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**FACTORS CONTRIBUTE TO FEMALE STUDENTS' DROPOUT IN SECONDARY
SCHOOLS OF**

GOBU SAYO WOREDA, OROMIYA REGIONAL STATE

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This is to certify that the thesis prepared by Abraham Tefera Deressa entitled; Factors that contribute to female students dropout secondary schools of Gobu Sayo woreda and submitted in partial fulfillment of the requirements for the degree of Masters of Arts (MA) IN educational leadership complies with the regulation of the university and meets the accepted standards with the originally and quality.

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Declaration

I, undersigned, declare that the thesis entitled as Factors Contributing for Female Students' Dropout in Secondary Schools of Gobu Sayo Woreda is my own work and that the source I have used are indicated and fully acknowledged in the references.

Name: Abraham Tefera Deressa

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Abstract

The main objective of this study was to assess factors that contributing to female students' dropout in secondary school of Gobu Sayo Woreda and to provide possible solutions for the problems. To achieve this objective a descriptive survey research was employed. The data gathered from teachers, students, principals, PTA, annual abstracts and reports through questionnaires, document review and semi-structured interview was conducted with PTA and principals. All data were analyzed and interpreted employing frequency, percentages, mean value, and standard deviation. Qualitative data was also summarized thematically. Three secondary schools of Gobu Sayo woreda were selected. Female student's dropout rates of secondary school were increasing through out of the academic year. The study indicated that traveling long distance to school, lack of self-confidence, unsafe school environment, lack of good administration, lack of educational materials, house hold work load, lack of parental involvement in school decision making found to be the main problems that cause students dropout as responses from teachers, PTA, principals and students. The dropout for grade 10 was the worst trend compared to grade 9,11 and 12 dropout rates in all the year under consideration. The major reason was related to parents' economic problem and parents need for children labor to participate in their families work was also identified. According to the research finding some of the major factors that caused student dropout were economic related factors, culture related factors, and School related factors and socio-cultural barriers and limited parents' educational awareness. The study recommends action to improve parents' awareness school facilities to be fulfilled, enhance community involvement, encourage and transfer best practices of school with good efficiency to low performing schools. Finally, the ministry of Education, Regional Educational Bureau, Woreda Education Offices and schools in collaboration with responsible leaders at different levels of authorities have to work in collaboration and provide close follow up and support to secure a consistent decreasing to ward of female student's dropout.

Key words: *female students, school dropouts, secondary schools*

ACRONYMS AND ABBREVIATION

DE: Dimensions of Exclusion

EFA: Education for all

ESDP: Education sector development program

GER: Gross Enrolment Rate

HTPs: Harmful Traditional Practices

MDGs: Millennium Development Goals

MOE: Ministry of education

PTA: Parent Teacher Association

MOFED: Ministry of Finance and Economic development

PASDEP: Plan for Accelerated and Sustained Development to End poverty

SIP: School Improvement Program

SNNPR: Southern Nations Nationalities peoples Region

UNDP: United Nations Development program

UNESCO: United Nations Educational Scientific and Cultural Organization

UNICEF: United Nations children's Fund

UNPD: United Nations Populations Division

USAID: United states Agency for International Development

CHAPTER ONE

1. Introduction

This part presents the back ground of the study, statement of the problem, objective of the study, significance of the study, definition of terms, delimitation of the study, and organization of the study.

1.1. Background of the study

Education plays an important role in the socio-economic and political development of peoples of the world (Wallace and Nii, 2010). Frequently, education becoming huge project which needs huge budget in order to realize its intended benefits. Apart improved access to education, female participation in education in most developing countries is still characterized by disparities. Female students continue to constitute the majority of students out of school (Ayonmike and Chiyener, 2014). Throughout the world, people look up to education as a means to achieve sustainable and inclusive development. Education contributes to the development of investigative mind and reasoning power in the individual which helps us to build up a sense of confidence, self-worth and self-respect.

Now-a-day uneducated females are disadvantaged in terms of income, health, social, psychological and other opportunities. In rapidly growing world, a society that does not educate its generation will be handicapped in terms of the economic productivity, technological development and social wellbeing of its group. In this context female education has momentous

Inference for maternal and child wellbeing (Maeregu, 2015). This contributes to lower maternal and infant mortality and reduced fertility rates. There is a positive relationship between female education and improved household incomes, child growth and diet. Not only this, but also, education seen as one single important contributor to national economic growth, self-sufficiency and cultural resurgence of nations (Tassew et al., 2006). To enhance education accessibility for

all, World Education Forum held in 2005 at New York have identified educational goals to be achieved and Education for all. From these goals, the goal number five stressed on gender

disparities in all levels of education (Millicent et al., 2013). Thus, they stood having common stand to resolve and eliminate female's illiteracy through empowering and improving their school enrolment.

Despite those successive governments' efforts directed at improving females' education enrolment at all levels to make education fruits attractive, still female school dropout is challenging (Hammond et al., 2007). Like other developing world, in Ethiopia females are loaded with multiple responsibilities to perform at home. Sometimes they take on adult roles, such as parenting or working a substantial number of hours. Their family economic and educational background is also determines female student's academic achievement and their educational enrolment. Female students from poor and uneducated family background are more likely dropout than the rich, educated family (Teshome, 2002).

Enabling females to complete their education is to invest in future progress and better standards of life with multiplier effects. To be able to make efforts that improve wastage due to dropouts requires a clear understanding of the extent, causes, consequences, and policy responses made to the problem of female. This understanding was used as bench marks from which to start new actions. This study was a practical step to create such an understanding as far as the promotion of girl's education was concerned.

International conferences and declarations recognize and reveals that the value of female students literacy and access to school at the World Education Forum. One hundred and sixty four governments identified six goals to achieve Education for all. Goal number five concludes that gender disparities in secondary schools should be eliminated by 2015. The focus was to give girls full and equal basic education Similarly, the third UN Millennium Development Goal aims to promote gender equity and empower women, with target to eliminate gender disparity on all levels no later than 2015(World Education Forum; Dakar, 2000).

There are many causes for girls' dropout in the world. Several findings revealed that girls dropped out of school were due to early pregnancies, poverty levels, lack of financial support and repetition. Other causes of girls' dropout were failure of girls to get access to sanitary towels during their menstruation periods (WEFOCO, 2010).

The interruption of schooling by female students is costly in terms of the quality of life of those who dropout as well as to the society at large. It is challenging to provide education for all citizens and to observe the universal declaration of human rights that entitles everyone to the right to basic education (Njau& Wamahu, 1998).

The dropout rate varies by gender for different reasons. Studies found that girls over all attain less education and tend to dropout earlier as compared to boys. Thus, when dropout rate varies by gender and if girls tend to dropout earlier compared to boys, it manifests that there are some unique factors contributing to the increase in the dropout rate, particularly for girls. In other words, there are the same factors which extensively contribute to an increase in girls dropout through those factors also impact dropout rate, particularly for girls (Holmes, 2003).

Chimombo observes that though the enrolment in schools is almost same for girls and boys, boys have a higher likelihood of continuing school as compared to girls (Chimombo, 1999). In this respect, the findings of Holcomb also support the argument when the author found that some socio-cultural factors highly impact girls' dropout rate but to a lesser extent on boys' dropout rate (Holcomb 2009).

Gobu Sayo Woreda Education conference (2011) reveals that among the serious obstacles to female education, premature departures of dropping out from schools by female students. The main objective of this paper was to explore that factors contribute to increase in the dropout rate, particularly among girls which are not quit clear in past review on the dropout issue. Dropout rate does not occur through a single factor, but it is a composition of several factors.

1.2. Statement of the Problem

Gender equality stressed on to bring effective change on the equal accessibility of education for all and supply qualified education for all gender was declared as “human right” by the UN. According to the Universal Declaration of Human right Article 26, everyone has the right to education without discrimination (Sirak and Gishe, 2016). However, in developing countries specifically in sub-Saharan and some Asian countries, where poverty extremely prevails talking about gender equality and female's school attainment is inconceivable. The misery life they face because of civil war, and poverty, they always struggle to be out of the risk they face in their life

time (Benjamin et al, 2012). This and other related factors enforce them to drop out of their school. It is this hindrance which is affecting the real implementation and the success of educational strategies in our continent. Even though different actions like affirmative action undertaken, they failed to bring effective change on female's school involvement (Joseph et al., 2000).

Recent time, throughout the world particularly in Africa Socio-economic factors was becoming serious problem to female students particularly on their educational involvement. The female living in low social class and low economic development face multiple burdens which they can't overcome only by their own effort. Such condition is common to the unreached areas and isolated social group of our continent (Jerald, 2006). Female students from poor family background sometimes fail to overcome the social and economic challenges they face and easily dropout their education. After they return home they perform daily labor to generate income to support their poor families. This most of the time results from economic problem, they abstain themselves from education when they fail to purchase clothes, books, exercise, food, money to rent house and to purchase other important things (Kirsten et al., 2013).

In the African society, emphases were put in educating boys than girls. This is because girls would be married off at an early stage of their lives (Okemah, 2010). Educating the girl child is paramount to empowering them for the well-being of the society. Therefore, educating the girl child is like educating a whole nation. Despite these benefits, there are still cases of girls' dropping out of school. Findings revealed that girls' dropped out of school were due to early pregnancies, poverty levels, lack of financial support and repetition. Other causes of girls dropping out were failure of girls to get access to sanitary towels during their menstruation periods (WEFOCO, 2010).

Female education has multiple effects because it empowers women to bring about change and helps to break the vicious cycle of poverty. Despite initiatives addressed through various government policies, interventions and declarations like the Millenniums Development Goals (MDGs) strive to ensure equal access to secondary school education for both boys and girls. As the case in several regions in Ethiopia, we may found similar situations; The Millenniums Development Goal(2000) reveals that in Oromia , East Wollega Zone, Gobu Sayo Woreda that

the dropout cases are traceable as most striking factors. The triggering conditions are also as diverse as the manifested sources. Some are manipulative, i.e. easily worked on; whereas others are far-reaching. Whatever the cost, silence cannot be any means to end poverty through education.

Causes of dropout are also identified as in-school and out of-school by different researchers in education and the factors are attributed to personal, environmental and infrastructural issues. Personally, the individual health, inclination and perceptive strengths or weaknesses of children are not identified by and large, as the researches underline. The question comes like “Who needs to do that?” and the answer goes to stakeholders (Tadesse, 2012; Chaudhury, et. al, 2006). While school dropout is a striking factor both on individuals and the entire society, and, in spite of the existence of diverse programs assuming the position of combating dropout, joint action to end such a problems does not yet seem to be worked on in Ethiopia, as practically set to view.

So, the researcher dealt with analysis of factors contributing to female student’s dropout in secondary schools. Thus, there are two main reasons why the researcher initiated to conduct the study on this area. First, Gobu Sayo woreda the dropout rates of female students in secondary government school were a serious problem.

Second, the researcher had worked in one of Gobu Sayo Woreda Secondary schools for 12 years since **1999** E.C. The researcher served as school principal for 5 years, as a department head as well as a unit leader for 3 and 2 years respectively. Therefore the researcher closely knew the actual situation of the area as the female students’ dropout is a serious problem. Here, from annual report of the woreda educational office the high dropout rate of female students in secondary school is a serious problem and devastating issue in the study area.

In general speaking the drop out of female students was the current issue of the world. This shows that in Gobu Sayo woreda the dropout rates of female students in secondary government school were a serious problem. The researcher was more interested to identify the factors that contribute the drop outs of female students in that woreda.

1.3. Research Questions

The study attempts to investigate and find answers for the following basic research questions:

1. What is the current situation of dropout of female students in secondary schools of Gobu Sayo Woreda?
2. What are the factors that contribute to secondary schools female students' dropout in Gobu Sayo Woreda?
3. What measures need to be taken by school leaders and concerned parents to mitigate the problem?

1.4. Objectives of the Study

The general and specific objectives can be spelled out as follows.

1.4.1. General objective

The general objective of the study was to assess dropout of female students and identify the challenging factors for dropout of female students in secondary schools of Gobu Sayo Woreda.

1.4.2. Specific Objectives:

- To find out the status of dropout of female students in secondary schools of Gobu Sayo Woreda.
- To identify the factors of contributing to female students' dropout in secondary schools of Gobu Sayo Woreda.
- To assess the intervention level made by relevant stakeholders in the school under the study.

1.5. Significances of the Study

The purpose of this study was to find out the factors contributing to dropouts of female students in secondary school of three schools by creating a base line of data from which actions for expanding and more retaining female student in schools were made possible.

The above idea study would be summarized the following contribution; It contributes awareness of female students' dropout regarding secondary schools in Gobu Sayo Woreda. It might be investigated the factors contributing female students dropouts, this study may help to explore the students drop out of school by grade level, used as a term of reference for other researchers, and to reduce female students' dropout from secondary schools.

The finding of this study would be very important for Gobu Sayo Woreda. It results in the planning and implementation of secondary school education.

This type of study could be significant as follows:

- It would be benchmark for other researchers and policy makers
- It would help local educational leaders in planning educational issues
- It helps for school leaders to prepare available strategy to decrease dropout rate
- It would play its own role in decreasing educational wastage

1.6. Delimitation of the study

The study was delimited geographically and conceptually for the reasons of time and budget constraints. The study was confined geographically to Gobu Sayo Woreda secondary government schools namely; Ano Secondary School, Tibe Hara Secondary School, Sayo Secondary School.

Ano is the capital town of Gobu Sayo Woreda. It was found in Western Oromia at 265 km away from Addis Ababa and the study was conceptually delimited to investigate factors contributing to female students' towards dropout.

1.7. Limitations of the study

The selected secondary schools may not fully represent the all secondary schools in the country as they are few in number and located in areas with societies of similar socio-demographic and socio-economic conditions. Some teachers and principals respondents might hide the actual information, especially regarding school-related factors, due fear of conflict of interest. Refusal

of few respondents to give response to questions provided for them is another limitation of the study.

1.8. Definition of key Term

Contributing factors: factors that, either directly or indirectly, participate in the activity of female students' dropout or something given or offered that adds/ cause to the female students' dropout

Dropout: Students who leave school before the end of the final year of an education cycle in which they are enrolled. Especially, female students who leave their school and grade level without completing their grade level curriculum subjects study during the year..

Secondary schools: General education level comprising from grade 9-12 in Ethiopia (MoE, 2017).

1.9. Organization of the study

This thesis is organized in to five main chapters. Chapter one deals with the problem and its approach, background of the study, statement of the problem, research objectives significance of the study, delimitation of the study, operational definition of terms and organization of the study. The second chapter deals about review of related literature. It contains the concept of female dropout in secondary school and related factors. The third chapter is about the research design and methodology. Chapter four deals about the result and discussion. The last chapter is deals with major findings, conclusion and recommendation of the study.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURES

This chapter consists, the review related literature about school dropout, perception on females' dropout, benefits of female education and approaches to overcome constraints at different levels.

2.1. The concept of students' drop out

Dropouts are those who leave school before the end of the final year of an education cycle in which they are enrolled. Dropping out occurs after students have obtained access to schooling. Together with failure and repetition it leads to low most important completion rates. Mostly, class repetition and absenteeism can cause dropouts. A significant number of children who enroll in high school in Africa particularly in sub-Sahara Africa do not complete their school. According to (Lockheed and Verspoor 1991), fewer than 60% of the children who enter school in the low-income countries and about 70% of those who enter schooling the low-middle income countries reach the last year of the secondary school. From all these female students account the large percentage. Dropout rates are high at the high school level in general, with slightly more girls dropping out than boys. Female dropout is more common to Africa and Asian countries where their completion rate is very low accounting above 80%. This shows that there are some unique factors contributing to the increase in the dropout rate, particularly for females (Ricardo et al., 2010).

Even though, some remedial actions were made for the benefit of females, their school dropout is increasing in the low income countries. Particularly, this is problematic in East Africa (Nina, 2010). Despite, the social returns to female education are high and exceed the returns to male education; societies do not give care for females and avoid factors that hinder the on educational participation. Female education improves children's health in particular and their society's well-being in general. The potential for more productive labor, better health, and slower population growth all argue for more investment in female education (Yonas, 2012).

2.2. 1. Schools facilities for Female students

Inadequate sanitation facilities in schools massively affect girls' dropout because this inadequacy indicates that schools are not safe for girls. Lizettee (2000) observes that though lack of facilities and poor hygiene affect both girls and boys, sanitation in schools has strong negative impact on girls. Parents expect safe and separate sanitation for their daughters in schools. In fact especially for girls entering adulthood, they need to have separate and adequate facilities for their menstruation time in school; without proper facilities it would discourage them from being in school and consequently they tend to drop out (Lizettee,2000). Birds all et al (2005) argue that girls' privacy issue in school is foremost a factor which forces girls to dropout from schools. UNICEF (2006) observes that outcome for female students. In this respect, a number of studies have attempted to examine the effect of having female teachers in Africa, the lack of basic sanitation is the cause decreasing enrollment of girls in secondary schools but girls spend more time in schools when sanitation facilities are adequate (UNICEF, 2006).

2.2. 2. Teachers' Attitude

Some research has examined how teachers' attitudes toward female students are linked to dropout issue. Colclough et al. (2000) found that in Ethiopia, teachers in school more positively viewed boys than girls because they usually expect girls to quit school early. Teachers 'attitude and their teaching practices have foremost impact in sustaining girls in schools. According to Nekatibeb (2002) study from several countries in sub-Saharan Africa indicate that both female and male teachers believed that boys were academically better than girls. This study also found that most teachers tend to pay more attention to boys in the classroom than girls. Research by Fawe (2001) shows that teacher were not conscious in using their language toward girls' in the classroom. They also viewed girls as less intelligent to those boys and the girls are just there to marry early. According to (Njau and Wamahiu 1994) in a study on dropout rates in sub-Saharan Africa, it was found that the fore most cause of higher rate of girls' dropout was the attitude of teachers towards girls in class. Teacher tends to favor to boys than girls in terms of academic performance and achievement which led to dropout.

2.2.3. School Level Factors

Learning environments have been well organized as in adequate in sub-Africa due to the low level of economic development and poverty (Lock head and Verspoor et. al, Odaga and Heneveld, 1995). Most learning institutions are in short supply of classrooms, facilities and learning materials. There are also conditions where schools teachers are forced to search for alternative incomes from parents as to use student's labor. These situations had a negative impact on girls' education, because it discouraged parents from sending girls to schools or shortens the time spent on teaching and learning (Odaga & Heneveld, 1995).

2.2 .4. Absenteeism

Research also indicates that irregular attendance can be a precursor for dropping out from school regardless of the gender of the pupils. However, it can be argued that school absenteeism can be somewhat negatively more effective for early dropout from school female students. In this regard, Manacord (2012) also argues that girls are at a greater risk of absenteeism, repetition and dropout, and have lower educational achievement than boys in upper secondary school. There are some causes for girl's dropout because of absenteeism. For instance, teenage pregnancy among girl is commonly associated with frequent absence from school initially, and then permanent and or temporary drop out. Girls also can more dropouts because of absenteeism due to child labor or house hold work. This is because a good deal of literature on household work found that girls do more household work than boys which may increase non-attendance in school for girls (Manacord, 2012).

Moreover, availability of toilets and access to feminine hygiene supplies impact on girls' absenteeism. In this regard, Gran (2013) indicates that female students were more likely to be absent if their toilets at school were dirty. In addition, gales (2005) found that in Ethiopia, female students were often absent in class during menstruation and frequent absence led them to drop out from school.

2.3. Extra-Curricular Activity

There are several evidences that shown participation in extra-curricular activities varied by gender and girls are usually less participative than boys. Some investigators found gender dynamics in the valuing of extra-curricular activities and their survey results show a significant difference in the proportion of participation in extra- curricular activities of male and female students (Jacqueline et al. 2012).

Results show that approximately 76% of male students participate in extracurricular activities compared to only 48% of female students. For instance Osiki Jonathan Ohiorenuan (2008) observes that 90% of the schools in the study area had extra –curricular facilities for the boys but the facilities for the girls were either not available or were provided minimally. This occurs in schools in most developing countries, especially in the rural areas. Another foremost constraint is that some societies consider sports as a male activity. For instance in Senegal participation in sports is socially and culturally prohibited for Muslim women (Hewett, 2010). In England, during the secondary school cycle, Muslim women face restrictions by their culture and religion to participate in sports activities in schools (Benn, 2002; Carrol & Hollinshead, 1993). In fact, Muslim culture does not permit some kit requirements of sports or outdoor games such as wearing short skirts and tee-shirts and public changing and showering.

2.4. Economic Factors

Large families at times face problems in educating their children. When faced with economic hardship, a great number of parents, even those aware of the importance of girls' education, are forced to educate boys at the expense of girls. It is still argued that the man is the "bread winner" and hence boys need more education than girls who will get married and will have a man take care of them. Some parents send their girls to school later in the school term when they have acquired some money but because the girls have missed out so much by then, they do poorly and eventually dropout of school (Ayodele and Dada, 2007).

In the low income countries of the world, families need to use females as servants who give care for male children and cock food. The economic income, education level and accessibility to town are the most important factors for the female student's school dropout. The educated families

always prefer to teach their children without any gender bias. Also they treat and give them all equal opportunities for both their male and female offspring (Cathy et al, 2007; Ketema et al, 2014). They analyses their future fate and the benefit of education in changing their future life by overcoming the challenges they may face. In addition, socio- economic status of an individual is the most determinant factors for the female school dropout. The higher income groups prefer to teach their children affording necessary materials and provision. Unlike to this the poor social groups fail to support all their children and prefer only to teach the male group than females. Also to earn money they arrange females for marriage then attaining their education (Millicent et al, 2013).

The same to the above information, in Ethiopia opportunity cost of girls schooling are associated with resources lost due to sending them to school. Female's labor is indispensable to the survival of many rural households. Agricultural work, domestic work cooking, collecting fuel, fetching water marketing as well as child care services are required from children, with girls demanded more than boys (Deribe et al, 2015).

2.4.1. Parental Investment

Parental investment of their children's for schooling sometimes become gender biased. Although parents are humane to the gender of their children, they do not invest in education equally for all. In this regard, parents incline to invest more on male students than their female students (Glick &Sahn, 2000; Kingdon, 2005). In addition, (Leung and Zhang 2008) found that parents' preference for sons encourage more of them to invest in their sons' well-being to take care of parents in the future. In fact, parental gender bias investment occurs particularly when parents have limited income and resource, causing girls to leave school earlier than boys. For instance, (Fuller and Laing 1999) and (Grant and Hallman 2006) found an association between a family's financial strength and the likelihood of the females' dropout in South Africa.

2.4.2. House hold Poverty

In fact, in rural area poverty has declined due to pro-poor interventions such as the food security program, the extension program, and the productive safety net program. When we see poverty as a barrier for school enrolment and attendance, although school enrolment has increased

dramatically in Ethiopia, there are more than three million females' who are out of school. There are also many others who are attending education but are at risk of dropping out (MOFED, 2006).

The main reason for these females' to be excluded from their education is poverty. Females' of poor households are excluded from education for four reasons:

The first reason is their inability to cover indirect costs of schooling. Parents' inability to afford education is one of the major reasons why females' are out of school, even in countries that have abolished formal school fees (UNSECO., 2012) Even though Ethiopia has made primary education free, due to the indirect costs involved, females' are deterred from being enrolled in primary school since their parents cannot afford to cover the indirect costs, which include the cost of purchasing uniforms, stationary, other learning materials, transport cost, etc. Even if the females' are enrolled, they will be forced to discontinue their education due to the low economic capacity of their parents.

The second reason for females' from poor families to be excluded from their education is family size. If there are many children in a family, the parents will not send all their females' to school because (i) they cannot cover the indirect costs of education as mentioned above, and (ii) they need the lab our of some of their females'. In such situations, most of the time, male children are allowed to go to school while female children are forced to remain at home to take care of younger children and to support their mothers in doing the domestic work. In fact, in a family where there is no elder female child, the older boy is responsible for supporting his family; therefore, he will be engaged in activities which might be beyond his capacity. In these cases, either female or male children or both will be forced to be out of school or will be at the gate of dropping out of their education because they cannot attend their classes regularly.

The third reason is the opportunity cost of schooling for the poor family. For females' from poor families, the opportunity cost of attending school is high. This means that what they give up in terms of time and lab our makes school relatively more expensive. Therefore, they will be forced to engage in income-generating activities to help their families. The fourth reason, which is one way or the other related with the second one, is that females' labor is demanded by their families

In Ethiopia, children as young as 7 years old are required to perform various tasks related to domestic and farm activities. Girls are wanted in household chores such as fetching water, collecting fire wood, etc. and boys are also forced to be employed in order to generate income to support their parents. This is especially true of rural school girls who have to work on farms before and after school and also during weekends. The situation of school girls in particular is worrying because of the double role they assume as helpers in the domestic unit and as sources of labour for the family farm. While working as such may not be harmful for school girls, excessive work both at home and on the farm is detrimental to their physical, emotional and intellectual development. It is from this point of view that excessive work is considered an abuse. Hence, in order to alleviate such problems: a) school-feeding programs should be introduced in schools to help those children who cannot get enough food in their homes; b) parents of such children should be supported to find jobs so that they can support themselves and send their children to school (UNEP, 2010). One can conclude that, this findings may overcome dropouts problem of female students; but, it is difficult for schools to feeding them at secondary school level; while, school has no enough budget to alleviate such problems.

2.4.3. Being Orphan

Being orphan often exacerbates financial constraints for poorer households and increases the demands for child labour (Hunt, 2008). As a result, enrolment of orphans in primary education is lower (Schaffner, 2005) mainly for two reasons: (i) Absence of people who would support them, and (ii) psychological depression. These two factors negatively affect the children's attitude to continue their education, especially at primary level. Regardless of the specific causes of parental deaths, children will become orphans when they lose one or both of their parents. Being orphan, particularly for children who come from poor families, negatively affects school enrolment or attendance. Those children who lost both of their parents or only the mother will either be delayed from school enrolment or dropout of their education, especially at younger ages as compared to non-orphans (Pullum and Greenwell, 2009). Because of their economic problems, they will not be able to cover the costs of education materials, nursing ailing parents, and caring for younger siblings; they also have to dropout in order to work. Because of this, most of the time, the older children, particularly girls, will drop out of their primary education (Schaffner, 2005).

Orphan children living in rural areas with poor households are compelled to be engaged in income-generating activities which are sometimes beyond their capacity. Most of the time, boys are employed in laborious work while girls are either hired as domestic workers or become commercial sex workers. Orphans and other poor children of urban areas are also engaged in such activities in order to support themselves and their siblings.

Poor children of rural areas are involved in such activities when they become orphans or when crops fail (N. Chaudhury et al., 2006, cited in Taylor and Amdissa, 2007).

2.4.4. Seasonal Factors and Migration

People move from one place to another due to seasonal factors. For instance, pastoralists move from the place where they live to another in search of grazing land water for their cattle. When these people move, undoubtedly children also move along with them. On the other hand, due to natural climates such as drought, flood, etc. and manmade problems like civil war or temporary mass rivalry, people may be forced to move to other areas. As a result of such migration, children move with their parents frequently and do not regularly attend school for the months when they are away from home.

Moreover, when parents are far apart for long periods, children can be severely affected emotionally due to the lack of remittances, which can create family stress in relation to children's education. Not having a parent around to monitor the child's progress can adversely affect his/her chances of succeeding in school. Children can also decide on their own volition whether to attend school or not. As indicated in the report of population council Inc, and UNFPA (2010), In addition, they were required by their parents to keep herds. Thus, migration is one of the factors that negatively affects the school enrolment and attendance of children. Children may move from rural to urban areas with or without their parents temporarily or permanently, not only in searching of schools but also due to natural and man- made problems, or to look for paid employment, (UNFPA, 2010).

In areas where there is a lot of rural –urban migration, pupils frequently drop out of school prior to completing their education (Hunt, 2008). In this connection, the responses of the sample respondents, particularly from Amhara and Afar regions, were found to support the observations

made above. Thus it is possible to deduce that seasonal factors and migration are among those barriers and bottlenecks for children to be enrolled in school. Hence, it is proposed that ;(i) mobile schools for pastoralists should be established because the schools can move with these people;(ii) flexible school calendars should be used so that at the time of movement, the school can be closed and when they come back, the school can start operating; and iii), tent schools should be established in areas where people settle for the time being during emergency situations, (MoE, 2010).

2.5. Cultural constraints

2.5.1. Rural/ urban and regional differences

As described in (MoE, 2010), the variable dummy for urban residency was found to have a significant and negative impact on dropout rates, indicating that urban children are less likely to drop out of school compared to rural children. This held true across all regions indicating that much still needs to be done to decrease the probability of rural children drop out of schools as-both in terms of improving the availability quality of schools as well as reducing pressures on children to contribute to labor activities. However, the impact was statistically significant only in the case of urban boys; and did not impact girls' school attainment.

2.6. Early Marriages

Regarding the effect of early marriage on girls Holcamp (2009) found that in rural areas girls' dropout rate became higher because parents consider girls' schooling as of no benefit when they leave their own family after getting married. Mansory (2007) also found that early marriage is the foremost cause of early school drop out of girls in Afghanistan. A lot of research have highlighted on girls' age and education and found that when girls reach puberty, parents consider it is time for them to be married and tend to arrange the marriage instead of continuing schooling (Molten et al, 2000). Some studies argue that early marriage of girls is associated with drop outs in certain contexts. For instance, in societies where girls leave parental house hold after marriage, girls drop out might be higher in that society (Ackers et al, 2001).

In Bangladesh, girls with lower socio economic backgrounds drop out from secondary school when schooling or higher education inflates dowry in the marriage market of girls. In this research, author argues that if girls have higher education but have lower parental socio-economic background, they face difficulties in getting a husband because pattern in which parents need to pay a higher amount of dowry to marry their educated daughters to similarly educated grooms thus resulting in early drop out among girls (Shahidul, 2012).

2.6.1. Early Pregnancies

Several study also found that investigated that teenage pregnancy is a significant cause of school drop out for girls. Some studies argue that there are some specific characteristics of girls with drop out status which are ;Girls with poor school performance , girls who have experienced temporary drop out ,previously , low economic status , family migratory life styles and the consequent vulnerability of girls (Boyle et al, 2002). Dunne, argue that some unexpected circumstances of girls such as lack of social and economic opportunities and gender in equality in education system lead to mother hood and consequence drop out from schools (Dunne Leach, 2005).

Dunne and Leach (2005) state that, the dropout rate of girls is higher than the dropout rate of boys and the foremost cause for girls to dropout is pregnancy. Though some countries permit girls after getting pregnant to return to school, research found that the re-entry rate is not much higher. Re-entry to school after pregnancy depends on some circumstances such as if they can get caregiver for their child and if they are able to share or relinquish child care responsibilities (Grant and Hallman 2006).

2.7. Cultural beliefs

Save the children (2005) indicates that cultural norms and beliefs constrain girls' education especially in many developing parts of the world. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Chage and sifuma (2006) examined claim that many cultures favor education for boys more than girls. Girls persistence in school and found that initiation ceremonies (religious

ceremony) have significant effect on girls dropout rate when parents have more propensity to play for the (Kapakasa 1992).

Seclusion of women was a factor for girls' dropout. Traditional values are stronger in rural areas in developing countries compared to urban areas and people often do not allow girls to leave homes ever for school (UNUCO, 2010). Security and needs for physical safety or protection are traditions that often demand special concern for girls' privacy and social reputation (Herg et. Al., 1991, Njau & Wamahiu, 1998).

Female genital mutilation is another ritual that creates similar dilemmas to those who parts through initiation ceremonies. They often reject schools for "children" circumcised girls not only perceive them-selves as adults, but also become negative influences on their uncircumcised peers. They may frequent absent and reduced performance leads them to dropout from schools and eventually to many (Ghicharu, 1993).

2.8. Socio-cultural barriers

Ethiopia is a big and populous country with 80 ethnic groups that have their own peculiar as well as common socio-cultural values. Amongst the various socio-cultural values, some, such as violence against women and children, early marriage, and negative attitude towards education are common to most of the ethnic groups. These socio-cultural values are apparently barriers and bottle necks to school enrolment, retention and completion, especially for girls, children with disability, orphans and other vulnerable children (MoE, 2010).

2.9. Harmful Traditional Practices (HTPs)

These are also one of the factors that affect females' school enrolment and attendance. In Ethiopia there are different types of harmful traditional practices that are barriers to the demand for education. Among many HTPs that are prevalent in the country are early marriage, female genital mutilation, and undermining the future fate of female children. The following paragraphs briefly describe and analyze the status of early marriage and abduction in the country. Early marriage is a very serious problem that could lead to grave, lifelong health complications. In

Ethiopia the legal age at marriage for both sexes is 18 and child marriage is defined as marriage before this age. Due to the strictness of the law and the growing awareness of children and other factors:

- i. Economic factors; One of the causes for early marriage is obtaining bride price (the tradition of seeking bride price /bride wealth).
- ii. Improvement for the boys' family, which includes additional labor (the girl) and possible access to additional land, when a new household is established.
- iii. Interest to affiliate with families of high status, i.e. families with important resources such as land, labor and cattle; early marriage is therefore, one of the major mechanisms to cope with act the consent of economic crisis. It enables the family to gain resources from outside the house hold.
- iv. The assumption that an un married girl is helpless and totally un protected ;Thus ,the parents of a girl child feel a big responsibility to ensure the marriage of their daughter. Since life expectancy in Ethiopia is low, parents may not dare to wait too long to get their daughters married.
- v. Fear of pre-marriage sexual activity; in most of the Ethiopian cultures where early marriage is practiced, the virginity of the girl is given high value. The fear of the girl losing her virginity (voluntarily or forced) and becoming pregnant before marriage is a key motivating factor for the parents to get their daughters married in an early age.
- vi. Fear of abduction; early marriage also serves to protect girls against abduction. The above discussion indicated that there still remains a long way to go before early marriage is removed from our society. There for, government bodies and other stake holders should work together on awareness-raising activities and influencing people not to give their female children away in early marriage because the burden is very tough.

Marriage by abduction differs from early marriage because the man takes the female forcefully without the consent of her parents or the girl. In fact, after the abduction, he will send arbitrators to have her parents' approval. In very rare cases, there is also arranged abduction either by her parents or herself. Since abduction is usually committed without the consent and the will of the abducted female, it is a violent act and in most cases the girl is raped immediately after the actual abduction.

According to the study done by save the children-Denmark, MoWA and MoE (2008), girls are often abducted from schools, on their way to and from schools, and from home. The factors behind abduction are rather complex and also differ from culture to culture. However, some of the causes are explained below.

- a) Economic cause; if the boy's family can't afford the bride price, abduction is an option.
- b) Rejection of the boy in the girls family; in such cases, the boy becomes harsh and decides to marry the female forcefully.
- c) Male dominance in the act of the abduction; Boys need to prove that they are strong enough to forcefully get exactly the girl they want –if she is not a married one.

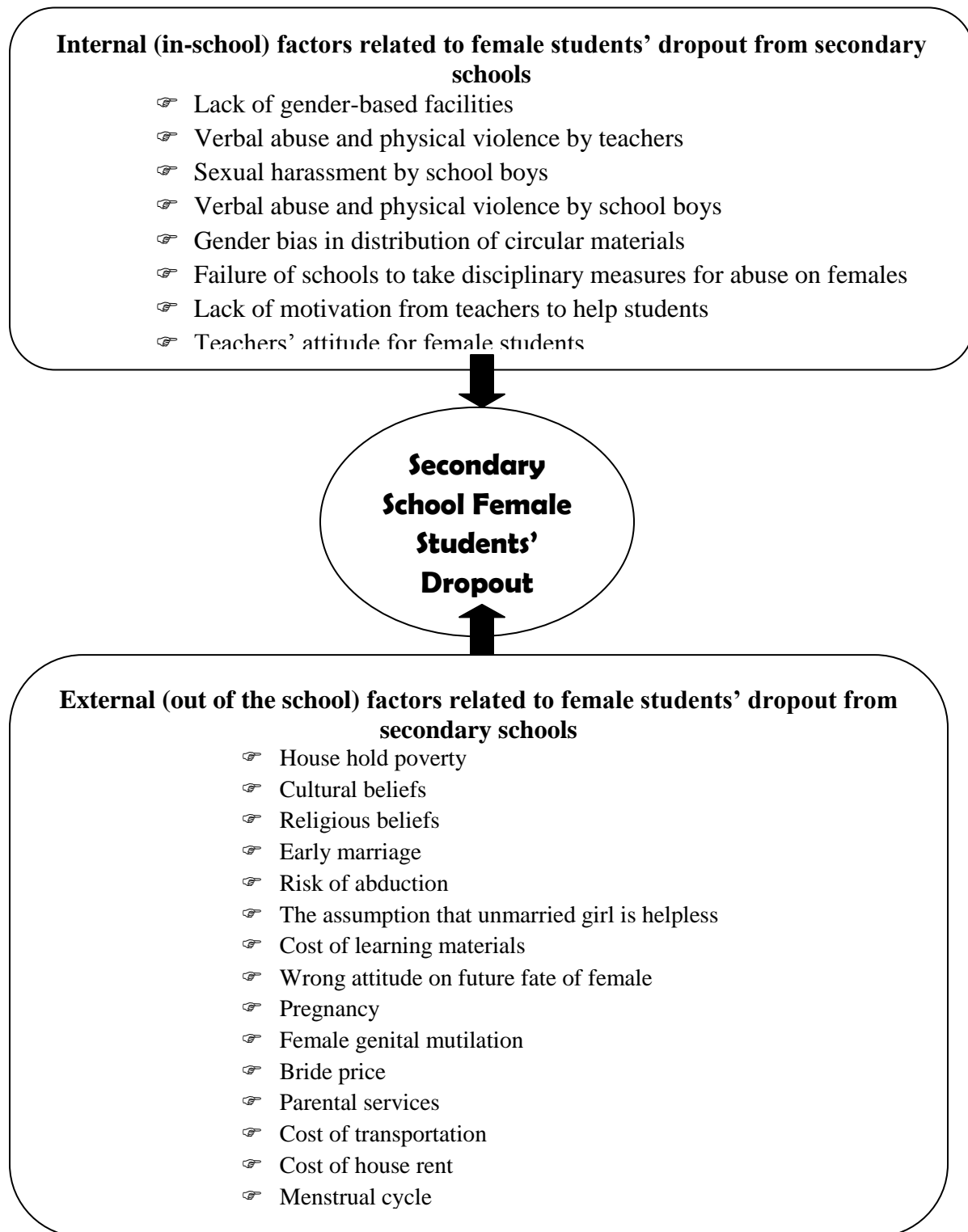
In general, due to early marriage and abduction, many young girls drop out of their education, because of teenage pregnancy that may expose them to lifelong complications, including death due to different obstetric problems they may encounter during pregnancy and /or delivery. If they deliver safely, the next step is to be mothers of many children and to assume the responsibility of caring for them. These and other issues together force the girl to drop out of her education (MoE, 2008).

2.10. Wrong Attitudes towards the Future Fate of Female children

The attitude towards girls' education is the girls are less competitive in education in general and less talented in some subjects like Mathematics that are considered tough. Such negative attitudes erode girls' confidence to study such subjects. Studies carried out on this issue in Ethiopia also confirm this view. According to one study by population council Inc. and UNFPA(2010) the attitude among young adults and parents towards girls' capacity in education is more or less similar, i.e. 36.2% male and 33.6% female youths said that most girls are lazy in school ,and 29.3% of fathers and 30.6% mothers also felt the same. This implies that a lot of sensitization and awareness creation activities should be done in order to curb this problem. Besides, schools, the government, and non-government organizations should support female students in their education. Apart from this, older females who have completed their education

should be given jobs and other opportunities so that younger female students will be motivated to successfully complete their education; if this happens, their parents will be encouraged to send their female children to school (UNFPA, 2010).

2.11. The conceptual framework of the review of literature study



CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Design

A descriptive survey design was employed in the study. This method helps to gather various kinds of data relatively minimum resources. According to Best (2008) and Creswell (2003) a descriptive study design describes and interprets that it is concerned with conditions, relationships that exists, opinions that are going on affects events for trends that were developed. Thus, the descriptive survey design is appropriate. The researcher used descriptive survey design with quantitative and qualitative approach to collect, analyzes, and interprets data to get in depth information about the current situation of the study problems.

3.2. The Research Method

In this study combination of qualitative and quantitative approaches of doing research were employed. Use of the combination of qualitative and quantitative research approach is appropriate for conducting such like studies (Mark et al., 2009). The reason for selecting qualitative approach was to gather information from wide sources. The quantitative approach was selected for the case of gathering real data from direct communication of the samples. The researcher developed different tools (instruments) for data collection, by contacting respective schools. Selecting research settings and sampling the research population respondents. The researcher administered instruments to these respondents and then completed data collection, analysis and interpreted data.

3.3. Sources of Data

The sources of data were both primary and secondary sources. The primary data was collected from students, teachers, PTA and principals. Secondary data sources (the documentary sources) were collected from different documents, minutes of meetings in schools and reports written on female student's dropouts from schools.

3.4. Description of the study area

The study was conducted in Oromia Regional State in Eastern Wollega Zone, Gobu Sayo woreda which is about 360 kms west from Addis Ababa. Specifically, it was conducted on three secondary schools in Gobu Sayo woreda-and is bounded by demarcated by West Shewa zone in the east, Sibulire woreda in the West, Gudeya Bila woreda in the north and Gobu Sayo woreda in the south. The 3 climatic conditions of the area is generally falling as Weyina Dega, Dega and Kolla.

3.5. Sample Size and Sampling Techniques

The population of the study is all male and female students in secondary schools of Gobu Sayo woreda. Until 2013 (E.C), there are three secondary schools in the woreda. From the total three schools, all of them are selected using census sampling technique. Accordingly, Anno secondary school, Tibe Hara secondary school, and Sayo secondary schools were selected.

From the selected secondary schools the researcher selected 2445 students, 21 PTA and 51 teachers using systematic random sampling technique. Then, three principals were selected by census sampling technique.

The sample size were determined by using simple mathematical formula known as Yemane(1996) formula.

$$n = \frac{N}{1 + (N * e^2)}$$

Where, N is the total number of students, teachers, PTA and principals in the selected 3 secondary schools, e is the error or confidence level and n is the number of sample size selected from the three secondary schools in Gobu Sayo Woreda by the employed sampling technique. As shown above, the total population the study in sample school 2445 students, 51 teachers, 21 PTA and three school principals. Therefore $N = 2445 + 51 + 21 = 2517$

$$n=2517/1+(2517*(0.05)^2) \text{ whether confidence level } (e=0.05)$$

$$n=2517/1+6.2925$$

$$n=2517/7.2925$$

$$n=345$$

For students;

$$\text{From } 2517=345$$

$$\text{From } 2445=x$$

$$x= 2445*345/2517$$

$$X=335$$

For Teachers;

$$\text{From } 2517=345$$

$$\text{From } 51=x$$

$$x=51*345/2517$$

$$x=7$$

For PTAs;

$$\text{From } 2517=345$$

$$\text{From } 21= x$$

$$-x= 21*345/2517$$

$$X=3$$

In general, 345 respondents were selected for this study, 7 teachers and 3 school principals, 3 PTA and 335 students were proportionally selected as sample.

From a total of 2445 students in 3 secondary schools, 335 were proportionally allocated to each school based on the total number of students in the secondary schools. Accordingly, 251 students were selected from 1833 students in Anno secondary school ($k=1833/251=7$), 35 were selected

from 255 students in Tibe Hara secondary school ($k=255/35=7$) and 49 were selected from 357 students in Sayo secondary school ($k=357/49=7$). All 335 students, 7 teachers and 3 PTA were selected in similar way from the respective schools. Three principals were selected using census sampling from 3 schools

Table1. Total population and Sample size

Name of secondary schools	Teacher			Student			Principal			PTA		
	In school	Sample	%	In school	Sample	%	In school	Sample	%	In school	Sample	%
Anno	25	3	12%	1833	251	13.7%	1	1	100%	7	1	14.28%
T/Hara	12	2	16%	255	35	13.7%	1	1	100%	7	1	14.28%
Sayo	14	2	14.3%	357	49	13.7%	1	1	100%	7	1	14.28%
Total	51	7	13.7%	2445	335	13.7%	3	3	100%	21	3	14.28%

As shown in the above table the students and the teachers sample size was decided using the Yemane formula. Therefore, only seven teachers and 335 students were selected since it was dependent of the formula. Principals and PTA were selected as they are since they are small in number and the researcher believe that those can provide enough information for this study.

3.6. Instruments of data collection

To conduct this research the researcher used primary data by using questionnaire and interview, and secondary data using document analysis.

3.6.1. Questionnaire

To conduct the study primary data were collected by using questionnaires. The questionnaires were chosen because they ensured the confidentiality of responses save time. In addition, they are widely used in social science research and education. Open –ended questions for school principals in order to provide the respondents with an opportunity to explain their views freely as they deemed fit. The items were prepared in accordance with the designed objectives and basic

questions to be answered in the study concerning female student's dropout. The first part of the questionnaire about the respondents' demographic characteristics which comprised of role of the respondent, sex, age, qualification, experience and school location to be answered by the respondents from the given options. The questionnaires were consisting of closed and open ended items. The open ended items encompass five point Likert scale and ranking ascending or descending order. This method of item preparation is time effective for both researcher and participates, as well as, is more objective than other instrument. A questionnaire was distributed for students, teachers and principals. The questionnaires were prepared in Afan Oromo and directly translated in English for students, teachers and principals. Following the quantitative items, qualitative explanation and description would be inferred from participants through open ended questions.

3.6.2. Validity and reliability

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data. The pilot –test would be conducted to test the validity and reliability of the content. It relates with objectives of checking whether or not the items included in the instruments could enable the researcher to obtain the relevant information and to identify and eliminate problems in collecting data from the target population. To ensure validity of instruments, the instruments, would be developed under close guidance of the advisor and also a pilot study was carried out on 24 female students and 6 teachers (10% of the sample size) in Bacco Secondary School, which is located in West Shoa Zone. The analysis of the data was taken place using SPSS and those items Coefficient of Alpha ($\alpha > 0.7$) are selected for actual data gathering. From the distributed items, those ($\alpha < 0.7$) are removed and replaced. The reliability of the instrument was measured by using Cronbach alpha test. As explained by Drost(2004), if the result of Cronbach's coefficient alpha is 0.7 and above it is considered to be satisfactory, indicating questions in each construct are measuring a similar concept. The validity of the instruments was checked with the research advisor.

3.6.3. Interview

In this study, interview guides were the data gathering tools which were used in collecting data from 7 teachers, 3 school principals and 3 PTA. The reason for using interview was to permit the

exploration of issues, which might be too complex to investigate through questionnaires and also justified as it allows better chance to explain more explicitly what he /she knows on the issue (Best and Kahan, 2003). The interview schedules were semi-structured to allow participants to share high light and explain their view points, while allowing the researcher to seek clarifications from the participants.

3.6.4. Documents

The researcher used secondary data by assessing different documents such as school guide lines, files, minutes of meetings and school report and data of students from (2007-2011). This was to see processes, discussions done by staff members on issues of female student dropout.

3.6.5. Procedure of data gathering

After regarding available literature on issue related to the problem and challenges of female students' dropout, the investigator established the basic questions of the study on which questionnaires were designed. Before carrying out the actual study, a pilot study was made on the school which is located in a nearby zone. Furthermore, before administering the questionnaires for the data collection, respondents were informed about the purpose of the study and how to fill the questionnaires by the researcher. In addition, the distribution and collection of questionnaires was done in collaboration with selected schools. An interview was also conducted with principals through disclosing the purpose of the study based on the permission and willingness of respondents.

3.7. Method of Data Analysis

The data collected would be coded, checked, entered and analyzed using SPSS version 20. The data was summarized by frequency, percentage, median, mean and standard deviation and presented using tables and charts. The qualitative data, which obtained through open ended questionnaire and interview was analyzed and interpreted using narration techniques.

3.8. Ethical Consideration

The researcher presented an official letter written from Addis Ababa University, Department of Educational Planning and Management and explained the purpose to the Woreda education

offices and sample secondary schools. Then, the researcher explained to the Woreda education offices and school principals to get permission to accomplish the work. Before starting the study, the researcher introduced the objective and advantage of the study to the respondents to obtain their voluntarily participation. The researcher also informed that the information would be kept confidential and the participants have the right to withdraw the study at any time they want. Then, verbal consent was obtained from all respondents. Finally, the researchers have been given heartfelt gratitude to all school communities and other responsible bodies for their cooperation to the successful completion of the data collection procedure.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

This part of the study deals with the presentation, analysis and interpretation of the data obtained from the respondents by using data gathering tools like questionnaires, interview and document observation review to find appropriate answers to the basic questions listed in the study. The data collected through closed ended questionnaires from students, PTA, teachers and three school principals were interviewed and presented in table and also analyzed using percentages, frequency and narrated.

The qualitative data obtained through interview and observation was presented and analyzed in narrative form and the quantitative analysis and was presented in descriptive form. Accordingly, presentation and analysis were made making use of the data gathered from 335 students, from 51 teachers 7 and from 21 PTA, 3 of them were a sample size of three schools, and 3 principals in three sample secondary schools of Gobu Sayo Woreda.

4.1. Socio-demographic Characteristics of Students

Majority of students in secondary schools of Gobu Sayo Woreda are among age category of 14-16 years [146(43.6%)]. Regarding religion, 183(54.6%) of the students are protestants followed by orthodox christians [81(24.2%)]. Details of the socio-demographic characteristics of students in secondary schools of Gobu Sayo Woreda are described below in Table 2.

Table 2: Socio-demographic Characteristics of Students in Secondary Schools of Gobu Sayo Woreda (n= 335)

Variables		Frequency	Percent	Mean	Std deviation
Age	14-16	146	43.6	2.0090	1.08193
	17-19	88	26.3		
	20-22	53	15.8		
	23 and above	48	14.3		
Religion	Orthodox	81	24.2	2.3045	.83513
	Muslim	71	21.2		
	Protestant	183	54.6		
Residence	Rural	199	59.4	1.4060	.49181
	Urban	136	40.6		

Source: Researcher’s survey data, May, 2020

4.2. The status of female students’ dropout from secondary schools

The magnitude of female students’ dropout from secondary schools of Gobu Sayo woreda was 18.716% in 2012 academic year. Secondary sources of data from the selected three sample schools untill May, 30/2012 E.C., Depending on our Woreda the data show that among the registered 1106 female students, 207 of them (or 5.34%) droppedout from the schools. Among 207 female students, 101(20.6%) were droppedout from grade 10 and 58(16.8%) were droppedout from grade 9. So, the dropout of grade 10 female students was worse than grade 9 female students in 2012 E.C.

4.3. Students’ response on Economic-related factors on Female Students’ dropout

Regarding household poverty, 168(50.2%) of the respondents agree that household poverty is one of the factors that contribute to female students’ dropout while 111(33.1 %) of them disagree on this issue. 104(31.04%) of the respondents agree that cost uniforms is one of the factors that contribute to female students’ dropout while 146(43.58%) of them disagree on this issue. On the

other hand, 146(43.58%) students disagree that the contributes to female dropout in secondary school. 31.04% of the students agree on the issues. 181(54.1%) of the respondents agree that cost of learning materials is one of the factors that contribute to female students' dropout while 80(23.8) of them disagree on this issues. 173(51.7%) of the respondents agree that the distance between school and home country was one of factors that contributes to female students' dropout while 94(29%) of them disagree on this issues. 162(48.35%) agree as the cost of accommodation contribute for the dropout of female students in secondary school. 189(56.4%) of the respondents that being orphans was one of the factors that contributes to female students' dropout while 64(19.1%) of them disagree on this issues. Seasonal factor and migration do not contribute for the dropout of female students in secondary school. This issue is supported by 49.55% of the respondents. As most [184(54.9%)] of the students agree the students' family monthly income is less than 1500 Ethiopian birr. In this case one family may have more than two students in school. Table 3 below depicts view of respondents on Economic-related factors on female students' dropout.

Table3: Students' response on Economic-related factors on Female Students' dropout in Secondary Schools of Gobu Sayo Woreda

Variables		Frequency	Percent	Mean
1. House hold poverty	strongly disagree	59	17.6	3.2507
	Disagree	52	15.5	
	Neutral	56	16.7	
	Agree	82	24.5	
	strongly agree	86	25.7	
2. Cost of uniform	strongly disagree	65	19.4	2.8328
	Disagree	81	24.2	
	Neutral	85	25.4	
	Agree	53	15.8	
	strongly agree	51	15.2	
3. Costs of learning materials	strongly disagree	34	10.1	3.4985
	Disagree	46	13.7	
	Neutral	74	22.1	
	Agree	81	24.2	
	strongly agree	100	29.9	
4. Costs of transportation	strongly disagree	37	11.0	3.3851
	Disagree	57	17.0	
	Neutral	68	20.3	
	Agree	86	25.7	
	strongly agree	87	26.0	
5. Costs of accommodation	strongly disagree	32	9.6	3.3731
	Disagree	52	15.5	
	Neutral	89	26.6	
	Agree	83	24.8	
	strongly agree	79	23.6	
6. Orphan	strongly disagree	28	8.4	3.5940
	Disagree	36	10.7	
	Neutral	82	24.5	
	Agree	87	26.0	
	strongly agree	102	30.4	
7. Seasonal factors and migration	Disagree	83	24.8	2.7821
	Neutral	83	24.8	
	Agree	88	26.3	
	strongly agree	21	6.3	
8. Family monthly income	<500ETB	49	14.6	3.2507
	500-1000ETB	51	15.2	
	1000-1500ETB	84	25.1	
	1500-2000ETB	69	20.6	
	>2000ETB	82	24.5	

Source: Researcher's survey data, May, 2020

4.4. Students' response on Cultural-related factors contributing to female students dropout

One hundred seventy (50.7%) of the respondents agree cultural beliefs that female is not able to go far in education contributes to female students' dropout while 103(30.7%) of them disagree that cultural beliefs that female is not able to go far in education contributes to female students' dropout. Respondents' response on Socio-cultural factors contributing to female students' dropout is described in detail in Table 4 below.

Table4: Students' response on Socio-cultural factors contributing to female students' dropout in Secondary Schools of Gobu Sayo Woreda

Variables		Frequency	Percent	Mean
Cultural beliefs that female is not able to go far in education	strongly disagree	49	14.6	3.3104
	Disagree	54	16.1	
	Neutral	62	18.5	
	Agree	84	25.1	
	strongly agree	86	25.7	
Early marriage	strongly disagree	28	8.4	3.4597
	Disagree	75	22.4	
	Neutral	47	14.0	
	Agree	85	25.4	
	strongly agree	100	29.9	
Pregnancies	strongly disagree	33	9.9	3.4597
	Disagree	53	15.8	
	Neutral	71	21.2	
	Agree	83	24.8	
	strongly agree	95	28.4	
Religious beliefs that female shouldn't go away from home	strongly disagree	41	12.2	3.4090
	Disagree	52	15.5	
	Neutral	65	19.4	
	Agree	83	24.8	
	strongly agree	94	28.1	
Female genital mutilation	strongly disagree	76	22.7	3.0478
	Disagree	43	12.8	
	Neutral	92	27.5	
	Agree	37	11.0	
	strongly agree	87	26.0	

Source: Researcher's survey data, May, 2020

4.5. Culture-related Factors on Female Students' dropout from Secondary Schools

The majority of students (170(50.7%)) agree on the opinion that 'cultural beliefs that female was not able to go far in education', while few [103(30.7%)] disagree on this idea. This implies that the number of respondents who believe that such cultural beliefs contribute to female students' dropout is almost two folds when compared with those who disagree on this thought. The possible explanation for this is that females are considered by the woreda society as physically and mentally less capacitated than males. Family might not be confident on educating females and they might consider it as lose rather than gain. So, they prefer engaging their daughter to a marriage partner instead of investing on them for education. Early marriage is the contributing factors of secondary school dropout. 185(55.2%) agree in this issue.

Regarding issues related to pregnancies, 178(53.1%) of the students agree that female students terminate their secondary school education due to pregnancy, while few of them [86(25.67%)] disagree on this thought. So, majority of the respondents believe that pregnancy as a factor related to female students' dropout from secondary schools. This is due to the fact that secondary schools' female students are in the stage of adolescence ('fire age') which is a risk factor for unsafe sexual practices resulting in pregnancy and this has physical, physiological and psychological impacts on them.

Regarding the idea that religious beliefs that female shouldn't go away from home contribute for the dropout of female students is agreed by the majority [177(52.8%)] of the students. On the other hand, as majority 124(37%) of students agree that female genital mutilation contribute for the dropout of female students in secondary school.

4.6. Students' opinion on Socio-cultural barriers contributing to female students' dropout

One hundred seventy four (51.9%) of the respondents agree that there is wrong attitude on future fate of females and this contributes to female students' dropout while 107(31.9%) of them disagree on this issue. Respondents' opinion on Socio-cultural barriers contributing to female students' dropout is described in detail in Table 5 below.

Table5: Students’ response on Socio-cultural barriers contributing to female students’ dropout

Variables		Frequency	Percent	mean
Verbal abuse and physical violence for late coming	strongly disagree	32	9.6	3.4716
	Disagree	74	22.1	
	Neutral	38	11.3	
	Agree	86	25.7	
	strongly agree	105	31.3	
Wrong attitude on future fate of female	strongly disagree	42	12.5	3.4328
	Disagree	65	19.4	
	Neutral	54	16.1	
	Agree	54	16.1	
	strongly agree	120	35.8	
The assumption that unmarried girl is helpless	strongly disagree	42	12.5	3.3194
	Disagree	59	17.6	
	Neutral	68	20.3	
	Agree	82	24.5	
	strongly agree	84	25.1	
Fear of pre-marriage sexual activity	strongly disagree	75	22.4	3.0896
	Disagree	50	14.9	
	Neutral	67	20.0	
	Agree	56	16.7	
	strongly agree	87	26.0	
Lack of awareness regarding the benefit of education	strongly disagree	84	25.1	2.8000
	Disagree	69	20.6	
	Neutral	74	22.1	
	Agree	46	13.7	
	strongly agree	62	18.5	

Source: Researcher’s survey data, May, 2020

4.7. Socio-cultural barriers contributing to female students' dropout from sec. schools

One hundred ninety one (57.01%) of students agree on the opinion that 'verbal abuse and physical violence in & outside schools can cause dropout of female students from secondary schools', while 106(31.6%) of them disagree on this idea. This implies that the number of respondents who agree on this issue is much higher than the number of those who disagree on this thought. The possible explanation for this is that female students face various verbal and physical violence by school boys, teachers and outside their school by members of society and this has negative psychological impacts on them. So, they might be forced to discontinue their education. One hundred seventy four (51.9%) of the respondents agree that there is wrong attitude on future fate of females and this contributes to female students' dropout while 107(31.9%) of them disagree on this issue.

When we compare female students' opinion on the assumption that 'unmarried girl is helpless', 166(49.55%) of them were above the median class (i.e. they agree that 'the assumption that unmarried girl is helpless' contributes to female students' dropout) while 101(30.14%) of them were below the median class. So, larger proportions of students believe that 'the assumption that unmarried girl is helpless' contributes to female students' dropout. This is possibly due to the fact that the families believe that they become more supported if they give their daughter to a marriage partner.

Regarding the fear of pre-marriage sexual activity, majority of students (42.68%) agree that it contributes for the dropout of female students in secondary school. In this case, female students are fear that they exposed for the pre-marriage sexual activity. Therefore, they prefer to discontinue their education. On the other hand, concerning the lack of awareness regarding the benefit of education, the majority of the students (45.67%) disagree as it contributes for the dropout of female students in secondary school.

4.8. Students' response on School-related factors contributing to female students' dropout

185 (55.2%) of the respondents used to agree that lack of gender sensitive facilities is a factor that contributes to secondary school female students' dropout while 108(32.2%) of them

disagree on this issue. Regarding the grade repetition, the large proportions of the students (54.6%) agree that it contributes for the dropout of female students in secondary school.

Regarding the contribution of absenteeism, the majority of respondents (47.2%) disagree that absenteeism contributes for the dropout of secondary school female students. On the risk of sexual harassment by school boys, most respondents (49.55%) agree as it contributes for the dropout of female students in secondary school. Regarding the gender bias in distribution of curricular materials, large proportion of respondents [165(49.25%)] agree as it contributes for the dropout of female students in secondary school. On the other hand, most of students (50.7%) agree that the remoteness of school contributes for the dropout of female students in secondary school.

Regarding the attitude of teachers toward the role female students in school, majority of student respondents [178(53.1%)] agree that it has its own contribution on female students dropout in secondary school. The large proportions of student respondents (54.9%) agree that the presence female teachers in school contribute for the dropout of female students in secondary school. In the case, the presence of female teachers in secondary school can be taken as the role model for female students to stay in the school. Respondents' opinion on School-related factors contributing to female students' dropout is described in detail in Table 6 below.

Table 6: Students' response on School-related factors contributing to female students' dropout in Secondary Schools of Gobu Sayo woreda

Variables		Frequency	Percent	Mean
Lack of gender sensitive facilities	strongly disagree	36	10.7	3.4269
	Disagree	72	21.5	
	Neutral	42	12.5	
	Agree	83	24.8	
	strongly agree	102	30.4	
Grade Repetition	strongly disagree	41	12.2	3.3791
	Disagree	73	21.8	
	Neutral	38	11.3	
	Agree	84	25.1	
	strongly agree	99	29.6	
Absenteeism	strongly disagree	79	23.6	2.8030
	Disagree	79	23.6	
	Neutral	68	20.3	
	Agree	47	14.0	
	strongly agree	62	18.5	
Risk of sexual harassment by school boys	strongly disagree	37	11.0	3.3910
	Disagree	58	17.3	
	Neutral	74	22.1	
	Agree	69	20.6	
	strongly agree	97	29.0	
Gender bias in distribution of curricular materials	strongly disagree	40	11.9	3.3194
	Disagree	61	18.2	
	Neutral	69	20.6	
	Agree	82	24.5	
	strongly agree	83	24.8	
Remoteness of school	strongly disagree	31	9.3	3.4716
	Disagree	50	14.9	
	Neutral	84	25.1	
	Agree	70	20.9	
	strongly agree	100	29.9	
Teachers' attitude	strongly disagree	32	9.6	3.4657
	Disagree	52	15.5	
	Neutral	73	21.8	
	Agree	84	25.1	
	strongly agree	94	28.1	
Female teachers in school	strongly disagree	22	6.6	3.5522
	Disagree	55	16.4	
	Neutral	74	22.1	
	Agree	84	25.1	
	strongly agree	100	29.9	

Source: Researcher's survey data, May, 2020

4.9. Findings of in-depth interview

In parallel to the above findings, the researcher conducted in-depth interview with principals and teachers. As the study is objected to find out the status of female students' dropout in secondary schools, the researcher asked the interviewed principals and teachers to suggest about the current situation of the issue. The respondents answered that the drop out is increasing through the year in their school. Specifically, the drop out of female students in secondary school is drastically increasing on many secondary schools.

Additionally, results of in-depth interviews with schools' principals and teachers depicted different factors that contribute to dropout of female students from secondary schools. Heads of the selected secondary schools and teachers mentioned family/social-related, economic-related, cultural-related and school-related factors which directly/indirectly contribute to dropout of female students from secondary schools. Accordingly, giving priority to their male children than their female children, giving responsibility of home activities (like cooking meal, fetching water, caring for siblings, collecting wood, washing clothes, etc) to females, wrong attitude on future fate of female in education, fear of expenditures on female (costs of uniforms, learning materials, transportation, rental services, etc) were family-related factors contributing to dropout of female students, mentioned by the interviewees.

Cultural beliefs (e.g. beliefs that a married woman is more useful for family than unmarried girl, female is less capacitated to learn as compared to male, female is useless beyond home, giving a daughter for a marriage partner with respected family is important for enhancing her family's recognition and respect in the society) and fear of sexual violence and harassment by school boys & majority interviewed teachers were also mentioned on interviews with the schools principals.

The school principals and teachers emphasized on internal factors (school-related factors) as major contributors to female students' dropout than other factors. These heads and teachers mentioned that ethical problems of few teachers and failure of schools to take disciplinary measures were main problems related to school dropout of female students. One of the school principals said the following;

“Let me tell you something I had encountered before I came to my current position. She was a grade 9 student who came from a nearby rural village. She accused her physics teacher for verbal and psychological abuse on her in front of her classmates. The teacher asked her for love relationship, but she refused him. This annoyed the teacher and he started to insult and demoralize her in class in front of her classmates. The school management couldn’t solve her problem; rather they took the side of the teacher and frightened her by telling her that they were going to punish her false accuse on the teacher. Finally, she was obliged to discontinue her education and leave the school”.

Like the principals, the interviewed teachers suggested that early marriage and pregnancy are contributing factor of female dropout in secondary school. Regarding the female genital mutilation all of the principal and teachers respondents describe as it does not contribute for the dropout of female students in secondary school. On the other hand, principals and teachers describe that bride price is the contributing factor for the dropout of female students in secondary school. This is verified for the fact that secondary school female students are found in fire age stage, they are willing to get boyfriend to be married. In addition to this, the principals and interviewed teachers describe as parental services is contributing factor for the dropout of female students in secondary school.

The study is objected to access the possible mechanism to undertake the female students’ drop out in secondary school. The interviewed principals and teachers describe their suggestion as follows.

All of the schools principals and majority of the teachers describe that improving access to schooling is an important mechanism to improve School dropout of female Students. All of the principals and many teachers describe that improving teaching methods is best mechanism to minimize dropout female students from secondary school. On the other hand, as respondents suggest the availability of educational materials contribute to improve female dropout in secondary school.

The enhancement of inclusive education has its role in minimizing the dropout of female student in secondary school. All of the respondents support this idea. Majority of the respondents

describe that closing the gender gap is the mechanism of minimizing female dropout in secondary school.

As principals and teachers explained, making an upgrade and updating teachers can have its own contribution on minimizing the female dropout in secondary school. Additionally, strengthening community involvement in schools can contribute for the improvement of female students' dropout in secondary school. As the principals and the interviewed teachers, strengthening educational management and MIS can have its own contribution in minimizing female students' dropout in secondary school. In addition to this, strengthening Civic and Ethical Education contribute for the improvement of female students' dropout in secondary school. The principals and the interviewed teachers suggested that creating community awareness is the best strategy to minimize female students' dropout in secondary school.

The researcher also asked the parents (PTA) as they told him the status of drop out of female students in the secondary schools of the woreda. All of the PTA committee described that there is the drop out female students in their school. At the beginning of the year many female students came to school to start their education. As the season is going on the female students would be exposed for many difficulties and obligated to discontinue their education. As compared to male students the dropout rate is high on female students. Therefore, the parents explained as there is high dropout of female students in secondary schools of this woreda.

The parents were asked to express why the female students leave the school and list the contributing factors of female students' dropout in secondary school. The majority of the parents described that, the causes of female students dropout in secondary school can be either external or internal factors. The internal factors include verbal abuse and physical violence, sexual harassment by intimate partners, local society attitude for female students, and the availability of role model female teachers in secondary school. In addition to this, most of the time school teachers do not motivate female students to succeed their education. Like this the shortages of gender-based facilities such as access to moderate latrines and personal sanitations for female students in the school can influence the students to discontinue their education. On the other hand, the external factors include costs of materials for life facilities, social risks like abduction, unwanted pregnancy, early marriage, and parental services. The interests of girls to get bride also

affect the female students to be dropped out from secondary school. In this case, the secondary school female students are found on fire age stage and interested to get married for seeking of bride. As the PTA committees suggested the contributing factors for the dropout of female students in the secondary school can be economic related factors such as cost of learning materials, cost of transportation and cost of accommodation. Additionally, culture related factors like cultural beliefs and religious beliefs can influence female students to discontinue their education. In addition to this, the school related factors like intimate partner violence, teachers and male students' attitude toward female students can also contribute for female students' dropout in secondary school.

The researcher asked the parent interview respondents to describe about the measure that should be undertaken to minimize the dropout of female students in the secondary schools of the woreda. The parents describe that including the school PTA committees and other stakeholders were not successfully playing their role in minimizing the dropout of female students in secondary schools of the woreda. Therefore, there should be continuous follow up for female students specially, by school leaders. The stakeholders should integrate with family and other societies to minimize the female students' dropout in secondary schools. Community participation should be encouraged to take part in minimization of female students' dropout in secondary schools. As the parents explained the school should fulfilled the necessary facilities like separate latrines and available personal sanitation places for female students in the secondary school compounds.

In general the interview respondents (principals, teachers and PTA committees) describe that there is high dropout of female students in the secondary schools of the woreda. The contributing factors for the female students' dropout in secondary schools are summarized as economic related factors, culture related factors, and School related factors and socio-cultural barriers. Therefore, the stakeholders and the school community should be integrated to minimize female students' dropout in secondary school. The respondents also added as the school should continuously attend and facilitate for female students to succeed their education.

4.10. The Result of Document Analysis

The document analysis shows that with a fluctuating trend within the system in dropout rate has been severing in the secondary schools of the Woreda. The dropout rate for grade 10 female students was worse as compared to grade 9,11 and 12 dropout rates of female students in the past five years. The dropout rates for the grade 10 female students were inconsistently fluctuating from year to year. As we can see from the data stated below the dropout rate for the grade 10 female students improved from 21.1% in 2009 E.C to 17.8% in 2010 E.C. Then after, it dramatically increased to 19.1% in 2011 E.C. Therefore, the document analysis shows that dropout was better only in grade 12 than other grade levels. It is averagely seen that the dropout of female students is higher than that of male students in all grade levels. Table below shows the Woreda trends in secondary schools students' dropouts in Gobu Sayo Woreda.

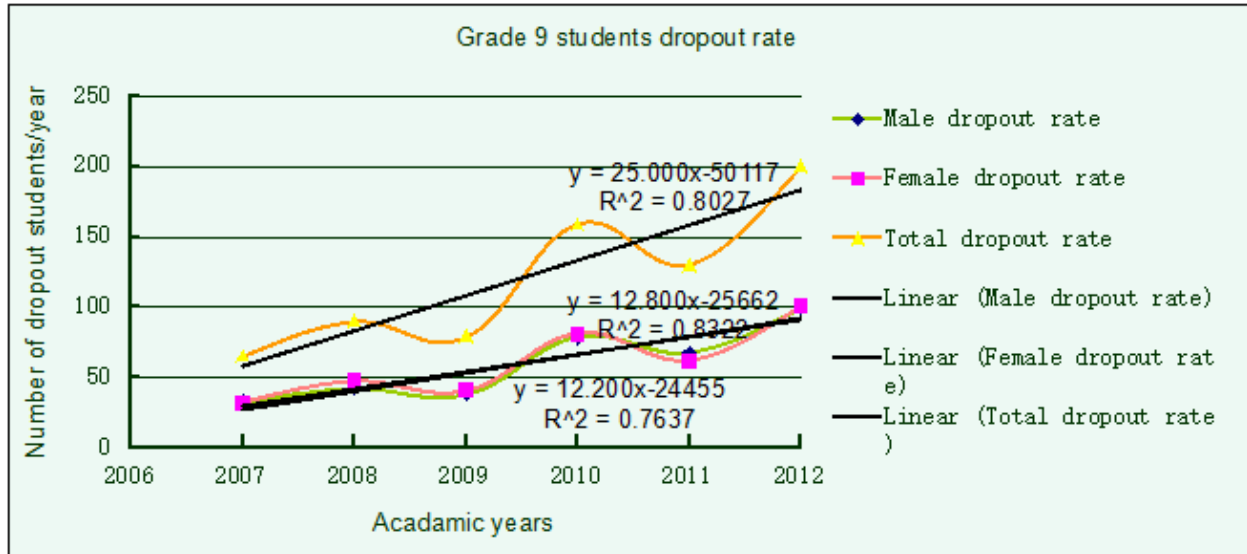
Table7: Woreda level Trends in secondary school dropout Rate of students

Academic year	Dropout rate							
	Grade 9		Grade 10		Grade 11		Grade 12	
	M	F	M	F	M	F	M	F
2007	11.8%	12.1%	13.4%	16.1%	12.5%	14.5%	13.8%	10.0%
2008	13.1%	14.5%	15.2%	18.4%	12.8%	15.1%	13.4%	12.5%
2009	12.7%	14.9%	13.8%	21.1%	16.2%	13.6%	16.3%	13.4%
2010	10.4%	16.13%	13.4%	17.8%	17.4%	14.5%	11.1%	16.0%
2011	12.9%	16.3%	12.5%	19.1%	14.3%	17.6%	13.3%	17.8%
Average	11.9%	15.1%	13.5%	18.4%	14.8%	15.1%	13.6%	14.1%

Source: Woreda Educational Annual Abstract 2007—2011 E.C

To show the dropout rate of students in Gobu Sayo woreda we can use the graph to indicate the trends of female students' dropout in secondary school. The above data was represented graphically as follows:

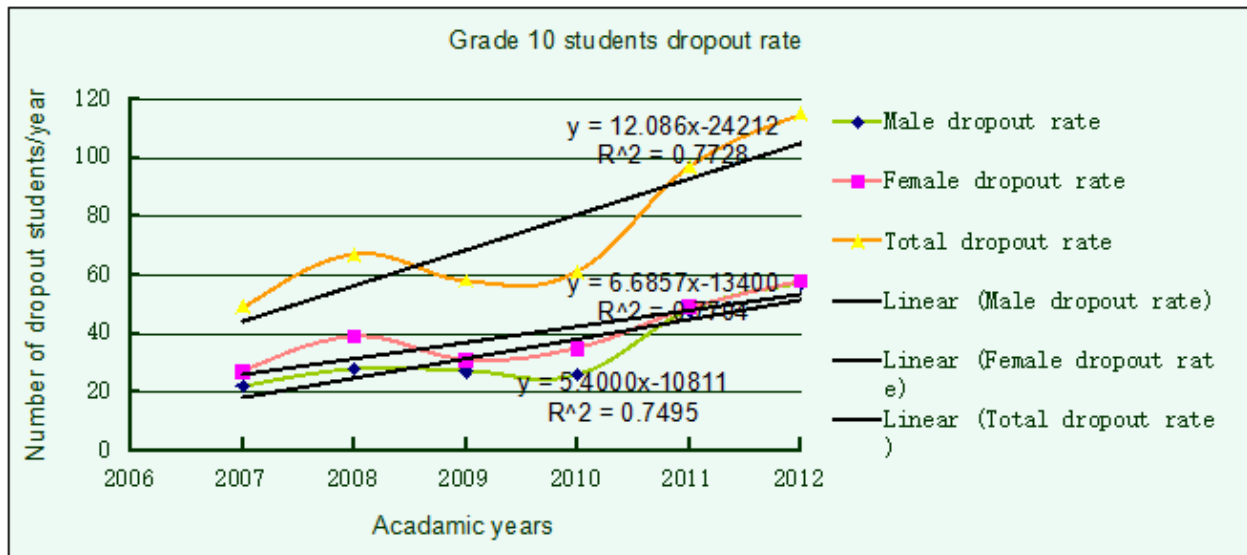
Graph 1: Grade 9 students' dropout rate



Source: Woreda Educational Annual Abstract 2007—2011 E.C

As indicated from the graph the dropout of grade 9 female students is increasing through the last five years.

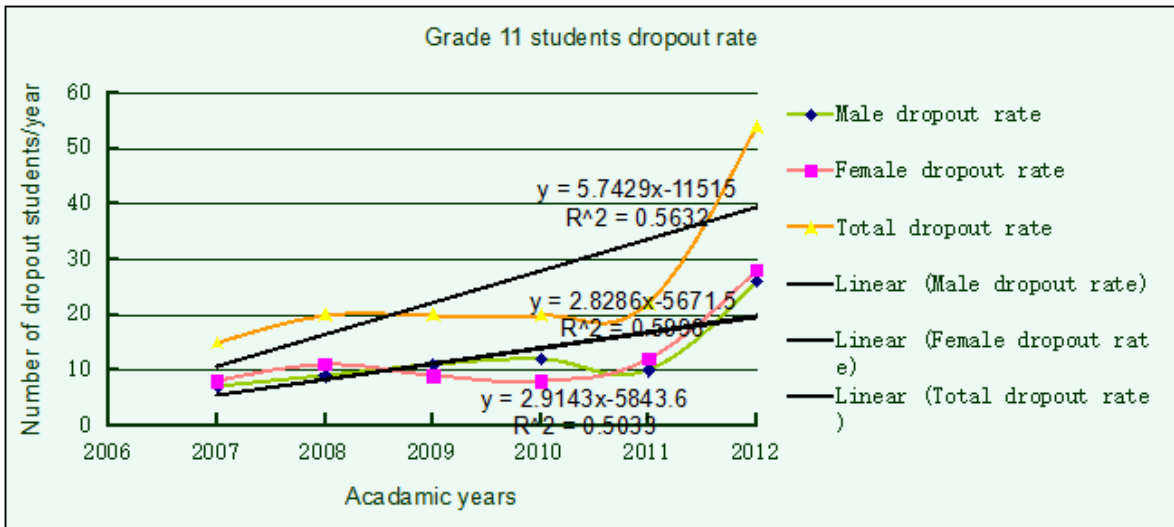
Graph 2: Grade 10 students' dropout rate



Source: Woreda Educational Annual Abstract 2007—2011 E.C

The above graph shows that, the dropout of grade 10 female students is drastically increasing through the year.

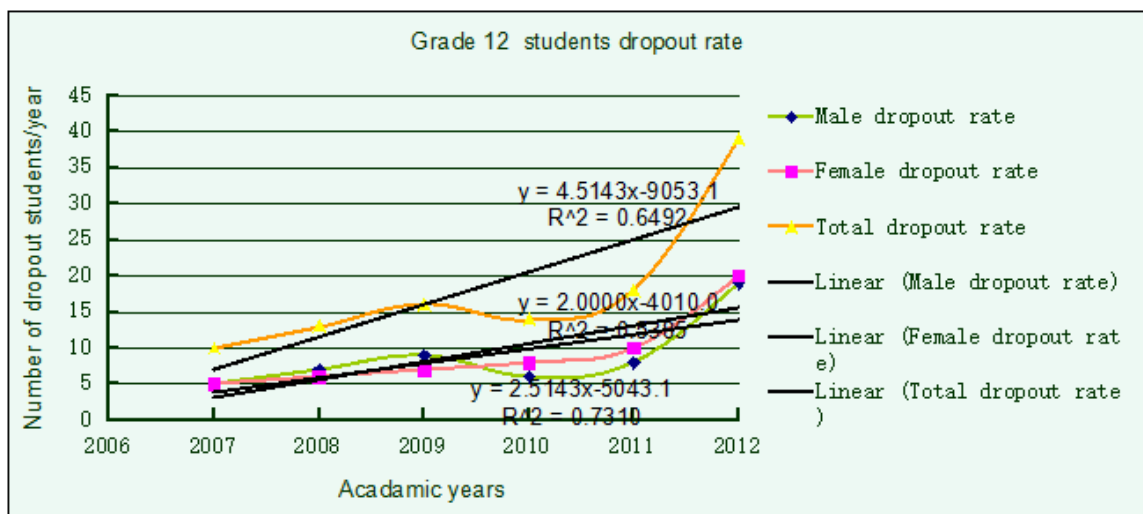
Graph 3: Grade 11 students' dropout rate



Source: Woreda Educational Annual Abstract 2007—2011 E.C

As indicated from the above graph the dropout of female students in grade 11 is showing the fluctuating trends in the year of 2008 -2010 and increasing after the year of 2011.

Graph 4: Grade 12 students' dropout rate



Source: Woreda Educational Annual Abstract 2007—2011 E.C

As shown in the above graph the dropout rate of grade 12 female students in Gobu Sayo woreda shows the increasing trend in the last five years. In general the dropout rate of grade 10 female students is worse compared to other grade levels.

The researcher observed the demographic characteristics of principals and teachers in the secondary schools of the woreda. As shown from the analysis all secondary school principals in the woreda are males. Regarding the teachers, majority of the secondary school teachers (44) of them are males and only seven (7) of them are female teachers. Regarding the qualifications of the secondary school principals, even if they are master degree holders, only one of them is MA degree in school leadership. Concerned with the qualification of secondary school teachers, majority of them are BA/BSc degree holders and only seven teachers are MA/MSc degree holders.

Table 8: Socio-demographic character of principals and teachers

Variables	Characteristics			Remark
	Male	Female	Total	
Principals' data	3	0	3	
Teachers data	44	7	51	
Qualification				
	BA/BSc	MA in Leadership	MA/MSc in other subject	
Principals' Qualification	--	1	2	
Teachers' Qualification	44	1	6	

Source: Gobu Sayo Woreda Educational Office Annual Report (2011 E.C)

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This final chapter presents summary of findings, conclusions and recommendations.

5.1. Summary of Major Findings

The general objective of this study was to investigate female students' dropout and factors which contribute to female students 'dropout in secondary schools of Gobu Sayo Woreda. The research has to answer the following basic research questions raised:

1. What is the current situation of dropout of female students in secondary schools of Gobu Sayo Woreda?
2. What contribute to secondary schools female students' dropout in Gobu Sayo Woreda?
3. What measures are taken by school leaders and concerned parents to mitigate the problem?

The main purpose of this research was to investigate the magnitude of the problems of female student's dropout and the contributing to female students' dropout in secondary schools of Gobu Sayo Woreda. In order to achieve this purpose descriptive survey research was employed. Primary data sources were principals, PTA, teachers, students, and the secondary data sources were reports prepared by the woreda education office. Sample of three secondary schools were selected proportionally and randomly by lottery method. Students and teachers were selected from sample schools by systematic random sampling technique, while principals were selected by availability sampling technique.

The total numbers of respondents were 7 teachers, 3 principals, 3 PTA and 335 students. Results were presented using tables and charts. Frequency, mean and standard deviation were calculated. The quantitative data was analyzed using SPSS version 20 and the qualitative data was manually summarized and interpreted.

The data analysis resulted in the following major findings;

1. Regarding the current situation of female students' dropout in secondary schools, the majority of respondents described that the drop out is increasing throughout the year in their school. Secondary sources of data from the selected three sample schools until May, 30/2012 E.C., Depending on our Woreda the data show that among the registered 1106 female students, 207 of them (or 5.34%) dropped out from the schools. The document observation also realized as the dropout of female students is drastically increasing for last five years.
2. The trends of secondary school dropout rate of female students in, Ano Secondary school, Tibe Hara Secondary school and Sayo secondary schools dropout rate is increasing. The collected data from three secondary sources shows an increasing trend of female student dropout in each school. To sum up, secondary school dropout reveals an increasing trend in five academic years.
3. Regarding the causes of female students' dropout, the majority of the respondents described that the contributing factors for the female students' dropout in secondary schools are summarized as economic related factors, culture related factors, and School related factors and socio-cultural barriers.
4. Regarding the number of principals and teachers in secondary schools, all of the principals and majority of teachers in sample school were male. This shows that female students could not get role model in secondary school. This indicates that the low participation of female teachers demoralize the females students in secondary school. Therefore, encouraging the females to come to the position of school administration and secondary school teacher can motivates female students to continue their education by taking those female principals and teachers as their role model and hoping that they can achieve more if they work hard in their education.
5. Results from student response indicated that there were still students who were above 23 age groups that were not engaged which indirectly indicate the prevailing possible dropout rates. It means that the age of female students were not the matter of dropout.
6. The human Resource Recruitment and Development guideline of (MoE, 2007) indicate that the minimum educational requirement for secondary school level teachers is

BA/BSC/BED while secondary school principals need to have at least MA in EDPM. Accordingly, even if all principals were master degree holder, only 1(33.3%) of principals has MA in EDPM and (71.4%) of teachers were Degree holders, indicating that the schools have not met requirement for minimum level of qualified for secondary schools.

7. Regarding the measures undertaken to minimize the dropout of female students in secondary schools, the respondents realized that the stakeholders were not playing their roles in minimizing the dropout of female students in secondary schools of the woreda. Therefore, the respondents suggested that there should be the continuous follow up the issues of female students' dropout in secondary schools.

5.2. Conclusion

This study found that there is high magnitude of female students' dropout in secondary schools of Gobu Sayo Woreda. Beliefs that a married woman is more useful for family than unmarried girl, female is less capacitated to learn as compared to male, female is useless beyond home, giving a daughter for a marriage partner with respected family is important for enhancing her family's recognition and respect in the society and fear of sexual violence & harassment by school boys & few teachers are found to be factors related to female students' dropout from secondary schools.

Despite the achievement this paper tried to assess the current trends in female students' dropout in secondary education in Gobu Sayo Woreda the following major conclusions can be drawn from the findings. Secondary education dropout rate has been showing an increasing trend in the past five years. The trends of dropouts were highly characterized by inconsistency and it would be challenging to education office this implies that need more of the government to achieve the predetermined GTP goals of the country. The increasing of female students drop out of school level initiate the responsible bodies to design additional intervention to manage the problem regarding the dropout that has been challenging to the officers at Woreda level as well as school principals and teachers. Parents' low economic back ground and parent's negative attitude to females' education were major causes for students' dropout.

5.3. Recommendations

Based on the major findings and the conclusions drawn with respect to the factors affecting the dropout of female students from secondary schools in Gobu Sayo Woreda, those recommendations were suggested.

- The study has shown that lack of experienced teachers; economic-related problems, social and cultural- related problems and school-related problems were major reasons for students' dropout. Therefore, to improve these problems, practical strategies such as, training and retraining of teachers, motivation of teachers, improving the school environment, improving basic teaching equipment reduce these practical problems of dropout from secondary schools
- The findings reveal that the school dropouts were rooted from both school-related factors and from social and economic conditions external to the school. Consequently, addressing them requires working with local community, political and religious leaders and parents. So, it is recommended that; it is better if Gobu Sayo Woreda Education office and schools work to create awareness on the importance of their female students attending school.
- Promoting continuous sensitization programs on the importance of education so that parents encouraged and convinced to send their female students to school and to provide the necessary materials to them, the parents has to participate in the schools affairs.
- Providing guidance, counseling service and tutorial support for those who were under the problem of drop out and repetition in school is necessary. Each school should have one teacher as a counselor. The Regional Educational Bureau should have general guidelines on school counseling that can be practical at secondary school.
- Generally, Regional Education bureau, East Wollega Zone Education office, Gobu Sayo Woreda Education office and schools were expected to improve the belief of teachers and principals on dropout through scientific and reasonable justification so as to create a common belief among the professionals.

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APPENDIX - 1

ADDIS ABABA UNIVERSITY

INSTITUTE OF EDUCATION AND BEHAVIORAL

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A Survey Questionnaires to Be Filled By Secondary School Students

Dear student,

I am conducting a research as part of the requirements for my MA degree in school leadership. I would like to invite you to participate in this study as a respondent. Dear student, the purpose of these questionnaires is to collect data on *female student's dropout in government secondary schools -in woreda*. Furthermore, since your personal information and your school identity will be protected by use of a code, all information that is collected in this study will be treated confidentially.

Thank you for your cooperation!

Section one: Students Demographic and School Background Question

Direction: Question 1-5 asks you about your demographic factors and your professional background. Please provide your appropriate answer with a tick mark (✓) against your choice as per the nature of each question.

1. **Location:** Name of Your school: -----

2. **Age in years:** 1/ 14-16 2/ 17-19 3/ 20-22 4/ 23 or above

3. **Marital Status:** 1/Married 2/ Engaged 3/Single 4/ Divorce

4. **Religion:** 1/ Orthodox 2/Muslim 3/Protestant 4/Others

5. **Place of residence / where you live:** 1/ Rural 2/ Urban/Town

Section two: Economic Related Factors Questionnaire

Direction: Questions 6.1-6.8 ask you about the economic related factors. On a scale of 1 to 5, indicate the extent to which you agree or disagree about the availability of such resources in your current school. Give your answer by *putting this mark* (*) on the number in the line. The numbers have the following meaning: **1= strongly disagree 2= Disagree,**

3= Neutral, 4=Agree, 5= Strongly Agree

6	Economic Related Factors as causes to Female Dropout	5	4	3	2	1
6.1	Costs of uniforms					
6.2	Costs of learning Materials					
6.3	Family monthly income					
6.4	Costs of accommodation					
6.5	Parental investment					
6.6	Household poverty					
6.7	Orphan					
6.8	Seasonal factors and migration					

Section three: Cultural Related Factors and/or Socio- Cultural Barriers Questionnaire

Direction: Questions 7-8 asks you about the socio-cultural/traditional related factors for teaching learning to take place. On a scale of 1 to 5, indicate the extent to which you agree or disagree about the culture related female education. Give your answer by *putting this mark* (*) on the number in the line. The numbers have the following meaning:

The numbers have the following meaning: **1= strongly disagree 2= Disagree,**

3= Neutral, 4=Agree, 5= Strongly Agree

7	<i>Cultural related factors and female Drop Outs</i>	5	4	3	2	1
7.1	rural and urban differences					
7.2	Early Marriage					
7.3	Pregnancies					
7.4	Cultural beliefs that female is not able to go far in					

	education					
7.5	Religious beliefs that female shouldn't go away from home					
7.6	Female genital mutilation					
8	<i>Socio- Cultural Barriers and Female Students' Dropout</i>					
8.1	sexual abuse issues within & out of schools					
8.2	verbal abuse, physical violence, late coming					
8.3	wrong attitudes the future fate of female					
8.4	the assumption that unmarried girl is helpless					
8.5	fear of pre- marriage sexual activity					
8.6	lack of awareness regarding the benefit of education					

Section four: School Related/Level Factors and Female Dropouts Questionnaire

Direction: Questions 9 ask you about the school related factors for teaching learning to take place. On a scale of 1 to 5, indicate the extent to which you agree or disagree about the school related factors and female dropouts. Give your answer by *putting this mark* (*) on the number in the line. The numbers have the following meaning: The numbers have the following meaning: **1= strongly disagree 2= Disagree, 3= Neutral, 4=Agree, 5= strongly Agree:**

1= Strongly disagree 2= Disagree, 3= Neutral, 4=Agree, 5= strongly Agree

9	<i>Cultural related factors and female Drop Outs</i>	5	4	3	2	1
9.1	Lack of gender sensitive facilities					
9.2	Grade repetition					
9.3	Absenteeism					
9.4	Risk of sexual harassment by school boys					
9.5	Gender bias in distribution of curricular materials					
9.6	School distance/remoteness of school					
9.7	Teachers' attitude					
9.8	Female teachers in school					

APPENDIX - 2

ADDIS ABABA UNIVERSITY

INSTITUTE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview questions for Principal and teachers

Section five; interview question for principal and teacher in three secondary school of Gobu Sayo Woreda.

Dear principal and teachers;

The ultimate purpose of this study is to assess the factors contribute female students' dropout in secondary schools of Gobu Sayo Woreda. The information collected through this interview will be used purely for academic purpose carefully.

1. What do you suggest about the status of female students' dropout in secondary school of Gobu Sayo Woreda?
2. What factors are contributing for female students' dropout in secondary schools of the woreda?
3. How can you relate students drop out with economic factors, family related factors, school related factors and society cultures?
4. What measures are taken by the stakeholders to minimize the female students' dropout rate in the woreda?
5. What do you think is better to minimize female students' drop out?

APPENDIX - 3

ADDIS ABABA UNIVERSITY

INSTITUTE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview questions for parents (PTA committee)

Section five; interview question for parents (PTA committee) in three secondary school of Gobu Sayo Woreda.

Dear parents;

The ultimate purpose of this study is to assess the factors contribute female students' dropout in secondary schools of Gobu Sayo Woreda. The information collected through this interview will be used purely for academic purpose carefully.

1. Can you tell me about the status of drop out of female students in your school?
2. Do you think that female students' drop out is spreading in your school?
3. What makes the female students to be leaved the school?
4. Do you think that culture and economic factor can contribute for female students' drop out in your school?
5. How can you play your role to minimize the female students' drop out in your school?
6. Do you think that all the stake holders are playing their role in minimizing the drop out of female students in the school?