

WOLKITE UNIVERSITY

COLLEGE OF BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONL PLANING AND MANAGEMENT

THE MAJOR CAUSES OF STUDENTS DROPOUT IN GASORE PRIMARY SCHOOLS OF WOLKITE TOWN.

FINAL RESEARCH SUBMITED TO COLLEGE OF BEHAVIOURAL SCIENCE, DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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MAY ,2025WOLKITE, ETHIOPIA

ACKNOWLEDGEMENTS

First of all, I would like to express my deepest heartfelt thanks for God who has been helped me from the beginning to the end by his endless support. Secondly, I would like to thanks deeply and heartily my advisor Mr.Meskerem. who has been helped me starting from proposal and giving his guidance comments up to the completion of the study. At last, I would like to thanks all my best friends and families.

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ABBREVIATION

MOE	Ministry of Education
PTA	Parent Teacher Association
UNESCO	United Nations Educational, Scientific and Cultural Organizations
UNICEF	United Nations International Children`s Emergency Fund
WB	World Bank
WEO	Woreda Education Office

ABSTRACT

The main purpose of this study is to the assessed the magnitude of students` dropout, to identify major causes of the dropout, and to identify measures taken to retain students` dropout. In this study descriptive survey method was be employed. Data was collect from 8 teachers and 40 Students through questionnaires. Simple random sampling techniques was be employed to select teachers and students' respondents from both groups (male and female) and available sampling was be applied to select the principals. Interviews was carry out with 2 principals and 4 parents. The data obtained from the questionnaires was be analyzed using qualitative and quantitative methods

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

Education is necessary for male and female. Increases one's knowledge, broadens one's outlook and sharpens one's intellect. Education plays vital role in building and molding the character of an individual. Education is fundamental human right. It is the key to sustainable development, peace, and stability within and among the countries and thus indispensable means for effective participation in the societies and economics of the twenty-first century (the Dakar Framework for action (2000). It is the basis for reducing poverty and inequality, improving health, enabling the use of new technologies, and creating knowledge (World Bank 2008).

According to UNESCO (2006), the world summit for children (New York), the 2002 conference on environment and development (Rhode Janeiro), the 2003 world conference on human rights(Vienna), the 2005 world summit for social development (Copenhagen), and the 2005 fourth world conferences on women (Beijing). Each conference underlined the role of education as a key to sustainable development, improved living standard, peace, and the exercise of fundamental human rights. Education increases and improves productive capacity; bring about attitudinal change which facilities the development of the national economy and wellbeing of individuals and society. There is also common understanding that much of the investment made in education has not been used when there is large number of student's dropouts. Dropout is the causes for educational inefficient and wastages of resources in developing countries (Jacque and Harlan, 2000). Similarly, Wana and Tsion (2004) confirm that educational wastages which include student's dropouts are the major impediment to maintain internal efficiency in educational system of a country.

According to Habtamu (2002), internal efficiency refers to the ability of a system to graduate greatest number of students with in minimum possible time. However, many students show that a large number of students do not complete their primary school education at expected time due to dropout and repetition. Dropout of school has negative consequences at both individuals and social level. Students who withdraw from school prematurely end up not obtaining certificate of graduation (Ajaja, 2012). In addition, Azan (2007) says the major social cost of dropping out of school reduced political participation, increased crime rates and poor levels of health. The phenomena of primary school wastage is evident in large number

of students who for one or more reason do not succeed in acquiring the full range of skill offered through primary schooling.

According to Ram sere (2008), students' dropout is the serious problem in developing countries. The dictionary of education (Good, 2008) described that dropout from primary school level is one who had been a regular students withdrew from the school and fails to complete the designed program of the student's researcher finding to different times that there are many reasons for dropout from school.

1.2. Statement of the problem

School Dropout is a worldwide issue facing by education system throughout the world. School dropout means leave out of students from their learning education process it may have side effects for the student's families and communities as whole. It is wide accepted facts that the most relevant indicator of educational efficiency is not just the number of students enroll in the system but the number of graduates who have complete a given educational level with intend time and with require learning skills, attitude and knowledge. However, in developing countries, early students drop out of school. Therefore, concern of this study that of was take results from dropping out in primary school. An individual dropout may have many reasons that causing him or her to leave the system before completing the cycle. These reasons vary from person to person. The student's dropout has many causes. Among these causes which are low economic status of a family, family's education level, student's perception and other related causes standing from those point of view.

Wastage as Brume and Puol, (2001), UNESCO 2004), in Adane 2003) in the content of education describe multiple problem that make realization of educational objective difficult to more precisely. According to Shahid (2010) student's difficulty in learning, lack of interest in school, lack of interest in studies, class repetition and low socioeconomic status of parents are the major causes of dropout. Attaullah (2000) identified health problems and family diseases, domestic work, poverty, rough climate, parental indifference, transportation and irregular attendance as the major causes of school dropout. Therefore, this study is focuses on the major causes of dropout in gasora primary schools to identity the major causes of dropout and to explore the measure taken to improve in general problem and suggestion possible solution for dropout.

1.3. Basic Research Questions

1. What is the magnitude and trends of dropout rate in the primary schools of wolkite town?
2. What are the major causes of student's dropout in primary schools of wolkite town?
3. What are the measures taken to reduce dropout rates in the Primary schools?

1.4. Objectives of the study

1.4.1. General Objectives of the study

The general objective of this study is to investigate the major causes of students dropout in Gasore primary schools of Wolkite town.

1.4.2. Specific Objectives of the study

- ✓ To investigate the magnitude and trends of the problems in Gasore primary schools of Wolkite town.
- ✓ To identity major causes of student's dropout in Gasore primary schools of Wolkite town.
- ✓ To identify measures taken to retain students drop out in Gasore primary schools of Wolkite town.

1.5. Significance of the study

The results of this study are expected to have the following significance the study may help for other researchers who have the intention to conduct research on similar area. The finding of this study is also essential for policy makers and other organizations that are interest in making decision and formulating principle regarding measures to be taken in reducing dropout rates. To contributes to improve retention of students in primary schools. It may help to increase the awareness level of the students, teachers, parents and principals about the problem. The beneficiary of study may students of Gasore primary schools, Teachers, parents and also the society. It may provide valuable information and recommend some paramount directions to the practices and find the possible solution for those problems. It may contribute to the existing knowledge in making the teaching learning process effective and productive. It

provides basic information to the curriculum planner to plan the curriculum according to the needs of teachers and students.

1.6. Delimitation of the study

The study was be about the major causes of student's dropout of primary schools in Wolkite town. Wolkite town has 11 primary schools. In those schools selected one schools. This study was be focus on only Gasore primary schools. Because of different reasons those are constraints of adequate financial and time.

1.7. Limitation of the study

In this study, the major limitation was that it was not be possible to control the attitudes of the respondents which may affect the validity of the responses. Another limitation of the study is that it was not possible to adequately measure the factors that influence students drop out in the schools. The insufficient amount of fund provided to work on the study from the different schools. Another limitation also shortage of time, the researcher does not have adequate time, lack of respondents ability, interest and wasingness to fill questionnaires. The possible solution of these problems properly used to financial, time and information resources.

1.8. Definition of the key terms

- **Context:** Refers to the circumstance or events that form the environment within which something exists or take place.
- **Dropout:** Students who leave school before reaching the end point of the educational cycle.
- **Dropout**: Are a number of students in particular level registered during school year and withdrew before completion.
- **Dropout rate**: Refers to the proportion of students leaving the school system before completing the primary school courses.
- **Input:** inputs consisted of resources that have been available in order to improve primary school students academic life and consequently his/her achievement in examination so as to reduce student dropout.

- **Primary education**: refers to the provision of the first level instruction to children usually between 7-14 age groups.
- **Primary schooling**: refers to the provision of primary education through formal school.
- **Process**: refers to the daily activities performed in both at home and school in terms of utilization of the available resources identified in as inputs to students` academic achievement.
- **Product**: refers to the output of education program. The product may be positive or negative depending on the suitability of the context.
- **Repetition**: Refers to ratio of students that spend more than one year in a given level of education.

1.9. Organization of the study

The study is into five chapters. The first deals with the problems and its approach, and the second chapter present the review of related literature. The third chapter is about the research Methodology, while the fourth chapter deals with the presentation, analysis and interpretation of data. Finally, summary, conclusion and recommendations are forward in fifth chapter. Besides, references, and appendixes are attached at the end of the paper.

CHAPTER TWO

2.REVIEW OF RELATED LITERATURE

2.1. Concept of Dropout

The concept of dropout is commonly used to students who are leaving the school before completing the expected level of education. As Levy, (2001, Habtamu 2002, 36 stated) the dropout individual who quits school without graduating or changing school.

According to Ayalew (2007) described that dropouts are students who leave the school before reaching end point of the education cycle in which they are enrolled. Dropping out is withdrawals of from school before completing equivalent level of a given program Good (2003).

2.2. Dropout as educational wastage

Dropping out is withdrawals of students from school before completing equivalent level of a given program Good (2003) with drawals of students before the completion equivalent level is there for considered as wastage since the students who dropout has not achieved the educational objectives designed for the level (UNESCO, cited in Ayalew 2007).

Keeping children in school is a major problem in many developing countries where high rates of repetition and dropout lead to inefficiency and wastage of scarce resources (Hallak, 2000). While many countries make high investment in education, investment on its own does not guarantee desirable results. If the benefits of investment in the education sector are to be optimized Wastage was have to be avoided or at least minimized.

Educational wastage refers to human and materials resources spent or wasted on pupils who have to repeat a grade who dropouts of school before completing a cycle. It denotes the inefficiency of the school system and refers to the wasted opportunities for these children to develop the knowledge, skills, attitudes and values they need to live productive lives and to continue learning (UNESCO, 2008). It is difficult to estimate the economic cost of education to dropouts and their parents (Natriello.et.al 2005). The direct cost of education is the expense incurred by parents for the education of their children. These include school fees and cost of uniforms, school books, school equipment, transport and meals (Natriello.et.al 2005).

Recent reports (MOE, 2008) show that the dropout rate is very large (over 10%) at the primary school level in Ethiopia. Dropout rate is usually considered as an important indicator of the efficiency of the school system.

Though the dropout rate is the highest level such a large dropout rate was mean a large amount of human and economic resources wastage. Dropping out is a withdrawals of students from schools before completing on equivalent program. As wastage since the student who dropout has not achieved the educational objectives design for the course (UNESCO, 2004). For this reason dropout is a world problem. But the degree varies between developing and developed countries. Shinbu (2009) confirms that the problem is more series in developing countries. Educational wastage does not only occur in dropping out and as well as seen earlier, children deliberately repeat grade to improve the academic performance. Dropout and repetition in this case the wastage in two folds MoE (2002).Wastage is generally used to describe combined effects of repetition and dropout. Repetition refers to students who in a given year remaining in the same grade and do the same work as in the previous year. In

addition level (2001) stated dropouts are on the other hand students who leave school before reaching the end point of educational level or cycle in which they are enrolled. Education institutions are established to a certain goal or purpose. The failure to achieve those intended failure to achieve those intended result or goal that been primary get described as wastage. Hence wastage in education is phenomenon's that reduce effectiveness of the system

2.3. Types of Dropout

The types of dropouts are grouped according to their respective causes for quitting their education. As described by Kaufman, et al. (2001) the National Center for Education Statistics

(NCES) defines three types of dropout rates with each providing a different perspective of the student dropout population.

Event dropout rates "describe the proportion of students in a given age range who Sapposta (2003) grouped dropouts into three categories:

2.3.1. Involuntary Dropouts

The problem like illness, physical disability, and labor of a child by parents, poverty and accident exert external influence on student become dropouts. Several differences stood out between Renzulli and Park"s (2002) study and that of Hansen and Johnston Toso (2007).

2.3.2. The Retarded Dropouts

Students who lacks of sufficient ability to handle academic studies have to tend dropout prior to high school entrance. They are student who could not perform the necessary work required for promotion to the next grade. In M.Coleman's (2005) study on working with gifted students with

Learning disabilities, Students admitted that they succeeded primarily because they felt the

Teacher liked them and believed in them. In another study of twice-exceptional gifted high school students (gifted students with a specific learning disability) (Mann, 2006), administrators

Instructed the teachers to focus on learning disabled, spatially-gifted students because they showed a trend of dropping out of school.

2.3.3. The Capable Dropouts

These dropouts are characterized by certain personal and emotional factors they have the ability to do satisfactorily, even superior work in the school. But they are reluctant to make better progress in academic activity. As opposed to the retarded dropout, the capable dropouts have abilities of academic performance. They have potential for doing better, but they are dominated by social and psychological problems which are manifested in school (Frey in Sappasata, 2003).

Several of the most influential writers on gifted education issued a call for deeper investigation into the stories and lives of gifted dropouts (Hansen & Johnston Toso, 2007; Matthews, 2006; Renzulli & Park, 2002). There was concern that large numbers of gifted students was dropping out of school due to boredom and disinterest on the part of teachers and administrators (Kanevsky & Kieghley, 2003).

Out of all primary school dropouts, as many as 20% of them may be gifted (Renzulli & Park, 2000). Other gifted students deal with Bullying, depression; anger (Cassady & Cross, 2006).

2.4. The major causes of students dropout

Habtamu (2003) said there are major for dropout many researcher identified dropping school related student family and community related problems. In the study an attempt is make to discuss some of the problem that leads to students dropouts of school it to make reputation of some grade and educational wastages. A dropout is a pupil who leaves the school for any reason except death before completion of education programs of studies and without transferring to another school (Jamal. A. 2002). In other words a dropout is a child who leaves the school before completing the educational stages in which was enrolled. The study of Kukreti and Saxena, (2004) reveals the causes of school dropout as need of children for supplementing family earnings, discouraging school environment, illiteracy and ignorance of parents, and early marriage. Grade retention is yet another cause of school dropout.

2.4.1. School Related Causes

An unfavorable school environment one of the causes for school dropout, it also inadequate educational materials, like the library, laboratory, sport and other entertainment activities otherwise they was not be able to supply students with required education objective.

There are many causes related to school dropout researcher like Pederast (2003) and Hamburger (2007) said that discipline problem in the decision to leave school. Poor quality of teachers, shortage of instructional materials and other facilities causes school dropout. The most causes related to school Is class size and school text books

2. 4.1.1. School Facilities

School physical and material Facilities affect educational quality in general and pupils` performance in particular. It is widely accepted that schools with better facilities and materials that facilitate the instructional process are possibly more efficient than other without (Carl-Hill, 2002; Habtamu, 2002: Taylor, 2007). In many developing countries, textbooks, blackboards, chalk, desk, chair, and all the ordinary objectives are often scarce on non-existent (Graham-Brown, 2001). Thus the scarcities of school facilities that are particularly related to instructional activities contribute to how internal efficiency in terms of both repetition and dropout. Physical environment in which the formal teaching –learning occurs ranges relatively from modern and well-equipped to open air gathering places (UNICEF 2000). According to the MOE (2003) School physical facility includes Water, library, pedagogical center and laboratories. These facilities are required to be proportional to the number of teachers and students in the school for the provision of quality education in school.

2.4.2. Out of School Related Causes

Researcher indicates that the socioeconomic environment in rich children grows an important of a systematic predictor of their overall being. It is argued that their health education hater employment and future learning largely depend on the socioeconomic status of the students' family and their living environment student from school unstable home environment individual learners' characteristics and peer pressure are socioeconomic factor that causes of students dropout. Poverty is an obviously prevalent situation in rural areas. It is clear that parents with poor economic status may have difficulty in providing their children with exercise books, pens, and pencils, buying uniforms and expenses for food. World Bank (2000) also report that pupils from low income families was likely academically poor and also high tendency of dropout of school than those economically privileged one.

2.4.3 Students Related causes

Human being by nature has his or her own emotional, attitude, and interest. These unique physiology and psychology set up influences ability, disability and attitude those have their

own great influence on the academic program and performance of children negative feeling about future care and about once self-results in the failure and lead to dropout from system. Dropout students are more socially isolated than non-dropout students and lack of involvement in school based social activities dropout tends to lack of involvement in school activities (Charter, 2010). Students related causes have direct effect on the efficiency of the school system. These issues include pupil`s attitude towards learning, motivation or expectation for future achievement, low self-conception, preschool education (experience) and health problems are some to be mentioned. The other factor motivation and expectation for future achievement is a general assumption that a child with high achievement motivation and seeing prospect in the future was likely be competitive and adoptive to the situation finds himself (Brimer and Pavli, 2001 cited in Adane, 2003). Early failure in school was make children to be failure oriented these children lose motivation and do not expect themselves to be successful so they discontinue their education. The other concept that is related with pupils` characteristics is preschool education. A number of studies carried out in different countries have documented the contribution of preschool education in reducing and preventing dropping out and repetition in primary education (Riley, 2006 Myers. 2003, cited in Adane, 2003). Health problems of children especially in poor areas are very serious. With regard to this, Coombs (2005, cited in Adane 2003) states that the learning achievement of students depends largely on the characteristics of the learner themselves whether they are well- nourished having physical and mental health. However many studies reports that in most rural and remote areas of developing countries, school children suffer from ill-health problem usually leads student to discontinue their schooling and /or performing low in the classes (Bishop, 2004, cited in Tilaye 2009).

2.4.4. Teachers Related Causes

Many writers indicate that teacher`s characteristics have a central role in the efficiency of certain level of education. According to Biniaminaw and Glassman (2002; cited in Adane, 2003) teachers they are considered as school inputs. These characteristics include qualification experiences, attitude and commitment to their profession and pupils. The quality and efficiency of education is directly related with qualification of teachers. Similarly, teachers experience is expected to have a positive relationship with school efficiency. Reviewing many research findings Heyneman (2000, cited in Adane, 2003) has come up with the conclusion that teachers experience and pupils progress have positive relationship the evidence of our country has also shown that the assignment of less experience teachers has

been the causes for students dropout especially in rural schools(MoE, 2001 E.C). Coombs (2005) contend that one of the most important factors for low internal efficiency of education system is less qualification of teachers are expected to have strong power as the teacher provide adequate content and attractive teaching learning methodology. The other important teacher characteristics that affects schools efficacy is teacher attitude towards their profession. In developing countries, teachers do not join the teaching profession from their interest, which undeniably has a negative influence on school efficiency (Chantavanich and Fry 2000), Tekeste (2000). Lack of commitment of a large number of teachers as noted by Tekeste was result in low quality of education. So raising teacher`s attitude towards their profession is an important factor that results in the improvement of education. Finally teachers` attitude towards their pupil`s academic ability and future progress is as important as their attitude towards their profession. Teacher`s expectation towards their pupils have to be realistic. The more teachers expectation is realistic, the better the pupils effort and the better their performance. These in turn results in high efficiency of the system (Chantavanich and Fry (2000).

2.4.5. Administrative Related Causes

The School Principal like other administrator need to have qualification and adequate training that was help him develop the three skills identified by Kataz (2009), as technical, human, and conceptual (Ayalew, 2001)

The Policy, which has relevant program and strategy designed to sensitize and demonstrate the importance of education for the society and that has been initiated and accepted heart fully by the society can increase the demand for schooling and successful staying in the system (World Bank, 2006). Policy related with dropout, repetition and promotion can have an effect on the efficiency of the educational system. Similarly, efficient administrative system is worth having to implement the policy. The problem of school management is one of the various factors that causes higher rate of wastage in education (Adane, 2003).

CHAPTER THREE

3. Research Methodology

The main purpose of this study is to assess the major causes of the dropout of students in Gasore primary schools of Wolkite town. To conduct this study, the descriptive methods was select, because of helps the researcher taste the current causes of the dropout of schools through describing the causes. Moreover, the method also helps to provide adequate information that enables the researcher to suggest some valuable alternatives. Supporting this, Jeeves (2000) has pointed out that descriptive method of research is a fact-finding study with adequate and accurate interpretation of the finding. Therefore, to have a clear picture on the existing problems and to accomplish the objectives state earlier a descriptive survey become appropriate.

3.1 Description of the study area

Wolkite, is a town in Central , Ethiopia. Located in the Gurage Zone,. It is located about 167 kilometres by road from the capital Ababa. Wolkite is the capital city of gurage zone and Wolkite is near to the capital city Ethiopia

3.2. Source of Data

One of the major steps in conducting research is collecting relevant data which provide information and enable researcher to find solution for problems. The researcher was be used both primary and secondary data sources for the study.

3.2.1. Primary Source of data

The primary sources of this study was collect from teachers, students, principals, woreda education office and community through by using both open and closed ended questionnaires and interviews.

3.2.2 Secondary source of data

The secondary sources are collected from documents analysis. In this study secondary data was be obtained from Government Office Records, School Records, and the library to find information on primary schools drop out. In this study the researcher used Internet to find the Literature Review or to see what other researcher have done on dropout in primary schools.

3.3 Population Sample Size and Sampling Techniques

The population of the study was be Gasore primary schools' students, teachers, and principals. The samples of these populations was be selected by using different sampling techniques such as simple random and available sampling.

Table 4. 1 Population Sample Size and Sampling Techniques

No	Respondents	Population	Sample size	Percent	Sample techniques
1	Principals	2	2	100%	Available sampling
2	Vice principals	2	2	100%	Available sampling
3	Teachers	36	8	22.2%	Simple random sampling
4	Students	670	40	1.6%	Simple random sampling
5	**Total**	**710**	**52**	**2%**	

3.4. Data Collection Instruments

Based on the research questions close and open-ended questionnaires and interviews was be used to collect relevant information for the study. The questionnaire is the most appropriate means to involve large sample population to collect the necessary information with a given time frame. Thus, questionnaires are prepared for teachers, principals and students.

3.4.1. Questionnaire

The questionnaire is prepared and administered to the respondent to collect data on causes of students drop out in the schools. The questionnaires was prepare both in English and Amaheric. The questionnaires was translate from English to Amaheric which is the local language of the study areas. Basically, questionnaire is selected for this study because it is most appropriate means to involve large number of sample population and to collect adequate information for current type of situation given time frame.

3.4.2. Interview

An interview is also another instrument that used to get available and compare information with result that is obtained from the questionnaires. The interview prepared to the school principals to get sufficient information about the causes of student's dropout.

3.5 Data Collection Procedures

At the first phase, the researcher was undergo discusses with the school principals. Vice principal and teachers of the sample school to describe the objectives and importance of the research and arrange a time to complete the questionnaires interviews. Second, after approval obtained from respondents the teachers and representative of the school **was** assembly the respondents: give orientation about the objective of the study and questionnaire at the appointed time and place. Thirdly, the researcher **was** distribute the paper for respondents collect the questionnaires and tanks the respondents for their corporation the researcher **was** conduct interview with the principal, vice principal and supervisor with the appointment time and place.

3.6. Methods of data analysis

The collect data was being analyzed by using both quantitative and qualitative methods. Depending on the nature of the problem and data collect, different statistical methods was used in this study for data analysis.

CHAPTER FOUR:

4.DATA ANALYSIS, INTERPRETATIONS AND DISCUSSION

This chapter deals with the presentation and analysis of data gathered through questionnaires and interview with filled by teachers, students and principals. Out of 25 teachers of Gasore primary schools 8 teachers were selected through simple random sampling and 2 principals were selected through available sampling techniques. All of them selected, because they are primary concerned for educational issues. And out of 670 Students 40 Students were selected by simple random sampling techniques. The questionnaires were distributed to Gasore primary school's teachers and students. Out of the distributed questionnaires, 7 (98%) of the teachers and 35 (90%) of the students were returned and used for analysis. In addition to some members of Parent-Teachers Association of the study area were interviewed.

4.1. Characteristic of Respondents

As stated earlier, the subjects of this study were teachers, principals, some parents who are members of the Parent Teachers Association and students of the sample schools. In this section the background information of the teachers and students of the primary schools were presented.

table 4. 2: Characteristics of the teachers by their Sex, Age and educational status

No	**Items**	**Responses**	
		No	**%**
1	**Sex**		
	Male	6	75
	Female	2	25
	Total	**8**	**100**
2	**Age Interval**		

	20-25 years	2	25
	26-30 years	3	37.5
	31-35 years	2	25
	36-40 years	1	12.5
	Total	**8**	**100**
3	**Educational Status**		
	Diploma	5	62.5
	Degree	1	12.5
	Certified	2	25
	Total	**8**	**100**

4.1.1. Background of Teacher

As it can be seen in table 2, 8 teachers participated in the study and from this 5 (65.5%) were males and 2(25%) were females. With regard to their ages, 1(12.5%) and 3(37.5%) of them were between the age interval of 30-35 years respectively while2 (25%) and 1(12.5%) of them were between the age interval of 31-35years and 36-40years respectively. This indicates that the majorities of respondents are in or above adult age and their responses could give sufficient information. With respect to teachers respondents educational level the great majority that is 7(87.5%) of them indicated that they were diploma graduates.

4.2. The Magnitude and the Trends of Dropout Rates in Primary Schools of the Study areas

The section presents the magnitude and the trends of dropout rates (in percentage) in primary schools of the sample Schools of this study.

table 4. 3: The Magnitude of Dropout Rates in Gasore Primary Schools

Academic year	Total Enrollment	Total Dropout in numbers	Dropout Rate in (%)
2010/2011	2104	34	1.6
2011/12	2113	28	1.3
2012/13	2544	22	0.87
Total	**6761**	**84**	**3.77**

Source: adopted from roster of pupils in primary schools of sample Schools

Table 3 presents the rates of dropouts in terms of percentage of enrollment for two conservative (2011/12-2013) academic years. The data shows that comparatively lower rate of dropout was observed. The rate of pupils` dropout rate of students from the Gasore primary school in which this study was carried out was lower. From this evidence, in the study area, dropout rates for 2010/11-2012 academic years were 1.6, 1.3 and 0.87 percent respectively. In the academic year 2010/11, the rate of dropout was decreased from 1.6% to 1.3% in 2012/13 to 0.87%. Similarly, when students` dropout trend in the study was examined in absolute number, the total number of students` dropout in 2010/11 was 34 to 28 in 2011/12 in 2012/13 to 22. From this, it can be concluded that the trends of student's dropout rate in primary schools of the study area show a decreasing tendency from year to year.

4.3. Major Causes of Students Dropout from Schools

One of the major objectives of this study was to investigate major causes of student's dropout from the schools. Thus, attempt was made to identify some in-school and out-school related factors that may have causes to pupils` dropout from educational system in that area. Accordingly, some in-school related factors and out school related factors have been identified and then teachers and principals were asked to extent of the contribution of each factor to the problem. In computing the value of their responses used different points that represent the extent of the influence of each factor which include **1=very low 2=low 3=undecided 4=high 5= very high.**

4.3.1. In School Related Factors

table 4. 4: Pupils related factors that cause student Dropouts

No	Item	Respondents	**Respondent Value in numbers and percentage**										**Mean**
			5		**4**		**3**		**2**		**1**		
			No	%	No	%	No	%	No	%	No	%	
1	Health problems	Students	9	22.5	7	17.5	-	-	15	37.5	6	15	9.3
		Teachers	1	12.5	2	25	-	-	3	37.5	1	12.5	1.8

		Total	**10**	**35**	**9**	**42.5**	**-**	**-**	**18**	**75**	**7**	**27.5**	**5.6**
2	Poor academic performance	Students	6	15	8	20	4	10	3	7.5	9	22.5	6
		Teachers	1	12.5	2	25	-	-	4	50	1	12.5	2
		Total	**7**	**27.5**	**10**	**45**	**-**	**-**	**7**	**57.5**	**10**	**35**	**4**
3	Regular absenteeism from school	Students	8	20	9	22.5	2	5	1	2.5	7	17.5	5.4
		Teachers	3	37.5	1	12.5	-	-	1	12.5	2	25	1.8
		Total	**11**	**57.5**	**10**	**35**	**-**	**-**	**2**	**15**	**9**	**42.5**	**3.6**
4	Frequent repetition	Students	12	30	7	17.5	2	5	7	17.5	6	15	6.8
		Teachers	2	25	1	12.5	-	-	1	12.5	3	37.5	1.8
		Total	**14**	**55**	**8**	**30**	**-**	**-**	**8**	**30**	**9**	**52.5**	**4.3**

Source: adopted from roster of pupils in primary schools of sample Schools

In school related factors to student's early school leaving. The data in item number 1 of table 4, shows that 9(22.5%) of the students and 1(12.5%) of the teacher respondents indicated very high and to point that pupils health problems affect pupils survival in school while 7(17.5%) of the students and 2(25%) of the teachers replied that high. This shows that the effect of this factor is very acute. Regarding poor academic performance of pupils`, 6(15%) and 1(12.5%) students and teachers respectively its impact is very high while 8(20%) of the Students and 2(25%) of the teachers replied that high.

Item number 3 in table 4, shows that, 3(7.5%) of the students and 4(50%) of the teachers replied that the effect of this factor is low while 7(17.5%) of the students and 2(25%) of the teachers replied that very low. The regular absenteeism from school is one of the causes of students dropping out from schools of the study area. Regarding item number 4 of Table 4, 12(30%) of the students and 2(25%) of the teachers replied that the effect of this factor is very high and other hands 7(17.5%) of the students and 1(12.5percent) of the teachers indicated the impact of this factor is high while 7(17.5%) of the students and 1(12.5%) of the teachers replied that the effect of this factor is low and other hands 6(15) of the students and 3(37.5%) of the teachers indicated the impact of this factor is very low.

table 4. 5: **Teachers Related Factors that Cause Student Dropouts**

N	**Item**	**o n**	**Respondent Value in numbers and Percentage**	

o			**5**		**4**		**3**		**2**		**1**		**Mean**
			No	%	No	%	No	%	No	%	No	%	
1	Less qualified teachers	Students	8	20	5	12.5	-	-	15	37.5	12	30	10
		Teachers	1	12.5	2	25	-	-	3	37.5	2	25	2
		Total	**9**	**32.5**	**7**	**37.5**	**-**	**-**	**18**	**75**	**14**	**55**	**6**
2	Lack of encouragement	Students	12	30	6	15	-	-	6	15	2	5	6.5
		Teachers	2	25	1	12.5	-	-	2	25	3	37.5	2
		Total	**14**	**55**	**7**	**27.5**	**-**	**-**	**8**	**40**	**5**	**42.5**	**4.3**

Source: adopted from roster of pupils in primary schools of sample Schools

Regarding item number 1 table 5, 8(20%) of the students and 1(12.5%) of the teachers replied that the effect of this factor is very high and other hands 5(12.5%) of the students and 2(25%) of the teachers indicated the effect of this factor is high while 15(37.5%) of the students and 3(37.5%) of the teachers replied that the effect of this factor is low while 12(30%) of the students and 2(25%) of the teachers indicated the effect of this factor is very low. This shows that this factor is not among the major causes for pupils` early leaving in this study area. As far as the effect of lack of encouragement of students from teachers on student survival rate in education system is concerned, 12(30%) of the students and 2(25%) of the teachers replied that the effect of this factor is very high and 6(15percent) of the students and 1(12.5%) of the teachers replied that the effect of this factor is high while 6(15%) of students and 2(25%) of the teachers replied that the effect of this factor is low and other hands 2(5%) of the students and 3(37.5%) of the teachers replied that the effect of this factor is very low.

table 4. 6: School Related Factors that Cause Student Dropouts

No	Item	Respondents	Respondent Value in numbers and Percentage										Mean
			5		4		3		2		1		
			No	%	No	%	No	%	No	%	No	%	
1	Distance from home	Students	8	20	6	15	-	-	12	30	11	27.5	9.3
		Teachers	1	12.5	1	12.5	-	-	4	50	2	25	2
		Total	**9**	**32.5**	**7**	**27.5**	**-**	**-**	**17**	**80**	**13**	**52.5**	**5.7**
2	lack of facilities	Students	16	40	15	37.5	-	-	6	15	2	5	9.75
		Teachers	3	37.5	2	25	-	-	1	12.5	1	12.5	1.8
		Total	**19**	**77.5**	**17**	**62.5**	**-**	**-**	**7**	**27.5**	**3**	**17.5**	**5.78**
3	Irrelevance of the curriculum	Students	6	15	3	7.5	5	12.5	9	22.5	13	32.5	7.2
		Teachers	1	12.5	1	12.5	-	-	3	37.5	2	25	1.8
		Total	**7**	**27.5**	**4**	**20**	**-**	**-**	**12**	**60**	**15**	**57.5**	**4.5**

Source: adopted from roster of pupils in primary schools of sample Schools

Regarding item number 1 of table 6, 8(20%) of the students and 1(12.5%) of the teachers replied that the effect of this factor is very high and 6(15%) of the students and 1(12.5%) of

the teachers replied that the effect of this factor is high while 12(30%) of the students and 4(50%) of the teachers replied that the effect of this factor is low while 11(27.5%) of the students and 2(25%) of the teachers replied that the effect this factor is very low.

Respondent were indicate the effect of having inadequate educational facilities, to dropout rate in the study area. In this case, the great majority of the respondents, that is 16(40%) of the students and 3(37.5%) of the teachers replied that the effect of this factor is very high and 15(37.5%) of the students and 2(25%) of the teachers replied that the effect of this factor is high while 6(15%) of the students and 1(12.5%) of the teachers replied that the effect of this factor is low and other hands 2(5%) of the students and 1(12.5%) of the teachers replied that the effect of this factor is very low. Regarding to this irrelevance curriculum is not major cause for students dropout.

table 4. 7: Administrative Related Factors that Causes Student Dropouts

No	**Item**	**Respondents**	**Respondent Value in numbers and Percentage**										**Mean**
			5		4		3		2		1		
			No	%	No	%	No	%	No	%	No	%	
1	Poor School management	Students	9	22.5	11	27.5	2	5	3	7.5	5	12.5	6
		Teachers	2	25	1	12.5	-	-	3	37.5	2	25	2
		Total	**11**	**47.5**	**12**	**40**	**2**	**5**	**6**	**45**	**7**	**37.5**	**4**
2	Inappropriate School rules and regulations	Students	4	10	7	17.5	1	2.5	14	35	11	27.5	7.4
		Teachers	1	12.5	1	12.5	-	-	4	50	2	25	2
		Total	**5**	**22.5**	**8**	**30**	**1**	**2.5**	**18**	**85**	**13**	**52.5**	**4.7**
3	Passive instructional technique	Students	11	27.5	8	20	-	-	7	17.5	5	12.5	7.8
		Teachers	1	12.5	2	25	-	-	3	37.5	2	25	2
		Total	**12**	**40**	**10**	**45**			**10**	**55**	**7**	**37.5**	**4.9**

Source: adopted from roster of pupils in primary schools of sample Schools

With regard to the effect of poor management on pupils survival rate in the school of the study area, the majority of the respondents, that is 9(22.5%) of the students and 2(25%) of the teachers replied that the effect of this factor is very high and 11(27.5%) of the students and 1(12.5%) of the teachers replied that the effect of this factor is high and other hands 3(7.5%) of the students and 3(37.5%) of the teachers replied that the effect of this factor is low while 5(12.5%) of the students and 2(25%) of the teachers replied that the effect of this factor is very low.

As far as the effect of inappropriate School rules and regulations used in schools in concerned, 7(17.5%) of the students and 1(12.5%) of the teachers replied that the effect of this factor is high and 3(7.5%) of the students and 3(37.5%) of the teachers replied that the effect of this factor is low while 11(27.5%) of the students and 2(25%) of the teachers replied that the effect of this factor is very low. The effect of passive instructional techniques used in schools in concerned, 11(27.5%) of the students and 1(12.5%) of the teachers replied that the effect of this factor is very high and 8(20%) of the students and 2(25%) of the teachers replied that the effect of this factor is high and 7(17.5%) of the students and 3(37.5%) of the teachers replied that the effect of this factor is low while 5(12.5%) of the students and 2(25%) of the teachers replied that the effect of this factor is very low.

4.3.2. Out-School Related Factors

table 4. 8: **Economic Related Factors that Cause Student Dropouts**

No	**Item**	**Respondents**	**Respondent Value in numbers and percentage**										**Mean**
			5		4		3		2		1		
			No	%	No	%	No	%	No	%	No	%	
1	Inability to pay school expenses	Students	6	15	11	27.5	4	10	7	17.5	3	7.5	6.2
		Teachers	2	25	1	12.5	-	-	3	37.5	2	25	2
		Total	**8**	**40**	**12**	**40**	**4**	**10**	**10**	**55**	**5**	**32.5**	**8.2**
2	Parents lack of perceived benefits	Students	13	32.5	11	27.5	-	-	5	12.5	7	17.5	9
		Teachers	3	37.5	4	50	-	-	2	25	-	-	3

	from education	**Total**	**16**	**70**	**15**	**77.5**	**-**	**-**	**7**	**37.5**	**7**	**17.5**	**6**
3	Drought/ Famine	Students	9	22.5	7	17.5	-	-	4	10	2	5	5.5
		Teachers	2	25	3	37.5	-	-	2	37.5	1	12.5	8
		Total	**11**		**10**	**55**	**-**	**-**	**6**	**47.5**	**3**	**27.5**	**6.75**

Source: adopted from roster of pupils in primary schools of sample Schools

The data in item number 1 of table 8 shows that the impact of pupil's inability to pay school expenses on pupils survival rate in primary school of the study area. As it can be seen from table 8 , 6(15%) of the students and 2(25%) of the teachers replied that the effect of this factor is very high and 11(27.5%) of the students and 1(12.5%) of the teachers replied that the effect of this factor is high while 7(17.5%) of the students and 3(37.5%) of the teachers replied that the effect of this factor is low and 3(7.5%) of the students and 2(25%) of the teachers replied that the effect of this factor is very low. According to the respondents, parent's lack of perceived benefit from education their children stemmed from the reason that many students dropout from schools. As far as the effect of drought and famine to pupils` dropout from schools is concerned, 9(22.5%) of the students and 2(25%) of the teachers replied that then effect of this factor is very high and 7(17.5%) of the students and 3(37.5%) of the teachers replied that the effect of this factor is high while 4(10%) of the students and 3(37.5%) of the teachers replied that the effect of this factor is low and 2(5%) of the students and 1(12.5%) of the teachers replied that the effect of this factor is very low.

4.4. Suggested measures by teachers, students and principals to be taken to reduce dropouts of students

Conducting action research on factors that cause dropout and suggesting intervention, creating self-help groups to assist economical poor students, Creating awareness on the value of education, Encourage student to participate in different co-curriculum activities, Encourage teachers to incorporate continuous assessment practice in teaching learning process, Creating conducive school environment, Strengthening Communities and school relationship, Encourage Community participating in decision making of the school affairs, Providing materials and financial support, Strike agreement with parents to reduce dropout.

CHAPTER FIVE:

5.SUMMARY, CONCLUSION AND RECOMMEDATIONS

5.1. Summary of the findings

This study was concerned with student's dropout problems in primary schools of gurage zone in case of Gasore primary schools. The main purpose of the study was to investigate the magnitude of the problem (dropout) in the primary schools of the study area. It also attempted to assess the major factors that cause students dropout from schools. The study was carried out in two primary schools; the participants of the study were 40 Students and 8 Teachers, 2 principals and 4 parent teacher association of the schools. Data were obtained through questionnaires from the teachers and students, and interview with principals and parent teacher association. Primary data were collected from Students, Teachers, Principals and Parent Teacher Association; Secondary data were collected from reference materials and moreover relevant documents accessed from the sample primary schools. The data obtained were analyzed using qualitative and quantitative data.

In the study area students dropout rates from primary schools were found to be 1.6, 1.3, and 0.87 percent for 2010/11, 2011/12 to 2012/13 academic years covered by this study respectively. It was found that the rate of dropout in the study area decreased from 1.6, 1.3 to 0.87 percent in 2010/11, in 2011/12 to 2012/13 respectively. The finding of the study area indicated that the different causes of student dropout from the Schools. Such as poor academic performance, lack of support to students who have poor performance, disciplinary

problem of student and passive instructional techniques, lack of conducive schools environment, regular absenteeism from schools, parents lack of perceived benefits from education, inability to pay school expenses, school distance from the schools. Regarding to the study related to the effects dropout the findings indicate that most of the students leave out from school engaged in unwanted activities, miss behaviors committed crime, drug abusers, unemployment being burden for families and also country, consume school material and equipment wastage of money and time, close the opportunity of new entrust relies socio economic problem, being a bad example for community and their peers. Regarding to different respondents the measures taken to reduce dropout rates are many ways such as Strengthening the community and School relationship and parents participating in decision making, creating awareness on the value of education.

5.2. Conclusion

Based on the above major finding of the study, the following conclusion was drawn. Educational quality is affected by so many factors, among them student dropout which this study was focusing. To this end, the study indicate that the magnitude of students dropout rate in Gasore primary schools of this area lower and its trend also a tendency of decreasing from year to year for the academic years. This implies that the existing low rate of student dropout. However, students` dropout was surrounded by multiple challenges related with pupils` factors such as regular absenteeism, teachers and school factors such lack of encouragement from teachers and school distance. This implies that In-school related factors to high rate of students drop out in the GasoraePrimary School of gurage zone.

Moreover, economical factors such as pupils` involvement income generating activities, parent lack of perceived benefit from educating the child and drought/ famine, administrative related factors such as all these factors together have impact on the overall causes of dropout in the Schools. From this conclude that for existing high rate of student's dropout economical, school distance and school facilities are still the most major causes in the study area. Regarding to different respondents the measures taken to reduce dropout rates are many ways such as Strengthening the community and School relationship and parents participating in decision making, creating awareness on the value of education, Creating conducive school environment, encourage teachers to incorporate continuous assessment practice in teaching learning process.

5.3. Recommendations

Depending on the finding obtained and conclusions drawn from the study, the following suggestions were forwarded to remedy the problem so as to improve students` survival rate in primary school of the study area.

- ✓ The School principals Should be the Creating Conducive School environment in order to ensure adequate effective teaching learning process
- ✓ Reducing dropout rate of students cannot be achieved only by the effort of teachers and school principals only, rather the involvement of parents and community representatives have a crucial influence. Taking this truth in to consideration, principals, and teachers should work in collaboration with members of parent teacher association and should exert sustain efforts.
- ✓ Recognizing the efforts of the different bodies for their best achievement is essential element to make efforts continuous. Therefore, the woreda education office, school principals, teachers and communities should be working together. Because education cannot achieve one parts.
- ✓ The Government should establish good policy which gives opportunity for student to come back to School after delivering.

- ✓ The government should make sure that mass mobilization and sensitization on education that is carried out to make society be aware of needs and important of primary education. The government and non-governmental organizations and community development organizations should increase efforts and advocate to the need for educational activities.
- ✓ Government and local authorities should increase their education budget, to enable schools to meet all necessary cost. Non-governments and government must provide food to students in primary schools the time of drought/famine. The government must supervise primary schools to make sure that they reduce dropouts of the schools and school contributions. The government and the community must improve teaching and learning environment to attract parents and students. Action must be taken to parents whose children drop out of school at any reasons. Local authority must increases awareness to people in the importance of education, because education was help to improve the knowledge in the family.

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APPENDIX I

MADDA WALABU UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by school teachers, students and school principals. The objectives of this questionnaire to assist the researcher to assess and identity the causes of school dropout in Gasore primary schools. So your response was having great value to the researcher to that you are kindly request to give your valuable response for the following questionnaires.

Instruction

Don`t write your name

Please put tick (√) mark in your choice of close ended question space provided.

Part I. Personal information

1. The school name_____
2. Sex Male___ Female___

3. Age
4. Educational level: Diploma__ first degree__ masters__ others__

5. Questionnaires for students

1. From your experience, judge the extent to which the following in school the causes of dropout of students from the school. Put tick (√) mark on your choice. **1 =Very low 2=Low 3= Undecided 4=High 5=Very high**

No	Causes of students drop out from the School	5	4	3	2	1
1	In School factors					
1.1	Pupils related factors					
1	Health problems					
2	Poor academic performance					
3	Regular absenteeism from school					
4	Frequent repetition					
1.2	Teachers related factors					
1	Less qualified teachers					
2	Lack of encouragement given by teachers to pupils					
1.3	School related factors					
1	Distance from the school					
2	Inadequacy of educational facilities					
3	Irrelevance of the curriculum					
4	School environment unconducive to learn					
1.4	Administrative related factors					
1	Poor school management					
2	Inappropriate school rules and regulation					
3	Passive instructional techniques					

Write your suggestion regarding to causes of students dropout in your school_____

Questionnaires for Teachers

1. From your experience, judge the extent to which the following in school and out of school causes of dropping out of students from the school. Put tick mark (√) on your choice in the below**. 1= Very low 2= Low 3= Undecided 4= High 5= Very high**

No	**Causes of Students drop out from the School**	**5**	**4**	**3**	**2**	**1**
1	In school factors					
1.1	**Pupils related factors**					
1	Poor academic performance					
2	Regular absenteeism from school					
1.2	**School related factors**					
1	School distance from the home					
2	Inadequacy of educational facilities					
2	Out School factors					
2.1	**Economic related factors**					
1	Inability to pay school expenses					
2	Pupils involvement in income generating activities					
3	Parents lack of perceived benefits from education					
4	Drought/famine					

Please write your suggestion regarding to causes of students dropout in your school

_____

Do you think possible solution of these problems?

Interview guide for Principals

1. What is the magnitude of dropout rate in your school?

2. What are the major causes of students' dropout in your school?

3. How can you minimize these problems? If you have suggestion regarding to this issues possible to rise.

Thank you

Interview Guide for Parents

1. How many children do you have?
2. How many children send to School?
3. Why does your children dropout of schooling?
4. What issues do you participate in the school decision making?
5. How do you participate in the school decision making?
6. In your opinion what do you think are the main strategies to reduce student dropout?

Thank you