daily lives of students and providing practical skills for future employment (Brock and Cammish, 1991; Kinyanjuie, 1987; Koczaka, 1992; Serpell 1993; World Bank 1992).

Raina (2001) further added that poor quality education and irrelevant curricula can lead to irregular attendance. The main reason for school dropouts is disinterest or a feeling of irrelevance from the child about what she/he is learning. Hence, it is often suggested that educational strategies, spending and curriculum need to be decentralized to the district level to make them more suitable to local needs. These strategies need to focus on equipping children to understand and grow in their local environments, rather than focusing on rote-learning.

Therefore, curriculum is found to be significant determinants of the students' progress and success in their schooling.

When the curriculum is designed for children from urban contexts, rural children may experience difficulties in relating to the materials, which might result in low participation, high drop-out rates and under-education (Taylor and Mulhall, 1997). The solution lies in changing the curriculum to place an emphasis on contextualized teaching and learning. The curriculum should be relevant to the experience of learners with a focus on the development of knowledge, attitudes and skills identified on a national basis (Taylor and Mulhall, 1997).

Most curriculum reforms have concentrated on redefining the courses to be taught and the number of hours officially allocated to each. Generally these changes have been ineffective (World Bank, 1990). Successful curriculum reform efforts must tackle the more difficult issue of preparing a coherent, appropriately paced and sequenced instructional program and developing effective instructional materials although developing countries instead invested primarily in two other inputs namely school buildings and teachers. By far the most important reform needed in primary education, according to Bray (1981), is the introduction of programmes of occupational orientation and training to handle simple tools, perform elementary operations and hence be rendered generally productive through the use of school workshops and farms. Currently, education gained in rural schools serves too much to provide knowledge and incentives which promote migration of talented and ambitious young people to the cities.

There is research indicating that language of instruction in the early years can influence dropout rates. Schools that offer both first language/local language as languages of instruction in the early years of schooling have been reported to lead to lower repetition and dropout rates, World Bank as cited in Kane (2004), along with higher attainment levels. Enge and Chesterfield (1996) who studied bilingual education and student performance in Guatemala noted that National Bilingual Education has a slight positive effect on promotion, repetition and drop-out rates.

Learning Materials

Learning materials are key ingredients in learning. They provide information, organize the presentation of information, offer students opportunities to use what they have learned, and-in the case of tests and quizzes-allow teachers to assess student learning. The learning materials known to enhance student achievement most significantly are textbooks and teacher guides (World Bank, 1990).

Students need to have unrestricted access to learning materials such as textbook, worksheets, handouts, laboratory equipments, models and the like so that they may learn

through interacting with the learning materials (Adula, 2008).That is why Ethiopian government has also a plan to make one textbook to one student in its five year Educational Sector Program of 2005/06-2010/11 (MOE, 2005).

Books and Libraries

The availability of textbooks to students has been identified as a key determinant of student performance in developing countries (Lockheed and Verspoor 19991, UNESCO/UNICEF 1993). For example, on tests of mathematics achievement in Nicaragua, students who were given textbooks scored about one-third of a standard deviation higher than students without textbooks. Similarly, in Brazil, second-and fourth-grade students who received textbooks scored significantly higher on tests of mathematics and Portuguese than students without textbooks. Likewise, in Fiji, provision of classroom libraries led to improved test scores (World Bank, 1990).

However, in many developing countries primary school students either lack books altogether or are required to share books with other students. For example, in the Philippines before a massive investment in textbooks, the student-to-textbook ratio was 10:1; in the Dominican Republic, fewer than 20 percent of eighth grade students in public schools have mathematics textbooks; in the Central African Republic, there is one French text for every ten to twenty students.

Teacher Guides.

Teachers guides that are well integrated with the textbook or with other instructional materials can have a positive impact on student achievement. Particularly effective are guides that include (a) information on both what to teach and how to teach in; (b) diagnostic tests to help teachers monitor student learning and modify lessons based on test results; (c) Strategies for classroom management; and (d) suggested class activities (World Bank, 1990).

Other Materials.

Evidence is less clear about the impact of other basic instructional aids (such as chalk and blackboards), although common sense suggests that their availability is important. While properly implemented computer-based learning programs can be effective, their present costs make widespread introduction infeasible for most education systems in developing countries, particularly in rural areas where the necessary supporting infrastructure is typically unavailable. In general, country priorities should focus on the provision of pedagogically sound, culturally

relevant, and physically durable books for all student and curriculum guides for teachers (World Bank, 1990).

Principal

There is much that can and must be done to improve the quality of instruction through a concerted strategy to improve the curricula, the training of teachers and the organization of the school to promote learning. The involvement and leadership of the school head can make or break any attempt at reform, as the experiences of Chile's 900 schools programme shows (UNESCO, 1998). The school directors and programme supervisors devise an annual improvement plan to examine their needs, raise their standards and, in co-operation with teachers, evaluate their work.

3.2.3 Teaching Methods

Teaching methods are the means by which teachers impart the contents to be learned to the students and try to bring about the intended behavioral changes in the learners set by the educational objectives. Common sense suggests-and numerous studies have confirmed-that children are far more likely to be motivated to learn and to persist in school if the curricula and teaching methods are of high quality. By contrast, pupils who are bored and fail to see the connection between their personal lives and what they are taught in school become candidates for academic failure and, eventually, dropping out (UNESCO, 1998).

The quality of teaching plays a critical role in students' achievement. Effective teaching strategies may differ by subject and grade; that is, strategies that are appropriate for children in preschool and the early elementary grades may not work for older children, and vice versa. Effective teaching involves, at a minimum: (a) presenting material in a rational and orderly fashion, pacing the class to the students' level and taking into account individual differences: (b) providing students with opportunities to practice and apply what they have learned; (c) letting students know what is expected of them; and (d) monitoring and evaluating student performance in such a way that students can learn from their own mistakes (World Bank, 1990).

Much teaching in developing countries is characterized by teaching practices that are not conducive to student learning, such as heavy reliance on teacher lectures with few opportunities for student questions and participation, student memorization of material rather than application of knowledge, and little ongoing monitoring and assessment of student learning through homework and classroom tests. For example, a study in Nepal (World Bank, 1990) found that 78 percent of fifth-grade science instruction was lecturing and less than 7 percent was student participation. In Thailand 54 percent of fifth-grade mathematics instruction consisted of

teacher lectures, explanations, or demonstrations; another 30 percent of the time was spent on written work; only 4 percent of the time was used for oral work of any kind. In Botswana students listened to the teacher's lecture during 54 percent of the observed instructional time and spent another 43 percent of the time on oral recitation.

Three resources can improve classroom teaching: in-service training for teachers, interactive radio instruction for children, and programmed learning materials (World Bank, 1990). Any systematic effort to reduce school wastage should include measures to enhance the skills and working conditions of classroom teachers, especially those who teach in the early grades where repetition is greatest (UNESCO, 1998). Both pre service and in-service teacher training should aim to equip teachers with a variety of practical strategies for helping pupils learn in a timely fashion. Teachers need to master pupil-centered approaches that recognize that each pupil has specific learning needs and requires a particular set of interventions. Various strategies can be employed to upgrade teachers' skills and attitudes and their capacities to introduce new curricular materials and the teaching methods.

3.2.4 Large Class Size

Although the largeness of the class determined not only by number of students but also by factors such as teacher experiences, availability of resources, nature of learners, subject matter or instructional objectives (EQUIP,2006; UNESCO,2006). Ministry of education set the class size limit to 50 students per a class (MOE, 2005). However, similar study conducted on different area revealed that class size in primary schools exceeds the limit set by ministry of education. However, what so ever the size is and other associated situation, large class size is a class which is difficult to teach, asses and manage (Canterbury Christ Church University, 2005). Unless students get in time feedback because of the large class size, pupils do not show progress academically and which may result in exam failure and dissatisfaction.

3.2.5 Teachers Attitudes towards Students

The literature in Brock and Cammish (1991) suggests that teachers' attitudes, behavior and teaching practices have perhaps the most significant implications for female persistence and academic achievement and attainment. Teachers' attitudes to their students are a reflection of the broader societal biases about the role of women in society and the academic capacity of girls (Odaga and Heneveld, 1995). Evidence from Cameroon (Kilo 1994), Malawi (Davison, 1992), Guinea (Long and Fofanah, 1990) and Rwanda (Prouty, 1991) indicate that both male and female teachers believe that boys are academically superior to girls.

In classroom observations in Kenya, Malawi and Rwanda, teachers paid more attention to boys than to girls, or completely ignored girls. In Cameroon, teachers acknowledged that

they preferred to teach boys and that they focused more on boys than on girls in the classroom (Kilo, 1994). In other instances, however, there is little evidence of gender discrimination by teachers in class (Grant-Lewis, 1991, Hyde, 1993). This may be the exception rather than the norm. In Zimbabwe, there is some gender discrimination by secondary school teachers, with boys receiving more attention and being given priority in the distribution of school books and other learning materials (Graham-Brown, 1991). In Mozambique, it is noted that, "the little communication between pupils and teachers there is in Mozambican primary schools, exists outside the few truly urban schools, between boys and teachers. The higher rate of failure for girls might to a considerable extent also be an effect of inequality of treatment within the classroom" (Palme, 1993, P.34). The quality of teacher-student interaction is noted as often negative and discouraging when a female student is involved. There is little evidence to suggest that female teachers are better or worse than their male counterparts with regard to in-class relationships to students.

The promotion of female teacher has been recommended as (Karin and Hyde, 1989) a strategy to encourage girls' education. Apart from providing positive role models to young girls, particularly in rural areas, parents are put at ease about their daughter's safety by the presence of female teachers. Yet there is little evidence of the positive impact of female teachers on girls' performance. The qualitative analysis suggests no difference in low expectations of female students between male or female teachers (Anderson, 1994; Palme, 1993; Prouty, 1991; Serpell, 1993). However, a study in Uganda does indicate that the largest gender gaps in enrollment exist in poorer regions where the percentage of female teachers is low (World Bank 1992).

But improving the quality of teacher training requires more than imparting new pedagogical techniques. UNESCO (1998) has shown that many teachers do not feel responsible in any way for their pupils' failures. Instead, they believe that learning abilities are innate, so they tend to ascribe failure primarily to a pupil's low intelligence, lack of work or family background. These teachers regard their task as merely transmitting knowledge, rather than guiding pupils through a learning process. Such attitudes among teachers are often intensified by poor working conditions and the lack of any professional framework through which they could exchange experiences and learn from their peers. Also, teacher morale and salaries are low in many countries, which does not encourage them to seek to improve their skills.

3.2.6 Guidance and Counseling

It is vital to assign guidance and counseling professionals at school level for the benefit of children. In the Ethiopian context, the practice of guidance and counseling is commonly practiced only at some secondary school level but not at all at primary schools (Seleshi, 2000).

He stated that the Ethiopian secondary school counseling is not considered as a primary useful service that facilitates the teaching learning process. As a result in most school a small office is assigned to two or more counselors. This is particularly true for high schools, in Addis Ababa and same major cities of the country. Some time the office serves two counselors at a time. Using such an office the counselor cannot ensure the clients privacy. Counselors must have their own office. The most important prerequisite of the counselor's office is privacy because, counselors desire to have privacy.

An appropriate school program must be based and organized around fundamental principles and must be an integral part of the education process. According to Stoops (1958) cited in Dessalew (1998), basic principles of guidance and counseling are identified as follows. A good guidance program should assist the individual in developing to the maximum of his capacity in direction beneficial to society, be continually available, be available to all individuals, meet the individuals varied and extensive needs provide for both group and individual guidance techniques.

In general, principles of guidance and counseling should take into account the nature of community, information, knowledge and skills of the counselors, economic and social status of the counselees. An important function for any school counselor is constant remodeling of which he/she is in charge.

3.2.7 Teacher Qualification and Experiences

Rumberger and Thomas (2000) explained that a higher percentage of teachers with advanced degrees increase the likelihood that students will remain in school, on the contrary, implying that the lower the qualification of the teacher, the higher the rate of wastage. From a different perspective, World Bank (1990) showed that most teachers in low-income countries are less qualified since they are likely to have less than ten years of education. Such inadequate preparation results in trainees who lack the intellectual and academic background to acquire adequate pedagogical skills and finally made pupils candidate for failure and thus drop out.

In line with this, Adane cited in Telaye (1997), pointed out that the training level of teachers had an inverse relationship with the dropout rates. This implies that poorly trained teachers can not hold students at school. Despite this fact, however, most developing countries including Ethiopia keep a large number of unqualified teachers not suitable to the educational level they are assigned to (World Bank; Tekeste cited in Telaye 1997). Such a practice has made a good number of students run away from schools.

According to Telaye (1997), teachers who know their subject matter well, stimulate interests of students, explain difficult ideas clearly, and are enthusiastic towards their teaching profession, well-organized in their classes, fair in testing and punishment, and in treating both sexes, and helpful in all aspects contribute a lot to the success and retention of students. Such qualities of good teachers could be developed through practice and in-service training.

3.2.8 School Principal Qualification and Experience

School principal's qualification and their term of job experience are among the most essential factors for enhancing school efficiency (Smith cited in Hassen, 2005). Improper school resources management therefore needs properly trained and experienced school administrator. Emphasizing the importance of the principal's qualification and experience in school administration. He said that the principal's proper training and qualification is one of the important factors for the success of the institution (school) in achieving its objectives. In line with this Katz cited in Ayalew (1991) stated that the school principal need to have qualification and necessary training that would help them to develop the three skills i.e. technical skills, human skills and conceptual skills.

4. Individual Determinants of Primary School Dropout

Although many background and school variables are important antecedents of dropout, a more psychological view of the problem suggested that the concrete decision of whether or not to carry on or leave school is guided by individual characteristics such as attitudes and motivational states. Schools, parents, and teachers provided by individual characteristics such as attitudes and motivational states. Schools, parents, and teachers provide an academic environment, and students' perceptions of this environment determine their achievement, motivation, their behavioral intentions, and their academic behavior and choices. In one of the few Psychological studies on reasons for dropout, Vallerand et al. (1997) proposed a model assuming self-determined academic motivation to be an important factor influencing behavioral intentions and dropout behavior. Their study suggests that students who perceive their parents, teachers, and school administrations as supportive develop a higher level of perceived competence and academic autonomy, and that this leads to higher intrinsic academic motivation and a lower likelihood of leaving school without graduating. Lower expectancies and values with respect to the future school career increase the probability of dropping out (Wigfield and Eccles, 2000).

5. Who is at Risk of Drop Out?

Educators use the term "at risk" to refer to young people who are at risk of dropping out of the educational system, and sometimes to indicate children whose current future school career looks problematic (Pianta and Walsh, 1996). Several authors stated that low levels of academic achievement (e.g., Caliste, 1984) and high absenteeism (e.g., Bryk and Thum, 1989) are the strongest behavioral predictors of primary school drop out. They have pointed out that the earlier a student with low achievement levels and high absenteeism, the more likely s/he be dropout. Researchers like Roderick (1993) and Rumberger (1987) also said that discipline problem and conflict with school personnel are factors in the decision to leave school. Other students who are at higher risk of dropping out include those, who repeat one or more grades, are from low socio economic backgrounds, speak English as a second language, become pregnant, are frequently absent/truant.

In particular, absenteeism destabilizes the teaching learning process. Students who miss periods definitely face a problem of understanding follow up lessons. Thus, it appears that absenteeism is a cause for educational wastage (Bryk and Thum, 1989). Irregular attendance limits the learning process and reduces the ability to get either good education or completing the cycle of that education (German and Brown, 1989). According to German and Brown (1989:3), "students who frequently absent are putting their future in jeopardy, chronic absenteeism especially truancy is a behavior highly associated with dropping out of school."

The studies conducted in schools of Ethiopia revealed that because of different reasons (excessive household activities, marketing, religious holidays) more girls are absent from school (Asmaru, 1998). Totally, absenteeism in education reduces the cost effectiveness of the system and severely limits a child's life long potential by keeping her way from school. This situation expressed by German and Brown as follows: The more children miss school, the less they learn; the less they learn, the lower their grades; the lower their grades, the greater possibility of failing or repeating; the more difficulties experience with educational process, the less they want to stay in school, the less likely they are to graduate (German and Brown, 1989).

6. What Happens to Dropouts?

Croninger and Lee (2001) regards dropping out as the ultimate form of educational withdrawal by learners who are likely to have trouble in school and is of the opinion that learners, who drop out of school, face substantially higher unemployment rates, lower lifelong earnings, higher incidence of criminal activity and have a greater likelihood of health problems than students who complete primary school. It also increases the risk of subsequent criminal

behavior and drug abuse, and it has a direct impact on service delivery, the economy of the country and crime (Haycock and Huang, 2001). Furthermore, dropping out increases the probability of lower levels of mental and physical health. Studies investigating the consequences of school drop out at the macro-level have shown that higher dropout rates result in lower tax revenues and increased expenditure for governmental assistance programs (Neil and Paul, 2001).

CHAPTER THREE

Methods of the Study

This study is planned to investigate determinants of pupils' dropout from primary schools in Addis Ababa, Akaki-Kality subcity. Thus, the following subtopics stated clearly and accurately how the study was done, providing enough information to permit replication by others and to attain the research objective. In general, this chapter describes design, study area, the participants, the type of instruments, procedures followed to collect data and data analysis methods used to administer the study.

3.1 Design of the Study

The purpose of this study is to identify the reasons for student dropout and to identify the degree of impact of different factors on this issue. The descriptive survey method was employed to find out determinants of student dropout at Akaki Kality Subcity of government primary second cycle schools. Descriptive survey research design was adopted for this particular study because it is a convenient method to describe the existed situation and also enable to access the opinions of large sample size (Yalew, 2006).

In general, both quantitative method (survey questionnaire) and qualitative method (interview) was used. In support of this, Creswell et al. (2003) argued that combining quantitative and qualitative methods in educational research capitalize on the strength of each approach and counterbalance/offset their different weaknesses. It could also provide more comprehensive answers to research question, going beyond the limitation of a single approach. The school principals, teachers, parents in the parent-teacher association leaders (PTA) and drop out returnees were used as source of data for the purpose of the study.

3.2 Study Area

In Addis Ababa city administration, there are ten subcities. Out of these subcities Akaki Kality was selected for the study because the researcher had well familiarity with the social, geographical and administrative environment that was a very helpful atmosphere to finish data collection smoothly and on time. Some other subcities were not included for the purpose of manageability.

3.3 Population and Sampling

Dropping out of school appears to be the result of a series of events involving a range of interrelated factors, rather than a single factor. The complex nature of the processes leading to dropout demands input from various actors (i.e. teachers, school directors and leader of parent-teacher associations) to detect and address at-risk factors early in order to reduce the likelihood of dropout. Thus, dropout returnee's, teachers , school principals and leader of parent-teacher associations were included in the study as the researcher believed that they were the right source of information on the causes of student dropout. The first two groups were the subjects of the questionnaires used in the study, while the last groups were the subject of interview.

According to Addis Ababa Education Bureau Education Annual Statistics Abstract (Addis Ababa Education Bureau, 2010), there are 14 government primary schools in the study area. These are Kality Primary School, Furi Primary School, Gelan No 1 Primary School, Akaki-Yemengist Primary School, Gelan No 2 Primary School, Fitawurari Abayneh Metekiya Primary School, Alem Birhan Primary School, Selam Fire Primay School, Andodie Primary School, Biruh Tesfa Primary School, Ethio- Japan Primary School, Addis Ababa Maremiya Bet Primary School, Gelan Gura Primary School and Kilinto Primary School. Therefore, convenient sampling technique was used to select the study schools or area because of the three reasons listed below.

1. Some primary schools such as Biruh Tesfa Primary School, Ethio-Japan Primary School were recently established. Since they are new, they do not have educational data base on the drop out returnees.
2. Two primary schools were out of the interest of the research. Gelan Gura Primary School was established in 2002 E.C consisting of only first cycle primary school that is grade one up to four. Similarly, Addis Ababa Maremiya Bet Primary School contains sections grade 7 up to 10 but it is not a complete primary second cycle. Hence they are excluded.
3. Two schools for unknown reasons are not willing to give information from the beginning. It is not worth mentioning the name of the school here for confidentiality.

Because of these reasons, all the six primary schools were subjected for the study. Therefore, the findings are more reflective of the six schools. And the remaining inconvenient ones do not comply with the generalization made.

Representative samples were drawn from the target population size with appropriate technique. Teachers for example were selected using stratified sampling technique to secure fair representation of gender and then systematic random sampling technique was used to select participants from both groups (i.e. male and female). Since the number of school directors,

parent-teachers association's leaders and dropout returnees were limited, available sampling method was used.

The target participants of the study especially the dropout returnees were obtained from official school statistics after letting the whole record office personnel in consultation with home room teachers fill up a kind of form developed by the researcher, which asked them whether students in a specific grade were drop out returnee or no at all.

To get the representatives and manageable size, 130 dropout returnee students were selected using available sampling and 154 teachers were selected using stratified random sampling. That means after dividing the total population into homogeneous subgroups and then taking a systematic random sampling in each subgroup. Out of the total population of teachers, 154 of them were taken as a sample based on the guide to minimum sample size suggested by Krejcie and Morgan. Accordingly, the appropriate sample size for a population of 274 teachers is 154. This sample size estimation is based on 95% confidence interval.

Additionally, five principals and parent teachers' association leaders, one from each school were purposively included to get adequate and relevant information, because these parties had different experience, qualification and exposure. As it is shown in the Table 1, six second cycle primary schools which had grade 5 to 8 were selected using convenient sampling for the study.

Table 1. *Sample of Teachers and Students in their Respective Sample Schools*

No.	Sample Schools	Population		Sample Groups	
		Student	Teachers	Student	Teachers
1	Kality	40	46 (M=22, F=24)	40	26(M=13 ,F=13)
2	Furi Primary	21	53 (M=25, F=28)	21	30(M=13,F=17)
3	Gelan No 2	20	48 (M=25, F=23)	20	27(M=15,F=12)
4	Akaki Yemengist	19	46 (M=26, F=20)	19	26(M=16,F=10)
5	Andodie	22	43 (M=33, F=10)	22	24(M18=,F=6)
6	Kilinto	8	38 (M=35, F=3)	8	21(M=18,F=3)
Total		130	274 (M=166, F=108)	130	154(M=93,F=61)

Table 2. *Samples of Students in Grade level*

#	Grade	Schools							
		Kality	**Furi Primary**	**Gelan No 2**	**Akaki Yemengist**	**Andodie**	**Kilinto**	**Total (No)**	**Total (%)**
1	5	-	1M	8 (M=3 F=5)	6=(M=4 , F=2)	4 M=2F=2	1F	20	15.4
2	6	-	5(M=2,F=3)	2M	2(M=1, F=1)	7 M=3 F=4	-	16	12.30
3	7	-	11(M=3,F=8)	5(M=3,F=2)	8(M=7, F=1)	3M	5 3M2F	24	18.45
4	8	40 (M=13,F=27)	4(M=3,F=1)	5(M=1,F=4)	3M	8 M=2F=6	2 1M1F	70	53.85
Total (M=60,F=70)		40(M=13, F=27)	21(M=9, F=12)	20(M=9, F=11)	19(M=15, F=4)	22 M=10 F=12	8 M=4 F=4	130	100

3.4 Tools of Data Collection and their Justification

The major and complementary instruments of data gathering, namely, questionnaire and interview were used to gather the desired information from the participants. The questionnaire was semi structured in the sense that there were some open-ended questions so that the participants can provide adequate information. The questionnaire was preferred to this study because it is the most appropriate means to involve the large sample population to collect the necessary information with in a given time frame. On the other hand, the interview was helpful in order to gain an in-depth understanding of the process and causes of dropout and unmask the various critical events that pushed and/or pulled pupils out of school. The school principals and PTA leaders were the subject of interview questions.

3.5 Procedures of Data Collection

After the first drafts of all tools were prepared in English and Amharic, they were commented on by different student from Addis Ababa University, Institute of Educational Research. Based on the comment and suggestion on the format and items, necessary modification of items and formatting was made, especially on the questionnaire. Then, they had been submitted to the advisor. Including important comments of academic advisor, the final draft of the tool had been developed.

After all considerations and modifications were made based on the pilot study, the instruments were become ready for main study. In the main study, questionnaires were distributed for 130 (100%) dropout returnees, 154 (100%) primary school teachers, 5 (100%) principals and 5 (100%) PTAs leaders were used for analysis from each school. All questionnaires distributed for students and teachers were fully returned back.

Data collection was conducted from March 12 to March 21, 2012) and interview took three days while questionnaire took five days in each sample schools.

The questionnaire that was prepared for the dropout returnees was constructed into four parts. The first part was used to collect information about personal characteristics of respondent that is students' information background. The remaining parts were intended to secure information regarding determinants of student dropout from school in the study area. In particular, part three of each item was constructed in five point scale alternative responses ranging from 5= very high, 4= high, 3=moderate, 2=low, to 1= very low. The mean score for each item was calculated using the median line (i.e. 3.0) as a dividing line; those items whose mean become below 3 were 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 student dropout. The fourth part was intended to exhaustively elicit determinants of students drop out that were not included in the items. The questionnaire prepared for teachers were also designed in a similar approach and context like that of students'.

Understanding the fact that some of dropout returnee students can not fill up questionnaire properly due to their age and educational background, the questionnaire prepared for them was administered in the form of interview schedule. That is, each item with its alternative was read by student researcher and the responses were marked by dropout returnee student/respondents themselves. This procedure helped to control mistakes done by the respondent due to the problem of misunderstanding.

Before developing the two sets of questionnaires, the relevant and related literature from different sources was thoroughly examined. On the other hand, after the item constructed, each

item was translated in to Amharic so as to make the questions more clear and to access adequate information. The pilot study of the tools was carried out in the similar setting to the study place. In general, before the administration of the tools the participants were briefly told the objective and significance/purpose of the study and sought the consent form to know their willingness to participate in the study. Consent was sought either from parents of dropout returnee or the participants themselves if they are self-dependent. None refused to be participated. Finally, after taking the necessary correction and preparation, the questionnaires were distributed to the respondents on the appropriate schedule time with the help of five student researcher assistants, after they get necessary orientation on how to distribute the questionnaire.

Regarding the interview, it was conducted with the available teachers and parents who were currently leader of parent teachers associations in the study area (one from each school). It was intended to elicit information about the reasons that would be ascribed to pupil's dropout from primary schools. They were preferred because the researcher believed that they had better understanding about dropout causes which stemmed from out of school and in-school factors.

3.5.1. Pilot Study

The pilot study of the tools was conducted in the similar setting to the study place to improve the understandability of the questionnaire. Hence, thirty students were selected by systematic random sampling technique from grade 5 to 8 during the pilot while thirty teachers were similarly selected for the same purpose (these were not included in the main study).Therefore, the reliability index for students and teachers questionnaire were found to be Cronbach's alpha of 0.901 and 0.815 respectively using SPSS 20.

The questionnaires were distributed to all participants and appealing genuine comment through briefing the purpose of piloting the instrument. Teachers and students filled in the questionnaire at different time in a classroom. Based on the comment, observation and checking the piloted questionnaires, the following modifications were made on the final draft.

Items in close ended form that is prepared for students as well as teachers in part three confused some participants on how to fill the response. Hence for the main study instructional modification and brief description was added on the direction. From observation and response of questionnaire, some of grade 5 students had problems in reading and writing. Thus, for the main research it was made that students have to complete the questionnaire with the help of researcher as well as data collectors.

3.6 Methods of Data Analysis

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

The data collected through questionnaires were tallied and tabulated in frequency tables and then mean, percentage and t-test were employed in analysis and interpretation. Percentage were used to present personal background information as well as to see the top most determining factors while the mean score was intended to identify which of the item is rated above average to be considered as among the major causes for pupils low survival rate in school. Similarly, t-test was used to see whether there is significant difference between teachers and students on the influence of the determinant factors using SPSS 20. To tolerate errors that come due to chance, the 0.01 confidence interval of the difference was used. The data obtained through interview were narrated to substantiate the teachers and dropout returnee's responses. Finally, conclusion and recommendation had been drawn based on the findings.

CHAPTER FOUR

Data Presentation, Analysis and Interpretation

The major objective of this study was to investigate some major factors that contribute to student dropout of school in Akaki Kality Sub City of Addis Ababa City Administration. Thus, an attempt was made to identify some out-of-school and in-school factors that may have significant contribution to pupils low survival rate in educational system in the study area. The study raised two basic questions under it: what major factors influence dropout of pupils and do the reasons of dropout vary between teachers and students in Akaki Kality Sub city primary second cycle schools?

In order to get answer for the above two questions, questionnaire and interview were used as data collection methods. The data collected in these ways were presented as follows.

4.1. Profile of Respondents

Self- reflective responses obtained from participants based on the questionnaires are presented in Table 3 and 4.

Table 3. *Students' background information across the schools*

Response categories	Sample schools												Total	
	Kality		Furi Primary		Gelan No 2		Akaki Yemengist		Andodie		Kilinto			
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Sex														
Female	27	67.5	12	57.1	11	55	4	21.1	12	57.1	4	50	70	53.8
Male	13	32.5	9	42.9	9	45	15	78.9	10	42.9	4	50	60	46.2
Total	**40**	**100**	21	**100**	**20**	**100**	**19**	**100**	**22**	**100**	**8**	**100**	**130**	**100**
Age in yrs														
10-14	21	52.5	6	28.6	8	40	9	47.4	8	36.4	1	12.5	53	40.8
≥15	19	47.5	15	71.4	12	60	10	52.6	14	63.6	7	87.5	77	59.2
Total	**40**	**100**	21	**100**	**20**	**100**	**19**	**100**	**22**	**100**	**8**	**100**	**130**	**100**
Grade level														
5-6	-	-	6	28.6	10	50	8	42.1	11	50	1	12.5	36	27.7
7-8	40	100	15	71.4	10	50	11	57.9	11	50	7	87.5	94	72.3
Total	**40**	**100**	21	**100**	**20**	**100**	**19**	**100**	**22**	**100**	**8**	**100**	**130**	**100**

Table 3 shows, the numbers of female respondents are higher than that of male respondents. Out of the total of dropout returnees, i.e. 130, 70(53.8 %) are girls and 56 (46.2 %) are boys. This figure indicates that girls are more likely to come back to school than boys after dropout. Once girls are admitted to school, their drop-out rate is no higher than that of boys (UNESCO, 1998).With regard to their age, 53 (40.8 percent) and 77 (59.2 percent) of them were

in the age interval of 10-14 and 15 years old or above respectively. These indicate that the great majority (59.2 percent) of dropout students were in their adolescent age, which has a lot to do with different social, economic and cultural practices. Thus, the findings are more reflective of girls and students aged 15 years old or above. Also, table 1 shows that the majority 94 (72.3%) of respondents are 7 to 8 grader while 36 (27.7%) are 5 to 6 graders.

Table 4. *Teachers' background by the schools*

Response categories	Sample schools												Total	
	Kality		Furi		Gelan # 2		Akaki Yemengist		Andodie		Kilinto			
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Sex Female	13	50	17	56.7	12	44.5	10	38.5	6	25	3	14.3	61	39.6
Male	13	50	13	43.3	15	55.5	16	61.5	18	75	18	85.7	93	60.4
Total	26	100	30	100	27	100	26	100	24	100	21	100	154	100
Age 20-25	15	57.8	16	53.3	18	66.7	17	65.4	16	66.7	18	85.7	100	64.9
26-30	5	19.2	8	26.7	7	25.9	4	15.4	8	33.3	3	14.3	35	22.8
31-40	3	11.5	5	16.7	1	3.7	3	11.5	-				12	7.8
≥ 41	3	11.5	1	3.3	1	3.7	2	7.7	-				7	4.5
Total	26	100	30	100	27	100	26	100	24	100	21	100	154	100
Service in years														
≤ 10	22	84.6	29	96.7	26	96.3	23	88.5	24	100	20	95.2	144	93.5
>10	4	15.4	1	3.3	1	3.7	3	11.5	-	-	1	4.8	10	6.5
Total	26	100	30	100	27	100	26	100	24	100	21	100	154	100
Educational status														
TTI	4	15.4	6	20	2	7.4	1	3.8	-	-	-	-	13	8.4
Diploma	17	65.4	18	60	19	70.4	20	77	8	33.3	21	100	103	66.9
Degree	5	19.2	6	20	6	22.2	5	19.2	16	66.7	-	-	38	24.7
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Similarly, majority of the teachers involved in this study were male compared to the percentage of female participants (60.4% versus 39.6%). This shows that female teachers in primary schools are rare compared to male teachers. Regarding the teachers respondents' age, 100(64.9 percent) and 35 (22.8 percent) of them were between the age interval of 20-25 years and 26-30 years respectively. And the remaining 19(12.5%) were 31 years old or above. This indicates that if most respondents' age is in the adulthood especially from 31-40 years or above, their response could be more reliable since they would have good experience.

Teachers with 10 or below 10 service years were more involved than above ten service years (93.5% versus 6.5%). This indicates that the majority of teachers have several years of experience in the profession averagely seven years. With respect to the educational levels of respondents, the great majority that is 103 (66.9%) involved in the study were diploma holder

while 38(24.7%) of them indicated that they were degree graduate. In addition, Some 13(8.4 percent) teachers said that their educational attainment is 10 +1 or 10 + 2. This indicates that there are under qualified teachers teaching in the primary second cycle schools of the study area. This may have its own impact on efficiency of educational system. Besides, information from the sample schools shows that 141(91.6%) of teachers were qualified to teach second cycle (5-8) primary education level. Therefore, the results obtained in the study related to these groups (teachers) were more reflective of male, 10 or below 10 service years and diploma holders in educational status.

Heyneman, 1990; Chentavanich and Fry, 1990 in Adane (1993) did not appreciate teachers age as a strong variable affecting peoples' progress. However, in their findings, Chentavanich and Fry, 1990 reported that older teachers tend to be less active than younger ones. Their finding further pointed out that teachers with less than ten years of teaching experience had more enthusiasm than older ones. Although teachers who are older in most cases have more experience, the tendency to be fade up of their work and fail to help pupils may be higher among them. Pertaining to service and training conditions of teachers, 76 respondents (91.6 percent) of them replied that they have no special training about how to teach children. And 7(8.7 percent) of teacher respondents did not express their opinion towards this.

Table 5**.** *The Grade level most students dropout*

Item	**Response**	
	No	**%**
At which grade do you quit your schooling?		
1-4	**21**	**16.2**
5-6	**61**	**46.9**
7-8	**48**	**36.9**
Total	**130**	**100**

As shown in Table 5, dropout returnees were asked to indicate the grade levels in which they dropped out. According to Table 3 majority of the respondents, i.e. 61(46.9%) said that they dropped out when they were 5 to 6 graders while 48 (36.9%) were 7 to 8 graders, the others i.e. 21 (16.2 %) indicated that they dropped out from an earlier grade i.e. 1-4. Therefore, the dropout problem is more serious in second cycle primary school. Table 5 reveals that out of the

total dropouts involved in the study, more than half, that is, 109 (83.8 %) of them were left school before the terminal year of second cycle primary school or grade 8, and of this 46.9 percent were from grade five and six. This indicates that, from dropouts involved in this study the majority of them were left school at grade five or six.

Table 6: *Dropouts family structure*

Items	Responses	
	No	%
Number of children your families support		
1-2 people	34	26.2
3-4 people	48	36.9
5 people and above	48	36.9
With whom do you live?		
With both parents	70	53.8
With one of the parents	31	23.9
With relative	23	17.7
Others	6	4.6

As it can be seen from item number six of Table 6, it indicated that the great majority, 96 (73.8 percent), of dropouts who involved in this study were from among families with three people and above while 34(26.2 percent) of respondent said that their family size is between one up to two people. This clearly shows that the majority of students who dropped out of school were from among families of large size.

From Table 6, it can also be seen that the majority, 70 (53.8 percent), of dropouts live with their biological parents, and a significant number, that is 31 (23.9 percent), of them live with either one of their parents. This reveals that in this study area living with either one or both of parents seems to have less contribution to high survival rate in educational system. Only 23 (17.7 percent) live with their relatives and six of them (4.6 percent) live with brother, friend, guardians, husband and neighbor respectively. In general, it also tells us that both parents of the

dropout returnees (53.8 percent) are alive and 23.9 percent of parents either mother or father is alive while only 22.3 percent of them replied the opposite.

Table 7. *Family Background of Student Respondents*

Items		Response	
		No	**%**
Parents religion:	Christian	116	89.2
	Muslim	13	10
	Wakefata	1	0.8
	Others	-	-
Parents education:			
	illiterate	52	40
	Primary education level	40	30.8
	Secondary education level	20	15.4
	Diploma	12	9.2
	Degree and above	6	4.6
Parents occupation:			
	Merchants	28	21.5
	Government employees	47	36.2
	Farmer	25	19.2
	Daily laborers	12	9.2
	Others	18	13.8

Concerning dropout returnee parents' religion, as Table 7 shows, 116 (89.2 percent) and 13(10 percent) were found to be Christians and Muslim religion followers respectively while 1 (0.8 percent) are "wakefata" (traditional believers). From this we can see more than ninety nine percent of dropout returnee parents are non Muslims. This implies that Muslim religion believers were very small when compared to Christians and "wakefata". So that it is contradictory to the belief that Islam religion keeps children away from school as it is indicated in Brock and Cammish, 1991. Generally, Islam is not associated with low students participation in the study area.

As shown in Table 7, the great majority, that is 52 (40 percent) of dropouts respondents, indicates that their parents cannot read and write while 40 (30.8 percent) of them replied that their parents have primary education level. The sum of dropout parents whose education level is secondary, diploma and degree is 38(29.2%).This depicts high rates of illiteracy among parents of this study area, which may have considerable impact on their child survival in school.

Regarding students' parents occupational type, the majority, that is 47 (36.2 percent), of them replied that their parents are government employee. Most of these parents were found at

the lower hierarchy of the government structure in different offices. While 28 (21.5 percent) indicated that their parent involved in small trading activity, 25 (19.2 percent) indicated that their parent practice agriculture, 12 (9.2 percent) indicated that their parent engage in daily laborer. Others that are 18 (13.8 percent) replied that their parents engaged in other type of occupation (they are private factory workers and pensioner). With this situation and condition, students are more likely to dropout of school. This is because they may not be well aware of the value of education, give priority to the day to day family activates than sending children to school and not have the financial capacity to cover all educational expenses of their children etc.

4.2 Analysis of Major Factors that Contribute to Student Dropout

This part presents the major determinants of dropout and the extent to which these determinants are aggravating dropout rate. To this end, data collected from students and teachers through questionnaires was analyzed using percentages, t-test and mean. The use of percentage was believed to show many participants ratings of the determinants factors of dropout.

4.2.1 Out-of-School Related Factors

Table 8. *Out-of School Factors Determining Students Dropout*

No.	Determinants of dropout	Responses in %				
		Very high	High	Moderate	Low	Very low
1	Low level of parental education	34.6	15.5	15.9	12.4	19.8
2	Low level of parents' monthly income	34.6	21.9	14.5	10.2	16.6
3	Divorced parents/broken family	33.6	14.1	18.4	13.1	17.3
4	Unable to afford expenses of school supplies	26.5	18.0	21.2	14.5	15.9
5	Pupils health problem	18.4	12.7	18.4	21.6	25.1
6	Parents low attitudes towards formal education	25.1	16.3	17.3	15.9	21.9
7	Involvement in generating income for the family	29.7	17.7	16.6	11.7	20.1
8	Early marriage	17.0	7.8	9.5	15.9	45.6
9	Teenage pregnancy	13.1	5.7	9.2	14.8	51.9
10	Deceased parents	25.4	16.6	15.9	14.5	24.0
11	The religion of my parents	14.8	7.1	7.4	14.5	50.9
12	Highly involved in domestic work	30.0	19.4	18.0	12.4	17.3

Table 8 presents the dropout returnees and teachers respondents' response to the extent of contribution of some major out-of-school related factors to student's early school abandoning in the study area.

Regarding the effect of low level of parental education on pupil survival rate in educational system, 34.6% and 15.5% of the participants rated it high and very high on how much determinant it is to dropout. However, 12.4% and 19.8% of the students and teachers who participated in the study hold that low level of parental education contributes low and very low to dropout rates respectively. But the calculated average means of the dropouts (mean=2.7) and that of the teachers (mean=3.87) depict that teachers perceived this factor as serious problem than the dropouts did.

In relation to this information item number nine under part two indicates that the adult illiteracy rate of the sampled school is about 40 percent. From this, therefore, it can be concluded that the role of parent's illiteracy is among major hindrance for pupils' further schooling or even to attend school in the study area. These could relate to the study result of Roderick (1993) in Aklilu (1998) that is the less educational background the parents have the higher chance for the student to dropout of school.

Economic condition stood out to be one of the determinants of dropout in the region. Those who participate in the study rate that low level of parents' income makes a very high contribution in 34.6% of the participants. Likewise, low level of parents' income has high contribution to the dropout rate in this region. 21.9% of dropout in the region is due to the low level of parents' income. The idea that this low economic condition has a medium contribution was supported by 14.5% of the participants. However, economic condition has a low and very low contribution to the rate of dropout is supported by 10.2% and 16.6% of the participants respectively. The calculated mean values of the dropout returnees (mean=2.7) and the teachers (mean=3.87) tell as that the teachers rated the item above the average to consider this factor having high significant contribution to the problem under discussion.

Divorce was found to be one of the determinant factors of drop out in the region. 33.6% and 14.1% of the participants replied that it is a very high and high determinant of dropout in the area respectively. Whereas 18.4% of those who participated in the study assume that divorce somehow moderately determines dropout, 13.1% and 17.3% of the participants consider divorce as a low and very low factor determining dropout respectively. The mean scores of students (mean=2.98) and that of the teachers (mean=3.64) also reveal that the later respondents rated the item above average, which further reveal that its contribution to high rate of dropout in the study area is significant. This can be seen from the fact that the teachers rated the item higher than the

dropouts' respondents which indicate that the teachers perceived the impact of the problem than the students. Nevertheless, from the percentage rate of both respondents and their mean score values, we can say that divorce is not among major causes of dropout in the study area.

Pertaining to pupils health problem, the greater proportion of participants (25.1%) assumes that pupils' health problem is a very low contributor to dropout. As Table 8 indicates, this factor is rated roughly proportionally across the scale. The calculated mean scores of the respondents (m=2.78 and m= 2.76) also show that both of the respondents rated the item above average confirm the view that pupils health problem is not among major contributing factors to high rate of dropout in the study area.

On the contrary to the above finding, all interviewed school principals and PTA leaders of the sample schools state that many pupils quite school as a result of different disease, mainly malaria and water born. As the respondents confirmed, the problem is more acute in the study area, which is characterized by hot weather condition, lack of potable water and non-existence of health services. Other study reports also documented that in many developing countries (Coombs, 1985; Tillay, 1999) school children often suffer from different diseases and the problem leads to their discontinue of schooling totally.

Concerning the effect of parents' low attitude towards formal education (see Table 9) on pupils survival rate in educational system, it is found to have very high contribution to drop out in 25.1% of the participants and high in 16.3% of the same group. While 21.9% of the participants believe that parents' low attitude and interest in formal education has a very low contribution to drop out, 15.9% of the same group believes that this factor contributes low to drop out.

On the other hand, the mean values of the students (mean=2.61) and that of teachers (mean=3.46) reveal that the teachers rated the item higher than students which means that the later group perceived the high influence of this factor than the former group. Nevertheless, the mean scores of both groups are above average indicating that this factor highly contributes to the problem under discussion.

This finding is also in line with the opinion of parent teacher association leaders and school principals' respondents hold. They confirmed that parents' interest in formal education is low. These may stemmed from the reason that majority of the society /parents had not tested the fruits of education. Secondly, they also have not seen those few pupils who completed primary education helping their parents as they expect.

Another determinant factor for dropout was found to be students' involvement in generating income for their families. For about 29.7% and 17.7% of the participants, students'

involvement in income generation to support family is a very high and high determinant factor for dropout respectively. However, 16.6% of the participants agreed that this involvement of students in generating income for the family moderately contributed to drop out. On the other hand there are students who assume that this factor has low (11.7%) and very low (20.1%) contribution to drop out. Thus, nearly one-third of the participants suggested that students' involvement in income generation for the family is a very high determinant factor of dropout. Moreover, the mean score of the respondents (2.68 and 3.74), being rated slightly above the average tell us that this factor is one of causes of dropout.

Participants were also asked to indicate the extent of the impact that made them not able to afford to educational expenses on pupils' survival rate in primary schools of the study area. Accordingly, being unable to afford expenses to cover school supplies seem to be rated as a very high cause of dropout by 26.5% and high by 18.0% of the participants. It seems that nearly proportional percentage of participants rated the factor across the scale. Thus being unable to afford school supplies is not a major determinant factor in the area. However, when critically looking into calculated mean scores of the dropouts (mean=3.02) and that of the teachers (mean=3.44) indicates that though both of the participants rated the item above average, teacher rated it higher than the dropouts which tells us that they perceived the effect of this factor as serious problem more than the students did.

In confirm with the above finding, all interviewed principals, PTA leaders contended that school costs and shortage of other individual educational expenses are among socio-economic impediments that limit children further schooling. In Ethiopia, according to New Education and Training policy (MOE, 1994). Primary education (1-8) is free of any user fees. But, as all parent respondents stated, in this study area parents still making some financial contributions, some of which are effectively compulsory while others are supposedly ''Voluntary'', but are requested with considerable social pressure. For example, they mentioned some major costs such as costs of books, sport fees, registration fees, financial contribution for school maintenance fund etc. It is true that the total of these costs can be substantial burden on poor parents. In line with this, World Bank (1975,1994) and Graham-Brown (1991) asserted that many school children abandon schooling early mainly because of absence of educational expenses in most of developing countries.

As regarding the effect of early marriage on students survival rate in education of the study area, it is found to be a very low determinant factor of drop out by nearly half of the participants (45.6%) and low by 15.9%. Considerably very low proportion of participants (9.5% and 7.8%) suggested that early marriage has moderate and high contribution to drop out. Only 17% of the

participants assume that early marriage is a very high determinant factor of drop out in the region. Thus, it can be said that early marriage is not a major determining factor of dropout in the area. The mean values of the students (mean=2.38) and the teachers (mean=2.27) respondents also assert that they rated the item below average which in turn tells us that the contribution of this factor to early school leaving in the study area is minimal.

This finding however, does not go with other study reports on the effect of early marriage on educational efficiency. According to these reports, in many developing countries (Rose, 1998; Coleman, 1994) early marriage is one major causes of students particularly girls dropout of schools. In line with this, the school directors and the parent teacher association leaders indicated that it is one of the pulling causes although the degree varies in the study areas.

Teenage pregnancy as a cause of drop out is also similar to that of early marriage. More than half (51.9%) of the participants rated that teenage pregnancy is a very low determinant factor of drop out. Moreover, 14.8% of the participants assume that teenage pregnancy has low contribution to students' dropout. Teenage pregnancy is found to have high and very high contribution in only about 18% of the participants. Thus teenage pregnancy is not considered as very high or high determinant of drop out in the region.

The mean scores of students (mean=2.21) and that of the teachers (mean=1.97) also reveal that both of the respondents rated the item below average, which further reveal that its contribution to high rate of dropout in the study area is minimal. From the percentage rate of both respondents and their mean score values, we can say that teenage pregnancy is not among major causes of dropout in the study area.

The present finding is, however, contradictory with previous research reports, for example, by Wagner (1993) and Graham-Brown (1991). They confirmed that teenage pregnancy is a major cultural constraint to girls' survival in educational system. The possible explanation for this may be due to this study area society's attitude towards pregnancy at early age before marriage. According to the information from school directors and PTA leaders, during interview, pregnancy before marriage is culturally out law. Any girl who becomes pregnant before marriage loses all her social and cultural status. Similarly, any man who committed this on any girl is punished by the law and he is deprived of his social and cultural rights and also considered as inferior person in the society. Therefore, it seems that this cultural protection may have its own role in minimizing this problem in the study area.

Deceased parents as a cause to dropout seem to be supported by relatively proportional number of participants. Nearly one-fourth of the participants (24%) replied that deceased parents or parental illness has very low contribution for dropout while 14.5% of the participants hold

that the factor has low contribution for drop out. One-forth (25.5%) of the participants also rated that parental illness or death had a very high contribution for dropout and 16.6% of them rated that the factor has made high contribution toward dropout. The calculated mean scores of the respondents (see Appendix F) which show that teacher respondents rated the item above average also confirm the view that loss of parents because of death is among major contributing factors to high rate of dropout in the study area.

Parents' religion, another cause of drop out, was rated very low by more than half (50.9%) of the participants while 14.5% of them believed that it had low contribution towards dropout. In addition, 14.8% of the participants rated that parents' religion has very high contribution to drop out. However, those proportions of participants who rated this variable with high and moderate are nearly equal, i.e., 7.1% and 7.4% respectively. The mean scores of students (mean=2.45) and that of the teachers (mean=1.92) also reveal that both of the respondents rated the item below average, which further reveal that its contribution to high rate of dropout in the study area is least. Hence, we can say that parents' religion is not among major causes of dropout in the study area.

Involvement in domestic work seems to have very high contribution toward dropout, as it is supported by 30% those who participated in the study. And those 19.4% (nearly one-fifth) of them rated that domestic work has a high contribution to the issue. Whereas 18.0% of the participants assume that domestic work has moderate contribution to the dropout rate, 12% and 17.3% of them rated that the factor domestic work is low and very low determinant factor of dropout respectively. Other studies, for example, UNESCO (2002) confirm that excessive involvement of children in domestic works is among major causes for pupils low survival rate in educational system in many African countries. As the mean indicates teachers' ratings reasons for dropout (m = 3.79) is significantly higher than those of students (m = 2.78).

To sum up, taking score of 3.0 as a median of respondents' response, among 12 out-of-school factors both respondents rated low level of parents' monthly income, low level of parental education, divorced parents, involvement in domestic work, unable to afford expenses to school supplies, involvement in generating income for the family, parents low attitudes in formal education, and deceased parents are among major factors that contribute to high rate of dropout in the study area respectively. The remaining factors (Appendix I) were rated below average, which tells us that their contribution to the problem under discussion is low. This categorization is in accordance with Hassen (2005) classification of factors into high and low determinants of dropout.

4.2.2 School Related Factors

School distance from home is one determinant of student dropout. As it can be seen from Table 9, 27.2% of the participants rated that school distance has very low contribution to drop out while 18% of them assume that the distance from home to school has low contribution to the variable. But very high and high contribution of home to school distance is observed by 20.5% and 12.0% of the participants. Those students who considered distance as a moderate determinant of dropout constitute 16.6% of the participants. The calculated mean scores of the dropouts (mean=2.76) and that of the teachers (mean=2.82) also indicate that both of the respondents rated the item below average. This reveals that the effect of this factor is not very acute. However, from their mean value (see Appendix I), the teachers perceived the effect of the problem than the students did.

Table 9. *School Related Factors Determining Student Dropout*

No	Determinants of dropout	Responses in %				
		Very high	High	Moderate	Low	Very low
1	School distance from pupils home	20.5	12.0	16.6	18.0	27.2
2	Irrelevant curriculum to the learners	8.1	2.5	6.0	13.1	61.1
3	Mismatch between content of student textbook and pupilscapacity	11.3	9.2	14.1	17.0	39.9
4	Low teachers attitude towards students	10.2	7.4	11.7	12.0	51.2
5	Unattractiveness of teaching method	8.1	7.1	11.0	16.3	49.5
6	The large size of students in the class	19.1	11.3	11.3	12.0	37.5
7	Shortage of student text	16.6	9.2	14.8	16.3	33.9
8	Shortage of school facilities like chair, desk, laboratory, toilet, clinic, tap water, recreation place, and guidance and counseling and other services	22.3	8.8	13.8	11.0	36.7
9	Absence of qualified teachers in the school	10.2	3.2	7.4	10.6	58.3
10	Unavailability of enough teachers in the school	10.6	2.8	8.5	11.7	56.5
11	Students' low interest towards education	28.3	14.5	15.9	8.8	24.4
12	Disciplinary problem	20.8	15.9	16.6	12.0	26.1
13	Failure in examination	20.1	15.2	18.4	13.4	25.4

Parents and interviewed educational experts also emphasized the effect of this factor on pupils survival in schools. According to parents, who involved in the study, due to weak school network in the area many students forced to attend schools walking approximately for about one to two hours single trip a day in most of rural areas, and even more than this in some remote villages. They further argued long distance is associated with a number of safety problems, which include sexual violence and fear of wild animals. Such conditions worry parents when

sending their children to school, which are far from their localities. Consequently, pupils were forced to discontinue their schooling.

The findings of many researchers (for example, Carr-Hill, 2002; Adane, 1993; Tadesse, 1974), which state that pupils home-school-distance has a considerable impact on the survival of students in school also confirm the above finding.

Irrelevant curriculum as seen in the eyes of students and teachers has very low contribution toward drop out in 61.1% of the participants and low contribution to dropout in 13.1% of the participants. Whereas for few (6%) of the participants irrelevant curriculum has moderate contribution to student dropout, fewer (2.5%) and 8.1% of the participants believed that irrelevant curriculum has high and very high contribution toward student dropout respectively.

The mean scores of students (mean=1.85) and that of the teachers (mean=1.62) also reveal that both of the respondents rated the item below average, which further reveal that its contribution to high rate of dropout in the study area is least. Hence, we can say that irrelevant curriculum is not among major causes of dropout in the study area.

On the contrary to the above finding, Carr-Hill (2002) and Lockheld and Levin, (1993) contend that in many developing countries the curriculum which are not developed by appropriate people, it is mainly irrelevant for students to alleviate their short and long term socio economic situation as well as their society in general. As a result, it was found to be a major cause for poor school attendance and high dropout rate from school for many children.

Another factor, mismatch between textbook content and student capacity, most of the participants (39.9%) assume that it contributed in a very low extent to students drop out; whereas 17.0% hold that the factor is low in its contribution to drop out. But, relatively lower proportion of participants assumes that it has high (9.2%) and very high (11.3%) contribution toward dropout. As the mean indicates teachers' ratings reasons for students (m = 2.31) is significantly higher than those of students (m = 2.27).

Another factor which appears to be a cause of student drop out is that low teachers attitude toward students. This, about more than half (51.2%) and 12.0% of the participants rated that the factor in a very low and low extent respectively, determines drop out. Besides, those 10.2% and 7.4% of participants hold that the low teachers attitude contributes to drop out in a very high and high degree. Thus, the factor is not a major cause of dropout in the region.

The calculated mean scores of the dropouts (mean=2.33) and that of the teachers (mean=1.87) also indicate that both of the respondents rated the item below average. This reveals that the effect of this factor is not major determining factor. However, from their mean value (see Appendix I), the students perceived the effect of the problem than the teachers did.

Unattractiveness of teaching method, according to 8.1% and 7.1 % of the participants, is a very high or high contributor of drop out. However, the majority, 49.5% (nearly half) and 16.3% of the participants agree that the extent of contribution by unattractiveness of teaching method to drop out is very low and low respectively. The calculated mean scores of the students (mean=2.02) and the teachers respondents (mean=1.99), which are rated below average confirm that inappropriate teaching method have less contribution to dropout.

Large class size seems to be supported by 19.1% of the participants as a very high determining factor for drop out. Whereas similar proportions of participants (11.3%) assume that large class size had a very high and moderate contribution to dropout, 12.0% of the participants agree that the contribution of class size to drop out is low. Besides, more than one-third of the participants (37.5%) rate that the contribution of class size to drop out is very low. As the mean indicates teachers' ratings reasons for dropout (m = 2.69) is significantly higher than those of students (m = 2.45).

Shortage of student textbook has a very high contribution to drop out in 16.6% of the participants and high contribution in 9.2% of the same group. In addition, the assumption that textbook contributes low and very low to drop out was supported by 16.3% and 33.9% (more than one-third) of the participants. Thus, lack of student textbook is not taken to be a major cause for dropout. The mean indicates teachers' ratings reasons for dropout (m = 2.56) is significantly higher than those of students (m = 2.51).

Results on shortage of school facilities as a factor is not different from results of shortage of textbooks in terms of the extent to which they contribute to drop out. 22.3% and 8.8% of the participants assume that shortage of school facilities contribute very high and high to dropout rate respectively. But, a greater proportion of participants, nearly more than one-third (36.7%) and 11%, assume that this factor has very low and low contribution towards dropout. The calculated mean scores of the students (mean= 2.81) and the teachers respondents (mean= 2.56), which are rated below average indicate these factor has less contribution to students dropout. However, the interview participants witnessed that in this study area school facilities are minimal, class rooms are over crowded because of high enrolment as well as shortage of class rooms and school building and teaching materials are enough in many sample school of this study.

Absence of qualified teachers in the school does not appear to be a major determinant factor for dropout. For instance, 58.3% of the participants assume that this lack of qualified teacher contributes very low to dropout and some 10.6% of participants agree that the cause has low contribution to dropout. On the other hand, those 10.2% and 3.2% of the participants

maintain that the contribution of lack of qualified teachers is very high and high respectively. The calculated mean scores of the respondents show that the students' mean score (=2.37) is higher than that of the teacher (1.46). That means student respondents relatively believe that lack of qualified teachers is a major problem in the study area. In relation with this, different accumulated evidences (Adane, 1993; Tekeste, 1990; World Bank 1988, Graham-Brown, 1991; Carr-Hill, 2002, just to mention some) also confirm that availability of teachers in required number and with required qualification has an inverse relationship with the dropout rate. This is due to the fact that poorly trained teachers cannot provide better class management as well as attractive lesson so that they cannot contribute a lot to the success and retention of students.

Lack of enough teachers, unlike lack of qualified teachers, does not seem to be a major determinant of drop out in the region. About 56.5% of the participants hold that lack of enough teachers in schools contributes very low to dropout rates and 11.7% of them replied that the factor's contribution to drop out is low. Moreover, only 2.8% of the participants assume that lack of sufficient teachers in schools contribute high to dropout rate while 10.6% of the same group maintains that this contribution is very high.

However, it can be seen from the mean scores of the respondents, the students (m=2.27) rated the item higher than the teachers (m=1.6). This indicate that they perceived the effect of this factor higher than the teachers did, in all cases, however, both groups rated the item below average which show that this factor is not among the major causes for pupils early school leaving in this study area.

Students' negative interest towards education as a very high and high determinant factor to drop out is supported by 28.3% and 14.5% of the participants respectively. On the other hand, nearly proportional number of participants, 24.4% and 8.8%, regards student low interest and motivation towards education as a very low and low determinant factor to drop out. Considerable proportion of participants, 15.9% hold that this factor has moderate contribution to dropout rate. But the mean score of the teachers (m=3.69), being rated slightly above the average tell us that though this factor is one of causes of dropout, it is not among the major one.

Disciplinary problem in schools is considered as a very high and high determinant factor of dropout in 20.8% and 15.9% of the participants respectively. However, 16.6% of the participants hold that disciplinary problem has a moderate contribution to student drop out. Besides, 12.0% and 26.1% of the participants regard the factor as a low and very low determinant factor for dropout. On the other hand, the mean score of the teachers (m=3.38), being rated slightly above the average tell us that though this factor is one of causes of dropout, it is not among the major one.

Failure in examinations is also considered as a very high determinant factor of dropout in 20.1% of the participants and high determinant factor by about 15.2% of the participants. While 18.4% of them take failure in examination to be a moderate cause of student dropout, some 13.4% maintain that it contributes low to the issue. However, more than one-fourth of the participants (25.4%), considered failure in examinations as a very low determining factor of dropout.

Therefore, it can be said that failure in examination is not among major problems for students' low survival rate in school of this study area. The mean values of the students and the teachers (See Appendix I) also indicate that the contribution of this factor to high rate of dropout is low. But the mean score of the teachers (m=3.21), being rated slightly above the average tell us that though this factor is one of causes of dropout, it is not among the major one.

To summarize, based on the total response for each contributing factors, students low interest towards education found to be a high contributing factor to dropout from the school related categories. The remaining factors were rated below average, which tells us that their contribution to the problem under discussion is low.

There is statistically significant difference between teachers' and students' reasoning of dropout given equal variances across groups not assumed ($t_{(208.111)} = -4.166$, $p < 0.01$). As the mean indicates teachers' ratings reasons for dropout (m = 68.18) is significantly higher than those of students (m = 58.25). In general it is possible to deduce that there is no one single factor responsible for dropping out of school. In school and out of school factors contribute to pupils' dropout.

4.3 Interview Analysis

4.3.1 Main Categories of Determinants of Dropout

This part presents the major themes that emerge from the analysis of the qualitative data. The qualitative data emerged from school principals and PTSA leaders.

The Grade level that Dropout is Prevalent

The first question seeks to examine at what grade level most primary second cycle students dropout. Accordingly, five of the directors said that dropout is higher in grades 5-8 while one of the director stated that drop out is higher in lower grades (1-4). If we see the previous year data for schools, one from the outskirt of Addis and the other one from sub urban areas, it revealed that the prevalence is higher at the second cycle level. For example, he said "12 students are

dropped out from the level 1-4 where as a total of 28 dropouts were recorded for the level 5-8 in one of the remote primary school". On the other hand, in 2003 academic year, out of the total students enrolled from the nearby by primary schools (1-8), the total number of dropout is 44. Out of which 13 are from grades 1-4 and 31 are from grades 5-8. Therefore, the rate of dropout is higher in grades 5-8. Similarly, PTA leaders agreed with the range of classes suggested by the principals. The parent-association leaders stated that the major reason for dropout was condition or standard of living especially economic problem. In relation to this, 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. Although most of the parents work to afford daily needs of their children, it was not satisfactory to respond to the needs of students. Consequently, students were dropping out because of food shortage, lack of 'wearing uniforms' and learning materials since the parents were severely poor. Currently, the schools in collaboration with women's affairs were entertaining these problems through the feeding program in response to the severe ones. With this feeding, they were able to put about 80 students back to school.

Some students mostly grades 6-8 become dropout because of different addictions (like 'chat' and or 'shisha'), teacher absenteeism, poor follow up on students and high involvements in domestic activities were other causes. Especially, parent-teacher association leaders indicated that there is a thought in the students parents that child involvement in domestic work not only for the purpose of getting help but also for a process of socialization, progressively initiating child in to work and transmitting skills that will enable them to support themselves and contribute to the community at large. For those students coming from rural areas, school distance was a great challenge. Once farmer's children start to be absent from school because of the seasonal farm, they are likely to dropout.

Major Causes of Dropout

As it already stated earlier, teachers are not causes of dropouts, nor school facilities, there can be teachers who put work overload on students and other unnecessary things. However, with the application of students, such teachers would be given warnings, and corrective measures were taken by the administration. They also make use of different girls' club to reduce dropout by making aware of underage marriage and some menstruation reproductive health education.

In general, the reasons suggested by all the school directors and PTA leaders are the following. The first was parents' poor awareness on the purpose and use of educating children. As per the PTA leaders' explanation, it is also possible to say that still parents do not recognize the value of education in the study area. There is real lack of awareness. Because of this,

students were getting very loose follow up from their parents' side. They indicated that "the distance of the school where it is located from the students' home make the follow-up worse".

High Dropout by Sex

About which sex are excessive in dropout, the participants said females (girls) seem to have higher dropout rate than males (boys). In this regard, I asked my interviewee participants how they would like to describe this. One primary school director from the sub urban said "out of 115 dropouts in 2003 E.C, 74 of them are girls and 41 of them are boys". Similarly, one director from the remote group stated that out of 44 dropouts last year (2003E.C), '14 were males and 30 were females.' Hence, dropout is higher in females twice which were true for others also. However, this does not mean that dropout in males/boys is low, it still is high. In general, in primary school of the study area, female students dropout is higher than males due to the below reasons. The reasons are abduction, (underage and official) child marriage, overburden of domestic activities and sending children to the Arab world in search of job opportunities. On top of this, female students who begin schooling beyond the official age feel shame and then dropout. Here, the most decisive element for at risk factor is late entry. The age of the people at the time of enrollment is an important determinant of retention and completion. Overage enrolment predisposes pupils to dropout (Erasado, 2005). Also, since primary school girls used to travel long distances to come to school, they fear gangsters would abuse them and become late.

Guidance and Counseling Service

For question concerning if pupils get guidance and counseling services by expert before dropout, all agreed that there is no this kind of services at all by professional counselors. Although it is a must thing to do, there is no such a practice; it is strange thing in all cases. The only option students got the counselor service before they dropout was either from their parents or teachers. "Students freely express problems to the school community or respective parents, there by to seek solutions". Advices on dropout and its consequences on ones life are given by the teachers in their own offices. Moreover, there are times when each homeroom teachers make contacts with over fifteen parents to discuss dropout cases in collaboration with the PTA. Also, girls' clubs, parents as well as the school directors counsel students who start to become absent or on the verge of dropout. Hence, counseling is made possible for both students and parents. Despite all these, there are still dropouts. Generally, the schools gives advice to students with homeroom teachers and it extends to family (household) visits on the everlasting acquisition of

knowledge that they should not dropout to earn money in some way which make them underestimate schooling, and difficult to get back(return) or other shortsighted reasons. For instance, fifty female pupils were found in making money by working in the bars for the night and learn during the day. Then, as they get money, they dropout. As World Bank (1980) suggested, students from poor homes, who live in urban and sub urban areas, are unlikely to enroll and remain in school for longer than those from better-off homes.

Monitoring Mechanism

The school directors have tried their best to control/follow up both inside and out side of the school factors. For all of them, although the degree varies, the best monitoring mechanism is homeroom teachers' daily attendance record, and its report on absentees. When students become absent for two or three consecutive days, homeroom teachers report to the school principal before they dropout. Actually, some reports every three days some others every week and monthly which helps to identify dropouts. Then, they filter those dropouts and go for further discussion with parents to return them to school.

The following is a statement from one participant:

> Based on monthly report of the homeroom teacher on attendance, when absentee days exceed 15, we call (phone call) parents for discussion and restore students back to schooling. However, there is also control means before 15 days. However, here are no actions taken after identification of dropouts through the above mechanisms. Mainly because teachers have to travel long distance to come to school; hence it is hard to make teachers move around the village to return dropouts.

Many parents only try to provide students with school essentials and then no more follow up. They do not follow up library services, school facilities, home works, etc. On the contrary, some parents often appear in meetings organized by the school. The monitoring mechanism is also strengthened to follow up the status of students' education and behavior through good networking with parents and communities. Four times a year, all the schools commonly arranges meetings to discuss on students behavior change if any and achievements. At the time of score analysis and attendance report the schools discover the dropouts. So with such arrangements most parents are informed of the status, behavior and performance of students particularly latecomers, mistakes students did (faults) and if they do not do home works. As a result of this, parents and students set agreed goals (achievements) and signed to improve/progress toward

these goals. “We arrange meetings every quarter so that students who are low achievers set their goals with their parents; and inform their parents to follow up performances.” However, the relationship is not in-depth and broad as many parents have to work than attend school meetings. The school allows parents to come to school and watch their children on learning. Sometimes, they ask why they find classes with no teacher. Whenever a parent gets a student outside the school/anywhere/ during the learning time, the parent may phone or bring the child to the school right.

Suggestion by PTA leaders and School Principals

The sample school principals as well as the PTA leaders were asked to indicate what should be done to reduce dropping out from primary schools of the study area. The question posed to them was that what measures do you suggest to be taken by a) the Government, b) the parents and c) schools to reduce dropout in primary school? Regarding major actions to be taken by government they mentioned the following:

- Reduce teacher student ratio, and provide schools with facilities, make the school a conducive environment free of noise and disturbance; giving attention to school context problems and solve them. According to the directors, the ratio mentioned above is 1:70, some times 1:80, though the standard is 1:50. This large student teacher ratio would impede the implementation of active learning methods.
- Mobilize the community to fully integrate with schools and creating awareness on parents to enable them understand purposes and value of education. The government is expected to fight gender based violence-abduction and sexual attack/ harassment/ by mobilizing through media, elders, local district administrations and religious institutions, there by awareness will be created on the purpose and usage of education.
- Capacitate the economy of the poor and provide special aid for those poor students. After making a study on the reasons of dropouts establishing sustained economic capacity is undoubtedly the solution for many problems. The government shall design a program to support those students who dropout in search of job and making money. Even the government shall design programs for sustainable economic support of families.
- Adjust teachers’ salaries because teachers now spend most of their time outside the school in search of additional works instead of assisting students to compensate the high standard of living. Also, has to monitor quality affairs on college graduates in the field of teaching since poor quality of teachers is evident.

- Determine age and grade limits for those who go to Arab countries.
- Construct schools to reduce school-home distance as well as the roads to the school as it got muddy. Or enabling pupils to have access to transport service.
- Monitor sub city education offices to strengthen their sense of ownership. As the principals described, they always talk but do not actually take part. They do not treat the school as they were supposed to treat.
- Support children with sufficient resources such as learning materials, uniform, food etc.
- Amend the medium of instruction in regions so that students would attend school in their respective places. For instance, in Oromiya region the language of instruction is Orommifa and parents are interested to teach their children in a near by school where the medium of instruction is Amharic.

As to measure to be taken by the school and the community the participants stated the following major actions:

- Mobilize themselves to ensure ownership of the school and support the school with resources and supervision.
- Follow up their children's progress/performance and behavior properly and also allow time for these children to study rather than using their time for doing domestic activities at home. In general, a regular follow-up while their children were in the process of learning is important.
- support students with the necessary resources and
- establish continuous contact with the school.
- On the part of the school, the following measures were suggested.
- Arrange counseling services by female teachers especially to assist students with naturally occurring biological developments like menstruation.
- Finding way out to support children in need in collaboration with the school community, volunteer individuals, GOs and NGOs. In addition mobilize stakeholders around the school. For example, teachers with their own interest contribute money on monthly basis to help poor students and again the school study those vulnerable ones and strengthen its capacity to support these groups with essentials. Also, since it was impossible to bring change on the historically accumulated gaps by teachers only, the school must contact individuals, GOs and NGOs to solve problems of the poor in relation to food and clothes. Some NGOs like Plan International Ethiopia, Addis Ababa Program Unit have been supporting food for about 85 unsecured students through its school feeding program and

Other NGO called World Learning covers uniform clothes costs of 135 students in the sampled schools. This has to be continued until sustainable outcomes were achieved.

- Arrange meetings to sensitize and aware unconscious groups on the economic and social benefits of modern education. But the number of parents who attend such a meeting is too small. For example, out of 837 students, only 200 parents were available.
- Organize tutorial classes to low performing groups of students.
- Motivate good performing teachers and award them.
- Trying to meet the requirements of school and education, and facilities required, by contributing to the school which leads to minimize dropout. Contribute to support the finance of above resources with money as teachers do.

The relationship between teachers and parents in all schools is good since it does the following: It is evidenced by their presence in school meetings and check classes without teachers during learning time. They also evaluate teachers and record student and teacher performance. They also collect community contributions to fill lacks in the school. Members of PTA also control for latecomers and bring students to schools when parents found children around the village (outside the school). In addition to this, they have a role to present reports and check school balances on yearly basis. Moreover, PTA thoroughly discusses with parents on dropout reduction to easily return students to school. There are parent committees established in each class that are supposed to follow up the dropout case as well. On the contrary, on one of the sample school, the kind of relationship is not yet determined as the interviewee described word by word below. “We started the practice of PTA this year. It is a newly formed association of parents and we do not pay attention to how to reduce dropout rate, we rather are interested in how to satisfy student need, present in the school”.

Some parents send children to school as a relief; to assume that they have not much to worry if children were not home. Only a few parents follow up students’ achievements, behavior changes and talk with teachers as to how the score falls. As the PTAs said “parents come to school to see how teachers are engaged in the teaching of their children, and how much children are attending classes or have gone somewhere else”. But many parents do not appear in the school to see what children are doing. As they are workers in either private or gov’t sectors, they rarely come to school because of lack of time. They left their responsibility to the school community especially to homeroom teachers and PTA. The teachers, especially homeroom teachers, inform parents during meetings and on student absenteeism and dropout. PTAs follow

up students starting from late coming and absentee students to those dropouts. They check exercise books, advise them to read and raise their performance. Accordingly, they provide guidance services to students, so that they improve school performance or achieve good results. In short, they said "we regularly, on weekly basis, oversee school activities".

Absence of supporting family and child labor at home are common. In particular, the people around the towns are relatively rich and bring their relatives that are in the school age from the rural areas just to educate them. In the mean time, the situation changed and children become highly engaged in domestic chores even if the children have no capabilities to perform domestic activities. Sometimes children were found quarreled with the relatives where they live. Usually the poor and rural ones dropout when these relatives/guardians send the children back to their house or expelled out. Last but not least, family transfer from one area to another due to in search of low house rent and the city reformation, students dropout mostly with out taking their school's official letter to transfer to other schools.

Children without parents due to various reasons have no support to proceed their primary education. Mostly, the only fate of these children is to worry of the basic needs instead of education. When there is divorce, the student has to go either with his mother or father there by leading to be a dropout because of the overlapping responsibility as a result of work or divorce. As far as the directors' knowledge on the main causes of pupils' dropout is concerned, they claimed that the main reason for dropout is economic problem of the family as indicate above by the World Bank. This can be a problem for many people; but it is worse for the sample schools as many of the heads of the house do not have stable source of income. For example, families were found changing village in search of cheap house rent. As a result of this, some students dropout of school for work. These are mostly 'mature' students who support family and themselves. Even clever students dropout and start working as daily laborers to earn money. In relation to domestic activities, some children in general and those who live with their relatives in particular are servants in the household. Hence, when contract is over they sent back children to rural homes that result in dropout. Child labor abuse or the use of child labor in domestic activities increased workload the students shouldered. In the same vein, students learning interest to learn is low due to many reasons including globalization and getting income without passing through the route of education. In addition to this, the school is distant from most of the students' homes. Students, limitlessly, go to Arab countries in search of job. With regard to abduction, two of the school directors reported the following cases that happened last year and the current year (2004E.C): "this year 3-5 students who are fifth to eighth graders dropout of school" and "in 2003, three girls were victims in this practices". Even though marriage as a

result of family influence is common in very rural areas, the situation happens with high degree in the study areas as well. This is directly related to inattentiveness as well as the low parents' awareness on uses and advantages of education. Parents are much more interested in marriage and do not see the far future fate of their children. This made them to give priority to marriage than education. This even was followed by pregnancy which made the girl completely absent from school. Finally, most of the directors expressed that students' behavior deviates form the interests of the school and parents at their adolescent stage. Consequently, there were frequent disagreement among students, the school and families. Accordingly, the school forced to send off these misbehaving students which lead to dropout when consecutive misbehaviors are recorded for a single student. In some schools, however, teacher handling of students' behavior is good. Thus, it can not be a cause for dropout. The school is attractive and facilities are mostly fulfilled, books availed. Facilities and resources are fulfilled, hence no student drop out of school due to these factors. There are no school related causes of dropout except some teachers are making students busy in doing overlapping activities which might lead students to dropout. For example, there is tap water, segregated latrine, good administration, proper teacher handling of student behavior. Even there are model school and are putting effort to reduce dropout rate. Religious beliefs are reported to keep children away from school (Anderson, 1994). However, it is not a cause for the sample schools. It is amazing that some parents do not know their children's grades. It was noted that most of (40%) the parents are illiterates. Hence, students might dropout because of poor family follow up.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

The aim of this study is to investigate determinant factors that intensify student dropout from government primary second cycle schools of Akaki Kality sub city. With this consideration, the researcher posed the following basic questions:

1. What were the key determinants that affect the pupils' decision to drop out of school?
2. Do the reasons of dropout vary between teachers and students opinion rating in Akaki Kality sub city primary second cycle schools?

So as to find answer to these questions, the following procedural steps were undertaken: searching related resources to frame back background of the study, formulating basic question, developing instrument for data collection, selecting methods of identification of respondents, complete analysis of the study and finally writing report.

Data that are essential for the study were collected by using questionnaire and interview data gathering tools. The subjects of the study are dropout students, parent-teachers association leaders, teachers and school directors. 154 teachers were selected from six primary second cycle schools using stratified random sampling and the total number of teachers is fixed to be one hundred fifty four based on the guide to minimum sample size suggested by Krejcie and Morgan. 130 (100%) dropout returnee students in 2004 E.C academic year were selected using availability sampling technique to fill the questionnaire. Besides, 154 teachers who were teaching in primary second cycle schools (5-8) during 2004 E.C academic year in the study area were taken as a source of information. And five schools directors (100%) and five parent teacher association leaders (100%) were used in the interview. Data regarding dropout returnees and total number of teachers were obtained from each schools. Out of the total number of questionnaires dispatched to pupils and teachers, 130(100%) and 154(100%) respectively were properly filled, returned and thus used in the analysis of data. Descriptive survey research design was adopted to carry out the study. Data secured from different sources were analyzed by statistical tools and interpreted using descriptive methods involving percentage, mean, and t-test. Depending on the analysis of the result made, the following major findings were obtained.

1. Low level of parents' income is regarded as a major determinant of student dropout in the region, as supported by more than half of the participants.

2. Nearly half of the participants considered divorce as high and very high cause of dropout in the area. Thus, it can also be considered as a major determinant of dropout.

3. Half of the participants regard low level of parental education as a major determinant factor of dropout; whereas of them considered low level of parental education as it contributes low to dropout.

4. Nearly half of the participants take health problem to be a low determinant of dropout. Thus, health problem is not regarded as a major cause for dropout.

5. There seems no systematic distribution of proportions of participants on whether parents' low attitude in formal education can be seen as a major or minor determinant of dropout. However, the aggregate of the participants above the moderate scale is higher than below the moderate. Thus, it can be said that parents' low attitude towards formal education is a major cause of dropout in the region.

6. Nearly half of the participants considered students' involvement in generating income for their families to be a high and very high cause for dropout. Thus, in the region, students' involvement in generating income for their families is taken as a major determinant factor for dropout.

7. More than half of the participants suggest that early marriage is not a major cause for student dropout in the region.

8. About two-third of the participants regard teenage pregnancy as a minor determinant factor for student dropout. Only some percent of the participants hold that teenage pregnancy is a very high or high determinant factor of dropout. Thus teenage pregnancy is not a major factor of dropout in majority of the participants in the region.

9. 'Deceased parents' as a factor for determining student dropout does not appear to have systematic distribution of proportions in the region. In other words there are similar proportions of participants' responses on high and low scales of the instrument. Thus, deceased parents can be a minor cause for drop out in the region.

10. Religion is not the major determining factor of student dropout in the region as many of the participants agreed.

11. Domestic work seems to be considered as a major determinant factor of dropout in the region as it is supported by nearly half of the participants.

12. School distance from home is not taken to be a major cause of dropout in the region.

13. Irrelevant school curriculum is considered as a low determinant factor for student dropout.

14. About fifty seven percent of the participants regard the mismatch between textbook content and student capacity as low determinant factor of student dropout. Thus, this variable is not a major cause of dropout in the region.

15. Low teacher attitude toward students is not taken as a major factor for student dropout since most of the participants regard it as having a very low contribution to dropout in the region.

16. About two third of the participants considered that teaching method unattractiveness has low contribution to dropout. Thus, unattractiveness of teaching method is not a major cause of dropout in the region.

17. Large class size does not appear to be a major determinant factor of dropout as nearly half of the participants agree that its contribution is low.

18. Lack of student textbook is not found to be major cause of dropout in the area as half of them agree that it has low contribution to dropout.

19. Nearly half of the participants regard shortage of school facilities as having low contribution to dropout. Thus, lack of school facilities is not a major cause of dropout in the area.

20. Absence of qualified teachers in the school does not appear to be a major determinant factor for dropout, as more than two thirds of the participants hold that it has low contribution to student dropout.

21. Lack of sufficient teachers is not regarded as a major determinant factor for student dropout in the study area, as most of the participants rated that it contributes low to dropout.

22. Students' low interest and motivation towards education appears to have high contribution to dropout. Thus, it can be concluded as that the variable has high contribution.

23. Failure in examinations is not a major cause for dropout in the area as higher of the participants agree that it has low contribution.

24. Independent samples t-test revealed as there is statistically significant difference between teachers' and students' reasoning of dropout given equal variances across groups not assumed ($t(208.111) = -4.166$, $p < 0.01$). As the mean indicates teachers' ratings reasons for dropout ($m = 68.18$) is significantly higher than those of students ($m = 58.25$).

25. The findings of the study indicated that the magnitude of dropout is relatively higher among girls than boys in the region.

26. The study indicated the eight major out-of-school related factors for student dropout. These were: low level of parents' monthly income, low level of parental education, divorced parents, involvement in domestic work, unable to afford expenses to school supplies, involvement in generating income for the family, parents low attitudes in formal education, and deceased parents are among major factors that contribute to high rate of dropout in the study area in respective order. Where as students' low interest towards education found to be a high contributing factor to dropout from the school related categories. The remaining factors were rated below average, which shows that their contribution to the problem under discussion is low. The qualitative analysis also indicated that economic condition, students' high involvement in domestic activities, involvement in income generating activities, different addictions like 'chat' and or 'shisha', teacher absenteeism, food shortage, abduction, sending children to the Arab world in search of job opportunities, beginning schooling beyond the official age were the most frequently occurring themes that determine dropout in these schools.

5.2 CONCLUSION

Based on the above findings of the study, the following conclusions were drawn:

- The study revealed that the key determinants that affect the pupils' decision to drop out of school in the study area are the function of in-school and out-of-school causes. Therefore, in order to minimize pupils dropout, it needs both the in-school and out-of-school reasons have to be equally considered and improved by identifying the underneath causes.
- The reasons of dropout of school found to be varied by sex, because of varied interests and problems.
- The rates of girls dropouts are higher than that of boys dropouts because girls are susceptible to face hard ship.
- The fact that most (around 59.2%) of dropout returnees were found between the ages of 15 and above it indicates that adolescents age contributes to school dropout due to various reasons.
- The study disclosed that the majority of dropout students are found to be living with their parents. Hence, from this it is possible to deduce that the family structure in this case (parents being alive and whether a child lives with his/her parents or not) have no considerable effect in aggravating pupils dropping out. Perhaps it may be reasonable to say that the type of guardian with whom school children live matters more than living with parents or their parents being alive or not.
- From the total of 25 factors considered in this study, the t-test ($t(208.111) = -4.166$, $p < 0.01$) proved that the differences between the opinions of both (dropout returnee students and teachers) respondents were found to be statistically significant. Also the mean indicates teachers' ratings reasons for dropout ($m = 68.18$) is higher than those of students ($m = 58.25$).

- Finally, as the analysis of the mean scores for 12 out-of-school factors reveals, eight factors were rated above average (i.e. 3.0) which shows that they are the major out-of-school constraints for pupils survival rate in primary schools of this study area. On the other hand, only students' low interest towards education is found to be one of in-school constraints that contribute high to dropout. From this, therefore, it is possible to conclude that, for the existing high rate of dropout of students in this study area, out-of-school related factors are the most prevalent causes than in-school factors.

5.2 RECOMMENDATION

Taking in to account the in and out of school determinant factors for dropout students in Akaki Kality sub city under study, some practical intervention strategies were forwarded as follows.

1. One of the most important elements of any effective prevention effort is the existence of a collaborative partnership of public agencies, community organizations and concerned individuals that interact with and provides service in order to minimize the dropout problem.
2. Without the required quality of teachers, the effort to improve boys and girls education is not effective. So improving teacher's qualification through in-service and pre-service training should be one of the priority areas for concerned body in the sub city understudy to increase girl's and boy's retention power. School principals also need to have the proper education and skill through conferences, workshops and seminars.
3. Accurate and timely identification of the students with a high risk of dropping out must be addressed in the schools at early stage. Experience has shown that dropout begin with the sign of academic failure disengagement in school in the earlier grades. Therefore, schools should develop programs to identify potential dropouts at early stage. In this regard, professional development opportunities for teachers and support staff in early identification and effective instructional techniques for students at risk of dropping out of school have great importance.
4. Lack of guidance and counseling in primary school has its own contribution for students high dropout in the study area. This service is currently run by non professional teachers voluntarily. Therefore, counselors have to be assigned from the department of psychology. If continuous counseling for pupils on their economic, social and psychological problems by these experts, students who are in the pipeline of dropping out could get better advantage and change their former idea of dropping out of school. Moreover, continuous counseling and awareness rising on the economic, social, cultural and political benefits of modern education should be provided for pupils.
5. One of the major reasons of pupils' dropout in the sub city understudy is economic problem, inability to cover payment for purchasing school materials. Students need to be supplied with the necessary resources if they need to learn successfully. However, all families may not have the capacity to provide their children with all what they need. Hence, family income level is serious factor that attributes to dropout of school. Helping economically weak students through providing school materials and finance both by government and NGO

is essential to increase the probability of completing primary school. Moreover, since the problems are parent's poverty, the government has to enhance poverty reduction strategies in prioritizing the poor families who could not educate their children especially by letting to participate in income generating activities so that students will attend their study efficiently than thinking of poverty.

6. Adult education has to be provided by the school and the government for rural and urban communities to have positive attitude to modern education in general and to that of boys and female education in particular.
7. The large class size which was reported by both teachers and pupils might be assumed to have a deterrent effect for dropout. Hence, the possible solution could be that school and school communities should attempt to build more classrooms with parents, and by forming closer relation with NGOs through organizing different programs.
8. Schools should develop a mechanism where by children from poor families become benefited from the school feeding program by forming relationships with NGOs that provide food to the students.

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APPENDIX A

Addis Ababa University

School of Graduate Studies
Institute of Educational Research

Questionnaire to be filled by dropout returnees

General Information

Dear Students, the main purpose of this questionnaire is to collect information to identify major determinants of dropout particularly in primary school students. Hence you are kindly requested to give genuine and full responses that reflect your opinion for each question. Your responses will be kept confidential and used only for academic purpose. No need of writing your name.

Thank you in advance for your cooperation!

Part One: Personal Information

Fill the information in the space provided.

1. Full name of your school _____
2. Grade _____
3. Sex _____
4. Age _____

Part Two: For the following questions, show your answers by putting 'X' or ' √ ' marks in the boxes against the alternatives. If needed, fill your responses on the space provided.

5. At which grade do you quite your schooling? _____
6. How many family members are there who share the same roof with you as well as who are under the support of your family?
   A) 2 and below ☐ B) 3-4 ☐ C) 5 and above ☐
7. With whom do you live while you are attending your schooling right now?
   A) With my mom and dad ☐ B) with my dad ☐
   C) Only with my mom ☐ D) with my relatives ☐
   Please describe if there is other than this _____
8. What is your parents' religion?
   A) Christian ☐ B) Muslim ☐ C) 'Wakefeta" ☐
   Please describe if there is other than this _____
9. Level of your parental education
   A) illiterate ☐ B) Primary school ☐ C) Secondary ☐
   D) Diploma ☐ E) Degree and above ☐
10. Your Parents occupation
    A) Merchant ☐ B) Government employees ☐
    Please describe it if it is other than the above options _____

Part Three: Close-ended items

Student's dropout can be caused by various factors. Below are items related to in and out of school factors. Please indicate the contribution of each item to the problem (dropout) using five point scale, that is 5=very high, 4= high, 3=moderate, 2=low, and 1=very low. To indicate your answer put 'X' or ' √ ' mark in the table corresponding to one of the response values.

No	Items related to Out–of–school factors	Responses				
		1	2	3	4	5
1	Low level of parental education					
2	Low level of parents' monthly income					
3	Divorced parents/broken family					
4	Unable to afford expenses of school supplies					
5	Pupils health problem					
6	Parents low attitudes in formal education					
7	Involvement in generating income for my family					
8	Early marriage					
9	Teenage pregnancy					
10	Deceased parents					
11	The religion of my parents					
12	Involvement in domestic work					

No	Items regarding school related factors	Responses				
		1	2	3	4	5
1	School distance from pupils home					
2	Irrelevant curriculum to the learners					
3	Mismatch between content of student textbook and					
4	Low teachers attitude towards me					
5	Unattractiveness of teaching method					
6	The large size of students in the class					
7	Shortage of student text					
8	Shortage of school facilities like chair, desk,					
9	Unavailability of qualified teachers in the school					
10	Unavailability of enough teachers in the school					
11	Students' low interest towards education					
12	Disciplinary problem					
13	Failure in examination					

Part Four: Please write extra determinants of students drop out that you experienced other than the items listed in the above table. You can write in the space below and if necessary on the reverse side.

_____

_____

_____

Once again, thank you very much for spending time completing this questionnaire!!!

አዲስ አበባ ዩኒቨርስቲ
ድህረ-ምረቃ ፕሮግራም
የትምህርት ጥናትና ምርምር ተቋም

በተሜዎች የሚሞላ ማጠይቅ

አጠቃላይ ሚጃ

ወድ ተሜዎች የዚህ ማጠይቅ ዋና ዓላማ የአንደኛ ደረጃ ትምህርት ቤት ተሜዎች ትምህርታቸወን ያቋረጡበትን ዋነኛ ምክንያቶች ለማየት እንዲቻል ሚጃ ማሰብሰብ ነው፡፡ ሚጃው የተሟላ እንዲሆን የአንተ/ቺን አማላካከትና ሃሳብ በትክክል ያንፀባርቅልኛል ብለህ/ሽ ያመንህ/ሽበትን አሜጭ ለእያንዳንዱ ጥያቄ በታማኝነት ለይተህ/ሽ እንድታማላክት/ቺ በትህትና እጠይቃለሁ፡፡ ሚጃው በምስጠር የሚያዝና ለትምህርት ስራ ብቻ የሚወል መሆኑን አረጋግጣለሁ፡፡ ስም ማፍ አያስፈልግም፡፡

ለትብብርህ/ሽ በቅድሚያ አማሰግናለሁ፡፡

ክፍል አንድ፡ የግል ሁኔታ

ትክክለኛ ሜልስህ/ሽን በባዶ ቦታው ላይ ማላ/ይ፡፡

1. የትምህርት ቤትህ/ሽ ስም _____
2. የክፍል ደረጃህ/ሽ _____
3. ፆታ _____
4. ዕድሜ _____

ክፍል ሁለት: ከዚህ በመቀጠል ለቀረቡት ጥያቄዎች የምትሜልሰወን/ሽወን አሜጭ በሳጥኑ ወስጥ የ'x' ወይም የ'✓' ምልክት በሜረግ ትክክለኛ ሃሳብህን/ሽን አሜልክት/ቺ፡፡ ሜልስ በባዶ ቦታው ላይ እንዲሞላ የሚጠይቁ ጥያቄዎችን በፅሁፍ ሜልስ/ሽ፡፡

5. ከስንተኛ ክፍል አቋረጥክ/ሽ? _____
6. እንደ አንተ/ቺ በቤተሰብ ቁጥጥር ስር የሚውዳደሩና ከአንተ/ቺ ጋር አብረው የሚኖሩ ሥንት የቤተሰብ አባላት አሉ?

   ሀ. ሁለት እና ከዚያ በታች ☐ ለ. ከ 3-4☐ ሐ. 5 እና በላ☐

7. አሁን ትምህርትህን/ሽን እየተከታተልክ/ሽ እያለ ከማን ጋር ነው የምትኖረው/ሪው?

   ሀ. ከእናትና አባቴ ጋር ☐ ለ. ከአባቴ ጋር ☐ ሐ. ከእናቴ ጋር ☐

   መ. ከዘመድ ጋር ☐ ሌላ ካለ ይግለፁ_____

8. ቤተሰቦችህ/ሽ የየትኛው እምነት ተከታይ ናቸው?

   ሀ. ክርስቲያን ☐ ለ. መስሊም ☐ ሐ. ዋቂፈታ ☐ ሌላ ካለ ግለፅ _____

9. የወላጆችህ/ሽ የትምህርት ደረጃ ሀ. አልተሜሙም ☐ ለ. አንደኛ ደረጃ ት/ቤት☐

   ሐ. ሁለተኛ ደረጃ ት/ቤት ☐ መ. የኮሌጅ ዲፕሎማ ☐

   ሠ. የመጀመሪያ ዲግሪና ከዚያ በላይ ☐

10. የወላጆችህ/ሽ የስራ ማስክ ሀ. ነጋዴ ☐ ለ. የመንግስት ሰራተኛ ☐

    ሌላ ከሆነ ግለፅ/ጪ _____

ክፍል ሦስት፡ ተሜዎች በተለያየ ምክንያት ትምህርታቸወን ሊያቋርጡ ይችላሉ፡፡ ከዚህ በታች ከትምህርት ቤት ወስጥ እና ውጭ ለተሜዎች ሜቋረጥ ተያያዝነት ያላቸው ጥያቄዎች እንደሚከተለው በሠንጠረዙ ወስጥ

ተዘርዝረዋል፡፡ ስለዚህ እያንዳንዱ ችግር ለሚደረጥህ/ሽ ያላቸውን አስተዋፅኦ በተሰጠው ዋጋ መሠረት (ሚኒትም 5 = በጣም ከፍተኛ ፣ 4= ከፍተኛ፣ 3= መካከለኛ ፣ 2= ዝቅተኛ እና 1= በጣም ዝቅተኛ) በሚለት በሰንጠረዡ ውስጥ የ'x' ወይም የ'✓' ምልክት በማድረግ አመልክት/ቺ፡፡

ተ.ቁ	ከትምህርት ቤት ውጭ ለተማሪዎች ማደረጥ ተያያዥነት ያላቸው ጥያቄዎች	የመልሱ ዋጋ				
		1	2	3	4	5
1	የወላጆቼ የትምህርት ደረጃ ዝቅተኛ መሆኑ					
2	የወላጆቼ የወር ገቢ ማነስ					
3	የእናትና አባት ተለያይቶ መኖር/መፋታት					
4	የትምህርት ሚጃ መሳሪያዎች ለመግዛት ወጪ ማነስ					
5	ትምህርቴን ስከታተል የጠፍ ችግር ስለገጠመኝ					
6	ወላጆቼ በመደበኛ ትምህርት ላይ ያላቸው ዝቅተኛ አመለካከት					
7	ቤተሰቦቼን ለመደገፍ በተለያየ የገቢ ማስገኛ ሥራ ስለምጠመድ					
8	ያለዕድሜ ጋብቻ					
9	እርግዝና					
10	ወላጆቼን በሞት ማጣት					
11	ቤተሰቦቼ የሚከተሉት እምነት					
12	ከትምህርት ውጭ ሌላ ተጨማሪ ስራ በቤት ስለምሰራ					

ተ.ቁ	በትምህርት ቤት ውስጥ ለተማሪዎች ማደረጥ ተያያዥነት ያላቸው ጥያቄዎች	የመልሱ ዋጋ				
		1	2	3	4	5
1	ትምህርት ቤቱ ከመኖሪያ ቤቴ በጣም ስለሚርቅ					
2	የተዘጋጀው ሥርዓተ ትምህርት ጠቃሚ ስላልሆነ					
3	የመማሪያ መፃህፍት ይዘታና የተማሪዎች አቅም አለመጣመድ					
4	መምህሮቼ ለእኔ ጥሩ አመለካከት ስለሌላቸዉ					
5	በክፍል ውስጥ የሚታገበረዉ የሚስተማር ዘዴ ስለሚይስበኝ					
6	በክፍል ውስጥ የተማሪዎቹ ቁጥር ከማጠን በላይ መሆን					
7	በቂ የተማሪዎች የመማሪያ መፃህፍት አለማግኘት					
8	በት/ቤት የሚሰጡ ማጠጥ ወሃ፣ ቤተ–መፃራዎች፣ መፀዳጃ ቤቶችና ሌሎችም አገልግሎቶች በበቂ ሁኔታ አለመገኘት					
9	በት/ት ቤቱ ውስጥ በትምህርት ደረጃቸው ብቁ መምህራን አለመኖራቸው					
10	በት/ት ቤቱ ውስጥ በቁጥር በቂ መምህራን አለመገኘታቸው					
11	ለትምህርት ያለኝ ፍቅር አናሣ መሆን					
12	በሥነ –ምግባር ጉድለት					
13	በፈተና መወደቅ					

ክፍል አራት፡ ትምህርትህ/ሽን ያቋረጥከ/ሽበትን ሌላ ተጨማሪ ምክንያት ካለህ/ሽ ከዚህ በታች በተሰጠው ባዶ ቦታ ላይ ግለፅ/ጪ፡ ቦታ ካነሰህ/ሽ በወረቀቱ ጀርባ ላይ ሃሳብህ/ሽን ማዘዘር ትችላለህ/ያለሽ፡፡

_____

_____

_____

_____

ይህንን የፅሁፍ ማጠይቅ ግዜህ/ሽን ሰዉተህ/ሽ ስላጠፍቀቅህ/ሽ በድጋሚ አመሰግናለሁ፡፡

APPENDIX B

Addis Ababa University

School of Graduate Studies
Institute of Educational Research

Questionnaire to be filled by teachers

General Information

Dear teachers, the main purpose of this questionnaire is to collect information to identify major determinants of dropout particularly in primary school students. Hence you are kindly requested to give genuine and full responses for all questions. Your responses will be kept confidential and used only for academic purpose. No need of writing your name.

Thank you in advance for your cooperation!

Part One: Personal Information
Fill the information in the space provided.
1. Name of the school _____
2. Sex _____
3. Age _____
4. How many years of teaching experience do you have? _____
5. Your educational status/level _____

Part Two: Close-ended items

Student's dropout can be caused by various factors. Below are items related to in and out of school factors. Please indicate the contribution of each item to the problem (dropout) using five point scale, that is 5=very high, 4= high, 3=moderate, 2=low, and 1=very low. To indicate your answer put 'X' or ' √ ' mark in the table corresponding to one of the response values.

No	Items related to Out–of–school factors					
		1	2	3	4	5
1	Low level of parental education					
2	Low level of parents' monthly income					
3	Divorced parents/broken family					
4	Lack of education expenses to cover school supplies					
5	Pupils health problem					
6	Parents low attitudes in formal education					
7	Involvement in generating income for the family					
8	Early marriage					
9	Teenage pregnancy					
10	Deceased parents					
11	The religion of the parents					
12	Involvement in domestic work					

No	Items regarding school related factors					
		1	2	3	4	5
1	School distance from pupils home					
2	Irrelevant curriculum to the learners					
3	Mismatch between content of student textbook and					
4	Low teachers attitude					
5	Unattractiveness of teaching method					
6	The large size of students in the class					
7	Shortage of student text					
8	Shortage of school facilities like chair, desk,					
9	Unavailability of qualified teachers in the school					

10	Unavailability of enough teachers in the school					
11	Students' low interest towards education					
12	Disciplinary problem					
13	Failure in examination					

Part Three: Please write extra determinants of students drop out that you know other than items listed in the above table. You can write at the back of the paper if the space is not enough.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Once again, thank you very much for spending time completing this questionnaire!!!

አዲስ አበባ ዩኒቨርስቲ
ድህረ-ምረቃ ፕሮግራም
የትምህርት ጥናትና ምርምር ተቋም

በመምህራን የሚሞላ ማከይቅ

አጠቃላይ ሚጃ

ወድ መምህራን የዚህ ማከይቅ ዋና ዓላማ የአንደኛ ደረጃ ትምህርት ቤት ተሜሪዎች ትምህርታቸወዓ ያቋረጡበትን ዋነኛ ምክንያቶች ለማየት እንዲቻል ሚጃ መሳብሰብ ነው፡ ሚጃው የተሟላ እነዲሆን የእርስዎን አማላካከትና ሃሳብ በትክክል ያንፀባርቅልኛል ብለው ያሙበትን አሜራጭ ለእያንዳንዱ ጥያቄ በታማኝነት ለይተው እንዲያማላክቱ በትህትና እጠይቃለሁ፡ ሚጃው በምስጠር የሜዝና ለትምህርት ስራ ብቻ የሚወል መሆኑን አረጋግጣለሁ፡ ስምዎትን ማፍ አያስፈልግዎ፡

ለትብብርዎ በቅድሜያ አማሳግናለሁ፡

ክፍል አንድ፡ የግል ሁኔታ፡ ትክክለኛ መልስዎትን በባዶ ቦታው ላይ ሚሉ፡

1 የሚያስተምሩበት ት/ቤት ስም _____

2. ዕታ _____

3. ዕድሜ_____

4. በትምህርት መያ የሥራ አገልግሎት በዓመት _____

5. የትምህርት ደረጃዎ _____

ክፍል ሁለት፡ ተሜሪዎች በተለያየ ምክንያት ትምህርታቸወዓ ሊያቋርጡ ይችላሉ፡ ከዚህ በታች ከትምህርት ቤት ወስጥ እና ውጭ ለተሜሪዎች ሜቋረጥ ተያያዥነት ያላቸው ጥያቄዎች እንደሜከተለው በሠንጠረዡ ወስጥ

ተዘርዝረዋል፡፡ ስለዚህ እያንዳንዱ ችግር ለተሜዎች ሞቋረጥ ያለወዓ አስተዋጾ በተሰጠው ዋጋ መሠረት (ሚኒትም 5= በጣም ከፍተኛ፣ 4= ከፍተኛ፣ 3= መካከለኛ ፣ 2= ዝቅተኛ እና 1= በጣም ዝቅተኛ) በሚኒት በሰንጠረዡ ወስጥ የ'x' ወይም የ'✓' ምልክት ያስቀምጡ፡፡

ተ.ቁ	ከትምህርት ቤት ውጭ ለተሜዎች ተያያዥነት ያላቸው ጥያቄዎች	የሚሌሱ ዋጋ				
		1	2	3	4	5
1	የወላጆች የትምህርት ደረጃ ዝቅተኛ መሆኑ					
2	የወላጆች የወር ገቢ ማነስ					
3	የእናትና አባት ተለያይቶ መኖር/መፋታት					
4	የትምህርት መርጃ መሳሪያዎች ለመግዛት ወጪ ማነስ					
5	ትምህርታቸውን ሲከታተሉ የጠፍ ችግር/መታወክ ስለሚ ጥማቸዉ					
6	ወላጆች በመጀበኛ ትምህርት ላይ ያላቸው ዝቅተኛ አመሇካከት					
7	ወላጆቻቸውን ለመደገፍ በተለያየ የገቢ ማስገኛ ሥራ ስለሚጠመዱ					
8	ያለዕድሜ ጋብቻ					
9	እርግዝና					
10	ወላጆችን በሞት ማጣት					
11	ወላጆች የሚከተሉት እምነት					
12	ከትምህርት ውጭ ሌላ ተጨማሪ ስራ በቤት ስለሚሰሩ					

ተ.ቁ	በትምህርት ቤት ወስጥ ለተሜዎች ሞቋረጥ ተያያዥነት ያላቸው ጥያቄዎች	የሚሌሱ ዋጋ				
		1	2	3	4	5
1	ትምህርት ቤቱ ከተሜዎች መኖሪያ ቤት በጣም ስለሚርቅ					
2	የተዘጋጀው ሥርዓተ ትምህርት ጠቃሚ ባለመሆኑ					
3	የመማሪያ መፃህፍት ይዘታና የተሜዎች አቅም አለማመጣጠን					
4	መምህራን ለተሜዎች ጥሩ አመሇካከት ስለሌለንና ስለሞከበረታታ					
5	በክፍል ወስጥ የሚታገበረዉ የሚስተማር ዘዴ ስለሚይስብ					
6	በክፍል ወስጥ የተሜዎቹ ቁጥር ከመጠን በላይ መሆን					
7	በቂ የተሜዎች የመማሪያ መፃህፍት አለማግኘት					
8	በት/ቤት የሚሰጡ መጠጥ ውሃ፣ ቤተ-መጻራዎች፣ መፀዳጃ ቤቶችና ሌሎችም አገልግሎቶች በበቂ ሁኔታ አለመገኘት					
9	በት/ት ቤቱ ወስጥ በትምህርት ደረጃቸው ብቁ መምህራን አለመኖራቸው					
10	በት/ት ቤቱ ወስጥ በቁጥር በቂ መምህራን አለመገኘታቸው					
11	ተሜዎች ለትምህርት ያላቸው ፍቅር አናሣ መሆን					
12	በሥነ-ምግባር ጉድለት					
13	በፈተና መወደቅ					

ክፍል ሶስት፡ ከላይ ከተዘረዘሩት ተሜዎች ትምህርታቸዉን የሚያቋርጡበት ምክንያቶች ወጭ እርስዎ ተጨማሪ የሚወቁአቸዉ ካሉ ከዚህ በታች በተሰጠው ባዶ ቦታ ላይ ይግለፁ፡፡ ቦታ ካነሰዎት በወረቀቱ ጀርባ ላይ ሃሳብዎትን መዝርዘር ይችላሉ፡፡

_____
_____
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_____
_____

ይህንን የፅሁፍ መጠይቅ ግዜዎን ሰውተዉ ስላጠናቀቁ በድጋሚ አመሰግናለሁ።።

APPENDIX C

Leading Questions for Interview

Interviewee: **The school directors**

1. At what grade level most students' dropout?
2. Does the rate of dropout differ on the basis of sex? Which Sex? Why?
3. Do students get the counseling service before they dropout?
4. What are the major causes of student dropout in your school?
5. As a school principal to what extent do you control dropout?
6. Is there any mechanism that the parents follow up about the status of students education and behavior?
7. As a professional, what measures do you suggest to be taken by the governments, the school, and the parents to reduce dropout in your primary school?

For Parent Teacher Association Leaders only

1. What does it look like the relationship between parents and teachers in this school especially to reduce dropout rate?

2. How do you evaluate the parents' interest to know about the status of their children education and behavior?
3. What are the major causes of student dropout in your school?
4. What is the role of parent teacher association to reduce dropout in primary school?
5. Any idea you want to add?

ለቃለ-ማጠይቅ እንደማሻ የተዘጋጁ ጥያቄዎች

ቃለ-ማጠይቅ የሜቀርብላቸዉ፡ ርዕሰ መምህራን

1. በብዛት የተማሪዎች ሙቋረጥ የሚሰተው በየትኛው የክፍል ደረጃ ላይ ነው?
2. የሚያቋርጡ ተማሪዎች ቁጥር በዶታ ይለያያል? ለምን?
3. ተማሪዎች ከመቋረጣቸው በፊት የምክር አገለግሎት ከሚሰጠው ባለሙያ ምክር ያገኛሉ?
4. ተማሪዎች ትምህርታቸዉን የሚያቋርጠበት ዋና ዋና ምክንያቶች ምን ይመስልዎታል?
5. በትምህርት ቤትዎ በተማሪዎች ሙቋረጥ ላይ ቁጥጥር ይደረጋል?
6. ትምህርት ቤትዎ ወላጆች ስለልጆቻቸው የትምህርት ሁኔታና ባህሪ ግንዛቤ እንዲኖራቸው የሚደርገው ከትትል ምን ይመስላል?
6. እንደ ትምህርት ባለሙያ በትምህርት ቤትዎ የሚያቋርጡ ተማሪዎችን ቁጥር ለመቀነስ በመንግስት፣ በት/ቤቱ እና በወላጆች ምን እርምጃ መወሰድ አለበት?

ለወላጅ መምህራን ማህበር መሪዎች ብቻ የተዘጋጀ ቃለ-ማጠይቅ

1. የወላጆችና የመምህራን ግንኙነት በዚህ ት/ቤት ውስጥ ምን ይመስላል በተለይም የሚያቋርጡ ተማሪዎችን ቁጥር ለመቀነስ በተመለከተ?
2. ወላጆች ስለ ልጆቻቸው የት/ት ሁኔታና ባህሪ ለማወቅ የሚያደርጉት ከትትል ምን ይመስላል?
3. ተማሪዎች ትምህርታቸዉን የሚያቋርጠበት ዋና ዋና ምክንያቶች ምን ይመስልዎታል?
4. ከመጀመሪያ ደረጃ ት/ቤት የሚያቋርጡ ተማሪዎችን ቁጥር ለመቀነስ የወላጅ መምህራን ሜ ምንድን ነው?
5. ሌላ የሜጨምሩት ሀሳብ ካለዎት

APPENDIX D

Format to collect list of dropout returnee

አቋርጠዉ የተመለሱ ተማሪዎችን ለመከታተል የተዘጋጀ ቅፅ

Name of the School _____

የትምህርት ቤቱ ስም _____

Grade and Section_____

ክፍልና ሴክሽን _____

No	Name of Dropout Returnee	M	F

Signature_____
Date _____

.

APPENDIX E

Consent to participate in the interview

Title of the Study

Determinants of Student Dropout in some selected Government Primary Schools in Addis Ababa City Administration in Akaki Kality subcity.

Purpose of the Interview

The purpose of this interview is to identify major determinants of student dropout in Addis Ababa City Administration of Akaki Kality subcity.

Procedures

If you are interested to participate in this interview, you will be asked to participate in one face to face interview with the interviewer for about 30 minutes. You can choose the location, date and time for the interview so it does not conflict with your other time commitments. During the interview, you will be asked questions about determinants of student dropout at your school. With your permission, the interviews will be recorded by a tape recording device and then transcribed to written form.

Confidentiality

Every effort will be made to ensure confidentiality of any identifying information that is obtained in connection with this interview. To guarantee reasonable confidentiality, the interview transcripts will be coded so that your real name does not appear in the report. Electronic data will be kept on a password protected computer to which I only have access.

Signature of the Research Participant

I have read the information provided for the study of determinants of student dropout in government schools in Addis Ababa city administration in Akaki-Kality subcity. The questions have been answered to my satisfaction, and I agree to participate in this interview.

Name of the participant _____

Signature _____
Date _____

Consent to Participate in the Questionnaire

Title of the study

Determinants of student dropout in some selected Government Primary Schools in Addis Ababa City Administration in Akaki Kality Subcity.

Purpose of the Questionnaire

The purpose of this questionnaire is to survey determinants of student dropout from the account of students and teachers experience and to unmask the key factors.

Procedures

If you are interested to fill the questionnaire, you will be sought the consent form to know your willingness to participate in the study. Consent for pupils will be sought either from parents of dropout returnee or the participants themselves if they are self-dependent. None refused to be participated. The administration of the questionnaire will be on the appropriate schedule time which does not conflict with your other time commitments.

Confidentiality

Every effort will be made to ensure confidentiality of any identifying information that is obtained in connection with this questionnaire. To guarantee reasonable confidentiality, you will not be requested to write your name on the questionnaire and your responses will be kept confidential and used only for academic purpose. Electronic data will be kept on a password protected computer to which I only I have access.

Signature of the Research Participant/Legal Representative

I have read the information provided for the study of determinants of student dropout in government schools in Addis Ababa City Administration in Akaki-Kality Subcity. The questions have been answered to my satisfaction, and I agree to participate in this questionnaire.

Name of the participant _____
Signature _____
Date _____

Case Processing Summary			
		N	%
Cases	Valid	22	73.3
	Excluded[a]	8	26.7
	Total	30	100.0

APPENDIX F

Reliability of Pilot Study
Student Questionnaire

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.901	.900	25

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
low level parental education	61.65	329.079	.297	.878

low level of parents monthly income	61.52	327.616	.334	.877
Divorced parents/broken family	61.67	323.998	.388	.875
Unable to afford expenses of school supplies	61.75	322.892	.452	.873
Pupils health problem	62.25	324.151	.418	.874
Parents low attitudes in formal education	62.00	317.478	.521	.871
Involvement in generating income for my family	61.75	319.846	.468	.873
Early marriage	62.67	320.078	.461	.873
Teenage pregnancy	62.89	320.554	.484	.873
Deceased parents	61.92	314.101	.572	.870
The religion of my parents	62.83	332.525	.244	.879
Involvement in domestic work	61.62	325.613	.375	.875
School distance from pupils home	62.21	334.127	.215	.880
Irrelevant curriculum to the learners	63.28	331.967	.342	.876
Mismatch between content of student textbook and capacity	62.72	322.240	.488	.873
Low teachers attitude towards me	62.98	326.375	.411	.874
Unattractiveness of teaching method	63.00	322.810	.504	.872
The large size of students in the class	62.45	315.000	.542	.871
Shortage of student text	62.46	315.001	.584	.870
Shortage of school facilities like chair, desk, laboratory, toilet, clinic, tap water, recreation place, and guidance and counseling and other services	62.28	316.123	.507	.872
Unavailability of qualified teachers in the school	63.13	325.184	.445	.874
Unavailability of enough teachers in the school	63.06	324.362	.442	.874
Students' low interest towards education	61.94	314.440	.552	.870
Disciplinary problem	62.05	319.627	.479	.873
Failure in examination	62.08	316.482	.546	.871

Teacher Questionnaire

Case Processing Summary			
		N	%
Cases	Valid	23	76.7
	Excluded[a]	7	23.3
	Total	30	100.0

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.815	.813	25

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
low level parental education	63.26	179.383	.168	.818
low level of parents monthly income	63.22	173.996	.360	.808
Divorced parents/broken family	63.78	185.814	.019	.822
Unable to afford expenses of school supplies	63.57	173.348	.373	.808
Pupils health problem	64.09	168.628	.465	.803
Parents low attitudes in formal education	63.52	178.534	.227	.814
Involvement in generating income for my family	63.48	183.352	.066	.822
Early marriage	64.91	179.265	.178	.817
Teenage pregnancy	65.13	175.846	.349	.809
Deceased parents	63.65	179.146	.241	.813
The religion of my parents	65.17	176.059	.324	.810
Involvement in domestic work	63.26	176.202	.326	.810
School distance from pupils home	64.35	168.419	.493	.802
Irrelevant curriculum to the learners	65.30	173.676	.377	.807
Mismatch between content of student textbook and capacity	64.91	166.992	.555	.799

Low teachers attitude towards me	65.13	167.300	.543	.800
Unattractiveness of teaching method	65.04	170.862	.514	.802
The large size of students in the class	64.43	161.530	.552	.797
Shortage of student text	64.43	159.530	.686	.791
Shortage of school facilities like chair, desk, laboratory, toilet, clinic, tap water, recreation place, and guidance and counseling and other services	64.35	162.601	.538	.798
Unavailability of qualified teachers in the school	65.74	182.838	.288	.812
Unavailability of enough teachers in the school	65.57	176.439	.520	.805
Students' low interest towards education	63.26	180.929	.158	.817
Disciplinary problem	63.52	184.352	.094	.818
Failure in examination	63.87	176.664	.332	.809

APPENDIX G **Percentages**

No.	Determinants of dropout (School Related Factors)	Responses in %				
		Very high	High	Moderate	Low	Very low
1	Low level of parental education	34.6	15.5	15.9	12.4	19.8
2	Low level of parents' monthly income	34.6	21.9	14.5	10.2	16.6
3	Divorced parents/broken family	33.6	14.1	18.4	13.1	17.3
4	Unable to afford expenses of school supplies	26.5	18.0	21.2	14.5	15.9
5	Pupils health problem	18.4	12.7	18.4	21.6	25.1
6	Parents low attitudes in formal education	25.1	16.3	17.3	15.9	21.9
7	Involvement in generating income for the family	29.7	17.7	16.6	11.7	20.1
8	Early marriage	17.0	7.8	9.5	15.9	45.6
9	Teenage pregnancy	13.1	5.7	9.2	14.8	51.9
10	Deceased parents or parental illness	25.4	16.6	15.9	14.5	24.0
11	The religion of the parents	14.8	7.1	7.4	14.5	50.9
12	Involvement in domestic work	30.0	19.4	18.0	12.4	17.3

No.	Determinants of dropout (Out-of-School Related	Responses in %

	Factors)	Very high	High	Moderate	Low	Very low
1	School distance from pupils home	20.5	12.0	16.6	18.0	27.2
2	Irrelevant curriculum to the learners	8.1	2.5	6.0	13.1	61.1
3	Mismatch between content of student textbook and capacity	11.3	9.2	14.1	17.0	39.9
4	Low teachers attitude	10.2	7.4	11.7	12.0	51.2
5	Unattractiveness of teaching method	8.1	7.1	11.0	16.3	49.5
6	The large size of students in the class	19.1	11.3	11.3	12.0	37.5
7	Shortage of student text	16.6	9.2	14.8	16.3	33.9
8	Shortage of school facilities like chair, desk, laboratory, toilet, clinic, tap water, recreation place, and guidance and counseling and other services	22.3	8.8	13.8	11.0	36.7
9	Unavailability of qualified teachers in the school	10.2	3.2	7.4	10.6	58.3
10	Unavailability of enough teachers in the school	10.6	2.8	8.5	11.7	56.5
11	Students' low interest towards education	28.3	14.5	15.9	8.8	24.4
12	Disciplinary problem	20.8	15.9	16.6	12.0	26.1
13	Failure in examinations	20.1	15.2	18.4	13.4	25.4

APPENDIX H
T-test

Group Statistics				
Respondent	N	Mean	Std. Deviation	t
Students	127	58.25	23.123	- 4.166*
Teachers	153	68.18	14.977	

* $p < 0.01$ significant

APPENDIX I

Mean

Items	Respondents					
	Student		Teachers		Total	
	Mean	Std. D	Mean	Std. D	Mean	Std. D
low level parental education	2.70	1.54	3.87	1.345	3.33	1.548
low level of parents monthly income	2.96	1.541	3.93	1.276	3.49	1.481
Divorced parents/broken family	2.98	1.742	3.64	1.226	3.35	1.510
Unable to afford expenses to school supplies	3.02	1.578	3.44	1.274	3.26	1.430
Pupils health problem	2.78	1.652	2.76	1.277	2.77	1.456
Parents low attitudes in formal education	2.61	1.606	3.46	1.311	3.07	1.512
Involvement in generating income for the family	2.68	1.668	3.74	1.21	3.26	1.526
Early marriage	2.38	1.726	2.27	1.393	2.32	1.550
Teenage pregnancy	2.21	1.659	1.97	1.266	2.08	1.459
Deceased parents	2.68	1.78	3.35	1.243	3.05	1.543
The religion of my parents	2.45	1.738	1.92	1.261	2.16	1.519
Involvement in domestic work	2.78	1.621	3.79	1.164	3.33	1.474
School distance from pupils home	2.76	1.683	2.82	1.381	2.79	1.519

Irrelevant curriculum to the learners	1.85	1.447	1.62	1.084	1.72	1.257
Mismatch between content of student textbook and capacity	2.31	1.507	2.27	1.363	2.29	1.424
Low teachers attitude towards me	2.33	1.612	1.87	1.212	2.06	1.414
Unattractiveness of teaching method	2.02	1.414	1.99	1.269	2.00	1.330
The large size of students in the class	2.45	1.666	2.69	1.555	2.59	1.605
Shortage of student text	2.51	1.636	2.56	1.43	2.54	1.518
Shortage of school facilities like chair, desk, laboratory, toilet, clinic, tap water, recreation place, and guidance and counseling and other services	2.81	1.736	2.56	1.544	2.66	1.631
Unavailability of qualified teachers in the school	2.37	1.593	1.46	1.035	1.85	1.373
Unavailability of enough teachers in the school	2.27	1.615	1.60	1.096	1.88	1.378
Students' low interest towards education	2.4	1.698	3.69	1.258	3.15	1.592
Disciplinary problem	2.3	1.653	3.38	1.274	2.93	1.537
Failure in examination	2.5	1.678	3.21	1.298	2.90	1.509
Valid N (listwise)						

DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been properly acknowledged and listed in the reference section.

Name: _____

Signature: _____

Date of Submission: _____