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TITLE: THE MAJOR CAUSES OF STUDENTS DROPOUT IN MEKI CATHOLIC PRIMARY SCHOOLS OF MEKI TOWN.

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SUBMITTED BY: ABERA KORMA

ADVISOR: MR. HABTE.N (MA)

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LETTER OF APPROVAL

These is certify this senior essay 'The Major Causes Of Students Dropout In Meki Catholic Primary Schools Of Meki Town' is submitted in partial fulfillment of the Bachelor of Arts Degree in Education planning and management and complies with regulation of the university and meet the accepted standards with respect to originality and quality.

Approval by board of examiners

Department	Signature	Date
……..	…… …….	……..
Advisor	Signature	Date
……	……..	……..
Internal Examiner	Signature	Date
……..	……..	……

ABSTRACT

This study aimed to investigate the magnitude, trends, and major causes of student dropout in Meki Catholic Primary School, Meki Town, Oromia Region, Ethiopia, and assess measures taken to address the problem. A descriptive survey design was used, employing both quantitative and qualitative research methods. Primary data were collected through questionnaires administered to 40 students and 8 teachers selected via simple random sampling, while 1 principal and 2 vice principals were selected through purposive sampling. Additional insights were obtained through interviews with school administrators and members of the Parent-Teacher Association (PTA). Secondary data were gathered from school records and related literature.

The study found that dropout rates in the school showed a decreasing trend over three academic years: 1.6% in 2013/14, 1.3% in 2014/15, and 0.87% in 2015/16. Despite the relatively low dropout rates, various contributing factors were identified. In-school related causes included poor academic performance, frequent absenteeism, lack of motivation, and inadequate school facilities. Teacher-related factors such as lack of encouragement and professional inadequacies were also noted. Out-of-school factors such as economic hardship, inability to afford school expenses, lack of parental support, and environmental challenges (e.g., drought and famine) were significantly influential. Furthermore, weak school management, irrelevant curriculum, and passive teaching methods contributed to the dropout problem.To combat dropout, the study recommended collaborative efforts between schools, parents, and local government. Proposed solutions included creating a supportive school environment, enhancing community participation, providing financial/material assistance, raising awareness about the value of education, and improving instructional quality

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ABREVEITION

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

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Education was necessary for both males and females. It increased one's knowledge, broadened one's outlook, and sharpened one's intellect. Education played a vital role in building and molding the character of individuals. It was considered a fundamental human right and the key to sustainable development, peace, and stability within and among countries, thus serving as an indispensable means for effective participation in the societies and economies of the twenty-first century (the Dakar Framework for Action, 2000). It formed 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), various significant conferences—such as the World Summit for Children (New York), the 2002 Conference on Environment and Development (Rio de Janeiro), the 2003 World Conference on Human Rights (Vienna), the 2005 World Summit for Social Development (Copenhagen), and the 2005 Fourth World Conference on Women (Beijing)—underlined the role of education as key to sustainable development, improved living standards, peace, and the exercise of fundamental human rights. Education increased and improved productive capacity and brought about attitudinal changes that facilitated the development of the national economy and the well-being of individuals and society. There was also a common understanding that much of the investment made in education had not been effectively utilized, given the large number of student dropouts. Dropouts were a cause of educational inefficiency and wastage of resources in developing countries (Jacque and Harlan, 2000). Similarly, Wana and Tsion (2004) confirmed that educational wastage, which included student dropouts, was a major impediment to maintaining internal efficiency in a country's educational system.

According to Habtamu (2002), internal efficiency referred to the ability of a system to graduate the greatest number of students in the minimum possible time. However, many students showed that a large number did not complete their primary school education within the expected time due to dropout and repetition. Dropping out of school had negative consequences at both individual and social levels. Students who withdrew from school

prematurely ended up not obtaining a certificate of graduation (Ajaja, 2012). In addition, Azan (2007) noted that the major social costs of dropping out of school included reduced political participation, increased crime rates, and poor levels of health. The phenomenon of primary school wastage was evident in the large number of students who, for one or more reasons, did not succeed in acquiring the full range of skills offered through primary schooling.

According to Ram Sere (2008), student dropout was a serious problem in developing countries. The Dictionary of Education (Good, 2008) described a dropout from primary school level as someone who had been a regular student but withdrew from school and failed to complete the designed program. Research findings indicated that there were many reasons for students dropping out of school.

1.2 STATEMENT OF THE PROBLEM

School dropout was a worldwide issue faced by education systems throughout the world. School dropout referred to students leaving their learning education process, which could have side effects for the students' families and communities as a whole. It was widely accepted that the most relevant indicator of educational efficiency was not just the number of students enrolled in the system but the number of graduates who completed a given educational level within the intended time and with the required learning skills, attitudes, and knowledge. However, in developing countries, early student dropouts from school were common. Therefore, the concern of this study was the wastage resulting from dropping out in primary school. An individual dropout might have had many reasons that caused him or her to leave the system before completing the cycle. These reasons varied from person to person. The causes of student dropout included low economic status of a family, the family's education level, students' perceptions, and other related factors.

Wastage, as described by Brume and Puol (2001), UNESCO (2004), and Adane (2003), encompassed multiple problems that made the realization of educational objectives difficult. According to Shahid (2010), students' difficulties in learning, lack of interest in school, lack of interest in studies, class repetition, and low socioeconomic status of parents were major causes of dropout. Attaullah (2000) identified health problems, family diseases, domestic work, poverty, rough climate, parental indifference, transportation issues, and irregular attendance as significant causes of school dropout. Therefore, this study focused on

identifying the major causes of dropout in Meki Catholic Primary Schools and exploring measures taken to address this general problem while suggesting possible solutions for reducing dropout.

1.3 BASIC RESEARCH QUESTIONS

1. What was the magnitude and trends of the dropout rate in the Meki Catholic Primary Schools of Meki Town?
2. What were the major causes of student dropout in the Meki Catholic Primary Schools of Meki Town?
3. What measures were taken to reduce dropout rates in the primary schools?

1.4 OBJECTIVES OF THE STUDY

This study had two objectives: a general objective and a specific objective.

1.4.1 GENERAL OBJECTIVES OF THE STUDY

The general objective of this study was to investigate the major causes of student dropout in Meki Catholic Primary Schools of Meki Town.

1.4.2 SPECIFIC OBJECTIVES OF THE STUDY

The objectives of the study were to investigate the magnitude and trends of the problems in Meki Catholic Primary Schools of Meki Town, to identify the major causes of student dropout in Meki Catholic Primary Schools of Meki Town, and to identify the measures taken to retain students who had dropped out in Meki Catholic Primary Schools of Meki Town.

1.5 SIGNIFICANCE OF THE STUDY

The results of this study were expected to have the following significance: the study may have helped other researchers who intended to conduct research in a similar area. The findings of this study were also essential for policymakers and other organizations that were interested in making decisions and formulating principles regarding measures to be taken to reduce dropout rates. It contributed to improving the retention of students in Meki Catholic Primary Schools. It may have helped to increase the awareness level of students, teachers, parents, and principals about the problem. The beneficiaries of the study may have included primary school students, teachers, parents, and society as a whole. It may have provided

valuable information and recommended some paramount directions for practices while finding possible solutions for those problems. It contributed to the existing knowledge in making the teaching-learning process effective and productive. It provided basic information to curriculum planners to design the curriculum according to the needs of teachers and students.

1.6 DELIMITATION OF THE STUDY

The study was about the major causes of students' dropout from primary schools in meki Town. Meki Town had 11 primary schools, and one of those schools was selected for the study. This study focused only on meki Catholic Primary School due to various constraints, including inadequate financial resources and time.

1.7 Limitation of the study

In this study, the major limitation was that it was not possible to control the attitudes of the respondents, which may have affected the validity of the responses. Another limitation of the study was that it was not possible to adequately measure the factors that influenced student dropout in the schools. The insufficient amount of funding provided to work on the study from the different schools posed another limitation. Additionally, there was a shortage of time; the researcher did not have adequate time, and there was a lack of respondents' ability, interest, and willingness to fill out questionnaires. The possible solution to these problems involved the proper use of financial, time, and information resources.

1.8 Definition of the key terms.

Dropout: Refers to students who left school before reaching the end point of the educational cycle.

Dropout rate: Reflected the proportion of students who left the school system before completing the primary school courses.

Input: Inputs consisted of resources that had been available in order to improve primary school students' academic life and consequently their achievement in examinations, so as to reduce student dropout.

Primary education: Referenced the provision of the first level of instruction to children usually between the ages of 7 and 14.

Primary schooling: Referenced the provision of primary education through formal schools.

Process: Referenced the daily activities performed both at home and at school in terms of utilization of the available resources identified as inputs to students' academic achievement.

Product: Referenced the output of the education program. The product could be positive or negative depending on the suitability of the context.

Repetition: Reflected the ratio of students who spent more than one year at a given level of education.

1.9 ORGANIZATION OF THE STUDY

The study was divided into five chapters. The first dealt with the problems and its approach, and the second chapter presented the review of related literature. The third chapter was about the research methodology, while the fourth chapter dealt with the presentation, analysis, and interpretation of data. Finally, the summary, conclusion, and recommendations were provided in the fifth chapter. Besides, references and appendices were attached at the end of the paper.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 CONCEPT OF DROPOUT

The concept of dropout was commonly used to refer to students who left school before completing the expected level of education. As Levy (2001, Habtamu 2002, p. 36) stated, a dropout was an individual who quit school without graduating or changing schools. According to Ayalew (2007), dropouts were students who left school before reaching the endpoint of the education cycle in which they were enrolled. Dropping out was the withdrawal from school before completing the equivalent level of a given program (Good, 2003).

2.2 DROPOUT AS EDUCATIONAL WASTAGE

Dropping out was the withdrawal of students from school before completing the equivalent level of a given program. Good (2003) noted that withdrawals of students before the completion of the equivalent level were therefore considered as wastage since the students who dropped out had not achieved the educational objectives designed for that level (UNESCO, cited in Ayalew, 2007).

Keeping children in school had been a major problem in many developing countries, where high rates of repetition and dropout led to inefficiency and wastage of scarce resources (Hallak, 2000). While many countries made high investments in education, investment on its own did not guarantee desirable results. If the benefits of investment in the education sector were to be optimized, wastage would have to be avoided or at least minimized. Educational wastage referred to the human and material resources spent or wasted on pupils who had to repeat a grade or who dropped out of school before completing a cycle. It denoted the inefficiency of the school system and referred to the lost opportunities for these children to develop the knowledge, skills, attitudes, and values they needed to live productive lives and to continue learning (UNESCO, 2008). It was difficult to estimate the economic cost of education to dropouts and their parents (Natriello et al., 2005). The direct cost of education was the expense incurred by parents for the education of their children. These included school fees, the cost of uniforms, school books, school equipment, transport, and meals (Natriello et al., 2005).

Recent reports (MOE, 2008) showed that the dropout rate was very high (over 10%) at the primary school level in Ethiopia. The dropout rate was usually considered an important indicator of the efficiency of the school system. Though the dropout rate was at its highest level, such a large dropout rate meant a significant amount of human and economic resource wastage. Dropping out was the withdrawal of students from schools before completing an equivalent program. It was seen as wastage since the students who dropped out had not achieved the educational objectives designed for the course (UNESCO, 2004). For this reason, dropout was a global problem, though the degree varied between developing and developed countries. Shinbu (2009) confirmed that the problem was more serious in developing countries.

Educational wastage did not only occur through dropping out; as mentioned earlier, children also deliberately repeated grades to improve their academic performance. In this case, both dropout and repetition represented wastage in twofold (MoE, 2002). Wastage was generally used to describe the combined effects of repetition and dropout. Repetition referred to students who, in a given year, remained in the same grade and did the same work as in the previous year. In addition, Level (2001) stated that dropouts were students who left school before reaching the endpoint of the educational level or cycle in which they were enrolled. Educational institutions were established with certain goals or purposes. The failure to achieve those intended results or goals was described as wastage. Hence, wastage in education was a phenomenon that reduced the effectiveness of the system.

2.3 TYPES OF DROPOUT

The types of dropouts were grouped according to their respective causes for quitting their education. As described by Kaufman et al. (2001), the National Center for Education Statistics (NCES) defined three types of dropout rates, each providing a different perspective of the student dropout population. Event dropout rates "described the proportion of students in a given age range who" Sapposta (2003) grouped dropouts into three categories:

2.3.1 INVOLUNTARY DROPOUTS

The problems such as illness, physical disability, and child labor by parents, poverty, and accidents exerted external influences on students becoming 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 lacked sufficient ability to handle academic studies tended to drop out prior to high school entrance. They were students 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 were characterized by certain personal and emotional factors; they had the ability to do satisfactorily, even superior work in school. However, they were reluctant to make better progress in academic activities. In contrast to the retarded dropout, the capable dropouts possessed abilities for academic performance. They had the potential for doing better but were dominated by social and psychological problems that 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 would drop 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 have been gifted (Renzulli Park, 2000). Other gifted students dealt with bullying, depression, and anger (Cassady Cross, 2006).

2.4 THE MAJOR CAUSES OF STUDENTS DROPOUT

Habtamu (2003) stated that there were major factors for dropout, and many researchers identified school-related, student-related, family, and community-related problems. In the study, an attempt was made to discuss some of the problems that led to student dropouts from school in order to address the issue of grade repetition and educational wastage. A dropout was defined as a pupil who left school for any reason except death before completing

educational programs of study and without transferring to another school (Jamal A., 2002). In other words, a dropout was a child who left school before completing the educational stages in which they were enrolled. The study by Kukreti and Saxena (2004) revealed the causes of school dropout as the need of children to supplement family earnings, a discouraging school environment, the illiteracy and ignorance of parents, and early marriage. Grade retention was yet another cause of school dropout.

2.4.1 SCHOOL RELATED CAUSES

An unfavorable school environment had been one of the causes of school dropout; it had also included inadequate educational materials, such as the library, laboratory, sports, and other entertainment activities. Otherwise, schools would not have been able to provide students with the required educational objectives.

Many causes related to school dropout had been identified by researchers such as Pederast (2003) and Hamburger (2007), who had stated that discipline problems influenced the decision to leave school. Poor quality of teachers, a shortage of instructional materials, and other facilities had contributed to school dropout. The most significant causes related to schools had been class size and the availability of textbooks.

2.4.2 SCHOOL FACILITIES

School physical and material facilities affected educational quality in general and pupils' performance in particular. It was widely accepted that schools with better facilities and materials that facilitated the instructional process were possibly more efficient than those without (Carl-Hill, 2002; Habtamu, 2002; Taylor, 2007). In many developing countries, textbooks, blackboards, chalk, desks, chairs, and all the ordinary materials were often scarce or non-existent (Graham-Brown, 2001). Thus, the scarcity of school facilities that were particularly related to instructional activities contributed to internal efficiency in terms of both repetition and dropout rates. The physical environment in which formal teaching and learning occurred ranged from modern and well-equipped settings to open-air gathering places (UNICEF, 2000). According to the MOE (2003), school physical facilities included water, libraries, pedagogical centers, and laboratories. These facilities were required to be proportional to the number of teachers and students in the school for the provision of quality education.

2.4.3 OUT OF SCHOOL RELATED CAUSES

Researchers indicated that the socioeconomic environment in which rich children grew was an important systematic predictor of their overall well-being. It was argued that their health, education, later employment, and future learning largely depended on the socioeconomic status of the students' families and their living environments. Factors such as unstable home environments, individual learners' characteristics, and peer pressure were socioeconomic factors that contributed to student dropout. Poverty was an obviously prevalent situation in rural areas. It was clear that parents with poor economic status faced difficulties in providing their children with exercise books, pens, and pencils, as well as buying uniforms and covering food expenses. The World Bank (2000) also reported that pupils from low-income families were likely to perform academically poorly and had a higher tendency to drop out of school compared to those from economically privileged backgrounds.

2.4.4 STUDENTS RELATED CAUSES

Human beings, by nature, had their own emotional states, attitudes, and interests. These unique physiological and psychological traits set up influences that affected their abilities, disabilities, and attitudes, which in turn had a significant impact on the academic programs and performance of children. Negative feelings about future prospects and self-worth resulted in failures and led to dropouts from the system. Dropout students were more socially isolated than non-dropout students and often lacked involvement in school-based social activities. This lack of involvement in school activities was a contributing factor to dropout rates (Charter, 2010).

Student-related causes had a direct effect on the efficiency of the school system. These issues included pupils' attitudes towards learning, motivation or expectations for future achievement, low self-concept, preschool education experiences, and health problems. Another important factor was motivation and expectation for future achievement; it was generally assumed that a child with high achievement motivation who saw prospects for the future would be more competitive and adaptive to their circumstances (Brimer and Pavli, 2001, cited in Adane, 2003). Early failures in school could lead children to become failure-oriented; these children lost motivation and did not expect to be successful, prompting them to discontinue their education.

Another concept related to pupils' characteristics was preschool education. Numerous studies conducted in various countries documented the contribution of preschool education in

reducing and preventing dropouts and repetition in primary education (Riley, 2006; Myers, 2003, cited in Adane, 2003). Health problems among children, especially in poor areas, were very serious. In this regard, Coombs (2005, cited in Adane, 2003) stated that the learning achievements of students largely depended on the characteristics of the learners themselves, including whether they were well-nourished and maintained physical and mental health. However, many studies reported that in most rural and remote areas of developing countries, school children suffered from health problems that often led them to discontinue their schooling or perform poorly in classes (Bishop, 2004, cited in Tilaye, 2009).

2.4.5 TEACHERS RELATED CAUSES

Many writers indicated that teachers' characteristics had a central role in the efficiency of certain levels of education. According to Biniaminaw and Glassman (2002; cited in Adane, 2003), teachers were considered school inputs. These characteristics included qualifications, experiences, attitudes, and commitment to their profession and pupils. The quality and efficiency of education were directly related to the qualifications of teachers. Similarly, teachers' experience was expected to have a positive relationship with school efficiency. Reviewing many research findings, Heyneman (2000, cited in Adane, 2003) concluded that teachers' experience and pupils' progress had a positive relationship. The evidence from our country also showed that the assignment of less experienced teachers was a cause of student dropouts, especially in rural schools (MoE, 2001 E.C.). Coombs (2005) contended that one of the most important factors for the low internal efficiency of the education system was the lack of qualifications among teachers, which was expected to have a strong impact as teachers provided adequate content and attractive teaching methodologies.

Another important teacher characteristic that affected school efficacy was the attitude of teachers towards their profession. In developing countries, many teachers did not join the teaching profession out of interest, which undeniably had a negative influence on school efficiency (Chantavanich and Fry, 2000; Tekeste, 2000). The lack of commitment from a large number of teachers, as noted by Tekeste, resulted in low quality of education. Therefore, raising teachers' attitudes towards their profession was an important factor that contributed to the improvement of education.

Finally, teachers' attitudes towards their pupils' academic abilities and future progress were as important as their attitudes towards their profession. Teachers' expectations regarding their pupils had to be realistic. The more realistic teachers' expectations were, the better the pupils'

efforts and performance would be. This, in turn, resulted in higher efficiency of the system (Chantavanich and Fry, 2000).

2.4.6 ADMINISTRATIVE RELATED CAUSES

The School Principal, like other administrators, needed to have qualifications and adequate training that would help him develop the three skills identified by Kataz (2009) as technical, human, and conceptual (Ayalew, 2001). The policy, which had relevant programs and strategies designed to sensitize and demonstrate the importance of education for society and that had been initiated and accepted wholeheartedly by the community, could have increased the demand for schooling and successful retention in the system (World Bank, 2006). Policies related to dropout rates, repetition, and promotion could have had an effect on the efficiency of the educational system. Similarly, an efficient administrative system was essential for implementing the policy. The problem of school management was one of the various factors that caused a higher rate of wastage in education (Adane, 2003).

CHAPTER THREE

3. RESEARCH METHODOLOGY

The main purpose of this study was to assess the major causes of student dropout in Meki Catholic Primary Schools of Meki Town. To conduct this study, descriptive methods were selected because they helped the researcher examine the current causes of student dropout by describing these causes. Moreover, this method also provided adequate information that enabled the researcher to suggest valuable alternatives. Supporting this, Jeeves (2000) pointed out that the descriptive method of research is a fact-finding study with adequate and accurate interpretation of the findings. Therefore, to have a clear picture of the existing problems and to accomplish the objectives stated earlier, a descriptive survey became appropriate.

3.1 DESCRIPTION OF THE STUDY AREA

Meki Town was located in east-central Ethiopia in the East Shewa Zone of the Oromia Region. It was considered a satellite town to the capital city and was easily accessible via a paved road. Meki Town was situated approximately 80 kilometers southeast of Addis Ababa and 100 kilometers northwest of Hawassa.

Significantly known for its agricultural production, particularly horticulture, Meki served as a major market for local produce. It had a latitude and longitude of 8°9' N and 38°49' E, with an elevation of 1,636 meters above sea level. Meki was the administrative center of Dugda Woreda. The main market day was Thursday, with a smaller market operating on Monday and Wednesday at another location in town. Notable tourist attractions included the stunning Lake Zeway Batu.

3.2 SOURCE OF DATA

One of the major steps in conducting research was collecting relevant data, which provided information and enabled the researcher to find solutions for problems. The researcher used both primary and secondary data sources for the study.

3.2.1 PRIMARY SOURCE OF DATA

The primary sources of this study were collected from teachers, students, principals, the woreda education office, and the community by using both open and closed-ended questionnaires and interviews.

3.2.2 SECONDARY SOURCE OF DATA

The secondary sources were collected from document analysis. In this study, secondary data was obtained from Government Office Records, School Records, and the library to find information on primary school dropouts. In this study, the researcher used the Internet to find the Literature Review or to see what other researchers had done on dropouts in primary schools.

3.3 POPULATION SAMPLE SIZE AND SAMPLING TECHNIQUES

The population of the study was the students, teachers, and principals of Meki Catholic Primary School. The samples of these populations were selected using different sampling techniques such as simple random sampling and availability sampling.

TABLE 1: POPULATION SAMPLE SIZE AND SAMPLING TECHNIQUES

No	Respondents	Population	Sample size	Percent	Sample techniques
1	Principals	1	1	100%	Available sampling
2	Vice principals	2	2	100%	Available sampling
3	Teachers	36	8	22.2%	Simple random sampling
4	Students	2544	40	1.6%	Simple random sampling
5	Total	2584	52	2%	

3.5 DATA COLLECTION INSTRUMENTS

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

3.5.1 QUESTIONNAIRE

The questionnaire was prepared and administered to the respondents to collect data on the causes of student dropout in the schools. The questionnaires were prepared in both English and Afan Oromo. The questionnaires were translated from English to Afan Oromo, which is the local language of the study areas. Essentially, the questionnaire was selected for this study because it was the most appropriate means to involve a large number of sample populations and to collect adequate information for the current situation within the given time frame.

3.5.2 INTERVIEW

An interview was also another instrument that was used to gather and compare information with the results obtained from the questionnaires. The interview was prepared for the school principals to obtain sufficient information about the causes of student dropout.

3.5.3 DATA COLLECTION PROCEDURES

In the first phase, the researcher discussed with the school principals, vice principals, and teachers of the sample school to describe the objectives and importance of the research and arranged a time to complete the questionnaires and interviews. Second, after approval was obtained from the respondents, the teachers and representatives of the school assembled the respondents, providing orientation about the objectives of the study and the questionnaires at the appointed time and place. Thirdly, the researcher distributed the papers to the respondents, collected the completed questionnaires, and thanked them for their cooperation. The researcher then conducted interviews with the principal, vice principal, and supervisor at the appointed time and place.

3.6 METHODS OF DATA ANALYSIS

The collected data was analyzed using both quantitative and qualitative methods. Depending on the nature of the problem and the data collected, different statistical methods were 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 36 teachers of meki catholic 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 2544 Students 40 Students were selected by simple random sampling techniques. The questionnaires were distributed to meki catholic 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. The responses obtained from Parent-Teachers Association and other communities were used to add ideas to the teachers` and principals` responses.

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 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 20-25years and 26-30 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 3 : THE MAGNITUDE OF DROPOUT RATES IN MEKI CATHOLIC PRIMARY SCHOOLS

Academic year	Total Enrollment	Total Dropout in numbers	Dropout Rate in (%)
2013/2014	2104	34	1.6
2014/15	2113	28	1.3
2015/16	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 (2014/15-2016) academic years. The data shows that comparatively lower rate of dropout was observed. The rate of pupils` dropout rate of students from the meki catholic primary school in which this study was carried out was lower. From this evidence, in the study area, dropout rates for 2013/14-2015 academic years were 1.6, 1.3 and 0.87 percent respectively. In the academic year 2013/14, the rate of dropout was decreased from 1.6% to 1.3% in 2015/16 to 0.87%. Similarly, when students` dropout trend in the study was examined in absolute number, the total number of students` dropout in 2013/14 was 34 to 28 in 2014/15 in 2015/16 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 : 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 5 : TEACHERS 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	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 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
		Teaches	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 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 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 from education	Students	13	32.5	11	27.5	-	-	5	12.5	7	17.5	9
		Teachers	3	37.5	4	50	-	-	2	25	-	-	3
		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

This study investigated the issue of student dropout in Meki Catholic Primary School, located in Meki Town, East Shewa Zone of the Oromia Region, Ethiopia. The research aimed to assess the magnitude and trends of student dropout rates over three academic years (2013/14–2015/16), identify the major causes, and explore potential strategies and measures taken to reduce dropout rates. The research used a descriptive survey method, incorporating both qualitative and quantitative approaches. Data were gathered using questionnaires administered to students and teachers, and interviews conducted with school principals and members of the Parent-Teacher Association. Simple random sampling was applied to select 8 teachers and 40 students out of the school population. Additionally, secondary data were collected from school records and relevant literature.

Multiple factors were identified as contributing to student dropout. **In-school related causes** included poor academic performance, regular absenteeism, frequent grade repetition, and lack of student encouragement. The inadequacy of school facilities, irrelevance of the curriculum, distance from home, and passive teaching methods were also significant contributors.

Out-of-school factors played an equally important role. These included students' economic challenges, inability to pay school-related expenses, parental lack of understanding of the value of education, and environmental problems such as drought or famine. Some students were involved in income-generating activities, contributing to early withdrawal from school.

Teacher-related and administrative causes were also noted. These included the lack of qualified teachers, poor management practices, and the absence of consistent school discipline and motivation strategies. Respondents suggested several measures to address the problem. These included strengthening the relationship between schools and communities, creating awareness about the importance of education, improving teaching and learning environments, encouraging student participation in co-curricular activities, and supporting financially disadvantaged students.The findings suggest that while the dropout rate is low and decreasing, there are still

systemic, social, and economic issues that need to be addressed to further reduce the number of children leaving school prematurely.

5.2. Conclusion

Based on the analysis of data and the findings of the study, several key conclusions can be drawn regarding the issue of student dropout in Meki Catholic Primary School:

1. **Dropout is a multifaceted issue** that continues to challenge the efficiency of the education system, even in the context of a declining dropout rate. While the rate of student dropout was observed to decrease over the study period, the problem has not been entirely resolved.
2. **The causes of dropout are both internal and external to the school environment.** Internally, poor academic performance, absenteeism, frequent repetition, and inadequate facilities negatively affect student retention. Additionally, poor classroom management, passive instructional methods, and uninspiring curriculum content contribute to student disengagement.
3. **External factors play a critical role**, particularly those related to socio-economic conditions. The inability of families to afford educational expenses, children's involvement in income-generating work, and the lack of parental awareness about the importance of education are significant contributors to dropout.
4. **Administrative inefficiencies** such as poor school leadership, lack of parental involvement in school decision-making, and limited resources further exacerbate the problem. Teachers' attitudes, motivation, and qualifications also impact student engagement and success.
5. The **negative consequences of dropout** are both personal and societal. Dropouts face higher risks of unemployment, substance abuse, criminal behavior, and social marginalization. Economically, dropout results in wasted resources and reduced potential for national development.
6. Despite these challenges, the study also shows that **intervention strategies can make a positive impact**. When schools and communities collaborate, and when education is seen as a shared responsibility, student retention improves.

In conclusion, reducing the dropout rate in Meki Catholic Primary School and similar contexts requires a holistic, multi-stakeholder approach. Addressing both school-based and community-based causes through targeted interventions is essential for improving educational outcomes and securing the right to education for all children.

5.3. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are made to reduce student dropout and improve retention in primary schools:

For School Principals and Teachers:

- **Create a conducive school environment** that supports student learning, including improved facilities, discipline, and inclusive co-curricular activities.
- **Provide academic support** to students struggling with performance, such as remedial classes and continuous assessment strategies.
- **Enhance teacher motivation and training** to ensure active, student-centered teaching methods that increase student interest and participation.
- **Encourage positive teacher-student relationships** that can build students' self-confidence and academic engagement.

For Parents and Communities:

- **Increase parental awareness** on the importance of education through regular meetings, workshops, and community discussions.
- **Encourage parental involvement** in school governance and student monitoring, particularly through the PTA (Parent-Teacher Association).
- **Create local support systems**, such as child mentoring, after-school programs, or food assistance, to support at-risk students.

For Local Government and Education Authorities:

- **Strengthen education policy enforcement** to ensure that dropout cases are tracked and addressed through local administrative support.
- **Increase budget allocation** to provide essential learning materials, school feeding programs, and subsidies for children from low-income families.
- **Develop return-to-school programs** for students who drop out due to unavoidable circumstances (e.g., early pregnancy, economic hardship).
- **Improve school infrastructure**, particularly in remote or rural areas, to reduce distance-related dropout.
- **Mobilize resources from NGOs and donors** to assist in the construction of additional classrooms, libraries, and sanitation facilities.

Cross-cutting Recommendation:

- **Conduct further research** at regional and national levels to identify trends, best practices, and localized solutions that can be scaled up.

In summary, preventing school dropout requires a **collaborative and sustained effort** among educators, families, government bodies, and civil society. Through integrated and coordinated interventions, the dropout rate can be significantly reduced, ensuring that every child enjoys their right to education.

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APPENDIX I

WOLKITE 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 Meki catholic 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__

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_____

Thank you for your cooperation

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?

_____

Thank you for your cooperation

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 for your cooperation!!

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 for your cooperation!!