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Graduate Studies

College of Education and Behavioral Studies

Department of Special Needs Education

Factors Contributing to Grade One Dropout including Children with Special Needs and Disabilities in Some Selected Primary Schools in Hawassa City Administration

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School of Graduate Studies

This is to certify that the thesis prepared by Wondimu Alemayehu Bose, entitled Factors Contributing to Grade One Dropout in Some Selected Primary Schools in Hawassa City Administration and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Special Needs Education complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Acronmys

EFA	Education for All
ETP	Education and Training Policy
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
MDGs	Million Development Goals
MOE	Ministry of Education
SNNPRG	Sothern Nations and Nationalities People Regional Government
SSDIS	Survey of Students' Dropout Information System
UNESCO	United Nations Education, Science and Cultural Organization
UPE	Universal Primary Education
UN	United Nations
UNICEF	United Nations Children's Fund

ABSTRACT

The intention of this study was to examine factors that contributed to grade one dropout in some selected primary schools in Hawassa city administration. It used descriptive survey research method. Data were collected from teachers, principals and dropout returnees using questionnaire and interview. Teachers teaching in grade one in sampled primary schools were subject of questionnaire and principals and dropout returnees were subject of interview. Fifty teachers, five principals and ten dropout returnees were participated in this study. Teachers, subjects of questionnaire, were selected by using purposive sampling by which five teachers from each sampled schools teaching in grade one totally fifty were included in the study. Five principals were selected by using random sampling and ten dropout returnees, one dropout returnee from each sampled ten schools, were also purposefully selected for interview. Qualitative data obtained through interview from school principals and dropout returnees were analyzed with themes and categories. Where as quantitative data obtained from teachers through questionnaire were analyzed using percentage. The outcome of the study showed that three major school related factors contributed to grade one students' dropout in the study area. These were: inappropriate language of instruction, overcrowded class and exclusiveness of the school. Likewise, lack of families follow up, families low level of income, work load, childrens involvement in income generating activities were among major out of the school factors that contributed to grade one students' dropout. Besides, qualitative analysis depicted that factors related to the issue of special needs and disabilities were found having considerable effect on children with special needs and disabilities to dropout. Witnessing this, two case stories, one related with a female child having multiple disabilities and one male child having serious behavioral problem who dropout from the school were developed. Factors related to families low level of income, workload, divorce, language of instruction and health problems were found major factors that paved the way for dropout returnees to dropout. Based on these findings of the study recommendations were made at the end.

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

Name: Dr. Belay Hagos

Signature: _____

Date: _____

CHAPTER ONE

1.Introduction

In this beginning chapter the background of the study and central research problem is explained in detail. In addition to this, questions posed by this study, objective of the study, the need for the study, the scope of the study, limitation of the study, research design and methodology, description of relevant terms and organization of the study are also described in this chapter.

1.1 Background of the study

Both individuals and societies benefit a lot from education. According to (UNESCO, 2005), education is seen as so basic to the development of individuals and as such the right to primary education is legally guaranteed in most countries of the world. Above all, international human rights conventions as well recognize the right to education. The right to education has been ratified by a succession of UN conventions, starting from the universal Declarations of human rights in 1948 to the Convention on the rights of the child in 1989, which received the status of international law in 1990. On the convention article 28 describes, governments have the responsibility of making primary education compulsory and available for free. Education as stated in (Wils, 2006), is recognized as essential not only to human development and to the eradication of poverty but also to enable all people to live in dignity.

Education for All (EFA) movement and the Millennium Development Goals (MDGs) have resulted in more attention being paid to issues of both participation and completion in education. Universal primary education is goal number two of both EFA (Jomtien, 1990; reaffirmed in Dakar, 2000) and the millennium development goals (MDGs), and was adopted by UN Member States in 2000 (UNESCO, 2005).

Nevertheless, according to the description of (UNESCO, 2001, 2005, 2012; Wils, Zhao, & Hartwell, 2006), the right to universal primary education (UPE) and education for all (EFA) have been under serious threat due to continued high numbers of school dropouts, making school retention hard to maintain over the past several years.

School dropouts refers to children who were enrolled in school but have left school before completion. Dropping out of school is related to a variety of factors that can be classified in four categories, namely: individual, family, school, and community factors. (UNICEF & UNESCO, 2011).

According to the study of (Hammond, Linton, Smink, and Drew, 2007), students who drop out often refer factors across multiple categories. Here the idea is to mean that there are complex interactions or interwoven among risk factors leading up to dropping out. Dropping out of school is often the result of a long process of disengagement that may begin in some cases even before a child enters school, and is often described as a process, with factors building and compounding overtime. School dropout is a complex, multifaceted problem and the decision to drop out of school is a process, not an event.

1.1.1 School Dropouts on Global context

According to (UNESCO,2012) global report on education citing Hendrik van der Pol,UNESCOInstitute for Statistics director as saying:

"The world has just a few short years to make good on the promise to fulfill every child's right to primary education by 2015. ...School systems are reaching more children but losing them due to inefficiencies, which lead to early school leaving. It is far more difficult and costly to reach children once they leave school than to address the barriers and bottle-necks in the systems"(UNESCO, 2012, p.1).

The global dropout rates,according to the report,being the major concern,do not seem to have gone down over the years.In many countries of the world, being worse in developing countries there are high rates of students leaving school.According to global report on the education Sub-sahara Africa sees 42% of its students leaving school early before completion with one in six leaving before grade 2.

According to the report of the same organization in the same year mentioned above, In South and West Asia, out of every 100 pupils who start primary school, 33 leave before reaching the last grade. While in Latin America and the Caribbean, 17 per cent of pupils leave school before completing primary education. South Asian countries, sees 13.54 million of its children leave school before completing primary education. Pakistan has the highest rate of dropouts in the region at 38.5 percent followed by Nepal with 38.3 percent and Bangladesh comes third with 33.8 per cent.

1.1.2 Dropout conditions in African

If universal primary education is to be achieved,policies to improve school progression and reduce the numbers of children dropping out of school are critical. In Africa evidence indicates that children are starting primary school in greater numbers than ever before but dropout rates are significant in many countries. For, example, the study by Sabates et al (2010), on primary school completion rates indicated low primary school completion rate in 2005 for countries like Benin and Democratic Republic of Congo, due to high dropout rate. As a result of substantial rates of dropout and non-completion of primary school, many children are leaving schooling without acquiring the most basic skills. The same study by Sabates et al. (2010), found that failure to complete a basic cycle of primary school not only limits future opportunities for children but also represents a significant drain on the limited resources that countries have for the provision of primary education. They cited the World Bank 2007 report on the Government of Malawi for example, which allocated 4.2 percent of Gross Domestic Product (GDP) towards public educational expenditure in 2007, which represented around 195 million dollars. Of this,55 percent was allocated towards primary school.

With a primary school drop out rate of 65 percent in 2007, it is estimated that children, who fail to complete primary school, took up nearly half a million-school places. In monetary terms, this broadly represented an annual expenditure of 60 million dollars, 1.3 percent of GDP in 2007, on the education of children who probably left schooling without any basic skills.


A study by Hadley (2010) on primary school dropout rates of Sub-Saharan Africa region found that the region has the highest dropout rate, which rose from 40% to 42% between 1999 and 2009. This meant that more than two in five children who start school may not reach the last grade of primary education. Dropout rates were highest in Chad (72%), Uganda (68%) and Angola (68%), where more than two out of three children starting primary school were expected to leave before reaching the last grade. In contrast, dropout rates were lowest in Mauritius (2%) and Botswana (7%).

1.1.3 Dropout situation in Ethiopia

Dropout Rate

The dropout rate is a measure, typically by grade, of those who left formal schooling the previous year. In most cases it is calculated as the remainder of students after subtracting those who have repeated and those who have been promoted to the next grade. According to the report of Educational Statistics Annual Abstract 2008 E.C(2015/16) dropout rates have increased slightly over the last year, and grade 1-8 dropout rates are now at 10.12%. Dropout is much lower than it was 6 years ago. Dropout is highest in grade1, at 16.8%. This means that many children join in grade 1 and then leave the education system within the next year. Dropout in the rest of the grades is around 10%, falling in grades 6 and 7 to approximately 6%.

Table1. Dropout rates,Grade 1-8, for the years 2001 E.C-2007 E.C

	2001	2002	2003	2004	2005	2006	2007
	E.C	E.C	E.C	E.C	E.C	E.C	E.C
Male	18.2	13.3	17.4	16.3	7.8	9.9	10.01
Female	19	13.5	15.1	16.1	6.9	10	10.23
Total	18.6	13.1	16.3	16.2	7.8	9.9	10.12


Source: Educational Statistics Annual Abstract 2008 E.C(2015/16).

Though dropout rates have been on the decline over the years but rate of decline has been unstable as seen by the fluctuations in the table above. This picture indicates that dropout is still a problem in Ethiopia and needs to be tackled.

1.1.4 Grade one Dropout in SNNPRG

Southern nations ,nationalities and peolpe regional government is one of regional state among nine regional states in Ethiopia.This region is divided in to 14 zones,4 woredas,and one city administration.In the region the highest grade one dropout rate is observed in Hawassa city adminstration which accounts 23.6%.Hence,this study focused on knowing what factors contributed to grade one dropout in some selected primary schools in Hawassa city administration.In the following table regional grade one dropout rate at general and specific level is presented.

Table.2. Dropout rates at Grade 1,for the years 2005 E.C-2009E.C in SNNPRG in %.

 Year	2005	2006	2007	2008	2009
	E.C	E.C	E.C	E.C	E.C
M	32.5	25.3	23.3	15.2	14.6
F	31.9	24.9	23.2	16.1	15.0
T	32.2	25.2	23.3	15.6	14.8

Source: Source:SNNPRS Educational Bureu'a Survey of Students' Dropout information System (SSDIS,2009).

Table.3.Dropout rates at Grade 1 in %,in SNNPRG

Zones and Special Woredas	Grade 1		
	M	F	T
Basketo Sp.	9.8	8.8	9.3
Benji Maji	16.7	8.2	12.9
Dawro	11.9	18.9	15.4
Debub Omo	8.0	23.9	15.5
Gamo Gofa	17.5	13.7	15.6
Gedeo	12.2	16.7	14.4
Guraghe	17.4	20.5	18.9
Hadiya	10.3	8.1	9.2
Halaba Sp.	18.2	19.8	18.9
Hawassa Town Ad.	22.2	24.7	23.6
Kefa	8.9	12.7	10.8
Kembata Tembar	17.8	19.0	18.4
Konta Sp.	6.7	9.7	8.3
Segen Akebabu Hiziboch	11.2	16.8	13.9
Sheka	22.3	17.3	20.0
Sidama	21.7	21.5	21.6
Silte	7.3	12.2	9.6
Woleyita	4.9	6.5	5.7
Yem Sp	10.0	21.4	15.8
Region	15.2	16.1	15.6

Source:SNNPRS Educational Bureu'a Survey of Students' Dropout information System (SSDIS,2009).

As clearly seen from the above table, the highest regional grade one dropout rate that accounts 23.6% belongs to Hawassa city administration. It is from this figure this study initiated to study those factors that contributed for grade one dropout in some selected primary schools in Hawassa city administration. Along with this, the study attempted to investigate what sort of influence the issue of special needs and disability have on grade one dropout problem. Moreover, this study also endeavoured to examine what sort of measures the schools included in the study are taking and should take to curb grade one dropout problem in their respective schools.

1.2 Statement of the problem

The role of the school is not merely to get children into school but to ensure their continued stay in school to completion. This perspective suggests the need for schools to provide an environment conducive to ensure all learners do not dropout. In spite of many attempts the Ethiopian government is making to solve the dropout problem, the dropout is still the national problem. For instance, according to the report of Educational Statistics Annual Abstract 2008 E.C(2015/16) of MoE, national grade one dropout rate is 16.8%. Likewise, in SNNPRG, grade one dropout is still a problem.

SNNPRG educational Bureaus's survey of students' Dropout information system (SSDIS, 2009) reported that 15.6% regional dropout goes for grade one. Within SNNPRS, among 14 zones, 4 woredas and 1 city administration, as reported by SSDIS the highest dropout rate is founded in Hawassa city administration which is 23.6%. Among this 22.2% are male and 25% are female. This number, 23.6%, which is the highest grade one dropout rate founded among primary schools in Hawassa city administration, surpass even the total regional grade one dropout rate which accounts 15.6%. Therefore, this study gave due attention in studying those factors related to school and out of school that contributed to grade one dropout. Besides, it further examines the issue of special needs and disability and their contribution to dropout for children with special needs and disabilities in the study area.

1.2.1 Objectives of the Study

The main objective of this study was to investigate major factors contributing to grade one dropout in some selected primary schools in Hawassa city administration. More specifically the study attempted to:

- Examine factors in and out of school contributing to grade one dropout
- Investigate the issue of special needs and disability and how they are related to grade one dropout problem and
- Examine what attempts the schools are doing in order to mitigate grade one dropout problem and at the same time to find out what measures the school will take to curb the grade one drop out problem ahead of the time.

1.2.2 Basic research questions

Based on the above objectives, the study endeavoured to answer the following four research questions

- What are school related factors that contributed to grade one dropout?

- What factors outside the school, contributing to grade one dropout?
- How are the issue of special needs and disability related to grade one dropout?
- What are efforts the school is undertaking and should take to reduce the drop out problem at grade one level?

1.3 Significance of the study

The study is significant for the following reasons.

- It provides important information for teachers, parents and educators in identifying those factors related to school and out of school contributing to grade one dropout.
- It initiates the efforts towards school transformations targeted curbing school dropout due to school factors and promote grade one retention.
- It may equip policy makers with knowledge of school and out of school factors that are contributing to grade one dropout making the designing of interventions possible.
- It is also helpful for practitioners to formulate evidence based strategies to alleviate dropout problems existing in grade one.
- It shows how the issue of special needs and disability have an influence on children with special needs and disabilities to dropout if they are not appropriately handled and supported.
- It also suggests some strategies that should be taken to reduce dropout problems seen in grade one
- Finally, the findings of the study will serve as resource for further studies by other researchers in the study area.

1.4 Delimitation of the study

This study was delimited to ten selected government primary(1-4) second cycle school, in schools where the highest grade one drop out was found in Hawassa city administration.

It became the focus of the study, because according to the report of SNNPRG educational Bureau's survey of students' Dropout information system(SSDIS,2009) revealed that the highest regional grade one dropout rate that accounts 23.6% was observed here. Regarding the reason for delimiting this study to government primary schools, it is widely recognized that the problem of school dropout is more acute in government primary schools than those owned privately or by different non-governmental organizations (NGOs). Finally, dropout becomes the focus of this study because it is a prime contributor to high educational wastage.

1.5 Operational definitions of variables

Dropout: refers to leaving school before completing a particular cycle or level of education due to various reasons.

Factors of dropout: are a multitude of key factors or a range of within and outside school conditions that are causal elements in influencing / affecting pupil's decision to drop out at grade one.

1.6 Organization of the study

This study, factors contributing to grade one dropout in some selected primary schools in Hawassa city administration, is organized in five chapters. In the first chapter the background and the need for the study is explained. In the consecutive chapter, in chapter two, the literature review is presented. In chapter three, the method used to conduct the study is explained. The description of the data is followed in chapter four and finally the findings of the study, conclusions and recommendations for the study are presented in chapter five.

CHAPTER TWO

Review of the literature

This chapter pays attention to the literature review on dropouts and factors related to it. The following issues are discussed in detail: The threats to the educational efficiency, the definitions of dropout, major factors contributing to student dropout in primary schools, and descriptions of some of these factors. Moreover, dropout and the issue of children with special needs and disabilities are explained in this chapter.

2.1 Threats to the efficiency of education

There are many factors that can influence the efficiency of educational system. Educational wastage as pointed out by Bray (1981) is the major factor.

School dropout or low completion rates have been subjects of interest to academics, researchers and policymakers for a long time in almost all developing countries. According to Coombs (1985), Magnen (1991) and World Bank (1975) educational wastage, in the form of dropout and repetition, becomes an acute problem in the educational systems of developing countries.

According to Bray (1981), Dropout is among the most important determinants of efficiency because children who leave primary school after only two or three years are unlikely to have achieved any permanent degree of literacy or numeracy, and therefore derive little positive benefit from their schooling. The efficiency of the system may also be impaired as much by a large proportion of pupils repeating classes as by their dropping out, as the same author explained. Since repeaters reduce the intake capacity of the grade in which they repeat and thereby prevent other children from entering school or cause over-crowding of classrooms, repetition is, therefore, considered as wasteful and thus increasing education costs.

And repeating has a negative effect on their self esteem and they will eventually dropout and in this case the wastage is twofold (MoE, 2002). Similarly, Bray (1981) added that repetition lengthens the period which pupils take to reach a recognized end point and thus hinders attempts to provide mass education.

Repeaters may suffer injured pride from having to continue with their juniors, and unless poor performance was caused by sickness or low attendance. Hence these essential notions argue for that it is doubtful whether the child will learn more by repeating than s/he would if promoted. Furthermore, it is widely recognized that children who dropout of school before acquiring basic literacy and numeracy skills frequently relapse into illiteracy (Tekeste, 1990).

Therefore, wastage is a broad term for a number of processes through which educational resources are not efficiently used. As Education and Training Policy (ETP) stated clearly, one of the mechanisms to reduce repetition and dropouts, is the automatic promotion of children in primary school grades up to grade 3. The processes addressed here is of course school wastage through dropout, an acute symptom of school wastage, (children leaving school and not re-enrolling in that or any other school before they have completed a cycle). But it does not mean that wastage does not occur because of repetition (holding children back for one or more years, frequently for poor performance on the end of year or promotion examination).

Hence, wastage, through dropouts mainly dropout returnees and early leavers, at grade one level among selected primary schools in Hawassa city administration are examined in this study.

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

2.2 Definition of Dropout

There is no one single definition of dropouts that is used across all international organizations, countries as well as all persons. Although agreement on a common definition of "school dropouts" is difficult, most of them agree that school dropouts are children in the compulsory school age who are either not in school at the end of school year, not finishing the last grade at the compulsory school level, not registered for the new school year, or have not received a certificate of education for their respective age group. Among those individuals who specifically define dropout, to mention some: Bray (1981) defines drop-out as a child who fails to reach a specified end point in the educational system. In addition to this, Morrow (1987), who provided the most well known definition, defines: A dropout is any student previously enrolled in a school, who is no longer actively enrolled as indicated by fifteen days of consecutive unexcused absences, who has not satisfied local standards for graduation, and for whom no formal request has been received signifying enrolment in another state-licensed educational institution.

2.3 Major Factors contributing to Student Dropout in Primary Schools

There are many factors associated with drop out, some of which belong to the individual, such as poor health or malnutrition and motivation. Others emerge from children's household situations such as child labour and poverty. School level factors also play a role in increasing pressures to dropout such as teacher's absenteeism, school location and poor quality educational provision. The system of educational provision at the community level generates conditions that can ultimately impact on the likelihood of children to drop out from school. Therefore, both demand and supply driven factors, are embedded in cultural and contextual realities, which make each circumstance different. Nevertheless, it is possible to make general points about the causes of dropout.

First, there is not one single cause of dropout. Dropout is often a process rather than the result of one single event, and therefore has more than one proximate cause (Hunt, 2008). Second, poverty appears to influence the demand for schooling, not only because it affects the inability of households to pay school fees and other costs associated with education, but also because it is associated with a high opportunity cost of schooling for children. As

children grow older, the opportunity cost of education is even larger, hence increasing the pressure for children to work and earn income for the household as opposed to spending time in education. Third, distance to schools, poor quality of education, inadequate facilities, overcrowded classrooms, inappropriate language of instruction, teacher absenteeism and, in the case of girls school safety, are common causes for school dropout (Colclough, et al. 2000). These are seen as supply side causes of drop out, mainly driven at the school level.

Poverty also interacts with other points of social disadvantage, with the interaction of factors putting further pressure on vulnerable and marginalised children to drop out (Hunt, 2008:52).

For example, orphans, migrants, lower caste scheduled tribe children and children from minority language groups in many, but not all, contexts have disrupted access, and are more prone to drop out. For example, around 15 to 20 percent of Roma children in Bulgaria and 30 percent in Romania do not continue in school post Grade 4 in primary school (UNESCO, 2010).

Additional factors affecting motivations and decision-making relating to educational access are also key to understandings of dropping out. Perceptions of how education will influence lifestyle and career possibilities/probabilities, life chances in the labour market are shown to be factors in both early withdrawal and sustained access in different contexts. The availability of options to access secondary school and beyond, shape decision-making of parents regarding the continuation of children in primary level. Perceived quality of education and the ability of children to make progress through the schooling system can affect the priority placed on schooling within the household. It is also evident that children whose parents have received some sort of schooling are more likely themselves to attend school for longer. In particular, a mother's education level often influences length of access for girls. For example in rural Pakistan, girls whose mothers have some sort of formal schooling are less likely to dropout from school (Lloyd, Mete and Grant, 2009)

There are often precursors to dropping out, where children could be seen to be at risk or vulnerable to early withdrawal (Hunt, 2008; Lewin, 2008; Ampiah and Adu-Yeboah, 2009). These include grade repetition, low achievement, over age enrollers and children who have regular absences or previous temporary withdrawals from school. It is unclear whether grade repetition increases the chances of completion, but what is apparent is that grade repetition extends the age range in a particular grade, and thus increases the possibility of dropout. Teaching to different age groups has different requirements in terms of teaching/learning practices and curriculum (Little, 2008). Yet, in some countries age ranges in a Grade 1 class might range from 4 to 11 years, and in Grade 6 from 10 to 21 years (Lewin, 2007). Children who are over age, due to late enrolment or high grade repetition, limit the number of years children have in school as older children have greater pressures to earn income for the household (EPDC, 2009).

2.4A broad description of some of the major factors for dropout

As described by (UNESCO,1998)the determinents of school dropout aremultiple, but fall into two general categories: those that are rooted in the overall social and economic environment and those that stem from the way the school system itself is organizedand operates.Based on this, it can be classified as internal (school-related)and external (out-of-school related) factors in which each factor divided into sub divisions.

2.4.1 Out-of- School Related Factors

The assumption behind out-of-school related factors are around the individual, familyrelated, societal and cultural constraints. These social and economic forces are largely beyondthe control of educators but may be influenced by public policies in areas such as transport,health services and labour laws.These factors are closely interwoven and their effects on pupil's education are potent and farreaching and affect the performance and persistence of students who remain in school and eventually end up in school dropout.

Concerning individual,family,societal and cultural factors contributing to school dropout,Gabriela Chirtes,byanalyzing the school documents in her study:Acase study in to the causes of school dropout,volume 3 Number 4,2010,pages 3-4,sumarized the factors in the following way.

Family-related factors. As far as family is concerned, the following factors have been noted:

Parents' lack of interest,Parents' neglect,Separation, divorce,Second marriage,Parents' detention,Conflicts, hostile environment,Parents abandonment,Excessive consumption of alcohol,Parents forcing children to work,Parents' death,Single parenting,Chronicle illness within the family,Parents' inability to raise children,One parent (or both) concubinage,Incorrect educational methods used by parents,Negative examples offered by family members (brothers and sisters, other distant relatives),Low family income,Improper environment for attending school and absence of a stable family environment.

Personal factors:Visually impaired,Low learning abilities,Misbehaviour,Low motivation and lack of interest and attention deficiency disorder, memory deficiency.

School environment-related factors:School adjustment failure,Not promoting school,Discipline problems,School phobia,School violence,Conflicts (with teachers, school mates),Ethnic discrimination.

2.4.1.1 Broad description of out of school factors contributing to school drop out

2.4.1.2 Level of parental education

As clearly stated,(Rumberger and Thomas 2000),Parents' level of education represents a potential predictor of dropout, that is, bettereducated parents spend more time with their children, thus supporting their accomplishmentsand increasing the likelihood that they will remain in school.These parents influence the academic performance of theirchildren by imparting the values, aspirations, and motivation needed to succeed and remain inschool,as explained by the same writers.Likewise,MoE(2002)revealed that illiterate or semi illiterate parents do not care for

the education of their children. Therefore, education level of the family could be one of the factors that influence the child to succeed in her/his education.

Educated parents are more likely not only to send their children to schools but also to keep them in school until they complete a given educational cycle. Similarly, the higher the level of parent's literacy, the lower the rates of dropout among their children and vice versa, MoE (2002) and Rumberger (1983) respectively.

2.4.1.3 Parents' level of Income

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

According to the report of World Bank (1980), wastage that resulted from the causes of dropout is primarily income problem. The income profiles of dropouts show that the problem is mostly prevalent among pupils from low-level of parents' income. In particular, it suggested that girls from poor homes, who live in urban areas, are unlikely to enroll and remain in school for longer than those from better-off homes. Patrinos and Psacharopoulos (1996) and Simmons (1980) also reported that pupils from low-income families would be likely academically poor and also have high tendency of dropout of school than those economically privileged ones. The rate of early school leavers of low-income families' children are three times more than those from higher income families, as documented in Graham-Brown (1991).

2.4.1.4 Structure of the family

As documented in Rumberger (1983) and Rumberger and Thomas (2000) that family structures are important in that children from broken homes where one or both parents are absent are less likely to receive the support and encouragement needed to stay in school. Children from such family do not have motivation and encouragement to complete their education. Moreover, they are forced to be dependent and live with others. The absence of parents, however, is often combined with financial problems that might explain the dropout. As Rumberger et al. (1990), investigated, in a more detailed analysis of family influence the interaction styles between parents and children and the consequences for dropout. Dropouts were more likely to live in households characterized by a permissive or an authoritarian parenting style, their parents were more likely to use extrinsic punishments as a reaction to poor grades, and reacted with more native emotion to both good and bad school grades. Children who are not living with both parents experience problem at home that are reflected in their school careers, they are more likely to become truants, to be suspended, to dropout or to be expelled from school, Lindgren (1985). Moreover, as explained by Kimmel (1985) adolescents from broken family are likely to be less interested and have negative attitude toward school. If this is the case then, they are susceptible to be absent from school and they are more likely to be low achievers in their academic performances and forced to dropout. 'Children of divorced parents are more likely to show adjustment difficulties than children from intact families. They tend to like schools less, they do less academically and they feel less optimistic about their future prospects.', Kimmel (1985, p.257).

2.4.1.5 Cost of education

According to (Wagner, 1993; Carr-Hill, 2002; Graham Brown, 1991; Action-aid, 2003), regularly attending education and completing a given cycle within intended time require different type of costs namely direct cost, in-kind cost, monetary cost and opportunity cost. In many developing countries including Ethiopia, primary education is “free” of any direct costs or what is known as user fees. The Ethiopian Education and Training policy (ETP) in order to reduce the financial burden on parents as well as to encourage enrollments, school fees of all types up to grade 10 have been removed. However practically, parents are still making some financial contributions, for example, for books, school maintenance fund, sport fees etc (Action-aid, 2003). The same educational review of action aid, also reported that the total costs of all these and others pose a potential burden on poor families, particularly (but not only) those with large number of students in school. As a result, decision may be made on not only the number of children who should stay in educational system but also on the level (cycle) of school to be completed by those who remain in the school. Therefore, abolition of all user fees may be one step towards enhancing survival rate in primary school particularly for those children whose main reason to quit school early is lack of educational expenses. When decisions have to be made because of financial constraints, girls are more likely than boys to be held back or be withdrawn from school. In many countries, some students are responsible for covering their educational costs. This has a negative effect on the length of time they remain in school and on their performance. For young girls in upper primary and secondary school, the responsibility for covering their educational costs often leads to sexual relationships with older men who can support them. Such relationships carry the risk of pregnancy which can end their schooling (Brock and Cammish, 1991; Camfed, 1994; Palme, 1993).

As Wagner (1993) and UNESCO (1998) described it, in-kind cost is also another obstacle to further schooling in most developing countries. An in-kind cost, according to Wanger and UNESCO, it includes costs of child labour engaged in any income generating activities. In most of developing countries, children as young as five or six engaged in income generating tasks as “street vendors, dodging in-and-out of the traffic jams to sell chewing gum, news paper...” (Graham-Brown, 1991 p.52). As shown by (UNESCO, 1998), sending these children to school and keeping them there, their families will lose a real income on which they depend. Hence, in-kind cost is one of the push and pull factors in deciding further education of a child.

As UNESCO (1998) observed, another important cost of education that is considered as a major determinant factor for further schooling for children of poor families is money costs of education, which include costs of school materials, food, cloth, health etc. Particularly, these types of costs are believed to have considerable effect among families who are very poor in terms of cash income.

2.4.1.6 Health problems

Each student has his/her physical, physiological and psychological set up which play great role in determining his/her success or failure in school. According to Pridmore (2007), the health and nutritional status of children is one such condition, which, has a marked impact on a pupils' ability to learn and/or remain in school. Explained by these authors, (Grantham-McGregor and

Walker, 1988; Pollit, 1990; Roso and Marek, 1996), Pupils who suffer from ill health and poor nutrition are inclined to attend school irregularly, are more likely to repeat grades, and eventually dropout. Poor health makes it impossible for children to maintain motivation and sufficiently high levels of concentration; and has also been found to result in poor cognitive function. Another dimension of the connection between health and dropout is disability, which interacts with other factors to restrict access. According to Rousso (2003), girls with disabilities are more likely to have restricted access to school; and when children with disabilities are enrolled, unfriendly school facilities and a hostile school environment have the potential to push such children out of school.

2.4.1.7 Parents' Attitude towards Formal Education

One of the socio-culture factors that can deter the schooling of children is families' attitude towards modern education. In particular, the lack of social demand for girl's education is often related to the fact that families and communities do not value or are ambivalent about formal education for girls. This is because that the parents' perception of the value of education is very low (Davison, 1993). These negative perception need to be challenged. As a result, parents either not send their children to school or not allow them to stay in educational system even in areas where schools are available. This attitudinal problem is believed to be more problematic in societies that have no awareness about value of education except in terms of economic benefit (Bray, 1981).

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

Some parents believe that boys are more intelligent than they perform better in school and that they are a better educational investment than girls. A factor often ignored in discussions of parental preference for boy's education is the prevalence of patrilineal inheritance systems. As the prime beneficiaries of family assets, boys are favored in human capital investment decisions. In addition, parents worry about wasting money on the education of girls who are likely to get pregnant or married before completing their schooling. There is a strong belief that, once married, girls become part of another family and parental investment is lost (Davison and Kanyuka, 1992; Kapakasa, 1992; Long and Fofanah, 1990, Prouty, 1991). Some communities and parents hold a negative view of educated girls. For example, in Chad, some parents believe that schools push girls to prostitution, make them unfaithful to their husbands and make them difficult to control by parents (Bello, 1993). In some regions of Cameroon, educated girls are perceived as being too independent and demanding and being likely to challenge the traditional submissive role expected of them in marriage (Cammish and Brock, 1994).

2.4.2 Factors related to school

As stated by Rumberger and Thomas (2000), school characteristics have been investigated in research on school effectiveness. The same authors agree that not only academic achievement, but dropping out of school is a reliable indicator of school effectiveness. School wastage

,therefore, through drop out correlates with several schools related factors/variables.As indicated by Karin and Hyde,(1989),these school related factors are,structural characteristics such as school location (Urban, suburban, rural), distance, size and type (state vs.private) seem to influence dropout, even when important individual and family characteristics are controlled.

In more detail,Rumberger and Thomas (2000) identified the major factors such as distance from home to school, poor quality of teachers, lack of guidance and counseling service, irrelevance of the curriculum, lack or shortage of instructional materials and other school facilities as determining factors.Children's learning is a function of school inputs and family background,World Bank (1990).The school- related inputs as discussed by World Bank are-curriculum,learning materials, instructional time, and teaching methods-are those that have been found to have the most significant effect on student learning. Improving students' performance requires reallocating resources to ensure adequate levels of the five inputs necessary for learning.

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

2.4.2.1 Distance from the school

For students' dropout,distance from school is a critical factor.Though building more schools is an obvious and necessary response to reduce dropout, it must be underlined that schools are located within children's walking distance. This in turn saves the expense of building complete schools on the undesired places.The other thing which forces pupils especially girls to move long distances is availability of water supplies and grain mills and other related things far from the community.As Maglad quoted in Telaye (1997),If the school is close to the community, children can have more time for education and to get to school on time.

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

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

stomach. The other relates to the concern and apprehension parents have for the sexual safety of their daughters.

As stated in Soumare(1994:36),distance is a significant factor for both rural and urban students, but more so for girls. Most of the girls stated ‘that living far away from school and having to walk discourages them.’

2.4.2.2 The Curriculum, Textbooks and other Learning Materials

According to the World Bank(1990),curricula of Primary school are remarkably similar worldwide.Despite commonalities in official curricula, there are great disparities in what is in fact taught.The actual curriculum in many developing countries is poor in both scope and sequence of instructional material. A recent study of the reading and mathematics curricula in fifteen developing countries found that expectations for student achievement in the earliest grades were inappropriately high and that steps from one concept to the next were very large with few intermediate steps.Besides,textbooks-the major, if not only, definition of the curriculum in most developing countries, schools-also suffer from factual inaccuracies, inappropriate illustrations, poor writing, and a lack of material to develop higher order thinking skills such as problem solving, critical thinking, and reasoning (World Bank: 1990).

Teaching what are known as higher-order of thinking skills in primary schools for the masses is a new idea. ‘Although it is not new to include thinking, problem-solving, and reasoning in someone’s curriculum(Resnick ,1987).It is new to take seriously the aspiration of making thinking and problem solving a regular part of a school program for all of the population...even the poor’ (Resnic 1987:7). Resnic (1987) pointed out that school for the masses concerned themselves with basic skills of reading and computation, with health and citizenship training, and the like.Routinized performance rather than creative and independent thought was stressed. Mass education was, from its inception, concerned with inculcating routine abilities: simple computation, reading predictable texts, reciting religious or civic code.

Stated in Epstein(1988),after a few grades or in the early grades, parents keep their children at home to do works or allow them to dropout of schools.why? because,although the curriculum offered to children follows the national standard but does not respond to the local socio-economic, cultural and environmental situation. In particular, a relevant curriculum to the needs of the learners will reduce educational wastage; otherwise, the outcome is that children enroll in school but they learn little and do not complete the primary cycle (World Bank 1990).

Furthermore, in most developing countries including Ethiopia as World Bank (1990) confirmed that the curriculum which did not reflect the needs of the learners and interests of the society in general and the learners in particular was found to be a major cause for poor attendance and withdrawal from school.There is strong evidence in the literature to support this view, and several studies cite parental disillusionment with the present educational systems, and express their support for more relevant curricula more closely related to the daily lives of students and providing practical skills for future employment (Brock and Cammish, 1991; Kinyanjui, 1987; Koczaka, 1992; Serpell 1993; World Bank 1992).

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

As it is indicated in Taylor and Mulhall (1997), when the curriculum is designed for children from urban contexts, rural children may experience difficulties in relating to the materials, which might result in low participation, high dropout rates and under-education. As the authors suggested that, the solution lies in changing the curriculum to place an emphasis on contextualized teaching and learning. The curriculum should be relevant to the experience of learners with a focus on the development of knowledge, attitudes and skills identified on a national basis. According to the World Bank as cited in Kane (2004), language of instruction in the early years can influence dropout rates. Schools that offer both first language/local language as languages of instruction in the early years of schooling have been reported to lead to lower repetition and dropout rates along with higher attainment levels.

2.4.2.3 Teaching Methods

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

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

Much teaching in developing countries is characterized by teaching practices that are not conducive to student learning, such as heavy reliance on teacher lectures with few opportunities for student questions and participation, student memorization of material rather than application of knowledge, and little ongoing monitoring and assessment of student learning through homework and classroom tests (World Bank, 1990).

2.4.2.4 Large Class Size

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

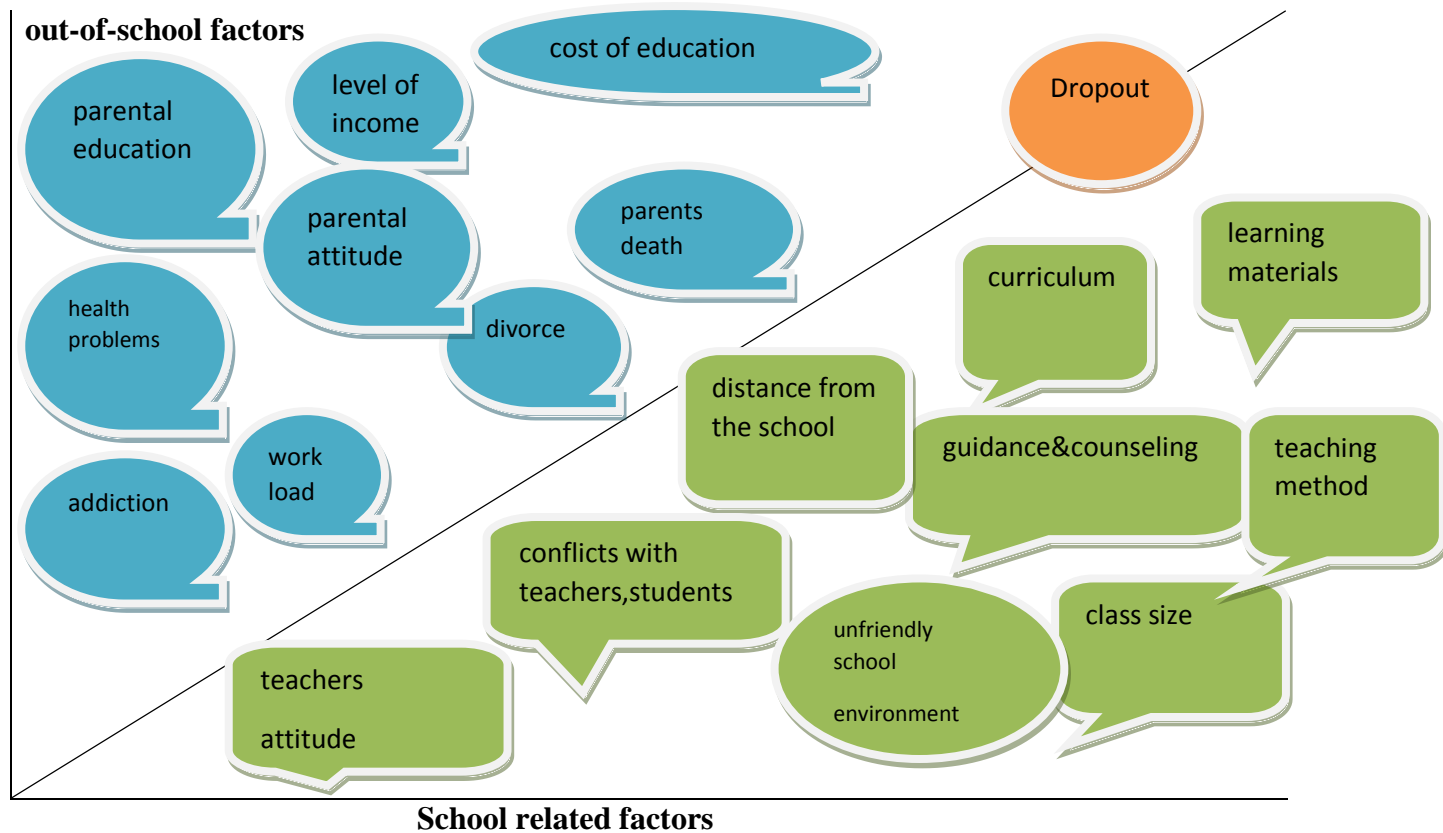
2.4.2.5 Guidance and Counseling

To support and serve children,especially children who needs strict follow up and guidance at lower grades,it is very important to assign guidance and counseling professionals in primary schools.On the contrary as Silesh,(2000) ,confirmed that in Ethiopian context,the implementation of guidance and counseling in limited to secondary schools but not at primary schools.Moreover,he pointed out that the practice of guidance and counseling even is not considered as helping profession that back up teaching learning process in Ethiopian secondary schools.

2.5.Individual factors of Primary School Dropout

Eventhough, many background and school relat variables are important antecedents of dropout, a more psychological view of the problem suggested that the concrete decision of whether or not to carry on or leave school is guided by individual characteristics such as attitudes and motivational states.Schools, parents, and teachers provide an academic environment, and students' perceptions of this environment determine their achievement,motivation, their behavioral intentions, and their academic behavior and choices.On reasons for dropout, Vallerand et al. (1997) in one of the few Psychological studies proposed a model assuming self-determined academic motivation to be an important factor influencing behavioral intentions and dropout behavior.Students who perceive their parents,teachers, and school administrations as supportive develop a higher level of perceived competence and academic autonomy, and that this leads to higher intrinsic academic motivation and a lower likelihood of leaving school without graduating as the writers study suggested.

Figure 1. Summary of out of the school and school related factors that appear to have an effect on students' dropout.



2.6. Dropout and Children with Special Needs and Disabilities

Dropping out for children with special needs and disabilities and for non-special education students is a significant problem. Of increasing concern is that dropping out may be more detrimental for special education students than for non-special education students (Martha L. Thurlow and David R. Johnson, 2011). For the past two decades, special education's focus on dropouts has been addressed primarily through the transition requirements of the Individuals with Disabilities Education Act (IDEA).

For children with special needs and disabilities are viewed as being at risk of dropping out, specific dropout prevention or intervention strategies are to be determined by the student's individualized education program (IEP) team and included in the IEP.

Several characteristics of special education students make the dropout problem significant and difficult to address. These students display a broad range of conditions and characteristics, from those that are mild to those that are severe.

2. 6.1 Economic and Social Consequences of Dropping Out of School for children with special needs and disabilities

The social and economic consequences of dropping out are a serious problem not only for

children with special needs and disabilities , but also for their families, schools, communities, and society as a whole.

Implication of dropping out of school for children with special needs and disabilities in terms of employment, social and personal costs are explored in the following section.

2.6.1.1 Employment

Limited access to employment opportunities has other implications and consequences. Employment often provides greater social interaction and connections that reduce isolation and build social capital for an individual with disabilities. This benefit is especially valuable for people with disabilities, who generally are less likely to participate in many social activities (National Organization on Disabilities/Harris, 2000).

What might be concluded is that, if the unemployment rate for people with disabilities is twice that of the general population, and their future employment and earnings are positively correlated with educational attainment, dropping out has further negative consequences for individuals with disabilities during their lifetimes.

2.6.1.2 Social and Personal Costs

For special education students, completing high school increases the odds that the individual will have an opportunity to secure meaningful employment leading to economic self-sufficiency and independence. Employment is the key to reduce the individual's financial dependence on government programs, family members, and society as a whole. Employment, in turn, provides greater social interaction and connections that reduce the isolation that individuals with disabilities often experience in attempting to become independent in their communities. Employment also provides a valued social role in society and helps create a sense of personal efficacy and social integration that contribute to life satisfaction (Schur, 2002).

Dropping out of school diminishes these positive opportunities for personal and social development and growth. Dropping out also increases the future likelihood of continued dependence on family members for financial and social support.

2.7. Causes for dropping out for children with special needs and disabilities

The reasons why special education students drop out are in many ways similar to those of students in the general population. Dropping out is influenced by an array of factors related to the student's social background, educational experiences, and community setting in which he or she resides. It is a gradual process of disengagement from school that includes reduced participation, less successful outcomes, and reduced sense of identification and belonging, culminating in the student's early departure from school (Alexander, Entwistle, & Horsey, 1997; Doll & Hess, 2001; Fredericks, Blumenfeld, & Paris, 2004; Rumberger, 2008).

According to (Kortering & Braziel, 1999; Reschly & Christenson, 2006; Wolman, Bruininks,

& Thurlow, 1989), special education students have only occasionally been the focus of dropout

research, despite the provision of special education programs and supports, the high stakes of dropping out for students, families, taxpayers, and schools, and the poor post-school outcomes for special education dropouts.

There is research that provides insights on factors that are associated with dropping out for special education students, although the number of research studies examining, correlates and predictors of dropout for special education students is much smaller than the number examining dropout for the general population. (Lehr, Hansen, Sinclair, & Christensen., 2004)

According to different researches conducted to date, for example, pinpoints several variables associated with greater likelihood of dropping out for special education students, including: low socioeconomic status (SES), (Wagner et al., 2005). Additionally, students with emotional/behavioral disorders who drop out tend to be older and more likely to have parents who are unemployed and have less education (Lehr, 1996).

As stated in (Finn, 1989, 1993), alterable variables ,associated with increased risk of dropout include rates of high absenteeism and tardiness. (Gwynne, Lesnick, Hart, & Allensworth, 2009; Sinclair, Christensen, Evelo, & Hurley, 1998; Sinclair, Christenson & Thurlow, 2005; Zigmond & Thornton, 1985), low grades and history of course failure (Thompson-Hoffman & Hayword, 1990; Lehr et al., 2004; Christenson, Sinclair, Thurlow & Evelo, 1999; Rotermund, 2007), limited parental support, low participation in extra-curricular activities, alcohol and drug problems (Wagner et al., 2006), and negative attitudes toward school (MacMillan, 1991). High levels of school mobility (Sinclair et al., 1998) and retention in grade are also associated with dropout for special education students. Onestudy found that 90% of students with learning disabilities who repeated a grade dropped out (Zigmond & Thornton, 1985).

Studies also have examined factors from an institutional perspective (Rumberger, 2008). The level of services received (e.g., amount of time designated for special education service), the way services are delivered (e.g., pull out or direct participation in the general education curriculum), and the types of services being provided (e.g., counseling, vocational guidance) have been studied and associated with dropout for special education students (Wagner, 1995; Wagner et al., 2006).

CHAPTER THREE

METHODS

This study was conducted to investigate factors related to and out of schools that contributed for grade one dropout in some selected primary schools in Hawasa City administration. From this point of view, in the method section of this part, design of the study, study area, the participants, data gathering instruments, data gathering procedures and methods of data analysis is explained in much greater detail in order to acquire the objective of the study.

3.1 Design of the study

This study aimed to examine those factors connected to school and out of the school that contributed for grade one student dropout in the study area and to observe how the issue of special needs and disability are related to dropout problem. The descriptive survey method was carried out to find out factors that contributed to grade one students dropout in some selected primary school at Hawassa city administration.

To be more clear, both quantitative method (survey questionnaire) and qualitative method (interview) was used. In respect to this, the first two research questions related to factors in school and out of the school that contributed to grade one dropout was examined through quantitative survey questionnaire and the remaining two questions, issues related to special needs and disability influencing children for dropout and attempts the schools are making and should make to solve grade one dropout problem were assessed via qualitative interview. Moreover, two case stories are developed about two children who dropped out of the school, because of the issues related to special needs and disability factors.

3.2 Study Area

SNNPRS is divided into 14 zones, 4 woredas and 1 city administration. According to the report of (SSDIS2009), the highest grade one dropout is reported in primary schools that are found in Hawassa city administration. Therefore, this study, factors contributing to grade one dropout, was carried out in ten sampled primary schools that experienced highest grade one dropout rate.

3.3 Participants

In this section population, sample and sampling techniques are explained.

3.3.1 Population

Factors that lead to school dropout seem multifaceted, interwoven and no single factor stands alone for the dropout problem. Therefore, the complex nature of the case requires information from different individuals. Thus, teachers, school principals and dropout returnees were involved in the study.

The first group, fifty teachers, specifically teaching grade one students from sampled ten primary schools in Hawassa city administration experiencing highest dropout were the subject of the questionnaire and the remaining two, school principals and dropout returnees were the subject of the interview.

3.3.2 Sampling technique

There are twenty one government primary schools in Hawassa city administration, namely, Adarie primary school, Adis Zemen, Argo Hammesso, Bahil Adarash, Bethelihem, Dato Odahe, Edeget Bandinet, Edeget Fana, Ethiopia Tikedem, Gimbi Genet, Gudumale, Hawassa Gebeya Dar, Hawassa Haike Dar, Hawassa Maikelawi Maremia, Biruh Tesfa, Hogoba, Kikie primary, Misrak Ber, Nigat Kokeb, Nigist Fura, Stadium and Tabor.

For the suitability of the study and for economical limitation to cover all schools in the study, from twenty one primary schools only ten primary schools that experienced grade one dropout such as Dato Odahe primary school, Hawassa Haike, Kikie primary, Hogoba, Stadium, Edeget Fana, Gimbi Genet, Ethiopia Tikedem, Tabor and Nigist Fura were sampled by using purposive sampling techniques for the study. From each primary schools, five teachers, those who are particularly teaching at grade one, totally fifty teachers from ten selected primary schools were given the questionnaire. Additionally, five principals from ten primary schools were selected randomly and one dropout returnee's from each sampled primary schools purposefully included in the study for interview.

Table 4. Sample of teachers for descriptive questionnaire in their respective sample school

No	Sampled primary Schools	Population					
		Teachers teaching in grade one			Sample groups		
		M	F	T	M	F	T
1.	Hgoba primary School	2	10	12	1	4	5
2.	Kikkie primary	1	11	12	1	4	5
3.	Stadium	1	8	9	1	4	5
4.	Edege Fana	1	6	7	1	4	5
5.	Ethiopia Tikdem	1	4	5	1	4	5
6.	Haike Dar	2	8	10	2	3	5
7.	Tabor	2	4	6	2	3	5
8.	Nigist Fura	-	6	6	-	5	5
9.	Dato Odahe	2	5	7	2	3	5
10.	Gimbi Genet	6	4	10	2	3	5
Total							50

Table 5. Teachers background informations by their representative sample school

Response Categories	Sampled schools																		Total			
	Stadium		Ediget Fana		Qiqqie pri.		Datto Odahe		Ogoba		Ethiopia Tikdem		Gimbi Genet		Nigist Fura		Hiqidar Dar				Tabor	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Sex: Female	4	8	4	8	4	8	3	6	4	8	4	8	3	6	5	10	3	6	2	4	36	72
Male	1	2	1	2	1	2	2	4	1	2	1	2	2	4	-	-	2	4	3	6	14	28
Total	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	50	100
Age:20-25	0	0	1	2	1	2	1	2	1	2	0	0	2	4	0	0	2	4	0	0	8	16
26-30	2	4	2	4	2	4	2	4	0	0	3	6	2	4	0	0	3	6	1	2	17	34
31-40	0	0	0	0	0	0	2	4	1	2	1	2	1	2	3	6	0	0	1	2	9	18
≥41	3	6	2	4	2	4	0	0	3	6	1	2	0	0	2	4	0	0	3	6	16	32
Total	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	50	100
Service in Years≤10	2	4	3	6	2	4	3	6	1	2	2	4	3	6	0	0	3	6	1	2	2	4
≥10	3	6	2	4	3	6	2	4	4	8	3	6	2	4	5	10	2	4	4	8	3	6
Total	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10
Edu.status TTI Diploma(10+3) Degre Other	4	8	5	10	4	8	5	10	5	10	5	10	5	10	4	8	5	10	4	8	46	92
	1	2	0	0	1	2	0	0	0	0	0	0	0	0	1	2	0	0	1	2	4	8
Total	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	50	100

Having an observation on the table above(table 7),table that fully describes background information of sampled teachers in theirrespective schools,one can clearly understands that the majority of teachers participated in this study were female teachers other than male teachers(72% versus 28%)respectively.This indicates that male teachers are few at grade one when compared with female teachers.Concerning the age of respondent teachers, 17(34%) and 16(32%) of them fall between the age interval of 26-30 and ≥41 respectively. And the rest 8(16%) and 9(18%)respondents age were 20-25 and 31-40 years old.From this data it can be concluded that the majority of teacher respondents (34%) and (32%) respectively are combination of very young and well experienced teachers.

Regarding the service years, teachers with ten and greater than ten years service were engaged in the study than those with less than ten and equal ten years service(60% versus 40%).This shows that the majority of teacher respondents were teachers of many years experience in teaching profession.In the case of educational level of teacher respondents,the greater number 46(92%) were Diploma holders and the rest respondents 4(8%) were Degree graduate.Concerning the educational status of teacher respondents,it should be seen as a good trend to have teachers having such qualification and teaching at grade one level.

Table 6. Sample of dropout returnees for interview in grade one in their respective sample school

No	Sampled primary schools	Dropout returnees in 2010 E.C							
		Population			Sample groups				
		M	F	T	M	F	T		
1.	Ogoba primary School	8	13	21	-	1	1		
2.	Qikkie primary	4	2	6	1	-	1		
3.	Stadium	2	4	6	-	1	1		
4.	Edege Fana	4	2	6	-	1	1		
5.	Ethiopia Tikdem	1	2	3	1	-	1		
6.	Haike Dar	2	4	6	-	1	1		
7.	Tabor	3	5	8	1	-	1		
8.	Nigist Fura	3	6	9	-	1	1		
9.	Dato Odahe	10	11	21	1	-	1		
10	Gimbi Genet	4	6	10	-	1	1		
Total %					10				

3.4 Tools of data collection

Instruments of data collection namely, questionnaire and interview were used to gather the necessary information from the participants of the study. The questionnaires are semi structured and there are some open-ended questions so that the participants can provide adequate information regarding factors contributing to grade one dropout. On the other hand, the interview questions are two types, one category was conducted with five school principals and the other category is interview questions conducted with ten dropout returnees.

3.5 Procedure of data collection

Before the real work of data collection began, to gather the reliable and well organized information from the respondents, data gathering tools were prepared in advance. Semi structured and some open ended questionnaire questions were prepared for grade one teachers that was intended to obtain information about factors, related to school and out of the school that contributed for grade one students dropout. Moreover, interview questions for dropout returnees and school principals were also made. Both questionnaire and interview questions were made in Amharic language and then translated in to English language. To check whether they are correctly designed or not the student researcher provided them to his advisor. With some corrections on both categories of questions, the final draft was developed and the tools became ready for the final work.

In the main work, in the study place, before facing the participants of the study, the researcher obtained the necessary information about the locations of ten sampled primary schools in Hawassa city administration from the educational bureau of the city administration. With the help of these information, the student researcher began the study. First, he met with all principals of sampled schools and the purpose of the study was informed and the necessary agreements about the study had been reached. It was after this agreement, the researcher became familiar with study participants of sampled schools and began distributing questionnaires for fifty teachers teaching grade one students. After the completion of distributing the questionnaire, interviewing the school principals and dropout returnees followed. The whole data gathering time was completed on Miyazia 8/08/2010 E.C/ and it was commenced on Megabit 5/07/2010 E.C/.

3.6 Methods of data analysis

The statistical package for social sciences (SPSS) and Microsoft Excel were used to analyse the quantitative data from questionnaires. Computer-generated tables of frequencies and percentages were used in describing factors contributing to grade one dropout. The data that was obtained through interview was narrated to substantiate the principals and dropout returnee's responses. and finally, based on the findings of the study, conclusion and recommendation for the study were drawn.

CHAPTER FOUR

Data presentation, Analysis and interpretation

4. Interview Analysis

In this section the main themes that are obtained from the analysis of qualitative data are presented thematically. The qualitative data (interview) that become known from school principals, about how they relate and see dropout and children with special needs and disabilities in grade one, and what attempts their schools are taking and should take to curb grade one dropout problems.

4.1 Dropout and children with special needs and disabilities

All of interviewed school principals, agreed that, children with special needs and disabilities are highly prone to dropout. In plain, they suggested that if appropriate service provision is not provided for these children at school, home and community, they become high risk of dropout. Before the researcher raised a question to five school principals about how do they relate the issue of special needs and disability to grade one dropout problem, he asked them some related questions concerning about children with special needs and disabilities that are found specifically at grade one level in their school.

4.1.2 The presence of children with special needs and disabilities at grade one level

In responding the first question, whether, they have children with special needs and disabilities or not specifically at grade one level, five of the school principals replied as the following:

"Yes we do have children with special needs and disabilities in our schools. In some schools for example, in Haiqie Dar, Ethiopia Tikedem and Stadium primary schools, there are two categories of children with special needs. The first group, those with serious problems to be treated and handled in inclusive setting are made to be supported in resource centers separately. The other second groups, those that can be easily handled and treated are included in regular classroom with children without special needs. In the case of Haiqie Dar primary school, there are children with special needs at KG (pre primary) level being received and supported by the school in special needs education center in the school. These children, after they acquire the necessary skills, skills of numeracy and literacy, at pre primary level, they will be shifted to grade one. Those who are late in acquisition of literacy and numeracy, children with special needs who are over aged and with severe problems are made to continue learning vocational skills in resource center in the school. Children who are aged and less likely to be included in regular classroom are made to learn different vocational skills that will help them to support their latter life. Connected to this, the school provides different materials to these children in school and at their home. Then these children through the skill training they obtained, they produce mats, x-mass trees and different materials. With this production of materials they generate income for their life and upgrade their skill. In Hogoba and Qiqqie primary schools there is one category of children with special needs, those supported and treated in inclusive classroom."

4.1.3 The support provision for children with special needs and disabilities in schools

The other question raised to the school principals was about the support system, whether it is adequate enough or not to address the needs of these children with special needs at grade one level in their school? In reflecting this question, interviewed school principals have common reflection saying:

"to our school level, we are endeavoring to address the needs of children with special needs and disabilities to the extent we can support. In support provision to the children with special needs and disabilities, government, different charity organizations and NGOs are playing a great role. Even though possible attempts are made to support these children in need, we agree that the support is not ample to fully address the needs of these children with special needs and disabilities."

4.1.4 Limitations and challenges in supporting children with special needs and disabilities

Some limitations and challenges the schools are facing, according to the report of interviewed school principals, in supporting children with special needs and disabilities are the following:

- Lack of enough budget allocated from the government
- Lack of special needs education professionals who support children with special needs
- Lack of awareness and skill from the side of some teachers in how to treat and handle children with special needs in inclusive classroom.
- Intolerance and lack of positive attitude from some teachers towards children with special needs and disabilities.
- The difficulty of handling and treating some children with special needs who have extreme and challenging behavioural problems in inclusive classroom.
- Absence of resource centers for children with special needs in some schools.

Because of the above mentioned limitations and challenges in the schools, there are some conditions in which children with special needs and disabilities become high risk of dropout.

In the following section two case stories, one related to a female child having multiple disabilities, who dropped out from Ethiopia Tikedem primary school and the other one related to a male child having serious behavioral problems who dropped out from Ogoba primary school are presented

Case story 1:

a female child with multiple disabilities, who dropped out from Ethiopia Tikdem primary school.

Female student with multiple disability/intellectual and physical disability/from Ethiopia Tikdem primary School who dropped out of School because of lack of appropriate support and service from the part of the family and school.

Child's and family background informations



Name: M.A.A

Age: 10 **Sex:** F

Type of disability: it might be intellectual and physical disability(as resource center special needs edu. teachers reported)

Place of residence: Misrak Kifle Ketema Kebele 02, Hawassa.

Year of Birth: 1999 E.C

The cause for dropout:

The absence of wheelchair and other necessary support provisions from the family and school, for her to come to school. Her former wheelchair gets old and no more functional currently. Moreover, she has a problem of controlling her faces and urine. The school couldn't provide what is needed for this female child, then the only option the child had was to leave the school.

Family background information

Child's mother's Name: B. E Age: 35

Child's father's Name: E. D Age: 50

Members of the family:

Brother: 1 Sister: 1 Total=4

Educational background of the family

Father: grade 8

Mother: illiterate

Occupation:

Father: has no job

Mother: house wife.

Causes for disability:

According to the information obtained during interview, the child's mother reported:

"at the beginning, during her birth time my child was normally delivered with the help of local midwife. Because of breathing problem or interruption within one month period after her birth, she was admitted to hospital for medication.

After medical treatment for one month period, the child remained unimproved and her health status was worsened. Because of our economic problems of the family, the child received not another medication. At this time she reaches age 10 and currently she is unable to speak, has problems at hand and feet, unable to move and walk, and has problem in controlling her face and urine. In last year, (2009 E.C), we have attempted to bring her to school. I carried her on my back and walk long distance to school. At the end due to her serious problem related to her disability and the economic problems we have to provide her necessary support, it became a problem for us to take our child to school and make her to continue her education. And finally, our child left school and staying at home. After the child dropped out of the school, she is simply staying at home causing burden and problem to our family especially to me, who regularly taking care of the child. As a mother I feel so bad when I think what will be the fate of my child? "

4.1.5 The type of support the school provided for the child and child's family before the child exit the school: the school principal informed that

"By using special needs education teachers, who are working in the school resource center, minor counseling service is provided for the family concerning how to treat and handle the child."

Case Story 2.

Male student with behavioral problems, who dropped out of Hogoba primary school, because of lack of appropriate handling and support from the part of the family and school.

Student's background information**Name:** student x

Age: 16 Sex: Male

Type of problem: severe behavioral problems**Place of residence:** Hawassa**Year of Birth:** 1994 E.C

Family background information

Child's mother's Name: S.S Age:35

Child's father's Name: D.A Age: 58

Members of the family:

Brothers:4 Sisters: 3

Educational background

Father: illiterate Mother: illiterate

Occupation:

Father: farmer Mother: house wife

The cause for dropout:

The principal of the school during interview session explained the reason for students dropout.He said,

"A student having a behavioural problem displayed un appropriate behavior that threaten the school community.To improve and shape this undesired behavior of a student many measures were takenbut from the partof the student there was no any improvement.Finally the decision has made for the student to leave the school untill he maintains the desired behavior. "

Causes for the behavioral problem:

What might cause the un desired behavior in the student having behavioral problem?.For this question the interviewed school principal of the scool replied:

"the cause might bethe living style of the student.The student with behavioral problem lives alone in Hawassa while his parents live in rural areas. The absence of his parents gave him an opportunity to behave badly.According to our investigation the student had the life style of drinking alchol,using "shisha" and gambling.Besides,the environment(area)where the student was brought up was full of violence,conflict,fighting and war.Probably these condition might affect the student's behavior. "

The manifestation of the behavioral problem of the student:how the behavioral problem of the student manifested in the school compound? The principal explained in the following way:

"the student with behavioral problem displays different types of undesired behavior that manifest it self in the following ways:Refusal of advice from teachers and school principals,Brings sharped and pointed materials in class,to fight students and teachers,Drink alchol and come to school with that mood,Disturb in the classroom and make students to oppose teachers,Create partition among students and make them fight each other in groups out of the school compound,Beat and fight those students who oppose his act,waiting out side the school,Frighthing female students and harressing them for sexual need,Refusal to bring his

family when the school is in need of them, Beating students in the school compound until they bleed, Using sharp materials and cutting students uniforms and Jumping over the fence. "

The type of support the school provided for the student with behavioral problems:

What type of support the school provided for the student? The principal replied:

" we strongly advised the student repeatedly for a long period of time. In our attempt to shape his un desired behavior we informed a student to bring his families and he, so manytimes brought individuals who are not in his near relations and are not responsible for him. In the absence of the one who is responsible for the student, the only endeavour from the part of the school was not adequate enough to bring the desired change in the student. "

Here from the above two case stories one can clearly understand that disability and the issue of special needs can be factors that contribute for school dropout problem. If children with special needs and disabilities do not obtain appropriate and adequate support from the school, family and government, they become high risk of dropout than other children. Dropout in turn has profound social and economic consequences not only on children with special needs and disabilities, but also for their families, schools, communities, and society as a whole. Hence, these category of children require special attention and consideration.

4.1.6 Efforts the schools are making to solve grade one dropout problem

What efforts the schools are undertaking to solve grade one dropout problem? This is another question raised to five school principals concerning the effort their respective schools are taking and will take in greater extent to reduce grade one dropout problem. Concerning the measures the schools are taking to alleviate the dropout problem they forwarded the following suggestions:

- The class monitors weekly report to the school about the students absentism. Then the school follow up the student who are absent on weekly basis by contacting families and through the committee established in the school (committee who returns dropouts). These students who are almost exposed to dropout are made to come back to the school.
- The school established the committee which are responsible, following, attending and working diligently to return dropouts. This committee summoned weekly and make careful investigation on who is absent from the school weekly and report to school principal
- Again the schools has the connection to the kebele woman and youth, 1 to 5 groups, for they have strong connection to the community and these groups raise the issue of the importance of the education and the issue of the drop out problem in their meeting they have with the community. Through this way the school is managing to return those children who dropout from grade one.
- The schools further studies the case for dropout and support the needy children accordingly by the help of international Aid services. For instance, the provision of food for children from less economical background, the provision of uniforms and learning materials in some schools.

- The schools has established the kebele training board consisting different teams teacher,parents and students who reguraliy work on dropout problems.
- The school is working with community, by raising awareness among families in the community about dropout problem.
- Working with PTA,with ‘‘idir’’ in the community

Challenges the schools are facing in its’ attempts to solve and curb the dropout problem in grade one. These challenges are explained in the following ways

- The problem that some children from ruralareas are living with their relatives who don’t concern about the children education except exploiting their energy at home.
- The refusal from the part of parents to come to school when the school make invitation.This is the big challange for the school to connect the school,parents and students together.
- In some schools the narrowness of the school compound. This makes challanges to make the environment attractive,good playing ground for children.
- Lack of sufficient budget in the school,therefore, the school has many limitations to fulfill the necessary facilities for grade one children.
- Lack of follow up from parents living in rural areas,who send thier children to Hawassa city either renting house for thier children or making them to learn around their relatives.
- Lack of appropriate handling and support from the side of teachers.
- The problem that some teachers feel inferior when they are assigned to grade one level,and this makes them less committed to handle and follow up grade one children.
- causes for dropout also emerge from the family.For some families are economically poor,children from these families come to school with out having food.In this condition,the children will not able to attend learning and in the end liable to dropout.

The negative side of dropout on early coming children is also reflected by school principals when they asked what consequence dropout at grade one level bring to the student, family, community and on a nation at greater extent?

- Education is the base for every thing and if a certain child dropout at early stage,there will be many negative sides faced by that particular child.
- when a certain child on early stage dropout from school ,he/she has no educational interest or moral back ground to come back to school again on another time and eventually a child becomes ignorant, dependent, burden and unproductive to the family and to the nation at large level.
- Those students who dropout at grade one level can delay academically when compared with others who don’t dropout.Delay in turn can cause these children less interested in learning,makes them developing disruptive behaviorial problems when they come back to school.
- They can’t reach the grade level expected from them, they remain behind thier age and they become morally sluggish.
- If they are not at school,they will be exposed for addiction,street life and work exploitation.
- The child becomes burden to the family for the families lose economically in investing many things for their child,who are not successful in learning.

- At the same time a nation can invest many things (like resource materials, human power etc) for a single child for his/her learning. If a child dropout, all that investment that has been invested will be wastage.
- The child who dropout lag behind his age in grade level, this in turn makes a child sluggish morally, psychologically and academically to pursue his/her learning for another time.
- Disagreement and conflict arise b/n the child and parents regarding the education of the child.
- At national level the dropout causes wastage in education, over crowding in class size, wastage in human power.

Generally, the directors recommended that for next time in order to curb grade one dropout problem, the following measures should be taken

- The continuity of pre primary (KG) school at larger scale for pre primary education enables the children to acquire numerical and literacy skills that foster the ability of the child when he/she enters in the school. It is evident that most children who have pre primary education experience are less likely to dropout from the school. Besides, these children having pre primary education exposure are morally escalated and have good performance when they enter grade one. So the government should give great emphasis on the expansion of the pre primary education throughout the country. Moreover, together with this pre primary education practice alternative adult education should be provided to those over aged students before they come to grade one.
- Great awareness work should be done on those individuals who act as relatives, who brought children from the countryside in the pretext of educating the children but exploiting the energy of the children at home and not concerned for the children's learning. These individuals should be concerned for the education of these children as their own children.
- Especially at grade one level, teachers should be committed strongly to support those different children with different levels of numeracy and literacy. Some come from pre primary with some skills and still others with zero experience. The teachers who are teaching at grade one level should cope up with the challenges they confront at that level and skillfully help these varied children according to their needs and level of understanding. If these are done, with full tolerance and responsibility, these children are interested to follow up learning and remain in the school.
- Great attention and consideration should be given to the children learning at grade one level. For they are children and they need a welcoming environment that attracts their attention, they require facility services like, water, toilet, large class size with sufficient chairs. If these services and facilities are not fulfilled, there may be a possibility that these children are less encouraged and forced to leave the school.
- From the part of parents, there should be strict follow up and monitoring of their grade one children on a daily basis.
- On regional and national level, to curb grade one dropout problem at grade one level adequate attention and consideration should be given to these children. In regard to this, necessary budget, enough supportive materials, adequate books, large class size with desks and chairs, very skillful and tolerant teachers should be assigned to this grade level children.

- Creating suitable and welcoming environment to make children develop love for their learning and school is vital.
- All stakeholders teachers, parents, communities and nation should work together effectively in order to reduce dropout at grade one level.
- Kebele administrators should also play a key role in following those dropout children in their community and working in collaboration with the school.
- Educational expertise also should play a great role in reducing dropout in grade one level. They should work in collaboration with school communities in creating competent students in school. Competent in a sense, Children who are standing firm and strong over the face of many challenges and persist in learning to be productive citizens of a nation.
- The government should make strong emphasis in assigning skilled and trained teachers in handling children who come to school at early age.
- Should allocate sufficient budget at grade one level to adequately fulfill the necessary learning materials and support system.
- Large class size, good building, comfortable seats.
- Schools should assign the best teachers in grade one level for grade one is base for a child. When a man wants to build a house, great attention is given for the foundation of the house. Likewise, for grade one is a base for young child, important and sufficient investment has to be made to create solid foundation for young learners.
- Good follow up and monitoring from the part of the school and family.

As student researcher concerning the measures that should be taken to solve grade one dropout problem in the study area mainly the following areas should be given important emphasis: Awareness raising to those individuals acted as relatives, who brought children from rural areas for house work, should be informed and aware regarding the influence of the workload on children learning. For some of children who come from rural areas having problem of hearing and understanding language of instruction in their schools some mechanisms should be arranged for them to learn via the language they hear and understand. Enough consideration should be also given for those children who come from low income families. In this regard, the schools should make free costs of education related to school uniforms, learning materials and other.

4.2 Interview analysis from dropout returnees

In this section data obtained through interview from dropout returnees are explained and analyzed. Here, ten dropout returnees, one student from ten sampled schools were selected for interview. In order to avoid gender disparity, among ten sampled dropout returnees five are male and five are female respondents.

Table 7. **Dropout returnees background information**

Items	Sampled Students from sampled schools									
	Stadium	Ediget Fana	Qiqqie pri.	Datto Odahe	Ogoba	Ethiopia Tikdem	Gimbi	Nigist	Hiqidar	Ediget
Sex	F	F	M	F	M	F	M	F	M	M
Age	16	8	9	12	11	9	10	11	11	11
Year of dropout	2009 E.C	2009E.C	2009E.C	2009E.C	2009E.C	2009E.C	2009E.C	2009E.C	2009E.C	2009E.C
Family Member	Two	Three	Seven	Five	Six	Eight	4	Eleven	Four	Eight
Parents edu.	Father: Grade 7 Mother: Passed away	Father: degree Mother: grade 6	Father:\ grade 7 Mother: house wife	Father: illiterate Mother: Illiterate	Father: illiterate Mother: Grade 6	Father: illiterate Mother: illiterate	Father: Grade 7 Mother: Grade 12	Father: grade 6 Mother: grade 4	Father: Degree Mother: Diploma	Father: grade 8 Mother: grade 3
Parents occupation	Father: Farmer\	Father: Daily laborer	Father:\ grade 7	Father: farmer\	Father: \Farmer	Father:\ daily laborer	Father: business man	Father:\ daily laborer	Father:\ Teacher	Father:\ carpenter
	Mother:-	Mother: house wife	Mother: house wife	Mother: house wife	Mother: house wife	Mother: house wife	Mother: house wife	Mother: house wife	Mother: health worker	Mother: house wife

After background information, as presented in the above table, was obtained from ten dropout returnees, the student researcher raised some relevant questions to interview respondents (dropout returnees)

4.2.1 Causes for dropout for dropout returnees

The first question raised to each dropout was about the cause for his/her dropout. In responding to this question, the student researcher found that the factors that contributed to dropout for each dropout returnee are related to school, some factors are also connected to the family and still some factors are related to individual student. As generally observed and according to the information obtained through interview from different dropout returnees, the major factors contributed to their dropout are factors that are related to the families low level of educational background and low income, changes in family structure (divorce) and workload. Some factors related to school and individual student that made dropout returnee to quit the school respectively are lack of monitoring and follow up from the part of the school, language of the instruction, serious illness and accidents.

4.2.1.1 Families low level of educational background

As clearly seen in the above table (table 6) that summarizes the background information of dropout returnees, most families of dropout returnees are found at low level of educational background. That is why (Rumberger and Thomas 2000), clearly pointed out in their study, level of parental education represents a potential predictor of dropout, that is, better educated parents spend more time with their children, thus supporting their accomplishments and increasing the

likelihood that they will remain in school. These educated parents influence the academic performance of their children by imparting the values, aspirations, and motivation needed to succeed and remain in school, as explained by the same writers. Education level of the family could be one of the factors that influence the child to succeed in her/his education. Educated parents are more likely not only to send their children to schools but also to keep them in school until they complete a given educational cycle. Similarly, the higher the level of parent's literacy, the lower the rates of dropout among their children and vice versa. MOE (2002) and Rumberger (1983) respectively.

More importantly, when emphasizing the importance of education of the family, the education of mothers (woman) plays a great role especially for the education of female students. There is a common saying in our country which says 'የሴት ልጅን ማስተማሪት/ሰብን ማስተማሪ ነጩ.' This clearly denotes that the woman other than men have influential capacity in our community if they are educated.

4.2.1.2 Families low level of income

The next family related factor that paved the way for dropout returnee to abandon school is low level of their families income. Students need adequate provisions for their schooling, for example, school materials, school uniforms etc. In the absence of these support provision, due to low economy of the family children especially at grade one level are subjected to exist school. During the interview session one of female student in Qiqqe primary school informed the reason for her withdrawal from the school was the lack of school uniform for her families were unable to provide for her.

Many studies assure that the level of family income greatly determine the chance of pupils' survival in education system. Concerning the parental income, children from poor families probably feel more pressure to contribute to the family income, and thus leave school to seek work at an earlier stage. Moreover, wastage that resulted from the causes of dropout is primarily income problem. The income profiles of dropout show that the problem is mostly prevalent among students from low level of parents' income, World Bank, 1980.

In emphasizing the economy level of the family as detrimental factor for students dropout Patrinos and Psachoropoulos (1996) and Simmons (1980) also agreed that students from low-income family would be likely academically poor and also have high tendency of dropout of school than those economically privileged ones.

4.2.1.3 Workload

During the interview three dropout returnees reported that, work load at home, accounted for their dropout from the school. Two of them live around their relatives coming from rural areas where their families (father & mother) live. According to the information obtained from the dropout returnee, their relatives in the city brought them in the pretext of educating them. However, the reality these children are facing in their relatives home is to be engaged highly in house chores supporting their relatives. Because of this workload at home, as students reported, they face regular absence from school, fatigue and lack of ample time to do their home works. Besides, there is no follow up and concern about the education of these students from the side of their relatives, who keep these children around them. The only fate these children have is

to be liable for dropout from school and keeping assisting their relatives, who pay no attention for the education of these children.

4.2.1.4 Changes in family structure(Divorce)

Many writers gave due attention that changes in family structure can impede childrens' learning. According to the explanation of (Pong and Ju 2000), family structures include two-parent, single-parent, and also step-parent families. Single-parent families can be further broken down into female-headed households as well as male-headed households. Divorce, separation, and death of a spouse are all variables that define change in family structure from a two-parent family to a single-parent family or step-parent family. Children from single-parent or female-headed households are more likely to drop out than are children who reside in two-parent families (Pong and Ju 2000:149). Children living with step-parents are also more likely to drop out of school than children in a two parent family (Pong and Ju 2000:149).

One case was observed among dropout returnees during interview session, a male student from broken homes, who dropout from the school because of his father and mother separation. As the student replied to the student researcher when asked: "with whom you are living now?", the dropout returnee replied being moved emotionally, "I am living with my mother, who married another man (step-father)." Additionally, the student informed the student researcher as he highly engaged in house works supporting his mother and lacks appropriate support provision for his schooling.

Students like the one mentioned above, who are from broken homes, are less likely to receive the support and encouragement needed to stay in school. Children from such family do not have motivation and encouragement to complete their education. Moreover, they are forced to be dependent and live with others. The absence of parents, however, is often combined with financial problems that might explain the dropout, Rumberger (1983) and Rumberger and Thomas (2000).

4.2.1.5 Language of instruction

Among school related factors that contributed for school dropout for dropout returnees as observed during interview time was the one which is related to language of instruction. In some schools in Hawassa city administration, for instance, in Dato Odahe primary school, from grade 1-4 the medium of instruction is in Sidamu language. There are some children who came with their families or relatives either for work transference or for house renting. In this case if the children, children who are moved with their families, are new and are not able to know the language of instruction, they benefit nothing from learning. One of the female student, during interview session, who came to new area with her aunt told that though she came back to school again after dropping out, still she is not able to know the new language of instruction. And this in turn makes her less motivated for learning and probably she will leave the school for the second time. Language of instruction in the early years, other than mother tongue, can influence dropout rates. On the other hand if children learn with their own language as languages of instruction in the early years of schooling have been reported to lead to lower repetition and dropout rates along with higher attainment levels, World Bank as cited in Kane (2004).

4.2.1.6 Lack of monitoring and follow up(school &family)

The schools should play a great role not only in welcoming and enrolling different students but also should monitor and follow up their students on regular basis to make them pursue their learning. According to (UNESCO,2005) the function of the school is not only to get children in to school but to make sure their continued stay in school to completion. This notion suggests that the need for schools to provide an environment conducive to ensure all learners do not dropout.

The responsibility of monitoring and follow up from the school side alone can not help small children, especially children learning in lower grades, to keep them on their education. But joint collaboration from the part of the families are required. Small children on lower level of learning requires attention and attentive follow up from both parties, the school and the families.

Among interviewed dropout returnees one female student informed that she left the school because of the conflict rose between her and her group leader. She added saying, "I reported the cause to my home room teacher and my mother, but none of them tried to settle down the case I have with my group leader, eventually I decided to leave the school." Incidence of such kind clearly shows that absence of monitoring and follow up either from the family or the school.

4.2 Health related factors

Since factors that contributed for students dropout are different and many, during the interview meeting, the student researcher learned that some of factors contributed for dropout for dropout returnees are connected to individual student. Two students among interviewed children reported that the cause for their dropout respectively was due to serious illness that lasts for two consecutive years for the female student and due to an accident on leg for male student.

After the completion of the first interview question, factors contributing for student dropout, the second question raised to dropout returnee about where did they go and what did they do after leaving the school?. In responding to this question, most of interviewed dropout returnees replied that they stayed at home and engaged in supporting their families in different activities. Their reply was as following, for the question, where you go and "what did you do after you dropout from school?"

"at home, supporting my aunt, working house works, looking after a newly born baby."

"stayed at home supporting my mother in house works."

"Looking after relative's baby."

"Staying at home working house work."

"Staying at my aunt's house, supporting her with house chores."

"Staying at home working house work."

According to the above statements of dropout returnees, these was what happened to them, confined at home, majority of them helping their relatives, who don't care about their education. There is also a possibility for dropouts to be exposed for prodigal life, where they are exposed for street life, addiction, criminal activities and labour work exploitation.

"Who did support you to come back to school?" this is the last question raised to dropout returnees that finalize the interview session. As dropout returnees replied, most of them didn't get

any follow up and support from the part of the school from the time they quit till they come back to school again. This clearly shows the gap or the limitation that the schools have in monitoring and following up the children at lower grades. When children lack strict follow up in lower grades, like children at grade one, they easily lose interest and leave the school. Once again when they lose interest in learning and school in most cases it is difficult and challenging to bring back these children back to school. Dropout returnees, as they reported during interview time, they did get support from their relatives to come back to school. Here the relatives get ready to send these children back to school when their demand at home is fulfilled by these children. Some returnees reported that they get support from their own parents. To finalize, all dropout returnees felt regret for dropout and some reported that their coequals are greater in grades than them and this in turn makes them morally weak and lose initiation for learning. Do these feelings in some of dropout returnees further expose them for another dropout?

4.4 Analysis of factors related to school and out of the school that contributed to grade one dropout

This section of chapter four presents the findings of the study on factors related to school and out of school that contributed to grade one dropout in some selected primary schools (Dato Odahe primary school, Hawassa Haike, Kikie primary, Hogoba, Stadium, Edeget Fana, Gimbi Genet, Ethiopia Tikedem, Tabor and Nigist Fura) in Hawassa city administrations. The findings are presented in relation to the following research questions.

- What are school related factors that contributed to grade one dropout?
- What factors outside the school, contributing to grade one dropout?

In order to obtain answers for these two research questions questionnaire was used to collect data from fifty teachers from sampled schools, who are teaching specifically at grade one level.

4.4.1 Analysis of school related factors that contributed to grade one students dropout in the study area

In this section the major factors related to school that contributed to grade one dropout are analyzed. The data obtained from teachers through questionnaires are analyzed using Percentages.

School related factors (Description)

F1=Language of instruction different from child's language

F2=Low teachers attitude

F3=School fees

F4=School distance

F5=Lack of available teaching aids

F6=Un attractive teaching method

F7=Un friendly school environment

F8=Lack of teachers follow up

F9=Poor monitoring,evaluation and support system

F10=Inadequacy of teachers competency

F11=Overcrowded class

F12=Irrelevance of curriculum

F13=Shortage of school facilities

F14=Lack of Guidance and Counseling

Table 8. Response to school related factors that contributed to grade one dropout:

Fact.	Responses in %														Total	%	
	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13			14
F1	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	42.2	8.9	6.7	2.2	6.7	4.4	4.4	4.4	2.2	6.7	6.7	2.2			100	42.2
F2	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	2.2	2.2	2.2	6.7	11.1	2.2	8.9	2.2	13.3	20.2	4.4	15.6	8.9		100	20.2
F3	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	4.4	2.2	2.2	4.4	2.2	11.1	4.4	4.4	11.1	13.3	40.0				100	40.0
F4	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	11.1	8.9	13.3	11.1	4.4	4.4	15.6	6.7	13.3	8.9	2.2				100	15.6
F5	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	2.2	11.1	4.4	13.3	6.7	4.4	2.2	20.0	4.4	8.9	6.7	8.9	6.7		100	20.0
F6	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	6.7	4.4	2.2	6.7	6.7	11.1	15.6	2.2	11.1	8.9	8.9	13.3	2.2		100	15.6
F7	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	4.4	15.6	15.6	4.4	15.6	2.2	6.7	8.9	8.9	6.7	4.4	6.7			100	15.6
F8	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	4.4	6.7	4.4	6.7	2.2	11.1	15.6	20.0	4.4	2.2	6.7	15.6			100	20.0
F9	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	2.2	6.7	15.6	6.7	6.7	17.8	17.8	8.9	4.4	11.1	2.2				100	17.8
F10	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	4.4	6.7	6.7	2.2	6.7	11.1	2.2	6.7	6.7	2.2	8.9	13.3	22.2		100	22.2
F11	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	20.0	20.0	8.9	11.1	2.2	6.7	4.4	6.7	2.2	6.7	4.4	6.7			100	
F12	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	2.2	17.8	4.4	13.3	24.4	6.7	4.4	2.2	8.9	6.7	2.2	6.7			100	24.4
F13	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	6.7	13.3	6.7	8.9	13.3	8.9	8.9	8.9	2.2	15.6	4.4	2.2			100	15.6
F14	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
	%	11.1	4.4	13.3	2.2	8.9	13.3	4.4	4.4	6.7	8.9	8.9	6.7	6.7		100	13.3

Comparing with other school related factors, as it can be seen from the above table, inappropriate language of instruction becomes a leading factor, contributing to grade one dropout in the study area. 42% of respondents ranked first to this factor, signifying that it is a major factor that contributed to dropout in the study area. The appropriateness of language of instruction that goes or matches to child's home language has a great importance for a child to benefit from learning when he/she comes to school as a beginner student. According to the UNESCO's Global Education Report (GEM report), reports that 40% of global population does not access education in a language they understand (Walter and Benson, 2012). Moreover, The policy paper "if you don't

understand,how can you learn?" argues that being taught in a language other than their own language can negatively impact children learning,especially for those living in poverty.If childrens'learning is hindered because of inappropriate language of instruction,they become high risk of dropout.Children whose primary language is not language of instruction in school are more likely to dropout or fail in early grades.Research has shown that children's first language is the optimal language for literacy and learning throughout primary schools(UNESCO,2008a).

Parallel to the above idea,some children ,who are grade one dropout returnees,during interview session also informed that the reason for thier dropout from the school was because of their learning with the language which they don't hear and understand.

For instance,in Dato Odahe primary school,from grade 1-4 the dominant language of instruction is Sidamu language.Children who come to grade one to learn in this school having another language background(language minority) do not benefit from learning and eventually liable to dropout.

The second major school related factor that appeared to be deterimnant factor for grade one students dropout was,overcrowded class.Among questionnarie respondents 20% of them assumed large class size as a second major factor for dropout.According to the study of (Canterbury Christ Church University, 2005), large class size is a class which is probelematic to teach,asses and manage.Do you to large class size,if students do not get in time feedback from teachers,they do not progress academically which may result in exam failure and dissatificaion.

Exclusiveness of the school,became one of the contributing factor for grade one students dropout.Among respondents of the study 15.6% of them ranked it at third place assuming that its contribution for dropout is considerable.The school should be inclusive enough to address the needs of diverse learners.Inclusion is about breaking down barriers to learning because if learning or access to learning is problematic, students may find themselves feeling excluded from the learning process or their peer group. In this regard children with special needs and disabilities need great consideration.Inorder to make them feel incuded,schools should do a lot to meet their needs.According to the information obtained through interview from five school prinipals,they informed that to address the needs of children with special needs and disabilities, a lot of works had been carried out.But still the schools have many challanges to fully address the needs of diverse learners and to make their schools inclusive,where all are treated equally and included fully.

Irrelevance of the curriculum is another factor which appears to be cause for grade one dropout.Respondents that accounts 17.8% of them assumed it at fifth rank considering it's contribution is considerably for grade one dropout problem in the study area. In agreement to the above findings,world Bank(1990)confirmed that in most developing countries icluding Ethiopia the curriculum that do not reflect the needs of the learners and interest of the society in general and the learners in particular was found to be a major cause for poor attendance and withdrawal from school.Moreover,Raina,(2001) stated that Poor quality education and irrelevant curricula can lead to irregular attendance. The main reason for school dropouts is disinterest or a feeling of irrelevance from the child about what she/he is learning. Hence, it is often suggested that educational strategies, spending and curriculum need to be decentralized to the district level to

make them more suitable to local needs. These strategies need to focus on equipping children to understand and grow in their local environments, rather than focusing on rote-learning. Because of this fact, curriculum is found to be significant determinants of the students' progress and success in their schooling. Additionally, as it is indicated in Taylor and Mulhall (1997), when the curriculum is designed for children from urban contexts, rural children may experience difficulties in relating to the materials, which might result in low participation, high dropout rates and under-education. As the authors suggested that, the solution lies in changing the curriculum to place an emphasis on contextualized teaching and learning. The curriculum should be relevant to the experience of learners with a focus on the development of knowledge, attitudes and skills identified on a national basis.

School distance and poor monitoring, evaluation and support system, both factors founded to be at the same level in their contribution to grade one dropout in the study area. 15.6% and 17.8% respectively ranked at eighth place for these factors showing that the extent to which they cause dropout problem remain the same. When compared to other school related factors both factors founded to be low contributors to grade one students dropout. Concerning the school distance, one principal, during interview time, confirmed that as distance is an acute problem for some students of their school to quit a school. For example, those students who come from "Tikuri Wuha" area, to Ediget Fana primary School, have a problem of walking a long distance. Walking a long distance to school by itself has a negative impact especially to small children who need care and safety. In agreement to this Soumare (1994:36), states distance is a significant factor for both rural and urban students, but more so for girls.

Unattractive teaching method and Lack of guidance and counseling are founded similar in terms of the extent to which they contribute to dropout. For both factors respondents that accounts 15.6% and 13.3% respectively ranked them at seventh level indicating that both factors have least contribution to grade one dropout. Children at lower grades, like children at grade one requires support through guidance and counseling service as a beginner student. Guidance and Counseling service as the student researcher observed during his stay in the study area, didn't get enough attention for lower grade learners. In support to this, Sileshi, 2000 in his study explained that in the Ethiopian context, the practice of guidance of counseling is commonly practiced only at some secondary school level but not at primary schools.

Lack of teachers follow up and lack of available teaching aids are also founded at the same level in their contribution to grade one dropout. For both factors respondents, 20% of them, ranked at ninth place showing that both factors have insignificant effect to grade one dropout problem. Regarding lack of teachers follow up, as seen during interview time, some dropout cases were reported that few students left school because of lack of follow up from the part of the school and parents.

Low teachers attitude is among least considered factor in its contribution to grade one dropout. About 20.2% of respondents ranked it at eleven indicating that it is not among major factors that contributed to grade one dropout. Contrary to this, regarding to the attitudes of teachers, some directors, during interview session reflected that some teachers of their school have some attitudinal problems that can be manifested in the form of refusal to teach in grade one

when they are assigned to teach in that grade level. Some teachers even feel inferior in teaching children in grade one. In connection to children with special needs and disabilities some principals informed due to lack of awareness in some teachers, the way they treat children with special need and disabilities are inappropriate, which might be the reflection of their negative attitude towards these children.

Another factor, shortage of school facilities, ranked at twelve level by 15.6% of respondents, is also one of the least considered factor to grade one students dropout problem.

The remaining two factors, in adequacy of teachers competence and school fees, are the most least considered factors in their contribution to grade one dropout problem in the study area. 22.2% and 40% of respondents respectively put the two factors at the last rank (at 14). In regard to school fees, opposite to the above findings, some studies Action-aid, (2003), confirmed that even though the Ethiopian Education and Training policy (ETP) in order to reduce the financial burden on parents as well as to encourage enrollments, school fees of all types up to grade 10 have been removed, practically parents are still making some financial contributions, for example, for books, school maintenance fund, sport fees etc. The same educational review of action aid, also reported that the total costs of all these and others pose a potential burden on poor families, particularly but not only those with large number of students in school.

To put it in nutshell, as clearly seen from the above explanations regarding responses to school related factors that contributed to grade one dropout, inappropriate language of instruction found to be a high contributing factor. The contribution of the remaining school related factors to dropout are non under estimated. But in contrasting to a leading factor their contribution to the problem under discussion is low.

Out of school related factors (Description)

F1=level of parental education

F2=Low level of family income

F3=Divorce

F4=Effect of Tv and game

F5=peer pressure and addiction

F6=Workload

F7=Parents low attitude for formal education

F8=Students health problems

F9=Child involvement in generating income for the families

F10=Death of parents

F11=Lack of family follow up

F12=Grade repetition of a child

F13=Regular absenteeism of a child

Table 9: Response to out of school related factors contributing to grade one dropout:

Fact.	Responses in %														Total	%
	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13		
F1	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13		
	%	12.0	10.0	10.0	8.0	4.0	4.0	14.0	6.0	6.0	6.0	10.0	4.0	6.0	100	6
F2	Rank	1	2	3	4	5	6	7	8	9	10	12	13			
	%	16.0	26.0	8.0	4.0	10.0	14.0	2.0	2.0	4.0	8.0	2.0	4.0		100	26
F3	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13		
	%	4.0	16.0	6.0	4.0	4.0	12.0	2.0	18.0	8.0	6.0	10.0	4.0	6.0	100	18
F4	Rank	1	2	3	5	6	7	8	9	10	11	12	13			
	%	4.0	2.0	2.0	6.0	8.0	2.0	2.0	12.0	16.0	12.0	14.0	20.0		100	16
F5	Rank	1	3	4	5	6	7	8	9	10	11	12	13			
	%	2.0	4.0	10.0	10.0	2.0	2.0	14.0	10.0	10.0	10.0	12.0	12.0		100	14
F6	Rank	1	2	3	4	5	6	7	8	9	10	11				
	%	12.0	8.0	20.0	10.0	6.0	14.0	8.0	4.0	2.0	6.0	10.0			100	20
F7	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13		
	%	8.0	4.0	10.0	4.0	2.0	2.0	18.0	12.0	12.0	14.0	6.0	6.0	2.0	100	18
F8	Rank	2	3	4	5	6	7	9	10	11	12	13	14			
	%	2.0	8.0	12.0	12.0	4.0	2.0	6.0	6.0	18.0	10.0	18.0	2.0		100	18
F9	Rank	1	2	3	4	5	6	7	8	9	11	12	13			
	%	12.0	8.0	4.0	20.0	8.0	10.0	8.0	10	8.0	4.0	2.0	6.0		100	20
F10	Rank	1	2	3	4	5	6	7	8	9	10	11	12	13		
	%	6.0	6.0	8.0	14.0	6.0	6.0	8.0	12.0	4.0	8.0	6.0	10.0	6.0	100	
F11	Rank	1	2	3	4	5	6	7	8	9	10	12	13			
	%	22.0	6.0	14.0	12.0	14.0	8.0	4.0	10.0	4.0	2.0	2.0	2.0		100	22
F12	Rank	4	5	6	7	8	9	10	11	12	13					
	%	2.0	4.0	2.0	16.0	16.0	10.0	16.0	8.0	12.0	14.0				100	16
F13	Rank	1	2	3	4	5	6	7	8	9	10	11	12			
	%	2.0	8.0	4.0	2.0	18	14.0	18.0	2.0	10.0	4.0	4.0	14.0		100	14

4.4.2 Analysis of out- of- school factors that contributed to grade one dropout

As it can be seen from the above table, when compared to the other out-of-school factors lack of family follow up stands the leading out-of-school factor that contributed to grade one dropout. 22% of respondents ranked at the first place for this factor. In connection to family follow up, some interviewed school principals described that from their experience they observed that families of some children put the responsibility of follow up and monitoring to the shoulder of school teachers. They don't realize and take full responsibility in attending their children learning. Here is where the gap is created and children are exposed to absenteeism, repetition and eventually for dropout. The school and families should work jointly together in following and attending lower grade children if they expect the good result in children learning. Some dropout returnees during interview time also reported that the reason for withdrawal from the school was connected to lack of follow up from both parties, from the school and family.

The families low level of income is another factor founded to be having considerable effect on grade one dropout. Among respondents 26% of them ranked at number two depicting that it has considerable influence on dropout problem. From family background information of dropout returnees, it can be easily understood that the economic status of some dropout returnees family were found at low level. (table 6). Regarding the families income, homes who are from poor background ,can't afford necessary provisions like learning materials and uniforms. In turn these conditions lead some children from poor homes to be less motivated for learning. Moreover, some children engaged in income generating activities where they invest their much time and energy. They don't get enough time and energy to attend school activities and finally prone to dropout. Some children from dropout returnee also reported during interview session that the cause for their dropout is connected to the low level of thier families income.

According to the World Bank(1980) in agreement to what have been discussed so far ,it assured that children from poor families probably feel more pressure to contribute to the income of the family, and thus makes these children to leave school to seek work at earlier stage.

Workload appears to be another factor that contributed to grade one dropout. In this regard about 20% of respondents ranked it at the third place for its contribution to dropout. Some dropout returnees, who came from rural to live and support their relatives, also informed that due to their high engagement in domestic work, they didn't succeeded in pursuing their learning and at the end they quit the school. In support of the extent to which involvement in domestic activities contribute to dropout UNESCO, (2002) assured that high involvement of children in house chores is among major causes for students survival rate in educational systems in many developing countries.

The fourth ranked out of the school factor by which 20% of participants in the study responded to child's involvement in income generating activities for the family. When families have low income, their children in some instances are also engaged in income generating duty to support the family. Children who are involved in income generating activities have very limited time to pursue their learning, become fatigued to do thier home works and other school related activities, disinterested in learning and finally lead to dropout.

Grade repetition and regular absentism of achild being ranked at 5th and 6th respectively by 16% and 14% of respondents founded to be another factors that contributed to grade one dropout. When childern repeat grades sometimes they lose moral ground to pursue learning. The repetition has negative effect on pupils self esteem and they will eventually dropout and in this case the wastage of education is two fold (MoE, 2002).

These two factors, grade repetition and regular absenteeism, according to Hunt, (2008) and Lewin, (2008) refered as precursors to dropping out, where children could be seen to be at risk or vulnerable to early withdrawal. When these potential at risk behaviors obsereved, early intervention in supporting these children should be taken from the part of the family and school.

Regarding parental low attitude for formal education 18% of respondents ranked at seventh level. From this figure it can be concluded that this factor has low contribution for grade one dropout in the study area. Divorce being ranked at 8th level by 18% of respondents is also seen

insignificant in its contribution to grade one students dropout. Few cases were observed during dropout returnees interview time that a certain boy reported that the reason for his dropout was because of the separation of his parents.

Students health problems is one of individual related factor that contribute to children's dropout. Being ranked at 9th level by 18% of respondents, it seems the least considered factor to grade one dropout problem. On the other hand, two dropout returnees reported during interview session that the reason for their dropout was related to their health problems.

Peer pressure and addiction have also low contribution for grade one dropout problem in the study area. 10% of respondents ranked it at 10th level. From this figure it can be judged that peer pressure is not among major factors that contribute to the problem under discussion.

Effect of Tv and Game is another factor that has low effect on grade one students dropout. Fewer respondents that accounts 14% of them ranked it at number eleven. This also shows that this factor has low contribution for grade one dropout. But, one respondent highly emphasized the effect of Kana Tv on childrens' learning. She stated that children may spent their time watching "kanaTv " on daily basis that might hinder their learning.

Death of parents is least considered factors to grade one dropout problem where 10% of respondents ranked it at twelve level indicating that this factor is not among major factors to grade one dropout.

Concerning level of parental education, few respondents 6% of them ranked at 13th level to its contribution to grade one dropout. Contrary to this findings, according to information obtained from dropout returnees families background information (table, 6) educational status of most of dropout returnees families were founded at low level. According to Rumberger and Thomas, (2000) level of parental education is a detrimental factor contributing to students dropout.

They stated that better educated parents spend more time with their children, thus supporting their accomplishments and increasing the likelihood that they will remain in school. These educated parents influence the academic performance of their children by imparting the values, aspirations, and motivation needed to succeed and remain in school, as explained by the same writers. Rodeerick, (1993) also confirmed that children have higher fate of dropout if their families educational background is less.

To summarize, no single factor can be accountable for dropout problem. Both factors related to school and out of the school are potential causes for students dropout. Supporting this, (Hunt, 2008) described that there is not one single cause of dropout. Dropout is often a process rather than the result of one single event, and therefore has more than proximate cause.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

Raising four research questions this study is aimed to investigate those factors that contributed to grade one dropout in some selected primary schools in Hawassa city administration.

The research questions are:

1. What are school related factors that contributed to grade one dropout?
2. What factors outside the school, contributing to grade one dropout?
3. How the issue of special needs and disability contribute to grade one dropout?
4. What efforts the schools are undertaking and should take to mitigate the dropout problem at grade one level?

In order to find answers to these questions certain procedures were carried out. At the first place related sources of literature to frame background of the study was arranged and then basic research questions were formulated, thirdly, data gathering tools were arranged and then by using appropriate sampling techniques respondents were identified and finally analysis of the study and report writing performed respectively.

Both quantitative method (survey questionnaire) and qualitative method (interview) was used to collect the necessary data for the study. The first group, fifty teachers, specifically teaching grade one students from sampled ten primary schools in Hawassa city administration experiencing highest dropout were the subject of the questionnaire and the remaining two, school principals, and dropout returnees were the subject of the interview. From twenty one primary schools in Hawassa city administration by using purposive random sampling, only ten primary schools that experienced highest grade one dropout rate were selected. And also by using random sampling five principals from ten primary schools and one dropout returnee's, (totally ten) from each sampled primary schools purposefully included in the study for interview. Questionnaires distributed to fifty sampled teachers were properly filled and returned and used in the analysis of data. Besides, five school principals and ten dropout returnees interviewed data are also analyzed. Descriptive survey research design was used to carry out the study. These data obtained from questionnaire were analyzed by statistical tools (SPSS) and interpreted using descriptive methods including percentage and mean.

Based on the analysis of the study in connection to factors related to school and out of the school and the issue of special needs and disability that contributed to grade one dropout in the study area, the following findings were obtained.

1. In appropriate language of instruction, a language of instruction different from child's home language, is considered as a leading factor for grade one dropout in the study area.
2. Considerable number of respondents assumed as overcrowded class is among a major contributing factor next to in appropriate language of instruction for grade one dropout.

3. Exclusiveness of the school, became one of the contributing factor for grade one students dropout. Among respondents of the study 15.6% of them ranked it at third place assuming that its contribution for dropout is considerable.
4. Irrelevance of the curriculum is another factor which appear to have considerable effect on grade one dropout.
5. n and support system, both factors founded to be at the same level in their contribution to grade one dropout in the study area. 15.6% and 17.8% respectively ranked at eighth place for these factors showing that the extent to which they cause dropout problem remain the same.
6. Un attracted teaching method and Lack of guidance and counseling are founded similar in terms of the extent to which they contribute to dropout. For both factors respondents that accounts 15.6 % and 13.3% respectively ranked them at seventh level indicating that both factors have least contribution to grade one dropout.
7. Lack of teachers follow up and lack of available teaching aids are also founded at the same level in their contribution to grade one dropout. For both factors respondents, 20% of them, ranked at ninth place showing that both factors have insignificant effect to grade one dropout problem
8. Low teachers attitude is among least considered factor in its contribution to grade one dropout. About 20.2% of respondents ranked it at eleven indicating that it is not among major factors that contributed for grade one dropout.
9. Shortage of school facilities, ranked at twelve level by 15.6% of respondents, is also one of the least considered factor to grade one students dropout problem.
10. In adequacy of teachers competence and school fees, are the most least considered factors in their contribution to grade one dropout problem in the study area. 22.2% and 40% of respondents respectively put the two factors at the last rank (at 14).
11. Regarding out of school factors lack of family follow up stands the leading factor that contributed to grade one dropout. 22% of respondents ranked at the first place for this factor.
12. The families low level of income is another factor founded to be having considerable effect on grade one dropout. Among respondents 26% of them ranked at number two depicting that it has considerable influence on dropout problem.
13. Workload appears to be another factor that contributed to grade one dropout. In this regard about 20% of respondents ranked it at the third place for its contribution to dropout.
14. Child's involvement in income generating activities for the family is a fourth ranked out of the school factor that 20% of respondents assumed that it has great effect on grade one dropout.

15. Grade repetition and regular absentism of a child being ranked at 5th and 6th respectively by 16% and 14% of respondents founded to be another factors that contributed to grade one dropout.
16. Parental low attitude for formal education was found at seventh rank responded by 18% of respondents showing that it is not among major contributor for grade one dropout.
17. Divorce being ranked at 8th level by 18% of respondents is also seen insignificant in its contribution to grade one students dropout.
18. Students health problems is one of individual related factor that contribute to children's dropout. Being ranked at 9th level by 18% of respondents, it seems the least considered factor to grade one dropout problem.
19. Peer pressure and addiction have also low contribution for grade one dropout problem in the study area. 10% of respondents ranked it at 10th level.
20. Effect of Tv and Game is another factor that has low effect on grade one students dropout. Fewer respondents that accounts 14% of them ranked it at number eleven.
21. Death of parents is least considered factors to grade one dropout problem where 10% of respondents ranked it at twelve level indicating that this factor is not among major factors to grade one dropout.
22. Level of parental education, few respondents 6% of them ranked at 13th level to its contribution to grade one dropout and it became the most least considered factor to the contribution of grade one dropout in the study area.
23. Concerning the issue of special needs and disability, children with special needs and disabilities were found high risk of dropout. Two case stories were developed that can witness this findings. (page 28-29)
24. In order to mitigate dropout problems different measures have been taken at school levels
 - The class monitors weekly report to the school about the students absentism. Then the school follow up the student who are absent on weekly basis by contacting families and through the committee established in the school (committee who returns dropouts). These students who are almost exposed for dropout are made to come back to the school.
 - The school established the committee which are responsible, following, attending and working diligently to return dropouts. This committee summoned weekly and make careful investigation on who is absent from the school weekly and report to school principal
 - Again the schools has the connection to the kebele woman and youth groups, (1 to 5) groups), for they have strong connection to the community and these groups raise the issue of the importance of the education and the issue of the drop out problem in their meeting they have with the community. Through this way the school is managing to return those children who dropout from grade one.

- The schools further studies the case for dropout and support the needy children accordingly by the help of international Aid services. For instance, the provision of food for children from less economical background, the provision of uniforms and learning materials in some schools.
- The schools has established the kebele training board consisting different teams teacher, parents and students who regularly work on dropout problems.
- The school is working with community, by raising awareness among families in the community about dropout problem.
- Working with PTA, with ‘‘idir’’ in the community.

25. When summarized the major school related factors that had potential influence on grade one children to dropout from school were in appropriate language of instruction, overcrowded class and exclusiveness of the school. The remaining factors were considered as the least contributing factors to grade one dropout when compared with the above stated major factors. The major out of the school factors that made grade one students liable to dropout were lack of families follow up, low level of family income and work load.

The qualitative analysis also showed that the issue of special needs and disability has an influence on children with special needs and disabilities to dropout if they are not properly handled and supported. Two case stories were developed showing the extent in which the issue of special needs and disability have potential effect on dropout. Different factors related to family, school and the individual student also influence dropout returnees to dropout. The potential factors that made dropout returnees to dropout according to the information obtained through interview were related to the families low level of income, families low level of educational background, workload, divorce, language of instruction, lack of monitoring and health related issues.

5.2 CONCLUSION

Based on the above findings the following conclusion are made

- ✦ As the study showed that factors related to school ,outside the school,issues related to special needs and disability became factors to grade one dropout. Therefore,it is important to pay necessary attention to both school related,out of the school factors and the issue of special needs and disability that contributed to grade one dropout in the study area.
- ✦ All factors have no equal contribtion for grade one dropout and the factors for grade one dropout also varies from school to school.
- ✦ Among school related factors,as the study displayed,inappropriate language of instruction,overcrowded class and exclusiveness of the school became major contributing factors to grade one dropout in the study area.
- ✦ The study also showed that from out of the school factors lack of families follow up, low level of families income,workload and childrens' involvement in income generating activities were considered as major contributing factors for grade one students dropout.
- ✦ Besides factors related to school and out of the school,the issue of special needs and disabilities also became another category of factors that contributed to the dropout of children with special needs and disabilities.Dropping out is more concerning for children with special needs and disabilities and they are also more prone to dropout if they are not supported and handeled appropriately.
- ✦ Inorder to curb grade one students dropout problem different measures had been taken from the part of sampled schools,educational bureau of Hawassa city administration and regional educational bureau.More measures are also going to be taken to mitigate grade one dropout problem.
- ✦ Different measures,involving different stalk holders, should be carried out to curb grade one dropout in the study area.

5.2 RECOMMENDATION

Based on the findings of the study, the following are recommended:

- ✚ The involvement of concerned bodies especially teachers and parents up on observing consistent behaviors of dropping out and intervening early is the the most crucial strategy in preventing students dropout.
- ✚ To alleviate school related factors contributing to grade one dropout, for instance in appropriate language of instruction, a language different from child's home language, certain measures should be taken. The right of children from minority language should be considered. It means they should be taught in a language they hear and understand.
- ✚ In multi-ethnic societies, imposing a dominant language through school system has been frequently been a source of grivance linked to wider issues of social and cultural inequalities. For example, the case of Dato Odahe primary school, where Siadamu language is dominant language of instruction from grade 1-4. In this condition, small proportion of children from other language background do not benefit by learning with Sidamu language, a language they don't hear and understand.
- ✚ Necessary emphasis should be given for pri primary education where by children acquire the skill of literacy and numeracy before they come to grade one.
- ✚ To reduce problems related to overcrowded class especially in schools in urban areas the government should allocate adequate budget for schools to build additional class rooms that accomodate children sufficiently.
- ✚ Curriculum developers should give due attention in relating it to the level of learners' life. The actual curriculum in many developing countries is poor in both scope and sequence of instructional material. A recent study of the reading and mathematics curricula in fifteen developing countries found that expectations for student achievement in the earliest grades were inappropriately high and that steps from one concept to the next were very large with few intermediate steps (world Bank, 1990).
- ✚ Awarness raising about the importance of education and work load reduction has to be provided to the families and near relatives who brought children from rural areas on the pretext of educating them.
- ✚ To support children from families of low income, schools should develop a mechanism whereby these children become benefited from the school feeding programe by forming relations with supporting organizations.
- ✚ Schools and families should work jointly in monitoring and following up children, who needs special attention, in lower grades.
- ✚ Schools should be welcoming and conducive environment where diverse learners are treated and supported very well. In this regard, children with special needs and disabilities need important considerations.
- ✚ In order to curb the problem of dropout, different strategies should be designed from school up to national level.
- ✚ Finally the problem of school dropout must not jus be viewed as an educational problem but also as economic problem in terms of huge wastage of national resources.

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Appendix A

Addis Ababa University
School of Graduate Studies
Department of Special Needs Education
Questionnaire to be filled by teachers

General Information

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

I appreciate in advance for your honest and kind cooperation!

Part One: Personal Information

Fill the information in the space provided.

1. Name of the school _____
2. Sex _____
3. Age _____
4. How many years of teaching experience do you have? _____
5. Your educational status/level _____

Part Two: Close-ended items

1)The following 14School related items(factors) that can be supposed contributing for grade one dropout are listed below in the left side of the table.As a teacher,ponder on each items critically and rank them from highest to lowest according to their contribution to grade one dropout problem in your school.Use numbers from (1-14) for ranking.

No	School related items	Rank 1-14
1	Language of instruction different from childs home language	
2	Low teacher attitude	
3	School fees	
4	School distance	
5	Lack of available resources in the school	
6	Unattractiveness of teaching method	
7	Exclusiveness of the school	
8	Lack of teacher follow up to return dropout	
9	Poor montoring,evaluation and support system	
10	Competence problem of teachers	
11	Large class size	
12	Irrelevant curriculum to the learners	
13	Shortage of students text book	
14	Lack of guidance and counseling in the school	

3) The following 11 items(factors)externalto School, that can be supposed contributing for grade one dropout are also listed below in the left side of the table.As a teacher,ponder on each items critically and rank them from highest to lowest according to their contribution to grade one dropout problem in your school.Use numbers from (1-14) for ranking.

No	Items related to external to School	Rank (1-13)
1	Low level of parental education	
2	Low level of families income	
3	Divorced /broken family	
4	Effect of movie and game	
5	Drug abuse and peer pressure	
6	Work load	
7	Parents low attitude for formal education	
8	Students' health problem	
9	Child's involvement in generating income	
10	Death of parents	
11	Lack of family follow up	
12	Grade repetition of a child	
13	Regular abscentism of a child	

3) Please write other factors that you think other than those mentioned in the above table related to out-of-School that contributed for grade one dropout in your school using the following space.

አድስአበባዩኒቨርሲቲ

ድህረ- ምረቃፕሮግራም

የልዩፍላጎት/ትክፍል

በመምህራን የሚሞላ መጠይቅ

አጠቃላይ መረጃ

ወደ መምህራን የዚህ መጠይቅ ዋና ዓላማ በት/ቤታችሁ በአንደኛ ክፍል ተማሪዎች ትምህርታቸውን የምያቀርቡበትን ምክንያቶችን ለይቶ ለማወቅ መረጃ ለመሰብሰብ ነው። መረጃው የተማላ እንዲሆን የእርስዎን አመለካከትና ሃሳብ በትክክል ያንጸባርቅልኛል ብለው ያመኑበትን አማራጭ ለእያንዳንዱ ጥያቄ በታማኝነት ለይተው እንድትያመለክቱበት ህትና እጠይቃለሁኝ። በተጨማሪም እርሶዎ የሚሰጡት መረጃ በምስጢር የሚያዝና ለትምህርት ጥናት ስራ ብቻ የሚወልድ መሆኑን ከወዲሁ አረጋግጣለሁኝ። ስምዎን መጻፍ አያስፈልግም።

ለትብብር ዎቅድ ምያ አመሰግናለሁኝ።

ክፍል አንድ፡

የግልሁኔታ፡ ትክክለኛውን መልስ በባዶ ቦታ ላይ ይሙሉ።

1. የምያስተምሩበት ት/ቤት -----
2. ጾታ -----
3. ዕድሜ -----
4. የአገልግሎት ዘመን -----
5. የትምህርት ደረጃ -----

ክፍልሁለት:

1) ተማሪዎች በተለያዩ ምክንያቶች ስር ታቸው ንል ያደረጉት ሁኔታዎች ለተማሪዎች ማረጋገጥ ተያያዥነት ያላቸው ምክንያቶች በሠንጠረዥ ስር ተዘርዝረዋል። በዚህ መሠረት እያንዳንዱ ሁኔታ ለተማሪዎች ማረጋገጥ ያለውን አስተዋጽኦ ከከፍተኛ እስከ ዝቅተኛ ደረጃ በመስጠት ከ 1-14 ቁጥሮችን በተሰጠው ክፍት ቦታ በመጠቀም መልሱን ይጻፉ፡፡

No	ክት/ቤት ጋር ተያያዥነት ያላቸው ሁኔታዎች	ደረጃ (1-14)
1	የተማሪው የመማሪያ ቁዋን ክብት ቁዋን ክብት አንድ ያለ መሆን	
2	ለተማሪዎች የመምህራን አመለካከት ዝቅተኛ መሆን	
3	የትም/ት ቤት ክፊያ	
4	የት/ቤት ርቀት	
5	በቂ የሆነ የትምህርት መርጃ መሣሪያዎች አለ መኖር	
6	ሳብ ያልሆነ የማስተማሪያ ስነ ዜዳ	
7	ምቹ እና አሳታፊ (inclusiveness) የሆነ የትምህርት ቤት ሁኔታ ያለ መፈጠር	
8	የመ/ራን ክትትል ማነስ	
9	ደካማ የሆነ የግምገማና የክትትል ዜዳ	
10	የመምህራን የብቃት ችግር	
11	የተማሪዎች በአንድ ክፍል በዝቶ መገኘት	
12	የትም/ት ካርኩለሙ የተማሪዎችን አቅምና ሕይወት ያላገናዘበ መሆን	
13	በቂ የመጽሐፍት፣ የወንበር፣ የዴስክ አቅርቦት ያለ መኖር የሆነ	
14	የምክርና የድጋፍ አገልግሎት መታጣት	

ክፍል ሦስት

1) በሚቀጥለው ክፍል ከት/ቤት ወጪ ተያያዥኝ ትያላቸው አሥራ አንድ የሚሆኑ በአንደኛ ክፍል ተማሪዎች ትምህርታቸውን ልያገኙ የሚችሉባቸው ምክንያቶች በሰንጠረዥ ወስጥ በግራ በኩል ተዘርዝረዋል፡፡ እያንዳንዱን ምክንያት በማጤን ለተማሪዎች ማረጋገጥ ያለውን አስተዋጽኦ ከክፍተኛ እስከ ዝቅተኛ ደረጃ በመስጠት ከ 1-14 ቁጥሮችን በተሰጠው ክፍት ቦታ በመጠቀም መልሱን ይጻፉ፡፡

No	ክትም/ት ቤት ወጪ የሆኑ ምክንያቶች	ደረጃ(1-13)
1	የወላጆች የትም/ት ደረጃ ዝቅተኛ መሆን	
2	የወላጆች ገቢ አነስተኛ መሆን	
3	የቤተሰብ መፍረስ	
4	የገምና ሽዲዮ ተጽእኖ	
5	የጉዋደኛ ተጽእኖ እና ለሱስ ተገላጭ መሆን	
6	በቤት ወስጥ የሥራ ጫና	
7	የወላጆች ለመደበኛ ትም/ት ያላቸው አመለካከት	
8	የተማሪዎች የጤና ችግር	
9	ወላጆችን ለመደገፍ በተለያዩ የገቢ ማስገኛ ሥራ መጠመድ	
10	ወላጆችን በሞት ማጣት	
11	የወላጆች ክትትል ማነስ	
12	ክፍል የመድገም ችግር	
13	ከክፍል አዘወትሮ የመቅረት ችግር	

Appendix B

Questions for interview: interview for school directors

Interview questions related to the issue of the special needs and disability contributing for dropout

1. How many children with special needs are available in your school at grade one level?
2. If you have children with special needs at grade one level, have you identified them what type of special needs do they have?
3. What sort of support system the school is providing for these children?
4. In your school do you have professionals in special needs education that provide appropriate support system for children with special needs?
5. If you have professionals in special needs education, how many they are by gender?
6. Do you think these professionals are providing appropriate services?
7. What sort of limitation do they have in terms of service provision?
8. Are there children with special needs, who dropped out from grade one because of school failure to address the educational needs of these children?
9. Which category of children with special needs most often create challenge for support system and likely liable for dropout?
10. Which type of children are most prone to dropout in grade one?
 - Children from poor family
 - Children who have regular absenteeism
 - " " who are low achievers
 - " " mis behaves
 - Over age enrollers
 - Grade repeaters
 - Children with hearing impairment
 - Children with visual problem
 - Children with learning disabilities
 - Children with behavioural problems
 - Children with less interest and motivation in learning
 - Children with physical disabilities
11. What sort of efforts the school is taking in order to solve grade one dropout problem?
12. Is there any limitation or weak sides seen from the part of the school, for example, lack of commitment, in reducing grade one dropout problem?

13. What do you think the consequence of dropout on dropout children, family, on society and on country at large?

13. As professional and school principal what measure do you suggest to be taken by the governments, the school, teachers and the parents to alliviate dropout of children with and without special needs?

ለርዕሳን መምህራን የሚቀርቡ የቃሌ መጠይቅ ጥያቄዎች

1. በትም/ቤታችሁ በአንደኛ ክፍል ልዩ ፍላጎት ያላቸውና አካል ጉዳተኛ የሆኑ ልጆች ብዛት ስንት ናቸው?
2. ባላቸው ልዩ ፍላጎትና አካል ጉዳት ተለይተዋል ወይ?
3. ለነዝህ አካል ጉዳት እና ልዩ ፍላጎት ባላቸው ተማሪዎች ድጋፍ ይደረግላቸዋል ወይ? ድጋፍ የሚደረግላቸው ከሆነ ምን ዓይነት ድጋፍ እየተደረገላቸው ነው?
4. ለነዝህ ተማሪዎችስ ድጋፍ የሚያደርጉ ባለሙያ አላችሁ?
5. ባላቸው ልዩ ፍላጎትና አካል ጉዳት ምክንያት ከአንደኛ ክፍል ያቁረጡ ተማሪዎች አሉ?
6. ካሉ ምን ዓይነት ልዩ ፍላጎት እና የአካል ጉዳት ያለባቸው ናቸው?
7. ድጋፍ ለማድረግ አስቸጋር የሚሆኑና ትም/ት ለማቁደጥ የሚገደዱ ምን ዓይነት ችግር ያለባቸው ተማሪዎች ናቸው?
 - ከድሃ ቤተሰብ የሆኑ
 - አብዛኛውን ጊዜ ከትም/ት ቤት መቅረት የሚያዘወትሩ
 - በትም/ት ወጤታቸው ዝቅተኛ የሆኑ
 - የሚረብሹ
 - እድሜያቸው ከፍ ብለው ትም/ት ቤት የሚገቡ
 - ክፍል የሚደግሙ
 - የመስማት ችግር ያለባቸው
 - የማየት ችግር ያለባቸው
 - የመማር ችግር ያለባቸው
 - የሚረብሹ
 - ዝቅተኛ የሆነ የመማር ፍላጎትና ተነሳሽነት ያላቸው
 - ትምህርትን የመከታተል(attention deficit)ያላቸው
 - የአካል ጉዳት ያላቸው
8. በአንደኛ ክፍል ትም/ትን ማቆረጥ በተማሪው፣ በቤተሰብ፣ በማህረሰብ እና በአገር ላይ የሚያመጣው ወጤት ምንድነው?
9. በአጠቃላይ በትም/ት ቤታችሁ በአንደኛ ክፍል ያለውን መጠን ማቁደጥ ለመቀነስ ምን ጥረት እየተደረገ ነው?
10. ትም/ቤቱ የአንደኛ ክፍል ተማሪዎችን መጠን ማቁደጥ ለመቀነስ በሚያደርገው ጥረት እንቅፋት የሚሆኑ ነገሮች ካሉ?
11. እንደ ትም/ት ባለሙያ በቀጣይ መንግሥት፣ ክልሉ፣ ት/ቤቶች፣ መምህራን እና ወላጆች በአንደኛ ክፍል የተማሪዎችን መጠን ማቁደጥ ለመቅረፍ ምን ማድረግ አለባቸው?

Appendix C

Questions for interview: interview for grade one Dropout returnees'

Before telling the researcher the factors that contributed for your dropout in grade one please,tell some general information about you and your family

- 1.From which primary school you are?
- 2.With whom you are living right now?
- 3.How many family members are you,living together in one home?
- 4.What is the level of your families education?
- 5.Why did you dropout from school?
- 6.After dropping from school what problem did you face?
- 7.Where did you go? Why?
- 6.How did you come back?
- 7.Do you think you will not dropout again?
- 9.what do you suggest to stop grade one dropout(early leaving from the school) from the part of
 - Students like you?
 - From parents?
 - From the school
 - And from the community
- 10.Finally, what over all suggestion you provide regarding grade one dropout?

በአንደኛክፍልበተለያዩምክንያቶችትምህርታቸውንአቁዋርጠውለተመለሱትማርዎችየሚቀርብዎታለ መጠይቅጥያቁዎች

1. በየትኛውትም/ትቤትነውየምትማረው?

2. ከማንጋርነውየምትኖረው?

3. በአንድቤተሰብስንትሆናችሁነውየምትኖሩት?

4. የቤተሰብ (ሀ/ሽ) የትምህርትሁኔታ?

5. ትምህርትእንድታቁዋርጭምክርያትየሆነሽምንድነው?

- በትም/ትቤትያጋጠመሽ/ህችግር
- ከትም/ትቤትወጪያጋጠመሽ/ህችግር፣ ከቤተሰብጋርተያይዞያሉችግርችካሉ
- ካንች/ተጋርተያይዞያሉችግርችካሉ

6. ወደትም/ትገበታእንድትመለሽ/ስድጋፍያደረገልህ/ሽማንነው?

7. ምንዓይነትድጋፍተደረገልሽ/ህ?

8. በአንደኛክፍልወስጥተማሪዎችእንዳያቁዋርጡ

- በተማሪዎችበኩል
- በወላጅበኩል
- በትም/ትቤትበኩልምንመደረግአለበትትያለሽ/ትላለህ?

9. በአንደኛክፍልትም/ትንስለማቁዋረጥበተመለከተአጠቃላይያለህ/ሽአስተያየትካለ?

Appendix D

Response to school related factors contributing to grade one dropout

No.	Factors	Mean
1.	Language of instruction different from child's home language	4.7
2.	Overcrowded Class	5.0
3.	Irrelevance of curriculum	5.6
4.	School distance	6.3
5.	Exclusiveness of the school	6.8
6.	Shortage of school facilities	7.2
7.	Lack of Counseling and Guidance	7.3
8.	Un attracted teaching method	8.2
9.	Lack of teachers follow up	8.2
10.	Poor monitoring,evaluation and support system	8.04
11.	Lack of available teaching aids	8.04
12.	Low teachers attitude	9.4
13.	In adequacy of teachers competence	9.4
14.	School fees	10.8

Response to factors out of the school contributing to grade one dropout.

No.	Factors	Mean
1.	Low level of families income	4.64
2.	Lack of family follow up	4.56
3.	Child's involvement in income generating for the family	5.74
4.	Workload	5.18
5.	Low level of parental education	6.34
6.	Death of parents	6.96
7.	Regular absenteeism of a child	6.96
8.	Divorce	6.88
9.	Parents low attitude for formal education	7.18
10.	Students health problems	8.68
11.	Peer pressure and addiction	8.59
12.	Effect of Tv and game	9.5
13.	Grade repetition of a child	9.44