

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**DEMOGRAPHIC AND SOCIOECONOMIC DETERMINANTS OF
PRIMARY SCHOOL DROPOUTS IN ADDIS ABABA:
THE CASE OF AKAKI KALITY SUB CITY**



**BY
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Dropouts in Addis Ababa: The Case of Akaki Kality Sub-City***

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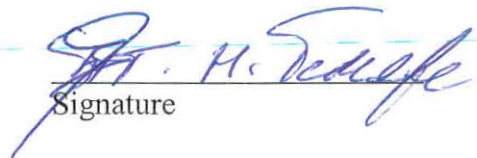
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ACRONYM

AAEB	Addis Ababa Education Bureau
AKSCA	Akaki Kaliti Sub City Administration
AKSCEB	Akaki Kaliti Sub City Education Bureau
CSA	Central Statistical Agency
EDHS	Ethiopian Demographic and Health Survey
FP	Family Planning
GER	Gross Enrollment Rate
MDGs	Millennium Development Goals
MOE	Ministry of Education
NER	Net Enrollment Rate
NGOs	Non Governmental Organizations
PEA	Primary Education for All
PIE	Pathfinder International Ethiopia
PTU	Parent Teachers Union
SPSS	Statistical Package for Social Scientist
TFR	Total Fertility Rate
UNICEF	United Nations International Children's Emergency Fund

ABSTRACT

This study examined the individual and household socioeconomic and demographic factors that determine the chances of children's dropping out of school before completing grade eight. It is conducted in the Akaki Kaliti sub-city, which is one of the peripheral sub-cities of Addis Ababa City Administration. Apart from identifying the main socioeconomic and demographic determinants of primary school drop out, the study attempts to forward detail accounts of individual and household characteristics related to children's dropout. Along the course of the investigation structured questionnaire and focus group discussion has been employed in order to collect the household survey data and other related factors. Besides these the combination of quantitative and qualitative methods has been used to analyze the determinants of children school dropout from primary school. The quantitative data analysis was undertaken by various statistical methods and logistic regression for the examination of the influence of the explanatory variables.

Concerning the findings of the study; parental education, age of the child and the household head, place of residence, the presence of younger children in the household shows significant effect on pupil's dropping out of school. Where as, sex of children and the household head, household size and the presence of primary school age children and elderly people in the household demonstrate insignificant effect for primary school dropout. Parallel to the quantitative analysis qualitative data are analysis and discussed separately and produce supportive conclusions. On the basis of the results the paper finally suggests possible solution for the reduction of the problem.

CHAPTER ONE

INTRODUCTION

1.1. Background

Ethiopia is known as one of the most ancient countries where literacy conducted continuously for a long period of time. Before commence of modern education, formal education was confined to a system of religious instruction organized and presented under the aegis of the Ethiopian Orthodox Tewahedo Church convincingly from the 4th century. Church schools prepared individuals for religious duties and social recognitions. In the same regard Koranic schools were also active in providing Islamic education to their community since their introduction to Ethiopia in the late Axumite time.

At the beginning of the twentieth century, the traditional education system's failure to meet the needs of the country for diplomacy, commerce, and industry led to the introduction of government-sponsored secular education. As a result the first public school to provide a western style education was opened in October 1908 under the name of Emperor Menelik II (Pankhurst, 1968). Since the introduction of this government sponsored public education most of the society has developed a positive attitude and acceptance towards education or modern education. Today, at the age of nearly one century of public education it has been have reached into a level of determining the national scholarship and life style.

Obviously! Education is a fundamental human right as well as the primary factor that catalyst for economic growth and human development, of which primary education is the foundation (World Bank, 1990). Experiences showed that a primary school education enhances individual capabilities to stay healthy, earn a better livelihood, have an effective voice in the community, control fertility, and be mobile socially and economically. Parents can benefit as well from their children's schooling through higher family income, economic support when they are old, greater social status and the improved marriage ability of their daughters. On top of that, the society gains to a large extent through increase in productivity and income as well as reduction in population growth (King and Hill, 1993).

According to MOE (2007) and World Bank (1990), primary education is critical to a nation's development, providing on average the highest public returns, to investments for the state, and the critical foundation for more advanced education and economic growth. Furthermore, the positive effect of education on agricultural production has been well documented in the various researches. These researches indicates that at least four years of primary schooling, other factors being constant, increases the products of agriculture by about 8% (Huddad cited in Adan,1993).

As mentioned before, the completion of primary school has been associated not only with large economic returns but also with many social and demographic returns, including lower fertility, lower infant and child mortality, better child health and education. Primary schooling is also associated with reductions in gender inequality within the family and later ages of marriage (Lloyd et al, 2000 and Rose and Al-Samaria, 2001). For example, Ikamari (2005) indicates that each additional level of education lowers the probability of first marriage significantly; as a result the first marriage was 24% lower for the women with primary education compared to no education in Kenya. Similarly in Ethiopia, by keeping other factors constant, women with some primary education married about half a year later than those without any education, while women with post primary education tended to postpone marriage by 2.5 years (World Bank, 2007). This report also indicates that: *“Providing all Ethiopian girls with at least four years of primary education by 2015 and assuming that about half of all 15-19 year old women would have some secondary education. By 2030 it is estimated to reduce TFR by more than two children per woman.”*

In order to observe the changes and see the contribution of primary education, most of the less developed countries have devoted substantial proportions of their resources to the expansion of primary education and improvement of primary school enrolment (Levy, 1971 and World Bank, 2003). This expansion is believed to contribute to economic development and demographic change by producing primary school graduates who can either enter the labor force with basic literacy and computational skills or who can go on to secondary education to meet high level manpower objectives. And also these countries are devoting their effort to meet one of the MDGs¹, which is primary education for all. But in many of these countries, the cost of attaining

¹ Millennium development Goals

primary education objectives has increased because only a small proportion of the increasing number of children entering school complete the primary cycle (Huisman and Smits, 2009; Adane, 1993 and Levy, 1971).

Like other developing countries, Ethiopia suffers from the dropout problem. According to MOE (2007) annual report more than 37% and 58% of primary school children did not have the chance to continue to grade 5 and grade 8 respectively. Thus, if Ethiopia is to adopt effective policies to reduce dropout rates and thereby improve the efficiency of its school systems, it must identify the socioeconomic and demographic factors which influence the dropout rate.

1.2. Statement of the Problem

School completion plays a crucial role in shaping a child's future economic opportunities and social progress and also has wider implications for a country's human development objectives. On the contrary, grade repetition and school dropouts are the main obstacles which hold back the achievement of these objectives sector (Tadesse, 1974; Adane, 1993; World Bank, 2005 and MOE, 2007). The problem of dropout and grade repetition is usually associated with inefficiency of schooling system, socioeconomic, demographic and health status of households and the children themselves. Numerous studies on school dropout in Ethiopia are conducted in both rural and urban areas. The results of these studies show that there are very serious problems in all area where the data are collected. But still there is a gap of information from a very specific area especially urban area like Addis Ababa; with vary tangible and very recent problem identification that enable the government and responsible organizations² to create solutions that may alleviate the problem or reduce to a measurable degree.

In Addis Ababa, according to AAEB 2008-09 report the number of primary school students who quit their primary education before reaching the end of the academic year increased from 15,193 (3.89%) in the year 2007-08 and to 17,618 (4.53%) in the year 2008-09. However, the number of students who registered in 2007-08 academic year was lager than that of registered in 2008-09. This means, there is a continuous increment in the magnitude or rate of drop out. This, in turns demanded strong investigations in order to alleviate the situation. Accordingly identifying the main determinants of school dropouts will be helpful for macro and micro level development

² NGO's that work on the issue of child education, Schools, international institutes like UNESCO and the like

strategies. Detailed studies have not been undertaken in the area to examine the determinants of dropout. Therefore, this study seeks to identify some of the significant socioeconomic and demographic characteristics of the community, individuals and households that determine the probability of children's primary school dropout in Akaki Kality sub city of Addis Ababa.

Akaki Kality sub city is integrated as part of the Addis Ababa administrative region and recently considered as one of the six peripheral sub cities. From the socio-demographic perspective this area is known as the highly concentrated industrial region of the Addis Ababa in particular and the country at large. The sub city is classified as the area in which high level industrial and agricultural investments are expanded; as a result most of the inhabitants are directly or indirectly related to these sectors. According to the administrative office of the sub city report; except few exceptions most of the permanent residents of the locality are daily laborers, factory workers, and agricultural related. They run their daily life with low individual income and low level of facilities. On top of these the living style of most neighborhoods resembles highly with that of the rural areas than to the urban life (AKSCA, 2009). Consequently the area manifests relatively high primary school dropout among the peripheral sub cities of Addis Ababa (Educational Annual report of each sub cities). In order to address this, the paper will answer the following research questions:

- a) What are the main household and individual socioeconomic determinants that result in school dropout at a primary level?
- b) What are the major household and individual demographic factors that contribute for school dropout at a primary level?

1.3 Objective of the Study

1.3.1 General Objective

The general objective of this study is to explore the main socioeconomic and demographic determinants of primary school dropout.

1.3.2 Specific Objectives

- To examine the influences of age and sex of the household heads on school dropout
- To assess the effect of family size on school dropout
- To examine school dropout differentials by age and sex of the individuals.

- To explore the relationship between parents' /household heads' educational status and school dropout
- To examine the effect of demand for child labor on school dropout

1.4. Hypotheses

- Children who have younger siblings are less likely to complete primary school than their counterparts
- Parental education has a negative association with school dropout
- Children live with both parents are less likely to dropped out than children live with one of their parents or other relatives or guardians.
- Household demand for child labor has a positive relation with school dropout.
- Children's dropping out of school differ by their sex and also by sex of head of the household.

1.5. Significance of the Study

The study as an outcome is believed to contribute its share in bringing about changes in the attitude of the different parts of the society towards determinants of primary school dropout. In simple words, children's school dropout will be reduced as a result of assessing the reasons behind their actual problems. On the other hand, this study will be helpful for the strategies to be identified by concerned authorities to alleviate or reduce the problem. Furthermore, the study will provide supplementary document for future researchers that further similar study related to primary school dropouts.

1.6. Scope of the Study

Basically the research focuses on Socioeconomic and Demographic Determinants of Primary School Dropouts in Akaki Kaliti sub city of Addis Ababa. Therefore, the research is strictly limited to the investigation of some determining factors for school drop out in the specific place mentioned and to show the general situation regions of the condition of the country.

CHAPTER TWO

REVIEW OF THE RELATED LITRATURE

2.1. Primary Schooling and Primary School Enrollment in Ethiopia

Primary schooling and primary school enrollment in Ethiopia have shown a rapid increment since 1974 (Adane, 1993). Even if the GER in the country starts improvement since a long ago, it was the lowest in the world in 90th, the primary GER⁵ of 24 percent in 1994/95 (29 percent for boys and 19 percent for girls) was considerably lower than the average for sub-Saharan Africa (74 percent in that year). Although subsequent improvements in the gross enrollment rate are evident (increasing to 46 percent by 1998/99), it is also apparent that the gender gap has been widening, with boys' gross enrollment ratio increasing to 56 percent, compared with an increase to only 35 percent for girls (Rose and Al-Samaria, 2001). The 2006/07 annual report of MOE⁶ indicates that the GER in 2006/07 which is 27.3 percentage points above the value for 2002/03 (increases from 64.4% and 2002-03 to 91.7% in 2006-07) and the gender gap becoming close in 2006-07 compared with the previous years (98% for boys and 85.1% for girls).

Concerning primary school NER⁷, it also showed an increment from year 1994/5 to 2006/7. According to MOE annual reports the primary NER was 17.8% (20.7% for boys and 14.7% for girls) in year 1994/5, but after the five years in the year 2000/01 increases to 48.8% (55.7% for boys and 41.7% for girls) and also this increment continued for the next five years in the year 2006/07, it was 79.1% (82.6% for boys and 75.5% for girls) (MOE, 2007/08 and Chaudhury et al (2006).

Notwithstanding these, early dropouts are a widespread phenomenon in developing countries like Ethiopia (Carlson 2002 and World Bank, 2003). However, primary school dropout rates in 1999/00 almost doubled in 2003/04 from 9 per cent to 19.2 percent in Ethiopia, although this figure declined to 12.4 per cent in 2004/05 and 2008/09 (MOE, 2007/08 and 2008/09).

⁵ Gross enrollment rate

⁶ Ministry of education

⁷ Net enrollment rate

2.2. Education and Demographic Process

Education has a significant direct and indirect relationship with demographic events: Fertility and Mortality.

2.2.1. Education and Fertility

Education is a key factor for a country development and also reducing excesses in fertility rates, creating a social environment that improve productive investment and making workers more productive. Several studies revealed that educational level of individuals/ aggregate level educational attainment has a negative association with fertility. Studies conducted by Ainsworth et al, 1996; Kravdal, 2000 and 2002; Bauer et al, 2006 and Tuman et al, 2007 describes the association or effect of education on fertility through four main channels:

1. By elevating the opportunity cost of women's time in rearing children, schooling raises the "price" of children (who are time-intensive) as well as the wage that women can earn in the work force. The wage benefits of schooling may also induce women to get more schooling, thereby delaying the onset of childbearing. This is likely to result in lower fertility and higher rates of female participation in the labor force.
2. By increasing contraceptive use. Educated women can learn about and use contraception more effectively than uneducated women, reducing the number of unwanted pregnancies, because they are more able to understand what they hear or learn and also they have access to information than that of their counterparts. Related to men's education and contraceptive use Aynalem (2005) indicates that the higher the level of education the more the knowledge of contraception and also they allow their wives to use or to use male methods themselves. This is due to the fact that educated men have more information about family planning through reading of newspapers, magazines and can have access to the source of such materials than their counterparts.
3. By delaying age at marriage. women's, especially who attend post high school and college education may spend their reproductive age in school before they form a family. So, it may reduce the exposure to childbearing.
4. By lowering infant and child mortality. More educated women may have better information about health; by increasing awareness of the importance of food care, balanced nutrition, and personal hygiene or cleaning standards which can reduce child mortality.

2.2.2. Education and Mortality

Mortality is one of the demographic events which are negatively associated with education. The individual level or community level education has a significant influence on mortality. Individuals or a community with some education may reduce mortality by improving the health status of them selves or others through better nutrition, higher prevalence of vaccination, creating hygienic environment, creating more appropriate home care in case of disease, and improving their ability to communicate with health workers. Related to this Gyimah (2003) indicates that highly educated mothers protect their children against diarrhea much better under unhygienic circumstances than their less educated counterparts. They are more able to create a hygienic environment by their own because educated women are regularly exposed to the importance of hygiene and nutrition, therefore, children of educated mothers are 38 percent less likely to get diarrhea compared to those whose mothers are less educated. In addition to this Kravdal (2004) demonstrates the effect of community education on child mortality is that, a high average education increases the mother's use of preventive services during pregnancy, makes it more likely that the child is vaccinated and given vitamin A supplementation, reduces the risk of diarrhea, makes treatment of children with diarrhea more appropriate, and makes her more inclined to give a 6 to 11 month old child both solid food and breast milk.

2.3. Socioeconomic and Demographic Determinants

Different institutions and individual researchers have been doing studies regarding school dropout and its determinants. This section contains the review of different studies that are related to the current study. The literature indicates that dropout of children from school depends on a number of factors related to socioeconomic and demographic characteristics of the child, the household and the community in which the child is living, and policy factors. But this study will concentrate more on the child and household socioeconomic and demographic determinants, so the literatures which gave more emphasis on household and individual determinants are reviewed here.

2.3.1. Socioeconomic Determinants

2.3.1.1. Parent Education

The academic attainment of parents enhances positive attitudinal change towards children's education, and also they send more children to school and keep them longer than uneducated parents (Chernichovsky, 1985 and Resheda and Russell, 2005).

Because educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital-intensive activities yielding high returns to education (Leclercq, 2001).

In addition, having parents with more years of schooling is an absolute advantage for young children to remain in school and complete. High academic attainment of a mother and father significantly reduce chances of primary school dropout for both girls and boys in rural and urban areas (Mike et al, 2008; Hill and King, 1993 and Shrestha et al, 1986). Related to this Haveman et al, (1991) indicate that having a father with some college education increases the probability that the child will graduate from high school by 14% over the base probability; having a mother with college degree makes the child's graduation from high school a virtual certainty.

In some studies it is the father's education that appears to make a difference; in the others, it is the mother's. For instance, a study by Bustillo (1993) confirms that the mother's level of education had a greater impact on her children's schooling than did that of the male in the household and a study by Khan (1993) indicates the reverse.

In addition, education of the heads of the household is one of the serious factors that affect educational participation of children in households which neither of parents are a head of the household. A study by Lloyd and Blanc (1996) demonstrated that the more educated the head, the more likely that a child living in the household will be attending school currently and, if she/he ever attended, will have complete grade four. Similarly, the education of other household members, besides, also matters in determining final decisions about children's education.

2.3.1.2. Family Occupation

Occupation of parents or the head of the family is another crucial factor which can determine the attainment of children in school and their stay in the school. Bustillo (1993: pp. 197-198) demonstrated that children of farmers had fewer years of schooling than children of parents with white-collar jobs had. If a mother had a white-collar job, her sons were in school 0.6 years longer and her daughters 1.1 years longer than children with mothers with the farm sector; and if a father had a white collar job instead of working in the farm sector, his sons and daughters were in school 1.1 and 1.4 years longer, respectively. In addition, Tansel (1998) stated that a father being self employed reduces the probability of his son continuing middle and high school because he wants his child to be engaged in activities which can support his job rather than devoting his time in school or studying.

2.3.1.3. Demand for Children's Labor

Demand for children's labor is another important reason for not enrolling in and dropping out of school, in Biazen and Junge cited in Hyde (1993) indicate that household duties are the primary cause of school absenteeism, which is the major determinant of school dropout. On the other hand Rose and Al-Samarrie (2001) demonstrated that proxy for opportunity costs (work for the household) appear to have a limited effect on attendance and completion. Besides this the other studies showed that household demand for child labor differs in gender and place of residence. In Ethiopia labor demands fall more heavily on boys than on girls (Hyde, 1993 and Tassew, 2008). Similarly, Bustillo (1993) demonstrate that boy are less likely to enroll in school, tend to have lower attainment levels, and having significantly higher probability of dropping out of school than girls as a result of higher opportunity cost.

In contrary, Rose and Al-Samarrie (2001) indicates that the burden of work on girls is very significantly different from boys, regardless of whether or not they are in school, which implies that the opportunity cost of girls' time for the family is considerably higher than that of boys'. Moreover, the demand for children's labor is generally higher in rural than in urban areas and is the most pressing among low income households (Chernichovsky, 1985 and Bustillo, 1993). Related to this EDHS (2005) shows the effect of place of residence on the dropout of school of children; in all grade levels dropout rates are much higher for rural than urban children.

the parental investment in them is lost this therefore push parents to withdraw their daughters from school. But, differently a study conducted by Mike et al in Uganda indicates that the gender of individuals doesn't have a significant influence on their educational attainments Mike et al (2008).

Age has a significant and positive effect on the probability of a child dropping out of school, (Tassew, 2008; and Chernichovsky, 1985) suggest that compared with their younger siblings, older children show a growing tendency with age to quit school. It is because if children are attending school when they are relatively old (for their grade), parents are less willing to support their children's education. Rose and Al-Samarrai (2001) and Mike (2008) indicated that girls in particular are more likely to be withdrawn from school when they reach puberty due to early marriage and pregnancy.

Age and sex of a head of a household are also the main household demographic characteristics which can affect the educational achievement of children in the household. A study by Mike et al (2008) stated that when the age of the head increases, the probability of a child dropping out of school reduces. A household headed by a mother or a female has a significant negative effect on children's school dropout, Lloyd and Blanc (1996) indicates that children are significantly more likely to have ever enrolled in school if their mother is the head of the household in which they reside. Similarly, households headed by educated females are more likely to send girls as well as boys to school, and to keep them there longer, than households headed by uneducated females or by males (Chernichovsky, 1985). According to the findings of different scholars mothers and aged people expect more social and economic returns from their children's education at later age than fathers and young parents where as a study by Rose and Al-Samarrie (2001) suggested that children appear to be less likely to attend and complete school if they live in female headed households, because most of the time households lead by female heads are economically weak relative to that of male headed households.

2.3.2.2. Family Composition

The extensive use of children labor has obvious impediment for school enrollment. Chernichovsky (1985) showed that the enrollment of children influenced by the presence in the home of elderly people and by the household's possession of capital that may involve children in income producing activities. In this study children were more likely to be enrolled and attempt

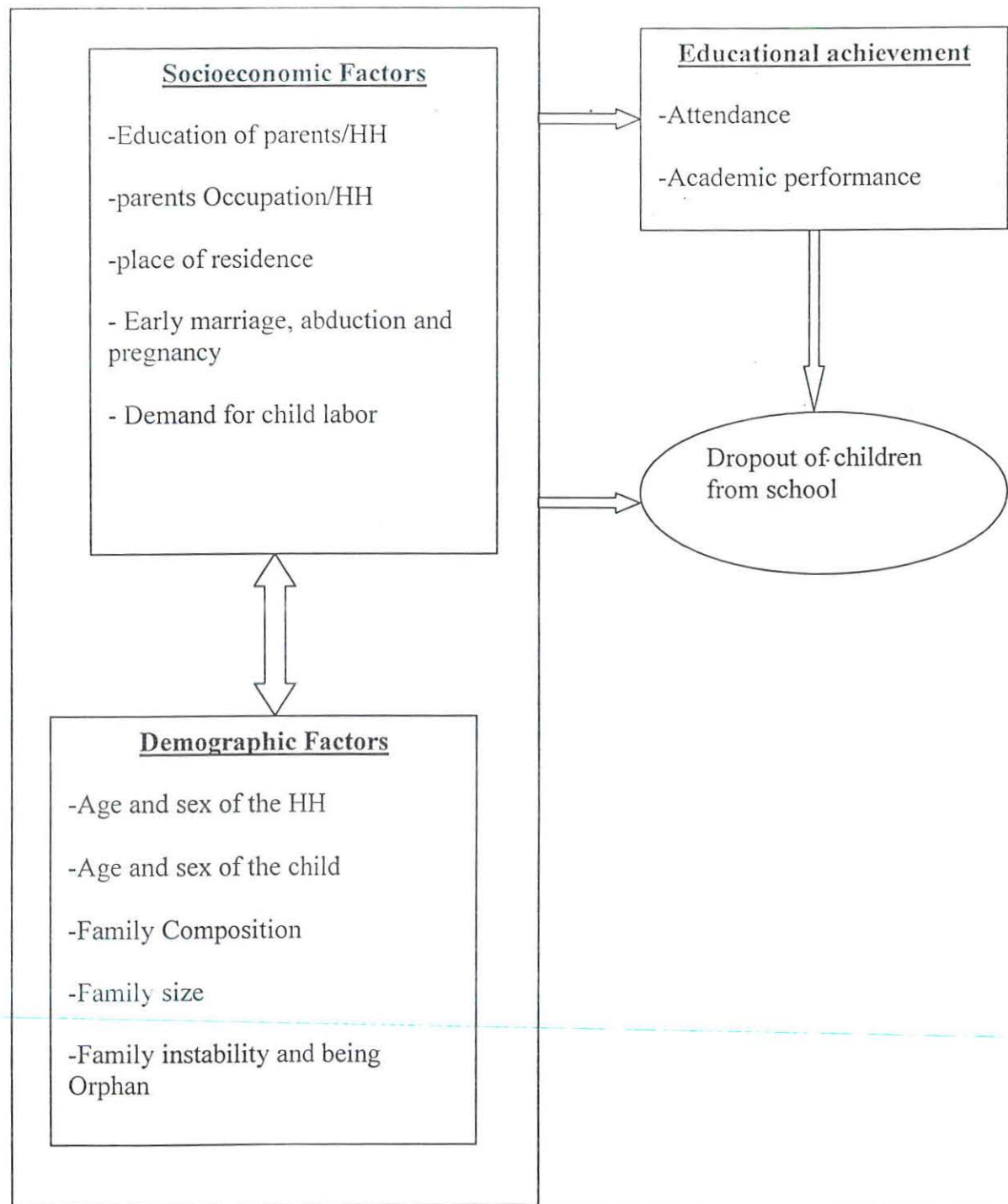
divorced or separated mothers have internalizing problems, such as anxiety or depression. When these effects are not treated properly or given attentions; children's of such situation soon or later dropout the school.

2.4. Conceptual Framework

Conceptual framework shows the interrelationship of socioeconomic and demographic factors and dropping out of school. The dependent variable that constitutes the conceptual framework for this study is dropping out of children from school. This dependent variable is affected by different demographic and socioeconomic factors.

The demographic factors that determine primary school dropout are: age of the child, age of the household head, family composition, household size and family instability. And the socioeconomic factors such as: education of parents/ household heads, occupation of parents/ household heads, place of residence, demand for child labor, pregnancy, early marriage and abduction. In the conceptual framework the arrows reveal the impact of the independent variables on the dependent variable. Each independent variable was expected to affect the dependent variable directly or indirectly by affecting educational achievements of the pupil's.

Figure 1: Conceptual Frame work



Source: Mike et al (2008) with some modification of the researcher

CHAPTER THREE

METHODOLOGY

3.1. Study Area

Akaki Kality sub city is one of the sub cities of Addis Ababa and also it is among the peripheral six sub cities. The sub city is bordered by Bole Sub City to north east, Nefas Silk-Lafto Sub City to North and North West and Oromia region to South. Its area coverage is estimated to be 1,288,877 hectares. According to CSA (2007) population and housing census, in 2007 the area has reached a population of 181202 out of which 88,678 (48.9%) are males and the remaining 92,526 (51.1%) are females. Akaki Kality sub city is the industrial zone of Addis Ababa and also the country. 60% of the country and 80% of the Addis Ababa city industries are found in this sub city. Related to the availability of daily labor work most of the population is daily laborer and has low economic status and living standard (AKSCA, 2008/09).

In AKSC there are 98 KG, 54 elementary schools, 10 secondary, 5 preparatory and 14 vocational schools. Among the elementary schools: 12 of which are government schools, 4 public and 38 private schools. Considering the annual educational report of each sub cities; this sub city is characterized by high primary school dropout compared to other peripheral sub cities of Addis Ababa which are Kolfa-Keranio Sub city, Gulela Sub city, Nefas silk Lafeto sub city and Akaki Kality Sub city.

Table: 1 Primary School (1-8) enrollment and dropout over the last three years in AKSC

Academic Year	Students Registered for the Academic Year			Dropout of Students		
	Male	Female	Total	Male	Female	Total
1999 EC	13964	14930	28894	1889	2036	3925
2000 EC	14378	15663	30041	1098	1147	2245
2001 EC	14457	15918	30375	1129	988	2117

The above table shows the magnitude of dropout as compared with the amount of students registered through the last three years. Although, the very recent data collected from the sub-city describes the continuous and decline in number of dropout it still points out the existence of the problem in the capital. The other considerable feature one can discover form the data is the

inconsistency of the rate at which the drop out decrease from year to year. Numerically the amount of decrease between the year 1999 EC and the Year 2000 EC is different from that of the year between 2000 EC and 2001 EC. Apparently, the irregularity of the decline is highly visible when one takes the magnitude between the gender groups. This irregularity shows the inconsistency of different measures taken to reduce drop out from schools. Parallel with the growing rate of girls registration and, the rapid decline of dropout girls than their fellow boy students shows that great attentions given to girls education in the last few years. Generally, if the education office and the respective schools of the sub-city preserve their effort of promoting the registration of children and try to continue tackling drop out regularly, they may predictably reach into a period where there will be illegible dropout case.

3.2. Sampling Design and Sample Determination

The study used cross sectional study design to collect the data. And to collect the data determining the appropriate sample size is important. Thus, sample size depends on the total number of population, the level of confidence interval and the maximum deviation from true population that can be tolerated in the study. Depending on this, the sample size determined based on the formula proposed by Bartlett et al (2001):

$$n = \frac{Z_{\alpha/2}^2 pq}{\epsilon^2}, \text{ where:}$$

n=the desired sample size

p=primary school dropout rate

q=1-p

z=the normal deviation which corresponds to the 95% confidence level.

Since p=0.5 and q=1-p=1-0.5=0.5

$$n = (1.96^2 \times 0.5 \times 0.5) / (0.05^2) + 5\% \text{ contingency}$$

$$= 384 + 19 = 403$$

But, among the 403 samples 390 were included in the analysis with 13 rejected samples, due to incomplete answer. And out of the 390 samples 322 samples were Non-dropouts, where as 68 of them were dropouts. The rational to do this is described in the sampling procedure.

3.3. Sampling Procedure

The survey included only government and public school students, because as the researcher was informed its earlier assessment (Pre-survey), private schools did not have dropout last year. The method used during the pre-survey was to make a small sample assessment and made an interview with the respective directors of some of the existing private schools. Consequently, the interviewee assured that there was no dropout case in their particular schools. At this level the sample which was taken to represent the private schools of the sub-city was sufficient to conclude the absent of drop out in private schools at least in the last year. Even if, studying the cause behind it was out of the scope of this study the researcher tried to put some of it which, mentioned by respondents. The reason suggested by the respondents was first, most of the students enrolled in the Private schools belong to families with better economic status. And if they feel to afford the level of private school fees the can at least send their children to government schools. In the conditions where very few families found to be unable to cover the school fee there is a possibility in which the schools it self can sponsor to a certain level. Selecting sample students from government and public schools, multistage sampling procedure was employed. **First**, by stratified random sampling primary schools in the sub city were divided into two strata (government school and Public schools); and then the sample were distributed based on the number of students in each stratum (87% from government school and 13% from public schools). **Second**, sample schools were selected from each stratum depending on the criteria:

- 1) Size of the school
- 2) Student/ section ratio
- 3) Student/teacher ratio
- 4) Repetition rate (based on 2000 E.C AAEB annual abstract report) and then Sample were distributed into the sample schools based on the number of students in 2008/09 academic year in each school.

Third, by using 2008/09 academic year rosters from each school samples were selected by systematic random sampling. Students included in sample selection are those of who have defined address and aged ten and above. The researcher specify the ages of the students due to the fact that, if they are aged below ten they would be very young and may not be able to give information which the researcher demanded.



The questionnaire originally was prepared in English language. But respondents should know and talk about the research objective in their language, which they can understand. Therefore, the questionnaire was supposed to be translated into Amharic. In the other way the translation of the questionnaire into Amharic facilitates not only the process of data collection and drawing the attention of the respondents but also create a smooth and clear communication with the data collector i.e. the researcher; in the course data collection. Apparently, the language enabled the respondent students and their respective parents express their ideas comfortably and willingly.

And secondary data was obtained from relevant institutions records, studies, documents, books and journals. These documents are available in the hard copies as printed forms and as electronic copies. It should be noted that very few journals are available in hard especially for Demography, therefore the researcher was obliged to use internet as my best alternative.

3.5. Method of Analysis

The analysis examined one basic dependent variable, which is dropout of children from school by using data collected from the fieldwork. Descriptive and inferential statistics is used in order to easily summarize the data by describing what was observed in the sample numerically. And to examine the interrelation between the dependent variable and independent variables bi-variate analysis (X^2 statistical testing) is applied. In addition to these, to examine the effects of each predictor variables on the dependent variable, logistic regression is applied; because of the dichotomous nature of the dependent variable. Walker, (1996) states that the logistic regression analytical technique is appropriate for investigating the effects of independent variables on the dependent variable which has dichotomous nature.

3.6. Variables included in the Analysis

3.6.1. Dependent Variable

Table 2 dependent variable

Variable	Label	Value
y	Educational Status of students	1= dropout 0= non dropout

3.6.2. Independent Variables

Table 3: Socioeconomic variables

Variables	Label	Value
x_1	Place of residence ⁹	1. Urban 2. Rural
x_2	Father education ¹⁰	1. No education 2. Primary 3. Secondary and above
x_3	Mother education	1. No education 2. Primary 3. Secondary and above
x_4	Father occupation ¹¹	1. Farmer 2. Merchant 3. Government/private employ 4. Daily laborer
x_5	Mother occupation	1. Farmer 2. Merchant 3. Government/private employs 4. Daily laborer 5. Housewife
x_6	Education of Head	1. No education 2. Primary 3. Secondary and above
x_7	Occupation of Head	1. Farmer 2. Merchant 3. Government/private employs 4. Daily laborer 5. Housewife

Table 4: Demographic Variables

Variable	Label	Value
x_8	Sex of pupil	1. Male 2. Female
x_9	Sex of Household head	1. Male 2. Female
x_{10}	Age of the pupil	1. 10-14 2. 15-16 3. 17+
x_{11}	Age of the household head	1. <30 2. 30-44 3. 45-49 4. 50+
x_{12}	Age at starting school	1. Age >7 2. Age =7 3. Age <7
x_{13}	Household size	1. ≤5 2. 6-7 3. 8+
x_{14}	Presence of children under age 5	1. Yes 2. No
x_{15}	Presence of children aged 7-14	1. Yes 2. No
x_{16}	Presence of elderly(60+)	1. Yes 2. No
x_{17}	Living with whom	1. With both parents 2. With one of the parents 3. With others
x_{18}	Marital status of the Head	1. Married 2. Divorced 3. widowed
x_{19}	Family Type	1. Nuclear 2. Extended

⁹ Due the geographical position of the Sub-city; I. e the peripheral sub-city of Addis Ababa the value include both rural and urban citizens

¹⁰ The range of educational back ground taken from No Education which means No formal education, and since the number of fathers and mothers attended higher education is included with secondary and above

¹¹ Fathers and Mothers occupation includes farmers as a result of the geographical location of the Sub-city

CHAPTER FOUR

ANALYSIS, INTERPRETATIONS AND DISCUSSION

This chapter presents the discussions and findings of the descriptive, bi-variate, and multivariate analysis of individual, household and community factors that determine the probability of children dropping out of school.

4.1. Descriptive Analysis and Interpretation of the Data

The descriptive analysis presents the general characteristics of the sample in which the study was conducted. Each data is measured equally and tabulated according to the frequency and enumerated in percentage.

Table 5: Socioeconomic Characteristics

Factors	Categories	Frequencies	Percent (%)
Place of residence	Urban	322	82.6
	Rural	68	17.4
Father education	No education	122	31.3
	Primary	106	27.2
	Secondary and above	162	41.5
Mother education	No education	151	38.7
	Primary	111	28.5
	Secondary and above	128	32.8
Father occupation	Farmer	108	27.7
	Merchant	58	14.9
	Government/private employ	177	45.4
	Daily laborer	47	12.1
Mother Occupation	Farmer	93	23.8
	Merchant	45	11.5
	Government/private employ	103	26.4
	Daily laborer	34	8.7
	House wife	115	29.5
Educational Status of the Head	Secondary and Above	156	40.0
	No Education	128	32.8
	Primary	106	27.2
Occupation of the Head	House Wife	22	5.6
	Farmer	85	21.8
	Merchant	63	16.2
	Government/ Private Employees	156	40.0
	Daily Laborer	64	16.4
Abduction	Yes	65	16.7
	No	293	75.1
	DK	32	8.2
Sexual Harassment	Yes	126	32.3
	No	237	60.8
	DK	27	6.9
Who is participating more in household and field work?	Girls	65	16.7
	Boys	41	10.5
	Both	208	53.3
	DK ¹²	76	19.5

¹² DK refers to respondent who said "I Do not Know"

4.1.1. Place of Residence

The above table show. large proportion of sample children (82.6 percent) are reside in urban households while small number of children (17.4 percent) resides in rural areas.

4.1.2. Educational Status of Father and Mother

Educational level is defined here as the highest level of schooling attended by father and mother. As it is mentioned earlier in the literature part. parental education is both an indicator of socioeconomic status and an important influence on parental perceptions of the benefits of schooling. Most of the parents of those sampled, especially mothers, has elementary education (28.5 percent) or below elementary education (38.7) the remainder 32.8 percent are educated up to secondary and had some college education. With regard to father education 41.5 percent of them have secondary and higher education, 31.3 percent have no education and 27.2 have primary education (Table 5).

4.1.3. Occupation of Parents and the Household Heads

The same table 5 shows, 45.4 percent pupil were born from fathers who are engaged in government/private employees, 23.8 percent were born from fathers who are farmers and the rest 14.5 percent and 12.1 percent were born from fathers who are merchants and daily laborer respectively. Concerning mothers' occupation 29 percent of them are housewives, 26.4 percent are government /private employees, 23.8 are farmers and the rest are merchants (11.3 percent) and daily laborers (8.7 percent).

The result in table 5 also indicates 40 percent of the heads of the households received secondary education and above and the rest 32.8 percent and 27.2 percent have received no education and primary education respectively. And also 40 percent of them are government employees or private organizations and the remaining are farmers (21.8 percent), daily laborers (16.4 percent), merchants (16.2 percent) and housewives (5.6 percent).

4.1.4. Are Abduction and Sexual Harassment the causes of Girls School Dropout in the Community?

Majority of parents (75.1 percent) indicates that abduction is not the major cause of dropout in their community, but 16.7 percent of the respondents demonstrate that abduction is the major cause of dropout. And also large proportion of parents (60.8 percent) indicates that SH¹³ is not the major problem and the rest 32.3 percent states that it is a major cause of girl's dropout in their community and 6.9 percent of them say DK¹⁴. The table undoubtedly demonstrates the existence of at least 16.7 percent of abduction and 32.3 percent of sexual harassment. What should be noted here is that these cases are only targeted against girls. The percentage has to be examined from point of view of girls drop out rather than general dropout of both boys and girls. These two cases are reasons specifically applied to girls. Thus the problem is remarkable. If one examines these two cases from the perspective of current security and modern attitude the presence of these percentages by itself brings a question mark as to how society is fighting with backward habits. Furthermore, if one took a closer examination of the case from the point of view of Addis Ababa the case will be more severe (Table 5).

4.1.5. Participating in Domestic and outside Home Work between Boys and Girls

Most of the respondents believe that, both girls and boys should do domestic and outside home works equally which accounts for about 53.3 percent and the rest 16.7 percent believe that girls only should do more and 10.5 percent believe that boys only should do more (Table 5). According to the response given for the open Question #22 (Appendix I) of the questionnaire distributed for many pupils, boys and girls have responded that they are demanded to do certain duties inside or outside their houses. Pupils' responses clearly show family heads have assigned specific duties to the sons and daughters. Accordingly boys are expected to be sent for nearby shopping's, taking care of the compound, to help their fathers and mothers in their in-house labor, moreover in some cases where there are domestic animals they have the duty to take care of, in case of which if the family have their own small private shops and small sale business boys are expected to serve as shop keepers in their free time. In the same way girls have several duties inside their house especially in helping their mothers inside the kitchen, taking care of their younger brother or sister, house keeping, cleaning and the like.

¹³ SH refers to sexual harassment

¹⁴ DK refers to respondent who said "I Do not Know"

The same question was forwarded for the heads of the families, in part II of Questioner # 5. Most family heads did not deny the duties their children perform inside or outside their house. However, household heads, in most of the cases did not recognize the duties their children carry out in the house or outside. What should be noticed here is those children living in the poorest households and are most likely to be engaged in child labor? Those burdened with household chores are overwhelmingly girls and boys. Child labor¹⁵ is work that harms children or keeps them away from attending school. Apparently many household heads insistently responded about the duties of the children carried out inside or outside their house has to regard as a moral lesson for learning how to obey their elders and show their respect to their families.

¹⁵ UNICEF defines child labor as work that exceeds a minimum number of hours, depending on the age of a child and on the type of work. Such work is considered harmful to the child and should therefore be eliminated. Ages 5-11: At least one hour of economic work or 28 hours of domestic work per week; Ages 12-14: At least 14 hours of economic work or 28 hours of domestic work per week; Ages 15-17: At least 43 hours of economic or domestic work per week.

Table 6: Demographic characteristics

Factors	Categories	Frequencies	Percent
Sex of pupil	Male	209	53.6
	Female	181	46.4
Age of the pupil	10-14	213	54.6
	15-16	105	26.9
	17+	72	18.5
Age at starting school	Age >7	153	39
	Age <7	98	24.1
	Age =7	139	36.9
Sex of Household head	Male	270	69.2
	Female	120	30.8
Age of the household head	30-44	162	41.5
	<30	32	8.2
	45-49	107	27.4
	50+	89	22.8
Marital status of the head	Married	297	76.2
	Divorced	48	12.3
	Widowed	45	11.5
Family type	Nuclear	246	63.1
	Extended	144	36.9
Household size	<=5	226	57.9
	6-7	113	29
	8+	51	13.1
Presence of children under age 5	Yes	97	24.9
	No	293	75.1
Presence of children aged 7-14	Yes	211	54.1
	No	179	45.9
Presence of elderly(60+)	Yes	77	19.7
	No	313	80.3
Living with whom	With both parents	233	59.7
	With one of them	100	25.6
	With others	57	14.6
Are both of your parents alive?	Yes	325	83.3
	No	65	16.7
If the answer is no,	mother dead	14	22.2
	father dead	35	55.6
	both dead	14	22.2

4.1.6. Age, Sex and Age at Starting School of the Children

The result in the above table (Table 6) shows, the majority of sample pupil are male which accounts about 53.6 percent of the respondents and the rest are females (46.4 percent). As to the age distribution of the pupil concerned most of them are grouped within the age gap of 10 and 14 (54.6 percent) and the rest 45.4 percent of the respondents are distributed in the other age groups (26.9% in 15-16, and 18.5% in 17+ age group). Concerning the age at starting 39.2 percent of them started school at later age than the official starting age of seven years and 25.1 percent and 35.6 percent of the respondents were started school at early age and at exact age seven respectively.

4.1.7. Age and Sex of the Household Head

Majority of the households are male headed which accounts for about 69.2 percent of the sample and the rest are female headed (30.8 percent). As to the age distribution of the household heads is concerning, most of them (41.5 percent) are in the age group 30-44, and the rest 27.7 percent are in the age group 45-49, 22.8 percent are in the age group 50+ and 7.9 percent are in the age group <30 (Table 6).

As table 6 demonstrates that most of the household heads accounted about (76.2 percent) are married and the rest 12.3 percent and 11.5 percent are divorced and widowed respectively. Concerning the family type of households, most of the households are nuclear family type (63.1 percent) and the remaining 36.9 percent are extended family type.

4.1.8. Family Composition

The same table: 6 indicates, 75.1 percent of the pupil live in households which have no under age five children and the rest (24.9 percent) are reside in households which have under age five children. In the regard of the presence of primary school age children, in the households which 54.1 percent of the sample pupil live children aged 8-14 present and in the rest sampled households there are no. The majority of the respondents live in households which have no elderly (aged 60+) (80.3 percent) and the remainder 19.7 percent lives in households which elderly people live (see able 8). Large proportion of sample pupil (59.7 percent) live with parents and the rest 25.6 percent and 14.6 percent are living with one of their parents and with other guardians respectively. (See table 6).

Parents' of most of the respondents (83.3 percent) are alive and 16.7 percent of the respondents lost at least one of their parents. Among the respondents who lost at least one of their parents 55.5 percent lost their father only and the rest 22.2 percent lost their mothers only and the other 22.2 percent lost both of their parents (see table 6).

4.2. Reason for Dropping out of School

There are many reasons of why pupil dropout of primary school. Although there are numerous reasons for pupil drop out, the indices used in this study to measure causes of drop out are some among the many. The researchers have selected this on the basis of the relevance to the study area selected for this research. They include such variables as: lack of finance and material for schooling, family instability, pupil's involvement in domestic and field works, distance of the school from home, failure in exam/ lack of interest in education, pupil's health problem, early marriage and unwanted pregnancy/ abduction/ sexual harassment.

Table 7: Reasons for dropping out of School

N ^o	Reasons for dropping out of school	Frequency	Percent (%)
1	Lack of finance and materials for schooling	15	22.1
2	Failure in exam/ Lack of interest in education	11	16.2
3	Pupil's involvement in domestic and field work	11	16.2
4	Pupil's health problem	9	13.2%
5	Parental disunity due to divorce/illness/death (family instability)	8	11.8%
6	sexual harassment, Pregnancy and abduction	7	10.3
7	Early marriage	5	7.4
8	Distance of the school from home	2	2.9

A) Lack of finance and materials for schooling: - As the above table (Table: 7) indicate that 22.1 percent of dropout pupil pointed to the fact that poverty of parents and 16.2 percent indicates the need for help their family made them decide to quit school. This suggests that the lack of household resource is a greater constraint than opportunity cost. When the parents are desperately poor, children have to participate in household or field works in order to support their own family. Female children are more participate in household chores such as: preparing food, fetching water, cleaning the house, taking care of smaller siblings and the like, this is the same for rural and urban girls. Concerning boys, their duty is differ by place of residence. Rural

boys are more participate in farming activities like: farming, weeding, herding animals and cutting grasses for their cattle's; but urban boys are forced to participate in activities which can generate income for the family, like working in factories as a temporary employ or daily laborer. Although primary schooling in Ethiopia is free, many families faced difficult situations to cover their children's school expenses like uniforms, exercise books and school maintenance cost. This indicates the problems which made schooling very difficult and hence caused withdrawal of children were not only lack of time to study because of involvement in excessive domestic and field work but also lack of money to by school supplies. The other adjacent fact concerning the duty of children in side or out of their house can arouse from the effort of some children to find some income in order to support them. In cases where there families are unable to cover their school expenses the pupil may be forced to engage in economic activities. But very few succeeded to finish their schools due to the low level career they ended up and insufficient income.

B) Failure in exam/ Lack of interest in education, another but third reason for dropout, which stated in table: 7 is lack of interest. A family of pupil's who have dropped out due their lacks of interest have been investigated to provide their reasons for lack of interest. The families were asked to reason on the basis of their observation, and most of them blamed their children as the causes of their children's' failure. On the contrary, pupils have blamed their families, as the main cause of their failure. This is when their families did not gave enough attention and support to the education of their children, pupils may tend to decline in their interest towards the school, others also blamed in the same way but differently they said "we don't think we benefit from education, because nobody in their house have experienced any successes form learning". These are when they did not have someone to show them a good example. This is very common for pupils who came from illiterate families. On the other hand lack of interest may come from the influence of other pupils, who have the same tendency and are following bad moral behaviors. When the capacity of pupils did not support by families or if the pupil is found to be very reluctant, his/her achievement may be very week, this will soon bring the lack of interest to complete the cycle. Related to this the result of the focus group discussion stated it as Dropping out of school as a result of pupil's character. Pupil's character includes lack of interest, academic performance, responsibility towards education. School directors responded to such aspects as follows;

Every year we register many pupils who are attending their primary education in each school. However, the fact is the number of pupils registered and the number of pupils who finish the school year is not the same¹⁶. In most of the cases, at the end of every year we have fewer pupils promoted to the next classes compared to the number registered at the beginning of the year.

This problem includes failure due to not as much of aptitude demanded to pass the level and continuous rate of dropping out for several reasons. In most of the cases those pupils who fail to pass their level are likely to dropout their learning in the subsequent years to come.

The discussant agreed on the contribution of pupil's character as one reason of dropout. From the summery of the discussion. it can be concluded that the general characteristics of the pupils and their learning motives in elementary schools of Akaki Kality Sub-city can be sorted out into at least three categories. These are the responsible pupil, the less responsible or average pupils, and the careless pupil. The analysis used to identify each type of pupils is summarized as follows:-

Responsible pupils¹⁷: - these are pupils with purpose. They are destined to finish their education and bear the possible fruit. regardless of all the difficulties. They are able to make use of all opportunities existed and rendered to them. Some of these pupils are courageous enough to finish their studies due to their families but this is not always true, it needs pupil's internal strength. Therefore such pupils are the most responsible pupils who are always carrying their duty as a pupil. These means they do their homework's properly, and perform their academic career, regularly attend schools, participate in any academic activity, and have good relation with their teachers.

Less responsible: - these are average pupils who are illegible but vulnerable to dropout and failure. They are less responsible because of several personal and external problems. They have additional responsibility in their respective family (household), they are expected to benefit more from extra-school activities¹⁸ than they can succeed from their academic career, they feel less secured in their attendance in the school due to unexpected situations like sexual harassment,

¹⁶ School administrations have the data that shows the number of students registered every year and those students promoted to the next class. The discussant speaking at this juncture was directing to the data of his school.

¹⁷ Students responsibility is measured on the basis of attitude and interest of the students towards there duty in learning, how far do they attend their schools? How often do they involve in academic activities practically? And, the like: Therefore, the measurement is raised from the critical observation of the student. The researcher used the same terminology the discussant used to explain.

¹⁸ According to the discussant, Extra-school activities include child labor and students involved in economic activities.

abductions, family disintegrated and dissolution, and more than every thing the unsecured economic status of their families. These pupils are not highly courageous so they may stop their learning at any unexpected time.

Careless pupils: - these categories constitute pupils of less interest for schooling who came to school only to fulfill their families' interest and spend their time in vain. They are found to be frequently failed to pass different levels of education and highly vulnerable to dropout. They do not have family follow up. in most of the cases they are substance addictives, and they gave priority to temporary and disposable activities. Since they are not serious at all to their schooling, they often came to school late, mostly absent for no serious reason, score low grade in evaluations and bad relation with school officials and their teachers.

School administration representative¹⁹ (the director) said at this point:

Besides their bad exemplary status to other pupils and disrespectfulness to the dignity of school they are mostly exposed to disciplinary punishments, such as suspensions, dismissals, and the like. Our records show that most of such pupils simply dropout their education and become gamblers, taxi-cashers/assistants, etc....

Actually the school director did not mention any pupil who is forced from school due to disciplinary punishment, but he said “*less responsible pupils out of their suspicions of incompetent to school environment they prefer to dropout.*” According to them, this may happen because of the following majored things.

1. Lack of Academic Skills

Unlike the less responsible pupils, there are pupils who are very diligent careful but not successful. Teachers for Akaki-Kality sub-city elementary schools have commented on this issue. Many, drop out pupils are pupils who repeatedly fail classes; this may be due to low cognitive ability, and other factors which impair the pupil's ability to learn. Academic failure can also be due to excessive absences. Pupils feel that they aren't making it. They may lack credits and see no feasible way to gain the credits that they need. They feel like they are failures and incapable of the work. They are overwhelmed and give up. This is very scary. One way to avoid emotional pain is to escape; dropping out can ease this pain.

¹⁹ School administrations have data from teaches and unit leaders of the school about students attendance, disciplinary activity and they are the final decision makers for the dismissal of unfitted student.



2. Temporal Accomplishments and Instant Gratification

"This is the time where many of our pupils value instant gratification."

A representative from Parent Teachers Union member Said;

However, school, due to their long run objectives²⁰, does not fit with this quality. So, some of our pupils drop out of school to work and to act in the world where there are a lots of stimulus; for what they see as a instant incomes and temporary satisfaction. If they could see progress or accomplishment sooner, it might be better for them to stay there, this means dropping out the school.

The speaker added, *"Elementary pupils in our sub-city can not visualize the value of instant gratification and compare it with the value of education. Families also may appreciate the temporal accomplishments Therefore, their drop out will be justified."*

C) Parental disunity due to divorce/illness/death (family instability) - this can be resulted from several natural (death and illness) and man-made (divorce or dissolution) reasons. 11.8 % of the total is caused by this reason. The effect of parental disunity is both economical and social. When parents are concerned in their life pupils will loose attention and that in-tunes affect their educational effectively.

D) Pupil's health problem, this is a natural cause, but many pupils feel to return back to school after they suffer some natural sickness, due to the insufficient medical care, free medical service for the poor, economic deficiency to find adequate medical treatment, this constitute 13.2% of the sample taken.

E) Sexual harassment, Pregnancy, abduction and early marriage hear again 10.3% of the dropouts' shows; Sexual harassment, Pregnancy and abduction are very serious problems especially for pupils who came from rural areas. These problems are very interrelated and at some rate the society did not consider the practice as harmful or distractive. And also about 7.4% of the total sample for dropout is caused by early marriage. This is again very important because it is concerned with girls only. In most cases early marriage affect the moral, social and economic status of girls, in which it drag underage girls to a heavy family burden and child bearing which directly detached them from school and every chance of learning. Rather some

²⁰ The respondent wants to express the objective of schools is not to entertain instant desires of students but to produce adequately learned citizens and build the intellectual capital of the country.

times it is carried out with the consent of the family or the neighborhoods. These are the very threatening instance for most girls and led them to dropout. The following qualitative result also supports this finding which, related to dropping out of school as a result of Socio Cultural Problems. In Akaki Kality sub-city²¹, pupils who came from far and rural areas are exposed to sexual harassment, abduction, and early marriage. Similar problems are common in schools of the same geographical and environmental condition of the sub-city. During the focus group discussion PTU representative Said;

Social problems considering harmful practices like abduction, early marriage, importance of girl's education, sexual harassment, and legal protection for girls are not taken seriously. Our society stile did not understand what girls can contribute to the world beyond the kitchen.

The second case is planned abduction: - the teachers' representative quoting his memory said:

Girls are afraid of such intimidation, When some girls are steadfast in their purpose and determined to learn, their families may sell them to the man they need. If she refuse to marry the man her family has chosen, the family may arrange a planned abduction, in which the marriage will be formal in the forging time.

There is legal protection but the social-cultural problem prevails as a result of ignorance and lack of understanding of using the legal conditions; added the girl from the pupils' representative.

In the same way if a girl has a baby before she finish schools as a result of sexual harassment, all the added responsibilities of parenthood will get in the way of schooling. She then misses several days due to ill health, she begins to fail classes, pupils stigmatize her; this may result in leaving school for "a while", which often equates into forever.

The second factor I can discuss is about school dropout girls are about those young pupils working in bars and restaurants; discussed by the PTU representative;

This happened in different way one is when it is impossible to send their daughters abroad. Obviously sending girls abroad costs money, in the condition when this is impossible most pupils who came from far rural palaces take the opportunity of working inside the bars and restaurants of the city. Some of them went even to work as prostitutes (commercial sex workers). The other forcing power for girls to work in such places is the fear and the attack of abduction and sexual harassment.

²¹ It should be noted that the sub-city in found on the peripheral area of Addis Ababa; that the communities have rural life.

The teachers' representative added: "I know my pupil who suffers abduction and rape, who never returned to school due to the psychological impact and the resulting depression created after. And on top of this we don't have counseling department or psychologist that can help pupils in such conditions"

G) Distance of the school from home- the least of all the reasons is the distance from the school. Actually distance has several relations, such as security especially for girls, time management and transportation and the like. This constitutes only 2.9 % which is may be the result of the sub-city government effort to distribute schools in every village as much possible.

4.3. Results of Bi-Variate Analysis

In this section, in order to examine the possible association of each independent variable with the dependent variable, chi square test was used. The analysis of each independent variable (which is significant) has been discussed and the statistical results that show the associations have been presented in the following tables (in table 8 and 9)

Table 8: Bi Variate result for Socioeconomic Determinants

Independent Variables	χ^2	Df	P- Value
Education			
Mother education	39.764	2	.000
Father education	27.438	2	.000
Educational Status of the head	7.123	2	.028
Occupation			
Father	12.712	3	.005
Mother	12.632	4	.013
Head Occupation	13.077	4	.011
Place of residence	6.867	2	.032
Participation in work	4.670	1	.031

Significant at $p < 0.05$

4.3.1. Parental Education and Occupation

As expected, children who were born from literate parents appeared to be of less proportion in dropping out compared to their counterparts. The bi-variate analysis confirmed that there was a statistically significant difference between the two groups in dropping out at (Mothers education:

$X^2=39.764$, $p=0.000$ and Fathers education: $X^2=27.438$, $p=0.000$). As was the case in the educational status of the parents', occupation of parents' was seen to affect educational status of the pupils. Its chi-square result confirmed that the association was statistically significant at (Mothers occupation: $X^2=12.632$, $p=0.013$ and Fathers occupation: $X^2=12.712$, $p=0.005$) (Table: 8).

4.3.2. Education and Occupation of the Household Head

As the same table: 8 shows, considering the head's education and occupation; the proportion of children who dropped out of school decreased to 11.5 percent among those children those live in households which the heads are educated to secondary and above while the corresponding figure for children who live in households headed by not educated head or who get primary education only were found to be 30 percent and 20 percent respectively. Comparison of drop outs and non dropouts indicates that dropouts are likely to live in households headed by not educated head, and the result was statistically significant at ($X^2=7.123$, $P=.028$). The occupation of the household head also shows a significant association with children's dropping out of primary school ($X^2=13.077$, $p=0.011$).

4.3.3. Children Work Participation and Place of Residence

The result in table: 8 also indicate, the highest proportion of dropping was observed among respondents whose work participation was frequent. Among children who reported their participation in work 'always', 22.50 percent have been dropping out; followed by 10.3 percent of the respondents where participation was 'sometimes'. Among the children who never participate in any kind of work, 14.9 percent were dropouts. The bi-variate result has also confirmed that children's participation in work significantly explained the difference between dropouts and non dropouts of primary school ($X^2=6.867$, $p=0.032$). In addition, the bi-variate result indicates that children's dropping out of school is significantly differ by place of residence ($X^2=4.67$, $p=0.031$).

Table 9: Bi Variate result for Demographic Determinants

Independent Variables	χ^2	Df	P- Value
Sex of the pupil	.174	1	.677
Sex of the head	1.390	1	.238
Age at starting school	48.698	2	.000
Age of the head	9.538	3	.023
Age of the pupil	48.435	2	.000
Household Size	.848	2	.654
Marital Status of the head	6.056	2	.048
Presence of age <5	18.916	1	.000
Presence of aged 7-14	.350	1	.554
Presence of elderly	.020	1	.887
Living with whom	11.849	2	.003
Relation of the head to the pupil	4.849	2	.089
Family type	.001	1	.976

Significant at $p < 0.05$

4.3.4. Age of the Child, Age at Starting School and Age of the Head

As indicated in table 9, dropping out of primary school is found to be higher, among children in the older age groups (children aged above the primary school age) when compared to children in the lower age group (primary school age children). About 8.5 percent of the respondents in the age group (10-14), a larger number of respondents (44.4 percent) in the age group (15-16), and 17.1 percent of them in age group (17+) were dropouts during the survey. The chi-square test result indicated the existence of a statistically significant association between age and dropping out of school at ($X^2=48.435$, $p=0.000$). The bi-variate result also indicates that children's dropping out of school is significantly associated with age at starting school and also with the ages of the head of the household head (Age at starting school: $X^2=48.698$, $p=0.000$ and Age of the HH: $X^2=9.538$, $p=0.023$).

4.3.5. Family Instability

The data on children's living with who indicate that among the respondents who were living with one of their parents, the proportion of dropouts was 26.3 percent. The corresponding proportion of children who were living with others and with both of their parents was 25 percent and 12 percent respectively. The finding of relatively higher level of dropout among children who were living with one of their parents may indicate the single parents have less time to help children

with homework, are less likely to use consistent discipline, and have less parental control, and also low economic status to teach their children comparing to their counter parts. Thus, these children are more vulnerable to dropout of school. As to the bi-variate analysis, a statistically significant difference was also evident between the groups at ($X^2=11.849$, $p=0.003$). The marital status of the head of the household also showed a statistically significant difference ($X^2=6.056$, $p=0.048$) (see table: 9).

4.3.6. Family Composition

Like other demographic variables mentioned above, presence of younger children in the household was treated as an important variable, in determining children's dropping out of school. The result thus shows that, 32 percent of those who were reside in households which have no under age five children while it was 12.6 percent among those children, who were reside in households which younger children presents. The bi-variate analysis reveal that this result was statistically significant at ($X^2=18.916$, $p=0.000$).

Among the socioeconomic and demographic variables which included in this bi-variate analysis, occupation of the head, sex of the child and the head, household size, family type, presence of children aged 7-14 in the household, presence of elderly in the household and relationship of the head to the child did not show a significant association with educational status of pupils (all p-values are greater than 0.05).

4.4. Results of Multivariate Analysis

As the researcher mentioned it earlier, for multivariate analysis logistic regression is employed. In logistic regression, the dependent variable is a logit, which is the natural log of the odds, that is:-

$$\text{Log (odds)} = \text{logit}(p_i) = \ln \left(\frac{p_i}{1 - p_i} \right) = B_0 + B_1X_1 + B_2X_2 + \dots + B_kX_k$$

Where B_0 is the constant and where there are K independent variables (X). The " $\text{logit}(p_i)$ " is the logit, also called the log (natural logarithm) odds. The B terms are the logistic regression coefficients, also called parameter estimates. $\text{Exp}(B)$ =the odds ratio for an independent variable. The odds ratio is the factor by which the independent increases or decreases the log odds of the dependent. To analyze the data SPSS version 15 was employed.

4.4.1. Model Adequacy and Multicollinearity

The researcher used Hosmer and Lemeshow chi-square test of goodness of fit, Omnibus tests of model coefficients, R^2 (Nagelkerke R square) and percent correct to check the adequacy of the model.

Hosmer and Lemeshow chi-square test of goodness of fit- If the H-L goodness-of-fit test statistic is greater than .05, as we want for well-fitting models, we fail to reject the null hypothesis that there is no difference between observed and model-predicted values, implying that the model's estimates fit the data at an acceptable level. That is, well-fitting models show non significance on the H-L goodness-of-fit test, indicating model prediction is not significantly different from observed values. This does not mean that the model necessarily explains much of the variance in the dependent, only that however much or little it does explain is significant.

Omnibus tests of model coefficients - if all level of significance is less than 0.05, there is adequate fit of the data to the model, meaning that at least one of the predictors is significantly related to the response variable

Nagelkerke R square – best model has largest R^2 (from 0 up to 1). If the value of R^2 is very small, it indicates the predictor variables included in the model did not predict the dependent variable.

Percentage correct – the overall percentage which display in classification table indicates that how much the cases in the model identified correctly. A best fitted model has high value of percentage correct. Based on this the given model has H-L goodness of fit test static=0.585, which is greater than 0.05, a significant value of Omnibus tests of model coefficients, 0.536 value of R^2 and 88.5% percentage correct.

To avoid the effect of Multicollinearity (excessive collinearity of predictor variables) Tolerance value and VIF (variance inflation factor) value²² are used. So, variables which have tolerance value less than 0.3 and VIF value greater than 4.0 are excluded from the model, because the more a tolerance value approach to zero and the more a VIF value grater than 4, the high the interaction of the independent variables. Based on this, some variables are excluded from the analysis, such

²² G. David Garson (1998, 2008, and 2009), Multiple Regression, Regression Stat notes, from Northern Carolina State University

as: educational status and occupation of the head, family type, and relationship of the head to the child and marital status of the household head. The result of bi variat analysis indicates that among these variables some of them had a significant relationship with the dependent variable and the others not.

Table 10: Logistic Model result for determinants of primary school Dropout

Variables in the equation	B	S.E.	Exp(B)
Mother's education(no formal education)			
Mother's education (primary)	-1.296	.498	.274**
Mother's education (secondary and above)	-1.430	.669	.239**
Father's education (secondary and above)			
Father's education (no formal education)	2.475	.672	11.886*
Father's education (primary)	1.090	.604	2.976
Father's occupation (government/private employee)			
Father's occupation (farmer)	-.461	.907	.631
Father's occupation (merchant)	-.756	.745	.469
Father's occupation (daily laborer)	.545	.646	1.725
Mother's occupation (house wife)			
Mother's occupation (farmer)	-3.137	.836	.043
Mother's occupation (merchant)	-1.085	.837	.338
Mother's occupation (private/government employee)	-.610	.690	.543
Mother's occupation (daily laborer)	-1.135	.765	.321
Participating household works (always)			
Participating household works (sometimes)	-.509	.311	.601
Participating household works (never)	-.924	.394	.397**
Age (10-14)			
Age(15-16)	.245	.500	1.278
Age(17+)	1.573	.554	4.823**
Sex of pupil(female)	.085	.392	1.089
Age at starting (>7)			
Age at starting (<7)	-.997	.675	.369
Age at starting (=7)	-1.732	.530	.177**
Sex of HH(female)	.111	.422	1.117
Age HH (30-44)			
Age HH(<30)	1.129	.671	3.094
Age HH(45-49)	-1.059	.536	.347**
Age HH(50+)	-1.551	.539	.212**
Place of residence(rural)	1.482	.735	4.402**
being alive(at least one of them not alive)	.434	.541	1.543
Presence of children under age 5(yes)	1.164	.425	3.203**
Presence of children aged 7-14(no)	-.785	.465	.456
Presence of elderly (aged 60+)(yes)	.394	.527	1.483
HH size (<=5)			
HH size(6-7)	.248	.454	1.282
HH size(8+)	-.988	.660	.372
Living with (with both of their parents)			
Living with(one of their parents)	1.040	.540	2.828
Living with(other guardians)	1.680	.651	5.367**
Constant	-1.477	.888	.228

** Significant at 5%, * Significant at 1%

4.4.2. Parental Education and Occupation

The result in the table indicates that fathers' who do not attend a formal education are 12 ($e^B = 11.886$) times more likely to withdraw their children from school than fathers' who receive at least some secondary education and above (the reference category) (Table 10). Similarly, children who were born from mothers' who completed at least up to primary level are more likely to stay in school than their counter parts. Mothers' who have primary education and secondary (secondary and above) education decreases the likelihood of dropping out of their children from school by 72.6% ($1 - e^B = 1 - 0.274 = 0.726$) and 76.1% ($1 - e^B = 1 - 0.239 = 0.761$) respectively as compared to mothers' who do not have any formal education (Table 10). But the result doesn't show significant difference between fathers who have primary and secondary education. Generally, education of parents' has a significant and negative association with children's dropping out of school, this is similar to the hypothesis forwarded as parental education has a negative association with school dropout and the result of the bi-variate analysis. For a mother, this phenomenon could perhaps be attributed to the fact that: educated mothers are more effective in helping their children in academic work in doing so, they are also able to monitor and supervise their children's progress. While for fathers it's attributed to the fact that educated fathers are interested in the academic progress of their children thus they would be willing to spend more time helping their children in academic problems. In support of this the descriptive result demonstrates that 77.4% of children who were born from mothers have at least some primary education and above and also 75.75% of children who were born from fathers have at least some primary education and above were getting academic help at least some times. And also it may be due to the better ability of educated parents' to imagine the return of educating children than their counterparts.

However, in this logistic regression result parental occupation as a component of socioeconomic status of the family has shown insignificant effect on the educational status of pupils. This is the contrary of the assumption that children from employed parents expected to have better opportunity to complete their school than children's from farmer or merchant or daily laborer parents (Tansel, 1998), as well as the result of the bi-variate analysis. This result may be due to the educational status of the society and also organizations which established there. According to Huisman and Smits (2009), higher level of development and the presence of white collar jobs in

unthinkable in our community except in some cases. As a result there is a growing number of failure and dropout.

One possible factor that may impact our dropout rate is the educational background of immediate family members. The pupil representative said: *"If my family didn't finish their school and did not have educational experience, then I may develop a feeling that this could be an option for me as well"*

It can be said as a general outlook that the opinions of the participants except in some cases have very approximate relation with many known fact of dropout²⁴. The whole ideas raised during the focus group discussion have resulted in the approval the basic questions raised as causes of dropout. Following this the result of the focus group discussion and the summery of qualitative questionnaires distributed concerning family involvement are discussed as follows.

Obviously! Many literatures support that parental guidance and support have a positive impact on the success of the pupils. In the discussion the discussants said basic responsibility to support and guide their pupils in their school achievements. The guidance and support is not only restricted to the education of the pupil but also in the personal behavior [personality] and social conduct of their children. In Akaki Kality sub-city many pupils are found to dropout due to the absent of capably practical guide and support of their respective family or the guardians²⁵.

Parents gave little attention can not positively disciplined children, did not follow up their academic activity nor set behavior limits. Then children will be forced to 'raise themselves'; such kinds of pupils often lack self-discipline to do things that need to get done, such as school related homework and developing study skills. On top of these kinds of pupils will face with verbal abuse from the community or their school mates, which leads to low self-esteem.

The absent of attention will further creates lack of vision about the future. Parents don't have school success expectations for pupils; as a result, pupils have never developed a vision for themselves. If Parents raised their children with attention successful, thus the pupils would have a vision especially when families have perpetually discussed their expectations for their children, i.e. Some times parents may ask their children "What are you going to be when you grow up?",

²⁴ See 2.3.1.2 and 2.3.1.1 part of this paper

²⁵ In the absence of immediate biological family guardians have a decisive role

"When you go to college..." this can create a kind vision for the pupil and the pupil always felt that he/she is expected.

Pupils who regard their parents as warm, firm, and involved in their education earn better grades than their classmates with uninvolved parents. As the representative of teachers pointed out, parents who cared for their children intellectual development and their social progress were more like to advance in their careers, compared to parents who weren't involved in such activities. But in this sub-city there is the very big gap between parents and their children. Many of the families are very poor in the proper handling of their children, even in some instances when the school director or the teachers wanted to discuss with the families concerning the behavioral or academic performance of their children; Some of them did not come at all, these shows the less concern of the families towards their children.

4.4.3. Participating in Work

As stated in the hypothesis, children's participation in any kind of work has a positive and significant association with dropping out of school. The result of this model also indicates that, relative to children who always participate in work, children who sometimes or never participate in work are 39.9% ($1 - e^B = 0.399$) and 60.3% ($1 - e^B = 0.603$) less likely to dropout of school respectively. This may be due to the lack of time to study and also attend a class. In addition to this, if they start once getting money they will be attracted by it, which results low academic performance and frequent absenteeism. Related to this a finding of Khanam et al, 2005 indicates that children work adversely affects the children's schooling and this is reflected in lower school attendance and lower grade attainment, which are the main reasons of dropping out of school. The result of the bi-variate analysis also demonstrates the significant relation of work participation of pupils and their educational status. Moreover, the result of the focus group discussion supports the quantitative result. According to the discussants: in some instances the family economic problem may reach in to the state of inability to cover major school expenses (stationary, school bags, uniforms etc), therefore some pupils try to cover these by doing extra work in their free time while other simply cease to take part. Due to the low and average standard of living in Akaki Kaliti sub-city, pupils are exposed to searching additional income for them selves.

For example: Migrations for job opportunity: -Now days, when economic problem reached unsolvable, parents decide to send their daughters to different countries. PTU representative said; *“Many young girls are forced to migrate into the nearby Arab countries²⁶. This, in the other way creates an increase in the magnitude of dropout of school girls. ”*

The case in point discussed here is that the economic problem can affect not only those who are already dropout their schools and determined to be enslaved to solve their economic problem by traveling far from their community and family, but it also create psychological instability and lack of interest in many of the remaining pupils who have similar desire of alleviating their low level economic status in our sub-city.

The pupils representative also stress on the practice of sending girls to the Arab countries and its consequence. She said; *“Those girls who went to the neighboring countries are ambitious to have better life and earning money. Upon their return their example is the most affecting and stimulating. Although it is positive to have a better life and sustainable economic security, if they succeed, for those pupils attending their school have a negative impact. They easily dissolve their purpose of education and compare it with their senior friends in the nearby neighborhood who seem benefited. They confuse the purpose of education in contrast with migration. As result most girls are found to say; ” *If my education cannot bring better life and economic security, why do I spend my time in vain; after all every thing is for better life? “**

The pupils’ representative added: *“The economic problem affected us greatly; some times we don’t have the capacity to buy our basic school needs, educational supporting materials, so we have to fill the gap by involving in some income generating activities. If we can not succeed we better dropout”.*

4.4.3. Place of Residence

Children who live in rural households are 4.402 ($e^B = 4.402$) times more likely to dropout than children who live in urban households (Table 10). The result also indicates that being a rural resident is significantly and positively associated with dropping out of school²⁷. In relation to this

²⁶ Most of the migration of Ethiopian young people to the Arab countries is looking for Job and many of prefer this part of the world is due to neither the possibility of getting job with out demanding neither the language nor the academic potential of the employee.

towards their education, their peer influence, the threats such as abduction and sexual harassments can be shared with them selves and the society around.

In addition to this, delayed ages of starting school associated with being behind grade for age, could be a factor predisposing pupils to a greater likelihood of early school exit (dropout). Children who started school at the official starting age 7 are 82.3% ($1 - e^B = 0.823$) less likely to dropout of school than children who started school later than the official age 7 (Table 10). This implies that being old for that grade and starting school later than the official starting age are significantly and positively associated with children's dropping out of school. The bi-variate analysis also indicates similar result

The chi-square test and regression result dose not show the difference of dropping out of school by gender and its significant effect (Table 6 and 10), but other studies conducted in Ethiopia and in other countries demonstrated its difference by gender. In some studies boys are more likely to dropout; in the others, girls are. For example, a study conducted in Ethiopia revealed that, due to the strong gender bias in primary schools, girls are less likely to complete the cycle (they are 8 to 10% less likely to complete grade 5) Chaudhury et al (2006). The result of the given model also contrary to the hypothesis forwarded as children's dropping out of school is differing by sex of the children.

4.4.5. Age and Sex of the Household Head

The result in this model shows that the odds ratio of children's dropping out of school for the household head in the age category 45-49 years and 50+ years decrease by 65.3% ($1 - e^B = 0.653603$) and 78.8% ($1 - e^B = 0.78.8$) as compared to those household heads in the age category of 30-44 years, and the relationship is statistically significant (Table 10). However, the likelihood of children's dropping out of school for household heads in the age category of less than 30 years increases 3.094 times as compared to their counter parts and its effect is insignificant. This indicates that the probability of a child dropping out of school decreases as the age of the household head increases. This may be due to when people getting old their income becoming down because they are not able to participate in income generating activities like adults actively. So, they need some one, who can help them or they expect something from their children to cover their day to day expenditure. This help will be more granted when they teach

their children or when their children are educated. Many studies supports this finding, fore example Mike et al, 2008 indicates that pupils who live in households headed by old people are more likely to stay longer in school than their counter parts.

Sex of the household head has insignificant effect in this model (Table 10) . This finding is contrary to both findings which assured that female headed households are more likely to experience school dropout due their low economic status. On the other hand, it is also believed that households headed by female heads are more likely to let pupils to stay in school longer than their counter parts, because of their high expectation about returns of their children's education at the later age. The result of the given model also contrary to the hypothesis forwarded as children's dropping out of school is differing by sex of the household head. This may be because of the place most of the respondents reside, means 82.6 percent of the respondents live in urban area, which has relatively favorable condition for women to participate more or less in all sectors equally with men. The bi-variate analysis also indicates similar result.

4.4.6. Family Composition

The likelihood of dropping out of school is significantly and positively associated with the presence of younger siblings in the household (under age 5). Children who have younger siblings (under age 5) are 3.203 times more likely to dropout from school than their counter parts (Table 10). This suggests that the presence of younger siblings in the household increases the opportunity cost of older children, means they may spent their time by giving care for them. This result was, however, in line with the hypothesis stated as children who have younger siblings are more likely to drop out of school. The result of this finding also indicates that the presence of children aged 7-14 years and elderly (aged 60+) in the household have no a significant effect (Table 10). The present finding regarding the effect of the presence of school age children and elderly in the household on the educational status is not in the expected direction or it is not similar to of the findings of many literatures. Findings of Tassew, 2008 and Chernichovsky, 1985 indicates that the presence of children aged 7-14 years in the household has a negative and significant effect on pupils dropping out of school, because if there are other school age children in the household domestic or field works can be shared or the burden will be reduced. And also they can get time to study.

4.4.7. Family Instability

The probability of dropping out of school is higher 2.828 and 5.367 times for children who live with one of their parents and with other guardians respectively than to those who live with both parents (Table 10). And the association is significant. This implies that children are more likely to complete school if they live with both parents, rather than living with one of their parents or with other guardians. This is due to parental discrimination as Rose and Al-Samarrai (2001)²⁸ pointed out. And further the economic burden when one loss his parental support is also another feasible problem.

The focus group discussion result also showed a similar conclusion. The first problem is when there is a situation in which the stability of the family is endangered, these includes the departure of one or both of the family leaders or the most influential (in terms of support and leadership) is lost by death or change of place, divorce and the like. The discussants have forwarded their opinion on these issues from different point views. The researcher have analyzed and classified them as follows:-

4.4.7.1. School Children from Single Parenting²⁹

Single-parent families have a negative impact on children simply because they do not have a nuclear family³⁰ structure. The discussant agreed on the fact that the socio-cultural orientation of many communities consider the nuclear family as the standard therefore children from single parent families feel defective and that in other way determine the wellbeing of the pupils in the school. As the discussant highlighted; Nuclear family minimizes or overlooks the influence economics and other background factors have on academic achievement of children. Single parenting as the cause of negative outcomes for children characteristics or life events that may have a negative impact on child school development,

For example in Akaki Kaliti sub-city; due to lose of control, compared to families with two natural parents living in the home, children from single-parent families have been found to

²⁸ Their reasoning is described earlier in part 2.3.2.3 of this study

²⁹ Single parenting is the condition where only one of the parents of the child or the children is absent permanently or for considerably long period of time for different reason. As a result the child is forced to be raised by single family

³⁰ The nuclear family is a theory that support two-parent family as the ideal family structure,

engage in greater and earlier sexual activity. The directors' representative said; *"In our school pupils of single parent children are at a dramatically greater risk of drug like chat³¹ and alcohol abuse, gambling, poor educational performance, unwanted pregnancy, and finally to dropout."*

Therefore, it can be said that children living in single-parent households are more likely to dropout from school at an earlier age compared to children reared in two-parent households. And pupil from a single parent is at greater risk of poor academic performance and other negative child development outcomes due to economic factor that may appear over the family. The more risk of less economic security children have, the more likely they will experience negative outcomes as a result which is dropout from school can be taken as the first effect.

Children in single-parent families are at greater risk than children in other types of families. Even when they have the same academic abilities, children in single-parent families are more likely to drop out of school than children from two-parent families. Because they are the primary and frequently sole source of financial support for the family, single parents have less time to help children with homework, are less likely to use consistent discipline, and have less parental control, and all of these conditions may lead to lower academic achievement; which is in most cases result in drop out.

It was also discussed among the discussants, especially the teachers and PTU³² members quoting their experience, which among the single family pupils, who lived with their father or mother are more exposed to difficulties. Among children in single-parent families, those from mother-absent households earn lower grades than children from father-absent homes. More often than not, single-parent families include a mother and children whose original father no longer lives in the home. Similar to income and parent education, father absence is also a difficult factor that makes it more difficult for children to succeed in school. When parents separate or divorce, children often lose both the financial and emotional support of their fathers, which can have a negative impact on academic performance. In Akaki Kality Sub-city children from such circumstances have will be forced to drop out and lead their life on the street unless they have got help form other relatives.

³¹ Chat is a kind of addictive plant accustomed in the East Africa.

³² The opinion of PTU members at this point was important due to their involvement in parents, teachers and students problem.

Single parenting can be resulted in numerous ways; the most common factor that brings single parenting in Akaki Kaliti Sub-city is divorce, the decease of one member and the like.

4.4.7.1.1. Divorce Disorders and its Effect on Children's Dropout

Children whose parents separate are more likely to loose their self-confidence, feeling of loneliness, engage in early sexual activity, abuse drugs, and experience conduct and mood disorders. This effect is especially strong for children whose parents separated when they were in early childhood. The effect of divorce is widely discussed by different literatures. In the same way the focus group discussion forum have produced supportive ideas.

Representative from teachers and directors noted the effect into two ways; the first one; is that divorce Creating new problem for the child, this means that Children exposed to divorce families are likely to repeat, to be expelled or suspended from school. In the early months after a divorce, young children especially, are less imaginative, more repetitive and passive watchers. They tend to be more dependent, demanding, unaffectionate and disobedient than children from intact families. They are more afraid of abandonment, loss of love and bodily harm. They carry these problems to school. They can be easily identified among their friends for they show among other things, more withdrawal, dependency and inattention, and unhappiness, and less work effort. At some moment they will reach in to a level where no one understands their problem. As a result they may dropout their school at any level.

The second effect of divorce is aggravating the existing problem of the pupil. More importantly, a child who has learning difficulties and who has been surviving at school without proper identification and services will deteriorate quickly when divorce of his family destroys his world.

In my observation, said the teachers' representative;

In most of the cases children of the low performance are shy, not noticeable in excellence, unidentified and unassisted, these children are further devastated by divorce and become the next candidates for discontinuation of school and drop out status.

4.4.7.1.2. Death of one or two Parents:

The economic and social consequences of an absence of one parent or both are often accompanied by psychological consequences, which include depression, low intellectual and education performance, violence and other habits. Especially, when children did not have another alternative of support there opportunity will be to be straight children therefore they dropout from school. However, this is not very usual case, said the discussant, it is very big case only when the head of the house hold is departed, or if the economic and family patronage is lost. In fact we have pupils who have significantly declined their academic statue especially after they lost their parent. And some drop out and some others managed to continue with different supports.

4.4.8. Household Size

In this model there is no a significant association between educational status and the size of the family. But a number of research results indicate the negative effect of family size on pupils' progress and they put resource allocation as a reason, which means as the number of the household members increase cost for food, shelter, school materials (uniform, stationary materials and the like) also increases. This can be beyond the permanent income of the family. To minimize this problem or to support their family income children may participate in income generating activities, besides their education; but it will be difficult to run these side by side. This may result frequent absenteeism from class which the main cause of school dropout or they are obliging to dropout from school directly. But the present finding does not support the previous results. This could be explained by the absence of little or no variation (significant difference) in family size of the sample households.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary and Conclusion

The paper examines the basic socioeconomic and demographic determinants of primary school dropout in Akaki Kality Sub City of Addis Ababa. During the course of data gathering, the research involved 390 children and their parents as sources of primary data. A parent, the head in each household, was asked a wide range of questions which included a substantial set of items that investigate the household characteristics and educational background as well as the activities of the child. The primary data were supplemented by focus group discussion among the representatives of students, teachers, directors and selected members of the, Parent Teachers Union (PTU). The successful achievements of data collection provide the general information about the sub city, as well as the existing facts about the educational problems. Data obtained from the field research were coded into categorical and dummy variables and processed by Logistic Regression analysis.

With regards to the background information of the respondents, age distribution of the children was predominantly in the age group 10-14 years. As to the sex 53.6% of the sampled children were males, the remaining 46.4% were females. The data also revealed that 39% of the sample children were started school later than the official age 7 and the rest 36.9% and 24.1% started school at the official age and less than that respectively. With regards to the socio demographic characteristics of parents and household heads, 31.3%, 27.2% and 41.75 of respondents' fathers have no education, primary and secondary and above respectively. Similarly, the data showed that 38.7%, 28.5% and 32.8% of respondents' mothers have no education, primary and secondary and above respectively. 69.2% of the household heads were males and the remaining 30.8 were females. And also 41.5% of the household heads were in the age group 30-44 years and the rest 27.4%, 22.8% and 8.2% were in the age groups 45-49, 50+ and <30 years respectively.

Regarding the results of the bi-variate and multivariate, School dropout was strongly related to parental education, the probability of children's dropping out of school decrease as their parents' educational level increases. There is some evidence in this study, and previous studies, children

who participate more in household chores or in field works are more likely to dropout school. Related to this the focus group discussants stated that, children's frequent participation in any kind of work is positively associated with their dropping out school. The current finding, in support of previous studies, also shows that there is a positive relationship between being old for that grade and dropping out of school. However, students who live with one of their parents or with other guardians are more likely to dropping out of school than that of children who live with both of their parents.

The result of the model also indicates that the probability of dropping out school does not differ by children's sex and also by sex of the head of the household which they reside in. Similarly during the focus group discussion most of the discussants confirm that, girls' and boys' likelihood to dropping out is almost the same even if their cause to dropping out can differ by their sex. This may be the result of strategies which are designed by the government to improve girl's education or to fulfill PEA in 2015. But this is explained from different direction in the previous studies. In addition to this the descriptive and qualitative results indicates that, family instability, students academic performance, ability of parents to help them or guide them and parents awareness about educating their children have impacts on children's dropping out of school. According to these results, besides the socioeconomic and demographic determinants, there are some socio cultural factors which hinder especially girls' school participation, such as: sexual harassment, abduction, early marriage, and unwanted pregnancy.

Concerning family composition, the presence of younger siblings in the household has a positive and significant association with children's dropping out of school. Because the older children spent more time in caring the younger children's rather than studying or going to school, which results poor academic performance and poor attendance. In the contrary of other studies, household size, presence of children aged 7-14 years and presence of elderly (aged 60+) in the household didn't show any significant effect on children's school dropout in this study.

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PART II QUESTIONNAIRE FOR HOUSEHOLD HEADS

HOUSEHOLD NUMBER (code)

URBAN/RURAL

Now we would like some information about the people who usually live in your household

									No	
									Names of the persons who usually live in your household, starting with the HH	Usual Residents(1)
									0=head 1=husband 2= wife 3=daughter 4=son 5=brother 6=sister 7=Adopted child 8=Parent 9=other relatives	Relationship to HH (2)
									0=father 1=mother 2= sister 3=brother 4=grand parent 5=other relatives	Relationship of the head to the student (3)
									1=male 2=female	Sex (4)
									Exact Age of HH members	Age (5)
									1= no formal education 2=primary 3= secondary 4= college education and above	Educational status of the head (6)
									1=N. married 2= C. married 3=Divorced 4=widowed 5=separated	Marital Status of the Head (7)
									1=farmer 2=merchant 3=government/private employee 4=Daily labor 5. house wife	Occupation of the head (8)

12. With other relatives or guardians
13. How often do your parents (one of the family) check that you have done your homework?
Always Often sometimes Rarely Never
14. How often do you help your parents in working at home?
Always Often some times Rarely
Never
15. Did you drop out of (discontinues) school last year?
Yes No
16. If yes, what was the reason for your dropping out?
Lack of finance and materials for schooling Failure in exam
Parental disunity due to divorce Pupil's health problem
Pupil's involvement in domestic work Early marriage
Distance of the school from home Lack of interest in education
Others _____
Pregnancy and abduction
17. From the above reasons which one is ranked 1st for your decision to leave school?

18. Explain the reasons of your dropping out!

19. Whom do you think should do more domestic work and fieldwork between boys and girls?
A girl A boy Don't know
20. What kind of domestic work is common?
Among girls _____
Among boys _____
21. Parents usually want to send their daughters and sons to school equally, do you agree?
No Yes don't know
22. If your answer for question number 28 is No, what are the reasons?

1. Do you think that abduction became an obstacle to girls' education in your community?

No Yes don't know

2. Do you think that sexual harassment became an obstacle to girls' education in your community?

No Yes don't know

3. What are the reasons, if you children dropped out from school?

4. Explain the reasons of their dropping out from your own observation!

5. What are the tasks your children expected to perform at home and outside home?

Girls

Boys

APPENDIX - II

FOCUS GROUP DISCUSSION

A. Leading Questions of the Discussion

1. What are the main factors that influence students to drop out of school? How?
2. Do you think that school dropout differ by students' gender and age? How?
3. Do you think that abduction, sexual harassment and early marriage became a cause of children's dropping out of school in your community? How?

B. The Discussion Forum

Date of the Discussion April 19, 2010
Time of the Discussion 3:00 Pm – 6:00 Pm
Place of the Discussion In Atse Tewodros public school compound
Discussants

No.	Member	Occupation	Representation
1.	School representative	Director	The sample schools where the data was collected
2.	Teachers representative	Teacher	Teachers of the sample schools where the data was collected
3.	Student representative	Student currently attending schools	Students of the sample schools where the data was collected
4.	Parent teachers' union members (PTU) ³⁶	Chairman of the PTU	Parent teachers' union of the sample schools where the data was collected

N: B. the names and the other identities (Address, positions work place etc..) of the discussant is not mentioned

³⁶ PTU (parents and teachers union) is a committee organized from willingly selected representatives of parents of students attending the school and the respective teachers. The committee is aimed at solving different problem aroused in the teaching and learning process.

APPENDIX - III

**The place where the Focus Group Discussion conducted (Atse Tewdros Primary school)
and the student's representative**

a) One of the Public schools in Akaki Kaliti Sub-City



B) Students representative during the focus group discussion



Declaration

The thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Tigist Shesu
Student

[Signature]
Signature

02/07/10
Date

I confirm that this thesis has been submitted with my approval as the supervisor of the same.

Amirie Andalem
Advisor

[Signature]
Signature

02/07/10
Date