



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT  
OF EDUCATIONAL PLANNING AND MANAGEMENT

FACTORS AGGRAVATING STUDENTS' DROP OUT IN SECONDARY SCHOOL OF GIDA  
AYANA WOREDA OF EASTERN WOLLEGA ZONE.

THESIS SUMMATED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA  
UNIVERSITY IN PARTIALLY FULL FILAMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

By: Kefyalw Beyene

Advisor: Abdulaziz Hussein. (Ph.D)

Jun, 2018

Addis Ababa Ethiopia

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## DECLARATION

I the under signed, declared that this thesis is my original work and has not been presented for a degree in any other university, that all source of materials used for the thesis have been duly acknowledged

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## **Approval of the board of Examiners**

As thesis examiners, we here certify that we have read and evaluated this thesis prepared under our guidance, by keyfalew Beyene “Factors aggravating students’ dropout in secondary schools of Gida Ayana Woreda of Eastern Wollega Zone” and recommended that it be submitted as full filling the thesis requirement.

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## ABSTRACT

*The purpose of the study was sought to examine the causes for dropout of students in secondary schools and to indicate the solutions in reducing dropout. It also attempted to investigate the magnitude of dropouts in government secondary schools of Gida Ayana Woreda. In order to attain the objective of the study, descriptive method was employed. The study was carried out on all five secondary schools of Gida Ayana Woreda. The subjects of the study include 75 dropouts, 50 teachers, 12 school principals, 15 parent teacher association (PTA) member of school and 2 woreda experts. In aggregate percent of the questionnaires were properly filled in and returned, and data analysis made using descriptive statistics (percentages and frequency). Data from documentary analysis indicated that the rate of dropout in secondary schools of the study area was significantly high and its trend shows increasing. The data further revealed that the dropout problem was more serious in grade nine than grade ten. The findings of the study showed that failure in study hard, lack of interest to learn, frequent absenteeism, low self conception due to previous failure in examination, low employment opportunity in the future were the major problems among individual/personal factors of students. Similarly, low teacher attitude toward students, school distance from pupils home, lack of guidance and counseling, lack of educational materials and lack of gender sensitive facilities were the major problems related to school factor. Additionally, parental factors such as poverty, parental enforcement to agricultural activities, low level of parents education, family size, low level of parent income and low attitudes in formal education were some related problems. To solve these problems the forwarded recommendations were; schools should create awareness program for all communities, provide necessary materials by involving different non government and government body in the systems, giving continuous advice and counseling students. Moreover, discussion with school community, parents and woreda educational expert about students' problem to create good school environment and to provide learning materials were highly needed.*

# CHAPTER ONE

## 1. Introduction

This chapter includes background of the study, statement of the problem, objective of the study, signification of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

### 1.1 Back ground of the study

Education helps any country to create strong economy, which can cop up with the challenges of development and can easily adapt to the changing world and technological condition to the global economy. Education is the core and principal engine for development of a given nation which cannot be secured without human resource development. Thus, education is a means for nation building and poverty reduction (Trufat, 1998).

However, the effectiveness of such human development will depend up on whether the education procedures skills that can be used productively in the economy. In other words, education cannot be measured solely in years of enrollment. What matters is that students learn, retain and apply in life. In similar fashion, Tekeste (1990) stated that education can enhance development when it is “relevant and appropriate” to the needs and demands of the community. For instance, one criticism of secondary schools is that they concentrate on preparing students for the higher level of education/university which most of them will not be able to enter. In general, no one deny that education has a vital role to play in Ethiopia’s development in social, cultural and political, and economic aspects. However, as it is also indicated in the new education and training policy document, our country’s education is entangled with complex problem of relevance, quality, accessibility and equity (MoE, 1994).

Dropout is one of the indicators of educational inefficiency and wastage of scarce resource in developing countries (Habtamu, 2002). Similarly, Wanna and Tsion(1994) confirm that educational wastage, which includes dropout, is the major impediment to maintain internal efficiency of the educational system of the country.

In this age of technological development, education is a dynamic force to be reckoned with. Tanori, Henderson and Mumford (2002) buttressed this assertion stating that “in fast-paced, complex, information-based economy like ours, education is a must”. They further expatiated on this noting that in order to compete and become a productive member of one’s society as a whole depends upon the fundamental skills acquired in high school.

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

Improving secondary education in developing countries requires efforts on at least three fronts; enhancing the learning environment, improving the preparation and motivation of teachers, and strengthening educational management (Lockheed, M.E. (1990).

Research shows two sets of factors may be predictors of whether students will drop out or graduate from high school; one set is associated with the institutional characteristics of their families, schools, and communities, the other set is associated with the individual characteristics of the students themselves (Rumberger and Lim, 2008).

Thus, the Ethiopian government has taken different measures in order to minimize the problem, but the issue of student discontinuity of the schooling is still the acute problem of the Gida Ayana Woreda in east Wollega zone. For instance, the total percent grade 9 and 10 of dropout rate of student’s increased from 9.2% -19% from 2005-2009 E.C, respectively(woreda’s secondary schools pupils roster)Therefore, the purpose of the study is determining the cause of dropout of students in secondary schools of Gida Ayana Woreda of Eastern Wollega Zone. Finding and implementing solution to this problem has implications beyond the benefits to individual students, particularly in the study area. It represents a way of slicing through a variety of social, economic, cultural and political problems.

Enabling students to complete their education is to invest in future progress and better standards of life with multiplier effects. To be able to make efforts that improve wastage due to dropouts requires a clear understanding of the extent, because consequences and policy responses made to the problem of student dropouts. This understanding will be used as benchmarks from which to start new actions. Therefore, this study is a practical step to create such an understanding as far as the promotion of students' education is concerned.

## **1.2. Statement of the problem**

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

Although the degree varies, inefficiency in the education system is prevalent both in developed and developing countries. In case of Ethiopia, the problem is not only getting pupils into school but it is also keeping them there. The educational wastage, particularly in the form of dropping out has been a challenge to the sector (Degarge, 1998; Habtamu, 2002; Tilaye, 1999). Similarly, Coombs, (1985) and Magne, (1991) indicated that high dropout and repetition rates are the major factors that reduce internal efficiency but the magnitude of the problem is more acute in developing countries.

Thus, many of these dropped out students education is responsible for the existing gap between intended and attained objectives of education which is an indication of internal inefficiency of the education system of the country. On the contrary, making students to complete their schooling is to invest in future progress and better standard of living, besides contributing much for maintaining interval efficiency of education system.

Understanding the above realities, Ethiopia's Educational and Training policy of 1994 emphasizes the need to increase the participation of male and female education and to reduce inefficiency of education. The policy is the bench mark for present increased rate of students'

enrollment both at primary and secondary schools. However, the dropout of students is one of the major problems of the education system (Degarge, 1998; Habtamu, 2002; Tilaye, 1999). This implies that the country's education system lacks internal efficacy due to repetition and dropout of student. However, the proportion of students who quit schooling before finishing the grade cycle in which they enrolled for learning in the academic year is relatively high. For instance in 2001/02 the national dropout rate 17.2 percent and raised to 19.2percent in 2002/02 G.C Ayalew (2004:18). But, the magnitude of the problem is varying across different regions of the country (i.e. in 2002/03 G.C: 25.6 percent in SNNPR, 25.5 percent in B. Gumuz, and 18.6 percent in Oromia).In addition to this, if we see Gida Ayana woreda's secondary schools dropout rate in 2005,2006, 2007, 2008 and 2009E.C academic years were 9.4%, 15%, 9.4%, 16% and 19% respectively (woreda's secondary schools pupils roster). There for, the dropouts of students were a serious problem in this study area. However, studies in high schools' dropout in the Ethiopia and Oromia have been made, But up to the researcher knowledge no one of them has been dealt with secondary school in Gida Ayana Woreda. Therefore, the main purpose of this study is to assess the major causes of students drop out of secondary school in Gida Ayana Woreda of East Wollega Zone, thereby suggest intervention strategies that can help to minimize or reduce the dropout rates. More specifically, the study is guided by the following basic research questions.

1. What is the trend of dropout rate in the secondary school of GidaAyana Woreda?
2. What are the factors that contribute to student's dropout rates in the study area?

### **1.3 Objectives of the Study**

This study is going to address the following general and specific objectives.

#### **1.3.1 General Objective**

The general objective of this study is to assess factors that cause student's dropouts and to suggest remedial solutions that help to minimize the problem in the secondary schools of the study area.

### **1.3.2 Specific Objective**

Specific objectives of this study are:-

- To assess the factors those are the causes of student dropouts in secondary schools.
- To investigate the influence of environmental factors on students' quitting schools.
- To suggest ways those assist in reducing the problems of dropouts and improve the participation of students in education.

### **1.4 Signification of the Study**

The finding of this study is expected to: Help schools, administrators and families in reducing the rates of student dropouts by improving the relationship of students with both the school and teacher.

Solve the problem of students in the secondary schools of the Woreda in order to increase the students' achievement.

Help teachers and families in identifying the factors that contribute to student dropout rates in the school.

Help policy makers and others in formulating objectives that enable to raise students' participation in the education.

Help as a reference materials for other researchers who will conduct further study on the area.

### **1.5 Delimitation of the Study**

Though there are multitudes of factors that contribute for high level of student dropout rates in secondary school, the study was delimited selected factors that vividly observable.

These factors include socio-cultural, economic, interest, family and peer influence.

Moreover, the study is limited to five secondary schools in the Woreda in the academic year 2005-2009 E.C. Grade 9 and 10 students of the schools were the source of data for the study and the data gained from these students was used only during the academic year 2010 E.C.



## 1.6 Limitations of the Study

One limitation of this study is the first in its kind in these secondary schools; the researcher was unable to get more data regarding the problem under study. Moreover, it would have been better if more numbers of data sources were included so as to enrich the study with much information. However, because of time and financial constraints, the researcher was obliged to use a small number of sample respondents. Despite these problems, the study was plainly and completed as planned.

## 1.7 Definition of key Terms

Important terms used in this study are defined based on the context and relevance to the objective of the study.

**Dropout:** - one who dropped out from the school before achieving or completing his/her studies due to various reasons (Good Carter, V.C 1973).

**Dropout returnee:**-one who returned or was re-admitted to school after dropping out.

**Efficiency:-** refers to the relationship between inputs into the educational system and output from that system (UNESCO, 1980).

**Educational wastage:** - refers to human and material resource spent or wasted on pupils who drop out of school before completing the level or those who repeat a grade (UNESCO, 1998).

**Non-returned dropout:**-once students discontinue their learning not returned to school after dropping out of school.

**Repetition:** - refers to students who in a given year, remain in the same, grade and do the same work as in the previous year (UNESCO, 1980).

**School enrollment:** - refers to the stage of being enrolled or registered in the school in order to acquire some theoretical and practical knowledge through the teaching-learning process.

## **1.8 Organization of the study**

The study was organized into five chapters. The first chapter deals with the back ground of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms, and organization of the study. The second chapter deals with review of related literature, and the third deals with research design and methodology of subject of the study. Chapter four contains analysis and interpretation of data. Finally, chapter five presents summary, conclusion and recommendations.

## **CHAPTER TWO**

### **2. Review of the Related Literature**

This chapter provides review of literature on dropout particularly in the secondary schools. Therefore, this part of the paper deals with the views of various scholars based on the following main topics; definition of the dropout, educational wastage, causes of dropout( structural factors, family factors and individual factors) and prevention for dropout.

#### **2.1. Definition of Dropout**

Dropping out means leaving a school for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves. Most commonly, dropping out refers to a student quitting school before he/she graduates or avoiding entering a university (Good, 1973).

A dropout is considered as student who for any reason other than death leaves school before graduation without transferring to another school/institution. Before deciding who dropout is though, we must define who the actual student are first one is considered a student if they are in special program or ungraded program, as in an alternative school. However, if one is in prison, mental institution, juvenile institution, or adult training center, the person is not considered a student. Those that are above the compulsory education age but have not graduated are also considered students. If the student is switched to another approved school program from his/her secondary school program for any reason, he/she is still considered a student. The hardest thing to do is to track these transfers. There is not a national tracking system and so schools that do not follow through by sending an official transfer notification end up classifying a student as a dropout instead of just a transfer; student who die should also not be considered as a dropout. Student who enter a military before graduation, on the other hand, are considered as a dropout. If one is expelled and does not enrolled in another school is considered as a dropout.

Dropping out means leaving a school for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves. Most commonly, dropping out refers to a student quitting school before he/she graduates or avoiding entering a university.

There are several ways of defining and measuring dropout rate (Kaufas, Kwon, Klein, and Chapman, 1999, as cited in Rumberger, 2001). One way is to view dropout as a status assessed at

a particular point in time. The status of dropout is assigned to persons who have not completed high school and who are no longer enrolled in school completion at a particular point in time.

Dropping out is a withdrawal of students from school before completing an equivalent program (Good, 1973), withdrawal of student before it is, therefore, considered as wastage since the student who dropouts has not achieved the educational objectives designed for the course UNESCO, as cited in Ayalew, 1997; 492). For this reason, dropout is a world problem. But the degree varies between developing and developed countries, Shindu (1999; 12) confirms that the problem is more serious in developing countries. The study conducted by Ayalew (1997) also shows that it is particularly more serious in Ethiopia. As for him, for the years 1987 and 1995, about 50 percent of the students who entered the first grade quit school before even reaching grade two. Similar to primary education, the secondary education is also high rate of students leave school.

## **2.2. Educational Wastage**

Educational wastage does not only occur in dropping out but also in students deliberately repeat grades to improve their academic performance. For educational planners and statisticians, the wastage of education is the combined result of grade repetition and dropout of school before completing the education program for which one is enrolled (UNESCO, 1983). Kobes (1975) similarly added that repetition and dropping out are identified as two of the observable and quantifiable indicators of internal inefficiency or wastage in educational system. Thus, the repetition of grade within the course, and dropping out before its completion are both considered involving wastage (UNESCO, 1984).

The presence of these repeaters and dropouts make the input-output ratio greater, and the wastage increase not only the size of enrollment and educational resources are reduced, but also the cost associated with producing graduates of secondary education are raised (Lockheed, and Verspoor, 1991).

The economical costs are:

1. Direct cost:-the amount spent directly on schooling like food, transportation, school supplies, school fee...etc.

2. Opportunity cost:-the value of labor forgone where children attend school instead of holding outside jobs or working out home.
3. Future cost:-rate of return for each year or school missed.

### **2.3. The Major Reasons and Causes of Dropout Problem**

In order to identify the major reasons and causes of school dropouts, some studies have been undertaken in different countries, both in developed and developing. Dropping out is more of a process than an event. A process for that some students begin in early elementary school. Poor academic achievement as early as elementary school is one of the strongest predictors of dropping out. Preschool improves school readiness and early school success, positively affecting student outcomes including high school completion. Grades are more consistent than test scores in predicting which students' leave will school without graduating. Several behaviors both in and out of school including absenteeism, delinquency, and substance abuse are strong indicators of dropping out. A stable home environment and access to social and financial resources strongly influence the likelihood that a student will graduate. Dropouts themselves report a variety of reasons for leaving school, but these reasons do not reveal the underlying causes. Multiple factors in elementary or middle school may influence students' attitude, behaviors and performance in high school prior to dropping out. To better understand the underlying causes behind students' decisions for dropping out, research review identified three cluster of factors that predict whether students dropout or graduate from high school:

- 1) Individual factors
- 2) Structural factors, and
- 3) Family factors (Velez and Saenz, 2001).

#### **2.3.1. Individual Factors**

Individual factors that predict whether students' dropout or graduate from high school fall into the following: student characteristics, educational performance, absenteeism, behavior, attitude, background and repetition.

##### **2.3.1.1. Student Characteristics**

Include both the academic background as well as demographic characteristics such as family structure and socioeconomic status, and gender. Importantly, apart from the effect of each

individual's characteristics, aggregate student characteristics have been shown to influence educational attainment at the school level (Gamoran, 1992).

### **2.3.1.2. Educational Performance**

Several aspects of educational performance have been seen in middle and elementary school (with grades a more consistent predictor than test scores); non-promotional school changes (student mobility) during middle and high school; and retention (being held back one or more grades), in elementary, middle, and high school.

### **2.3.1.3. Absenteeism**

Absenteeism destabilizes the teaching-learning process. Students who miss periods definitely face a problem of understanding follow up lessons. Thus, it appears that absenteeism is a cause for educational wastage. Irregular attendance limits the learning process and reduces the ability to get either good education or completing the cycle of that education (German and Brown, 1989; Edigar, 1987). For example, according to German and Brown (1989) students who frequently absent are putting their future in jeopardy, chronic absenteeism especially truancy is a behavior highly associated with dropping out of school.

The studies conducted in Ethiopia reveal that because of different reasons (excessive household activities, marketing, religious holidays) more students are absent from school (Asmaru, 1998).

Totally, absenteeism in education reduces the cost effectiveness of the system and severely limits a child's lifelong potential by forcing her/him away from school. German and Brown (1989) expressed that more children miss school, the less they learn, the lower their grades; the lower their grades, the greater possibility of failing or repeating; the more difficulties experience with educational process, the less they want to stay in school, the less likely they are to graduate.

### **2.3.1.4. Behavior**

A wide range of behaviors both in and out of school have been shown to predict dropout and graduation. One of the most important is student engagement, which in academic work (e.g., coming to class, doing homework) and the social aspects of school (e.g., participating in sports or other extracurricular activities). Research consistently finds that high absenteeism is one specific indicator of engagement that is associated with higher dropout rates. Misbehavior in

high school and delinquent behavior outside of high school both significantly associated with higher dropout and lower graduation rates. In addition, drug or alcohol use during high school is associated with higher dropout rates. Teenage parenting and childbearing increase the odds of dropping out. Having friends, who engage in criminal action or friends who have dropped out also increase the odds of dropping out with such associations appearing as early as the seventh grade. Finally, a number of studies have found that students who work less than 20 hours a week are significantly more likely to dropout.

#### **2.3.1.5. Attitudes**

Although a substantial body of research has explored the relationship between student achievement and a wide range of student beliefs, values, and attitudes, far less research has explored the links between these factors and dropping out.

#### **2.3.1.6. Background**

A number of student background characteristics including demographic and past experiences are likened to whether students' dropout or graduate. Dropout rates are generally higher for females than males, yet these differences may be related to other characteristics of students as well as characteristics of their families, schools, and communities. Some students have economically poor families, less attitude on educational value, is also a higher odd of dropping out. One past experience shows that participation in preschool has been the subject of extensive, rigorous research and has been shown to not only improve school readiness and early school success but also to affect a wide range of adolescent and adult outcomes, including high school completion, crime, welfare, and teenage parenting.

#### **2.3.1.7. Repetition**

Repetition of grade by student is also another factor for dropping out of school. For instance, Tirusew (2000) elaborate those children who face academic difficulties in school, among other things, may mean an increase in school dropout. Lockheed, Levin and Likewise (1991), explain that dropout is mostly result from poor academic achievement.

In most developing countries including Ethiopia, promotion from one grade to the next grade is based up on a successful completion of rigid examination procedures. Students who score less

than 50 percent on three or more subjects have been made to repeat a grade. They may repeat more than once when they do not achieve the passing marks and they may be expelled by either the school or dropout by themselves. This rigid promotion policies based on rigid examinations increased the dropout of students in developing countries schools ( Lockheed and Levin, 1993).

Dropout due to repetition is more crucial for girls than for boys (Genet, 1991; Cammish and Brock, 1994). Because of most of the time, girls show poor academic performance than boys in school, and parents who do not appreciate their daughters' education keep them away from school and make them to get married (Genet, 1991). Moreover, her finding reveals that the number of female dropout due to repetition exceeds their male counterparts.

### **2.3.2. Structural Factors**

There are varies aspect of structural factors that predict whether students dropout or graduate such as school factors, student-teacher ratio, bureaucratic orientation, resource allocation, distance from home to school, principals/administration, guidance and counseling and policies and practices.

#### **2.3.2.1. School Factors**

##### **2.3.2.1.1. School Facility Factors**

An unconducive school environment is one of the causes for school dropt. Schools have to be equipped with adequate educational materials like adequate class size, laboratory, sports, library and other entertainment facilities; other with they will not be able to supply students with required educational standards. As Ronald C. and Year Book, ASCD (1964) asserted a central task of the school is to help the child discover his own constructive potential and to create conditions through which this may be developed. Thus, it becomes important to consider proper condition in the school setting, involving both the physical and emotional environment such as the library, the laboratory, the gymnasium, the auditorium, or the conference rooms which may in turn, become the learning center. In general, however, the term classroom implies a place which the number of pupils is sufficiently limited so that member of the group may learn to know and interact with each other, and so that the teacher may know and interact with pupils individually as well as collectively (in short) a home base for the learner.



#### **2.3.2.1.2. Grade Retention**

When students repeat the same grade level of school has increased in recent years, primarily due to an increased emphasis on accountability and standards (Jimerson, Anderson, and Whipple, 2002) and despite the evidence that retention is at best a short-term fix (Anderson, Whipple, and Jimerson, 2002; Roderick, 1995). By ninth grade, 30-50% of all students will have been retained at least once and will thus be average for their grade level (Jimerson, Ferguson, Whipple, Anderson and Dalton, 2002).

#### **2.3.2.1.3. School Organization**

Lee and Burkam (2003) explored how high school structure and organization may influence students' decision to stay in school or to dropout. The authors found that explanations of dropouts that rely solely on students' social background and school behaviors are incomplete—schools that can exert important organizational effects on students' decisions to dropout or to stay in school.

Further, school size influences school outcomes; smaller schools (not large than 1,500 students) are generally more effective at retaining students than small schools and very large schools (2,500 +) (Lee and Burkam, 2003). Ascher's (1987) findings showed that small school organization reduces the risk of retention and dropout for ninth grades.

#### **2.3.2.1.4. Caring School Climate**

Students are less likely to drop out from schools in which they feel they have positive relationships with their teachers (Lee and Burkam, 2003). Worrell and Hale (2001) examined the impact of hope in the future and school dropouts and graduates. Retrospectively, dropouts rated perceived school climate significantly lower than did graduates, and graduates rated the importance of attending college significantly higher than did dropouts. Dropouts and graduates who left school after the study was conducted did not report differences on the risk factors measured, nor did they differ on perceived school climate or the importance of attending college. However, hope in the future significantly predicted dropout versus graduate status for these participants.

Fostering authentic, caring school climates that affirm culturally relevant, caring pedagogy can result in student academic success. Reyes, Scribner, and Paredes-Scribner (1999) found that collaborative governance and leadership, including a clear vision shared by the school community; collaborative, dedicated administrators; and humanistic leadership philosophies were among the attributes of schools that were successful in educating Mexican American students to high levels of achievement without attending to distinctive contributions of culture, educational efforts with these students are likely to be unsuccessful (Garcia, 1995; Knapp and Woolverton, 1995; Reyes, Velez, and Pena, 1993; Velez and Seanz, 2001).

Caring teachers (Crominger and Lee, 2001) are an important source of social capital for students. These teacher-based forms of social capital reduce the probability of dropping out by nearly half. However, students who come from socially disadvantaged back grounds and who have had academic difficulties in the past find guidance and assistance from teachers especially helpful. Caring adults, too, are among the assets that young people need to succeed (Benson, Galbraith, and Espeland, 1998).

Participation in school activities is an additional strategy for schools to help students from school attachments to prevent dropping out. A study by Davalos, Chavez, and Guardiola (1999) examined extracurricular activity, perception of schools and the associations of these variables with school retention rates among Maxican Americans and white non- Hispanics. They found that students reporting participation in extracurricular activity were 2.3 times more likely to be enrolled in school than were those not participating in extracurricular activity.

#### **2.3.2.1.5. Student-Teacher Ratio**

Student-teacher and staff-teacher ratios are structural determinants of dropping out. For the student-teacher ratio, higher ratios indicate increased probability of dropping out while lower ratios indicate decreased probability of dropping out. Along with that, the greater resources, in terms of support staff per teacher, the lower the aggregate (Fitzpatrick and Yoels, 1992).

#### **2.3.2.1.6. Bureaucratic Orientation**

School structure can also be determined by investigating how the core technology of a school is organized, i.e. their bureaucratic orientation. This involves determining whether or not schools

are traditional-bureaucratic or community based; “in school with traditional-bureaucratic form, the routine technical activity and instruction, break down knowledge into a curriculum composed of discrete and fixed subjects. The organization of the instruction into departments and tracks is consistent with specialized model. Such reforms as increasing academic standards, tightening graduation requirements and teacher proof curricular materials fit the traditional-bureaucratic model. In schools with the communal form, knowledge is seen as multidimensional and interdisciplinary and teaching is responsive to students’ opinion, talents and tastes. Learning is built more around concrete “problems” and abstract “subject” and assessment is more flexible and less standardized. Organization responses to the communal school’s core technology may include independent study, interdisciplinary teaching, flexible scheduling, cooperative learning, and mixed ability classes (Lee and Smith, 1995).

#### **2.3.2.1.6. Resource Allocation**

Student-teacher and staff-teacher ratios, class size and often bureaucratic orientation, can all be directed by funding resources and allocation of those resources. This distributive structural determinate directly influence dropping out. For example, increasing funding influences school structure by reducing the pupil- teacher and staff-teacher ratios which lead to a decrease in the dropout rate. However, this is a mediating effect (Lee and Smith, 1995; Marlow, 2001). Conversely, broad theories of bureaucracy predict “resources are often not efficiently allocated in public markets that lack competition and are controlled by sponsors such as elected officials or parents,” as is the case with education (Niskanen, 1971; Marlow, 2001). The implication here is that hiring more teachers, for example, will not always be beneficial, especially if the marginal utility of one additional teacher is at or below zero. Marlow (2001) found this to be true in this study of resource misallocation within the public school system in California

#### **2.3.2.1.7. Distance from Home to School**

Many studies have indicated that distance to school is an important determinant of child enrollment and dropout rate (Maglad, 1994; Cammish and Brock, 1994). For instance, Maglad (1994), notes that the geographical location of schools has a decisive impact on the chances of going to school and staying longer.

However, researcher like Coombs (1995) and Anderson (1992) reported that in all developing countries school zoning is unsatisfactory considering the unfair distribution of schools in Ethiopia. Anderson (1992) expresses the situation as follows: “in Ethiopia schools are generally located in provincial cities, district and country towns. Many students from interior have to walk a minimum of four to five hours to reach schools.” As a result, he concluded that a large number of students had left schooling in earlier grades and for many rural children; the chance of going to secondary school was very remote. Dirrirsa, (1993) have also explained that the net work of secondary school is still too sparse to meet the needs, and many of the existing schools are situated in urban areas leaving rural areas educationally under resourced.

Such urban biased educational system increases the dropout rate by raising both direct and indirect costs of schooling. Similarly, Anderson (1992) suggests that both direct and indirect cost of schooling vary directly with distance. In other words, the longer the journey to the school, the higher is the dropout rate among school youths (Maglad, 1994).

Moreover, research results of Dirrirsa (1993), Maglad, (1994) confirmed that the proximity of schools strongly influences parental decision on persistence children’s particularly daughters’ schooling. The greater the distance between a child’s home and school (the higher is the dropout rate especially for girls (Yelfign, 1990).

Location is another structural factor that potentially influences dropout rates. Schools in isolated rural regions may have less access to resource than their counterparts (Rosigno and Crowled, 2001). Moreover, some have suggested labor market characteristics influence academic attainment, especially where students (and parents) perceive diminishing returns to completing high school.

#### **2.3.2.1.8. School Principals/Administration**

The role of administration is to share authority, responsibility and accountability by using the maximum capacity to accomplish the goal of the school. Regarding the role of school principals, Ayalew (1995), in Telahun (2004) generalized by starting as follows.

- Managing the supply and effective use of school resources in terms of budgeting, financial, personnel and property management, time tabling, reporting and planning.

- Guiding curriculum implementation and change and organizing teacher development in school to motivate teaching technologies apply curriculum taught fully and be creative in developing instructional materials and teaching aids.
- Creating professional ethos with the school involving staffs, students and the school committee in decisions about school teachers' development teacher's career structure implementation, etc.
- Enhancing of parental and community involvements in teaching process and in school management and development.
- Coordinating the monitoring and evaluation of the performance of staff, students and the school in general which lead to useful continuing changes and innovation.

#### **2.3.2.1.9. Guidance and Counseling**

Professional school counseling too often is restricted to academic matters. Counselors, as certified teachers, are unlikely to have a real knowledge of the community and are unlikely to have the time to give in depth help to troubled youth. This weakness of the professional counseling program can be overcome, at least in part, through the training of peer counseling. An excellent example of giving students a reason for learning is the peer counseling program at Chinle high school that two students described at the INAR/NACIE Joint Issue session in San Diego. These students volunteered for a class where they learned about the effect of drug and alcohol abuse and learned leadership and peer counseling skills. The students then applied what they learned by helping students with problem (Cheryl Kulas, 1990 cited in Jon Reyhner, 1992).

Drop out of school is a complex social problem for which there is no simple solution students need to have guidance of counseling before they dropped out Seleshi (2000) stated that there are schools for which counselors have been assigned by ministry of education. Most of them have been trained as general psychologist. Understandably, the general psychologists had better theoretical back ground than others did. The reason is obvious; the general psychologists took courses in guidance and counseling.

In line with this Seleshi, (2000) said that Ethiopian secondary school counseling is not considered as a primary useful service that facilitates the teaching-learning process. As a result, most schools a small office assigned to two or more counselors. Sometime the office serves two

counselors at a time and using such an office, the counselors cannot ensure the clients privacy. The most important prerequisite of the counselor's office is privacy because, counselors desire to have privacy.

In general, principles of guidance and counseling should take into account the nature of community, information, knowledge and skills of the counselor, economic and social status of the counselees (Dessalew, 1998).

#### **2.3.2.10. School Policies and Practices**

School policies and practices in high school dropout if they attend schools with a stronger academic climate as measured by more students taking academic courses and doing home work. On the other hand, students are more likely to dropout in schools with a poor disciplinary climate, as measured by student disruption in class or school.

#### **2.3.3. Family Factors**

There are various aspects of families predict whether students dropout or graduate:-families structure, families' resources/income level, neighborhood of residence families' practices, educational level of parents, and school parent relation/ families practices. These aspects were deeply determined as follows:

##### **2.3.3.1. Families Structure**

Students living with both parents have lower dropout rates and higher graduation rates compared to students living in other family arrangements. More important, changes in family structure, along with other potentially stressful events (such as a family move, illness, death, adults entering and leaving the households, and marital disruptions) increase the odds of dropping out. In addition, student health problem affect the process of teaching-learning requires, among other thing, individual student who follows lesson attentively. Attentive listening in turn depends on students' physical and mental health in relation to this, Coombs (1985) states that the learning achievement of student depends largely on the characteristic of the learner themselves: whether they are well nourished, having physical and mental health.

However, young children, particularly of marginalized areas, are vulnerable to many diseases. Some of the illnesses may cause temporary absence and accumulation of these may lead to

children falling behind or giving up school completely. As Carl-Hill (2002) reports, in Uganda, a survey was carried where respondents were asked what were the factors affecting school attendance. According to this study, ill health was the most frequently cited factor (by 64%).

### **2.3.3.2. Economic Situation**

Regularly attending education and completing a given cycle within intended time carry with it different type of cost, direct cost, in-kind cost, monetary cost and opportunity cost (Carl-Hill, 2002 and Action-aid, 2003).

In many developing countries including Ethiopia, primary and secondary education is “free” of any direct costs or what is known as user fees etc (Action-aid, 2003). As put by Action-aid (2003), the total cost of all these and others pose a potential burden on poor families, particularly (but not only) those with large number of students in school.

In-kind cost is also another obstacle to further schooling in most rural areas of developing countries. In-kind cost, as Wagner (1993) describes it, includes costs of child labor engaged in any income generating activities. In most of developing countries, children as young as five or six engaged in income generating tasks as “street vendors, dodging in and out of the traffic jams to sell chewing gum, newspaper...” Thus, by sending them to school and keeping them there their families will lose a real income on which they depend (Graham-Brown, 1991). Hence, in-kind cost is one of the push and pull factors in deciding further education of a child.

The cost of child labor at home is also another reason for high dropout rates in rural areas of many developing countries (Wagner, 1993). For example, study carried out in pastoral areas of Uganda shows that a large number of children leave school due to their pre-occupation with fishing and cattle keeping.

This opportunity cost finally leads to child dropping out of school, as he/she is highly required to involve in domestic work. One of the most important suggested measures to alleviate the problem of opportunity cost is to adjust school calendar in accordance with major economic activity of the local area (Ibid). In most African countries including Ethiopia, the school year takes little account of seasonal factors that believed have high contribution to opportunity cost (Seleshi, 2000).

### **2.3.3.3. Neighborhood of Residence/Socioeconomic Status of Neighborhoods**

Students in low socioeconomic neighborhoods are more likely to drop out of school than student in more affluent neighborhoods. For example, in their longitudinal study of over, 1,100 students, south, Baumer, and Lutz (2003) found that the socioeconomic status of student's neighborhood is more associated with the probability of dropping out than adolescents, delinquent behavior, student attachment to school and parents, and parental control over adolescent behavior. They also suggested that students in socioeconomically distressed neighborhoods feel that school completion offers little either to improve the quality of life in their neighborhood or to provide mobility into a better one.

### **2.3.3.4. Educational Level of Parents**

Parental educational back ground is likely to shape children's attitude towards education. Children of educated parents have the chance or access to education and completing it (Carl-Hill, 2002). The authors further pointed out that those well educated parents involve more in school affairs and encourage their children better than those who are less educated. This idea has been confirmed that the educational level of parents is a significant determinant of enrollment, persistence and performance. In this regard, Magland, 1994; cited in Tilaye, 1999, reported that parental education affects school enrollment and years of schooling for their children positively and significantly. Similarly, Hyde (1989) pointed out that educated parents are more likely to send their children to school and keep them longer time in school than uneducated parents.

### **2.3.3.5. Family Resource/ Income Level and Their Occupational Type**

The poorest families experience the greatest pressures, and when their incomes are falling, families often withdraw their children from school (Anderson, 1992).

Children of poor families are less apt to enroll in school and more apt to dropout than children of better-off families. For example, one study in India and Nepal found that student enrollment in the richest families exceeded that of the poorest by 50-100 percent. Families also incur opportunity costs in the form of foregone household labor or earned income of children in school (Lockheed, 1990).



Students in homes with more family resource as measured by parental education, parents' occupational status, and family income are less likely to drop out of school.

Different researchers like Wanna and Tsion, 1994; Hallak, 1990, confirm that the level of family income greatly determine the chance of pupils' survive, in educational system. According to World Bank report (1980), the economic profiles of dropouts show that the problem is mostly prevalent among pupils from low-level economic back ground. Patrinos and Psachoropoulos (1996) also report that pupils from low-income families would likely academically poor and have high tendency dropout of school of than those economically privileged ones.

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

#### **2.3.3.6. School Parent Relation**

School community relationships are useful for educational quality. Communities can help in solving problems that schools cannot. Parent and other agencies like the police and other in taking corrective measures (Ovard, 1996) should assist schools. Schools should create a two-way communication channel for closer and strong relationships between teacher and parents to facilitate the teaching-learning process. The frequent parent-school contacts affect the level of educational improvement and reduce wastage. As different researcher shows educational wastage rate is higher for developing countries than the developed countries. In line with, Simmon (1980) writes four possible explanations. These are:-

First- the supply of school places, expressed as a parentage of school age cohort, is higher in developing countries, thus obviating the need to reduce the number of seeking administration, as is necessary in the developing countries. Lack of finance and of local self-reliance is the main constraints to expanding enrollment.

Second individuals in developing countries generally have less motivation to obtain more years of school.

Third-parent poor children are not as understanding or supportive about doing homework or learning foreign languages as are parents of upper income children.

Forth-the costs of education both direct and in earning foregone, often too great for the poor to afford.

Parent involvement promotes a healthy and consistent learning environment by establishing mutual goals between parents and educators and by developing activities that cut across home and school (Christenson, 1995, Weiss and Edwards, 1992). Parents' involvement program actively engaged parents through a variety of activities that enable them to participate more fully in their children's education both at home and at school (Christenson, 1995). Although most of the emphasis is placed on parent involvement, increased involvement of variety of community members and volunteers may also be important and may have similar benefits. Finally, school collaboration is a cooperative process of planning that brings together school staff, parents, children and community members to maximize resources for child achievement and development.

#### **2.3.3.7. Parents' Attitude Towards Formal Education**

The attitude of parents is found to be the most important factor in affecting schooling (Anderson and Bowman, 1980). In the same vein, Genet (1991) indicates that the value attached to modern education by parents greatly affects students' persistence of school.

These days, most parents have positive attitude toward children's education but still in some traditional society, parents are reluctant towards modern education in school (Magland, 1994).

There is always difference in opinion of families to educate their daughters and sons (Wagner, 1993). In developing countries particularly in rural parts, girls engaged in heavy domestic works at a very early age (Brimer and Puali, 1997).

The justification of parents for their differential favoritism is that even if the costs are the same for education of sons and daughters they tend to perceive the return is greater in case of boys.

Parents' perception of the inferior intellectual competence of females to males is found to be another factor for their decision not in favor of daughter's education (Yates, 1982).

## **2.4. Intervention: To prevent Dropping out**

Good practice around dropouts could occur in different stages and zones of access, in direct and indirect ways. They could catch children both before they dropout and when dropout has occurred, helping secure some form of continued education. Good practice in this case would be in terms of securing some form of sustained education for these children (Case, 2004).

Dropout prevention starts with caring teachers who give students every chance for success in the classroom through interactive and experiential teaching methodologies, relevant and culturally appropriate curriculum. At risk students need peer support through cooperative instructional methodologies and peer counseling programs. Dropout prevention also includes support services outside of the classroom from school administrators and counselors who work closely with parents.

To prevent students from dropping out of school, it is necessary to know why dropout. Many studies have focused on the supported deficit of students who dropout, including their parents' income, their intelligence, and their school attendance. Less attention has been given to the deficits of the schools and teachers pushing students out, but this is an even more important topic for parents and educators (Jon Reyhner, 1992). Interventions, which have seemingly had some positive influence over preventing dropouts or supporting those children who have dropped out into some form of education, are described below (Ibid).

### **2.4.1. School-Related Factors**

#### **2.4.1.1. Large Schools**

There is evidence that the increased size of American schools, especially the large comprehensive high schools with more than one thousand students create conditions for dropouts.

Recently, the national study of schooling (Goodlad, 1984) cited in (Jon Reyhner, 1992), criticized large schools for creating factory-like environments that prevent teachers and other school staff from forming personal relationships with students.

Smaller schools also allow a greater percentage of students to participate in extra-curricular activities. Students participating in these activities, especially sports when excessive travel is not required, dropout less frequently (Platero, et al., 1986) cited in (Jon Reyhner, 1992). Many reservation schools do not have drama clubs, debate teams, and other non-sport extra-curricular activities which would help develop student leadership and language skills.

Another negative feature of large schools revealed in the Navajo dropout study (Platero, et al., 1986) is that in rural areas students are often required to take long bus rides to school. Students who miss the bus often cannot find alternative transportation thus increasing their absenteeism. Long distances between homes and school also discourage parents from taking a more active role in school activities. Unless large schools are restructured to create schools with smaller and larger blocks of time that individual teachers can form human relationships with individual students, it is difficult for caring teachers to interact with any one student long enough to know a student personally and to form the kind of supportive relationship described in the section on teachers below which will help a student stay in school.

#### **2.4.1.2. Flexible Schooling Hours/Systems**

Many children, particularly those in rural agricultural areas have pressures on them to work which often clash with traditional schooling timetables. Temporary withdrawals during harvest times and for migrating communities pull children away from school, often leading to removals that are more permanent. Flexible schooling timetables have been known to cut dropouts.

Journal (1994), the school, the family, and health care system are the three most important institutions for children and youth in modern time. When efficient and effective, these institutions complement each other and assist all children to establish and retain optimal health; succeed in and complete school and reach their potential.

Having been asked to work with children who had failure and repetition identifies as shown by their behavioral problems and educational failure (William Grassar, M.D, 1969; 25). Students who are taught social responsibility in school, who learn in a living situation to think of ways to help each other solve their problems both as individuals and as groups, are better able to help solve, or at least to cope with, the larger problems of society. Although the school should provide time for student discussion on all pertinent topics, the school itself plays an important role in

helping student to build capacity. Despite the counseling department that most schools have for the express purpose of helping students decide how to solve educational problem and what course of study to follow, the decision is often made hurriedly (William Grassar, M.D.(1969;79).

## **2.4.2. Individual Factors**

### **2.4.2.1. Absenteeism**

Researchers have demonstrated important correlations between student attendance and academic success. They also have found that students with better attendance than their classmates' exhibit superior performance on standardized achievement tests and those schools with higher rates of daily attendance tend to generate students who perform better on achievement tests than do schools with lower daily attendance rates (Steven B. Sheldon, 2007).

The evidence demonstrating the important association between school attendance and students' academic and behavioral out comes, researcher have examined few intervention for effect on student attendance, programs that were associated with improved student attendance include (a), creating smaller schools or learning communities, (b), connecting students to school business patters, and (c), increasing school-home communication (Steven B. Sheldon, 2007). If grades truly motivated students at both ends of the scale, there would be very little to criticize; but they do not now and will not in the foreseeable future. Grades are so important that then education itself (William Grassar, M.D., 1969).

## **2.4.3. School Community Relations**

### **2.4.3.1 Lack of Parent Involvement**

While getting parents to get their children to school is important, parent involvement also means educating parents about the function of the school and allowing parents have real decision making power about what and how their children learn. The best way to get schools to reflect parent and community values and to reduce cultural discontinuity between home and school is to have real parent involvement in education. At many successful schools, the school board, administrators, and teachers are Native people. Parent need to have effective input as to how and what their children are taught. This is best achieved through control of schools. However, restrictions on curriculum placed by states on public schools limit the effectiveness of parent involvement (Jon Reyhner, 1992).

Three unique, yet overlapping approaches build the strong linkages between school and communities that help to reduce the student dropout from school have been identified. Each approach reflects learning opportunities and experiences that cross boundaries which have traditionally separated the community as a place of learning from the school.

The first approach reflects the school as a community center, serving as both a resource for lifelong learning and as a vehicle, such as facilities, technology, and a well educated staff can provide a range of educational and retraining opportunities for the community.

A second approach uses the community as curriculum, emphasizing the study of community in its entire various dimensions. Students generate information for community development by conducting needs assessments, studying and monitoring environmental and lead-use patterns. The most comprehensive approach to community as curriculum in terms of sustained use nationally is the foxfire network which provides teacher development and a teacher support network.

The third approach, school-based enterprise (SBE), places a major emphasis on developing entrepreneurial skills where by students not only identify potential service need in their rural communities, but actually establish a business to address those needs.

#### **2.4.4. Quality Interventions**

##### **2.4.4.1. Monitoring**

There is a need for improving monitoring, accountability mechanisms and incentive (Banerjee and Duflo, 2006). Involving parents in these processes through school performance bodies and increasing information flows to parents is also seen as important.

Community involvement: research indicates that other form of community involvement with schools can improve educational access, reduce dropouts and improve teacher attendance (Biedsahl et al, 2005). Kane (2004) gives the example of mother education committees' in India and EI Salvador which has brought more girls into school and cut down on the number of girls dropping out.

Education systems also fail to teach children. Many who complete primary and secondary school do not acquire the skills they need for productive adult lives. Sometimes this occurs because

children dropout of school before they have enough time to learn. Sometimes the instruction is also poor that no matter how many months or years they sit in the classrooms, children do not acquire competency in basic skills. When the quality of education is poor, dropout rates are usually high (Anderson, 1992).

#### **2.4.5. Social-Problem Solving Meeting**

The many social problems of school and school community itself, some of which lead to discipline of the students, are best attacked through the use of each class as a problem-solving group with each teacher as the group leader. Teachers in their faculty meetings will do in the classroom meeting: attempt to solve the individual and group educational problems of the whole school (William Grassar, 1969; 122).

#### **2.4.6. Un Caring Teachers**

The importance of warm, supportive, and caring teachers is documented in the student dropout research (Coladarci, 1983; Deyhle, 1989; Platero, et al, 1986) cited in (Jon Reyhner, 1992). Caring teachers are willing to learn about their students and their students' cultures as well as to teach students.

The most important kind of educational happening at the school is not happening through subject matter instruction or through teaching technical skills. It happened through the communication of values, of principals for organized one's life despite the disorganizing pressures of cultural change. This system of value is communicated only in small part by direct teaching. Rather, it is lodged within the structure of student and staff relationships at the school. These standards are communicated above all through the intimate associations that develop between teachers and their students.

The structure of secondary schools needs changing to allow for more teacher-student contact. All students face difficult transitions as they enter and proceed through their school days. At fourth grade when teachers traditionally tend to move toward more formal textbook-oriented instruction and text book descriptions change from what students hear daily to abstract narrative descriptions, too many native students fail to bridge the gap, and it is only a matter of time before they dropout. Again, at either sixth or eighth grade, students often transfer from working most of the day with the same students and teacher to working with many different teachers and students

in a large factory-like secondary school. Dropout prevention must start in the home, continue in early childhood education programs, and continue in high schools and beyond as a community wide effort. Only caring teachers can help students successfully bridge the many transitions they face as they proceed through their schooling.

#### **2.4.7. Other Education Interventions**

Adult education programs: some data suggests that literacy programs for uneducated mothers may help to increase school participation by their children. Thus, access to adult education programs, particularly for women should be considered as an important complement to interventions to increase access and retention at the secondary school level (Birdsahl et al, 2005).

Human relations often play a large part in articulation problems, either by actually creating the problem or by contributing to the problem. The achievement of good articulation of children's school experiences (or the existence of poor articulation) is frequently a matter of human relations. The school child's personal contacts with teachers, other children, parents or other adults play an important part in helping of hindering his progress through school.

Gary D. Borich (1988) the free to which the teacher is achievement oriented with respect to his or her students and thus provides students with the opportunity to learn.

Geared toward educators, administrators, and policymakers, this guide provides recommendations that focus on reducing high school dropout rates. Strategies presented include identifying and advocating for at-risk students, implementing programs to improve behavior and social skills, and keeping students engaged in the school environment.



# CHAPTER THREE

## 3. Research Methodology

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

### 3.1 Research approach and Design

The purpose of the study was examining the causes of students dropout in secondary schools of Gida Ayana Woreda. A descriptive survey study was employed for the purpose of this study on the assumption that this method is relevant to describe both the currently existing situation and events of the past (Best and Khan, 2003). According to Seyoum and Ayalew (1989), a descriptive survey method is more effective to investigate the phenomena and assess the status in their specific natural setting. In addition, the method is also more appropriate to describe the trends that are progressing.

### 3.2 Data Source

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

#### 3.2.1 Primary Source

Primary source of data gathered from students who had dropped out and currently enrolled in the school and teachers, school principals, parent-teacher association (PTA), and woreda educational experts. These respondents were believed to provide pertinent and reliable information since they are either directly the victim of the issue as students or they are responsible for managing the issue and have better understanding about the cause of the problem of student dropout due to the intimacy of relationship creates in school environment.

#### 3.2.2 Secondary Source

The secondary source of data used for this study include, Gida Ayana Educational office statistical data reports, minutes and school level records, especially documents/rosters.

### 3.3 Population Samples and Sampling Techniques

Sample population for the study are students who had dropped out from the schools before 2010 E.C and currently returned to the school in 2010 E.C academic year and principals included in the study by convenience (Availability) sampling technique in each schools of the woreda. Although dropout students are the target population, Teachers are selected by systematic sampling techniques using 25% of the total population in each school. For instance, The total population (teachers) were 200, the sample size of 25% = 50 teachers, and the sample interval of  $200/50 = 4$ , as well as, 2 was selected randomly as starting point between 0-3 and the beginning with the 2<sup>nd</sup> name every 4<sup>th</sup> name was selected up to the end. Parent teacher association (PTA) and educational experts are included in the study as the researcher believes that they are the right source of information on the cause of students drop out of school.

Both probability and non-probability sampling technique are employed in this study.

According to Gida Ayana Woreda of East Wollega Zone education office (2010E.C), there are 5 (five) government secondary schools. All five are included in the study.

The target populations of the study were 12 principals, 50 teachers, 75 drop out students from the high schools (in 2005-2009), 15 member of PTA of general secondary schools and 2 woreda educational expert offices. Each samples of representative is shown in table 1 below

**Table 1: Representative Sample Population of Each High School.**

No	High School	Representative Samples					
		Principal	Vice Principal	Teacher	P.T.A	Students	Total
1	Gida Ayana	1	2	20	3	25	51
2	Anger Gute	1	2	11	3	15	32
3	Lalistu Angar	1	1	6	3	10	21
4	Jangir	1	1	7	3	15	27
5	Gaba Jimata	1	1	6	3	10	21
Total		5	7	50	15	75	152

### **3.4 Data Gathering Tools**

Four data gathering tools were employed in this study:

#### **3.4.1 Questionnaire**

A questionnaire was selected as means of data collection tools because it enable to get wider information from widely dispersed sample population and make possible an economy of time and expense (Best and Khan, 2003; Seyom and Ayalew, 1997). It also helps to obtain unbiased factual data, opinions and attitude in structural frame work from respondents. A questionnaire that include both close ended items and open ended items would be prepared for two groups of respondents; students and teachers, Open ended questione are justified due to the fact that it calls for a free response in the respondents own words (Best and Khan, 2003).

#### **3.4.2 Interview**

Semi-structured interview question were prepared in advance and used in interviewing woreda officials and principals. The reason for using semi-structured interview was that it could permit the exploration of issues, which might be too complex to investigate through questionnaire and also justify as it allows better flexibility for the interviewer and interviewee would have better chance to explain more explicitly that he/she knows on the issue (Best and khan, 2003). Moreover, it enables to obtain detail information on the efficiency of the system.

#### **3.4.3 Focus Group Discussion**

Focus group discussion as the backup for the other tools was conducted with Gida Ayana woreda's secondary schools parent teacher association (PTA) members in each schools for at least one time. They are preferred because the researcher believes that they have better understanding about the cause of dropouts which stemmed from out of school and in-school factors.

#### **3.4.4 Document Analysis**

As a fourth tool, document analysis was conducted from rosters, quarterly reports, and woreda annual reports. A close cross check between school rosters and different statistical reports of schools and woreda was carefully examined to validate the obtained data through other tools.

### **3.5 Procedures of Data Collection**

In order to collect the relevant data for the study, first appropriate tools were prepared. Next, the researcher made contact with Gida Ayana woreda education office to get permission and support so as to carry out the study as intended. After that, the woreda education offices and the schools directors were well informed about the purpose of the study, and they provided the researcher with necessary support and facilitate the condition for the data gathering activities

### **3.6 Method of Date Analysis**

Since the methods employed for collecting data were both qualitative and quantitative research these methods were also adopted when the data analyzed too. Descriptive (percentage and frequency) technique was adapted when the data analyzed. Percentages were used to examine the personal characteristic of respondents and to evaluate the disparity in responses among different group of respondents on causes of dropout.

## **CHAPTER FOUR**

### **4. Presentations and analysis of the data**

This part of the thesis deals with the analysis of the data collected from rosters of pupils in the secondary schools of Gida Ayana Woreda dropout students and teachers through questionnaire and interview with Principals and experts of the Woreda and Group Discussion with teacher-parents association (PTA) members of the secondary Schools of the Woreda.

The questionnaires were distributed to 75 secondary school dropouts and 50 teachers. Of the distributed questionnaires, those filed by 75(100%) of the dropout students and 48(96%) of teachers were returned and used for analysis.

In addition, three educational experts, fifteen teachers-parents association members and twelve Principals of the secondary Schools of Gida Ayana Woreda were interviewed.

#### **4.1 The magnitude and the trend of dropout rate in secondary schools of the study area.**

This topic presents the magnitude and the trend by grade of dropout rates (in percentage) in secondary schools of sample area of the study.

##### **4.1.1. The magnitude of dropout rates in the study area**

Table (2) presents the number of enrollment and the rate of dropout students for five consecutive (2005-2009) academic years. The data revealed that increase rate of dropout was observed.

**Table2: Trend of students' enrollment and dropout in secondary schools of GidaAyana Woreda in five consecutive years (2005-2009)**

Items	Grade	Year															
		2005			2006			2007			2008			2009			
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Enrolled	9	1294	1104	2398	1155	997	2152	1119	989	2108	1326	1080	2406	1267	1112	2379	
	10	809	673	1482	1031	864	1895	908	821	1721	876	860	1736	1289	935	2224	
Dropped out	9	N	92	79	171	160	101	261	88	70	158	190	121	311	201	150	351
		%	7.2	7.2	7.2	14	10	12	8	7	7.4	14.3	12	13	16.7	14	15
	10	N	13	20	33	43	17	60	19	7	26	26	19	45	47	38	85
		%	2	3	2.2	4.1	2	3	2	1	2	3	3	3	4	4	4
	9-10	N	105	99	204	203	118	321	107	77	184	216	140	356	248	188	436
	Total	%	9.2	10.2	9.4	18.1	12	15	10	8	9.4	17.3	15	16	20.7	18	19

**Source:** Adapted from rosters of pupils in secondary school of study area.

Table2 above shows that the dropout rates for 2005, 2006, 2007, 2008 and 2009 academic years were 9.4%, 15%, 9.4% 16% and19%, respectively. This percentage result of dropout rate indicated as the problem of dropout of students' increase from time to time. Therefore, the dropouts of students were a serious problem in this study area.

In addition, table 2 above shows the dropout rate total average of female and male students is 7.2% in 2005, 12% in 2006, 7.4 % in 2007,13% in2008 and 15% in 2009. This result indicated that the dropout rate of student increased from 7.2% to 15% on grade nine while for grade ten the trend of dropout rate is 2.2% in 2005, 3% in 2006, 2% in 2007,3% in2008 and4% in2009. The result indicated that is the trend of student dropout in the study area is also increased from 2.2% to 4%. The total percent grade nine (9) and ten (10) of dropout students were 9.4% in 2005, 15% in 2006, 9.4% in 2007, 16%in 2008 and 19% in 2009. Therefore, the student dropout trend of the study area is a serious issue of the educational sector and other concerned bodies and sectors in this study area.

## 4.2. Back ground of respondents

**Table 3: Characteristics of Dropouts**

No	Item	Respondents		
		No	%	
1	Sex	Male	45	60
		Female	30	40
		Total	75	100
2	Age	Below 15 years	2	2
		15-20	68	91
		20 years and above	5	7
3	Grade you dropout from	9	52	69
		10	23	31

As stated earlier (in chapter three), the subjects of this study were dropout students, teachers and principals and some parents who are member in parent teachers association, and educational experts in the five Secondary Schools of the woreda's. In this topic, the background information of the three groups, that is dropout students, teachers and principals are presented. As can be seen in table 3 above, 77 dropouts were involved in the study, and out of which, 45(60%) were male and 30(40%) were female. With regard to their age, 2(3%), 68(90%) and 5(7%) bellow 15, 15-20, and 20 years and above, respectively. This indicates that the great majority (90%) of dropout students were between 15-20 year (adolescent age) which has a lot to do with different social, economic and cultural practices

**Table 4: Characteristics of teachers and principals respondents**

No	Item	Respondents				
		Teachers		Principals		
		No	%	No	%	
1	Sex	Male	38	79.1	10	83
		Female	10	20.8	2	17
		Total	48	100	100	100
2	Age	20-24 year	11	22.9	6	50
		25-30 year	30	62.5		
		31-35 year	2	4.2	4	33
		36-40 year	3	6.3		
		41 and above	2	4.2	2	17
		Total	48	100	12	100
3	How many years have you served as a teacher	1-5	18	37.5	6	50
		6-15	24	50.0	3	25
		16-20	1	2.1	2	17
		21 and above	5	10.4	1	8
		Total	48	100	13	100
4	Level of education	Diploma	0	0	0	0
		First degree	42	87.5	6	50
		M.A	6	12.5	6	50
		Total	48	100	13	100

According to table 4, the 43(89.6%) and 5(10.4%) of teachers are males and females, respectively. While 10(83%) of principals were males and 2 (17) were female. This shows that still female teachers and principals were less in number in secondary schools as compared to male teachers and principals. Regarding age, the highest proportion were both as teacher 25-30 (30%) and principals 20-30(50%) the highest while the lowest is 41 and above. This indicates that most of secondary school teachers and principals are young.

Item 3 of table 4 depicts the academic qualification of the respondents. None of the teachers and Principals has diploma holders. This is partly because the minimum requirement set for Teacher and principal position to teach and manage secondary school is degree holder. The above data a pain reveal that 42(87.5%) and 6(50%) of teachers and principals were degree holders respectively

### **4.3. Presentation and analysis of data**

#### **4.3.1. Pupils-related factors**

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



**Table 5: Students Response Regarding the Major Personal/Individual Related Factors Contributing For Students Dropout.**

No	Items		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
1	Failure in studying hard	N	9	3	13	15	35	75
		%	12	4	17	20	47	100.0
2	Lack of interest in education	N	9	11	9	16	30	75
		%	12	14.6	12	21.3	40	100.0
3	Low future success or expect	N	14	9	11	14	27	75
		%	18.6	12	14.6	18.6	36	100.0
4	Low self conception due to previous failure in exam	N	10	9	17	18	21	75
		%	13.3	12	22.6	24	28	100.0
5	Frequent absenteeism	N	5	11	14	13	32	75
		%	6.5	14.3	18.2	16.9	43	100.0
6	Poor academic performance	N	5	11	15	21	21	75
		%	6.6	14.6	20	28	28	100.0
7	Health problem	N	12	15	11	17	20	75
		%	16	20	14.6	22.6	27	100.0
8	Low employment opportunity in the future	N	10	10	15	20	20	75
		%	13.3	13.3	20	27	27	100.0
9	Students' low interest toward education	N	7	16	15	18	19	75
		%	9.3	21.3	20	24	25	100.0
10	Disciplinary problem	N	8	16	17	22	12	75
		%	10.6	21.3	22.6	29.3	15.6	100.0
11	Low teachers attitude toward me	N	12	13	12	19	19	75
		%	16	17.3	16	25	25	100.0

**Note:-**for the simple way of analysis:-Strongly agree and agree were taken as agree  
-Strongly disagree and disagree were taken as disagree

To begin with, respondents were asked to indicate the impact of pupils' failure to study hard on dropping out of students in secondary schools of the study areas (See table 5). As shown on the table, 50(66.6%) and of the respondents rated and agree, while 12(16%) of them rated disagree. It could be safe to conclude that failure to study hard was one of the major causes for dropping out of students.

Similarly, item2, on the same table shows, the impact of pupil's lack of interest in dropping out of students in the study area. As indicated on the table, 46(61.3%) of students rated agree while 20(26.6%) of respondents rated disagree. This shows us pupils' lack of interest in education is a significant factor affecting student drop out.

As indicated in item 3 of table 5, 41(54.6%) of students replied agree while 23(30.6%) of students rated disagree. This implies that the impact of this factor is high on dropout of students. This was reinforced with that reported by PTA members and educational expert. When students are academically poor, they do not have support in their future career due to various reasons; the probability to quit their schools is assumed to be very high. In line with this, Brimer and Pauli (1997) reported that pupils with low achievement, motivation, and lower expectation in the future will likely to drop out of school.

Pertaining to item number 4 in table 5, the contribution of pupils' low self-concept due to the pervious exam on dropping out of students in the woreda's secondary schools was computed. Thus, 39(52%) of students rated agree while 19(25.3%) of students disagree. Thus, it is possible to deduce that the impact of low self- concept due to previous failure in exam contributed to dropping out of students in the study area. Similarly, Colman (1970) stated that previous failure, especially at early years, makes students to be failure oriented, lose self-confidence, and do not expect themselves to be successful so they discontinue their education.

Another serious problem that could affect students to dropout was frequent absenteeism (items 5). As shown on the table, 45(60%) of students rated agree while 16(21.3%) of students rated strongly disagree. This indicated us that, it is the major factor contributing for school dropouts, frequent absenteeism from schools voluntarily which or involuntarily makes students not to attend the lesson provided properly and consequently lead to regretting grades or abandon schooling at all.

This finding confirms with (UNESCO, 1998; Habtamu, 2002) which stressfully indicated that repeated absenteeism as the prerequisite for students' dropout.

As shown on item 6 of table 5, 42(56%) of students rated agree while 16(21.3%) of students rated disagree. This indicated us poor academic performance of students is the major pupil related factor for their dropout. The possible reason could be work overload at home and lack of academic support from the family at their spare time. This is suggested by different literature (UNESCO, 2006; Anderson, 1992, Habtamu, 2002).

Pupil related variable treated in table 5, 37(49.3%) of students rated agree, while 27(36%) of students rated disagree. It is possible to conclude that student health problem could be included

among the major factors for dropout of students in the study area. This is supported by (Carl-Hill, 2002 and Coombs, 1985) documented that in many developing countries, school pupils suffer from different diseases and the problem forced them to discontinue their education or perform poorly in the school.

Item number 8 on table 5, reveals the impact of low employment opportunity in the future on the rate of dropout of students. 40(53.3%) of students rated agree, while 20(26.6%) of students rated disagree. It could be conclude that the low employment opportunity in the future is one of the major causes of student dropout from school.

As shown in the table, item on numbers 9, 10 and 11, 37(49.3%), 34(45.3%) and 38(50.6%) of students rated agree respectively while 23(30.6%), 24(32%) and 25(33.3%) of students rated disagree respectively. This indicated that students' low interest toward education, disciplinary problem and teachers' low attitude towards students, are the major causes for the educational wastage or student dropout from school.

Regarding the attitude of dropout students toward education, the responses of students on the sample of study area are put as follows.

**Table 6: The Attitude of Dropout Students Toward Education**

Item	Response category	Response			
		Number of respondent	Percent %	Valid percent	Cumulative percent
Education has less value	Agree	26	34.6	34.6	33.6
	Disagree	44	58.6	58.6	93.4
	Not certain	5	6.6	6.6	100.0
	Total	75	100.0	100.0	100.0

Results regarding the value of education showed that as 26(34.6%) of the respondents agreed that education has less value when compared to other fields of work. While 44(58.6%) of the respondents disagreed that education has not less value. This implies that students who did dropout from the secondary schools of the study area have positive attitude towards the value of education.

#### 4.3.1.1 Lack of employment opportunity

Availability of job opportunity for secondary school graduates could be an encouragement for those who have not yet completed the level. On the other hand, unavailability of chance of getting employment opportunity could discourage others to continue their education. So, to investigate students future prospects about employment opportunity, dropped out students were asked whether or not they have belief or assumption of getting an employment opportunity after completing secondary school education.

**Table 7: the attitude of dropped out students toward getting job**

Employment opportunities		Number of response	Percent( %)	Valid percent	Cumulative percent
The relationship and getting job	Encouraging	27	36	36	36
	Discouraging	33	44	44	80
	Not exactly know	15	20	20	100
	Total	75	100	100	

The highest proportion, 33(44%) of dropped out students believe that the probability of getting job or being employed after finishing secondary school level education being discouraging. 44 percent of dropped out students have negative attitude towards opportunity of getting job after completion of the level. This study indicated that the gloomy nature of employment opportunity ahead of time could be a reason for many students interrupting their secondary school educa

**Table 8: The presence of role model students**

Dropped out students' response			
The presence of role model	Yes	No	Total
No	22	53	75
%	29.3	70.6	100

The absolute majority, 70.6% of dropped out students replied that there are not significant numbers of employed students to act as role models in their villages. Many students live in their villages without getting chance of employment opportunity after completing secondary school as well as higher level of education. 29.3 percent of the subjects responded that there is availability

of employed students in their villages. So, some number of students does not continue their education. Thus, the role model is significant factor for students dropping out of school.

#### **4.3.2 The major causes of school related factors that cause student dropout**

One of the major objectives of this study was to investigate some major school factors that contribute to student dropout of school in secondary schools of Gida Ayana woreda. Thus, an attempt was made to identify some school related factors that may have significant contribution to pupils low survival rate in educational system in the area. Accordingly, some, 9(nine) school related factors have been identified and dropped out students and teachers were asked to indicate the extent of the contribution of each items to the problem. In computing the value of their responses, the writer has used different points that represent the extent of the influence of each factor which include not available, insufficient, average, sufficient and very sufficient.

**Table 9: a) Major School Related Factors That Cause Student Dropout**

No	Items	Response category	Respondents' category					
			Students		Teachers		Total	
			N	%	N	%	N	%
1	Class size	Not available	5	6.6	2	4.2	7	5.6
		Insufficient	12	16	9	18.8	21	17
		Average	20	26.6	8	16.6	28	22.7
		Sufficient	27	36	15	31.25	42	34
		Very sufficient	11	14.6	14	29.2	25	20.3
		Total	75	100	48	100	123	100
2	Laboratory equipment	Not available	21	28	22	45.8	43	34.9
		Insufficient	18	24	10	20.8	28	22.7
		Average	14	18.6	10	20.8	24	19.5
		Sufficient	16	21.3	4	8.3	20	16.2
		Very sufficient	6	8	2	4.2	8	6.5
		Total	75	100	48	100	123	100
3	Teaching aide	Not available	7	9.3	9	18.8	16	13
		Insufficient	13	16.9	7	14.5	20	16.2
		Average	23	29.9	15	31.3	38	30.8
		Sufficient	24	31.2	16	33.3	40	32.5
		Very sufficient	8	10.6	1	2.1	9	7.3
		Total	75	100	48	100	123	100
4	Text books	Not available	9	12	2	4.1	11	8.9
		Insufficient	8	0.6	1	2.08	9	7.3
		Average	9	12	6	12.5		
		Sufficient	24	32	19	39.5	43	34.9
		Very sufficient	25	33.3	20	41.7	45	36.5
		Total	75	100	48	100	123	100

The data of item number (1) of table 9 above showed that 27(36%) of dropouts and 15(31.3%) of the teachers indicated class size in the schools are sufficient which contribute average to students

drop out from school in the study area. As groups rated the item average, it could be safe to deduce that class size is not among the serious issue for student dropout in the study area.

Regarding the effect of laboratory equipment on pupil survival rate in educational system, the great majority, that is, 21(28%) of students and 22(45.8%) of teachers indicated that it is not available. On the other hand, 18(24%) and 10(20.8%) of students, and teachers rated insufficient laboratory equipment exists. This indicates that the contribution of laboratory equipment is very high for the student's dropout from schools.

Respondents were also asked to indicate the existence and absence of teaching aids contribution for students dropout, as it can be seen from item number 3 in table 9, 24(32%) of students and 16(33.3%) of teachers rated sufficient. This further reveals that teachers and students agree that the issue is not a serious problem for student dropout.

As far as the contribution of text books to pupils dropout of school are concerned, 25(33.3%) of students, 19(39.5%) of teachers rated sufficient. This report indicated that these factors do not affect pupils' survival in school as a major cause.

**Table 9: b) Major school related factors that cause student dropout.**

	Items	Response category	Respondents' category					
			Students		Teachers		Total	
			N	%	N	%	N	%
5	Library service	Not available	8	10.6	1	2.1	9	7.3
		Insufficient	8	10.6	8	16.7	16	13
		Average	21	28	16	33.3	37	30
		Sufficient	18	24	14	29.2	32	26
		Very sufficient	20	26.6	9	18.8	29	23.5
		Total	75	100	48	100	123	100
6	Clear drinking water	Not available	2	3.9	4	8.3	6	4.8
		Insufficient	16	21.3	13	27.1	29	23.5
		Average	15	20.8	15	31.3	30	24.3
		Sufficient	19	24.7	12	25.0	31	25.2
		Very sufficient	22	28.6	4	8.3	26	21
		Total	75	100	48	100	123	100
7	Availability of teachers	Not available	4	7.8	2	4.2	6	4.8
		Insufficient	13	16.9	5	10.4	18	14.6
		Average	20	26.0	19	39.5	39	31.7
		Sufficient	27	35.1	14	29.1	41	33.3
		Very sufficient	11	14.3	8	16.7	19	15.4
		Total	75	100	48	100	123	100
8	Pedagogy center	Not available	22	28.6	16	33.3	34	27.6
		Insufficient	15	19.5	15	31.3	30	24.3
		Average	20	26.0	8	16.7	28	22.7
		Sufficient	11	14.3	7	14.6	18	14.6
		Very sufficient	7	11.7	2	4.2	9	7.3
		Total	75	100	48	100	123	100
9	Sport field	Not available	11	14.3	8	16.7	19	15.4
		Insufficient	15	19.5	10	20.8	25	20.3
		Average	15	19.5	20	41.7	35	28.4
		Sufficient	18	23.5	7	14.6	25	20.3
		V. sufficient	16	23.5	3	6.3	19	15.4
		Total	75	100	48	100	123	100

Concerning the effect of library service, as see in table 9 on pupils survival rate in educational system, the majority of respondents, that is 21(28%) of students and 16(33.3%) of teachers rated as average while 18(24%) of students and 14(29.2%) of teachers rated sufficient. This result indicated that the contribution of library service for student dropout from school is not among the major causes of dropout.



Pertaining to clear drinking water (see item number 6 in table 9), 19(24.7%) of the students and 12(25.0% of teachers rated sufficient. Therefore, this item is not among the major causes for the dropout of students in this study area.

As shown in item number 7 in table 9, 27(35.1%) of students and 14(29.1%) of teachers replied sufficient. This shows the majority of respondents reported that the availability of teachers is sufficient which implied that the dropout of students from school has nothing to do with this item.

As regarding effect of pedagogy center on students survival rate in educational system of the study area 22(28.6%) of students and 16(33.3%) of teachers replied it is not available. While 15(19.5%) of students and 15(31.3%) of teachers rated it is insufficient. The rater group indicated its influence on the dropout rate of student is very high which is among the major factors/causes of student dropout.

As far as the extent of the effect of sport field on student survival rate in school is concerned, the majority of respondents, that is 15(19.5%) of students and 20(41.7%) of teachers reported that its effect is average. While 15(19.5%) of students and 10(20.8%) of teachers replied that below average. From this, we can say that sport field is not among the major causes of student dropout in the study area.

**Table10: Major School related factors that cause student dropout**

No	Lists of school related factors	Students	Response				
			Not at all	Low	Average	High	Total
1	Low expectation of teachers and administration toward student's education	No	8	26	27	14	75
		%	10.6	34.6	36	18.6	100
2	Lack of gender sensitive facilities such as separate toilet, drinking water etc	No	9	31	23	12	75
		%	12	41.3	30.6	16	100
3	School distance from pupils home	No	4	21	24	26	75
		%	5.3	28	32	34.6	100
4	Irrelevant curriculum to the learners	No	13	24	22	16	75
		%	17.3	32	29.3	21.3	100
5	Mismatch between content of student text book	No	14	24	22	15	75
		%	18.6	32	29.3	20	100
6	Unattractiveness of teaching method	No	7	25	23	20	75
		%	9.3	33.3	30.6	26.6	100
7	Lack of guidance and counseling.	No	16	21	13	25	75
		%	21.3	28	17.3	33.3	100

The above school related factors have been discussed in detail here below according to their magnitude of influence on dropping out on the basis of students' selection.

The result of item number one low expectation of teachers and administration toward student's education shows that, 27(36%) rated average and 14(18.6%) rated high while 26(34.6%) rated low as well as 8(10.6%) rated not at all. The result indicated the average value influence on the dropping out of students from secondary schools.

The second item lack of gender sensitive facilities shows 31(41.3%) dropped outs rated low while 23(30.6%) of them average influence dropping out.

The third number of item indicated that the long-distance students travel from home to school and back to home has contributed much for dropping out of students from school. In this respect, dropped out students were asked to rate the contribution of long-distance and associated risks to their dropping out.

As it was shown in table 10, 26(34.6%) of respondent rated high and 24(32%) of respondents rated average the problems of long distance to their quitting school while the 21(28%) of respondents rated low the problems of long distance to their gutting school. From the above result, we conclude that long-distance from pupils home is a serious issue to their quitting school.

The result of item number 4,5 and 6 shows that, 24(32%), 24(32%) and 25(33.3%) of dropout respondents rated low respectively. From those result, we conclude that irrelevant curriculum to the learners, mismatch between content of student's text books and unattractiveness teaching method are not among the major factors to their quitting schools in the study area.

Guidance and counseling for students in school is also likely to be beneficial to give them more confidence in their own abilities, and to help them through either academic or emotional difficulties especially at puberty. Asmaru (1998) indicated that, students of secondary school than other times require more the services of counseling and guidance. The results in table 14 shows that 25(33.3%) and 13(17.3%) of dropout students ranked high and average respctevly. While 21(28%) and 16(21.3%) of dropouts ranked low and not at all the relations of guidance and counseling to the reasons that caused them to terminate secondary school somewhere prior to complete the level. The study shows in adequate availability or absence of services of guidance and counseling has relationship with students dropping out from school. Regarding this point the majority of school directors interviewed at all schools confirm that guidance and counseling is not available at their schools. Their reasons for this are lack of trained personnel.

The existence of guidance and counseling is very essential for secondary school students since they experience many emotional and academic difficulties during this period.

#### **4.3.2.1 Types of direct school cost**

In questionnaire items dropped out students were asked to relate the contribution of the lists of direct costs of schooling for their departure of school.

**Table 11: Contributions of specific direct school costs to students dropping out**

No	Specific direct costs of schooling		Response				
			Not at all	Low	Average	High	Total
1	Payment for registration	No	20	23	22	10	75
		%	26.6	30.6	29.3	13.3	100
2	Payment for purchasing materials	No	29	25	13	8	75
		%	38.6	33.3	17.3	10.6	100
3	Payment for transportation	No	34	25	10	6	75
		%	45.3	33.3	13.3	8	100
4	Payment for accommodation	No	37	19	13	6	75
		%	49.3	25.3	17.3	8	100

The total results indicate that 23(30.6%), 22(29.3%) and 10(13.3%) of dropped out students replied that the contribution of payment for registration is low, average and high respectively for their parents decision to make them with draw from secondary schools.

The inability of parents to cover expenses for school admission contributed not more than average to factors that made students to leave secondary school. The current government educational policy specifies that education is free to all citizens up to grade ten. This might be the possible reason for admission costs to fall below average as contribution to dropping out of students. 25 (33.3%), 14(17.3%) and 8(10.6%) of dropout students rated low, average and high respectively. The contribution of expenses for purchasing school materials such as uniform, exercise book, Pen, pencils, etc, is high to their premature departure from secondary schools. The finding indicates that expenses for purchasing school materials has less significant (low) role for many parents to withhold their students from secondary schools before completing. 25(33.3%),10 (13.3%) and 6(8%) of dropout students ranked low, average and high respectively. This result indicated that many parents could not force their children to quit their schooling because of low costs of transportation. Thus, cost of transportation has less significant factor for many students to discontinue their secondary school education in the study area.

#### **4.3.2.2 Types of opportunity costs of student schooling**

Dropped out students were asked to judge the degree to which the following lists indicate costs of students schooling expose them to dropping out of secondary school.

**Table 12: opportunity cost of students' schooling to their dropping outs**

No	Types of indirect costs of school		Response				
			Not at all	Low	Average	High	Total
1	Agricultural activity	No	9	11	24	31	75
		%	12	14.6	32	41.3	100
2	Marketing /trading activity	No	15	23	26	11	75
		%	20	30.6	34.6	14.6	100
3	Domestic activities	No	19	15	24	17	75
		%	25.3	20	32	22.6	100

The calculated results show that 31(41.3%), 24(32%) and 11(14.6%) of dropped out students rated high, average and low respectively the influence of parents demand of their students inability to prelist secondary level education up to its end. This finding implied that parents' demand of their children for agricultural activities has high relation with their premature withdrawal due to parents' demand of their children for agricultural works. A large number of students were not forced to terminate their secondary school education in the study area. Thus, their participation in agricultural activities is maximal.

26(34.6%), 11(14.6%) and 23(30.6%), of dropped out respondents rated average, high and low respectively, the demand of parents for their children's petty trading with their educational wastage due to dropout. this study shows that parents (specially Muslim families) need of their children for the purpose of petty trading has high relationship with dropping of students out of secondary school of the study area. 24(32%), 17(22.6%) and 15(20%) of students rated average, high and low respectively to indicate the influence of domestic activities on dropout of students. The result of the study shows that, the parents' demand of their students for domestic labor is the single major reason for many parents decision to drop out their children before completing secondary school education.

### 4.3.3 Family related factors of drop out

**Table 13: Educational level of drop out students' family**

No	Educational level of parents	Response			
		Frequency/ No	Percent	Valid percent	Cumulative percent
1	Un educated	27	36	36	36
2	Attend literacy program	18	24	24	60
3	Completed primary school	18	24	24	84
4	Completed secondary school	6	8	8	92
5	Attended more than in secondary school	6	8	8	100
Total		75	100	100	

As shown in table 13, the great majority, that is 27(36%) of drop out respondents indicated that their parents cannot read and write while 18(24%) attended literacy program and 18(24%), 6(8%) and 6(8%) completed primary, secondary and attended more than secondary school. This depicts high rate of illiteracy among parents of this study area, which may have considerable impact on their pupils stay in school.

**Table14: The kind of students' religion and their family.**

No	Religion of students and family	Response			
		Frequency /No	Percent	Valid percent	Cumulative percent
1	Muslim /Islam	11	14.6	14.6	14.3
2	Orthodox	33	44	44	58.6
3	Protestant	27	36	36	94.6
4	Other	4	5.3	5.3	100
Total		75	100	100	

As shown in the table, 33(44%) that indicated that the majority dropout respondents and their families follow Orthodox religion, 27(36%) follow protestant religion that take the majority of the dropout students. while 11(14.6%), and 4(5.3%) followed the Muslim and others follow other religions respectively.

**Table 15: Number of dropout student family support**

No	Number of family	Response			
		Frequency /No	Percent	Valid percent	Cumulative percent
1	Small than 5 person	16	21.3	21.3	21.3
2	Greater than 5 person	48	64	64	85.3
3	Average 5 person	11	14.6	14.6	100
Total		75	100	100	

As can be seen from table 15, over whelming majority, that is 48(64%), of dropouts who involved in this study were from among families with 5 people and above while 16(21.3%) and 11(14.6%) of respondents said that their number of family sizes are small than 5 and average five persons. This clearly shows that the majority of students who dropped out of school were from among families of large number. This indicated that the large number of family is one of the causes of dropout students because their economically difficult to support large family accordingly.

**Table 16: The relationship of dropout students and family**

No	Those who live	Response			
		Frequenc y/ No	Percent	Valid percent	Cumulative percent
1	Both with their parents	45	60	60	60
2	Only with their mother	12	16	16	76
3	Only with their father	4	5.3	5.3	81.3
4	With their related family	14	18.6	18.6	100
Total		75	100	100	

From table 16 it can also be seen that the majority, 45(60%) of dropouts live with their both mother and father, and a significant number, that is 12(16%) and 4(5.3%) of them live with their mother and fathers separately while 14(18.6%) of them alive with their related family. This reveal that in this study area living with either both of parents or related family seems to have large contribution to high dropout rate in the schools. It shows that the economical background of the family as well as living without one's family is a basic problem for students to dropout from schools.

**Table 17: The parental occupation of the dropout students**

No	Parental occupation	Response in No and %			
		Frequency /No	Percent	Valid percent	Cumulative percent
1	Regular government employee	5	6.6	6.6	6.6
2	Farming	60	80	80	86.6
3	Hand craft	1	1.3	1.3	87.9
4	Daily labor	5	6.6	6.6	94.5
5	Dependent on offspring	3	4	4	98.5
6	Merchant	1	1.3	1.3	100
Total		75	100	100	

As shown in table 21, the majority, that is 60(80%) of them replied that their parents are farmers while 5(6.6%) of them indicated that their parents practice both regular government employee and have no job but dependent on their children. As well as 1(1.3%) of respondents reported that their parents involved in trading/merchant and hand craft. The result indicated that the largest number of family of dropout students' occupation is farming which is one of the major causes of the students' dropout from the school. Because the parental demand of farming area takes the large size of the part of the country's economical situation.

**4.3.3.1 Family related/out of school factors**

The other variables that have impact on students' successful completion of a given educational level are factors related to socio-economic and socio-cultural environments of the community. Respondents are requested to rate their degree of influence on dropout.



**Table 18: The major family factors that cause student dropout of school**

No	Factors		Response					Total
			Strongly disagree	Disagree	Undecided	Agree	Strongly agree	
1	Lack of material and financial	N	7	5	10	21	32	75
		%	9.3	6.6	13.3	28	42.6	100
2	Demand for child labor	N	6	16	19	21	13	75
		%	8	21.3	25.3	28	17.3	100
3	High educational cost	N	10	18	10	18	19	75
		%	13.3	24	13.3	24	25.3	100
4	Famine and drought	N	17	20	9	11	18	75
		%	22.6	26.6	12	14.6	24	100
5	Involvement in income generating	N	9	14	13	16	23	75
		%	12	18.6	17.3	21.3	30.6	100
6	Excessive involvement in domestic activities	N	6	7	17	19	26	75
		%	8	9.3	22.6	25.3	34.6	100
7	Low level of parents' income	N	3	13	18	20	21	75
		%	4	17.3	24	26.6	28	100
8	Gender bias of parents in factors of other education	N	16	11	21	18	9	75
		%	21.3	14.6	28	24	12	100
9	Low level of parental education	N	7	12	14	23	19	75
		%	9.3	16	18.6	30.6	25.3	100
10	Divorced parents/broken family	N	20	17	10	12	16	75
		%	26.6	22.6	13.3	16	21.3	100
11	Parents low attitudes in formal education	N	10	12	13	18	22	75
		%	13.3	16	1.3	24	29.3	100

**Note:-**for the simple way of analysis:- Strongly agree and agree were taken as agree

-Strongly disagree and disagree were taken as disagree

Table 18 presents the dropout returnees' response to the extent of contribution of some major of family related factors to students' school abandoning in the study area.

Lack of materials and financial support for schooling are found to be one major variables for students to dropout (see item number 1 table 18). The majority of respondents, 53(70.6%) of students rated agree, While 12(16%) of students rated disagree. This implied that the economic background of parents is relatively poor to sustain their children in school. Instead, they demand their children to carry out different activities like working in agriculture field and other related activities. Poor economic status of parents put the students in all aspects influence the life of students negatively. The result of this is giving up their schooling.

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

The other issue that warrants special attention is the demand for pupil's labor. It is found to be the second major factors that contributes to dropout of students (see item 2, table18) 34(45.3%) of students rated agree, while 22(29.3%) of students disagree. This indicated the impact of this factor is high/above average.

As pointed out earlier, this factor reinforces one another with inability to afford educational expense. With this regard, Coloclough et.al(2003), asserted that, many students of both sexes who enroll in September, at the beginning of school year leave by November because of the high demands on their labor during harvest time.

UNESCO (1998), and Habtamu (2002) pointed out that pupils' labor was badly needed by poor households for longer hours and so had adverse effect on their school success.

As indicated in table 18, item number 3, in ability to afford educational costs (both direct and indirect costs) of education is the major problem that caused students dropout. 37(49.3%) of students rated agree, while 28(37.3%) disagree. This shows that the impact of this variable is taken as a significant factor affecting student dropout. Cost of education can be seen from parent's perspective which covers all the expenses that are spent for stationeries, uniform, shoes, transportation and the opportunity costs of the pupils' labor.

In support of this finding, Boyel, et.al (2002) and Adane (1993) pointed out that high educational cost as the major factor for students' dropout.

As far as the contribution of drought and famine (see item number 4, table 18), to pupils dropout of school are concerned, 29(38.6%) of students rated agree, while 37(49.3%) of students disagree. This result indicted that the impact of drought and famine in increasing dropout rate is found to be low. From this, one can infer that famine and drought are not the main causes for dropout in study area.

Pertaining to item number 5 and 7 on table 18, the impact of pupils involvement in income generating tasks outside their home on student's survival rate in the educational system of the study area and the low level of parents income, 39(52%) and 41(54.6) of respondent rated agree respectively, While 23(30%) and 16(21.3) of respondents rated disagree respectively. Thus, it is possible to conclude that the involvement of pupils in income generating activities and low level of parents' income are a significant factor affecting students' dropout.

In line with this, Telaye (1997) reported that the poor economic status of parents obliged the child to sell his/her service to other families in order to support them rather than persisting in school. In this regard, it is common to see that especially female students send to the foreign counties especially to Arab state (Saudi and others) in order to support their family or to lead their life by themselves.

Regarding the gender bias of parents on students survival rate in educational system, 27(36%) of respondents rated agree, while 27(36%) of respondents rated disagree. This shows us the gender bias of parents on student's survival rate is not an issue factor to dropout of students.

The low level of parent education is one of determinants of dropout of students. From those who participated in the study, 42(56%) of the respondents rated agree on low level of parents' education. However, 19(25.3%) of students rated disagree. From this, therefore, it can be concluded that the role of parent's illiteracy is among the major hindrances for pupils' further schooling.

Divorce was found to be one of the determinant factors of dropout. But the responses of students show us 28(37.3%) of students replied that agree as the determinant of dropout in the study area.

Whereas 37(49.3%) of students rated disagree consider divorce as a factor determining dropout. This can be seen from the fact that disagree show divorce is not among the major factors of determining dropout.

Concerning the effect of parents' low attitude towards formal education (see table 18), on pupils survival rate in educational system, it is found that 40(53.3%) of students rated is found to have high impact for determinant of student dropout. Whereas 22(29.3%) of students believe that parents low attitude and interest in formal education has low contribution for determinant of student dropout. This indicted us parents' low attitude towards formal education is one of the major causes of dropout.

### **Factors related to school and family that influence students to dropout from secondary school.**

**Table 19 a) Family Related Factors of Dropout of Students.**

No	Factors		Responses					Total
			Strongly disagree	Disagree	undecided	Agree	Strongly agree	
1	Lack of educational expenses	N	2	3	8	20	15	48
		%	4.1	6.2	16.6	41.6	31.2	100
2	Involvement income generating task	N	4	10	18	10	6	48
		%	8.3	20.8	37.5	20.8	12.5	100
3	Parents' low level of education	N	4	6	6	12	20	48
		%	8.3	12.5	12.5	25	41.6	100
4	Excessive involvement in domestic work	N	2	3	14	19	10	48
		%	4.1	6.2	29.1	39.5	20.8	100
5	Death of parents	N	2	4	21	15	6	48
		%	4.1	8.3	43.7	31.2	12.5	100
6	Early mirage	N	15	11	19	2	1	48
		%	31.2	22.9	39.5	4.1	2	100

Respondents were also asked to indicate the extent of the impact of lack of educational expenses on pupils' survival rate in secondary schools of the study area. As it can be seen from item

number 1 in table 19, 35(72%) of teachers rated agree, while 5(10.4%) of them rated disagree as which is influence as high for the cause of students dropout.

The extent of the influence of students involvement in income generating tasks outside of their home on student survival rate in educational system of the study area were analyzed. As it can be seen from item 2 table 19, 16(33.3%) of teachers ranked agree, while 14(29.1%) of teachers rated disagree. This implied that student's involvement in income generating tasks outside of their home is one of the factors of students' dropout.

Regarding the effect of parent low level of education on pupils survival rate in educational system, the great majority that is 32(66.6%) of teachers rated agree and 10(20.8%) of teachers rated disagree. This indicated that, its effect is high. From this therefore, it can be concluded that the role of parent's illiteracy is among major hindrance for pupil's further schooling or even to attend school in the study area.

Concerning the major out of school family factors, table 19, 29(60.4%) of the teachers ranked agree and 5(10.4) of teacher rated disagree on that excessive involvement of school pupils in domestic works contributes high to students drop out of school. Therefore, it should be that the result of the analysis as teachers rated the item agree. It could be safe to deduce that school pupil's excessive involvement in domestic work is one of the causes of dropout in the study area.

Respondents were also asked to indicate the impact of death of parents on their survival in educational system. The majority of respondents, that 21(43.7%) and 6(12.5%) of teachers rated agree and disagree respectively. From this, it is safe to conclude that this factor is one of among major causes of dropout in this study area. As regarding the effect of early marriage on students survival rate in educational system of the study area 26(54.1) and 3(6.2%) of teachers rated disagree and agree respectively. In this, we can see that early marriage is not a major pupils early school leaving in those study area.

**Table 19 b) School Related Factors of Dropout of Students**

No	Factors		Respondents(Teachers)					
			Strongly disagree	disagree	undecided	Agree	strongly agree	Total
1	Pupils' health problem	No	2	6	10	20	10	48
		%	4.1	12.5	20.8	41.6	20.8	100
2	shortage of school facilities	No	2	3	5	13	25	48
		%	4.1	6.25	10.4	27	52	100
3	lack of teachers encouragement	No	15	18	7	6	2	48
		%	31.25	37.5	14.5	12.5	4.1	100
4	Irrelevant curriculum	No	3	4	5	22	14	48
		%	6.25	8.3	10.4	45.8	29.1	100
5	Failure in examination	No	14	10	9	8	7	48
		%	29.1	20.8	18.7	16.6	14.5	100
6	Lack of guidance and counseling	No	5	8	4	15	16	48
		%	10.4	16.6	8.3	31.25	33.3	100
7	Distance from home to school	No	7	5	2	19	15	48
		%	14.5	10.4	4.1	39.5	31.2	100

Concerning the effect of pupils health problem on pupils survival rate in educational system, the majority respondents, whereas 30(62.5%) and 8(16.6%) of teachers rated agree and disagree respectively. From this we perceiving, this factor is one of the major causes of dropouts.

Respondents were also asked to indicate the extent of the contribution of lack of school facilities and teaching aids to dropout rate in the study area. In this regard, a high number of them, that is 38(79.1%) and 5(10.4%) of teachers ranked agree and disagree. This shows that these factors as one of the major cause of dropout.

Regarding lack of teachers encouragement for students not to pursue their school 8(16.6%) and 33(68.75%) of teachers agree and disagree respectively. From this again, It could be safe to deduce that lack of teachers' encouragement for students to pursue their school is not one of the major causes of drop out in the study area.

The relevance of curriculum is one of the issues raised. In this regard, item number 4 table 19b, indicated that the great majority of the respondents, that is, 36(75%) and 7(14.5%) of teachers rated agree and disagree respectively. From this we can concluded that, this factor is one of the major causes of drop out in the study area.

Respondents were also asked to indicate the extent of the contribution of the failure in examination to dropout rate in the study area. In this regard, a significant number of them 24(29.25) and 15(30.8%) of teachers rated disagree and agree respectively. This shows us, the item is not the major causes of drop out in study areas.

As far as the effect of absence of guidance and counseling in school on students survival rate in educational system is concerned 31(64.5%) and 13(27%)of teachers rated agree and disagree respectively. The result shows us the absence of guidance and counseling is one of the causes of student dropout.

Regarding school distance from pupils home (as it can be seen in item number 7 of table 19b, the majority 34(70.8%) and 12(25%) of teachers ranked agree and disagree respectively.

The result shows us the distance from home to school is one of the major factors of student drop out from school in study area.

#### **4.4 Suggestion on measures to be taken to reduce dropout by participants indicated as follows:**

##### **1. Measures taken by teachers to reduce dropout**

- Organize tutorial classes for low performing students.
- Provide advice regularly.
- Create self help groups to assist economically poor students.
- Conduct action research on factors that cause of dropout and suggest intervention.
- Encourage students to participate in different co-curricular activities.
- Create awareness among students.
- Discuss with students on difficult things at all time.
- Guide students in classes and school compound.

## **2. Measures taken by principals to reduce dropout.**

### **Interview taken within Principals and Educational expert**

The woreda's secondary schools principal and education expert were asked to indicate what should be done to reduce dropping out of students on study area.

- Fulfill the overall school facilities by coordinating concerned bodies.
- Create conducive school environment.
- Create a good relationship between students, teachers and administrations.
- Give awareness for the community.
- Give continuous advice for students.
- Help students who are unable to fulfill educational materials.
- Discuss with parents about students issue/problems.
- Discuss with teachers about students problems and solve the problems.
- Take actions against misbehaved students.

## **3. Measures taken by PTA to reduce dropout.**

### **Interview taken within parent- teacher association members**

The secondary schools' PTA member was asked to indicate what should be done to reduce dropping out of students on the study area.

- Make positive relationship between school compound and closely follow up.
- Discuss on the major school problems and set the direction of alleviating the problems.
- Discuss with educational office experts and solve problems of schools.
- Invite different parties who can solve the economical problems of schools, such as government, NGOs, communities, etc.
- Minimize students' excessive involvement in domestic work and agricultural practices by creating awareness to communities.
- Create awareness on the value of education.
- Provide material and financial support.
- Participate in decision making of the school affairs.



## CHAPTER FIVE

### Summary, Conclusion and Recommendation

This chapter is concerned with the summary, conclusion and recommendation made to the study consecutively.

#### 5.1 Summary of finding

- ❖ A large number of students discontinued their education every academic year from secondary schools of Gida Ayana Woreda in east wollega zone. The magnitude of dropout rate of the Wored's school is relatively higher with comparing regional statistics (18.6%) of dropout in 2004 G. C and the Woreda's schools of grade 9 and 10 dropout total result (19%). Regarding trend of students' dropout rates, the study shows that increase specially grade nine. It has also been evident that in all academic years, the overall dropout rate was higher among grade nine (9) than grade ten (10).
- ❖ Concerning personal characteristics of the respondents are concerned, 10(83%) of the principals and 38(79.1%) of teachers were male respondents while 2(17%) and 10(20.8%) of principals and teachers are female respectively. In both cases the proportion of female are small through the issue is more serve in both case.
- ❖ Concerning personal characteristics of the respondents are concerned, 100% of the dropout students, 96% of teachers and 100% of principals, with regard to their age 68% of the students are between 15-20 year where as 62.5% of the teachers are 25-30 years and 50% of the principals are between 21-30 years. Regarding to profession, 12.5% of the teachers and 50% of principals are MA degree holders while 87.5 of teachers and 50% of principals are First degree holders. Relevant experiences in teaching and managerial position are important for improving the efficiency of the education system. Hence, 50% of the principals and 50% of the teachers have served for about 6-20 years in the current position (as principals and teachers respectively); with regarding to pupil respondents, 60% of them were males while the remaining 40% were female.

- ❖ Concerning the possible causes of secondary schools dropouts, respondents rated failure in studying hard, lack of interest in education, low expectation on future, frequent absenteeism, low self-conception due to previous failure in exam, poor academic performance lack of employment opportunity, absence of role model and health problems get high percentage among the listed factors which show that those are the major pupils related factors that contribute to high rate of dropout in this study area. The remaining items such as disciplinary problem, and low teachers' attitude towards students were average to indicate that they are not among the major causes of problem.
- ❖ Concerning school related factors, except irrelevant curriculum to the learners, mismatch between content of student's text books and unattractiveness teaching method, such as low expectation of teachers and administration toward student's education, lack of gender sensitive facilities, school distance from pupils home and lack of guidance and counseling opportunity cost were rated above average which shows us that all are the major factors of students' dropout.
- ❖ Concerning parents/family related factors, except gender bias and divorce factors of other education, such as lack of material and financial support, demand for pupils labor, high educational cost, involvement in income generating, excessive involvement in domestic activities, low level of parents' income, low level of parent education family size, parental occupation and parents' low attitudes towards formal education were rated above average. This finding shows us that all are the major factors of students' dropout. It still remains true that the cumulative average impact of family rate factors and individual/personal factors were found to be significantly more serious effects in aggravating student dropout than the corresponding school related factors.,

## **5.2. Conclusion**

Depending on the above major findings, the following conclusions were drawn.

As the result of this study has revealed, the magnitude of dropout rate in secondary schools of this study area was significant high (higher than that of secondary school dropout at regional level) and its trend shows increases in five academic years considered here (2005E.C-2009E.C).

From this therefore, it can be concluded that the high dropout rate hinders improvement in enrollment ratio of students.

The causes of dropout in secondary schools of Gida Ayana in east Wollega zone are the results of various inter-related and inter woven factors. The multivariate nature makes the problem more complex and make difficult to identify one single factor. Despite this, low quality teaching, lack of school facilities, students' attitude towards education and way of study, large class size, poor academic performance of the students, low future success expectation, repeated absenteeism on the parts of the students, demand of students labor and participating in income generating activities were also the causes of dropout. The impact of educational costs (both direct and indirect), high level of poverty, lack of materials and financial support, low employment opportunity in the future, lack of family awareness and community (parental) attitude toward education were the major extraneous variable that caused students to dropout from school.

Concerning measures to be taken by principals and educational experts to reduce students dropout rate, fulfill learning materials, creating conducive environment, making positive relationship among all communities, creating awareness, discussing with parents and teachers are found to be important things to be considered.

Concerning measures, taken by PTA to reduce dropout rate, creating good relationship between school communities and parents, discuss with all concerning bodies and solving school problems, creating awareness, providing materials and financial support by inviting different bodies such as government and non government and other interested bodies to actively participate in decision making of the school affairs were emphasized in this study.

### **5.3. Recommendation**

Depending on the findings obtained and the conclusion drawn from the study, the following suggestions were forwarded to remedy the problem so as to improve students' survival rate in secondary school of the study area.

1. One of the major causes for high rate of school leaving in the study area related to personal factors was failure in studying hard, lack of interest in education, low future success and frequent absenteeism. These factors have high influence for student dropout from school in the study area. Therefore, the school should provide a continuous counseling and awareness raising program on students' economical, social, cultural and psychological problems.
2. The study also shows that parental lack of perceived benefit from education pupils.

Pupils' involvement in income generating activities and demand of student labor, parent disunity are the major causes for pupils low survival rate in the school.

Therefore, the school, and the woreda education office should have to work to change the attitude of parents and the community by preparing different conference and panel discussion.

3. The study revealed that lack of school facilities and class sizes were the institutional factors that affect the dropout of students. Improving school facilities are the input-related issues that enhance quality of education, which again leads to efficiency provided that all necessary materials should be strengthened. This should be done by mobilizing the community, school committee members, teachers, students and other non-governmental organizations that support secondary school education. The community may provide labor, local materials and idea support for the accomplishments of these tasks. Beyond the financial, materials and moral support obtained from stakeholders, the schools should strive for change to bring about quality education by generating their own income by establishing school supporting groups, efficiently utilizing their agricultural field and so forth depending on the local situation of the individual schools.

4. Reducing dropout rate of students cannot be achieved only by the effort of teachers and school principals only, rather the involvement of parents and community representatives have crucial role. Taking this truth into consideration to keep the dropout rate at a low level, principals and teachers should work in collaboration with members of parent teachers association and should extend their sustained efforts.
5. Regarding the efforts of the different bodies for their best achievement in reducing dropout, it is essential to their efforts continuous. Therefore, those principals, teachers and schools that succeeded in reducing dropout of students should be rewarded through school based incentive system and by creating the STAR program based on their performance under quality evaluation.
6. Reducing and keeping dropout to the minimum is a key factor in avoiding educational wastage, the success of reducing dropout rate should be accompanied by sustained effort. Therefore, woreda education office and regional education bureaus should make rigorous follow up, give support and take timely measures.

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**Appendix A**  
**Addis Ababa University**  
**Collage of Education**

**Department of educational planning and management**

**A questionnaire to be filled by secondary high school dropout returnees students.**

**Dear learners:**

The purpose of this questionnaire is to assess the major factors that contributed to students dropout problems in Secondary Schools of Gida Ayana Woreda of Eastern Wollega Zone. So as to forward suggestion to improve academic achievements. Your experience, feeling and suggestion are worthwhile for the study and I am confident that you students appreciate the efforts and cooperate by offering honest and front response.

Thank you!

**Direction:-**

- I. Give short and brief answer for items requiring completion and put “X” mark for items requiring selection in the space provided.
- II. No need of writing your name.

1. Name of the school \_\_\_\_\_

2. Sex     A, Male          B, Female    

3. Age   A, Below 15 years        B, 15-20        C, 20 Years and above    

4. Grade you dropout from   A, 9        B, 10

**Question Related To Individual Factors**

5. The following are some individual factors that have significant effect on students’ dropout. Therefore, rate the degree of influence from your own experience according to your locality.

5=Measure strongly agree, 4=Measure agree, 3=Measure undecided

2=Measure disagree, 1=Measure strongly disagree.

NO	Individual related factors/pupil related factors	Response				
		5	4	3	2	1
1	Failure in studying hard					
2	Lack of interest in education					
3	Low future success or expect					
4	Low self conception due to previous failure in exam					
5	Frequent absenteeism					
6	Poor academic performance					
7	Health problem					
8	Low employment opportunity in the future					
9	Students’ low interest toward education					
10	Disciplinary problem					
11	Low teachers attitude toward me					

6. The following questions are designed to evaluate student’s attention in modern education, please, write your position by tick one from the given alternatives in space given in front of them.

6.1. Education has less value. Since they have not get enough economical

advantage when related with other field of work.

A, Agree  B, Disagree  , Not certain

6.2. How is the chance of employment opportunities for students after completion of schooling/education?

A, Encouraging  B, Discourage  C, Not exactly know



6.3. Do you think that the existing curriculum has positive influence on your career development and future competence?

A. Yes  B. No

6.4. Do you agree that students have the intellectual ability to use their education effectively in life?

A. Yes  B. No

6.5. Have you ever seen any successful educated students in your village?

A. Yes  B. No

6.6. Do you agree that educated persons are a back bone of a country?

A. Yes  B. No

### **Question Related To School Factors/School Structural Factors**

**Instruction:- Ticking in space that corresponds to your response.**

7. Where did you live while you have been attending your secondary school?

A. Rural  B. Urban

8. If your answer for question number "8" is rural, how many hours, do you travel from your home to arrive at school?

A. about half an hour

E. about three hour

B. about one an hour

F. More than three hour

C. about one and half an hour

9. From your experience, decide the extent to which the following school factors contribute to the dropout of students from school. Tick (X) one from the given alternative.

No	School related factors	Response			
		High	Average	Low	Not at all
1	Low expectation of teachers and administration to ward's students education				
2	Lack of gender sensitive facilities such as separate toilet, drinking water, health clinic, etc				
3	School distance from pupils home				
4	Irrelevant curriculum to the learners				
5	Mismatch between content of student text book				
6	Un attractiveness of teaching method				
7	Lack of guidance and counseling				

10. Rate the adequacy of the following facilities/services and teaching-learning materials in your school by putting,

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

**Tick (X) one from given option**

No	Items	Response				
		5	4	3	2	1
2	Laboratory equipment					
3	Teaching aids					
4	Text books					
5	Library service					
6	Clear drinking water					
7	Availability of teachers					
8	Pedagogy center					
9	Sport field					

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

A. From 50-60  B. From 61-70  From 71-80

D. 81 and Above

12. Does the content of most subject covered with in specified/allotted time?

A . Yes  B. No

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

A. strongly agree  B. Agree  C. Undecided  D. Disagree   
E. strongly disagree

14. Do you know that there is guidance and counseling service for students in the secondary school?

A. Yes  B. No

15. Please rank the contribution of each costs of schooling for withdrawal of students from school in relation to your situation. Tick (X) one from the given alternative.

No	Direct cost of school	Response			
		High	Average	Low	Not at all
1	Payment for registration				
2	Payment for purchasing of school materials				
3	Payment for transportation				
4	Payment for accommodation				

**Questions Related To Family Factors**

16. Educational level of your family

A. UN educated  D. Completed secondary School   
B. Attended literacy program  E. More than secondary School   
C. Completed primary school

17. Economic back ground of your family

A. Occupation

B. Number of cattle owned

C. The estimation of the amount of yearly production or in comes in  
Cash or in kind

18. The kind of your religion and your family follows.

A. Muslim/Islam

C. Protestant

B. Orthodox

D. Other

19. The following questions are prepared to survey parents' need for labor of their children. Please mark (X) one from the given options in space provided.

19.1. Are your parents interested more in educating student than  
Engaging them in different labor activities?

A. Agree  B. Disagree  C. Not sure

19.2. From your experiences, what is the role of the following labor

Activities in influencing your quitting from school. Tick (X)

	<u>High</u>	<u>Average</u>	<u>Low</u>	<u>Not at all</u>
A. Agricultural activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Marketing/trading activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Domestic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other \_\_\_\_\_

19.3. Are the cultural traditions and practices that obstruct you from continuing your learning from parent or the society?

A. Yes  B. No

19.4. If your answer for the question number “20.3” is ‘yes’ which of this cultural tradition are responsible for your dropping out from school?

A. Early marriage

B. attending religious holiday

C. Parents need of labor

D. Believe in low educational value

20. Number of families your parents support

A. Small than 5 person

B. Greater than 5 person

C. Average 5 persons

21. Are you parents a live?

A. Both with my parents

B. Only with my mother

C. Only with my father

D. With my related family

22. Do your parents encourage you to learn?

A. yes  B. No

23. What is your parent's occupation?

- A. Regular government employee
- B. Farming
- C. Hand craft (wood work, metal work)
- D. Daily laborer
- E. Not working dependent on offspring
- F. Merchant

24. The following are out of school factors/family related factors that have significant effect on student's "dropout" therefore, rate the degree of influence from your own experience according to your locality.

5=Means strongly agree 4=Means agree 3=Undecided 2=Means disagree 1=Strongly disagree

No	Family related/out of school factors	Response				
		5	4	3	2	1
1	Lack of material and financial support					
2	Demand for child labor					
3	High educational cost					
4	Famine and drought					
5	Involvement in income generating					
6	Excessive involvement in domestic activities					
7	Low level of parents' income					
8	Gender bias of parents in factors of other education					
9	Low level of parental education					
10	Divorced parents/broken family					
11	Parents low attitudes in formal education					

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

**For boy**

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

**For girls**

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

**Appendix B**  
**Addis Ababa University**

**School of postgraduate studies**

**College of education**

**Questionnaire to be filled by Teachers**

The purpose of this questionnaire is to investigate the magnitude that improve education in the study Area.

You are kindly requested to fill this questionnaire of the study. Thus, your willingness to provide information is highly appreciated. The findings of this study is used only for the purpose of the study. Your honesty, thoughtful and frankness while filling each item of the questionnaires, is vital, since the value and the reliability of the finding of this study highly depend on your authentic responses to the questionnaire.

Thank you for your cooperation!

Back ground, please, Fill in space provided or tick (X) one among the given alternatives:

1. Name of the school \_\_\_\_\_

2. Sex      Male            Female     

3. Age      A. 20-24            B. 25-30     

            C. 31-35            D. 36-40     

            E. 41 and above     

4. Level of education      A. Diploma            B. First degree     

                                    C. Master            D. Any other



5. How many years have you served as a teacher in general?

A. 1-5     B. 6-10     C. 11-15   

D. 16-20     E. 21 and above   

6. What is your field of study\_\_\_\_\_?

7. Is the current secondary school curriculum relevant to the learning needs of Students?

A. Yes     B. No   

8. According to your judgment, what is the difficulty level of the subject you have been teaching to student's level of understanding?

A. Very difficult     B. Difficult     C. Medium   

D. Easy     E. Very easy   

9. Do you think that the learning materials of the subject you teach or supporting materials all are available?    A. Yes     B. No   

10. In your subject most of the time who more achieve or lower performs?

A. At risk of dropping out students     B. Other students   

11. Do you think that teachers understand the behaviors of dropout students reflect in schools?    A. Yes     B. No   

12. If you say 'yes' on question '11' above, what behavior of dropout students reflect in school before dropped out?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

13. What is the opportunity or probability of getting parents, on occasion when you want your students to make contact their parents with you in order to discuss students issue with them?

- A. Very difficult     B. Difficult     C. Easy      
D. Very easy     E. Not sure

14. To what extent do you rate your capacity to understand trend of dropout in school?

- A. High     B. Average     C. Low     Null

15. Do you agree that special guidance and counseling is required more for secondary school student who especially at risk of dropping out students?

- A. Yes     B. No

16. How do you rate school environment conduciveness for learning of students?

- A. Very suitable     B. Suitable     C. Not at all

17. What is your level of agreement to the idea that at risk dropout students requires more assistance that they confront with new academic and behavioral changes?

- A. High     B. Average     C. Low     Not at all

18. Rate the adequacy of the following facilities and teaching-learning materials in your school by putting.

5=Very sufficient 4=Sufficient 3=Average 2=Insufficient 1=Not available

Tick (X) one from given option

No	Items	Response				
		5	4	3	2	1
1	Class size					
2	Laboratory equipment					
3	Teaching aids					
4	Text books					
5	Library service					
6	Clear drinking water					
7	Availability of teachers					
8	Pedagogy center					
9	Sport field					

19. To what extent do you think that un conducive school environment contribute for dropping out of students in your school?

A. High  B. Average  C. Low  Not at all

20. To what level do the following facilities and services impede students academic success in your school. Please tick (X) one of the options.

No	Items	Response			
		High	Average	Low	Not at all
1	Text books				
2	Teaching aids/resource				
3	Drinking water				
4	Health clinic				
5	Class room				
6	Library				
7	Laboratory				
8	Toilets				

21. Do you agree that at risk of dropout students show less interests in school subjects than the other students?

A. Yes  B. No

22. If your answer for question number “20” is ‘yes’, what efforts have to be made in order to increase the interests of students towards school subjects?

Please, write your own opinion here.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

23. How do you treat in your class students with disciplinary problems?

A. Giving personal advice

B. Sending to office

C. Ordering him/her

D. Make him/her to kneel down

E. Expelling from class

F. Writer if any others

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24. From your experience, what do you think are the main causes for student dropout in your school?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

25. According to your opinion, what measures are needed to reduce dropout rate in your school?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_

26. From your experience, what do you think is the trend of dropout rate of students currently in your school?

- A. Increasing
- B. Decreasing
- C. No change
- D. Un known

27. From your experience, to what level the following factors affects possibility of dropping out from school? Rate each of these factors by ticking (X) one among the given option

		<b>High</b>	<b>Average</b>	<b>Low</b>	<b>Null</b>
2	Pupils problem				
3	Involvement in income generating tasks				
4	Parents low level of education				
5	Shortage of school facilities				
6	Lack of teachers encouragement				
7	Irrelevant curriculum				
8	Excessive involvement in domestic work				
9	Failure in examination				
10	Death of parents				
11	Early marriage				
12	Lack of guidance and counseling				
13	Distance from home to school				

## Appendix C

### Interview guide for principals and woreda education office officials.

A, Principal ----- B. Official-----

This is to consider the perception of woreda education office experts concerning  
The problem of dropout of students in secondary schools.

A Guiding question.

1. How do you see the problem of dropout over the past Five years in your  
School (Woreda)?
2. On which sex and grade does the problem of dropout become more serious?  
why?
3. What are the major environmental and pupil related variable that cause  
students to dropout school?
4. What are the major school structural/school related factors that affect  
students to drop out of school?
5. What does the trend of student dropout rate in Secondary Schools of this  
Woreda/School/ seem?
6. How does the economic back ground of parents and the child's school  
academic performance/dropout related?
7. What is the attitude of the community to ward formal education?
8. Do you think that the existing curriculum is relevant to the needs and  
interest of students?

9. What major efforts are made at woreda/ School/ level to reduce the dropout rate?

10. What should be done to alleviate (minimize) the problems by different parties

(government at different levels, NGOs, communities etc)?

**Opinion:-** finally if you have any opinion, suggestion and recommendations you are well come.

**Thank you.**

## **Appendix D**

### **Focus group discussion guide with PTA member.**

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

Guiding questions.

1. How do you see the problem of dropout over the past Five years?
2. On which sex and grade does the problem of dropout become more serious?  
Why?
3. What are the major school-related/structure factors that contributed to the dropout of students?
4. What are the major environmental and pupil related variable that caused student dropout of school?
5. According to your locality what is the estimated cost directly paid by family for their child's uniform, stationery, and other expenses?
6. How do you see the relation of the school with communication that should be done to improve the relation?
7. What the major efforts are made at school level to reduce the rate of dropout of students?
8. What should be done to alleviate the problem of dropout by different parties(government, NGOs, communities etc)?

**Opinion:-** If you have any opinion, suggestion and recommendation you are well-come.