



COLLEGE OF EDUCATIONAL BEHAVIORAL STUDIES
**THE CAUSES AND CONSEQUENCES OF STUDENT DROP-OUT IN
KESSO SECONDARY SCHOOLS OF NEKEMT TOWN
ADMINISTRATION**

**A Research Report Submitted To The Department Of Pedagogical Science As Partial Fulfillment
Of The Requirements For The Bachelor Of Education Degree In Pedagogical Science And English
Language And Literature**

BY: TSEGNET TESFAYE

ADVISOR: Mr. Ethiopia. E (MA)

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APPROVAL FORM

This is to certify that the thesis prepared by *Tsegenet Tesfaye* entitled *The causes and Consequences of Student Drop-out in kesso seconder school* and submitted in partial fulfillment of the requirements for the Bachelor of Educational Degree in Pedagogical science And English Language And Literature Leadership and with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Department Head	Name Signature	Date
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Internal Examiner	Name Signature	Date
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I under declare that, this thesis is my original work and has not been presented for a degree in any other university and that all source or materials used for the thesis have been dully acknowledged.

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Name: _____

Signature: _____

Date: _____

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

Name: _____

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LIST OF

ABBREVIATIONS

DEB	District	Education Board
FDRE	Federal Democratic Republic of Ethiopia	
KETB	Kebele Education and Training Board	
MOE	Ministry of Education	
MDGs	Millennium Development Goals	
UNESCO	United Nations Educational Scientific and Cultural Organization	
UNICEF	United Nations Children's Emergency Fund	
UN	United Nations	
WEO	Woreda Education Offices	
N GO	None Governmental Organization	
<i>PTA</i>	<i>Parent Teacher Assiosation</i>	

Table of Contents

APPROVAL FORM	i
LIST OF ABBREVIATIONS	ii
LIST OF TABLES.....	v
ACKNOWLEDGMENT.....	vi
<i>ABSTRACT</i>	vii
CHAPTER ONE	1
1. INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	2
1.3. Research Questions	4
1.4.1 General objective	5
1.6. Delimitation of the Study.....	6
1.7. Operational Definition of Terms	7
1.8 Limitation of the study.....	8
CHAPTER TWO	9
2. REVIEW OF RELATED LITERATURE	9
2.1. The Concept and Overview of Student Dropouts.....	9
2.2. Factors for Students Dropout	10
2.2.1. Economic Factors	10
2.2.2. Social Factors	11
2.2.3. School Related Factors	13
2.3. Consequences of Students Dropout	14
2.4. Measures to be taken to Alienate Dropout Problems.....	15
CHAPTER THREE	17
3. RESEARCH DESIGN AND METHODOLOGY.....	17
3.1. Description of the Study Area.....	17
3.2. Research Design	18
3.3. Data Sources	19
3.4. Population, Sample Size and Sampling Techniques.....	19
3.4.1. Population of the Study	19
3.4.2. Sample Size and Sampling Techniques	19

3.5. Data Gathering Tools	20
3.5.1. Questionnaires	21
3.5.2 Interview	21
3.5.3 Document	Analysis 21
3.6 Procedures of Data Collection	21
CHAPTER FOUR	23
4. DATA ANALYSIS AND INTERPRETATION.....	23
4.1. Demographic Characteristics of the Respondents	24
4.3. Factors that Cause of Dropout	27
4.3.1. Effects of Students Drop out	28
4.4. Suggestions How to Reduce Dropout	30
4.4.2. Measures to be taken by teachers.....	30
4.4.3. Measures to be taken by students.....	31
4.4.5. Measures to be taken by PTAs (Parent Teachers Association).....	31
CHAPTER FIVE	32
SUMMARY, CONCLUSION AND RECOMMENDATIONS	32
5.1. Summary of the Findings	32
5.2. Conclusion.....	35
5.3. Recommendations	35
REFERENCES.....	38
APPENDICES	45
Appendix 1	45
Appendix 2	48
Appendix 3	50

LIST OF TABLES

Table 3-1 populations, sample, and sampling Technique.....	20
Tabl 4-1: The Characteristics of the Respondents	24
Table 4-2 Characteristic and role of school principal and supervisor member interview	25
Table 4-3 The status of dropout rate of students in kesso secondary school.....	25
Table 4-4: Response of respondents on the pupils related factors that cause dropout	27
Table 4-5: Effects of Dropping out Among Students	28

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ABSTRACT

The main purpose of this study was to assess the magnitude of students dropout, to identify major causes of the problem, and to identify measures taken to retain students dropout. The study was mainly qualitative and partly quantitative which used questionnaires and interviews as well as documentary review for data collection. Data were collected from teachers, dropout returnees, principal teacher student and supervisor from school using questionnaire and interview. Accordingly, a total of 32 respondents were involved in the study. This included 25 students from selected 1 school principal, and 1 supervisor respondents were selected and included in the study using purposive and random sampling techniques. Concerning teachers' respondents were stratified based on their work experience, educational status and 4 teachers were selected from each strata by using simple random sampling techniques. Interviews were carried out with 1 supervisors and 1 supervisor. Data was analyzed using frequency tables and percentages. The study revealed that there are several factors which contribute to dropout in secondary school in kesso school due to economic, social, and cultural problems and student behavior as well as in-school related factors. These include early pregnancy, long distance to school, peer pressure, disability, unfriendly environment, sexual harassment and poor performance. In addition, lack of enough classrooms, shortage of qualified teachers, lack of teaching and learning materials also contribute to dropout in school. It was found that dropping out increase poverty, illiteracy, crimes and early pregnancies. From the findings of the study, it is recommended that creating awareness on society on the value of education, providing counseling service for students; collaborative working among the school stake holders, viirecognizing and motivating the best achievers and continuous follow up and support in the schools of the study area are forwarded as recommendations. The researcher also recommends that, students should commit themselves in their studies and avoid dangerous activities. Teachers should emphasize on the importance of students being educate

CHAPTER ONE

1. INTRODUCTION

This section deals with background of the study, statement of the problem, research questions, objectives of the study, scope of the study, significance of the study and operational definition of key terms.

1.1 Background of the Study

It is a widely accepted truth that education is a tool to enable citizens to make all rounded participation in development process. Throughout the world people are looking to education to pave the way for a more just social order, on the grounds that education instills in the young crucial humanitarian values such as equity, tolerance and peace (Aikaman & Unterhalter, 2005).

Education brings many benefits to both individuals and societies. Education is viewed as being so fundamental to the development of individuals is legally guaranteed in most countries of the world (UNESCO, 2012). It improves productive capacity, brings about attitudinal change which facilitates the development of the national economy and well beings of individuals and household of society. There is also a common understanding that much of the investment made in education has not been used when there is large number of student dropouts (Habtamu, 2002).

Considering education to be a tool of paramount importance for mobilization of human resources for sustainable socioeconomic growth, the governments have been involved in formulating and implementing numerous policies to develop and improve the education system in order to make it compatible with requirements of the country. As a result, an increase in secondary school enrollment has always been a priority for every successive government. (UNESCO, 2005).

No one would doubt that education is the major vehicle to development and the remedy for people's problems. However, there are many hindrances to popular participation at all levels of education.

The dropout rate has been referred to as a silent epidemic and of late has been recognized as a national crisis. Dropouts imperil not only their futures but also negatively impact our communities and nation due to the loss of productive workers (Fatuma & Sifuna 2006).

Dropping out is not a sudden act but a gradual process of disengagement. There is no single reason why students drop out of high school, and there is no single solution to retain all students in the educational system (Estevao &Alvares, 2014).

Poor academic achievement both in secondary school and in earlier grades, is a strong predictor of dropping out. High absenteeism, student discipline problems, and student mobility are also associated with dropping out (Rumberger& Arellano, 2008).

On the other hand, the culture of the secondary school is oriented towards teaching academic subjects; it emphasizes differentiation of students according to achievement and produces experiences of fragmentation and isolation rather than cohesion and bonding. The effects of changes such as these for individual students can be anxiety, confusion, lack of stability and subsequently alienation and disengagement. (Busch & Conte,2014)

As many evidences reveals dropout rate are relatively higher in the beginning years of the secondary school level, particularly grade nine, with a tendency of decline. Various school statistic reports in Wolkite town administration are also compatible with the above discussion. (Nolan 2002)

Therefore, taking this into consideration, the study is intended to assess the causes and consequences of dropout in kesso secondary school.

Thus, the researcher is curious to assess the factors that contributed to students' dropout in the study area specifically kesso secondary school and its consequences.

1.2 Statement of the Problem

School is the focal point of the education process. UNESCO (2005), states that the role of the school is not merely to get children into school but to ensure their continued stay in school to completion. This perspective suggests the need for schools to provide an environment conducive to ensure learners do not dropout.Secondary school dropout is increasing tremendously in rural

community schools. This situation has caused a challenge to school administration, staff, parents, community, employers and to youth themselves (Barton, 2006).

Dropping out of school certainly reduces the pupils' opportunity to learn as they leave school before completing an educational cycle. It is the responsibility of teachers to manage and reduce the high incidences of dropping out in schools (Azam, 2000).

According to World Bank (2003) financial problems contribute to drop out in developing countries. It emerged that parents shoulder all the responsibility of paying for their children's school requirements and finance has an effect on school dropout. More over Shute & Cooper (2015) also illustrate their views as follows:

“Parents find it difficult to pay for a pencil, book or ruler. A pupil may spend the whole month barely writing. The priority is to first have food on the table. These parents have no other sources of income except to rely on farming. Given this poor economic environment, it is extremely difficult to sustain children's education.”

Similarly, research by Ainsworth (2005) in Tanzania, indicate that drop outs increase in areas where distance to school is longer. Moyo, (2014) also highlighted as follows: “Some children who come from far-away places and cannot make it to school every day. Long distances to school affect learners, especially female students. Girls are primary victims of long distance to School. It makes them to wake up very early and travel very long distances to get to school on time.”

The problem of student dropout is being reported by principals of Aba Fransua secondary school over the years as being one of the major problems in schools. Students who were tardy to class defied the authority of school leaders and teachers and detracted from teaching and learning in their schools. Massive amounts of instructional time were spent managing student dropout on a weekly basis (Buscha & Conte, 2014).

Student dropout was correlated to a student's future success in the work force where many students who experienced tardy problems during their high school careers continued to have the same problem in their jobs. (Fan, & Wolters, 2014)

There were a limited number of relevant, recent research studies pertaining to the area of student dropout. This deficiency in the research did not reflect the seriousness of the problem reported by secondary school principals. The limited research studies that were completed highlighted strategies aimed at additional student deficiencies other than student and any reduction in student dropout reported in the majority of research studies, was a secondary outcome. Yet, dropout interfered with increased student learning, which was a major focus of leadership in 21st century school (Gage, & Deloreto, 2013). Consequently, with not much focus given to the area of student dropout and with student tardiness reported as a major problem in secondary schools across the study area, it is imperative that further research should be conducted to explore this phenomenon. (Ubogu, 2004)

According to the Ministry of Finance and Economic Development (MOFED), Ethiopian households are commonly hit by a variety of shocks, mainly the illness of family members, and in rural areas, drought (MOFED 2008).

Students may be forced to drop out of school or may be unable to attend classes regularly because of the need to either cover for labor requirements at home or to generate the additional or alternative income required to mitigate the effects of the shock. Student may also be forced to leave school as a result of a shock as it may be too expensive for households to cover for the indirect costs of their education (materials, uniform, etc.) (Woldehanna 2012).

However, the existing research has gaps regarding the secondary school dropout population. This study would be help to fill those gaps by providing additional qualitative data from the perspective of students who previously dropped out of secondary school.

Therefore, taking this into consideration, the study was intended to assess the magnitude and trends of the dropout in the selected secondary schools of the zone. The study also attempted to identify its major causes that make students to quite school and measures taken to reduce students' drop out in these school.

1.3. Research Questions

1. What is the magnitude and trends of students' dropout rate in the kesso secondary school of Nekemte town administration?

2. What are the factors causing students' drop out in kesso secondary school?
3. What are the consequences of students drop out in kesso secondary school?
4. 1.4. Objectives of the study

1.4.1 General objective

The overall objective of the study was to assess the causes and consequences of drop out in kesso secondary school Nekente town administration.

1.4.2. Specific Objectives

More specifically, the study attempts:

1. To identify the magnitude and trends of drop out in kesso secondary school.
2. To identify factors that affect contribute to students drop out in selected kesso secondary school.
3. To assess the consequences of students drop out in kesso secondary school.

1.5. Significance of the study

The findings of this study are expected to contribute to knowledge on factors that contribute to students drop out of school. The study may also energize efforts toward school transformations aimed at preventing students' dropouts due to school factors and promote pupil retention resulting in high completion rates. The study may equip policy makers with knowledge of school factors that are contributing to students drop out making the designing of interventions possible.

The overall goal of the study for practitioners is to provide a better understanding of the issue of dropout from an overview of the problem and to provide a suite of solutions to the dilemma for various school settings and student demographics.

The findings from this study such as board members, supervisors, and principals, a target to aim for when developing policies geared toward reforming high schools in order to reduce student dropout and provide safer learning environments.

The researches, as a current secondary school administrator, has had firsthand experience with school environments that have both high and low occurrences of student tardiness and has seen

how effective implementation of policy can completely turn a school around. The hope of the researcher is to gain a better understanding of ways to get students to school and to class on time.

This better understanding of student dropout aided the researcher in facilitating a safer and more conducive school environment for student learning and achievement. Finally, this study will be used as a starting point for other researchers who are interested to study related topic.

The study gives highlights to address aforementioned factor with a view of those concerned to effectively deal with the dropout problem. So, the study comes up with the way forward for school to help them retain more students who complete secondary cycle.

The finding of this study is also essential and other organizations that are interested in making decision and formulating principle regarding measures to be taken in reducing students' dropout rates.

Finally, whether adopting an existing intervention program or developing a new one, practitioners need to use evidence-based strategies to evaluate programs to assure effectiveness and this was what the study sought to provide. The study will also help other researchers who have the intention to conduct research on similar topic.

1.6. Delimitation of the Study

Solving students' dropout is very essential in improving students' achievement. However, it would be very difficult to investigate the causes and effects of students' dropout in all secondary school kesso secondary school in Nekemte Town Administratio.

Since it is very difficult to manage and come up with an optimum result in such large area successfully, the study is delimits to the causes and consequences of student drop-out in secondary schools of Kesso secondary school.is selected because of two main reasons. The first one is that the problems on the students' drop out in secondary schools highly observed in this secondary school in the Nekemte town administration. The second one is, the researcher herself is found near to this secondary school. This helped the researcher to easily obtain relevant information.

1.7. Operational Definition of Terms

The following are the definitions of some words which are the most frequently used throughout this study.

Cause: refers to the fundamental reason for the occurrence of a problem related with students' drop out.

Consequence: refers to something that happens as a result of a particular action or set of conditions.

Dropout: refers to a student who leaves the school before completing the final academic year of the cycle in which she / he is enrolled.

Factors: refers to variables that influences the dropout of students in Aba Fransua secondary school.

Hamper: To prevent somebody from easily doing or achieving something.

Secondary school: Centers of education where students attend for their grade 9-12.

Students' dropout: Means students who leave school after admission into secondary school due to one reason or another.

1.8 Limitation of the study

To accomplish this particular study, the researcher has confronted constraints. First, there was a shortage of time. The researcher would develop side by side with regular course loads. So this regulated great barrier on my concentration to this study. Second, lack of budget was another problem to fulfill the required materials which were relevant for this study. Finally, lack of available source in library and technology like computer's connection.

1.9 Organization of the study

The content of the study would be organized in the following manner: chapter one contain introduction of the study in which it consist the background of the study, statement of the problem, objective of the study, research question, significant of the study, scope of the study, limitation of the study and organization of the study. Chapter two contains literature review concept and theory of drop out. Chapter three contains research methodology. Chapter four contains data analysis and interpretation. Chapter five Summary, recommendations and conclusion have been provided on the last chapter.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with the Review of Related Literature on secondary school students' dropout. It deals with the concept and overview of student dropouts, causes of student dropout, consequences of students' dropout and measures to be taken to alienate dropout problems.

2.1. The Concept and Overview of Student Dropouts

There is a current debate with regard to meaning of school dropout. Some authors describe school dropout as students leaving school without completing studies without intention of returning (Ramirez & Carpenter, 2008), while others describe it as the withdrawal of students before completing a course of instruction or a grade in a given school year (Department of Basic Education, 2011).

Hunt (2008) sees dropout as a process rather than an event and is caused by more than one proximate. Literature reviewed shows that there are three main factors which influence school dropout. These factors may be associated with family background, students' behavior and those related to individual experience in schools (Rumberger& Lim, 2008; Sabates et al, 2010). Amongst factors related to the family include poverty, single-parent families, parents' educational attainment, parental support, parents' attitudes to schooling, marriage and family mobility.

The individual experience relates to factors such as poor academic achievement, level of resources, size of the school, uncaring teachers, academic a motivation and disciplinary problems (Ramirez & Carpenter, 2008; Ramsdal et al, 2013). Those related to student behavior include truancy, absenteeism, desertion, alcohol and substance abuse, bullying and low level of academic a motivation.

2.2. Factors for Students Dropout

The findings of different researches conducted throughout the world show that there are a number of factors that lead to a decision for a student to drop out of secondary school, which in turn, leads to a great cost to both the students and society. These include:

2.2.1. Economic Factors

A. Poverty

Poverty plays a leading role in dropping in secondary schools. Poverty means parents cannot afford the cost of sending their children to school or are unable to dispense with the labor provided by the students within the households (Simmons, 1980). However, poverty has a more negative impact on dropping among girls than among boys because of the widely practiced culture of boy preference (UNICEF, 2006).

Poverty as one of the family factors is seen by Hunt (2008) as a multifaceted concept which encompasses social, economic and political elements. It is a condition which can lower the individual self-esteem and makes him/her vulnerable. Adverse poverty can impact negatively on the students' wiliness to continue or drop out of school.

Children from low-income families especially vulnerable and marginalized are likely to drop out of school than those from families with more resources (Petrick, 2014). These students are unable to pay cost of school activities such as school uniform, development levy and educational trips. This increases pressure on the students to look for a job and earn income for the school activities and for their families. The alternative solution is to leave schooling.

B. Unemployment

For many households in Ethiopia, the main value of education is its perceived economic benefits and households will choose to educate their children or not basing on the prospects schooling has on ensuring employment (Oxfam, 2005). Thus, when the economy is unab jobs for even university graduates; thus there is a threat to devalue education in the eyes of the public, and some pupils see less need to educate their children.

2.2.2. Social Factors

I. Patriarchy

Many societies in Sub-Saharan Africa have gender disparity between males and females which has a foundation in patriarchal structure. According to Okojie (2001), Patriarchy is defined as “a set of social relations with material base that enables men to dominate women”.

Patriarchy gives material advantage to men while at the same time placing constraints on the role and activities of women. This contributes to dropping out among girls especially when the resources are scarce.

II. Attitude of Society towards Girls

In some African societies the girls are forced into early marriage to boost the family's income. In such marriages it is a custom that the bridegroom pays a certain amount of money or beasts paid to the bride's family by the prospective husband. This in a way alleviates families from poverty. Molosiwa and Moswela (2012) affirm that “girls from economically disadvantaged families willingly or unwillingly get into relationships expecting monetary benefit” (p.270).

There are limits placed in girl's education after sexual maturity in many countries which are aimed at securing girls marital prospects (Subrahmanian, 2002). These confines are based on the postulation that very educated girls will have reduced chances of getting married. Sometimes girls' dropout of school due to misguided perceptions of the parent that girls are vulnerable and could either get pregnant or get into bad company (Rose and Tembon, 1997).

In some societies, this fear makes parents to withdraw girls from schools as soon as they attain puberty “For girls, we stop education as soon as they grow up (attain puberty). Men scold us as to why educate girls, if we continue. They scold us saying that they will find difficulty in finding boys (for marriage). They agree to educate girls only up to the time when they grow up, and then stop (Subrahmanian, 2002). Similarly, in other societies, religious and cultural practices combine to constrain the girls from attending school or losing interest in education leading to early marriages (Action Aid, 2004).

III. Taking Care of the Household

Roy Carr Hill et al (2002), said that children especially girls dropout in order to nurse and take care of sick parents or siblings or doing household chores in a long perspective. This reduces the hard won effort to increase girls' education.

The apathy of some parents, the traditional use of child of labor in the home contributes to dropping out in secondary schools. More and more girls undergo formal education year by year and more remain at school for longer periods, but there is a continued reluctance on the part of many parents to break away from the tradition of regarding their daughters solely as workers in the home and on the land and as the earners of future bride price (Cameron and Adodd, 2006).

IV. Family-Child Relationship

Students of families that do not communicate with the school are absent from school more and have higher dropout risk compared to the others. Thornton, Darmody & McCoy (2013) state that participation in parent-teacher meetings and other activities, monitoring the student's school attendance and homework supports the students' academic progress and school attendance. It is seen that the children of families who cannot have a good communication with their children, who are highly oppressive or who have no authority on their children and have accepted the failure of their children show considerably high cases of absenteeism and school dropout. Altinkurt (2008) found out that students' desire to attract the attention of their parents and parents' putting excessive pressure on the child to go to school have a high effect on the increase of dropout rates.

V. Family Problems

It is considered that cases such as divorce, domestic violence and death of a parent have a highly negative effect on the student's attendance at school. Hynes (2014) states that children who have one or both parents in jail are more likely to leave school. The presence of a family member that requires care at home is also one of the factors that affect absenteeism and school dropout.

VI. Parents' View of Education

Parents' lack of education and accordingly their disregard for education occur as an important cause of absenteeism and school dropout. Foley, Gallipoli & Green (2014) found out that

parents' giving importance to and valuation of education have positive effects on school dropout behavior.

Adıgüzel (2013) states that, reaching puberty and early marriage of girls is stated as important causes of school dropouts among girls. Alat & Alat (2011) point out that some families withdraw their children from school, especially the girls, to send them to Koran courses or marry them at an early age.

2.2.3. School Related Factors

A. Unfriendly School Environment

Distance to school contributes to school dropouts. If schools are located far away, students are more likely to dropout from school than if schools were located nearby. Distance to school brings about two concerns; on one hand there is insecurity of girls seen in the exposure to attacks and thus parents concerns of sexual safety of their daughters Ozbaş (2010).

In their study, Gomleksiz&Ozdaş (2013) also state that negative outcomes of seasonal climate conditions also cause students to be dropped out from school.

B. School Structure

Lack of socio cultural activities, insufficiency of the physical structures of schools and excessive course loads emerged as causes of absenteeism and school dropouts. According to Gömleksiz&Özdaş (2013), as the students' level of satisfaction from the education system and the school increases, their tendency to drop out of school decreases.

C. Adaptation to School

Students who cannot establish good relationships with their friends, teachers and school administration, who do not like the school and the subjects have a higher tendency to be absent from school and to drop out of school. Also in a study by Fan and Wolters (2014), it is stated that one of the most important causes of dropping out of school is being reluctant to go to school and disliking school.

D. Teacher-Student Relationship

Considering that students spend a large part of their time in communication with their teachers, it is obvious that the social and emotional support that teachers provide to students is highly

important. In their study, Shute & Cooper (2015) state that students sometimes go to school and then skip some classes during the day and such cases are twice more than cases of skipping whole school days. This finding shows the importance of the factor of liking the teacher and the subject.

E. In-Class Behaviors of the Teacher

Causes originating from the negative in-class behaviors of teachers, who are the operators of the education system, decreases and even destroys the students' interest and attention to classroom life. This leads to absenteeism and to school dropouts in the long term (2014).

F. Poor Performance

Among indicators that secondary school students are dropping out is poor performance in school. Poor performance is a key predictor that a pupil is contemplating dropping out. This indicator can be used to develop strategies that provide at-risk pupils support and services, including dropout-prevention advice in several secondary schools, accelerated-learning programs for older students who are behind or have repeated classes, or whose grades are below level. (MOEC, 2004)

2.3. Consequences of Students Dropout

The number of dropouts in secondary schools of Ethiopia is immense. Not completing high school negatively impacts not only the lives of those who drop out, but also society as a whole. Kronick and Hargis (1998) cite the outcomes of dropping out as high unemployment, a high incidence of health problems, a large demand for welfare assistance, an increase in mental health problems, and higher crime and delinquency rates based on prior research (e.g., Catterall, 1986; Jones, 1977; Lanier, 1986). The large number of dropouts in our nation (in general) and in our state (in particular) makes these dropout consequences widespread. Beauvais, Chavez, Oetting, Deffenbacher, and Cornell (1996) summarize the seriousness of the consequences of dropping out, "dropping out of school truncates educational and vocational development in ways that dramatically increase the probability of a downward spiral into greater emotional, physical, and

economic problems, problems that create additional losses and costs to society and to which some minority groups appear even more vulnerable (p. 292)."

Hill et al (2002) says that children especially girls, dropout in order to nurse sick parents or siblings. In a long perspective, this reduces and discourages previous efforts to increase the enrollment and retention of girls in secondary schools. As more girls dropout, the number of uneducated girls increases. Uneducated girls are especially vulnerable to HIV/AIDS due to lack of HIV/AIDS information and reduced income possibilities.

Although the reasons for dropping out vary, the consequences of the decision are remarkably similar. Dropouts earn less, suffer from poorer health, and are more likely to wind up in jail. The link between dropout rates and violence is also well documented: secondary school dropouts are more likely to commit violent crime. Research points to measures that work that can help reduce the dropout rate in your school or community (Oxfam, 2005).

As a result of dropping out from school, many children who were formerly in school are now staying at home assisting parents, doing menial jobs, learning trades or doing nothing. Generally, the common causes for dropping out from school are: poverty of parents, pregnancy, parental irresponsibility, peer influence, poor academic performance, death of parents, poor health, desire for money, long distance to school, and negative attitude of teachers (Oxfam, 2005).

2.4. Measures to be taken to Alienate Dropout Problems

Measures to solve the problem of dropouts in secondary schools are:

a) Creating Conducive Environment

Conducive environment attracts children to stay at school. Also, a good home environment influences child to attend school regularly. Pupils need motivation at home and school to continue well with studies. The more resources put into a children's education, the higher the competence and the lower the number of dropouts. The lower the financing, the lower the quality, incompetence, illiteracy, increases of dropout and finally increases of poverty (Kajigili, 2001). Longstanding research by the NDPC has identified 15 effective strategies to reduce the dropout rate, one of which is specifically providing afterschool opportunities (Smink&Schargel, 2004).

An added advantage is that afterschool and summer learning opportunities delivered through strong school-community partnerships can readily incorporate many other effective dropout prevention strategies identified in the research. ^{P}_{SEP}

To gain a nationwide perspective on this potential, it is valuable to review the offerings and elements of the largest nationwide funding source for afterschool and summer learning, the federally funded 21st Century Community Learning Centers initiative. While the specific services provided to youth vary across communities to match local needs, programs funded through this initiative commonly include a focus on mentoring, tutoring, counseling for substance abuse and violence prevention, community service, recreation activities, and youth leadership activities, all of which are associated with effective dropout prevention programs.

b) Construction of wells and sanitation facilities

UNICEF, through its Change for Good campaign has helped improve lives of many families through the construction of wells and sanitation facilities. According to a report by UNICEF (2008), inadequate and unsafe water, poor sanitation and improper hygiene practices are one of the main causes of dropping out in secondary schools particularly among young girls due to lack of water and other facilities.

At one site, one secondary school has managed to increase enrolment particularly among girls by building wells and sanitation facilities. Lack of hygienic latrines in schools previously resulted in a high dropping out rates among adolescent girls at the school, as it does at others in Tanzania. The improving water supply and sanitation facilities help to reduce the problem of dropping put in secondary schools (Researcher, 2010).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter of the study describes the methods used, subjects included in the study, the instruments and procedures used for data collection, and the techniques employed for data analysis. The study was based on data collected in one government secondary school found in East wollega zone Oromia Regional State named Kesso.

3.1. Description of the Study Area

The study area, Nekemt town administration, is found in Oromia regional state of Ethiopia. It is bordered by Jimma, Bedelle and Gimbi in the West, South west Bedelle Zone in the South, West Shewa Zone in the East, Benishangul gumuz in the North.

The Nekemt town administration has bimodal rainfall pattern with two seasonal agricultural periods annually, namely the *Belg* and *Meher* in Amharic. The success of these seasonal harvests is fully dependent on timely and sufficient rainfall. Consequently, the El-Nino phenomenon in 2015 altered the rain pattern of many Woredas of the Zone and resulted in failure of the *Belg* season production, which normally contributes 28% of the annual agricultural production for the zone.

The major annual crops grown in the Nekemte town administration include Insent (major) sorghum, maize, groundnuts, sweet potato, wheat, haricot beans, barley, and others. In addition, the major cash crops like chat and coffee have a long-standing tradition in the zone. Production of chat makes the farming system in Hararghe highlands to be a cash crop-based mixed crop livestock farming system, and not a mere grain-based mixed crop-livestock system, unlike the case in other parts of the country. The major livestock raised in the zone are also: cattle, horses, donkey, goats, sheep, mules, poultry and bee colonies.

Furthermore, Student absenteeism and dropouts are increasing across all Woredas because of the drought. Many students are absent from school as they are spending more time on domestic responsibilities. Both boys and girls are dropping out of school due to socio-economic factors.

3.2. Research Design

A descriptive survey research design was adopted for this particular study because it is a convenient method to describe the existed situation and also enable to access the opinions of large sample size (Yalew, 2006).

Descriptive survey method was also employ with the intention to get the general pictures of the current causes and consequences of student drop-out and to describe the prevailing in-school factors and opinions related to the ongoing condition of student's dropout in kesso secondary schools of Nekemte town administration. It also helps to draw valid general conclusions.

Supporting this idea, Kothari (2005) states that a descriptive survey research design enables to make investigation with predictions, narration of events, comparisons and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population.

The research would employ both quantitative method (survey questionnaire) and qualitative method (interview). In support of this, Creswell (2003) argued that combining quantitative and qualitative methods in educational research capitalize on the strength of each approach and counterbalance/offset their different weaknesses. It could also provide more comprehensive answers to research question, going beyond the limitation of a single approach.

The qualitative approach was preferred because it allows the researcher to gain understanding of this social phenomenon from participants' perspectives in their natural settings, (McMillan and Schumacher, 2010).

A quantitative approach was adopted in order to allow the researcher to gather more precise and quantifiable information on the causes and effects of students' dropout with the aid of closed ended questionnaires to analyze using descriptive statistics.

3.3. Data Sources

To achieve the purpose of the study the researcher would employ both primary and secondary data sources. The primary sources of this study are collect from secondary school teachers, principal, supervisor, and students of the selected school.

The Secondary data were collect from school recorded documents, feedbacks, reports and school statistics in order to identify the secondary school students' dropout.

3.4. Population, Sample Size and Sampling Techniques

3.4.1. Population of the Study

In Kesso secondary school there are 50 teachers and 1454 students. Out of this population there is one principal and one supervisor.

3.4.2. Sample Size and Sampling Techniques

In order to collect relevant data for the study, Nekemte town administration of Oromia Regional State is select for the study purpose because the research have well familiarity with the social, geographical and administrative environment that is a very helpful atmosphere to finish data collection smoothly and on time.

Representative samples are draw from the target population size with appropriate technique.1 principal in secondary school and one supervisor will be selected and included in the study. One principal and 1 secondary school supervisor are purposively included to get adequate and relevant information, because these parties had different experience, qualification and exposure.

Teachers will be selected using simple random sampling technique. Since the number of school director, teachers association's leaders and dropout returnees are limited, available sampling method is use.

Subject	Population	Sample	Sampling Technique
Principal	1	1	Purposive
Supervisor	1	1	Purposive

Teachers	50	4	Random
Students	1454	25	Random
School	18	1	Random

Table 3-1 populations, sample, and sampling Technique

The target participants of the study especially the dropout returnees were obtained from official school statistics after letting the whole record office personnel in consultation with home room teachers fill up a kind of form developed by the researcher, which ask them whether students in a specific grade were drop out returnee or not at all.

3.5. Data Gathering Tools

Using different types of data gathering tools helps us to get adequate and sufficient data for the problem on the study. Supporting this idea Johan (1999) says that employing multiple methods of data collection helps the researcher to combine the strength and amend some of the inadequacies when only one method used independently. Therefore, the researcher use three different types of data gathering instruments in this study. These are questionnaire, interview and Documents analysis.

The major and complementary instruments of data gathering, namely, questionnaire and interview are used to gather the desired information from the participants.

The questionnaire is semi structured in the sense that there are some open-ended questions so that the participants can provide adequate information. The questionnaire is prefer to this study because it is the most appropriate means to involve the large sample population to collect the necessary information within a given time frame.

On the other hand, the interview is helpful in order to gain an in-depth understanding of the process and causes of dropout and unmask the various critical events that pushed and/or pulled pupils out of school. The school principal and supervisor were the subject of interview questions.

3.5.1. Questionnaires

Questionnaire is the most important tool for collecting primary data. It is the common technique to gathering data for descriptive survey. It is widely used to obtain information about certain condition and practices to obtain opinion and attitudes of individual or groups (Koul, 1996).

The questionnaire will be prepared to be filled by teachers and students of the secondary school. The questionnaire is prefer because is more reliable, encourages greater honesty, it is economical in terms of money and time, and that respondents have time to give thoughtful answers (Creswell, 2005). Closed and open-ended questionnaires are used to collect data.

3.5.2 Interview

Interview is another tool for collecting primary data through interviewing those people who know about the problem being under study. It is an important tool to get information in depth to know people's awareness. Interview is conduct with principal and supervisor.

The interviews are conducted either in Amharic to make communication easier. Attempts was also made to interview clan and religious leaders to dig out on the root causes and factors responsible for the youngsters' dropout from secondary schools. The purpose of this tool is to find out the reason for dropout using data collection tool. The interview guide questions set for respondents which are targeted to obtain information related to the basic research questions. Finally, interview notes were taken; summarized and translated into English.

3.5.3 Document Analysis

Document at kessso secondary school re reviewed to identify the challenging trend of students' dropout. The overall instructional dropout records of sample school, written reports on dropout and feedback are assessed.

3.6 Procedures of Data Collection

To answer the basic research question raised, the researcher go to through series of data gathering procedures. The expected relevant data is gather by using questionnaires, focus group discussions, interviews and document analysis. After the first drafts of all tools were prepared in English they were commented on by different experienced colleagues. Based on the comment

and suggestion on the format and items, necessary modification of items and formatting was made, especially on the questionnaire. Then, they has be submit to the advisor. Including important comments of academic advisor, the final draft of the tool had been developed.

In doing so, having letter of authorization from Wolkite University and zone education office for getting permission; the researcher directly went to Wolkite town administration and principals of respective school for consent. After making agreement with the concerned participants; the researcher introduced his objective and purposes.

After all considerations and modifications are make based on the pilot study, the instruments were become ready for main study.

Data collection is conduct from March 01 to May 15, 2020) in the selected school. The questionnaire that was prepared for the dropout returnees was constructed into four parts. The first part was used to collect information about personal characteristics of respondent that is students' information background.

3.7 Method of Data Analysis

Depending on the nature of the problem and the data collected, different statistical methods are employed in the study for data analysis and interpretation.

Percentage are used to present personal background information as well as to see the top most determining factors while the mean score was intended to identify which of the item is rated above average to be considered as among the major causes for pupil's low survival rate in school. The data obtained through interview are narrated to substantiate the teachers and dropout returnee's responses. Finally, conclusion and recommendation will be drawn based on the findings.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of the data from different groups of respondents through questionnaires, interview and observation. The data gathered using the methods mentioned above were explicitly analyzed and interpreted.

The questionnaires were distributed to 1 secondary school teachers, and principal. Accordingly, of the distributed questionnaires, a total of 25(1.7%) of the students,4(8%) of the teachers and 1 (100 %) of the principal were returned and used for analysis. In addition 1 cluster supervisor and of the study area were interviewed. The responses obtained from cluster supervisors and parents were used to add ideas to the teachers' and principal' response. The qualitative data were used to supplement and counter-check the quantitative data. This was made to answer the basic research questions that were set in the study.

As result, the researcher believes that any individual who want to know about the magnitude of

On the basis of the participants, responses to each specific item in the questionnaires, frequencies and percentage were computed in order to describe the opinion of the participants.

4.1. Demographic Characteristics of the Respondents

The following tables present the data on the characteristics of the respondents selected for the study.

Tabl 4-1: The Characteristics of the Respondents

No.	Respondents Characteristics	Respondents			
		Teachers		Principal and supervisor	
		No	%	No	%
1	Sex				
	Male	3	75	2	100
	Female	1	25	-	-
	Total	4	100	2	100
2	Qualification				
	Diploma	-	-	-	-
	Degree	3	75	-	-
	Masters	1	25	2	100
	Total	4	100	2	100

The above table1. shows that 1 (100) % of school directors and 1 (100) % of teachers are males. This indicates that the sex composition is not balanced (i.e. the number of males is greater than females).

Concerning the educational background of the respondents, the majority, (75%) of teachers leaders were degree holders. It was only 1(100%) of the principal and 1(100%) school leader were masters holder.

Table 4-2 Characteristic and role of school principal and supervisor member interview

Respondent	Frequency	Percentage
School principal	1	100%
Supervisor	1	100%
Total	2	100%

From table 1. 50% of the supervisor and 50% in principal according to principal

was interviewed that what is cause for student drop out in school were and he responded that all school and out of school factors like when student failed to study harder during an exam time frequently absenteeism and lack of student interest and poor motivated teachers to teach, use of inserting words to the students and teachers in competency were the main causes of student dropout.

Supervisor; that how are the major environmental and pupil related cause of student drop out from school and said that they could causes it because by giving an example of early marriage in case of intercultural why young girl got marriage while she is a student her married husband couldn't allowed her to continue her class again when student who's poor family.

4.2. The Status of Students Drop Out in keso secondary school

Table 4-3 The status of dropout rate of students in keso secondary school

Year	Grade	Number of Registered			Rate of drop out			Percentage
		M	F	Total	M	F	Total	
2007 E.C	9 - 10	6 7 0	5 5 5	1 2 2 5	2 5	5 3	7 8	6 . 3
	11 - 12	4 3 3	4 1 9	2 0 7 2	1 9	3 5	5 4	2 . 6
	Total	1 1 0 3	9 7 4	3 2 9 7	4 4	8 8	1 3 2	4 . 0

2008 E.C	9 - 1 0	6 3 0	5 9 2	1 1 2 2	2 8	4 1	8 0	7 . 1
	11 - 12	6 9 2	4 2 5	1 1 1 7	3 9	9 7	1 6 4	1 4 . 6
	Total	1 3 2 2	1 0 1 7	2 2 3 9	6 7	1 3 8	2 4 4	1 0 . 8
2009 E.C	9 - 1 0	7 3 7	5 9 2	1 3 2 9	8 7	1 0 4	1 9 1	1 4 . 3
	11 - 12	4 7 7	2 4 5	7 2 2	4 6	7 8	1 1 4	1 5 . 7
	Total	1 2 2 4	8 3 7	2 0 5 1	1 3 3	1 8 2	3 0 5	1 4 . 8

Source (kesso secondary school) Key M= Male F= Female

Table 4, shows the zone trends in secondary education. The document analysis shows that with a fluctuating trend within the system in dropout rate, has

been severing in the first cycle of the kesso secondary school. The dropout rate for first cycle of secondary school (9-12) showed that started to decrease afterwards and increase again. Since it increase from 4%2007E.C to 10.8% 2008E.Cand this year it reaches 14.8%2009E.C. Relating to gender, the table indicated that there were not significant differences in dropout rates for boys and girls, generally girls to have high dropout .

Regarding the status of drop out in secondary school open ended questioner and interview was also presented for respondents. Most of respondents agreed as the drop out is increasing from time to time. Interview conducted with secondary school principal

and, supervisor confirmed that the finding the extent of educational wastage in secondary school. One supervisor said during interview;

The extent of educational wastage particularly the dropout rate trend is increasing from time to time, because of poor method of teaching practicing, poor methods of assessment, poor practices of internal supervision, and lack of school facilities.

In relation to this ,interview was conducted with supervisors and school principals as secondary school strategic and annual plan contain issue related educational wastage clearly. Most of the interviewed supervisor and principal agreed as it was included in the annual plan of the school. The researcher also identified during document analysis as all school plan to reduce drop out to 3% One of the participant supervisor said:

Most of time secondary schools have included issue of educational wastage. However, most of the time school plan is prepared by school principas ,that is ,plan do not prepare in participatory way .That means School principals were not asserting concern to participate teachers in planning and in this intention teachers were also reluctant to participate in planning too. In addition even if it is planned a lonely by principals its implementation was very poor.

From this data it is concluded as the rate of drop out is high still and varies from year to year. And much change was not observed in its change.

4.3. Factors that Cause of Dropout

Table 4-4: Response of respondents on the pupils related factors that cause dropout

No	Questions	respondants	Percentage
		Sup and principa	
1	Health problems	87	12.77
2	Poor academic performance	158	23.20
3	Due to poor relationship between the teachers and students	89	13.06
4	Low expectation on future	179	26.28
5	Regular absenteeism from school	112	16.45
6	Not having good relations with peers	56	8.22

Table 3 item 1 is a question asked the respondents whether health problems was a factor for cause of school dropout or not. For the item the number of students dopping out from the year 2007 E.C to 2009 E.C is 158 of 681 students. This is about 12.77% in percent.

Table 3 item 2 is a question asked the respondents whether Poor academic performance was a factor for cause of school dropout or not. For the item the number of students dropping out from the year 2007 E.C to 2009 E.C is 158 of 681 students. This is about 23.20% in percent.

Table3 item 3 is question asked the respondent whether Due to poor relationship between the teacher and students was the factor cause of school drop out for the item the number of student dropping out from the year 2007 E.Cto2009E.C is 89 of681 students. This is about 13.06 percent.

. table3 item 4 question asked respondent whether Low expentation on future was the high rate of factor cause of student drop out for the item the number of dropping out from the year 2007E.C to2009E.C is 179 of 682 students. This is about 26.28 percent.

table3 item5 question asked respondent whether regular absenteeism from school was the high rate of factor cause of student drop out for the item the number of dropping out from the year 2007E.C to2009E.C is 112 of 682 students. This is about16.45& percent.

table3 item 6 question asked respondent whether not having good relation with peers was the of factor cause of student drop out for the item the number of dropping out from the year 2007E.C to2009E.C is 567 of 682 students. This is about18.22% percent.

4.3.1. Effects of Students Drop out

The dropout of students from schools denies them the opportunity for employment as well as the means to increase their social and political participation. It was found that dropping out from school increase poverty, illiteracy, crimes and early pregnancies. In responding to the questions about the effect of dropping out most of respondents said that dropping out increases poverty and results in crimes as shown in table 3.

Table 4-5: Effects of Dropping out Among Students

R.No	Effects of Students' Dropping out	Frequency of Respondents	Percentage of Respondents
-------------	--	---------------------------------	----------------------------------

1	Increase Poverty	8	25
2	Illiteracy	10	32
3	Increase in Crimes	5	16,1
4	Poor Health	4	12.9
5	Early Pregnancies	4	12.9
	Total	31	100

The findings shown in table 3 above shows that the main effects of dropping out among students in order of significance are; increase of poverty 8 respondents (25%), increase in crime 5 respondents (16.1%), early pregnancies 4 respondents (12.9%), illiteracy 10 respondents (32%) and poor health 4 respondents (12.9%).

The finding revealed that dropping out of students increases poverty from individual level to the national level. Oxfam (2005) asserts that dropouts earn less, suffer from poorer health, and are more likely to wind up in jail. It was found that there is link between dropout rates and violence. Secondary school dropouts are more likely to commit violent crime. The study found that sometimes due to financial status of parents students are forced to dropout from school because parents fail to pay for their school fees as the result, many children who were formerly in school are staying at home assisting parents, doing menial jobs, learning trades or doing nothing.

In addition, the non-completion of schooling by students contributes to their low social status in society as well as to their reduced decision-making power in the household and over their lives. Given the economic and social benefits of education, the drop out of students from schooling represents a significant regression in the development of nations (Nekatibeb 2002)

4.4. Suggestions How to Reduce Dropout

Response of respondents on the measures taken by teachers to reduce dropout

Respondents on measures taken by teachers to reduce dropout were rated at different level. Among these measures the following solutions were rated at high rate. These are: organizing tutorial classes for low performing students, provide/giving advice on how to study, encouraging students to participate in different co-curricular activities and conducting action research on factors that cause of student drop out.

4.4.2 Measure to be taken by school leadership

The school leadership takes the largest share of reducing educational wastage. Some responsibilities forwarded for school leadership are: focus on teaching and learning process than politics; advise students to retain students in school; encourage teachers to assist in reducing dropout; engage students in academic and extra-mural activities as retention measures; work for fulfilling the school facilities to the needed standards; create conducive learning environment that can help in motivating students to complete schooling; mobilize the community to ensure ownership of the school and support the school with resources and supervision; establish continuous contact with parents and the whole community; arrange guidance and counseling services by female teachers especially to assist female students who are under risk of sexually transmitted disease and pregnancy; support children in need in collaboration with the school community, volunteer individuals, governments and NGOs; expand adult education for unconscious groups on the economic and social benefits of modern education; organize tutorial classes to female students and low performing groups of students and motivate good performing teachers and students by awarding them.

0.05.

4.4.2. Measures to be taken by teachers

Some other strategies forwarded for school teachers are: using the school facilities to ensure the educational quality; teach students through active learning which mainly focusing on student centered approach; assessing students through continuous assessment method; using teaching aid for making the theoretical more clear; giving and arranging in-staff training; accepting CPD programs as input for improving teaching performance, giving tutorial and make up class to the

students, organizing students to help each other by contributing money to help poor students. In addition, teachers should motivate students to learn their education with full interest. Regarding this one respondent who is teacher and chairman of PTA said

I used to give them different opportunities for example, participatory or active learning method group discussion presentations and the like. In this case the students have no time to disturb the class. On the other hand we can solve problem by providing awareness about the importance of engagement in teaching learning process. I have tried my best, but the students achievement is still unsatisfactory and unable to stop whether drop out or repetition.

4.4.3. Measures to be taken by students

Some strategies forwarded for students are: students should help other needy students; listening and applying the advice given for them by their teacher and school leaders; use contraceptive methods if they are enable to abstain from sex; inform for school leadership students found under dropout risk before they stop their education and creating good relation with their teachers to get better support.

4.4.5. Measures to be taken by Pirincepal and Supervisor Some strategies forwarded for Pirncepal and supervisoir are Allocate the needed budget with the school management to provide school with facilities,

make the school conducive environment; mobilize the community to fully integrate with schools and creating awareness on parents to enable them understands purposes and value of education; capacitate the economically the poor students and provide special aid for those poor students and follow up teachers with bad behavior and take measure for improving their weakness and Support their family members with sufficient resources such as learning materials, uniform, food etc. and become model for the rest community.

On the other hand, one of the Supervisor said one of the strategies to reduce educational wastage is through creating team work in the school compound Those said

Now a day there is appreciated and valuable activity in the school. Which is team work program and its activity. I think it has its own value for reducing drop out and repetition and facilitate for students to more achievement. This

means indirectly or directly it support class teachers teaching and reduces attrition rate since it has ground.. Making the team work base, teachers were motivating their students' toward tutorial, make up, work sheet and class participation.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on the main conclusions and recommendations based on the findings in chapter four and informed by the objectives of the research. Therefore, based on the analysis and interpretations made at the preceding chapter the following summaries, conclusions and recommendations are provided

5.1. Summary of the Findings

The findings reported in chapter four summarized along the following themes that reflect the research questions. Therefore, the study also tried to answer the following basic research questions;

1. What is the extent of the problem of students' dropout in Kesso secondary school ?
2. What are the factors causing students to drop out from secondary school in the study area?
3. What are the consequences of students drop out from secondary school in the study area?
4. What are the key measures taken to reduce dropout rates in the study area?
5. Accordingly, in One Kesso secondary school 1 supervisor, 1 school principal, 4 teachers and 25 students were included in the study.
6. Therefore, based on the analysis of data, the findings of the study summarized according to the objectives of the study as follows.
7. It was found that there are several factors which contribute to dropout in kesso secondary school.

8. Concerning the possible causes of Secondary schools dropouts, teacher respondents rated, health problem, low expectation on future success, regular absenteeism, lack of encouragement from teachers' school distance, rough school environment to show that these are the major in-school related factors that contribute to high rate of drop out in the study area. The remaining item such as poor academic performance, lack of support to students who have academic difficulties, inappropriate evaluation of pupils performance, large class size, curriculum irrelevance, poor management, inappropriate school rules and regulation, disciplinary problem of student and passive instructional technique were rated below average to indicate that they are not among the major causes of problem. As far as principals' response to the above mentioned are concerned similar to the teachers response they rated the above mentioned 6 items above average and the remaining 12 items below average.
9. Concerning out- school related factors, the respondents rated, pupils in involvement in income generating activities, drought and famine, parental death, family breakdown, peer group influence, early marriage, teenage pregnancy.
10. As far as the principals' response, to the above mentioned items are concerned, the major out- school related factors, which were rated above, are, parents need child labor, pupils involvement in income generating activities, Parental death, family breakdown/divorce, peer influence, early marriage and pregnancy. Moreover, the study found that when a girl gets pregnant it becomes the end of her studies because parents are not ready to let her continue with studies as they said that it is difficult to let mother go to school. They said that it would be difficult for her to handle two responsibilities, nursing and studies. It was noted that as girls become adolescents, pregnancy becomes a major factor in school dropouts. As result fear of pregnancy is another reason to why parents remove their daughters from school as they approach or reach puberty.
11. Lack of favorable environment at school and surrounding areas is among the primary causes of dropping out among the students. This is especially true among disabled students. Disabled students are more likely to drop out of school if the school environment does not enable them to move freely. Distance to school is also a serious inhibiting factor which leads to dropouts. Distance to school brings about two concerns; on one hand there is insecurity of girls seen in the exposure to attacks and thus parents concerns of sexual safety of their daughters. Also, trekking long distances exhausts children and a lot of time is wasted on

travelling usually without food. Moreover, long distances from school promote lateness and truancy among students. The problem of distance from school also has implications for the motivation of girls to stay in school. Odaga and Heneveld (1995) added that the region where it has been reported that the long distances girls (particularly rural girls) travel to school has two major problems: one relates to the length of time and energy children have to expend to cover the distance, often on an empty stomach, the other relates to the concern and apprehension parents have for the sexual safety of their daughters.

Furthermore, the findings revealed that there are shortage of classrooms, teaching and learning materials and teachers especially to those rural secondary schools such as Kesso secondary school. Classrooms are overcrowded in such a way that students take that advantage to dropout from schools because it is very difficult for the teacher to notice his or her absence. These findings suggest that high students-teacher ratio is among the causes of dropout.

The study also showed that the highest rate of drop out were observed in grade 9, this observation was true in all academic years considered in the study.

Regarding measures to be taken to reduce drop out, the teachers' respondents rated as organizing tutorial class for low performing students, providing advice on how to study, conducting action research on factors that cause dropout and encouraging students to participate in different co-curricular activities. This shows that these factors are the best measures taken to retain students in the school. The principals' have also considered the effects of the above measures to reduce dropout rate as the teachers respondents' do.

This indicates that both teachers and principals who were involved in the study agree on the type of factors which are taken as measures to reduce high rate of drop out in the study area. The remaining items such as taking action against misbehavior and having agreement with parents to reduce dropout rate were rated below average which shows that their contribution to retain students in the school were less.

Early marriage and pregnancy is one of the reasons why young girls dropped out of school.

Large class size does not appear to be a major determinant factor of dropout as nearly half of

the participants agree that its contribution is low.

5.2. Conclusion

It was found that instruction that takes students into the broader community provides opportunities for all students especially experiential learners to connect to their studies in a deeper, more powerful way. The government therefore, has commitment to provide education which is suitable in terms of quality. This includes providing teaching and learning materials and acceptable learning environment. The learning environment should be tailored to respond to the child need rather than requiring the child to adapt to the school environment. Boredom and disengagement are two key reasons students stop attending classes and wind up dropping out of school.

5.3. Recommendations

In order to alleviate the problems that were identified by the study, the following recommendations were forwarded.

Besides consultation days and general meetings with parents and guardians a two way communication is needed to improve interaction and interventions. The government should make sure that mass mobilization and sensitization on education that is carried out to make society aware about importance of secondary education. The government and non-governmental organizations and community development organizations should increase efforts and advocate to the need for discourage early marriages and divorce habits. The government and the community must improve teaching and learning environment to attract parents and students. The government must build hostel in order to reduce early marriage and pregnancy to girls.

1. The Government

The government should educate all the people who have wrong cultural believes and negative attitudes on modern education. The government should abolish child labor in all sectors and take action to the sectors which employ students. The parents should educate their children to behave well so that they use most of their time in studying rather than

doing bad things. The students should make sure that they study hard in order to get good marks which will allow them to go to another class rather than remaining in the same class every year which will lead them to drop out.

Government should also roll out programs of adult education in all parts of the country. The importance of adult education is envisaged to aid in enhancing attitudinal change among illiterate and ignorant parents in favor of child education.

2. The Society

The society should develop collaborative solutions to their local dropout problem. This can be done by working in coalitions, creating partnerships, hosting community conversations and creating prevention plans. For instance the girl child can be encouraged to attend school by establishing attendance incentives.

Accurate and timely identification of the students with a high risk of dropping out must be addressed in the schools at early stage. Experience has shown that dropout begins with the sign of academic failure disengagement in school in the earlier grades. Therefore, schools should develop programs to identify potential dropouts at early stage. In this regard, professional development opportunities for teachers and support staff in early identification and effective instructional techniques for students at risk of dropping out of school have great importance.

Lack of guidance and counseling in secondary schools has its own contribution for students' high dropout in the study area. This service is currently run by non professional teachers voluntarily. Therefore, counselors have to be assigned from

3. School

School should develop a mechanism whereby children from poor families become benefited from the school support program by forming relationships with NGOs that provide teaching-learning facilities to the students.

4. Teachers.

Teachers should familiarize students on the importance of being educated by using living examples of educated people in the community. Teachers should also involve parents and

the society at large in matters concerning students' development and well being by building friendly environment for students.

5. School, in partnership with parents, community, government and NGOs should motivate their students, especially girls, by introducing rewards and incentives for students; this will motivate students to do well in and inspire them to complete their studies.
6. School in partnership with government should provide life skills workshops to young people aimed specifically at improving Sexual Reproductive Health Education, targeting sexual behavior change for students at all levels. This program should include the transition of young people to adulthood, an awareness of the negative effects of early marriage on a young adult's career and life, and the importance of setting goals.
7. Parents and community members, in partnership with government, NGOs and the private sector, should establish a forum to discuss issues concerning their children's education, and the ways in which they, working collaboratively, can improve the environments of school.
8. The government is the driving force in each and every sector most pronouncedly in the education sector. It should improve the learning environment by satisfying different stakeholders in the sector, beginning with teachers they need to be paid better so that they are motivated to do their job morally and responsibly.
9. Recognizing the efforts of the different bodies for their best achievement is essential element to make efforts continuous. Therefore, those weredas and
10. school that succeeded in reducing dropout of students should be rewarded by providing incentive based on their performance.
11. Donor community is urged to consider funding education for orphans and those pupils who belong to impoverished families in order to reduce the rate of school drop-outs.

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APPENDICES

Appendix 1

Wolkite University

College of Educational Behavioral Studies

Department of Pedagogy

A questionnaire is to be Filled out by Teachers

This questionnaire is designed for the purpose of studying the causes for students' dropout in Kesso secondary school. So you have been selected to take part in this study. Please respond and answer all the questions as honestly and accurately as possible. Any information that you provide will be strictly confidential and used for academic purposes only. Thank you in advance for your participation. Do not write your name anywhere in this questionnaire.

Section I: Background Information 1.

1. What is your sex? Male Female

2. What is your education level?

a) Certificate b) Diploma c) Degree d) Masters

Section II: School based factors on Student dropout

Q1. To what extent do dropout of student in your school?

a) To a greater extent b) To some extent

c) Not at all d) Not sure

Q2. Indicate all the following school related factors and rate their influence on students drop out by showing [tick at the corresponding box] whether they are very high, high, medium, low or very low. In the table below

A	No	Teacher related factors	VH	H	M	L	VL
	1	Teacher incompetency					
	2	Shortage Of Teacher					
	3	Poorly Motivated Teachers In Their Career					
	4	Instructive school environment					
B		Pupil Related Factors					
	1	Failure In Studying Hard					
	2	Frequent Absenteeism					
	3	Lack Of Interest In Education					
	4	Low Future Success Or Expectation					
	5	Low Self Conception Due To Previous Failure In Examination					
C		School Managers Related Factors					
	1	Untrained And Inexperienced School Leadership					
	2	Inappropriate School Rules And Regulation					
	3	Poor School Community Relation					
D		Lack Of School Facilities And Service					
E		Overcrowded Classrooms(Large Class Size					
F		Low quality of teaching					

Section III: Parental level of education on students’ dropout

Q3. Do you think that lack of parental Education have any effect on student’s drop?

a) Yes [] b) No [] c) Not sure [] if your answer for question No 3 is yes How-----

Q4. Do you think that lack of student interest toward learning can cause student's dropout?

Yes No if yes

Explain _____

What measures can be taken to reduce dropout of students in your school?

Explain _____

Thank You for your cooperation

Appendix 2

Wolkite University

College of Educational Behavioral Studies

Department of Pedagogy

A questionnaire is to be filled out by Students

This questionnaire is designed for the purpose of studying the causes for students' dropout in Kesso secondary school. So you have been selected to take part in this study. Please respond and answer all the questions as honestly and accurately as possible. Any information that you provide will be strictly confidential and used for academic purposes only. Thank you in advance for your participation. Do not write your name anywhere in this questionnaire.

Section I: Background Information

1. What is your sex?

a) Male b) Female

2. What is your age?

a) 15 years b) 16-18 years c) 19 years and above

Section II: School based factors on Student dropout

Q1. To what extent do student drop out in your school?

a) To a greater extent b) To some extent

c) Not at all d) Not sure

Q2. The following are some of out of school factors that have significant effect on students Dropout. Therefore, rate the degree of influence from your own experience according to your locality.

5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree

No	Out-of school factors	Rating
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1.	Socio Economic Constraints	5	4	3	2	1
	1 .Lack of Material and Financial Support from Parent					
	2.Low Employment opportunity in the Future					
	3.Distance student covered by travelling					
	4.poverty					
2.	Socio Cultural Constraints					
	1. Early Marriage (Teenage Pregnancy					
	2.Parents'' Attitudes towards Formal Education					
	3.Traditional Outlook on Girl's Education					
	4. Parental Educational Background					

Section III: Parental level of education and students' dropout

Q3. Do you think that lack of parental Education can causes student's to drop out?

a) Yes [] b) No [] c) Not sure [] if your answer for question No 3 is yes How-----

Section IV: Pupil Related Factors on students drop out

Q4. Do you think lack of financial support from parent can causes student's to drop out?

Yes [] No [] if your answer from question 4 is yes explain-----

What measures can be taken to reduce dropout of students in your school?

Explain_____

Thank You for your cooperation

Appendix 3

Interview Guide for School Principal and supervisor

This is to consider the perception of School Principals concerning the causes for students' dropout in Governments Secondary Schools in Gambella town.

Guiding Question

1. What do you think are the causes for students drop out in your local secondary schools?
2. How teacher incompetency causes students to dropout in school?
3. What are the major environmental (extraneous) and pupil related variable cause students to dropout school?
4. How does the economic background of parents and the child's school academic performance (drop out) related?
5. What should be done by School Principal to alleviate (minimize) problem of students drop out?
6. How did low employment opportunities could cause students to drop out?

Thank for you cooperation if you have suggestion and recommendations you are well com.