



Seek Wisdom, Elevate your Intellect and Serve Humanity



THE STUDENTS DROPOUT IN SECONDARY SCHOOL
OF WEST WOLLEGA ZONE

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ADDIS ABABA UNIVERSITY
ADDIS ABABA ETHIOPIA
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Acronyms

BESO	Basic Education System Overall
Ed.PM	Educational Planning and Management
ESDP	Education Sector Development Program
EMPDA	Educational Material Production and Distribution Agency
GTP	Growth Transformation Plan
MoE	Ministry of Education
MRCDD	Midwest Regional Center for Drug
NCES	National Center for Educational Statistics
NCPI	National Center Performance Incentive
NIDA	National Institute of Drug Abuse
OOSC	Out of School Children
SIDA	Sweden International Development Agency
SPSS	Statistical Package for Social Science
TGE	Transitional Government of Ethiopia
UNESCO	United Nation Education Scientific, Culture and Social Organization
WE	Woreda Education
WWZE	West Wollegga Zone Education
SSD	Secondary School Document

Abstract

The main objective of this study was to identify the major factor that contributes a student to dropout in secondary schools of West Wollegga Zone. The research was used a descriptive survey design. Thus, the instruments of data collection were questionnaire, document analysis, an interviews and providing enough information to participant was how the study was done to attain the research objective. The participants were 6 secondary school principals, 143 teachers, 376 students and 112 parents. The data collected from respondents were analyzed and interpreted by frequency, percentage, variance, standard deviation and an interview was manually summarized. The findings of the study showed trends of students' dropout of West Wollegga Zone secondary school was increasing. Dropouts of grade 9 students were worst when compared with grade 10 students. The major factors that influence students to dropout were frequent absenteeism, students' lack of interesting in learning; disciplinary problems were some major factor. The study recommended that increasing dropout rate in school, Woreda, Zone level initiate responsible bodies to design prevention programs and regarding to attitudes towards to drop out of students to school scientific justifications should be brought about a common sense between and among society who are benefited from school. Parents participate in school affairs and working effectively for making conducive learning environment. Counselors should have assigned from department of psychology. If continuous counseling for students on their economic, social, and psychological problems a students who are under risks of dropping out could get advantage and change their idea of the former dropping out of school.

CHAPTER ONE

INTRODUCTION

In this section, the background, the statement of the problem, significance of the study, objectives, delimitation, limitation, and definitions of key terms are discussed.

1.1 BACKGROUND OF THE STUDY

Education is the most important factor that significantly affects the life of an individual and empowers him/her to contribute national development. As a form of an investment made on people; education plays a pivotal role in human resource development. An investment in education is made with intent of better return in the future. An investment in education is an investment in the productivity of the population. Investment in the form of education is considered as precondition to economic growth (Bishop, 1989:21). Within other area of investment, society expects a reasonably quantitative and qualitative returns from its educational system “where people are the subject of national investment” (Fargerlind and Saha, 1983:45).

The problem of dropout of school is global problem. It leads to the continuation of a cycle of poverty that creates immense challenges for families, neighborhood, and communities (UNICEF, 2006). The Connection between dropout and unemployment is ambiguous. Whereas fewer employments opportunities for young adolescents help increasing high school attendance and graduation rates from the mid-1940s onwards (Dorn,1996) and so have more job market opportunities in times of economic revival increased dropout rates (Olsen and Farkas,1989). According to UNESCO (2002), to drop out before completing the final grade of a given level or stage of education is considered to be wasteful, since dropouts do not achieve the required educational level and might be added to the credit of illiteracy. The Problem of drop out is aspect of educational wastage that reduces the efficiency of the secondary education. The drops out, on the other hand, reduce the number of successful graduates and make the pupil years likely wasted, particularly or totally wasted (UNESCO, 1984). If a child entering schools leaves it or is withdraws from school before completing class it leads to wastage in education. A rough

and ready method to measure wastage is to compare the reduction enrolment from class to class in series of years. Such students do not complete the curriculum and consequently the time, money and energy expended such students provide that sheer wastage (Rugh, 1998). Studies on the efficiency of the educational system, particularly of secondary education are important for they may enable concerned authorities take remedial measures and minimize all sorts of in efficiency in the system. Efficiency in secondary education indicates that certain amount of resource (that could be material, financial, human) has been efficiently used (Rugh, 1998).

Efficiency and quality of education at higher levels contribute to the development of the country, and its weaknesses have an equally significant effect. The study and evaluation of the efficiency of secondary education, thus, seems in order (Rugh, 1998). Even though students are very important to any education system, and basic components of school; dropout is a great challenge for any government and school. Despite the fact that many policies and strategies are developed to enhance a smooth transition rate in schools, there are some students' who withdraw from school prematurely (UNESCO, 1998). A close investigation of dropout problem in the secondary education has an enormous value with general framework. Thus, the purpose of this study was to identify the major factors that contribute students to dropout and magnitude of drop out in some secondary schools of West Wollega Zone.

1.2. Statement of the Problem

Making secondary education more accessible is a serious challenge in many parts of the World, particularly in sub-Saharan Africa; however, significant increases in the sub-Saharan Africa and Arab states have been made. The gross enrolment ratio, provide with the information that lower secondary school education increased from 72% to 80% in the World between the years 1999 and 2009. Eventhough there is a progress in sub-Saharan Africa, the participation rate for this level of education remains at level of %43s, (UNESCO, 2010). In Ethiopian as cited in (MoE, 2010a) the current objective of general education is to expand quality in the secondary education schools that will serve as a basis and serve as a bridge to produce a middle and higher level workforce in line with

the demand of the national labor market, and intake capacity of higher level of education institutions. In Ethiopia, quality improvement program has become an integral part of education Sector Development Program/ESDP/.For instance, ESDP IV sets priorities under general education improving quality, increasing access and equity with distinct program for each. This being the case, however, an assessment conducted at national level discovered that dropouts, which are primary indicators of internal efficiency, are very high in general secondary education schools of Ethiopia (MoE, 2010; MoE, 2015).

Addressing dropout problem has been high, on the agenda of the Ethiopian government for several years, believing that preventing dropout and encouraging successful completion of secondary school can enhance economic growth and social development. It can ensure that students graduate with at least the minimum qualifications needed for labor market and for further education and training. Thus, the Ministry of Education planned to reduce dropout of secondary education and expand secondary school in view of its universalization of education by 2020 (MoE, 2010b).Owing to this problem of dropout, this study was conducted to identify the factors of dropout in secondary schools with a particular attention of West Wollegga Zone.

1.3. Research Questions

The study attempted to get answers to the following basic question.

1. What is magnitude of students' drop out in secondary schools of West Wollegga Zones?
1. What are the major factors that contribute to students' drop out in secondary schools of West Wollegga Zones?
2. To what extent drop out effects quality education of secondary schools of West Wollegga Zone?
3. What measures could be taken to reduce students' drop out in secondary schools of West Wollegga Zones?

1.4. General Objective of the Study

The General objective of this research was to identify the factors that force students to leave education and its impact on the secondary schools of West Wollegga Zones.

1.4.1. Specific Objective of the Study

This Research was intended, more specifically to:

1. examine factors that contribute to students to drop out in secondary schools of West Wollegga Zones.
2. describe status of students' drop out in secondary schools of West Wollegga Zones.
3. describe effect of students' drop out in secondary schools of West Wollegga Zones.
4. identify measures to reduce students drop out in Secondary schools of West Wollegga Zones.

1.5. Significance of the Study

The study helps government and policy makers to identify an important variable that directly causes students to dropout and its intervention. Additionally, it provides an important decision how to reduce students' dropout of secondary schools education. Also, the finding helps government to design strategies for tackling problem and techniques to retain students in education without drop out of schools. Minimizing dropout of school indicates the maximum utilization of resources devoted to education, which facilitate economic and social development. For this reason, a considerable effort has to be made to minimize the dropout problem. This study is, therefore, significant for the following reasons.

1. This study helps the assemblage of information on the status dropout in secondary education of West Wollegga Zone.
2. The study draw the attention of educational planners and policy-makers consider the in setting priorities and allocating educational resources.

3. It provides suggestions to concerned authorities, teachers, parents, principals and the community at large, for the minimization and prevention of a student dropout in the secondary schools. It also help educational practitioner to evaluate the quality and efficiency of secondary education in serving the national development objectives.

1.6. Delimitation of the Study

This study focused on the dropout problem of the first cycle of secondary education (Grade 9 and 10) of West Wollegga Zone. Concerning the variables, factors that contribute to students to dropout, magnitude of students' dropout of West Wollegga Zone, effect of dropout and measure to reduce dropout are treated by the study. The time frame of the study was confined to the last consecutive three years.

1.7. Limitations of the Study

The study is limited because the time constraints, the factors of students to drop out in secondary schools were too bulky and many in numbers, the scarcity of budget, and unavailability of the transportation were among the constraints. Consequently, the only factors that more influence students to dropout in secondary schools were included in this study to tackling these factors and to improve student dropout of secondary school.

1.8 Definitions of Key Terms

In this study the following terms and phrases was important one that used for context and relevance of the study that based on the study objective.

Dropout: is defined as leaving a school before completion of a given stage of education or some intermediate or non-terminal point interval of education (UNESCO, 1998).

Efficiency: refers to the relation between the inputs in a system and the outputs or the outcomes from the system (UNESCO, 1998).

Magnitude of dropout: refers to status of students who enrolled to school in a year to school and those not take final result of that year.

1.9. Organization of the Study

This thesis is organized into five chapters. The first chapter is devoted to the part that includes background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms. The second chapter presents the literature review, the third chapter deals with research design, and methodology, fourth chapter presents data analysis and interpretations, and the fifth one describes summary, conclusions and recommendations.

CHAPTER TWO

REVIEWS OF RELATED LITERATURE

This chapter presents the review of related literature on students drop out in secondary schools. The following aspects of a dropout was discussed: Definition and causes that lead students' to dropouts, how dropouts affects schools of secondary education, magnitude of students drop out of secondary schools, and measures to be taken to reduce of dropout of secondary schools.

2.1. The Concept of Dropout

According to National Center for Education Statistics of America (2002), dropout is defined as a student, who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, and has not graduated from high school or completed a state or district approved educational program. Also according to Bray (1981) dropout is a child who fails to reach a specified end point in the educational system. UNESCO (1998), additionally, defines the term dropout as a leaving a school before completion of a given stage of education. Of course, there is no single definition of dropout that is used across all countries.

2.2. Major Factors Influencing Student to Dropout.

According to UNESCO (1998), the causes of dropout are multiple, but it falls into two general categories. Those are that rooted in the overall social and economic environment and those that stem from the way the school system itself is organized and operate. According to Neil and Paul (2001), also it is classified as school related or internal school factors and family based or external school factors. According to UNESCO (1998), it is also identified as predictors and variables associated with dropout. It categorized according to how much they can be influenced status variables are difficult and unlikely to change (socioeconomic status, academic ability and family structure). However, understanding why children out of school because of status variable is the key addresses by public policies. On other hand, alterable variables (attendance) are

those that are to change and have become the focus of efforts to improve graduation rates (UNESCO, 1998). Also children suffering malnutrition such as lack of protein and malnutrient in their diet are more likely to dropout early in comparison to well-nourished and healthy children (Pridmore, 2007). Another important factor of school dropout is the presence of disabilities and special education needs and it is the single most important factor for the exclusion of school children (Peter, 2003). The pupil in an educational system could be influenced by different factors. Dropout is the major one which influences the flow of children in an educational system and dropout events in school could be influenced by different factors. The decision to dropout is complex and relates to the individual students and their family, school, and community. The decision is personal; it reflects their unique life circumstances and part of a process of disengagement in school. However, there are clusters of reasons that emerge related to the academic environment, real life events, and lack of personal motivation and source of motivation and guidance (Jerald, 2006).

Student characteristics are among the most important factors that affect the internal efficiency of schools. In a classroom due to individual differences and backgrounds, students come to school with different characteristics that affect their level of participation and achievement in education (Nebiyu, 1999: 247). For instance, due to these differences, students come up with different physiological and psychological makeup and as a result, students attending the same class are considered to have differences in personality such as physical, mental, intellectual, moral, and motivational factors that in turn have a contribution to educational wastage at different levels (UNESCO, 1998). In light of the above-stated facts and according to Kathmandu (2001), among many student characteristics that affect internal efficiency are: variation in sex and age group, difference in socio-cultural background, difference in economic condition, parental attitude towards education, parents' educational awareness, and difference in children's living location in remote and rural areas. Studies suggest that not only internal factors but also external factors such as students' health, parents' education, economic status, culture, pregnancy problems, and others have great pressure on students and influence the quality of education which pushes children to withdraw from schools (Miretab, 2008).

As reviewed from the literature factors that influence students to dropout are interrelated with of the internal and external factors which are influence a student not to stay in school for a year or cycle of a given stage of education.

Studies on reason for dropout proposed a model assuming self-determined academic motivation to be an important factor influencing behavioral intentions and dropout behavior (Vallerande et al., 1997). These studies suggest that students, who perceive their parents, teachers, and school administrations as a supportive develop a higher level of perceived competence and academic autonomy, and that this leads to higher academic motivation and lower likelihood of leaving school without graduating. Lower expectancies and values with respect to the future school career increase the probability of dropping out (Wig field and Eccles, 2000).The earlier a student with levels and high absenteeism, the more likely he/she be dropout. Also discipline problem and conflict with school personnel are factors in the decision to the school to leave (Roderick, 1993, and Rumberger, 1987).Other students who are at higher risk of dropping out include those, are from low socio economic back grounds, became pregnant, are frequently absent/truant. Absenteeism, in particular, destabilizes the teaching learning process. Students who miss periods definitely face problem of understanding follow up lesson. Thus it appears absenteeism is a cause for dropout (Bryk and Thumb, 1989).According to (Graham and Brown, 1991), irregular attendance limits the learning process and reduce the ability to get either good education. Student who frequently absent are putting their future in jeopardy, chronic absenteeism, especially, truancy is a behavior highly associated with dropping out of school. In Ethiopia, the studies conducted in secondary school revealed that because of different reasons (excessive house hold activities, marketing, religious holidays) students absent from school, especially more girls absent (Asmaru, 1998).This situation expressed by Graham and Brown as follows: The more children miss school ,the less they learn; the less they learn, the lower their grade; The lower their grades, the greatest possibility of their failing ; the more difficulties experience with educational process, the less they want to stay in school, the likely they are to graduated. From the review literature, the researcher mostly focuses on

the external and internal factor that influences students to dropout of secondary education as following.

2.2.1 External Factors

The assumption behind external factors or out of school related factors are around the individual, family related, societal and cultural constraints. The social and economic forces are largely control of educators but may be influenced by public policies in an area such as, health services and labor laws (UNESCO, 1998). The conceptual frame work related to external school factors that are discussed below indicates that each of these factors are interrelated to each other on student for drop out of school. Their effects on pupil's education are potent and affect the performance and persistence of students who are remaining in school (Njiau and Wamahiu, 1994). Thus, external factors to students dropout of schools level of parental education, level of family income, pupil health problem, parents attitude towards education, pregnancy problem and distance.

2.2.1.1 Level of Parental Education

According to Rumberger and Thomas (2000), parents level of education represents a potential predictor of dropout, thus is, better educated parents spend more time with their children. Thus supporting their accomplishments and increasing the likelihood that they will remain in school. As explained by MoE (2002), reveal that illiterate parents do not care for the education of their children. According to MoE (2002), and Rumberger (1983), educated parents are more likely not only to send their children to school have had had they supported until they complete a given educational cycle. The education level of the family could be one of the factors that influence the children to succeed in his /her education.

2.2.1.2. Level of Family Income

With regard to level of family income, a child from poor family probably feel more pressure to contribute to the family income, and thus leaves school to seek work of earlier stage. The levels of family income greatly determine the chance of pupils' survival in education system (World Bank, 1990).The income profile of dropouts show that the

problem is mostly prevalent among pupils from low-level of parents' income. Patrinos and Psachoropoulos (1996), and Simmons (1980), also reported that pupils from low-income families would be high tendency of dropout of school than those economically privileged ones. According to Graham-Brown (1991) documented that the rate of early school leavers of low income families' children are three times more than those from higher.

2.2.1.3 Pupils Health Problem

The health and nutrition status of children is one such condition has a marked impact on a pupil's ability to learn or to remain in school. Pupils who suffer ill, poor nutrition are inclined to attend school irregularly, and eventually dropout (Pridmore, 2007). For instance, irregular school attendance which has been identified as precursors of dropout (Hunt, 2008), and has been found to cause by the poor health of children (Boyle et al., 2002).

2.2.1.4 Parents Attitude towards Education

The socio cultural factors that can affect the schooling of children are families' attitude towards modern education. The lack of social demand, in particular, for girls education is often related to the fact that families do not value about education for girls (Davison, 1993). Even in an areas where schools are available, parents either not send their children to school or withdraws children from school. This attitudinal problem is believed to be more problematic in societies that have no awareness about value of education except in terms of economic benefit (Bray, 1981).

2.2.1.5 Pregnancy Problem

As girls become adolescent's pregnancy become a major factor in school dropouts. pregnancy related dropouts for all levels of education particularly higher grade primary and secondary school levels (World Bank, 1990,1991). Another reason is fear of pregnancy why parents remove their daughters from school as they approach or reach puberty (Serpell,1993). The increasing indications of significant levels of illegal abortions and related health risks for young women are also, frequently, suggesting that the

pregnancies are not planned that there is a significant demand for contraception among teenagers (Lee and Made,1994).According to Hallam (1994), found that it is, particularly, worrying development because due to the harsh economic situation in many African countries-school girls are trading sexes for money. The objective is in which many families find themselves, and the temptation for young girls to use sex to generate an income, or finance their education, flies in face of moral standards that forbid premarital sex (Palme, 1993).

2.2.1.6 Distance

Distance is critical factor for students to dropout from school. It must be underlined that schools are located within children's walking distance. The other things which forces pupils, especially, girls to move long distance is availability of water supplies and grain mills and other related things far from community. If it is close to the community, children can have more time for education and to get to school in time, Maglad quoted in Telaye (1997).Study in Ethiopia, Kenya, Tanzania, and Zimbabwe, also indicates that the long distance pupils often have to travel to get school is a deterrent to their participation (Long and Fofanah, 1990, Soumare, 1994, World Bank, 1991).There are two dimension for this concern: The length of distance and the energy children have to expect to cover the distance, often with an empty stomach. Generally, distance is a significant factor for both Rural and Urban students, but more so for girls. As stated that by Soumare (1994:36), most of girls that are "living far away from school and having to walk discourage them".

2.2.2 Internal Factors

According to (Rumberger and Thomas, 2000),dropout, therefore, is correlates with several internal or school related factors (variables).Structural characteristics such as school location or distance (home to school), are seem to influence dropout, even when important individual and family characteristics are controlled it (Hyde , 1989).The factors such as distance from home to school, poor quality of teacher, lack of guidance and counseling service and other school facilities are identified as major influencing internal factors. A study conducted in Ethiopia Coclough et al.,(2000), revealed that five out of

eleven school, visited lacks sanitary facilities and only one had separate toilets for boys and girls; similar results was found in Guinea. The same study found that the unavailability of latrine in schools leads to female's nonattendance during their periods, which clearly has important on performance and may lead to dropouts. Thus, the internal factors to student dropout are counseling and guidance, teacher characteristics, improving school efficiency, closing gender gap, school management system and practice, school physical resource and facilities.

2.2.2.1 Counseling and Guidance

Assigning counseling and guidance a professional at school level is for the benefit of children. The practice of counseling and guidance in Ethiopian context is commonly practiced only at some secondary school level. Ethiopian, secondary school counseling is not considered as useful service that facilitates the teaching learning processes. As a result in most school a small office is assigned to two or more than counselors. This is, particularly, true for high schools in Addis Ababa and some major cities of the country. Adane cited in Telaye (1997), which in line with this, pointed out, the training level of learners had an inverse relationship with dropout rates. This implies that poorly trained teachers cannot hold students at school. However, despite this fact, most developing countries including Ethiopia keep a large of unqualified teachers not suitable to the educational level they are assigned to (Tekest cited in Telaye, 1997). Such practice has made a good number of students run away from schools. Principles of counseling and guidance, in general, should take into account the nature of community, information, knowledge, skills of counselors, economic and social status of the counselees. An important function of any school counselor is constant remodeling of which he/she is in charge.

2.2.2.2 Teacher's Characteristics

Qualities of teaching staff in schools affects' the students in schools. The characteristics that are related with quality of teachers include teacher's attitude, qualification, experience, motivations, classroom management, and their interaction with students' academic achievements in particular and school dropout in general (Bishop,

1989). The result of all the above cases are absenteeism, hate of schooling, no completion of education (Bishop, 1989). Improving the quality of teachers training requires more than imparting new pedagogical techniques (UNESCO, 1998).

2.2.2.3 Improving School Efficiency

2.2.2.3.1 Methods of Improving School Efficiency

According to UNESCO (1998), dropouts are closely linked to general state of society. That is with its level of economic and cultural development, how social services are distributed and attitude towards education. Thus, according to UNESCO, (1998), some of the general mechanisms used to reduce school wastage include the following: Making better school facilities, closing gender gap, improving preserves and in service training.

2.2.2.3.2 Making Better School Facilities

A number of countries, have found that school attendance can be improved by organizing school facilities that attracts pupils to school in rural and in urban. A comfortable is also a combination of several different factors such as adequate usable breathing space, planting tree, water supply, text book, pedagogical center, library, laboratory equipment, toilet, sanitary room and so forth. Thus, health environment is the situation of complete physical, mental, and social wellbeing.

2.2.2.3.3 Improving pre-Service and in service Training

Numerous studies have established that skilled teaching has a strong positive impact on pupil achievement. For example, investments improve teacher quality and increase student exposures to teachers are likely to have high returns in school effectiveness. Pupils attending schools were almost entirely need for the qualifications of teachers.

2.2.2.3.4 Making Educational Materials More Available

Teaching aids, including text books, are scarce in many schools in developing countries. Faced with inadequate budgets that must cover teachers' salaries first, many ministries of education have little funding left to spend on text books and supplies. Numerous studies have demonstrated that the availability of text books is one of the major contributors to effective learning.

2.2.2.4 Closing the Gender gap

Attaining the goal of education for all requires the gender gap in secondary education is to feed education of country. Schooling that characterizes most developing countries are to do so, necessary to understand the causes of the gap. Various measures have proved effective in increasing girls' enrollment, such as reducing school fees for girls, supplying free textbooks, offering flexible school hours and establishing childcare centers for the young siblings of girl pupils. Incentives tend to encourage regular attendance and reduce dropout. The location of schools and their physical facilities influence girls' access to education. Building schools close to girls' homes, separate sanitary facilities and constructing boundary walls can encourage parents to send their daughters to school. Educated women are better equipped to exercise their rights and educated men are more considerate and ready to regard women as equals. Enlightened public policy can hasten reaching a critical mass of educated men and women who truly understand the importance of educating their sons and daughters UNESCO, (1998).

2.2.2.5 School Management System and Practices

School management is one of the important factors that affect internal efficiency of schools. For instance the school management has an important role in improving the learning capacity of learners, because they coordinate teachers in staffing standards teaching the curriculum in a relevant way, and providing additional support (Susy, 2008). However, there are several factors that influence school management practice namely the top management, qualification of head teachers, qualification and training of school teacher, and most importantly the commitment and initiative taken by the head teachers

and teachers (Kathmandu, 2001). In order to improve the status of school management many countries has adopted and emphasized on decentralized management system. School level decentralized management is believed to improve school efficiency.

2.2.2.6 School Physical Resource and Facilities

School physical resources and facilities include school buildings, furniture, equipment of laboratory, pedagogical center, library, textbooks etc. Many writers have tried to study the effect of school physical resources and facilities on students in particular and internal efficiency in general. For instance, (Shiuindu, 1999) indicates that shortage to physical resources and facilities at school level cause wastage of education, by raising the dropout rates. However, three studies showed inverse relationship and nine studies were found that it was insignificant (Nebiyu, 1999:285). This review of the study indicates that the school facilities and dropouts are associated directly. In other words, other things being equal, as school facilities increase the number of students who stay in school increases. It is true that many educationalist give emphasis for the availability of school facilities, which affect the quality of teaching poor school facilities may affect students' performance. In some cases it has more impact on girls than boys. The effect is clearly seen when girls reach puberty, they need seats permanently and also separate latrine. The nonexistence of these facilities is likely to be contributing factors for girls' dropout (Rose, 1997:6). In addition to this school location and distance affect girls' dropout.

2.3 Magnitude of Drop out

Education is also a basic right in itself and expanding access to quality education for people's crucial and importance in the realization human rights (MoE, 2002). However, high drop out of students from school has been one of the major challenges of the education system of Ethiopia in secondary schools in particular. It might be government measures such as increase budget allocation to education, Construct new schools, Recruit and train teachers and the like to reduce dropout (MoE, 2004). Nevertheless, dropout rate increasing trends as a (UNICEF and MoE, 2012). Also Secondary schools of students in Ethiopia had also high rate of dropout, nearly the

(16.6%) national average (MoE, 2010). This supported by UNESCO (2015), Maeregu, and Tadesse, (2015), they revealed that one of critical problem of the Ethiopia's education sector is high dropout rate almost all levels and several factors were mentioned associated with students' dropout in Ethiopia. Despite increasing attentions on schools dropout in Ethiopia it is still a serious problem.

2.3.1 Dropout Rates by Grade

According to Brimer and Paul (1971), reported that dropout rates in the higher in the secondary school of education, especially, in developing countries of Africa, Asia and Latin America; the highest dropout rates were observed in the secondary school education schools. With regard to this Simmons (1980), by argues that in the developing countries, dropout by grade is bunched in the beginning grades (grade 9) of secondary education.

2.3.2 Dropout Rates by Sex

Sex difference in the dropout rate is another area which has attracted the attention of researchers and policy makers. Basically, female's participation of the developing countries are, partly, be explained by higher rates of dropout among girls than male students. According to Brimer and Paul's (1971), report drop out was higher among boys in urban schools and among girls in the rural schools. The problem of high school dropouts has emerged as a major community crisis in modern times (Koedel, 2008). According to Njjiau and Wamahiu (1994), sub-Saharan Africa, it was found that the foremost cause of higher rate of girls' dropout was the attitude of teachers to wards girls in class. Teachers tend to favor to boys than girls in terms of academic performance and achievement which led to dropout. 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 for most impact in sustaining girls in schools. The level of parents literacy the lower the rates of dropout among their children and vice versa generally.

2.4 Magnitude of the Student's Dropout Rate of West Wollegga Zone

The magnitude of student's dropout rate of secondary schools of West Wollegga Zone of the consecutive three years from 2007_2009 E.C of student's dropout rate listed in table below by percent of drop out. The researcher used the three consecutive years of 2007_2009 for current information about the student dropout of the study area.

Table 1 Magnitude of Student dropout in Secondary Schools of West Wollegga Zone

No	Academic year	Total 9_10	
		Dropout	% of dropout
1	2007	2251	4.41
2	2008	2468	4.20
3	2009	3853	6.37
4	Total	8572	5.03

Source: Adopted from (WWZE) Official Document

2.5 Effect of Student Dropout

2.5.1 Effect of Student Dropout on Efficiency of Education

The concept of 'efficiency' as used by economists refers to the relation between the inputs in a system and the outputs or the outcomes from the system. However, according (UNESCO, 1998), measuring the efficiency of education system is problematic due to difficulties in defining and measuring educational outputs and outcomes as well as quantifying the relationship between inputs and outputs and outcomes. Any way an education system is considered to be efficient if it produces the desired outputs or outcomes at a minimum cost. The desired quality of outputs is measured in terms of a maximum number of students who have acquired the necessary knowledge and skill as prescribed by the society. Therefore, dropout impact on students graduation rate in education system. Dropout of high school level limits the chance of the future successful for too many children. It deepens and continues the cycle of poverty in the future generations and receiving quality education is the lifeline by which many youth can lift themselves out of poverty. As a result of substantial rates of dropout children are leaving

school without acquiring the most basic skills and frequently, limited learning opportunities on overcrowded classrooms with insufficient learning materials (Alexander, 2008). Millions of female students around the world never complete their education. As a result, they will be marginalized in society as they are running a risk of becoming less healthy, less skilled, and getting less opportunities and hope for the future (UNICEF, 2004). Children of different ages and abilities are mixed to gather in single classroom without proper adaptation of teaching methods to improve learning. As a result of this, many children are registered in school but fail to attend, participate but fail to learn, are enrolled for several years but fail to progress (Little, 2008). Failure to complete school not only limits future opportunities of children but also limited resources that countries have for provision of education (World Bank, 1990). Children who are vulnerable to early withdrawal are overage enrolment and extended age in the same grade. Teaching to different age groups has different requirements in terms of teaching/learning practices and curriculum (Little, 2008).

2.5.2 Effect of Dropout on Society

Problem of drop out should be the concern of every member of society since it has negative consequences societal level. For society, dropout resulted destroying scarce resources (teachers who have already employed and time taken to attend school) (Koskei, Tonui, Simey, 2015). Dropout has also adverse effect on nation progress by jeopardizing human capital formation needed for economic development. According to Azzam (2007), major social costs of dropout school include reduced political participation, increased crime rates and poor levels of health.

2.5.3 Effect of Dropout on Individual Student

Individual students also suffer negatively from drop out of school. Youth who are drop out are more likely to experience future unemployment, over averaged in the same grade level, engage in crime, under employment, and lower earning (Thurston, 2006). With regard to drop out as the ultimate form of educational withdrawal by learners who are likely to have trouble in school and are of the opinion that learners, who drop out

of school, face substantially, have greater likelihood of health problems than students who complete school. It also increases the risk of subsequent drug abuse, and it has direct impact on service delivery, the economy of the country and crime (Haycock and Huang, 2001). Further more drop out increases the probability of lower levels of mental and physical health. Studies investigate the consequences of school dropout at the macro-level have shown that higher dropout rates result in lower tax revenues and increased expenditure of governmental assistance programs (Neil and Paul, 2001). The negative consequences of dropout for individual facilitate school completion for all students must be a priority for educators, administrators, researchers and policy makers. According to Bongani (2014), asserted that the ongoing neglect such an important topic to developing countries renders the problem a near permanent stumbling block on the road to the eliminating of poverty.

2.6. Measures could be taken to Reduce Dropout

2.6.1 State Wide Initiative

According to (Koedel, 2008), in response to high dropout prevention such as a State wide initiative to prevent students from drop out, as well as other local programs, have been developed to create dropout prevention interaction with students, their schools and their communities. High school dropout is a problem for more educators and it affects all factions of community, business, and government (Scallan, 2008). Also in response to reduce of students who drop out of high school new initiative to forge with collaborations between pertinent organizations and individuals help to keep student in school until graduation (Lofton, 2008). Others, however, are not viewed dropout prevention as an investment into a better society, higher paying jobs, better health, and greater productivity, which often result in better participation in democratic process and are unable to gain the necessary credentials to advance academically, socially, and financially (Lofton, 2008).

2.6.2 Dropout Prevention Programs

As Dynarski and Gleason (1998) found it is very difficult to accurately predict measures necessary across school districts of dropout intervention. Most district boost about providing enrichment activities to inspire and mold successful students. Some intervention programs suggested that providing tutoring, counseling, activities to boost self-esteem do contribute much to keep students in school. Researchers believed that high intensity preventions can significantly reduce dropout rates.

Schools those are able to inspire large groups of students and supportive environment are provide quality education to their entire student with reduced dropout rate. The literature identified prevention of dropout in highlighted major components that were found to be incorporated into effective programs in addressing problems of dropout factors (Catalano et al., 1999, Gottfredson, 1998, MRCD, 1994a).Reviews not only emphasized using multiple interventions, but also stressed the importance of targeting factors in multiple domains to achieve success in addressing dropout factors (Catalano et al., 1999, Kumpfer and Alvarado, 1998).After reviewing family oriented prevention programs, one group of researchers, observed that “the most effective prevention approaches involve complex and multi component programs that address early precursors of behavior problems in youth. The most effective approaches often are those that change the family behavior, school, or community environment in long-lasting and positive ways” (Kumpfer and Alvarado, 1998, p.6). According to Catalano and Colleagues (1999), also found the case with most of the effective programs analyzed addressing both students and family issues. According to (Catalano et al., 1999, Gottfredson, 1998, NIDA, 2004), reviews of prevention programs summarized as primary strategies that incorporated major prevention programs. Thus, a major strategy used in prevention program is the building of social competency skills, such as communication and problem solving skills, in children and youth. With regard to review literature of student’s dropout of the secondary schools the proposal does not fully summarize the entire students drop out of the literature. Instead, it focuses on the related to the topic of the problem and attempts to analysis the most important.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Method

This study is planned to investigate the major factors that contributes students to dropout in secondary schools of West Wollegga Zone. The research was used a descriptive survey design. Thus, the data collection instruments were questionnaire, document analysis, an interviews, providing enough information to participants were how the study was done to attain the research objective.

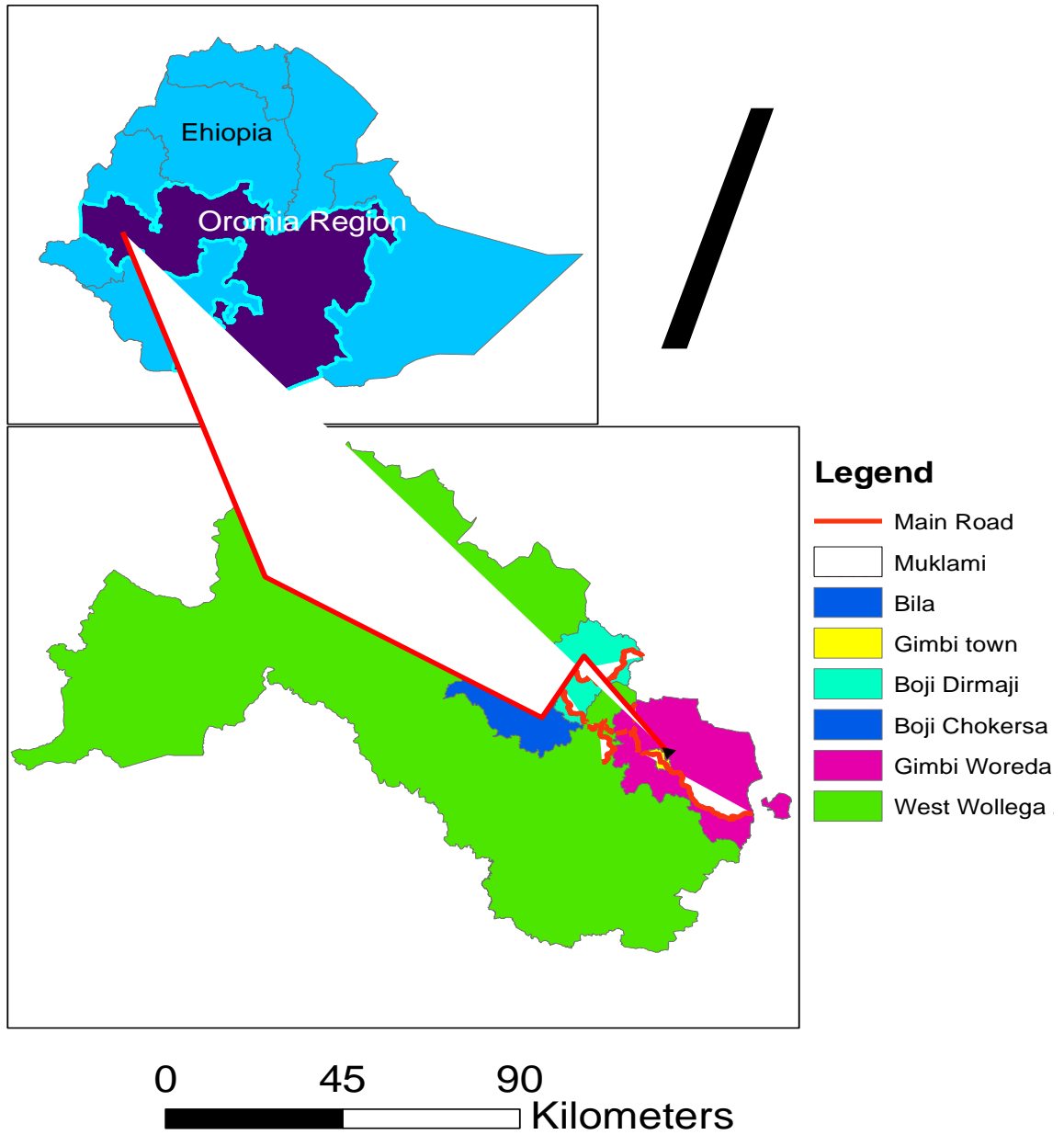
3.2. Research Design

The main purpose of this study was to identify the factors to students drop out in secondary schools of West Wollegga Zone. To achieve this purpose a descriptive survey design was employed.

3.3. Research Study Area

The research area was Oromia regional state of Ethiopia, West Wollegga Zone of Gimbi town, Boji Dirmaji Woreda, and Boji Chokersa Woreda. From the three Woreda Gimbi secondary schools, Biftu Gimbi secondary, were from Gimbi town, Boji Dirmaji secondary school, Amuma Henna secondary schools were from Boji Dirmaji Woreda, and from Boji Chokersa, Figa Kobera secondary school were the study the area.

Map 1 West Wollegga Zone Maps



Source: shape file clipped from GIS data base of Oromia finance an economic development (2008)

3.4 Source of Data

3.4.1 Primary Sources of Data

Primary sources of data were schools principals, teachers, students, and parents.

3.4.2 Secondary Sources of Data

Secondary source of data was documents such as dropout report of students' statistics of annual report of West Wollegga education office, sample of Woredas, secondary schools documents were analyzed.

3.5 Sampling Techniques of the Study

The study participants included 6 secondary school principal, 143 teachers of the secondary schools, 376 students and, and 112 students parents. The total populations of the study participants of were 637. These participants were included to enable the researcher to get data and understand the nature of the problem under study. To determine the total populations of the study participants, purposive sampling and simple random sampling were used. A purposive sampling was used to select Woredas, student parents, and schools. The secondary school principal was selected with their schools. It was expected that information from the teachers could be help the researcher to obtained information on their attendance of students, behavior and causes of dropout. Researchers seek to accomplish this goal by selecting information rich individuals or groups or those provide greatest insight to the research question. Simple random sampling was used to select students, and teachers. All students in 6 selected schools have equal chance to participate in the study. Total population of teachers and students of area of the study were 6160 students and 223 teachers.

3.6 Instruments and Procedures of Data Analysis

3.6.1 Instruments of Data Collection

The data collection instruments were namely, questionnaire, document analysis and 5interview were used to collect desired information of the participants.

3.6.1.1. Questionnaire

The questionnaire was close ended question so that the participants could provide important information. It was preferred to this study to collect necessary information within a given frame of time. This questionnaire was prepared for teacher, principal, and students. Questionnaire for students was being translated into Afan Oromo and total questionnaires were distributed to all participants.

3.6.1.2. Interview

In order to gain in depth of understanding the factors to students drop out guided interview questions were prepared and face to face communications with parents of students of the study was carried out. In doing this researcher get views and opinions about the study, and prepared for the strengthening of the information that obtained from the questionnaire. This was because it was attempted to explore a holistic understanding of the problem on the point of views of participants. This interview was also being made the participants freely talk and to feel free about what he/she deems as important, with little direct from the researcher. The communication was being made in Afan Oromo to make the communication understand.

3.6.1.3. Document Analysis

In order to gather data from the samples of the study, documents of reports of students' statistics of dropout which were filed in documents of 6 samples of secondary schools, Woreda education offices, and West Wollegga Zone education office documents were analyzed.

3.7 Procedures of Data Analysis

3.7.1. Methods of Data Analysis

The data collected by different instruments of data collection was analyzed by different statistical methods of data analysis for presentation and interpretation of data for purpose of the study. The data collected through questionnaire was tallied and tabulated by frequency, percentage, standard deviation and variance. Percentage was used to present personal back ground information of respondents and to be identifying which of the item was rated as the major factors to student dropout of secondary schools. Similarly, SPSS 20 was being used to analysis quantitative data. The data obtained through interview from interviewees was manually summarized to substantiate the interviewees' responses.

3.7.2. Reliability and Validation of Research Instrument

To ensure validity and reliability of the data collection instruments, a pilot study was conducted in Hidhabu Xobi secondary school. Also the researcher consulted the research advisor to get advice and consultation on the progress of the research study and to check the validity of the data collection instruments.

3.7.3. Pilot Study

To ensure reliability of the data pilot study was conducted in Hidhabu Xobi secondary school 23 teachers and 63 students (Grade 9_10) with theirs school principal totally 87 participants were included in pilot study. Participants were selected by purposive sampling techniques. Therefore, the reliability coefficient of factors to students drop out of schools was $\alpha=0.974$, the reliability coefficient effects of drop out to quality of education of secondary schools was $\alpha=0.938$ of, and the reliability coefficient of techniques to improve students drop out of secondary schools was $\alpha=0.938$.

3.8 Ethical Consideration

The issue of ethics was being given attention by this study. The cooperation letter received from the department of Educational Planning and Management of Addis Ababa University. Then, the letter was given to the Woreda Education officer and consent letter was prepared for the researcher to encourage participants feel free to maintain the maximum confidentiality. A participant was fully informed the Purpose of the study and measures taken to ensure the respect, dignity and freedom of each individual participating in the study. Also Participants were informed that information they provide were confidentially closed to anyone elsewhere.

CHAPTER FOUR

PRESENTATIONS, ANALYSIS AND INTERPRETATIONS

This chapter was divided into three parts where the first part deals with the characteristics of respondents', the second part deals with analysis of data that were collected from document sample secondary schools of the Zone, and the third part deals with responses from the respondents.

4.1 Background of Respondents

The respondents of the sample of 6 secondary schools of West Wollegga Zone were asked to give their demographic characteristics such as sex, age, education level, work experiences and qualification department. Their responses are summarized in table below

Table 2 Respondents Background

Background of respondent		Respondents							
		Principals		Teachers		Parents		Students	
		F	%	F	%	F	%	F	%
Sex	Male	6	100	90	62.9	76	67.9	239	63.6
	Female			53	37.1	36	32.1	137	36.4
	Total	6	100	143	100	112	100	376	100
Work Experience	0_5 years	1	16.7	14	9.8	–	–	–	–
	6_12 years	5	83.3	32	22.4	–	–	–	–
	≥13 years	–	–	97	68.8	–	–	–	–
	Total	6	100	143	100	–	–	–	–
Education level	1_8	–	–	–	–	78	69.9	–	–
	9_10	–	–	–	–	23	20.5	–	–
	11_12	–	–	–	–	11	9.6	–	–
	Total	–	–	–	–	112		–	–
Qualification	Ed.PM			3	2.1	–	–	–	–
	NonEd.PM	6	100	140	97.9	–	–	–	–
	Total	6	100	143	100	–	–	–	–
Age	16 years	–	–	–	–	–	–	16	4.3
	≥16 years	–	–	–	–	–	–	29	7.7
	17 years	–	–	–	–	–	–	128	34
	≥17 years	–	–	–	–	–	–	203	54
	Total	–	–	–	–	–	–	376	100

According to table 2 above shows students participated in the study were, 16 years students were 16(4.3%), ≥16 years were 29(7.7%), 17 years were 128(34%), and ≥17 years were 203(54%) were participated in the study. This shows that there were overaged

students enrolled in the secondary schools of sample study. Therefore, dropout is one factors of the area for over enrolments of students by age. So that what one can understand from the table 2 above, is there is over aged students in grade especially grade 9 students. This means that there is who leaves schools or withdraws from school before pass to next class. On other hand, children who are withdrawn from school early are overage enrolment and extended age in the same grade. According to table 2 above indicates that a majority of students that participated in the study were Male 239 (%63.6). This shows that numbers of male students were greater than female students and it calls serious attention for encourage female participations with equal's male students. According to table 2 above shows that respondents of the research 90 (62.9%) were male teachers, 53 (37.1 %) were female teachers were participated in the research. This shows that female teachers in the secondary school were rare when compared to the male teachers of the secondary schools.

As one can see from table 2 above 3 (2.1 %) of the teachers' were Educational Planning and Management. This indicates that, they were graduated (qualified) of Educational Planning and Management 3(2.1 %) of them was no assigned as school principal. However, in 6 secondary schools study carried out, 6 of the principals were not from Educational Planning and Management. This needs greater attention for solving it. According to table 2 above shows that 143 (100%) of the teacher respondent were BA/BSc/Bed/ qualified (graduated) teachers. This indicates that they were fulfilled the minimum requirement of the qualifications of teachers of Ethiopian secondary schools (MoE, 2002). As we can see from the table 2 above with regarding to the teachers respondents' work experiences 14 (9.8 %) were 0_5 years' work experiences, and 32 (22.4%) were 6_12 years. The remaining the 97 (68.8 %) were ≥ 13 years' work experience. This indicates that if most respondents work experience is in the adulthood especially ≥ 13 years and the above their responses could be more reliable since they would have good experience. According to the table 2 above indicates that a majority of principals' 6 (100%) were Males. This indicates that there are no females as school principal that calls serious attention in order to encourage the females to come to the position of school administration.

According to the table 2 above majority of principals included in the study were nonEd.PM qualified (6%100). This indicates that there are no school principals by Ed.PM from sample of the study, and it needs serious attention in order to be getting school principals qualified in Educational Planning and Management. According to the table 2 above indicates that the respondents of the school principals has BA/BSc/Bed levels of education 6(%100). This indicates that they were not fulfilled the minimum requirement of the education levels of school principals' in the secondary schools of Ethiopia which is MA.

As one can understand from above table 2 above respondents age of school principal, teacher, and parents were not explained. Thus, mostly a student age was more important due to that it identify whether they were averaged enrolment or not.

4.1.1. Students Respondents by Grade

Table 3 Students Respondents Grade

Grade	Frequency	Percent
Grade 9	201	53.5
Grade 10	175	46.5
Total	376	100

According table 3 above indicates students' respondents were grade 9 students 201 (53.5% and grade 10, 175 (46.5). This indicates that majority of the research participants were grade 9 students. Also, according to table 3 above shows regard to dropout grade 9 is the highest dropout rates. Concerning to grade 10 mostly they are minimum when compared to with grade 9 of the secondary education of West Wollegga Zone.

4.2. Analysis of Documents

Trends of dropout rate at different levels of the sample study of the Zone, Woreda, and schools were analyzed as follow.

4.2.1 Students Dropout of West Wollegga Zone

Table 4. Trends of Dropout Rate in Secondary Schools of West Wollegga Zone.

No	Academic year	Total 9_10	
		Dropout	% of dropout
1	2007	2251	4.41
2	2008	2468	4.20
3	2009	3853	6.37
4	Total	8572	5.03

Source: Adopted From (WWZE) Official Document

According to 4 above shows trends of dropout of the secondary education of West Wollegga Zone dropout rate is increasing from years to years. It is increasing in trend of 4.41% by 2007 E.C to 6.37% in three consecutive years. It was increased by the consecutive years with trends of 1.96% in the consecutive years. The dropout rates of 2007_2008 E.C it was minimum 0.2 % between 2007 E.C and 2008 E.C. But, in 2009 dropout a trend of West Wollegga Zone was added dramatically change it shows 1.96%.

4.2.2 Students Drop out in Woreda Level of West Wollegga Zone.

Table 5 Students Drop out in Woreda Level of West Wollegga Zone.

Woreda		Time frame of study								
		2009			2008			2007		
		9_10			9_10			9_10		
		M	F	T	M	F	T	M	F	T
Gimbi town	Dropout	239	245	484	152	177	329	18	21	39
	%	14.22	13.68	13.94	8.68	9.69	9.20	1.06	1.22	1.14
Boji Dirmaj	Dropout	62	36	98	103	67	170	67	71	138
	%	6.19	3.97	5.13	9.64	6.87	8.32	6.64	7.36	7.12
Boji Choke	Dropout	197	131	328	161	76	237	185	84	262
	%	12.92	10.84	12.01	10.04	6.17	8.36	14.61	8.15	11.41

Source: (WE) Official Document

As one can understand from table 5 above indicates that trend of dropout rate in sample Woreda of West Wollegga Zone is increasing. Gimbi town and Boji Chokersa Woreda are where increasing dropout has been seen with to 12.54 % to Gimbi town. Owing to this it is dramatically increasing to Gimbi. Similarly, for Boji Chokersa Woreda it was increasing from 11.41 to 12.92 the increasing trends between consecutive years. On other hand, from 2007_2008 E.C consecutive two years increased and in 2009 E.C it is declined. And there is fluctuation to Boji Dirmaji Woreda in consecutive years.

Thus the trends revealed that for both males and females to Gimbi town were increasing, and to Boji Dirmaji and Boji Chokersa for both sexes are fluctuating trends were observed in document analysis.

4.2.3 Students Dropout in Secondary Schools of West Wollegga Zone.

Table 6 Students Drop out in Secondary Schools of West Wollegga Zone.

	Woreda	Secondary schools	Dropout rate			Dropout in%		
			9_10			9_10		
			2007	2008	2009	2007	2008	2009
West Wollegga	Gimbi town	Gimbi secondary School	88	209	204	4.36	13.45	13.50
		BiftuGimbi secondary school	180	193	207	17.09	17.75	20.53
	Boji Dirmaji	Boji Dirmaj secondary School	95	61	77	5.04	6.32	5.67
		Amuma Henna second. School	5	6	4	3.47	3.01	3.03
	Boji Chokersa	Boji Chokersa secondary school	67	61	79	6.21	6.19	8.07
		Figa kobera secondary school	96	89	72	8.54	8.10	6.53

Source: SSD (2007_2009)

Among the secondary schools of West Wollegga Zone of sample study, the Figa Kobera secondary school and Amuma Henna secondary school shows decreasing trends from 8.54% to 6.53% to Figa Kobera secondary school and 3.45% to 3.03% Amuma Henna

secondary school. In contrary for Biftu Gimbi secondary school and Boji Chokersa secondary schools is increasing from 17.09% to 20.50. Biftu Gimbi secondary school is increased from 4.36 to 13.50 % in the three years. On other hand, for Boji Dirmaji secondary school is fluctuating trends of dropout. The sample study of the secondary school has likelihood as Woreda trends increased secondary school were increased, and the Woreda trends decreased secondary school trends decreased. This has been seen in Gimbi secondary school and Biftu Gimbi schools. On other hand, to Figa Kobera secondary school Woreda Trends of dropout rate is increased it is decreased. Among the sample schools, Amuma Henna secondary school was mostly show small number dropout rate. Boji Dirmaji secondary school was fluctuating like Woreda trend is fluctuated.

4.3 Analysis of the Responses of Participants

Total questionnaires were distributed to 6 secondary school principal, 143 teachers, and 376 students. As we understand from the below table 7a up to the table 9c, respondents answer analyzed and interpreted in to identify which factor influence students to dropout, how dropout effect efficiency of secondary education and measures could be taken to reduce and improve dropout of secondary education, especially in West Wollegga Zone. In the same way parents response to the interview was also summarized manually to identify the problem of dropout.

4.3.1 Analysis of the Factors that Influences Students to Dropout

Table 7a the Factors to students' dropout in secondary schools of West Wollegga Zone

No	Items	Respondents	Responses				M	St	V
			SA	A	DA	SD			
1	Frequent absenteeism	Principal	4	2			3.67	0.516	0.267
			66.7	33.3					
		Teacher	123	20			3.86	0.348	0.121
			86	14					
		Student	194	182			3.52	0.500	0.250
			51.6	48.4					
2	Shortage of school facilities	Principal	3	3			3.5	0.548	0.300
			50	50					
		Teacher	132	10		1	3.92	0.302	0.092
			92.3	7		0.7			
		Student	146	226	2	2	3.37	0.526	0.277
			38.8	60.1	0.5	0.5			
3	Disciplinary problem	Principal	4	2			3.67	0.516	0.567
			66.7	33.3					
		Teacher	116	25	2		3.80	0.437	0.191
			81.1	17.5	1.4				
		Student	173	202		1	3.45	0.514	0.265
			46	53.7		0.3			
4	Parents lack of awareness in education	Principal	2	4			3.33	0.516	0.267
			33.3	66.7					
		Teacher	108	35			3.76	0.431	0.186
			75.5	24.5					
		Student	175	182	15	4	3.40	0.621	0.385
			46.5	48.8	4	1.1			

According to table 7a above shows the perception of respondents on different items of factors that contribute students to dropout such as frequent absenteeism, shortage of school facilities, disciplinary problem, and parents' lack of awareness in education were rated as a factor that contribute students to dropout in secondary schools of West Wollegga Zone. The principal respondents perception were to frequent absenteeism (3.67 mean), shortage of school facilities (3.86 mean),and parents' lack of awareness in education (3.52 means), the teacher responses to the factor frequent absenteeism (3.82 mean),shortage of school facilities (3.92 mean),parents' lack of awareness in education (3.76 mean).The response of students to the factors frequent absenteeism (3.33 mean), shortage of school facilities (3.37 mean),disciplinary problem (3.45 mean),parents' lack of awareness in education (3.49 mean).As indicated in table 7a respondents were rated frequent absenteeism with (3.68 mean) and disciplinary problem (3.64 mean) as a major factor. On other hand as parents replied disciplinary problem and frequent absenteeism influenced students to dropout in the sample schools. From one hundred parents interviewed eighty one parents replied that frequent absenteeism and disciplinary problem were more contribute students to dropout.

Table 7b the Factors to Students' Dropout in secondary schools of West Wollegga Zone

No	Items	Respondents	Responses				M	St	V
			SA	A	DA	SD			
1	Inappropriate relationships between teacher and students	Principal	4	2			3.33	0.516	0.267
			66.7	33.3					
		Teacher	103	37	3		3.70	0.504	0.254
			72	25.9	2.1				
		Student	200	168	6	2	3.51	0.561	0.385
53.2	44.7		1.6	0.5					
2	Student lack of interest in learning	Principal	4	2			3.67	0.516	0.267
			66.7	33.3					
		Teacher	105	31	7		3.69	0.562	0.316
			73.4	21.7	4.9				
		Student	191	182	3		3.49	0.546	0.299
48.4	50.8		0.8						
3	Pregnancy problem	Principal	2	4			3.33	0.516	0.267
			33.3	66.7					
		Teacher	97	46			3.68	0.469	0.220
			67.8	32.2					
		Students	101	264	7	4	3.23	0.527	0.278
26.9	70.4		1.9	1.1					
4	Families low standard of living	Principal	3	3			3.50	0.548	0.300
			50	50					
		Teacher	128	15			3.90	0.307	0.095
			89.5	10.5					
		Student	164	203	5	4	3.40	0.576	0.332
43.6	54		1.3	1.1					

From the literature review some list of possible factors that influence students to drop out of school were identified. Moreover, according to the perception each of the item given due attention to students to dropout respondents were asked to rate these possible factors. Thus one can see from table 7b above, principals response to the inappropriate relationships between teacher and students(3.3 mean), student lack of interest in learning(3.67 mean), pregnancy problem(3.33mean), families low standard of living(3.5 mean). The teachers response to the factors were different from principals responses to the factor that inappropriate relationships between teacher and students (3.7 mean),student lack of interest in learning(3.69 mean),pregnancy problem (3.68 mean),families low standard of living (3.9 mean). Also student responses to the factors were not the same with principals, and teachers. This shows that respondent perceptions and influence of the factor were different to the factors that contribute students to dropout. The average response of the participants to the factor inappropriate relationship between teachers and students (3.50 mean), student lack of interest in learning (3.61 mean), pregnancy problem (3.41), and families' low standard of living (3.60 means).Thus one can understand that the factor students lack of interest in learning is more contribute student to dropout. The interviews conducted with parent were showed that family's low standard of living is the major factor to contribute students to dropout. Generally, principals, teachers, students were rate a major factor that contribute students to dropout with high agreement, which shows that these factors found to be as very high to influence students to drop.

Table 7c the Factors to students' dropout in secondary schools of West Wollegga Zone

No	Items	Respondents	Responses				M	St	V
			SA	A	DA	SD			
1	Health problem	Principal	1	5			3.50	0.408	0.167
			16.7	83.3					
		Teacher	78	65			3.55	0.500	0.250
			54.5	45.5					
		Student	219	144	12	1	3.55	0.576	0.329
58.2	38.3		3.2	0.3					
2	Cultural impact	Principal	4	2			3.67	0.516	0.267
			83.3	33.3					
		Teacher	17	126			3.12	0.325	0.105
			11.9	88.1					
		Student	293	78		5	3.77	0.573	0.206
77.9	20.7			1.3					
3	Distance from school to home	Principal	4	2			3.67	0.516	0.267
			83.3	33.3					
		Teacher	135	4	4	135	3.92	0.366	0.134
			94.4	2.8	2.8	94.4			
		Student	164	211		1	3.43	0.453	0.262
43.6	56.1			0.3					
4	Lack of counseling when facing problem at school level	Principal	3	3			3.50	0.548	0.300
			50	50					
		Teacher	113	30			3.79	0.409	0.167
			79	21					
		Student	177	198		1	3.47	3.47	0.265
47.1	52.7			0.3					

According to table 7c above factors that influence students to drop out of school were identified. Moreover, according to the perception of respondents were asked to rate these factors like health problem, cultural impact, distance from school to home, and lack of counseling when facing problem at school level were rated with high agreement which shows that these factors disclosed to be as very high to influence students to drop out of school as drawn from respondents. Teachers' response high agreement to the factor of health problem (3.55 mean), cultural impact (3.12 mean), distance from school to home (3.92 mean), lack of counseling when facing problem at school level (3.79 mean). Whereas principal give high agreement to the factor health problem (3.67 mean), cultural impact (3.5 mean), and distance from school to home (3.7mean). Students were given high response to the factor that health problem (3.5 means), cultural impact (3.77 mean), distance from school to home (3.43 mean), lack counseling when facing problem at school level (3.47 mean). Data which is also obtained from an interview conducted show that majority of the problem of students dropout were related to health problem, cultural impact, distance from home to school, lack of counseling when facing problem at school level were rated as major factor to enforce students to dropout out of school.

Therefore, one can conclude that the factors stated above as major factors to students' dropout were in school factors and out of school factors that influence students to dropout. As a result most school, particularly, high schools in West Wollegga secondary schools, more likely health problem, pregnancy problem, distance from school to home, and lack of counseling when facing problem at school level are factors decision to drop out of school that respondents were agreed to. Generally, in most of secondary schools of West Wollegga Zone counseling and guidance principles of counseling and guidance is problem to students with draws from school.

4.3.2 The Effect of Dropout on Efficiency of Education

Table 8a Effect of Dropout on Quality Education

No	Items	Respondents	SA	A	DA	SD	M	St.	V
1	Resulted in wastage of resource of education	Principal	2	2	2		3.00	0.800	0.894
			33.3	33.3	33.3				
		Teachers	116	21	6		3.77	0.513	0.263
			81.1	14.7	4.2				
		Students	106	269		1	3.28	0.217	0.465
			28.2	71.5		0.3			
2	Jeopardize human capital formation	Principal	1	4	1		3.00	0.400	0.632
			16.7	66.7	16.7				
		Teachers		143			3.00	0.00	0.00
				100					
		Students	368	1	7		3.96	0.076	0.275
			97.9	0.3	1.9				
3	Reduce political participation of citizens	Principal	4	2			3.67	0.267	0.516
			66.7	33.3					
		Teachers	108	31	4		3.73	0.506	0.256
			75.5	21.7	2.8				
		Students	140	225	7	4	3.33	0.324	0.569
			37.2	59.8	1.9	1.1			
4	Increase crime rates	Principal	3	3			3.50	0.300	0.548
			50	50					
		Teachers	117	26			3.82	0.387	0.150
			81.8	18.2					
		Students	187	189			3.50	0.251	0.501
			49.7	50.3					

According to the table 8a above perception of respondents (principal, teacher, and student) were rated on items related to the effect of students to drop out on efficiency education. The table 8a revealed, that principal were rated their perception related to students dropout that effect on efficiency of education were resulted in wastage of resources of education (3.00 mean), reduce human capital formation (3.00 mean), jeopardize political participation (3.67 mean), and increase crime rate (3.5 mean). On other hand, teacher response to effect of dropout on efficiency education were resulted in wastage of resources of education (3.77 mean), reduce human capital formation (3.00 mean), jeopardize political participation (3.73 mean), and increase crime rate (3.82 mean). Accordingly, student response indicated in table 8a above was dropout effect of quality education in the secondary schools were resulted in wastage of resources of education (3.35 mean), reduce human capital formation (3.32 mean), jeopardize political participation (3.58 mean), and increase crime rate (3.61 mean). Generally, table 8a above showed, that dropout effect on efficiency of secondary education were resulted in wastage of resource of education, reduce human capital formation, jeopardize political participation of citizens and crime rate increase were indicated. Dropout effect on efficiency of education mostly resulted in wastage of resource of education and increase crime rate in society.

Table 8b Effect of Dropout on Quality Education

No	Items	Respondents	SA	A	DA	SD	M	St.	V
1	Increase drug abuse	Principal	3	2			3.33	0.267	0.516
			50	33.3					
		Teacher	113	30			3.79	0.409	0.167
			79.	21					
		Students	116	256	4		3.30	0.231	0.481
			30.9	68.1	1.1				
2	Increase over enrolment of children	Principal	2	4			3.33	0.267	0.516
			33.3	66.7					
		Teacher	122	21			3.85	0.355	0.126
			85.3	14.7					
		Students	90	274	6	6	3.19	0.283	0.532
			23.9	72.9	1.6	1.6			
3	Increase mental and physical health problem	Principal	2	2	2		3.80	0.398	0.159
			33.3	33.3	33.3				
		Teacher	115	28			3.80	0.398	0.159
			80.4	19.6					
		Students	141	233	2		3.37	0.244	0.494
			37.6	62	0.5				
4	Produce unemployment and lower earning citizens	Principal	2	3	1		3.00	0.800	0.894
			33.3	50	16.7				
		Teacher	115	28			3.94	0.231	0.053
			94.4	5.6					
		Students	85	281	10		3.20	0.213	0.462
			22.6	74.7	2.7				

According to the table 8b above the perception of respondents (principal, teacher, and student) on different items related to the effect of students drop out on efficiency of education were rated. The table 8b revealed that principal respondent on students dropout of efficiency of education were increase children drug abuse (3.33 mean), increase over enrolment of children (3.33 mean), increase physical and mental health problem (3.8 mean), produce unemployment and lower earning citizens (3.00). The teacher respondents of dropout on efficiency of education rated were increase children drug abuse (3.79 mean), increase over enrolment of children (3.85 mean), increase physical and mental health problem (3.8 mean), and produce unemployment and lower earning citizens (3.94 mean).

On the same way student rate dropout effect on efficiency education were increase children drug abuse (3.3 mean), increase over enrolment of children (3.19 mean), increase physical and mental health problem (3.37 mean), and produce unemployment and lower earning citizens (3.2), which is possible to understand the effect of dropout on efficiency of education in West Wollegga secondary school were very high as drawn from the respondents. Furthermore, the analysis of table 8b above show drug abuse problem, over enrolment of students, mental and physical health problem, and unemployment and lower earning citizens were the major effect of dropout on quality of education in sample area of study. Generally, as the study investigated in West Wollegga Zone secondary school shows that the effects of dropout in secondary school education have been revealed that high dropout rates increased governments' expenditure costs that were used for the permanent reduction for poverty, especially for the Zone.

4.3.3. The Techniques to Improve Dropout

Table 9a the Technique to Improve Dropout

No	Items	Respondents	Response				M	St.	V
			SA	A	DA	SD			
1	Make school environment conducive area	Principal	4	2			3.67	0.516	0.267
			66.7	33.3	3				
		Teachers	121	19	2.1		3.83	0.433	0.188
			84.6	13.3					
		Students	169	185	3	19	3.34	0.738	0.545
			44.9	49.2	0.8	5.1			
2	Developing quality of teacher training	Principal	2	4			3.33	0.516	0.267
			33.3	66.7					
		Teachers	19	124			3.13	0.341	0.116
			13.3	86.7					
		Students	243	127	6		3.63	0.515	0.266
			64.6	33.8	1.6				
3	Develop reliable educational material	Principal	3	3			3.50	0.548	0.300
			50	50					
		Teachers	112	31			3.78	0.414	0.171
			78.3	21.7					
		Students	135	225	31	3	3.31	0.576	0.331
			35.9	59.8	3.5	0.8			
4	Reducing students absenteeism	Principal	2	3	1		3.17	0.753	0.567
			33.3	50	16.7				
		Teachers	105	35		3	3.69	0.584	0.341
			73.5	24.5		2.1			
		Students	181	188		7	3.44	0.600	0.360
			48.1	50		1.9			
34.6	64.9		0.5						

According to table 9a above indicate that the principal perceptions that help to improve student dropout from secondary school education were identified. The principal response were to make school environment conducive area (3.67mean), developing quality of teacher training (3.33 mean), develop reliable educational material (mean3.50), reducing students absenteeism (3.17 mean). Also teachers response on measure to improve students dropout in secondary school were to make school environment conducive area (3.83 mean), developing quality of teacher training (3.13 mean), develop reliable educational material (mean 3.78), reducing students absenteeism (3.69 mean). In addition to principal and teacher, students response were to make school environment conducive area (3.34 mean), developing quality of teacher training (3.63 mean), develop reliable educational material (mean 3.31), reducing students absenteeism (3.44 mean). Generally, according to table 9a above showed that students dropout in secondary schools education could be improved reducing absenteeism, make school environment conducive, develop quality of teacher training, develop reliable educational materials and etc. Ninety eight parents replied that nothing was done to improve students by Woreda education and secondary school level. And fourteen parents replied that there were endeavors from teachers and schools to stay students in school communication with parents and advice students to change their idea.

Table 9b the Technique to Improve Dropout

No	Items	Responde nts	SA	A	DA	SD	M	St.	V
1	Reducing teacher absenteeism	Principal	2	3	1		3.00	1.095	1.200
			33.3	50	16.7				
		Teachers	113	27		3	3.77	0.470	0.221
			79	18.9		2.1			
		Students	135	238	2	1	3.35	0.504	0.254
			35.9	63.3	0.5	0.3			
2	Reducing gender gap	Principal		6			3.00	0.00	0.00
				100					
		Teachers	96	37	10		3.60	0.618	0.382
			67.1	25.9	7				
		Students	133	239	2	2	3.34	0.517	0.267
			35.4	63.6	0.5	0.5			
3	Develop capacity or skill of school management.	Principal		6			4.00	0.00	0.00
				100					
		Teachers	88	52	3		3.59	0.534	0.285
			61.5	36.4	2.1				
		Students	128	228	20		3.29	0.559	0.312
			34	60.6	5.3				
4	Make school facilities suitable	Principal	2	4			3.33	0.516	0.267
			33.3	66.7					
		Teachers	76	63	4		3.50	0.555	0.308
			53.1	44.1	2.8				
		Students	138	235		3	3.35	0.526	0.276
			36.7	62.5		0.8			

According to table 9b above indicate different respondents rate, the measure to improve student dropout of secondary school education. Thus, principal responses to the measures reducing teacher absenteeism (3.00 mean), reducing gender gap (3.00 mean), develop capacity or skill of school management (4.00 mean), develop school facilities (3.33 mean) were the principal attitude to improve drop of students from secondary schools. On other hand, teachers also give their perception on the measures to improve students dropout in secondary school education that reducing teacher absenteeism (3.77 mean), reducing gender gap (3.60 mean), develop capacity or skill of school management (3.59 mean), and develop school facilities (3.5 mean). In the same thing students were also given responses related to the measures of students dropout to improve in secondary schools that, reducing teacher absenteeism (3.37 mean), reducing gender gap (3.31 mean), develop capacity or skill of school management (3.62 mean), and develop school facilities (3.39 mean). Generally, the participants response the items as their perception on measures to improve students dropout in secondary schools were reducing teacher absenteeism, reducing gender gap, develop capacity or skill of school management, develop school facilities and etc. were measures to improve students dropout in secondary school education.

Table 9c the Technique to Improve Dropout

No	Items	Respondents	SA	A	DA	SD	M	St.	V
1	Improving teaching methods	Principal	4	2			3.67	0.516	0.267
			66.7	16.7					
		Teachers	98	40	5		3.65	0.547	0.299
			86.5	28	3.5				
		Students	109	262	5		3.28	0.477	0.227
			29	69.7	1.3				
2	Improving inclusive education/special need education	Principal	2	3	1		3.00	1.095	1.200
			33.3	50	16.7				
		Teachers	111	32			3.78	0.418	0.175
			77.6	22.4					
		Students	136	234	5	1	3.34	0.518	0.269
			36.2	62.2	1.3	0.3			
3	Make awareness creation to parents of students.	Principal	1	4	1	1	3.00	0.983	0.967
			16.7	66.7	16.7	16.7			
		Teachers	111	29	3		3.76	0.478	0.228
			77.6	20.3	2.1				
		Students	130	244	2		3.34	0.486	0.236
			43.6	64.9	0.5				

Table9c above shows that principals rated the techniques with high agreement were improving teaching methods (3.67 mean), improving inclusive /special need/ education (3.00mean), make awareness creation to parents of students (3.00mean) are the techniques or mechanism to improving dropout in the secondary education schools as drawn from sample school principals.

According to teacher the measures or mechanism to improving teaching methods (3.65 mean), improving inclusive /special need/ education (3.78 mean), and make awareness creation to parents of students (3.76mean) were a technique rated to improve students dropout in the secondary school education as drawn from students respondents. As one can understand from the table, 9 above respondents of the research were rated the items related to improving these techniques to dropout means improving students drop out in the secondary schools of education. According to the parents interviewed measure that could be taken to reduce or to prevent dropout from school since the school and Woreda education were the agent nothing was done to tackle the problem. Thus, one can understand from it school and Woreda education were not given due attention to dropout. Generally, according table 9a to 9b above indicates respondents identified dropout prevention or techniques as a major that were found to be effective in the reduction of students drop out in the secondary education schools were develop skills or capacity of school management, to make school environment conducive area, develop reliable educational materials, improving teaching methods, reducing students absenteeism, reducing teacher absenteeism, make school facilities suitable, improving inclusive education, develop teacher training, awareness creation to parents of students and reducing gender gap were rated as a most effective in improving dropout of students in the secondary education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

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

5.1. Summary of the Major Findings

5.1.1. Summary

The general objective of this research was to identify the factors that influence students to dropout of schools and its impact on the secondary schools of West Wollegga Zone. And the research has attempted to answer the following basic questions.

1. What are the major factors that contribute to students' dropout in secondary schools of West Wollegga Zone?
2. What is magnitude of students' dropout of secondary schools of West Wollegga Zone?
3. To what extent dropout affects quality education in secondary schools of West Wollegga Zone?
4. What measures could be taken to reduce students' dropout in secondary schools of West Wollegga Zone?

The Data analysis resulted in the following major findings:

1. The majority 411(73.6 %) of respondents were males and remaining 226(26.4 %) were females. Besides, of respondents from grade majority 201(53.5 %) were grade 9 students. Regarding to the age of students respondents 203(54 %) were ≥ 17 years aged students. This indicates that there were yet a student who was averaged which is indirectly indicates prevailing of students' dropout especially in grade 9.
2. Regarding to the school principals 6(100 %) were males. This indicates there were no females as a school principals' position in schools administration and it calls series attention to encourages females in schools as a schools principals. The other for school principals were all school principals were non Ed.PM and were

BA/.BSc/Bed. Thus school principals to have minimum requirement for secondary school of Ethiopia were MA and should be graduated from Educational Planning and Management. This indicates that it needs series attention to solve this problem. Concerning work experiences of school principals 1(16.7 %), were 0_5 work experience, and 5(83.3%), were 6_12 years. Yet to be again there were no experienced school principal that needs greater attention to solve this problem

The Human Resource Recruitment and Development guideline of (MoE, 2002) indicate that the minimum educational requirement for secondary education school principals need to have at least a MA degree holder in Educational Planning and Management. Accordingly, the majority of school principals 6(100%) were first degree holders. So, the Zone has not met requirement the minimum level of qualified secondary schools principals while in the case of secondary schools teacher were met the minimum level of qualified teachers in secondary school at least of first degree holders that were 143 (100%) were first degree holders.

Trends of Students Dropout at Zone Level

1. The study revealed that trends of dropout in the secondary education of West Wollegga Zone were increasing.
2. The dropout rates of 2007_2008 E.C it was minimum increasing with between 2007 E.C and 2008 E.C. But, in 2009 dropout a trend of Wost Wollegga Zone was increased by dramatically changes.

Trends of Dropout at Woreda Level

1. The student drop out rates of Boji Chokersa Woreda and Gimbi town are increasing.
2. The student dropout rate of Boji Dirmaji Woreda is fluctuating in the consecutive three years.
3. The student dropout rates of males and females of Gimbi town are increasing trend in the consecutive three years.
4. Boji Dirmaji and Boji Chokersa both sexes is fluctuating trends of dropout rate in the three years.

Trends of Dropout at Secondary School Level

1. The Figa Kobera secondary school and the Amuma Henna secondary school dropout rate were decreasing.
2. The student dropout rate in Gimbi secondary school, Biftu Gimbi secondary school and Boji Chokersa secondary schools were increasing trends.
3. The student dropout rate in Boji Dirmaji secondary school was fluctuating.
4. The Gimbi secondary school and Biftu Gimbi secondary school of student dropout rate was increasing as a Woreda was increased.
5. The Figa Kobera secondary school of student dropout was decreased as a student dropout rate of Woreda was increased.
6. Amuma Henna secondary school of student dropout rate was mostly decreased.
7. The Boji Dirmaji secondary school was fluctuating as a student dropout rate of Woreda was fluctuated.

Factors contributing for Dropout

1. The study found that high students dropout rate were frequent absenteeism (3.68 mean), students lack of interest in learning (3.59 mean), disciplinary problem (3.64 mean), shortage of school facilities (3.49 mean), parents awareness in education (3.49 mean), families low standard of living (2.48 mean), inappropriate relationship between teachers and students (3.51 mean), health problem (3.53 mean), lack of counseling when facing problem at school (3.58 mean), pregnancy problem (3.41 mean), cultural impact (3.52 mean), and distance from school to home (3.67 mean) were disclosed to be mainly factors to students dropout in the West Wollegga secondary schools.
2. The majority of interviewees were replied that the major factor related to parents economic problem, disciplinary problem of students, distance from school to home, frequent absent, pregnancy problem were which criticized severely in the area of study.

Effects of Dropout on efficiency of Education

According to teachers, students, and principals attitudes of dropout effects on efficiency of education were resulted in wastage of resources of education, jeopardize human capital formation, increase crime rate, drug abuse, increment of over enrolment of children, physical and mental health problem, produce unemployment and lower earning citizens disclosed to shared attitudes of teachers, students, and principals on dropout effects of qualities of educations.

Technique to Improve Dropout

Based on the data obtained through questionnaire teachers, principals, students and interviews conducted with parents shows that students were better stay in school with, making conducive school environment, develop qualities of teacher training, develop reliable educational materials, reducing students absenteeism, reducing teacher absenteeism, reducing gender gap, develop capacity or skills of school management, making school facilities suitable, improving teaching methods, improving inclusive education, making awareness to students' parents have been strengthening all students from dropout and make to stay in school.

5.1.2. Conclusions

Based on the above findings, the following conclusion was drawn:

The extent of secondary school dropout rate is high in the study area. Because, high dropout of students are frequent absenteeism, student lack interest in learning, inappropriate relationship between teachers and student, and etc. There are effect a student dropout in West Wollegga Zone. This are wastage of educational resource, children participate in crime and increased crime rates are among the effect of dropout on efficient of education in West Wollegga Zone. The school leaders should be done to improve this problems are expressed. That is checking the students attendance per week, advice the students and discuss with teachers, students and parents may reduce a student dropout rate are possible solution in this area. The solutions are, discuss

with school communities, giving awareness for family and school societies, motivate the students for learning, strengthening educational team and creating conducive school environment may reduce a student dropout rate. Other solutions are, especially the school make rule and regulation on absentees and dropout of students, prepare school training and monitoring student progress in improve dropout rate. Generally, the measures to reduce a student dropout from secondary education are making school environment conducive area, developing quality of teacher training, reducing students absenteeism, develop capacity or skill of school management, and reducing teacher absenteeism are the technique or mechanisms to improve students dropout in secondary school education.

5.1.3. Recommendations

Based on the major findings and conclusions drawn:

In order to prevent dropout in secondary school of West Wollegga Zone several activities should be made within the Zone, Woreda, and schools. In order to reduce current student dropout in secondary schools education of West Wollegga Zone, the following recommendation were drawn from the findings.

1. According to the finding of the study indicated, one of the major causes for student dropout of secondary schools in the study area was socioeconomic constraints like families low standard of living. This lead students to involve in income generating activities because of parents failed to provide the necessary assistance for their children. Therefore, secondary school leader should give awareness among parents to consider the effects of lack of educational material support on their children's learning and making them responsible to offer the necessary support is the solution to minimize a student dropout in secondary education of West Wollegga Zone.

2. The finding indicated that, a school facility is one of the causes of student dropout in secondary schools of West Wollegga Zone. To be successful school, there should be health and comfortable school environment. A comfortable is also a combination of several different factors such as adequate usable breathing space, planting tree, water

supply, and so forth. Thus, health environment is the situation of complete physical, mental, and social wellbeing. Therefore, school leaders should be facilitate teaching learning process and create conducive school environment to reduce a student dropout in the study area.

3. From the study, the extent of a student dropout was high in the study area. Because, most of students lack of interest in education, frequent absenteeism, health problem, pregnancy problem, leads students to fail to dropout. So, the school leaders should be give guidance, motivating students, take measures on chronic absentees, discussing with students and school communities on a student dropout and facilitating teaching learning process can be reduce student dropout.

4. Experienced teachers were not selected to be a leadership position in secondary schools, whereas leaders should be more experienced about how school should be managed. It was shown in the findings that the school leaders were not experienced leaders and were no applied adequate activities in reducing a student dropout. In order to be effective needs more management skill. Therefore, the educational administrative of Zone should give training to empower school leaders and in future assign principals for the schools who are qualified in educational leadership to that position. Competent leadership able to adjusting to change, specially reducing student. Generally, increasing dropout rate in school, Woreda, Zone level initiate responsible bodies to design prevention programs and regarding to attitudes towards to drop out of students to school scientific justifications should be brought about a common sense between and among society who are benefited from school. Parents participate in school affairs and working effectively for making conducive learning environment. Counselors should have assigned from department of psychology. If continuous counseling for students on their economic, social, and psychological problems a students who are under risks of dropping out could get advantage and change their idea of the former dropping out of school.

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APPENDECES

APPENDIX A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Principals and Teachers.

Dear school principals /Teachers

The main purpose of this questionnaire is to collect information that will help to investigate factors related to the student's dropout in secondary schools of West Wollega Zone. It is truly academic study and in no ways affects you personally or organizationally because information supplied through this questionnaire will be treated in strict confidentiality and personal details will be kept unspecified. For the success of this study your genuine and timely responses are very important. Therefore, I kindly request your honest cooperation to fill this questionnaire.

Thank you for your cooperation

General direction:

- A. You do not need write your name
- B .Put a tick '√' mark on the space provided.
- C. Write additional options, if any, on the space provided.
- D. Please follow instructions provided for each part

Part I Back ground information

1. Name of the school _____

2. Woreda _____

3. Sex: Male Female

4. Your position in the school: Principal Teacher

5. Educational field of study: Ed.PM None Ed.PM

6. Your highest educational level: 10+3/12+2 BA/BSc/Bed

Certificate other information any

7. Work experience: 0_5 year 6_12 years ≥13 years

Part II. The following factors influence students to drop out them schools. Based on your judgment put the degree of contribution of each factor by putting an ‘x’ mark in a column you select.

No	Items	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
2.1	Frequent absenteeism				
2.2	Shortage of school facilities				
2.3	Disciplinary problem				
2.4	Parents lack of awareness in education				
2.5	Inappropriate relationships between teacher and students				
2.6	Student lack of interest in learning				
2.7	Pregnancy problem				
2.8	Families low standard of living				
2.9	Health problem				
2.10	Cultural impact				
2.11	Distance from school to home				
2.12	Lack of counseling when facing problem at school level				

3. The following items are about your attitude on the technique which helps to improve dropout rate in your school context. Based on your school situation judge the degree of contribution of each technique by putting an 'x' mark in the column you select.

No.	Items	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
3.1	Make school environment conducive area				
3.2	Developing quality of teacher training				
3.3	Develop reliable educational material				
3.4	Reducing students absenteeism				
3.5	Reducing teacher absenteeism				
3.6	Reducing gender gap				
3.7	Develop capacity or skill of school management.				
3.8	Make school facilities suitable				
3.9	Improving teaching methods				
3.10	Improving inclusive education/special need education				
3.11	Make awareness creation to parents of students.				

3. The following items are your attitude about the effect of dropout on efficient of education. Based on your school situation judge the degree of effect of dropout on efficient education and putting each effect by an 'x' mark in the column you select.

No	Items	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
4.1	Resulted in wastage of resources of education				
4.2	Jeopardize human capital formation				
4.3	Reduce political participation of citizen				
4.4	Increase crime rates				
4.5	Increase drug abuse				
4.6	Increase overage enrolment of children				
4.7	Increase mental and physical health problem				
4.8	Produce unemployment and lower earning citizens				

Part III. Please write extra factors that influence students to dropout that you know other than items listed in the above table.

APPENDECES

APPENDIX B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to be filled by Students.

Dear Students

The main purpose of this questionnaire is to collect information that will help to investigate factors related to the student's dropout in secondary schools of West Wollegga Zone. It is truly academic study and in no ways affects you personally or organizationally because information supplied through this questionnaire will be treated in strict confidentiality and personal details will be kept unspecified. For the success of this study your genuine and timely responses are very important. Therefore, I kindly request your honest cooperation to fill this questionnaire.

Thank you for your cooperation

General direction:

- A. You do not need write your name
- B .Put a tick '√' mark on the space provided.
- C. Write additional options, if any, on the space provided.
- D. Please follow instructions provided for each part

Part I Back ground information

1. Name of school _____
2. Woreda _____
3. Sex: Male Female
4. Age: 15 ≥ 15 16 ≥ 16 17 ≥ 17
5. Grade level: grade 9 Grade 10

Part II

2. Rate the following factors that favor students to drop out in your school. Based on your judgment put the degree of contribution of each factor by putting an 'x' mark in a column you select.

No	Items	Responses			
		Strongly agree	Agree	Disagree	Strongly disagree
2.1	Frequent absenteeism				
2.2	Shortage of school facilities				
2.3	Disciplinary problem				
2.4	Parents lack of awareness in education				
2.5	Inappropriate relationships between teacher and students				
2.6	Student lack of interest in learning				
2.7	Influence of peer groups				
2.8	Families low standard of living				
2.9	Health problem				
2.10	Cultural impact				
2.11	Distance from school to home				
2.12	Lack of counseling when facing problem in school level				

3. The following items are about your attitude on the technique which helps to improve dropout rate in your school context. Based on your school situation judge the degree of contribution of each technique by putting an 'x' mark in the column you select.

No.	Items	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
3.1	Make school environment conducive area				
3.2	Developing quality of teacher training				
3.3	Develop reliable educational material				
3.4	Reducing students absenteeism				
3.5	Reducing teacher absenteeism				
3.6	Reducing gender gap				
3.7	Develop capacity or skill of school management.				
3.8	Make school facilities suitable				
3.9	Improving teaching methods				
3.10	Improving inclusive education/special need education				
3.11	Make awareness creation to parents of students.				

4. The following items are your attitude about the effect of dropout on quality education. Based on your school situation judge the degree of effect of dropout on quality education and putting each effect by an 'x' mark in the column you select.

No	Items	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
4.1	Resulted in wastage of resources of education				
4.2	Jeopardize human capital formation				
4.3	Reduce political participation of citizen				
4.4	Increase crime rates				
4.5	Increase drug abuse				
4.6	Increase overage enrolment of children				
4.7	Increase mental and physical health problem				
4.8	Produce unemployment and lower earning citizens				

Part III. Please write extra factors that influence students to dropout that you know other than items listed in the above table.

APPENDECES

APPENDIX C

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide for Parents.

The researcher will briefly explain the purpose of the interview for the interviewee is to collect information that will help to investigate factors related to students to drop out in secondary schools of West Wollegga Zones. And, telling /explaining/ parents that their honest response is important for the success of the study.

Part I

Back ground information

1. School name _____

2. Woreda _____

3. Sex _____

4 Level of education _____

Part II

Interviewing question

1. What major factors do influence your children to leave schools?
2. Are there endeavors made to turn back students to school from
 - 2.1 Schools?
 - 2.2 Woreda education office?

APPENDECES

APPENDIX B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIE

DEPARTMENT OF EDUCATIONAL PLANNING AND

MANAGEMENT

Gaaffilee barattootaanguutaman.

Kabajamtoota barattootaa

Kaayyoo guddaan gaaffilee barreeffama kanaa Godina Wallaaggaa Lixaatti manneen barnootaa Sadarkaa 2ffaa kutaa 9ffaa fi 10ffaa keessaatti odeeffannoo barattootni barumsa isaanii gidduutti akka dhiisaniif wantoota sababa ta`an qorachuu ta`a. Dhugaa dhumatti qorannoo waa`ee barnootaa waan ta`eef karaa kamiinuu dhimma dhuunfaa keessaniifis ta`ee dhaabbata irratti miidhaa geessisuu danda`u tokkoyyuu hin qabu. Kanaafuu odeeffannoo kana ofitti amanamummaan Maqaa keessan utuu hin guutin waan gaafatamtan qofaa akka nuu guuttan isin gaafanna. Milkaa`ina qorannoo kanaaf dhugummaadhaafii yeroodhaan deebisuun keessan baay`ee barbaachisaadha. Walumaa galatti deggersa barbaachisaa gaaffii kana guutuudhaan akka nuuf gootan kabajaan isin gaafanna.

Deggersa keessaniifgalatoomaa.

Ajaja Waliigalaa:

- A. Maqaa guutuun hin barbaachisu.
- B. Mallattoo ‘√’ iddoo duwwaa kennametti guutaa.
- C. Odeeffannoo dabalataa iddoo duwwaa kennametti barreessa.
- D. Ajaja kennamee hordofuun baay`ee barbaachisaadha.

Ajaja I: Odeeffaannoo bu`uuraa

6. Maqaa Mana barumsaa _____
7. Maqaa Aanaa _____
8. Saala: Dhiira Dhalaa
9. Umrii: 15 ≥ 15 6 ≥ 16 17 ≥ 17
10. Sadarkaa barnootaa: Kutaa 9ffaa Kutaa 10ffaa

Ajaja II:

3. Kanneen armaan gadii keessaa barnoota gidduutti dhiisuu barattootaaf mana barumsaa keessan keessatti wantoota sababa ta`an adda baasaa. Murtii ofiikeessaniitiin sadarkaa isaanitti sababa ta`uu danda`an mallattoo`x` sararakenna keessatti gochuudhaan filadhaa deebisaa.

		Deebii			
		baay`ee itti walii gala	Ittan walii gala	Itti waliihi n galuhin galu	Tasuma yyuu itti walii hin galu
Lakk	Akaakuu gaafannoo				
2.1	Yeroobaay`ee mana barumsaa irraa ooluu				
2.2	Wantoota barnootaaf mijatoo ta`an manni barumsaa dhabuu				
2.3	Hanqina naamusaa				
2.4	Maatiin hubannaa waa`ee barnootaa dhabuu				
2.5	Hariiroon gaarii hin taanee barataa fi barsiisaa gidduu jiraachuu				

2.6	Fedhii barnootaa dhabuu barattootaa				
2.7	Dhiibbaa hiriya				
2.8	Maatiin barattootaa harka qal`eeyyii ta`uu				
2.9	Rakkoofayyaa				
2.10	Dhiibbaa aadaa				
2.11	Manni jireenya barattootaa mana barumsaa irraa fagaachuu				
2.12	Yeroo rakkoon mudatu barattootni sadarkaa mana barumsaatti gorsa dhabuu				

3. Gaaffileen armaan gadii Kun Tooftaa ittiin barnoota gidduutti dhiisuu barattootaa furaniidha. Tooftaawwan kanaa akka hubannaa keessaniitti sadarkaa isaan ittiin dhiibbaa gochuu danda’an mallattoo ‘x’ gochuutiin adda baasuudhaan guutaa deebisaa.

		Deebii			
		Baay`ee ittan wallgala	Ittan waliig ala	Itti waliihi n galu	Tasa itti walii hin galu
Lakk .	Akaakuu gaafannoo				
3.1	Naannoo mana barnootaa hawwataa fi mijataa gochuu.				
3.2	Qulqullina leenjii barattootaa guddisuu.				
3.3	Kitaabolee barnoota barattootaa hawwato qopheessuu.				
3.4	Barnoota irraa ooluu barattootaa xiqqeessuu.				

3.5	Barnoota irraa ooluu barsiisostaa xiqqeessuu.				
3.6	Hirmaannaa barattoota dubaraa dabaluu.				
3.7	Dandeettii fi Gahumsa qindeessota mana barumsaa cimsuu.				
3.8	Meeshaalee barnootaa hundaa guutuu				
3.9	Tooftaa barsiisuu fooyyeessuu.				
3.10	Barnoota fedhii addaa barnootaa barattootaatti hammachiisuu.				
3.11	Hubannoo maatii barattootaa barnoota irratti qaban guddisuu.				

3. Gaaffiiwwan armaan gadii Kun dhiibbaa barnoota gidduutti dhiisuun barattootaa qulqullina barnootaa irratti qabuudha. Dhiibbaawwan kana akka hubannaa keessaniitti sadarkaa kennuufiidhaan mallattoo ‘x’ gochuudhaan guutaa deebisaa.

Lakk	Akaakuu gaafannoo	Deebii			
		Baay’ee ittan waliigal a	Ittan walii gala	Itti walii hin galu	Tasayyuu itti walii hin galu
4.1	Bu’aansaa qabeenyaa barnootaa qisaasessuudha				
4.2	Humna nama baratee oomishuu xiqqeessa				
4.3	Hirmaannaa lammiilee siyaasa keessatti hirmaatanii xiqqeessa				
4.4	Namoota Yakka dalagan ni dabala				
4.5	Namoota Qiricha adoochaa				

	fayyadaman dabala				
4.6	Barattoota hirmaannaa dilboo barattoota dabala				
4.7	Namoota dhibee sammuu fi qaama dhukkubsatan ni baay'isa				
4.8	Namota hojii maleeyyii fi gatii xiqqaan hojjetan ni dabala				

Ajaja III:

3. Barnoota gidduutti dhiisuu barattootaaf mana barumsaa keessan keessatti wantoota sababa ta'an kan biroon yoo jiraate iddoo duwwaa kanaa gadiirratti barreessaa. _____

APPENDECES

APPENDIX C

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Gaaffiiafaaniimaatiibarattootaaf.

Qorataanqorannookanaa faayidaan gaafannoo afaanii Kun odeeffaannooGodina Wallaggaa Lixaatti Manneen barnootaa sadarkaa 2ffaa kutaa 9ffaa fi 10ffaa keessaatti barattootni barumsa isaanii gidduutti akka dhiisaniif wantoota sababa ta`uu danda`an qorachuuf ta`uu isaa gabaabinaan ni ibsaaf.Akkasumas maatiin barattootaa amanamummaan deebii gaaffii afaanii kanaa deebisuun isaanii qorannoo kanaaf dhimma murteessaa fi milkaa`ina qorannichaaf baay`eebarbaachisaata`uuniibsa.

Ajaja: I

Odeeffannoobu`uuraa.

1. Maqaa Mana barumsaa _____
2. Aanaa _____
3. Saala _____
4. Sadarkaa barnootaa _____

Ajaja: II

Gaaffilee gaafannoo afaanii:

1. Mucaan keessan barumsaa gidduutti akka dhiisuuf wantootni sababoota gurguddoo maal fa`ii?

2. Mucaa keessan akka gara mana barumsaatti deebiftaniif wanti yaalame jiraa?

Maal faadha?

2.2 Karaa manabarumsaatii Jiraa?

2.2Karaabarsiisotaatiin jiraa jiraa?