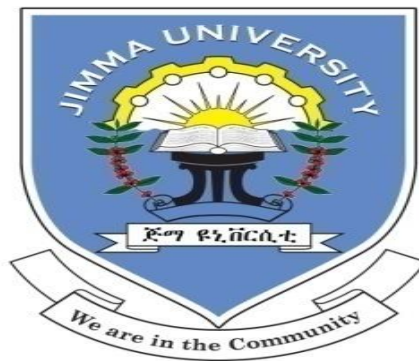


**AN ASSESSMENT OF FACTORS THAT CONTRIBUTE TO  
GOVERNMENTAL SCHOOL DROPOUT IN PRIMARY  
SCHOOLS OF JIMMA ZONE**

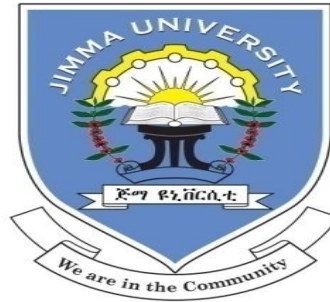


**JIMMA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**BY: SHEMSU A/DURA A/MILKI**

**NOVEMBER, 2021  
JIMMA, ETHIOPIA**

**AN ASSESSMENT OF FACTORS THAT CONTRIBUTE TO  
GOVERNMENTAL SCHOOL DROPOUT IN PRIMARY  
SCHOOLS OF JIMMA ZONE**



A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT, COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER'S DEGREE OF ARTS IN SCHOOL LEADERSHIP

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**NOVEMBER, 2021  
JIMMA, ETHIOPIA**

## DECLARATION

I, the undersigned, declare that this thesis titled **an assessment of factors that contribute to school dropout in primary schools of jimma zone** is my original work, and all sources that have been referred to and quoted have been dully indicated and acknowledged with complete reference.

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As members of the Board of examiners of the final MA Thesis open defense, we hereby, certify that we have read and evaluated the thesis prepared by Shemsu A/Dura A/Milki titled “**An assessment of factors that contribute to school dropout in primary schools of jimma zone**” and recommended the thesis be accepted as fulfilling the thesis requirement for the Degree of Master of Arts in school leadership.

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## FINAL APPROVAL

This thesis is approved by:

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I, as Head of Research and Post-Graduate Office, hereby approve that all the corrections and recommendations suggested by the board of Examiners be incorporated into the final thesis titled “**An assessment of factors that contribute to school dropout in primary schools of jimma zone**” by Shemsu A/Dura A/Milki.

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## TABLE OF CONTENTS

Acknowledgment.....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES .....	iv
ACRONYMS AND ABBREVIATIONS .....	v
ABSTRACT.....	vi
CHAPTER ONE: INTRODUCTION .....	1
1.1 Background of the study.....	1
1.2 Statement of the problem.....	2
1.3 Research Questions .....	3
1.4. Objectives of the Study .....	3
1.4.1. General Objective of the Study .....	3
1.4.2. Specific Objective of the Study .....	3
1.5 Significance of the study .....	4
1.6 Scope of the study .....	4
1.7 Limitation of the Study.....	5
1.8 Operational definitions of terms .....	5
CHAPTER TWO: Review of Related literature .....	6
2.1 School dropout .....	6
2.2 Factors related to school dropout .....	6
2.2.1 Socio-economic factors.....	6
2.2.2 Student related factors for drop out .....	9
2.2.3 School related Factors for drop out .....	10
2.2.4 Teachers related factors .....	11
2.3 Theoretical perspective on education.....	12
2.3.1 Functional perspective on education.....	12
2.3.2 Conflict perspective on education .....	12
2.4 The symbolic interactions perspective .....	13
2.4.1 Theoretical approaches to school dropout.....	13
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY .....	16
3.1 Research design.....	16
3.2 Research method .....	16
3.3 Source of Data.....	16

3.4 Population, sample and sampling technique.....	17
3.5 Instruments of Data Collection .....	17
3.5.1 Questionnaire.....	17
3.5.2 Focus group discussions.....	17
3.5.3 Document Review .....	18
3. 6 Validity and Reliability of the Instruments .....	18
3.7 Procedures of Data collection .....	18
3.8 Methods of Data Analysis .....	19
3.9 Ethical Consideration .....	19
<b>CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA</b> .....	<b>20</b>
4.1 Demographic Characteristics of Respondents .....	20
4.2 Factors contributing to school Dropout.....	21
4.2.1 Socio-economic factors.....	21
4.2.2 Student related factors.....	23
4.2.3 School related factors.....	26
4.2.4 Teachers related factors .....	28
4.3 Focus group discussion results.....	30
4.3.1 Family education level .....	30
4.3.2 Parental economy.....	30
4.3.3 Activities in Agriculture.....	31
4.3.4 Routine Social Factors .....	32
4.4 Student related factors for dropout.....	33
4.5 Teacher related factors .....	34
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b> .....	<b>35</b>
5.1 Summary of the major findings .....	35
5.2 Conclusion .....	40
5.3 Recommendations .....	43
<b>REFERENCES</b> .....	
<b>APPENDICES</b> .....	
Appendix A .....	
Appendix B.....	



## **LIST OF TABLES**

Table 4. 1: The summary distributions of respondents in terms of sex.....	20
Table 4. 2: The summary respondent's distributions by educational qualification status-----	20
Table 4. 3: The summary respondent's distributions by service year -----	20
Table 4. 4 Socio-economic factor of school Dropout.....	21
Table 4. 5: One sample t-test results regarding socio-economic factors .....	22
Table 4. 6: Mean score responses regarding student related factors for school droop Out .....	23
Table 4. 7: One sample t-test result for responses pertaining to student related factors for school dropout .....	24
Table 4. 8:Mean score of responses Concerning school related factors for school dropout .....	26
Table 4. 9: Mean score of responses on school related factors for school dropout.....	27
Table 4. 10: Mean score of responses regarding teacher related factors for school droop out.....	28
Table 4. 11: Mean score of responses Pertaining teacher related factors for school dropout.....	29

## **ABBREVIATIONS AND ACRONYMS**

- FDRE:** Federal Democratic Republic of Ethiopia
- MOE:** Ministry of Education
- REB:** Regional Education Bureau
- SMTs:** school Management teams
- UNESCO:** United Nation Educational, Scientific and Cultural Organization
- WEO:** Woreda Educational Office
- FBO:** Faith Based Organizaion
- CBO:** Communiy Based Organizaion
- FGD:** Focus Group Discussion
- NGO:** None Government Organization

## ABSTRACT

*This research was intended to assess factors that contribute to school dropouts in primary schools of Jimma zone. The intention was also to identify factors that were more acute in the study areas. Moreover, suggesting possible intervention options to address the problem of school dropout was one of the intentions of this study. This research employed a descriptive survey research design along with qualitative and quantitative methods. The study included 12 primary schools from four weredqs of Jimma zone purposely. 12 principals, 40 homeroom teachers, 28 students and, 47 families of students totally 127 participated in this study using questionnaire. Both qualitative and quantitative analysis techniques were employed. The data collected were organized, tabulated, and analyzed using the Statistical Package for Social Sciences (SPSS) version . The teacher's and principals' responses regarding Socioeconomic factors for school drop out were illustrated. However, the rating results showed an almost lower level of respondents' agreement for each of the items. Nevertheless, based upon overall results; the highest Mean score was identified regarding the 2<sup>nd</sup> and 3<sup>rd</sup> items; that is, they have a clear understanding that socio-economic factors can contribute to school drop out. Moreover, the grad t-value was 46.65, and the mean difference result was 3.36. Whereas, the minimum and the maximum value was 3.23 and 3.47 respectively. Concerning items the data illustrated in the Table showed the highest Mean Score is item M= 3.48 (SD = 0.505), then the remaining responses on student-related factors for school drop out. The grad t-value was 47.76 and the mean difference result was 3.36. Whereas, the minimum and the maximum value was 3.20 and 3.51 respectively. Thus, with regards to school-related factors for school drop out, the data illustrated in Table 4.5 presented "responses. According to the data of the Table the first item, which states about administrative factors that contribute to school drop out was rated the highest mean score 3.38 (SD=.491); 3.38 (SD=.565), 3.35(SD=.480), 3.42 (SD=.572), and 3.29 (SD=.498). The grad t-value was 46.19 and the mean difference result was 3.33. Whereas, the minimum and the maximum value was 3.21 and 3.51 respectively. According to the data illustrated in the Table, were rated the highest mean score 3.40 (SD=.534) for alternative number five (The school emphasizes Individual differences between students are not catered for., which was followed by 3.29 mean values (SD=0.605) for the fourth alternative (The school emphasizes frequently discussed what should be taught in particular curricula or course. From the data, it was understood that all respondents agreed in alternative the fifth and fourth items of the Table first and second level. Moreover the focus group discussion strength these results.*

*Finally, the combined effects of social, economic and educational or school factors were affecting children's dropout from the school. Based on this finding, it was recommended that the Government, CBO, FBO and NGOs will be provided scholastic materials for the most marginalized or vulnerable students and improve school facility, improve community participation to prevent children's dropouts, improve quality of education, strengthen non-formal education and improving and creating new income generating activity in the family*

# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the study

Education serves as a tool for development. As scholars confirm education and development are two faces of a coin because progress in education is indispensable for sustainable economic development, environmental protection, improvement of health, participation in democratic, social, and political aspects (Lockheed and Verspoor 1991). It is a process by which man transmits his experiences, new findings, and values Accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills,, and attitudes (EEP, 1994).

Therefore, as a basic necessity for life, the importance of education is swiftly increasing from time to time. This is why education is set at the center of the schedules of development activities of a country since education helps people acquire the skills they require in every aspect of everyday life. As Thompson (1990) notes, the developing sub Sahara African countries are committed to the notion of national development and they consciously seek to bring about a fundamental change in the lives of their peoples“ which starts from education and extends to the political, social,, and economic development spheres. The Ethiopian Government also accepted that the realization of basic or general education is both a necessity and a fundamental human right that might bring a drastic change and developmentto the country. In this regard studies (Kinfе, 1994; FDRE report, 2004 and Tesfaye, 2009) indicate that the present government of Ethiopia places great importance on education and recognizes it as an essential component for the development needs of the society or country.

Dropout is an action of leaving school by students due to different reasons before Graduation or completion of a program of studies without transferring to another elementary or secondary school (NCERDC, 2007). The dropout rate has major implications on the development of the productive labor force currently and in the future. Any child after enrolment in the school left without completing the primary level education for any reason is considered a primary school dropout child (CERID:2002).

The dropout rate in Jimma Zone in 2018 was 15.7 percent at the primary schools level. Jimma zone education office report 2018. The problem of school dropout was more serious in

rural than in urban areas. Around 9.3 percent of the primary school pupils in rural areas and 6.4 percent in the urban areas have dropped out of primary school (CSA, 2010). School dropout is not only an educational problem but also a social one, and it has been connected with many different factors, such as low socioeconomic status, educational framework, etc., leading to marginalization and social exclusion (Giavrimis and Papanis, 2006).

The dropout among primary schools should motivate us to develop explanations why these rates are so high and also to search the correlation of pupil's dropout and social, economic and educational variables. The present study is being initiated to know the reason behind dropping out of students from primary school.

## **1.2 Statement of the problem**

In sub-Saharan African, 10 million pupils' dropout of primary school is recorded each year. In Ethiopia, Malawi and Uganda, with dropout rate between 24% and 28% in the first grade, children have great trouble negotiating their ways through the early grades. High dropout rates in the last grade observed in countries including Burkina Faso and Senegal partially reflect the effects of school examination failure (UNESCO, 2011).

Several factors associated with dropout have been identified by different researchers. Tassew, (2008), found parental education; household composition, household wealth, child characteristics and exposure to shocks, as well as maternal social capital as predictive of dropout. Other scholars were suggested, for which there was less evidence: rural-urban disparity, as well as a serious gender gap in school which causes high dropout rate (IREWOC, 2007; Tassew, 2008) and distance to school was found to be one of the most common explanatory factors. In a recent review of the dropout literature, Young Lives, (2006), Kassahun, (2006), Tassew, (2008), EPRC, (2008), World Bank, (2010), found that household poverty as the strongest predictor of dropout. Corporal punishment, lack of physical facilities, inadequate provision of physical facilities in schools and shortage of teachers, inadequate and improper residential facilities for teachers and poor quality of education are also some of the major reasons of high dropout of students (Ghost, 2011). Administrative factors such as careless supervision, weak administration, low learning achievement, repetitions, unattractive environment of the school, over-crowded classes, teacher Dropout and undue political interference are contributing towards high dropout in Ethiopia and developing world (Ghost, 2011); Ananga .E, 2011; World Bank, 2010)

In Ethiopia, the dropout of students from school denies them the opportunity for employment as well as to develop social, economic and political participation. In addition, the student's dropout from schooling contributes for poor performance of economic and social developments (UNESCO, 2002). The above studies have certain limitations. The previous frame analysis is less empirical evidence to predict the combined effect of social, economic and educational factors and their relative influence on school dropouts have been investigated and documented in Jimma Zone. Nevertheless, this study investigates the factors that contribute to school dropout by the combined effect of social, economic and educational factors in this Zone. The aims of study would be creating additional knowledge about school dropout in primary school in the Zone and to (fill) the gaps of knowledge.

### **1.3 Research Questions**

1. What is the current status of school dropout in primary schools of Jimma zone?
2. Which factors are contribute to school dropout in primary schools of Jimma zone? Which factors are more acute?
3. What are possible intervention options could be used to address the problem of school dropout in primary schools of Jimma zone?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective of the Study**

The main objective of this research is to investigate major factors contributing to students dropouts in the primary schools of Jimma zone Oromia Region.

#### **1.4.2. Specific Objective of the Study**

This Research intended, more specifically to:

1. To assess the status of school dropouts in primary schools of Jimma zone.
2. To identify factors that contribute to school dropout in primary schools of Jimma zone.
3. To distinguish factors that are more acute in contributing to school dropout in primary schools of Jimma zone.
4. To suggest the possible intervention to be employed to address the problem of droupout in primary schools of Jimma zone.

## **1.5 Significance of the study**

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

This study is, therefore, significant for the following reasons.

1. This study was help the assemblage of information on the status dropout in primary education of Jimma Zone.
2. The study was draw the attention of educational planners and policy-makers consider the in setting priorities and allocating educational resources
3. It provides suggestions to concerned authorities, teachers, parents, principals and the community at large, for the minimization and prevention of a student dropout in the primary schools.

## **1.6 Scope of the study**

The study was conducted in Jimma, Zone Oromia National Regional State, Southwest Ethiopia on An assessment of factors that contribute to school dropout in primary schools of jimma zone. Jimma zone is located in western Oromia and Jimma is bordered on the south by the Southern Nations, Nationalities and Peoples Region, the northwest by BunoBedele Zone, on the north by East Welega Zone and on the northeast by West Shewa Zone. Its administrative center is Jimma. The Jimma zone was created in 1932. The zone covers **15,568.58**Km<sup>2</sup> in this zone has 24 secondary schools and 1230 Primary school It would be more essential if the study is conducted in all Primary schools of Jimma zone; However, such study requires many resources and time. Geographically the study was delimited to Manna, Seqa, Mencho, and Qersa primary schools. Generally this study covers 12 primary schools in 4 Woredas purposely. Conceptually, many factors contribute to school dropout in primary school. Yet, to make the study manageable the researcher focused on the following factors family characteristics. Economic related factors are some career structure and time allocation.

So that, the result conclusion and recommendation from this research was bounded on primary school drop out of Jimma zone.



## **1.7 Limitation of the Study**

During data collection process, there were many challenges among which tracing and locating school dropouts was the major problem. Moreover, it was difficult to identify dropouts correctly in some sample schools. Furthermore, time and financial constraints were the main limitations of this study.

## **1.8 Definitions of Key Terms**

The definitions of operational terms of the research is given as follows:-

**Family characteristics:** includes family structure or composition, household size, parental education, Cultural practices: comprised of early marriage, home/parental service, pregnancy, rape, sexual harassment, religious believes, employment in domestic work.

**Economic related factors:** the direct and indirect cost of education or household poverty.

**Educational related factors:** physical factors and school distance, teacher related factors, educational environment related factors, and administrative factors.

**School Dropouts:** refers to the incidence of students' school termination or interruption at any time and disappearance from the site of the school in a given academic year.

# **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

## **2.1 School dropout**

School dropouts have been a subject of interest to academics, researchers, and policy makers for a long time. According to MGD's (2008) reports the phenomenon of primary school dropout rate continues to pose a big challenge to the successful implementation of national policies of the country. Although the findings of various studies differ depending on peculiar of countries specific situations, socioeconomic, political and cultural factors, institutional factors, structural factors, and psychological factors appear to be the most common elements in all the studies. In this section, we review the findings of some of the studies pertaining to drop out rates at various grade levels at household levels with greater emphasis developing countries.

In the literature review, researcher's reports show numerous reasons for student's dropout in primary schools. MPRA (2008) reports classified the main cause of dropout rate in the primary school in to five categories. These are socioeconomic, political, cultural factors, institutional factors, and structural factors. On the other hand, Young Lives (2008), classified the main causes of dropout rate in the primary school in to three categories: house hold wealth, parental education, distance to school and others determinate factors classified as the same manner. Generally, the researchers classified the determinate factors that contribute dropout rate in the primary school in to three categories.

## **2.2 Factors related to school dropout**

### **2.2.1 Socio-economic factors**

#### ***2.2.1.1 Parental education level***

The education level of mothers and fathers increases, the primary school dropout rate for both girls and boys in rural and urban areas reduces. Educated mothers are more effective in helping their children to do their academic work and to monitor and supervise their children's academic progress. While for fathers, it's attributed to the fact that educated fathers are also interested in the academic progress of their children. Thus, they would be willing to spend more time helping their children in academic problems (Young lives, 2008; EPRC, 2008; Tassew, 2008) Parental commitment to their children's education depends on the parental

educational achievement in promoting school attainment .Parent’s commitment to education is also related to a sense of moral responsibility: that allowing children to go to school is a parental duty and is the most valuable inheritance a child can receive (Tassew, 2008).

### ***2.2.1.3 Child labor and seasonal migration***

IREWOC (2007) demonstrates that the traditional economy, including the traditional division of labor, has a strong influence on school enrolment and attendance. Children play a central role in herding livestock (cattle, goats, sheep and camels), working on the family plots, fetching water and firewood, assisting with other household tasks and minding younger siblings. The ways in which these tasks are organized and assigned form a major obstacle to school enrolment and regular attendance. As child work forms a major obstacle to school enrolment and the main demand for child work stems from within the family, those families with relatively more assets, more land and more livestock do also have more reason to keep their children out of school. Similarly, seasonal demands for child labor have an impact on school attendance, especially during harvest time when there is a considerable spike in dropouts, particularly among boys, that may be either temporarily or permanently (Tassew, 2008).

Local labor market opportunities appeared to promote children’s to peruse income generating activities instead of going to school and children’s to participate economic activity in southern Ghana and available in the informal local market .the informal labor market structures gave the children the opportunity to gain employment by taking part in fishing expeditions, working on farms, as well as to sell various items ranging from farm products to provisions (Create, 2011).

Create (2011) stated that parent migrates with children and children independently seasonal migrate was the main categories of seasonal migration to increase students drop out from the school or regular school attendance. Some younger boys aged between 6-11 years dropped out because they migrate with their parents. On the other hand, children was attracted by the informal labor market was supported by collective communal supports for them to sell their labors.

#### ***2.2.1.4 Parental economy***

Economic factors are the main determinate factor to contribute dropout in primary school. The previous studies have stated that household poverty to be the main reason forcing children out of school. Low income household cannot afford to pay for books, uniforms, and other school related expenses (young live, 2006; Kassahun, 2006; Tassew, 2008; EPRC: 2008; World Bank, 2010). In Ethiopia, like other developing countries, household poverty is a major factor keeping many children out of school. Poor households often cannot afford to send their children to school or are forced to withdraw children out of school at early ages. Although primary school is free in Ethiopia, hidden costs such as books, supplies, uniforms and food hinder poor households from sending their children to school. Household size and family structure are also important determinants of children's schooling because a household's income and expenses are partly related to its size and structure. In addition, many households of the country are affected by unexpected economic and demographic shocks such as drought, food shortage, job loss, illness or death of an adult family member. Unexpected economic and demographic shocks have a detrimental effect on children's school enrollment and dropout in rural and urban area of the country. The occurrence of shocks is linked to the receipt of food or other types of aid. However, children had been forced to drop out of school as a coping mechanism in the face of frequent droughts and economic shocks (Kassahun, 2010).

Economic constraints frequently emerged as an important obstacle to school accomplishment. The impact of economic constraints is not always immediate but cumulative, and can eventually lead to children dropping out. Similarly, seasonal demands for child labor have an impact on school attendance. This is especially true during agricultural harvest time when there is a considerable thorn in dropouts, particularly among boys, that may be either temporary or permanent (Tassew, 2008). Create (2011) discussed that children who do not eat breakfast may not want to stay in class, performing to look for opportunity to find food. Hungry children are more likely to drop out of school because they are unable to concentrate in class and lacks of school uniform, shoes, stationary and school bag is likely to have influence most of children to dropout from the school.

Economic policy research center (EPRC, 2008) and Young lives (2008) demonstrated that children in larger households are less likely to drop out of school than children living in smaller households. On the other hand, in smaller households, children are more likely to be

diverted to offer family labor or stand-in in case of family shocks like sickness and the school fees burden, which could have been a major contributor to pupil dropout for larger family sizes. Young Lives (2006) stated that in the Ethiopian context, it has been argued that, other factors remaining constant, the greater the number of children within a family, the greater the probability of their enrolment, reflecting the greater availability of labor in the household for agricultural and domestic work. In addition, children are more likely to be enrolled in school in female-headed households. There are two reasons. Women have stronger beliefs that educated children are less likely to become poor adults and that their enhanced earning capacity will make them more likely to help to reduce their own old-age poverty.

Bavaro (2008) stated that students living with both parents have lower dropout rates and higher graduation rates, compared to students living in other family arrangements. More important, changes in family structure, along with other potentially stressful events (such as a family move, illness, death, adults entering and leaving the households, and marital disruptions) increase the dropping out rate from the school. Kassahun (2006) report shows that family size increases school dropout rate decreases for both males and females. Less demand for child labor among large family size households as they may have better access to adult labor. Female headed households have lower child dropout than male headed ones. Children whose parents are alive have slightly lower risk of dropout compared to those orphaned to both parents. Sickness as a reason to dropout may attribute to the high incidence and prevalence of infections and parasitic diseases such as malaria and diarrhea. Where as a reason need to work may associate household poverty and a need of supplemental income from children's work. World Bank (2011) reported that orphans and other HIVAIDS affected children to go to school and lose their right to an education as well and high dropout from the school. In many cases, they were being cared for by widows while others cared by volunteers from community-based organizations resorted to pooling small resources to provide orphans with basic necessities.

## **2.2.2 Student related factors for drop out**

### ***2.2.2.1 Children's age***

Older children are more at risk of dropping out of school and are less likely to attain more years of schooling compared to their younger counterpart. Children attend school when they are relatively old (for their grade); it is because parents are less financially capable and/or willing to support their children's education. Older children in poor households typically

have a responsibility to support their brothers and sisters school attendance. Moreover, even if such children did attend school, they would be more likely to be withdrawn in the case of economic pressures than younger siblings because of their ability to contribute more to household economic production (Tassew, 2008).

### ***2.2.2.2 Gender and Sexual harassment of female students***

Gender difference is attributable to traditional distinctions in the way households and communities value girls and boys education. Because boys are viewed as future breadwinners not only for their own future children, but also to support their parents in old age, boys education is valued over that of girls whose primary role is regarded as wives and mothers to support their husbands family. Due to these reasons, dropout rates are higher among girls than boys in primary education. On the other hand, dropouts from primary school are higher among boys than among girls due to greater pressures to be involved in productive work to support the family economy. Because of gender discriminatory labor markets, higher remuneration for boys and a traditional gender division of labor where boys are more involved in agricultural than domestic work, there are increasingly greater incentives for parents to take their sons rather than daughters, out of school (Tassew, 2008). Similarly, Kassahun (2006) shows that males have higher school dropout rate than females in the Ethiopia. For instance, at national level, primary school dropout rate was about 12.5 and 10.8 percent respectively.

CERT (2000) shows that the harassment of girls was in form of verbal abuse about girls physical appearance and physical abuse such as bullying, touching breasts, waist and back sides. In some schools, bullying went to the extent of snatching food, pens and rulers both within and outside the classroom.

## **2.2.3 School related Factors for drop out**

### ***2.2.3.1 school Distance from home***

Distance to school was found to be one of the most common explanatory factors for nonattendance the number of pupils that have been dropout of primary school increase when the distance which pupil moves to school. Pupils traveling long distances to school are more likely to drop out of school in rural area than in urban area (EPRC, 2008; Tassew, 2008; young lives, 2008).

### ***2.2.3.2 school Physical factors***

Ghost (2011) stated that Physical factors which are contributing towards high dropout rate at primary school. Corporal punishment, lack of physical facilities, inadequate provision of physical facilities in schools and poor standards of health and nutrition are the major reasons for dropping out students from school. Beating at school is considered culturally acceptable to ensure obedience.

Ghost (2011) reported that quality of education at all levels in general and at primary level in particular, is not satisfactory which causes high dropout. Poor quality of education at primary level is one of the major causes of high dropout rate in primary school. As Kassahun (2010) states that Poor school quality may thus discourage households from sending their children to school. For children who are in school, parents. May withdraw their children from school and involve them in income generating activities or household's domestic works.

### ***2.2.3.3 Administrative factors***

Ghost (2011), Ananga (2011) and World Bank (2010) stated that administrative factors such as careless supervision and weak administration are contributing towards high dropout rate in primary school. Similarly, in-different attitude of administrative and supervisory personnel towards teaching community also contribute towards high dropout. Teacher Dropout and undue political interference are also the main factors which compel students to leave the school. Another main factor is low learning achievement and repetitions. Some children repeatedly fail and stay in the same grade year after year and then dropout from school. Such repetition reduces the benefits of schooling and the lengthening of the school cycle increases the costs of education. Similarly, some of formal education from the very first day in school, unattractive environment of the school and over-crowded classes also compel students to leave school at early stages of their education.

## **2.2.4 Teachers related factors**

Ghost (2011) stated that teacher related factors which causes the high dropout rate in primary school. One of the major reasons is shortage of teachers, especially, in primary schools. Most of the primary schools in developing country are not much student- teacher's ratio. They could not manage student's activities properly and students do not take interest in their studies. Resultantly, some of the students remain absent from school and after all leave the school. Teachers far from their homes are also one of the main factors. Teachers, especially,

female teachers hesitate to go to schools located in remote an area which causes poor quality of education and ultimately dropout of students. Similarly, inadequate and improper residential facilities for teachers are also one of the major reasons of high dropout of students. This compels the teachers to remain absent from school to attend to family problems which causes the dropout of students.

## **2.3 Theoretical perspective on education**

### **2.3.1 Functional perspective on education**

Early sociologists like Emile Durkheim, Pit rim Sorokin, and Talcott Parson were interested in schools not just in and of themselves, but in relation to the wider society, to their connection and value to other institutions and the overall functioning of the social system. The functionalist perspective posits a view of society as a system of interrelated institutions, each fulfilling particular roles, working in concert to maintain the stability of the system. The school's primary roles in the social system are to socialize young people in the national culture and prepare them for social life, and to determine and develop their particular talents and abilities so that they are prepared to fulfill the adult roles for which they are best suited. Functionalists contend that the school's allocation of individuals to positions in society is based on the principle of meritocracy and therefore provides a mechanism for social mobility because it reduces the effects of ascribed characteristics such as gender, race, and social class (UNC, 2008).

### **2.3.2 Conflict perspective on education**

Conflict theory views education as a tool of domination that aids in the maintenance of the existing stratification order. Conflict theorists argue that as elite-driven institutions, schools inculcate in young people attitudes and values that foster respect for the dominant culture. Thus, social stability is maintained through coercion, and not as functionalists posit, as a result of a consensus of values and interests. The conflict perspective holds that socialization and allocation function for the benefit of the elite rather than the society as a whole because students are allocated according to race, class, and gender. This set of arrangements creates a source of constant tension among competing status groups in schools, as the less advantaged challenge the elite in an attempt to gain a greater share of the society's relatively scarce resources (UNC, 2008).



## **2.4 The symbolic interactions perspective**

Symbolic interactionists limit their analysis of education to what they directly observe happening in the classroom. They focus on how teacher expectations influence student performance, perceptions, and attitudes. While symbolic-interactionist argues that education as the exact process of how teachers form their expectations or how students may communicate subtle messages to teachers about intelligence, skill, and so forth (Gourds .GD. and C.S, 2000).

### **2.4.1 Theoretical approaches to school dropout**

According to Giavrimis and Papanis (2006) demonstrate that the problem of school dropout is of great importance, as it affects mostly poor students and becomes an obstacle to a large part of this segment vulnerable population from making full use of their educational opportunities to improve their social status. As a result, human resources are not adequately used, a fact that has a negative impact on the economic mobility of society. School dropout sometimes leads to alienation and social exclusion thus putting social cohesion at risk. The consequences of school dropout are economic, social, educational and cultural. People who have difficulties at school find it hard to join and be competitive in the labor market. Regarding this, Vrizas (1992), Wedge and Prosser (1973), Herbert, (1996), Pierre Bourdieu (1994) and Keddie (1973), as quoted by Giavrimis and Papanis (2006), stated that theoretical explanations of school failure and school dropout based on theories of cultural deprivation, material deprivation, and culture and interaction.

1. The theory of cultural deprivation:-The theory of cultural deprivation relates school success to the ability to communicate. According to Vrizas (1992) middle class children learn to make use of communication skills at a younger age than those of the labor class. As a result, middle-class children have a more elaborated verbal code and are more familiarized with the way of thought prevailing at schools (which is made out for the middle class), a fact which is of vital importance of school success. The connection between socio-economic factors and linguistic performance of a child is based on Bernstein's theories. The linguistic weakness of the lower class is the phenomenon which Bernstein calls "a limited verbal code of communication", something which has adverse effect on both the way a child expresses himself/herself and on his/her education(Giavrimis and Papanis,2006).

2. The theory of material deprivation: - Wedge and Prosser (1973) supporters of the materialistic deprivation theory, have connected poverty to school performance. They emphasize that children from poor backgrounds are more prone to illnesses; they have more accidents and present learning and speaking problems more often than children from other classes. (Herbert, 1996) Poverty creates a very difficult environment for the family, which also entails lack of learning opportunities for the children (Giavrimis and Papanis, 2006:).

3. The theory of culture: - Pierre Bourdieu (1994) believes that the educational system underestimates knowledge, skills, experience and, subsequently, the culture of the labor class children. This might not necessarily be done on purpose, as it is a result of the way education is organized. Bourdieu believes that education enforces a certain type of culture, that of the predominant class, creating a sort of “symbolic violence”. He also supports that middle class children join the educational system at a more advantageous position and succeed because their background is similar to that of the predominant class, i.e. their mentality coincides with that of their educators. Bourdieu considers this to be “a cultural investment”. Labor class children cannot succeed, as their knowledge and background are considered to be of lower standard and cannot fit within school in general (Giavrimis and Papanis, 2006:).

4. The theory of interaction: - Keddie (1973) supports that educational failure is vastly due to facts attributed to the abilities and intellect an educator has. The beliefs and evaluation criteria of an educator are not objective; they are rather based entirely on his cultural background. These beliefs are standardized by educators when it comes to teaching behavior, a stereotype connected with social class and race (Giavrimis and Papanis, 2006:). However, Giavrimis and Papanis notes, despite this firm belief about the school failure relation to social, economic and educational environments

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (EEP, 1994).

Dropout is an action of leaving school by students due to different reasons before graduation or completion of a program of studies without transferring to another elementary or secondary school (NCERDC, 2007).The dropout rate has major implications on the development of productive labor force currently and in the future. Any child after enrolment

in the school left without completing the primary level education for any reason is considered as primary school dropout child (CERID:2002).

The dropout rate in Ethiopia was 4.2 percent at primary schools level. The problem of school dropout was more serious in rural than in urban areas. Around 4.7 per-cent of the primary school pupils in rural areas and 2.2 percent in the urban areas have dropped-out from primary school (CSA, 2011).

School dropout is not only an educational problem but also a social one, and it has been connected with many different factors, such as low socio-economic status, educational framework etc, leading to marginalization and social exclusion (Giavrimis and Papanis, 2006).

The dropout among primary school should motivate us to develop explanations why these rates are so high and also to search the correlation of pupil's dropout and social, economic and educational variables. The present study is being initiated to know the reason behind dropping out of students from primary school.

However, Giavrimis and Papanis notes, despite this firm belief about the school failure relation to social, economical and educational environments

# **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

This part focuses on the methods that are used in the study. They include the research design, the instruments of data collection, the sampling techniques and the method of data analysis.

## **3.1 Research design**

This research employed a descriptive survey research design. In descriptive survey method, data can be gathered from wide population regarding their attitude, practices, opinions, etc. In line with this, Kumar (2006) states that descriptive surveys or studies serve as direct sources of valuable knowledge concerning human behavior. Thus, as the study aimed at investigating the factors that contribute to students drop out in primary schools of JimmaZone, descriptive survey research design was employed.

## **3.2 Research method**

In this study, both qualitative and quantitative methods were used. The data collected were organized, tabulated and analyzed using the Statistical Package for Social Sciences (SPSS) version 26. The quantitative data were collected through close ended question items and analyzed using descriptive (frequency, percentage and cross tabulation) and inferential statistics (mean, SD and t-test). Descriptive and inferential statistical analysis were used to assess the relationship between the independent and the dependent variables and examine the questions addressed in the study Besides this, the t-test also applied to find the significance association among the opinions of different categories of the respondents. The qualitative data obtained through open-ended questions and FGD session were summarized and presented qualitatively.

## **3.3 Source of Data**

Data for this research were solicited from both Primary and secondary sources, Th primary sources were teachers, students' family, students and school principals whereas secondary sources such documents as reports indicating students' dropout..

### **3.4 Population, sample and sampling technique**

The study includes 12 primary school from four wereda of Jimma zone Kersa, Seka, Mana and Mencho waredas purposely. These included a total of 12 principals, 40 homeroom teachers, 28 students and, 47 family of students which in total were 127. Purposive sampling method was used. To include the school with highest rate of dropout from the Jimma zone based on 2019 annual report.

### **3.5 Instruments of Data Collection**

The data collection instruments was questionnaire, document analysis and Focus Group Discussions will used to collect desired information of the participants.

#### **3.5.1 Questionnaire**

The question items were closed ended so that participants were able provide important information. It preferred as it could help to collect necessary information within a given frame of time. This questionnaires were prepared for teacher, principals, and students. Questionnaire for students were translated into Afan Oromo.

#### **3.5.2 Focus group discussions**

Focus group discussions were held with teachers, woreda expert and parents selected by purposive sampling techniques. The main purpose of the focus group discussions was to cross check information from various sources and to obtain data or information not revealed by one or another instrument for data collection. Three focus group discussions were held within two primary schools and one woreda education with 8 parents, 10 teachers, and 5 woreda experts. The participants of focus group discussions were asked to identify factors that contribute to school dropout for children separately by using guided interview questions. Head parents have children who dropout from the school. The FGDs were facilitated by the researcher.

For analytical purposes, the researcher decided that the qualitative component of this study should match the survey population so that we can generalize and triangulate findings.

### **3.5.3 Document Review**

In order to gather data from the samples of the study, documents of reports of students' statistics of dropout which were filed in documents of 12 samples of primary schools, Woreda education offices, and Jimma Zone education office documents were analyzed.

## **3.6 Validity and Reliability of the Instruments**

To ensure validity and reliability of the data collection instruments, pilot study was conducted in Dedoo primary school (Research conducted by Jifar Raya in selected primary school of Dedoworeda in 2003 E.C.(unpublished)). As reported by the researcher the main factors that contributes to school dropout is the factor related with family and economic factors. Also, the researcher consulted the research advisor to get advice check the validity of the data collection instruments.

To ensure reliability of the data pilot study was conducted in Dedo primary school up on 10 teachers and 21 students with theirs school principal who in total were 32. Participants of the pilot study were selected by purposive sampling technique.

Findings and results from the study was interpreted in relation to the review of the literature for the purpose of analytical generalization.

In addition to making each of the procedures as operational as possible, a pre- test of instruments was conducted in one rural area and urban area of primary school

## **3.7 Procedures of Data collection**

The data input for the study was gather from both primary and secondary sources. Primary data is going to be collected from sample household and school communities through structured questionnaires. Secondary data was collected from written documents such as reports witch organized. The qualitative data is going to be collected through open ended questions and the quantitative data should be collected through closed-ended types of questions in the survey questionnaires. Datas were collected from district experts, department head teachers, teachers, parents and children using survey questionnaires.

### **3.8 Methods of Data Analysis**

The data collected by different instruments were analyzed using frequency, percentage, standard deviation and variance. Percentage was used to analyze personal back ground information of the respondents and to identify which of the items rated were the major factors to student dropout of primary schools. The data obtained through interview were manually summarized to substantiate the results of the quantitative data.

### **3.9 Ethical Consideration**

The issue of ethics will be given attention by this study. The cooperation letter was received from the department of Educational Planning and Management of Jimma University. Then, the letter was given to the zone Education officer and consent letter prepared for the researcher to encourage participants feel free to maintain the maximum confidentiality. Participants were fully informed about the purpose of the study and measures were taken to ensure the respect, dignity and freedom of each individual participating.

## CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This part of the study presents the analyzed result and discussion of the data collected from teachers' and principals' about students drop out.

### 4.1 Demographic Characteristics of Respondents

Here the demographic characteristics of the respondents were presented. Accordingly, the characteristics of the study groups were examined in terms of sex, academic qualification, and service years.

*Table 4.1: The summary distributions of respondents in terms of sex*

No	Characteristics	Sex of Respondents		
		Male	Females	Total
2	Principals	10	2	12
3	Teachers	32	8	40
4	Dropout Students	16	12	28
5	Parents	20	27	47
	<b>Total</b>			127

As it can be seen concerning the sex distribution of respondents, from principals 10 of them were males and 2 of them were females. From teachers 32 were males and 8 were females. Among students 16 of them were males and 12 were female. Among parents 20 of them were males and 27 were female. These indicated that, the participation of females in secondary schools under the sample study were minimal both in teaching and administrative office.



Table 4.2: The summary respondent's distributions by Service year

	Below 5 years	5-10 Years	Above 10 Years
Principals	1	2	9
Teachers	5	25	10
total	6	27	19

Concerning the service years of respondents' as it can be seen 1 of principals had served below five years. 2 of them were from 5-10 service years whereas 2 of them were above 10 years, service. From teachers 5 had served for less than 5 years and 12 of them were served from 5 – 10 years and the rest 11 of them were served above 10 years. These have been showed that, the majority of teachers were inexperienced in handling school decisions; and the majority of principals were experienced enough to coordinate and facilitate participative decision-making. In supporting of this findings, Alutto and Belasco (1972, P121) have reported that there is positive relation between teaching experience and extent of participation.

## 4.2 Factors contributing to school Dropout

### 4.2.1 Socio-economic factors

Table 4.2 Socio-economic factor of school Dropout

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Parental educational level	127	3.40	.534	.074
work out side school hours	127	3.38	.565	.078
you spent in the week on the following types of work.	127	3.40	.534	.074
cultural traditions and practices hinder the completion of schooling by female students	127	3.37	.525	.073
cultural believes and practices happened in your daughter	127	3.39	.531	.075

In Table 4.4, teachers and principals responses regarding Socio-economic factors for school drop out were illustrated. However, the rating results showed almost lower level of respondents agreement for each of the item. Nevertheless, based up on overall results, the highest mean score **3.40(SD=0.534)** and 3.40 (SD=0.534), were identified regarding the 2<sup>th</sup> and 3<sup>rd</sup> items; that is, they have a clear understanding that socio-economic factors can contribute to for school drop out.

Next to this, the first and fourth items were rated **3.38 (SD = 0.565)** and **3.37 (SD = 0.525)** mean score respectively. Moreover, this was the least mean score identified regarding socio-economic factors for school drop out.

*Table 4.3: One sample t-test results regarding socio-economic factors*

	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q1	46.003	126	.000	3.404	3.26	3.55
Q2	43.162	126	.000	3.385	3.23	3.54
Q3	46.003	126	.000	3.404	3.26	3.55
Q4	46.224	126	.000	3.365	3.22	3.51
Q5	50.229	126	.000	3.346	3.21	3.48
<b>Grand result</b>	<b>46.654</b>	126	.000	<b>3.36</b>	<b>3.235</b>	<b>3.4725</b>

As indicated in table 4.5, the grad t-value 46.65 and mean difference result was 3.36. Whereas, the minimum and the maximum value was 3.23 and 3.47 respectively. The reason for Dropout is low level of household income. The respondents mention household income is the big barrier to schooling. They strongly state that since they are not capable of covering all the life and school costs of their children they would be very pleased to send their children to school. Nevertheless, there are parents who take advantages of the wage or salary of their children by hiring them either as cattle-herders or domestic servants of well-to-do families.

The details of the informants also portray that there are many landless peasants who have no source of income. These parents wait for the wages of their children and use the toil of their

children as means of their livelihood. The finding indicates that there are some female and male headed families who have no options to live on and cannot nourish or feed their children, and this ultimately makes one conclude that the children of the poor remain poor.

As shown in the Table 4.5, the families assume that the other factor that causes students' late registration, dropout and dropouts is the amount of yield the farmers bear each year. They argue that the crop production is commonly based on summer rainfall and the area is a single annual harvesting except in some favorable areas where irrigation is practiced. In other words, the time which the children begin schooling is the most tempting period for the families to nourish their children, let alone the matter of covering the school cost and equipment for the learners. Then, it is a natural compulsion for the majority of the learners to register late, as the families fail to fulfill the necessary school costs until crops are harvested and ready to put up for sale which is made possible by end of October and/or November. It is also a pressure for some school boys and girls to be absent from school to earn money either by weeding or harvesting in the farm of independent farmers to cover their subsistence school costs. Furthermore, some of the students from the low socio-economic status interrupt their schooling and migrate to either urban or some labor demanding rural areas. What is more, the research shows that type of harvest (poor or good harvest) is decisive for children to stay in school. If the harvest is poor, it is logical for the family to reason out they have nothing to shoulder the school burden with and choose to prefer to take their children out of school and encourage them to get employment either by a richer farmer in the locality or send them away to other zones with labor demanding areas as they predict there would be a poor harvest in the current year.

#### **4.2.2 Student related factors**

*Table 4.4: Mean score responses regarding student related factors for school drop Out*

One-Sample Statistics					
		N	Mean	SD	Std. Error Mean
1	parental economy	127	3.44	.574	.080
2	Society economy	127	3.31	.466	.065
3	Cash crop area	127	3.48	.505	.070
4	Land usage	127	3.31	.466	.065
5	Fathers workj	127	3.37	.486	.067
6	Mothers work	127	3.44	.574	.080
	<b>Grand result</b>	127	<b>3.365</b>	<b>0.5123</b>	<b>0.057</b>

The data in Table 4.6 presented mean score of teachers and principals responses on student related factors for school drop out. According to overall results of respondents' responses illustrated in the Table; among the responses on student related factors for school drop out, the result was found that 3.44 (SD=0.574), 3.31 (SD=0.466), 3.48(SD=0.505), 3.31(SD=0.466), 3.37(SD=0.486), and 3.44(SD=0.574).

With regard to item the data illustrated in the Table showed the highest Mean Score is item M = **3.48 (SD = 0.505)**, than the remaining responses on student related factors for school drop out.

*Table 4.5: One sample t-test result for responses pertaining to student related factors for school dropout*

<b>One-Sample Test</b>						
	Test Value = 0					
	T	df	Sig. (2- tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q6	43.215	126	.000	3.442	3.28	3.60
Q7	51.180	126	.000	3.308	3.18	3.44
Q8	49.752	126	.000	3.481	3.34	3.62
Q9	51.180	126	.000	3.308	3.18	3.44
Q10	49.910	126	.000	3.365	3.23	3.50
<b>Grand Result</b>	<b>47.767</b>	<b>126</b>	<b>0</b>	<b>3.36</b>	<b>3.20</b>	<b>3.51</b>

As indicated in table 4.7, the grad t-value 47.76 and mean difference result was 3.36. Whereas, the minimum and the maximum value was 3.20 and 3.51 respectively. The respondents mention that low achievement of the students is the possible factor contributing to late registration sudden dropout and dropout. This variable has dual implications.

On the one hand, students' responses reveal that they are becoming hopeless and hesitant to come to school and register on time as they are low achievers. As they lose their efficiency they prefer to participate actively in home service and/or agriculture by interrupting their school attendance. Conversely, as agricultural production demands intensive labor, the families drift into analysis of its cost benefit. If they find their children are low achievers, they suspect that teaching them is a big loss for the family and the community.

About 83% of the teachers further state that there is a wrong perception of female schooling among some families. These families think that the school is a place where their social and moral aspects are dishonored as their daughters are away from their control, which may expose them to severe and/or misleading harassment that might drift them into disagreeable sexual relationship. Some members of the society discourage female students by saying "the girl will reach nowhere and it is a good idea to let her to marry before she bears humiliation to the family". They force their daughters to have a fiancée without considering their capability and interests. This severely discourages the female students and aborts the outset of their vision of a good scholar.

Sexual harassment of female students were also another factor that abuse girl's physical appearance such as bullying, touching breasts, waist and back sides. In some schools, bullying went to the extent of snatching food, pens and rulers both within and outside the classroom.

The untimely love affair among the young students is also one of the abortive elements contributing to the students' late registration, Dropout and school disruption.

### 4.2.3 School related factors

*Table 4.6: Mean score of responses Concerning school related factors for school dropout*

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
There is Inadequacy of classrooms	127	3.38	.491	.068
There is Lack of textbooks	127	3.38	.565	.078
There is School distance	127	3.35	.480	.067
There is Corporal punishment	127	3.42	.572	.079
There is Poor infrastructure	127	3.29	.498	.069
<b>Grand Result</b>	127	<b>3.3225</b>	<b>0.50675</b>	<b>0.05625</b>

Thus, with regards to school related factors for school droop out, the data illustrated in Table 4.8 presented "responses. According to the data of the Table the first item, that states about administrative factors that contribute for school droop out was rated the highest mean score 3.38 (SD=.491), 3.38(SD=.565), 3.35(SD=.480), 3.42 (SD=.572), and 3.29(SD=498).

Next to this, with **3.42 mean score (SD=. 572)** item number four and that stated „the school factors for droop out to take responsibility for new assignment and receptive to advice from school that holds the student at school“ was identified by respondents at the second rank; followed by **3.38 mean score (SD=.565)** and **3.35 mean score (SD=.480)** for an item number two and three (the school factors for droop out that holds professional decisions made by school.

However, regarding item number six of the Table (the school factors for drop out of the respondents were rated the least result ( $M=3.29$ ,  $SD=498$ ), than the remaining four items listed in the Table.

**Table 4.7:** Mean score of responses on school related factors for school dropout

<b>One-Sample Test</b>						
	Test Value = 0					
	T	df	Sig. (2- taile d)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q11	49.683	126	.000	3.385	3.25	3.52
Q12	43.162	126	.000	3.385	3.23	3.54
Q13	50.229	126	.000	3.346	3.21	3.48
Q14	43.146	126	.000	3.423	3.26	3.58
Q15	47.571	126	.000	3.288	3.15	3.43
<b>Grand Result</b>	<b>46.18767</b>	126	<b>0</b>	<b>3.333</b>	<b>3.21</b>	<b>3.51</b>

As indicated in table 4.9, the grad t-value 46.19 and mean difference result was 3.33. Whereas, the minimum and the maximum value was 3.21 and 3.51 respectively. Distance to school was found to be one of the most common explanatory factors for nonattendance the number of pupils that have been dropout of primary school increase when the distance which pupil movies to school. Pupils traveling long distances to school are more likely to dropout of school in rural area than in urban area (EPRC, 2008; Tassew, 2008; young lives, 2008).

Ghost (2011) stated that Physical factors which are contributing towards high dropout rate at primary school. Corporal punishment, lack of physical facilities, inadequate provision of physical facilities in schools and poor standards of health and nutrition are the major reasons for dropping out students from school. Beating at school is considered culturally acceptable to ensure obedience.

Ghost (2011), Ananga (2011) and World Bank (2010) stated that administrative factors such as careless supervision and weak administration are contributing towards high dropout rate in primary school. Similarly, in-different attitude of administrative and supervisory personnel towards teaching community also contribute towards high dropout. Teacher Dropout and undue political interference are also the main factors which compel students to leave the school. Another main factor is low learning achievement and repetitions. Some children repeatedly fail and stay in the same grade year after year and then dropout from school. Such repetition reduces the benefits of schooling and the lengthening of the school cycle increases the costs of education. Similarly, some of formal education from the very first day in school, unattractive environment of the school and over-crowded classes also compel students to leave school at early stages of their education.

#### 4.2.4 Teachers related factors

*Table 4.8: Mean score of responses regarding teacher related factors for school droop out*

<b>One-Sample Statistics</b>				
	N	Mea n	SD	Std. Error Mean
There is Teachers Dropout	127	3.29	.605	.084
There is Lacks of Teachers	127	3.40	.534	.074
There is Lacks of combine desk	127	3.40	.534	.074
There is Less monitoring and supervision system	127	3.38	.491	.068
There is Poor teaching and learning process	127	3.31	.466	.065
<b>Grand Result</b>	127	<b>3.379</b>	<b>0.508</b>	<b>0.0563</b>

An organization does not give equal importance to all its activities. Every organization has specific organizational issues to focus on them than others. Regarding the current organizational emphasize in the study schools responses of the respondents were presented in Table 4.10.

According to the data illustrated in the Table, were rated the highest mean score **3.40 (SD=.534)** for alternative number five (The school emphasizes Individual differences between students are not catered for.; which was followed by **3.29 mean values (SD=0.605)**



for the fourth alternative (The school emphasizes frequently discussed what should be taught in particular curricula or course. Form the data, it was understood that all respondents agreed in alternative the fifth and fourth items of the Table first and second level.

Table 4.9: Mean score of responses Pertaining teacher related factors for school dropout

<b>One-Sample Test</b>						
	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q16	39.190	126	.000	3.288	3.12	3.46
Q17	46.003	126	.000	3.404	3.26	3.55
Q18	46.003	126	.000	3.404	3.26	3.55
Q19	49.683	126	.000	3.385	3.25	3.52
Q20	51.180	126	.000	3.308	3.18	3.44
<b>Grand Result</b>	<b>43.199</b>	126	<b>0</b>	<b>3.380</b>	<b>3.182</b>	<b>3.49</b>

As indicated in table 4.11, the grad t-value 43.19 and mean difference result was 3.38. Whereas, the minimum and the maximum value was 3.18 and 3.49 respectively. Teacher related factors which causes the high dropout rate in primary school. One of the major reasons is shortage of teachers, especially, in primary schools. Most of the primary schools in developing country are not much student- teacher’s ratio. They could not manage student’s activities properly and students do not take interest in their studies. Resultantly, some of the students remain absent from school and after all leave the school.

## **4.3 Focus group discussion results**

### **4.3.1 Family education level**

The education level of mothers and fathers increases, the primary school dropout rate for both girls and boys in rural and urban areas reduces. Educated mothers are more effective in helping their children to do their academic work and to monitor and supervise their children's academic progress. While for fathers, it's attributed to the fact that educated fathers are also interested in the academic progress of their children.

About 58% of the teachers raise that families force their children to be absent or to dropout. In their argument, the family claims that learning is only for getting a job in the government sectors. Therefore, instead of encouraging the learners to work on other alternatives, they prefer their children to discontinue their education as they perceive the schooling as "the go nowhere". The families raise the case of some 10<sup>th</sup> grade completes who fail the GSLCE. The families of those who failed argue that they taught their children by shouldering every cost but to no avail.

The study also indicates that there are a number of students who have less or no interest in going to school although their families are very encouraging and supportive. About 72% of the teachers and 28% of the families assert that there were students who dislike going to school although their families or guardians have satisfied their school necessities. There are known cases from the two target schools - Dedde-dhuftuu and Qarree-tokke - who hate going to school. Accordingly, they warn their family they would commit suicide if they force them go to school. Such students tend to harass school mates and seduce female schoolmates, to violate the social, moral and the school regulation in order to be expelled from school for disciplinary offences. They also act as vermin to deteriorate the quality of school performances, rules and regulations.

### **4.3.2 Parental economy**

The traditional economy, including the traditional division of labor, has a strong influence on school enrolment and attendance. Children play a central role in herding livestock (cattle, goats, sheep and camels), working on the family plots, fetching water and firewood, assisting with other household tasks and minding younger siblings.

Economic factors are the main determinate factor to contribute dropout in primary school. The previous studies have stated that household poverty to be the main reason forcing children out of school. Low income household cannot afford to pay for books, uniforms, and other school related expenses Economic constraints frequently emerged as an important obstacle to school accomplishment. The impact of economic constraints is not always immediate but cumulative, and can eventually lead to children dropping out. Similarly, seasonal demands for child labor have an impact on school attendance.

### **4.3.3 Activities in Agriculture**

As indicated, 91.7% of the total respondents, diversified activities in agriculture are the most outgoing factor contributing to late registration, sudden dropout and Dropout. The major specific instances are:

**Mixed farming:** the information from the three groups- students, teachers and families confirm that the mixed-farming agriculture, which consists of animal husbandry and crop cultivation, demands at least three productive individuals in a small family unit. This means there should be one individual in addition to husband and wife at home. It is explicitly justified that mixed farming is an obscuring cause that needs children's contribution. When the husband goes for ploughing or weeding, or harvesting, the mother needs to take care of her child(ren), and accomplish other house hold chores. The other person- a boy or a girl needs to aid as a cattle herder. This is clearly identified in observation as seen below.

**Crop Pests:** the study also shows the required workforce can be extended to 3-4/5 members in the crop-pest infested vicinities. To this end, school children are needed to keep out crop-pests like birds, monkeys, apes and cattle from the crops. Information from all sites of the research addresses the rural community clearly knows the future advantages of education. In the focus group discussion (FGD) the informants emphasize that the parents let the school boys and girls be absent from school as they are heavily overburdened and they find no alternatives to shoulder the burden of scaring off pests. Most of my informants from the parents in each locality say that if they leave the farm land alone, armies of monkeys, shrewd apes and pod birds would instantly invade the fields and destroy the crops they have collected for several months through hard work. This may expose them to starvation at the end of the year. They perceive that the problem is greater than the benefit from schooling as a result of which they are obliged to forbid their children from going to school.

One of the participants expressed his pain that he has a clever school girl who is hopeful to succeed in her education. He had to say:

*As she is strongly motivated in her school, she is always in tears when I raise the request of absence to her, which injures my heart and made me cheerless too. But, because I have no other choice, I regularly excuse her from school and protect the crops from the monkeys and birds when the neighboring compound holds a mourning or burial ceremony.*

The prevalence of such problems is confirmed by the researcher himself. It is observed that the problem is serious when the crops are ripe. This is from the end of September to February. It is quite obvious that unless the farmers seriously protected their harvest day and night in these months, the pests and cattle would destroy the crops. This implies that the problem is very serious as it diminishes agricultural production which is the basis of their sustenance.

As it is clearly seen from the above pictures, the ripped crop of *Zangada* is damaged by birds and the dried and harvested wheat is destroyed by cattle as it is amassed and laid on the original farmland. These are specially the most tempting cases in contributing to high degree of Dropout and dropout. Hence, families some times prefer to forbid one or two of their children from school even if they are many in number, and even prohibit their single child as they do not have any alternative to compensate with.

#### **4.3.4 Routine Social Factors**

About 89% of the total respondents state that the social routine related factors namely mourning, wedding, team assistance in agricultural production - like („*dabo*“; „*qaba*“; „*wanfala*“) and marketing are the subsequent possible factors contributing to students“ apathetic school Dropout. To begin with the mourning, there is a strong network of solidarity which is called „*idir/afosha*“ in which the community with common interest collaborate to help one another in burial and sharing one“s sympathy when either member and/or a relative

of a member passes away. This is stronger if someone gets mourns of the relatives or the problem arises in the community solidarity institution called *afosha (Idir)*. During such occasions, the school boys and/or girls are urged to stay at home to look after the compound and/or the small child(ren) as it would not be allowed to miss the occasions for adults. Similarly, when there is a wedding ceremony in the neighborhood, it is common for the students to miss classes and stay in the house of the newly wed couples for two or more days and wander from one to the other when there is a good period for matrimony.

Regarding co-operation in agricultural production (*dabo, qaba/dado, and wanfala*) the society commonly cooperates in activities like: ploughing, weeding, harvesting and collecting crops. According to the informants, this network sometimes conversely, requires the help of school boys and girls. Hence, the matured school boys and girls are obliged to go for *dabo* or *qaba* or collaborated in a team known as „*wanfela*” to ease the burden of parents. Apparently, this pressures the registration dates to post Ethiopian true cross (*Meskel*) and probably extends to the time of harvest or November, in which the school boys and girls help their parents in collecting crops by sacrificing their school time.

The trade activity and the home demand to purchase or buy different household goods for home consumptions and/or exchanges are also the other routine related activities which aggravate Dropout and dropout. When the mother goes to the market one or more days in a week, a school boy or girl is obliged to look after the young child and/ or home. In this case, a student is subjected to be absent for 2-3 days a week as the mother leaves home for market.

#### **4.4 Student related factors for dropout**

Older children are more at risk of dropping out of school and are less likely to attain more years of schooling compared to their younger counterpart. Children attend school when they are relatively old (for their grade); it is because parents are less financially capable and/or willing to support their children’s education. Older children in poor households typically have a responsibility to support their brothers and sisters school attendance. Moreover, even if such children did attend school, they would be more likely to be withdrawn in the case of economic pressures than younger siblings because of their ability to contribute more to household economic production.

Gender difference is attributable to traditional distinctions in the way households and communities value girls and boys education. Because boys are viewed as future breadwinners

not only for their own future children, but also to support their parents in old age, boys education is valued over that of girls whose primary role is regarded as wives and mothers to support their husbands family. Due to these reason, dropout rates are higher among girls than boys in primary education, On the other hand, dropouts from primary school are higher among boys than among girls due to greater pressures to be involved in productive work to support the family economy.

It is basically advised that teachers have to have sympathetic relationship with learners. But this has got the wrong impression in the chosen research area. About 89% of the family complain teachers prefer to say „lullaby“ to students to keep them staying in the school instead of appropriately rewarding for their successful achievements and commenting on their failure. This idea is also shared by about 56 percent of teachers. The teachers describe that such treatment makes the students to feel proud of themselves and spark unusual selfconcept in the mind of the students and make them to think that the teacher could not live without treating them in this way. Then, students impose all of their wishes and interests on to the teachers to find a pretext which is attributed to the teachers if the students want to interrupt their schooling. Then the teacher prefers to give maximum mark and provide him/her a good rank to keep the students in the school which aggravates delayed registration and dropout.

#### **4.5 Teacher related factors**

Teacher related factors which causes the high dropout rate in primary school. One of the major reasons is shortage of teachers, especially, in primary schools. Most of the primary schools in developing country are not much student- teacher's ratio. They could not manage student's activities properly and students do not take interest in their studies. Resultantly, some of the students remain absent from school and after all leave the school. Teachers far from their homes are also one of the main factors. Teachers, especially, female teachers hesitate to go to schools located in remote an area which causes poor quality of education and ultimately dropout of students. Similarly, inadequate and improper residential facilities for teachers are also one of the major reasons of high dropout of students. This compels the teachers to remain absent from school to attend to family problems which causes the dropout of students.

# CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Summary of the major findings

As it can be seen concerning the sex distribution of respondents, from principals 10 of them were males and 2 of them were females. From teachers 32 were males and 8 were females. Among students 16 of them were males and 12 were female. Among parents 20 of them were males and 27 were female. These indicated that, the participation of females in primary schools under the sample study were minimal both in teaching and administrative office. In supporting of this idea, Alutto and Belasco (1972, P .120) suggest that "... females participate less than males and desire low extent of participation".

Concerning the service years of respondents' as it can be seen 1 of principals had served below five years. 2 of them were from 5-10 service years whereas 2 of them were above 10 years, service. From teachers 5 had served for less than 5 years and 12 of them were served from 5 – 10 years and the rest 11 of them were served above 10 years. These have been showed that, the majority of teachers were inexperienced in handling school decisions; and the majority of principals were experienced enough to coordinate and facilitate participative decision-making. In supporting of this findings, Alutto and Belasco (1972, P121) have reported that there is positive relation between teaching experience and extent of participation.

In Table 4.4, teachers and principals responses regarding Socio-economic factors for school drop out were illustrated. However, the rating results showed almost lower level of respondents agreement for each of the item. Nevertheless, based up on overall results, the highest mean score 3.40 (SD=0.534) and 3.40 (SD=0.534), were identified regarding the 2<sup>th</sup> and 3<sup>rd</sup> items; that is, they have a clear understanding that socio-economic factors can contribute to for school drop out.

Next to this, the first and forth items were rated 3.38 (SD = 0.565) and 3.37 (SD = 0.525) mean score respectively. Moreover, this was the least mean score identified regarding socio-economic factors for school drop out.

As indicated in table 4.5, the grad t-value 46.65 and mean difference result was 3.36. Whereas, the minimum and the maximum value was 3.23 and 3.47 respectively. The reason

for Dropout is low level of household income. The respondents mention household income is the big barrier to schooling. They strongly state that since they are not capable of covering all the life and school costs of their children they would be very pleased to send their children to school. Nevertheless, there are parents who take advantages of the wage or salary of their children by hiring them either as cattle-herders or domestic servants of well-to-do families.

The data in Table 4.6 presented mean score of teachers and principals responses on student related factors for school dropout. According to overall results of respondents' responses illustrated in the Table; among the responses on student related factors for school dropout, the result was found that 3.44 (SD=0.574), 3.31 (SD=0.466), 3.48(SD=0.505), 3.31(SD=0.466), 3.37(SD=0.486), and 3.44(SD=0.574).

With regard to item the data illustrated in the Table showed the highest Mean Score is item M = 3.48 (SD = 0.505), than the remaining responses on student related factors for school dropout. Older children are more at risk of dropping out of school and are less likely to attain more years of schooling compared to their younger counterpart. Children attend school when they are relatively old (for their grade); it is because parents are less financially capable and/or willing to support their children's education. Older children in poor households typically have a responsibility to support their brothers and sisters school attendance.

As indicated in table 4.7, the grad t-value 47.76 and mean difference result was 3.36. Whereas, the minimum and the maximum value was 3.20 and 3.51 respectively. The respondents mention that low achievement of the students is the possible factor contributing to late registration sudden dropout and dropout. This variable has dual implications.

On the one hand, students' responses reveal that they are becoming hopeless and hesitant to come to school and register on time as they are low achievers. As they lose their efficiency they prefer to participate actively in home service and/or agriculture by interrupting their school attendance. Conversely, as agricultural production demands intensive labor, the families drift into analysis of its cost benefit. If they find their children are low achievers, they suspect that teaching them is a big loss for the family and the community.

Thus, with regards to school related factors for school dropout, the data illustrated in Table 4.8 presented "responses. According to the data of the Table the first item, that states about administrative factors that contribute for school dropout was rated the highest mean score 3.38 (SD=.491), 3.38(SD=.565), 3.35(SD=.480), 3.42 (SD=.572), and 3.29(SD=.498).



Next to this, with 3.42 mean score (SD=. 572) item number four and that stated „the school factors for droop out to take responsibility for new assignment and receptive to advice from school that holds the student at school“ was identified by respondents at the second rank; followed by 3.38 mean score (SD=.565) and 3.35 mean score (SD=.480) for an item number two and three (the school factors for droop out that holds professional decisions made by school).

However, regarding item number six of the Table (the school factors for droop out of the respondents were rated the least result (M=3.29, SD=498). than the remaining four items listed in the Table.

Ghost (2011) stated that Physical factors which are contributing towards high dropout rate at primary school. Corporal punishment, lack of physical facilities, inadequate provision of physical facilities in schools and poor standards of health and nutrition are the major reasons for dropping out students from school. Beating at school is considered culturally acceptable to ensure obedience.

As indicated in table 4.9, the grad t-value 46.19 and mean difference result was 3.33. Whereas, the minimum and the maximum value was 3.21 and 3.51 respectively. Distance to school was found to be one of the most common explanatory factors for nonattendance the number of pupils that have been dropout of primary school increase when the distance which pupil movies to school. Pupils traveling long distances to school are more likely to dropout of school in rural area than in urban area (EPRC, 2008; Tassew, 2008; young lives, 2008).

Ghost (2011) stated that Physical factors which are contributing towards high dropout rate at primary school. Corporal punishment, lack of physical facilities, inadequate provision of physical facilities in schools and poor standards of health and nutrition are the major reasons for dropping out students from school. Beating at school is considered culturally acceptable to ensure obedience.

Ghost (2011), Ananga (2011) and World Bank (2010) stated that administrative factors such as careless supervision and weak administration are contributing towards high dropout rate in primary school. Similarly, in-different attitude of administrative and supervisory personnel towards teaching community also contribute towards high dropout. Teacher Dropout and undue political interference are also the main factors which compel students to leave the school. Another main factor is low learning achievement and repetitions. Some children

repeatedly fail and stay in the same grade year after year and then dropout from school. Such repetition reduces the benefits of schooling and the lengthening of the school cycle increases the costs of education. Similarly, some of formal education from the very first day in school, unattractive environment of the school and over-crowded classes also compel students to leave school at early stages of their education.

An organization does not give equal importance to all its activities. Every organization has specific organizational issues to focus on them than others. Regarding the current organizational emphasize in the study schools responses of the respondents were presented in Table 4.10.

According to the data illustrated in the Table, were rated the highest mean score 3.40 (SD=.534) for alternative number five (The school emphasizes Individual differences between students are not catered for.; which was followed by 3.29 mean values (SD=0.605) for the fourth alternative (The school emphasizes frequently discussed what should be taught in particular curricula or course. Form the data, it was understood that all respondents agreed in alternative the fifth and fourth items of the Table first and second level.

Ghost (2011) stated that teacher related factors which causes the high dropout rate in primary school. One of the major reasons is shortage of teachers, especially, in primary schools. Most of the primary schools in developing country are not much student- teacher's ratio. They could not manage student's activities properly and students do not take interest in their studies. Resultantly, some of the students remain absent from school and after all leave the school. Teachers far from their homes are also one of the main factors. Teachers, especially, female teachers hesitate to go to schools located in remote an area which causes poor quality of education and ultimately dropout of students. Similarly, inadequate and improper residential facilities for teachers are also one of the major reasons of high dropout of students. This compels the teachers to remain absent from school to attend to family problems which causes the dropout of students.

As indicated in table 4.11, the grad t-value 43.19 and mean difference result was 3.38. Whereas, the minimum and the maximum value was 3.18 and 3.49 respectively. Teacher related factors which causes the high dropout rate in primary school. One of the major reasons is shortage of teachers, especially, in primary schools. Most of the primary schools in developing country are not much student- teacher's ratio. They could not manage student's

activities properly and students do not take interest in their studies. Resultantly, some of the students remain absent from school and after all leave the school.

The study also indicates that there are a number of students who have less or no interest in going to school although their families are very encouraging and supportive. About 72% of the teachers and 28% of the families assert that there were students who dislike going to school although their families or guardians have satisfied their school necessities.

Economic factors are the main determinate factor to contribute dropout in primary school. The previous studies have stated that household poverty to be the main reason forcing children out of school. Low income household cannot afford to pay for books, uniforms, and other school related expenses Economic constraints frequently emerged as an important obstacle to school accomplishment. The impact of economic constraints is not always immediate but cumulative, and can eventually lead to children dropping out. Similarly, seasonal demands for child labor have an impact on school attendance.

As indicated, 91.7% of the total respondents, diversified activities in agriculture are the most outgoing factor contributing to late registration, sudden dropout and Dropout. The major specific instances are:

**Mixed farming:** the information from the three groups- students, teachers and families confirm that the mixed-farming agriculture, which consists of animal husbandry and crop cultivation, demands at least three productive individuals in a small family unit. This means there should be one individual in addition to husband and wife at home. It is explicitly justified that mixed farming is an obscuring cause that needs children's contribution. When the husband goes for ploughing or weeding, or harvesting, the mother needs to take care of her child(ren), and accomplish other house hold chores. The other person- a boy or a girl needs to aid as a cattle herder. This is clearly identified in observation as seen below.

**Crop Pests:** the study also shows the required workforce can be extended to 3-4/5 members in the crop-pest infested vicinities. To this end, school children are needed to keep out crop-pests like birds, monkeys, apes and cattle from the crops. Information from all sites of the research addresses the rural community clearly knows the future advantages of education. In the focus group discussion (FGD) the informants emphasize that the parents let the school boys and girls be absent from school as they are heavily overburdened and they find no alternatives to shoulder the burden of scaring off pests

## 5.2 Conclusion

The trade activity and the home demand to purchase or buy different household goods for home consumptions and/or exchanges are routine related activities which aggravate Dropout and dropout. When the mother goes to the market one or more days in a week, a school boy or girl is obliged to look after the young child and/ or home. In this case, a student is subjected to be absent for 2-3 days a week as the mother leaves home for market.

Older children are more at risk of dropping out of school and are less likely to attain more years of schooling compared to their younger counterpart. Children attend school when they are relatively old (for their grade); it is because parents are less financially capable and/or willing to support their children's education. Older children in poor households typically have a responsibility to support their brothers and sisters school attendance. Moreover, even if such children did attend school, they would be more likely to be withdrawn in the case of economic pressures than younger siblings because of their ability to contribute more to household economic production.

Gender difference is attributable to traditional distinctions in the way households and communities value girls and boys education. Because boys are viewed as future breadwinners not only for their own future children, but also to support their parents in old age, boys education is valued over that of girls whose primary role is regarded as wives and mothers to support their husbands family. Due to these reason, dropout rates are higher among girls than boys in primary education,

It is basically advised that teachers have to have sympathetic relationship with learners. But this has got the wrong impression in the chosen research area. About 89% of the family complain teachers prefer students to keep them staying in the school instead of appropriately rewarding for their successful achievements and commenting on their failure. This idea is also shared by about 56 percent of teachers. The teachers describe that such treatment makes the students to feel proud of themselves and spark unusual selfconcept in the mind of the students and make them to think that the teacher could not live without treating them in this way. Then, students impose all of their wishes and interests on to the teachers to find a pretext which is attributed to the teachers if the students want to interrupt their schooling. Then the teacher prefers to give maximum mark and provide him/her a good rank to keep the students in the school which aggravates delayed registration and dropout.

Teacher related factors which causes the high dropout rate in primary school. One of the major reasons is shortage of teachers, especially, in primary schools. Most of the primary schools in our country are not much student- teacher's ratio. They could not manage student's activities properly and students do not take interest in their studies. Resultantly, some of the students remain absent from school and after all leave the school. Teachers far from their homes are also one of the main factors. Teachers, especially, female teachers hesitate to go to schools located in remote an area which causes poor quality of education and ultimately dropout of students. Similarly, inadequate and improper residential facilities for teachers are also one of the major reasons of high dropout of students. This compels the teachers to remain absent from school to attend to family problems which causes the dropout of students.



## 5.3 Recommendations

**Provision of free scholastic materials:** - Socio-economic conditions in families, particularly in the study areas and among the weaker sections of the society, have been contributing to the high rate of drop-out at the elementary stage of education. In order to reduce drop-out, the Governments, CBO" s, FBO" s and NGO" s have focused attention on overcoming the social and economic barriers which prevent children from continuing their education at least up to the end of the elementary stage.

The introductions of incentive schemes in primary schools are among the programmes designed to prevent drop-out as well as to increase the enrolment of children at the elementary stage. As a measure to prevent drop-out at the elementary stage of education, the government " s, local FBOs, CBOs and NGO " s, therefore, have initiated schemes for supporting uniform/clothes, textbooks and stationery, and other scholastic material children belonging to the disadvantaged sections of the households.

**Improving school facilities.** School facility is one of the factors which has been contributing to the high rate of drop-out at the elementary stage of education, one of the factors is, lack of adequate infrastructure, such as satisfactory school buildings and services.

The other factor is lack of trained and competent teachers. A large number of primary schools in the woreda have unsatisfactory building structures, comprising thatched huts, tents and even open spaces. Attempts have been made to achieve better economy in construction cost among other things by increasing the use of locally available building materials and functionally suitable designs. Efforts have also been made, at various levels, to mobilize community resources for improving the physical facilities of the schools and to involve the village communities in the execution of the programmes for construction and maintenance of school buildings, provision of furniture and equipment.

**Improving and creating new income generating activity in the family:** - In more stable contexts where the children dropout parents faces a chronic problem of food insecurity and in situations where livelihood mechanisms are weak and structural difficulties are significant, Income generating activity can be supported and promoted with the aim of improving the food security and living conditions of the chronically vulnerable family in a sustainable manner to reduce children dropout.

**Improve community participation:**-Involving the community in primary level education may be a means of enhancing enrolment and preventing drop-out. When parents are active in the educational process, it is more likely that their children will stay in school.

The community needs educating about the importance of education, especially of child labor abuse and cultural beliefs and practices that affect children dropout. This may be done by the mass media, by political parties, by district/woreda administration, and by the teachers themselves. Involving the community in primary education may enable governments to share the costs with the community.

**Improve the quality of education:** - Reducing the drop-out rate and increasing the regular attendance rate are both closely related to the quality of the teaching staff and adequate school facility. The quality of primary school education cannot be guaranteed without a well-qualified teaching staff. That is why government has also devoted much attention to the training of teachers.

**Strengthen of non-formal education:**-There are a large number of school leavers who are still in the age group 7-14, but would not like to return to the school since they have to support their families. Hence, non-formal education should be encouraged in a major way. This may include adjusting the timing of instruction, preparing suitable learning materials, and providing these free of cost to the children.

**The teachers need to give much emphasis** on the learners behavioral change to attain the goal of education quality and produce independent and enthusiastic learners of today and nation builders of tomorrow.

**The woreda education officials and school or CRC supervisors and the woreda administrative** executives need to cooperate with the teachers in tackling the root causes of late registration, dropout as they arise in the schools instead of putting the blame on the teachers. More has to be done to broaden the horizon of the positive attitudes of the learners and parents/guardians/ towards the multiple benefits of education. The old thinking; i.e, that the *„purpose of education is for employment in the government offices* need to be changed and diversified to the various extents of education values.

The customized late registration in the schools need to be banned. What is more, students who are the victims of late registration and dropout as a result of their incapability to cover all or part of the school expenses need be reconsidered either by the government or by non-government organizations for some support scheme.



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# APPENDICES

## Appendix A

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

### Questioners

The main purpose of the study is to gather information on the main determinate factors (social, economical and educational factors) that contribute dropout of students in primary school in the Zone. Then, you are among those chosen to participate in the study. Thus, I requested to you for information and it appreciates your willingness to support its efforts. I believe that you will find the questionnaire interesting and it looks forward to receiving your reply. All information obtained from you will be used only for the purpose of this research.

#### I. Background ( fill in the space provided or tick one of the given alternative)

1. Name of your school \_\_\_\_\_ woreda \_\_\_\_\_ zone \_\_\_\_\_  
region \_\_\_\_\_

2. Age A. 7-9 years  B. 10-12 years  C. 13-15 years  D. 16-18 years  E. 19 and above years

3. Sex: A, male  B. female

4. Number of family members A. 1-3  B. 4-6  C. 7 and above

5. Education level A. Grade 4  B. Grade 5  C. Grade 6  D. Grade 7   
 E. Grade 8

6. Marital status: A. Married  B. Engaged  C. Single  D. divorce

7. Religion: A. Orthodox  B. Muslim  C. protestant   
 D. traditional belief

8. What types of parents do you have?

A. Paternal orphan  B. Maternal orphan  C. Parents alive   
 D. Orphan to both

**I. Social fact or and pupil's dropout**

No	Statements about Social fact or and pupil's dropout	SA	A	N	D	SDA
1	Parental educational level	5	4	3	2	1
2	work out side school hours					
3	You spent in the week on the following types of work.					
4	cultural traditions and practices hinder the completion of schooling by female students					
5	cultural believes and practices happened in your daughter					

**II. Rate the extent to which Economic and pupil's dropout or push pupil's out of school.**

No.	Statements on Economic and pupil's dropout or push pupil's out of school.	SA	A	N	D	SDA
		5	4	3	2	1
1	parental economy					
2	SOcity economy					

<b>3</b>	Cash crop area					
<b>4</b>	Land usage					

**III. School factor contribute for students dropping out Education dropout from school**

<b>No.</b>	<b>Statements school factor contribute for students dropping out Education dropout</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SDA</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>1</b>	There is Inadequacy of classrooms					
<b>2</b>	There is Lack of textbooks					
<b>3</b>	There is School distance					
<b>4</b>	There is Corporal punishment					
<b>5</b>	There is Poor infrastructure					

**IV TEACHER RELATED FACTOR**

		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SDA</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	There is Teachers Dropout					
<b>7</b>	There is Lacks of Teachers					
<b>8</b>	There is Lacks of combine desk					
<b>9</b>	There is Less monitoring and supervision system					
<b>10</b>	There is Poor teaching and learning process					

# Appendix B

## Focus group discussion guides

### Guides for Teachers dropout focus group discussions

1. From your experience, tell us the main economic related factor that contributes to the dropout of pupils from the school.
2. From your experience what are the main school related obstacles for both boys and girls not to succeed in the education?
3. What are the main socio-cultural factors that contribute to the discrimination of education of pupils in this area?
4. In your opinion does the community believes that parents sends their child to schools are common understanding on the benefits of education in your area? If your answer is yes, tell us in what major ways they are perceived important of education.

### II. Guides for parents dropout focus group discussions

1. In your opinion what are the major problems related to schools which may hinder pupils to complete their education?
2. Do you think social, economic and educational variable contribute to the dropout of pupils from the school in your situations?
3. Do you think that the community in this area believes that girls require education as much as boys? If your answer is yes, tell the reasons.
4. Tell us what has to be done to make pupils to be successful in education by
  1. schools, parents and the governments.

### III. Guides for woreda experts and school directors dropout focus group discussions

1. What are the problems or reasons for both female and male students to dropout of schools in this area?
2. What major steps were taken to promote the successful completion of schooling among pupils?
3. Are there any efforts that were made to improve the status of pupils in society and labor market?
4. What should be done in the future to promote pupils education in your area?

**Thankyou!!**