CONTRIBUTING FACTORS FOR SCHOOL DROPOUT IN PRIMARY SCHOOL; THE CAUSE OF JABI WOREDA, WEST GOJJAM, ETHIOPIA

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Addis Ababa, Ethiopia

DECLARATION

I here   by declare that the dissertation entitled:

CONTRIBUTING FACTORS FOR SCHOOL DROPOUT IN PRIMARY SCHOOL; A CAUSE OF JABI WOREDA, WEST GOJJAM, ETHIOPIA
Submitted by me for the partial fulfillment of the MSW to Indira Gandhi National open University,(IGNOU) new delhi is my own original work and has not been submitted earlier,either to IGNOU or to any other institution for the fulfillment of therequirement for any other programme of the study.I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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CERTIFICATE

This is to certify that Mr.Melesse Begizew Mekonnen student of MSW from Indira Gandhi National Open University,New Delhi was working under my supervision and guidance for his project work for the course **MSWP-001.**His project work entitled.

CONTRIBUTING FACTORS FOR SCHOOL DROPOUT IN PRIMARY SCHOOL; A CAUSE OF JABI WOREDA, WEST GOJJAM, ETHIOPIA

Which he is submitting, is his genunine and original work.

 Place : Addis Ababa,Ethiopia

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ACKNOWLEDGEMENTS

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List of Acronyms and Abbrivations

ANOVA: - Analysis of Variance

CBO: - Community Based Organization

CREATE: - Centre for Educational Research and Training

CSA: - Central Statistics Agencies

EEP: Ethiopian education policy

EPRC: - Economic Policy Research Center

FGD: - Focus Group Discussion

FBO: - Faith Based Organization

IREWOC: - International Research on Working Children

KA: - Kebeles Administration

MGD: - Millennium Development Goal

MPRA: - Munich Personal Re P E c Archive

NCERDC: - North Carolina Education Research Data Center, Center for Child and Family Policy

CERID:-Research Centre for Educational Innovation and Development

SPSS: - Statistical Package for Social Sciences

UNC: - University of North Carolina

UNESCO:-United Nation Education, Society and Culture Organization

ABSTRACT

This study was conducted in primary schools in Jabi Woreda. The objective of the study is to investigate the social, economic and educational factors that associated with students' dropout in primary schools. In conducting the research, qualitative and quantitative research methods were employed. The quantitative data were collected through structured interview. Structured questionnaires were administered for 405 respondents. From the population, 405 respondents were selected using the random sampling technique from 12 kebeles and 12 primary schools. The data was analyzed statistically using chi-square analysis. Surveys were used to measure parents, pupils and teacher perceptions and opinion on children dropout. The qualitative data was collected using open-ended questionnaires and interviewing parents, teachers and woreda education principals or expertise. The analysis was performed using statistical package for social science (16.0), and Hypotheses were formulated and tested by using the chi-square with 95% confidential interval was used to assess association between variables of social, economic and educational characteristic and school dropout. The results of the research indicated that there are three main factors influencing student's dropout in primary school, to be more specific, they are: (i) social factors (large family size, parental education level, home/parental service, domestic work and agricultural activity). (ii) Economic factors (cost of uniform or cloths, cost of education materials and school payments). (iii) Educational or school factors (Inadequacy of classrooms, Lacks of textbooks, poor infrastructure/poor facility/, poor teaching and learning process). Finally, the combined effects of social, economic and educational or school factors were affecting children's dropout from the school. Based on this finding, it was recommended that the Government, CBO, FBO and NGOs will be provided scholastic materials for the most marginalized or vulnerable students and improve school facility, improve community prrticipation to prevent children's dropouts,improve quality of education, strengthen non-formal education and improving and creatring new income generating activity in the family.

CHAPTER ONE

1. Introduction

1.1. Background Information

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

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

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

Similarly, the school dropout rates at primary school level in the Amhara regions are 5.3 percent. According to Woreda Education Offices reports, the Primary School dropout Rate (1-8) has slightly increased from 5.2 percent in 2013 to 10.7 percent in 2014. In 2014, the dropout rate for boys was 5.5 percent while that of girls was 5.2percent. From 2013-2014, on average, nearly 3600 children left school before completing their primary education (Jabi woreda education office, 2014).

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

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

1.2 Statement of the problem

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

Several factors associated with dropout have been identified by different researchers. Tassew, (2008), found parental education; household composition, household wealth, child characteristics and exposure to shocks, as well as maternal social capital as predictive of dropout. Other scholars were suggested, for which there was less evidence: rural-urban disparity, as well as a serious gender gap in school which causes high dropout rate (IREWOC, 2OO7; Tassew, 2008) and distance to school was found to be one of the most common explanatory factors for non-attendance the number of pupils

that have been dropout of primary school (Young Lives, 2006; EPRC, 2008; Tassew, 2008). In a recent review of the dropout literature, Young Lives, (2006), Kassahun, (2006), Tassew, (2008), EPRC, (2008), World Bank, (2010), found that household poverty as the strongest predictor of dropout. Corporal punishment, lack of physical facilities, inadequate provision of physical facilities in schools and shortage of teachers, inadequate and improper residential facilities for teachers and poor quality of education are also some of the major reasons of high dropout of students (Ghost, 2011). Administrative factors such as careless supervision, weak administration, low learning achievement, repetitions, unattractive environment of the school ,over-crowded classes,teacher absenteeism and undue political interference are contributing towards high dropout in Ethiopia and developing world (Ghost ,2011); Ananga .E, 2011; World Bank, 2010)

In Ethiopia, the dropout of students from school denies them the opportunity for employment as well as to develop social, economic and political participation. In addition, the student‟s dropout from schooling contributes for poor performance of economic and social developments (UNESCO, 2002).

The above studies have certain limitations. The pervious frame analysis is less empirical evidence to predict the combined effect of social, economic and educational factors and their relative influence on school dropouts have not been investigated and documented in Jabi woreda. Nevertheless, this study investigates the factors affecting school dropout by the combined effect of social, economic and educational factors in Jabi woreda. The aims of study would be creating additional knowledge about school dropout in primary school in the woreda and to fulfill the gaps of previous researchers.

1.3. Research hypothesis

➢ There is a relationship between family size and structure/compositions, parental education level, cultural traditions and practices and school dropouts.

➢ There is a relationship between child characteristic (Agricultural activity, domestic work and orphanage) and school drop outs.

➢ There is a relationship between distance to school from child's home and dropout.

➢ There is a relationship between teacher related factors, administrative related factors and dropout rates.

➢ There is a relationship between drop out problem and availability of physical facility to the school

➢ There is significant difference in dropout of primary school children at 1-8 grades.

➢ There is a relationship between household poverty with in family and dropout.

1.4. Objectives of the Study

1.4.1. General objective

➢ To examine the social, economic, and educational characteristics associated with studen's dropout in primary school.

1.4.2. Specific objective

➢ To examine family characteristics (family size, family structure, parent education level and cultural beliefs and practices) and child characteristics(domestic work, Agricultural activity and orphaned), with disparate educational profiles effecting dropouts.

➢ To identify the influence of household poverty on pupils dropout from the schooling.

➢ To identify school distance, physical facility of school, teacher related factors and administrative factor with disparate educational profiles effecting dropouts.

➢ To analysis rate of dropout in Jabi woreda primary schools between 2013-2014

➢ To identify the rate of dropout male and female students between 2013-2014

1.5 Scope of the study

The study was conducted to assess the factors affecting dropout rate in primary school. The study was covered 12 primary schools from Mircha,Geray,Mankusa,Mana ,Tikurwuha,Abasem and Makesegnet from full cycle(1-8) ,and Chifarit, Woga, Yihunta,Abshet and Mergi from first cycle(1-4).Among the total numbers of 101 primary schools, which is found in Jabi woreda of Amhara National Regional State.

1.6 Significance of the study

The outcome of this study is expected to generate useful information to gauge school dropout regarding the influence of students in their educations. The main significance of this study included:-

➢ **At the school and woreda levels**, for school staff and woreda education principals, the results of the study serve both as goal and means for communitymobilization around education and prevention of school dropout and may also be used as a tool for localized self assessment, planning, implementation and monitoring of outputs in the best interest of children and parents and give a clear picture of the children dropout affected by social, economic and educational factors for woreda education.

➢ **At the community level,** parents and dropout students, the results of the study was designed to contribute to the better understanding of the social, Economic status of parents and education related factors affecting school dropout for parents and dropout students and to adapt school dropout prevention in the community.

1.7 Limitation of the Study

During data collection process, there were many problems tracing and locating school dropouts and it was difficult to identify dropouts correctly from school registration in some places. In addition to this, time and financial resource shortage was among the limitations that affect the process of research.

1.8 Operationalization of the concepts

The following working definitions were developed and adopted on the discourse of this study: Students memberships in dropping out are considered as dependant variable, the outcome or results of the influence is the independent variable, and are labeled "student dropout". It is a categorical variable and will be used as grouping variables in the discriminated function analysis. The main determinant factors such as social, economical, and educational, which contributed to student dropout, are treated as independent variables, because they affected school dropouts. These factors are identified through the analysis of the related literature. These factors correspond to the research questions for the study is the following:-

Family characteristics: includes family structure or composition, household size, parental education,

Cultural practices: comprised of early marriage, home/parental service, pregnancy, rape, sexual harassment, religious believes, employment in domestic work.

Child labor: such as domestic work, agriculture activity, and orphanage.

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

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

Other affecting factors of the study: include direct and indirect cost of education, physical factors, teacher related factors, educational environment related factors, and administrative factors.

CHAPTER TWO

2. Review of related literature

2.1 Children drop out from the primary school in Ethiopia and other developing countries

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

In the literature review, researcher‟ s reports show numerous reasons for students‟ dropout in primary schools. MPRA (2OO8) reports classified the main cause of dropout rate in the primary school in to five categories. These are socioeconomic, political, cultural factors, institutional factors, and structural factors. On the other hand, Young Lives (2008), classified the main causes of dropout rate in the primary school into three categories: house hold wealth, parental education, distance to school and others determinate factors classified as the same manner. Generally, the researchers classified the determinate factors that contribute dropout rate in the primary school in to three categories″ .

2.1.1. The influence of social factors on school dropout in primary school

2.2.1. Parents educational back groud and dropout:

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

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

2.2.2. Household composition and dropout:

Economic policy research center (EPRC, 2008) and Young lives (2008) demonstrated that children in larger households are less likely to drop out of school than children living in smaller households. On the other hand, in smaller households, children are more likely to be diverted to offer family labor or stand-in in case of family shocks like sickness and the school fees burden, which could have been a major contributor to pupil dropout for larger family sizes.

Young Lives (2006) stated that in the Ethiopian context, it has been argued that, other factors remaining constant, the greater the number of children within a family, thegreater the probability of their enrolment, reflecting the greater availability of labor in the

household for agricultural and domestic work. In addition, children are more likely to be enrolled in school in female-headed households. There are two reasons. Women have stronger beliefs that educated children are less likely to become poor adults and that their enhanced earning capacity will make them more likely to help to reduce their own old-age poverty.

Bavaro (2008) stated that students living with both parents have lower dropout rates and higher graduation rates, compared to students living in other family arrangements. More important, changes in family structure, along with other potentially stressful events (such as a family move, illness, death, adults entering and leaving the households, and marital disruptions) increase the dropping out rate from the school.

Kassahun (2006) report shows that family size increases school dropout rate decreases for both males and females. Less demand for child labor among large family size households as they may have better access to adult labor. Female headed households have lower child dropout than male headed ones. Children whose parents are alive have slightly lower risk of dropout compared to those orphaned to both parents. Sickness as a reason to dropout may attribute to the high incidence and prevalence of infections and parasitic diseases such as malaria and diarrhea. Where as a reason need to work may associate household poverty and a need of supplemental income from children" s work.

World Bank (2011) reported that orphans and other HIVAIDS affected children to go to school and lose their right to an education as well and high dropout from the school. In many cases, they were being cared for by widows while others cared by volunteers from community-based organizations resorted to pooling small resources to provide orphans with basic necessities. Many orphans have eked out a living in the street or lived in households headed by other children.

2.3. Cultural traditions and practices

2.3.1. Early marriage

Social development (2010) reports show that early marriage is one of the most significant factors in low female enrolment and in causing the drop out of girls from school in Amhara regions. In Amhara, girls are married from the age of five years, the region has one of the highest rates of child marriages in the world, and over half the girls are married by age 15 years. Parents decide on the engagement and sources of livelihood for the prospective couple. Marriage usually takes place with families of similar economic status. In addition to social prestige, parents of the girl get some money as a token of appreciation and clothing. Marriage to a much older person (by minimum 10 years) is perceived good for the marriage in Amhara. The girl is brought up by both families living interchangeably with her parents and in–laws until she reaches the agreed age limit when they are wedded. Once a girl is engaged to a man, she cannot continue her education without her husband‟s permission. In rare cases, when marriage takes place between children of similar ages, both may continue their education provided they get support from families, otherwise they are drop out.

2.3.2. Harassment of female students

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

2.3.3 Child labor and dropout

IREWOC (2OO7) demonstrates that the traditional economy, including the traditional division of labor, has a strong influence on school enrolment and attendance. Children play a central role in herding livestock (cattle, goats, sheep and camels), working on the family plots, fetching water and firewood, assisting with other household tasks and minding younger siblings. The ways in which these tasks are organized and assigned form a major obstacle to school enrolment and regular attendance. As child work forms a major obstacle to school enrolment and the main demand for child work stems from within the family, those families with relatively more assets, more land and more livestock do also have more reason to keep their children out of school.

Similarly, seasonal demands for child labor have an impact on school attendance, especially during harvest time when there is a considerable spike in dropouts, particularly among boys, that may be either temporarily or permanently (Tassew, 2008)

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

2.3.4. Seasonal child migration and dropout

Create (2011) stated that parent migrates with children and children independently seasonal migrate was the main categories of seasonal migration to increase students drop out from the school or regular school attendance. Some younger boys aged between 6-11

years dropped out because they migrate with their parents. On the other hand, children was attracted by the informal labor market was supported by collective communal supports for them to sell their labors.

2.3.5 Urban and rural and regional deference and dropout

Kassahun (2006) stated that the dropout rate from primary school in Ethiopia is

11.8 percent, wide gap is observed between rural and urban areas with 13.3% and 5.0 %t respectively.

Child dropping out from primary school reduces as one moves from rural to urban areas, which is easier to access schools in urban areas as compared to rural areas. Considering the gender of pupil in the rural urban dimension, girls were more dropout than boys, which is associated to the high chances of girls to marry, get pregnant or be married off by parents as they grow older in rural areas as compared to urban areas .On the other hand, when there is the improving of the availability and quality of schools as well as reducing pressures on   the contribution of labor the activities. However, Boys were more affected than girls" school dropout or girls did not impact school attainment (IREWOC,2OO7; Tassew, 2008; MPRA, 2008).

2.4. Child characteristics and dropout

2.4.1. Children's age

Older children are more at risk of dropping out of school and are less likely to attain more years of schooling compared to their younger counterpart. Children attend school when they are relatively old (for their grade); it is because parents are less financially capable and/or willing to support their children‟s education. Older children in poor households typically have a responsibility to support their brothers‟ and sisters‟ school attendance. Moreover, even if such children did attend school, they would be more likely to be withdrawn in the case of economic pressures than younger siblings because of their ability to contribute more too household economic production (Tassew, 2008).

2.4.2 Gender

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

school dropout rate than females in the Ethiopia. For instance, at national level, primary school dropout rate was about 12.5 and 10.8 percent respectively.

2. 5. The influence of economic Factors on school dropout in primary school

Economic factors are the main determinate factor to contribute dropout in primary school. The previous studies have stated that household poverty to be the main reason forcing children out of school. Low income household cannot afford to pay for books, uniforms, and other school related expenses (young live, 2006; Kassahun, 2006; Tassew,

2008; EPRC: 2008; World Bank, 2010)

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

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Economic constraints frequently emerged as an important obstacle to school accomplishment. The impact of economic constraints is not always immediate but cumulative, and can eventually lead to children dropping out. Similarly, seasonal demands for child labor have an impact on school attendance. This is especially true during agricultural harvest time when there is a considerable thorn in dropouts, particularly among boys, that may be either temporary or permanent (Tassew, 2008)

Create (2011) discussed that children who do not eat breakfast may not want to stay in class, performing to look for opportunity to find food. Hungry children are more likely to drop out of school because they are unable to concentrate in class and lacks of school uniform, shoes, stationary and school bag is likely to have influence most of children to dropout from the school.

2.6. The influence of educational Factors on school dropout in primary school

2.6.1. Distance to school:

Distance to school was found to be one of the most common explanatory factors for non-attendance the number of pupils that have been dropout of primary school increase when the distance which pupil movies to school. Pupils traveling long distances to school are more likely to drop out of school in rural area than in urban area (EPRC,

 2008; Tassew, 2008; young lives, 2008).

2.6.2. Physical Factors

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

2.6.3 Teacher related Factors

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

2.6. 4.Educational Environment related Factors

Ghost (2011) reported that quality of education at all levels in general and at primary level in particular, is not satisfactory which causes high dropout. Poor quality of education at primary level is one of the major causes of high dropout rate in primary school.

As Kassahun (2010) states that Poor school quality may thus discourage house holds from sending their children to school. For children who are in school, parents may withdraw their children from school and involve them in income generating activities or household" s domestic works.

2.7. Administrative Factors

Ghost (2011), Ananga (2011) and World Bank (2010) stated that administrative factors such as careless supervision and weak administration are contributing towards high dropout rate in primary school. Similarly, in-different attitude of administrative and supervisory personnel towards teaching community also contribute towards high dropout. Teacher

absenteeism and undue political interference are also the main factors which compel students to leave the school. Another main factor is low learning achievement and repetitions. Some children repeatedly fail and stay in the same grade year after year and then dropout from school. Such repetition reduces the benefits of schooling and the lengthening of the school cycle increases the costs of education. Similarly, some of formal education from the very first day in school, unattractive environment of the school and over-crowded classes also compel students to leave school at early stages of their education.

2.8. Theoretical perspective on education

2.8.1. Functional perspective on education

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

2.8.2. Conflict perspective on education

Conflict theory views education as a tool of domination that aids in the maintenance of the existing stratification order. Conflict theorists argue that as elite- driven institutions, schools inculcate in young people attitudes and values that foster respect for the

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dominant culture. Thus, social stability is maintained through coercion, and not as functionalists posit, as a result of a consensus of values and interests. The conflict perspective holds that socialization and allocation function for the benefit of the elite rather than the society as a whole because students are allocated according to race, class, and gender. This set of arrangements creates a source of constant tension among competing status groups in schools, as the less advantaged challenge the elite in an attempt to gain a greater share of the society" s relatively scarce resources (UNC, 2008).

2.9. The symbolic interactions perspective

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

2.9.1. Theoretical approaches to school failure and dropout.

According to Giavrimis and Papanis (2006) demonstrate that the problem of school dropout is of great importance, as it affects mostly poor students and becomes an obstacle to a large part of this segment vulnerable population from making full use of their educational opportunities to improve their social status. As a result, human resources are not adequately used, a fact that has a negative impact on the economic mobility of society. School dropout sometimes leads to alienation and social exclusion thus putting social cohesion at risk. The consequences of school dropout are economic, social, educational and cultural. People who have difficulties at school find it hard to join and be competitive in the labor market.

Regarding this, Vrizas (1992), Wedge and Prosser (1973), Herbert, (1996), Pierre Bourdieu (1994) and Keddie (1973), as quoted by Giavrimis and Papanis (2006), stated that theoretical explanations of school failure and school dropout based on theories of cultural deprivation, material deprivation, and culture and interaction.

1. *The theory of cultural deprivation:-The theory of cultural deprivation relates school success to the ability to communicate. According to* Vrizas (1992) *middle class children learn to make use of communication skills at a younger age than those of the labor class. As a result, middle-class children have a more elaborated verbal code and are more familiarized with the way of thought prevailing at schools (which is made out for the middle class), a fact which is of vital importance of*

school success. The connection between socio-economic factors and linguistic performance of a child is based on Bernstein's theories. The linguistic weakness of the lower class is the phenomenon which Bernstein calls "a limited verbal code of communication", something which has adverse effect on both the way a child expresses himself/herself and on his/her education(Giavrimis and Papanis,2006: *P.130).*

2. *The theory of material deprivation: - Wedge and Prosser (1973) supporters of the materialistic deprivation theory, have connected poverty to school performance. They emphasize that children from poor backgrounds are more prone to illnesses; they have more accidents and present learning and speaking problems more often than children from other classes. (Herbert, 1996) Poverty creates a very difficult environment for the family, which also entails lack of learning opportunities for the children (*Giavrimis and Papanis, 2006: *P.130).*

3. *The theory of culture: - Pierre Bourdieu (1994) believes that the educational system underestimates knowledge, skills, experience and, subsequently, the culture of the labor class children. This might not necessarily be done on purpose, as it is a result of the way education is organized. Bourdieu believes that education enforces a certain type of culture, that of the predominant class, creating a sort of "symbolic violence". He also supports that middle class children join the educational system at a more advantageous position and succeed becausetheir background is similar to that of the predominant class, i.e.*

*their mentality coincides with that of their educators. Bourdieu considers this to be "a cultural investment". Labor class children cannot succeed, as their knowledge and background are considered to be of lower standard and cannot fit within school in general (*Giavrimis and Papanis, 2006: *P.130).*

4. *The theory of interaction: - Keddie (1973) supports that educational failure is vastly due to facts attributed to the abilities and intellect an educator has. The beliefs and evaluation criteria of an educator are not objective; they are rather based entirely on his cultural background. These beliefs are standardized by educators when it comes to teaching behavior, a stereotype connected with social class and race (*Giavrimis and Papanis, 2006: *P.130).*

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

CHAPTER THREE

3. Research methodology

3.1 Study area location

Jabi woreda is located at distance of 387 km north-west of Addis Ababa. It is178km away from the capital city of Amhara region, BahirDar.   The specific study area of this research is Jabi woreda, which is one of the 16 Woreda of the west Gojjam zone which is found in Amhara National Regional State. Jabi woreda consists of 35rural kebeles and five/5/ sub- urban kebeles. The woreda covers 1489.68 km^2. The weather condition of Jabi woreda is Woinadega, which has an annual rain-fall ranging from 772-1160ml. Its average altitude ranges from1800-2600 meters above sea level. The ecological division of the woreda is 95% Woinadega and 5%kolla. Regarding to topography of this woreda, 5% of the land is mountainous, 4.8% is gorge, and 3.2% swampy and 87% is plain (Woreda Agriculture office, 2013).

The total population of Jabi woreda is 295502, of which, 150538 are males" and145264 are females. Both are found in the rural and sub-urban areas. Out of this, 99% live in rural areas and their major occupation is farming and the rest, 1% lives in sub-urban area (woreda finance office, 2013). Their occupation comprises of trading, office works and other miscellaneous activities.   The land is less fertile and produces varieties of agricultural products such as pepper, sorghum, maize, barely, wheat, beans and pea in the Woinadega regions. Maize and sorghum is the main food crop of the woreda. The majority of the indigenous people belong to the Amhara ethnic groups (Agriculture office, 2013).

Heath coverage of Jabi woreda is 92.25% in 20013. There are 10 health center and 40 health stations, which are governmental (woreda health office, 2013). According to the new educational structure, there are 56 first cycle primary, 18 complete primary, 27 full cycle primary schools and 58 secondary high school and 62234 student in primary school and 6418 students in secondary and 916 students in preparatory schools (Jabi Woreda Education office, 2014). The total population with the above social services in the woreda is at low level. Apart from the poor social service, students drop out from the

school are one of the major problems to the society. Improvement of the basic social services in this woreda is the most important, including serious intervention for male and female dropouts in primary education.

3. 2. Research Design

School dropout research is much more complicated the fact due that there has been a numerous and wide range of factors that have some association with or impact on students dropout from school in the primary school. School dropout research as outlined the influence of school dropout by social, economic and educational factor. More ever, the respondents like parents, dropout students and education principals and teachers come from different socio-economic background and posses a different cognitive quality which ultimately impinge upon school dropout and many of which is often difficult, if it not possible, to measure. Therefore, the aim of this research is not to get in to this debate but rather it would be attempted to explicit factors affecting school dropout in primary school. The construct of this study is to assess school dropout in terms of the following dependant and independent variable: dropout rate and social, economic and educational variable.

A Cross-sectional research design was employed at a point in time. This time reference design was used as it enables the researcher to collect data in one contact with respondents to obtain the required information based on the time limitation in conducting the study. The data collected covers school dropout within the past one year. Because relevant information on school dropout concern of this study is available and the purpose of the research is to link the available knowledge on school dropout.

A mix of both quantitative and qualitative methods would be the most appropriate method for this kind of study. Hence, as a suitable research method was used in

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addressing the concerns of the study discussed so far, survey and focus groups. The aim of survey was to examine the relation between school dropout in primary school and social, economic and educational factors that affect school drop out in the primary school. The survey question met the exact need of quantitative portion of this research. The quantitative study was used to determine the social, economical and educational factors that affect school dropout from the primary school through close- ended questionnaire as well as data was collected through survey by taking separate record of each sample. Closed-ended questions require the respondents to answer them by choosing an option from a number of given answers like, a box to be ticked, items to be ranked, etc. These types of questionnaires only gather straightforward, uncomplicated information. Closed-ended questions are easy to classify and quantify, require less time, effort and ingenuity but do not allow the respondents to qualify, develop or clarify their answers (Cooper, 2002).

On the other hand, the qualitative data was collected using open-ended questionnaires and interviewing the focus group. Open-ended questions allowed the respondents to formulate and record their answers in their own words. These are more qualitative type and can produce detailed answers to complex problems. Open-ended questions give a greater insight and understanding of the topic researched (Cooper, 2002).

3.3. Sampling techniques and sample

3.3.1. Sampling techniques

In ordered to attain the objective of the study, different techniques were employed. The first step was selecting and defining the study area. To this end, the investigator selected Jabi woreda purposefully. The rationale behind this, Jabi woreda is one of the west Gojjam zonal woreda which have high dropout rate in primary school in the

administration and it is more accessible for transportation and logistics.

The sampling frame of this study was the list of dropout who returns to school and dropout students from the school in the primary school. The total number of the dropout is 3600 students from 101 schools (Jabi woreda education office, 2013).

Multi-stage Random sampling techniques were employed to select the large primary population unite such as woreda, then Kebeles, then school and finally dropouts students with in school. By using Multi-stage sampling technique where the woreda is divided into five clusters (Mircha, Geray, Mankusa,Mana and Makesegnet clusters). After clustering the woreda, 4 kebeles were selected from Mircha clusters and 2 kebeles from Geray, Mankusa, Mana and Maksegnet clusters by random sample technique and 12 primary schools were selected from each kebeles by random sampling techniques.

Finally ,a total of 405 respondents (dropout students, dropout students who have returned schools), headed household parents who have dropout student, teachers and education principales were selected from sample frame

3.4.Sample size

During 2014, Jabi woreda has 40 kebeles (35 rural and 5 urban and sub urban kebeles) and having five clusters in the woreda and also they have 56 first cycle primary (1-4 grade), 18 second cycle primary schools (5-8 grade), 27 full cycle primary schools (1-8 grade) and 62234 (30584 male and 31650 female) students had been registered in primary schools. In addition, 1218 teacher (373 male & 845 females), 101 school directors and 19 woreda experts are assigned in the Woreda to achieve universal primary education for this academic years and also on average 3600 students were dropout from the school (Woreda Education office, 2013). Based on the above data, we can use Kothari" s sample size determination. Thus, the sample size was calculated using

the single proportion formula based on the following assumptions: if the population is assumed to be infinite and a simple random sample from a population of 3600 items is to be drawn to estimate the per cent defective within 2 per cent of the true value with 95per cent probability. The size of the sample of the dropout students from the school was calculated in the given formula:

$N = 3600$;

$e = .02$ (since the estimate should be within 3% of true value);

$z = 1.96$ (as per table of area under normal curve for the given confidence level of 95 %).

$p = .05$ (This may be on the basis of our experience or on the basis of past data)

Now, we can determine the size of the sample using all this information for the given question as follows:

$$n= \frac{z^2.p.q.N}{e2 (N-1) +z^2.p.q}$$

Based on the above formula, the sample size were, 3 woreda education experts, 10 department head teachers and 18 teachers teaching to primary classes, 187 parents(dropout who return to school and dropout students") and 187 dropout students (dropout who return to school and dropout students") of all 405 sampled population were selected at randomly (Kothari, 2006E.C).

3.4.1. The variables of the study

Students memberships in dropping out were considered as dependant variable, the outcome or results of the influence was the independent variable, and are labeled "student dropout". It is a categorical variable and will be used as grouping variables in the discriminate function analysis. The main determinant factors such as social, economical, and educational, which contribute student dropout, were treated as independent variables, because they affected school dropouts. These factors were identified through the analysis of the related literature. These factors correspond to the research hypothesis /question for the study is the following variables:-

A. Independent variables

1. Social and cultural related factors:

o   Family characteristics

   ✓   family structure or composition " ,

   ✓   household size,

   ✓   parental education,

o   cultural practices

   • early marriage

   • home/parental service

   • Pregnancy

   • rape

   • sexual harassment

   • religious believes

   • employment in domestic work

   o Children labors

- ❖ Domestic work

- ❖ Agriculture activity

- ❖ orphanage

2. Economic related factors:

- ❖ The direct and indirect cost of education or household poverty.

3. Educational related factors:

- ➢ physical factors and school distance

- ➢ teacher related factors,

- ➢ educational environment related factors, and

- ➢ Administrative factors.

Based on these factors more than 16 independents variables were identified: family structure or composition, household size, parental education level, cultural believes and practices(early marriage, home/parental service, Pregnancy, rape; sexual harassment, religious believes, employment in domestic work), age, gender and Children works (domestic work and agriculture activity), the direct and indirect cost of education, physical factors, teacher related factors, educational environment related factors, and administrative factors. These variables were measured on a rating scale or 3-poin likert-type scale in questionnaire. For tests to have a statistical power, each variable was represented by at least three items on the scale in the survey instruments.

Operational definition of variables

Dropout rate: - the percentage of students is enrolling in the first grade of the primary cycle that drops out before reaching a next grade.

Economic factor: - the factors that affect households, who has not meet school materials for pupils.

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Educational factors:-factors that affects teaching and learning activity of pupils, especially at a school.

Family: - a groups of people living together and functioning as a single household, usually consisting of parents and their children

Household:-the people who live together in a single home

School distance: - pupils who have traveled more than 2km of distance from students" home

Social factor: Factors that affects pupils parentslifestyle.

Parent education: is designed to strengthen and support families and communities to prevent child abuse and neglect.

Early marriage: The act of being married early in hopes that one can benefit marriage through financial and social problems

Poverty: condition of having insufficient resources or income. In its most extreme form, poverty is a lack of basic human needs, such as adequate and nutritious food, clothing, housing, clean water, and health services (Encarta ,2009)

Gender: is related to how we are perceived and expected to think and act as women and men because of the way society is organized, not because of our biological differences.

Household size: - the total number of household members as of the time of the Survey

Family structure: - person who live two parents or alone parents or no parents in the family

Age: age pupils at the time enrolment to school.

Farm size: - it is farm land that categorizing farm holdings into three size groups: (i)

small size farms, 0.50 ha and less; (ii) medium size farms, 0.51 ha - 2.0 ha, and; (iii) large size farms, above 2.0 ha (Negatu, 2005).

Family characteristics: it is associated with dropout are low levels of family support, involvement and expectations for education achievement; low parental education attainment; single parent homes; parenting style; few study aids available at home; less Opportunity for nonschool learning; financial problems; and low socioeconomic status (Jruglis as cited from Christenson and Rumberger, 2009:49)

Student characteristics:-Among the student characteristics identified as contributing to dropping out have been gender, low socioeconomic status, poor school performance, substance abuse, and pregnancy.

Mixed methods: is defined as research in which the inquirer or investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches and methods in a single study or a program of Study (Cooper, 2002).

Teachers related factors:- it is associated with pupils dropout are students teacher ratio, less managements of students activity, teacher absenteeism and other factors that affect in the primary school (Ghost,2011).

School administration factors: - is associated with pupils dropout are careless supervision, weak administration, Teacher absenteeism and undue political interference , low learning achievement and repetitions, unattractive environment of the school and over-crowded classes that affects   students to leave school at early stages of their Education(Ghost,2011).

School physical factors: - Physical factors like, lack of physical facilities, and inadequate provision of physical facilities in schools and poor standards of health and nutrition which are contributing towards (Ghost, 2011).

3.5 . Instruments of data collection

3.5.1 Questionnaires

In this study, Questionnaires were the most widely used methods of data collection. Questionnaires are extremely flexible and can be used to gather information on almost any topic involving large or small numbers of people. They are relatively inexpensive to administer (Cooper, 2002).

The school dropout survey consisted of rating scale/likert-scale items grouped under 3 domains or themes, and four close and open-ended statements. The domains included: a) Background b) Social factor relation with dropout c) Economic factor relation with dropout, c) Education factor relation with dropout. Participants were asked to respond to each item using a 3-point Likert scale and open-ended questions. The questionnaire design was based on the previous literature and made some modification on some parts of questionnaires, which collects and measures data about perceptions on social economic and educational fact-student relationship (UNESCO, 2002).

The questionnaires were adapted to local context were used for the following respondents: children‟s, parents, teachers and educational principals:

A. The pupil‟s dropout questionnaire included items on age, religion, direct costs, indirect costs, family characteristics, child characteristics cultural and traditional practices, level of education, school factors, distance from school, etc. The primary Data were collected from 187 dropout children (142 boys‟ and 45 girls) through structured interviews by using 18 closed-ended questionnaires from the selected schools.

B. .The parent questionnaires were used to collect information about back ground, direct costs, indirect costs, family characteristics, child characteristics, cultural and traditional practices, level of education, school factors, incomes estimations etc. The primary data were collected from 187 parents through structured interviewed by using 22 closed-ended questionnaires from the selected schools.

C. The teacher questionnaires required information about teachers" background, school facility, direct costs, indirect costs, family characteristics, child characteristics, cultural and traditional practices, level of education, school factors, etc. The primary data were collected from 18 educational principals (9 female teachers, and 9 male teachers) was through structured interviewed by using 19 closed-ended questionnaires from the selected schools. D.   The principal questionnaires included items concerning drop-out rates, direct costs, indirect costs, attitude towards girls" education, family characteristics, child characteristics, cultural and traditional practices, level of education, school factors, etc. The primary data were collected from 13 educational principals, 10 department head teachers" , and 3 woreda education experts were structured interviewed by using 34 closed-ended questionnaires from the selected schools.

3.5.2 Focus Group Discussions

Focus group discussions were held with teachers, woreda expert implementers, and parents and selected by purposefully sampling techniques. The main purposes of the focus group discussions were to cross check information from various sources and to

obtain data or information not revealed by one or another instrument for data collection. Three focus group discussions were held within two primary schools and one woreda education with 8 parents, 10 teachers, and 10 woreda experts. The participants of focus group discussions were asked to identify factors affecting school dropout for children separately by using guided interview questions. Head parents had children who dropout from the school. The FGDs were facilitated by the researchers.

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

3.6. Data collection

The data input for the study was gathered from both primary and secondary sources. Primary data was collected from sample household and school communities through structured questionnaires. Secondary data was collected from written documents such as reports of organizations, published books, journals, newspapers and other related sources which were provide basic and important information related to research topic.

The qualitative data was collected through open ended questions and the quantitative data was collected through closed-ended types of questions in the survey questionnaires. Data from woreda experts, department head teachers, teachers, parents and children were collected using a survey questionnaires which was developed on a three aggregated point rating scale ranging from „1" indicating high degree to „3" indicating low degree or agree, disagree and not decided and others. This questionnaire was comprised of three parts that includes demographic information; three point rating scale; and open ended questions to invite the opinions of the respondent.Questionnaire were developed in the international languge(English), and

before recording the interviews; it was translated into Amharic and transcribed. Validity and reliability of the instruments were determined through pilot test in the field.

3.7. Methods of data analysis

In this study, both qualitative and quantitative analysis techniques were employed. The collected data was organized, tabulated and analyzed using the Statistical Package for Social Sciences (SPSS, version16). The quantitative data was collected through close ended questionnaires and analyzed using descriptive (frequency, percentage and cross tabulation) and inferential statistics (chi-square). Descriptive and inferential statistical analysis was used to assess the relationship between the independent and the dependent variables and examine the questions addressed in the study

Besides this, the chi-square test was applied to find the significance association among the opinions of different categories of the respondents. The qualitative data obtained through open-ended questions and FGD session was summarized and presented qualitatively.

3.9 Validity and reliability of the study

This study derives the set of operational measures for concepts being studied from the review of the literature and instruments suggested for studying school dropout in Jabi woreda .Two types of instruments were triangulated: data and focus group discussions. Findings and results from the study was interpreted in relation to the review of the literature for the purpose of analytical generalization.

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

Based upon pre-test results, questionnaires were improved, discussion guides for interviews were focused and some unnecessary content was removed.

3.10. Ethical Considerations.

- ❖ Have the authorities of the primary schools under study app roved the request to conduct the study in their respective schools.

- ❖ Ensure physical, psychological and emotional safety/ security of the Respondents.

- ❖ Provide confidentiality of all data was provided by the respondents by coding the questionnaires and presenting the findings in generalized manner

- ❖ Authors quoted in this study was recognized and cited within the Script and references.

- ❖ Before data collection, the research proposal was submitted to IGNOUschool of social work for an approval and independent evaluation of issues researchers consider to be rights and safety of the participants.

- ❖ The researcher approached the school directors with in Jabi wo red a in a f riendly manner to make them free.

- ❖ The researcher assured the school director that the research is pur ely academic. The pupils were also informed about the confidentiality of the information they provided.

4. CHAPTER FOUR

4. 1 Finding and Discussion

4.1.1 Extents of children's dropout in the study area.

On average, the Gross Enrolment Ratio of children primary school students have been about 89.16% (49.2% of male and 50.8% of female) over the last 3 years in the woreda. Among those who come to schools, an average of about 7.1% drops out at grade one up to grade eight over the same period. In comparison to the woreda dropout statistics, the below table 1 indicates that the proportion of male with drop-outs is larger than that of females in 2013-2014. Dropout rate is higher at first grade and the last grade of the primary cycle than other grades in between. This is probably due to the fact that higher risk of dropout at first grade may be related to the problem of adjusting to a school environment by new school entrants. An increased dropout at the end of the primary level reflects to high family size, child labor, poor education level of parents, low family income and inaccessibility of school facility and others (tassew,2008:Young Live,2008;Kassahunr,2006;IREWOC,2007,Ghost,2011).

Table1. Dropout rate of children's in the Woreda (2013- 2014).

S/N	Grade	Dropout rate (2013-2014)						
			No of dropout					
		Total No of children	Male	Dropout rate of male	Female	Dropout female rate	Total dropout	Total dropout rate
1	Grade one	43812	1929	4	1347	3	3276	7.5
2	Grade two	30837	1056	3	733	2	1789	5.8
3	Grade three	23193	808	3	616	3	1424	6.1
4	Grade four	17553	595	3	511	3	1106	6.3
5	Grade five	17334	824	5	632	4	1456	8.4
6	Grade six	14707	645	4	518	4	1163	7.9
7	Grade seven	13892	655	5	640	5	1295	9.3
8	Grade eight	11904	435	4	414	3	849	7.1
	Total	173232	6947	4	5411	3	12358	7.1

Source: woreda education office 2013-2014

4.1.2 Personal Characteristics of pupils Dropouts

4.1.2.1. Age of Dropouts

These dropouts, selected from the first cycles to second cycle primary school, included those who returned to schools and those who did not return to school. The age of the dropouts was higher than the age limits for primary education. The second cycle

age limit for primary schooling is between 12 - 14 years (UNESCO, 2002). Overall results indicate that the age of the highest proportion or around 36% of pupil" s dropouts range between 13-15 years in the study area.

Table 2. Percentage of Female Dropouts from Primary School by Age

Dropout Students age		Frequency	Valid Percent
valid	7-9 years	16	8.6
	10-12 years	66	35.3
	13-15 years	69	36.9
	16-18 years	26	13.9
	19 years and above	10	5.3
	Total	187	100.0

Source: field survey Data.2013- 2014

4.1.2.2. Marital status of dropout pupil's

An item in the students drop out questionnaires asked respondents to check one of the four alternatives about their marital status. Overall results indicate that most or around 96.8% of the dropouts are unmarried or single: The below table 4 shows that2.7% and 0.5% of dropout students are married and engagement respectively.

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Table3. Marital status of dropout students

Marital status of dropout students		Frequency	Percent
valid	Married	5	2.7
	Engage	1	.5
	Unmarried/single	181	96.8
	Total	187	100.0

Source: field survey Data 2014

4.1.2.3 Religious orientation

As can be seen from table 4 shows that majority of pupils dropouts are Christians (98.9%) and only 1.1% in the study area were Muslims. It may indicate that in sample survey, Muslim pupils are less likely to drop out of primary school than Christian pupils.

.   Table 4. Dropout student religion

		Dropout student religion	
		Frequency	Percent
valid	orthodox	185	98.9
	Muslim	2	1.1
	Total	187	100.0

Source: field survey Data
2014

4.1.3 Head- Parental background

4.1.3.1. Gender

In the current study parents who were responsible for the education of their children were asked to indicate their sex in the parents" questionnaire. The results indicate that in both sample school the majority of the household heads are male. The proportion of male headed households is 75.5%. At the same time, the proportion of Female headed whose pupils dropped out is 23.9% in the study area.

Table5. Gender of head- parents

		Gender of dropout children parents	
		Percent	Frequency
Gender	male	142	75.5
	female	45	24.5
	Total	187	100.0

Source: field survey data 2014

4.1.3.2. Occupation

There was an item in the parents" questionnaire that requested information on parental occupation. The below table 6 shows that parents of dropouts are engaged in occupations that lead to low incomes in the informal sector by the Ethiopian standard. In sample survey, 74.9% of the respondents were farmers where as 16.6% are in daily workers and 5.3 % are in local Merchants. In this study, the below table shows that the

occupation of many parents whose children dropped out of school was in the farming family and daily workers parents.

Table6. Dropout students parents occupations

Dropout students parents occupations			
		Frequency	Percent
Parents occupations	Farmers	140	74.9
	Merchant	10	5.3
	Daily workers	31	16.6
	Others	6	3.2
	Total	187	100.0

Source: field survey data

4.1.3.3. Level of education

In questionnaires parents whose children dropped out were asked to indicate the educational levels they have attained. Overall results indicate that the majority of parents whose children dropped out of schools have no education. The below table 7 shows that the proportion of parents with no education amounts to 52.4%, 30.5% of parents were able to read, 13.4%, 2.7%, 1.1% of parents were completed primary, Secondary school and Graduate from higher education respectively.

Table7. Head parent education levels

Head-Parents" education level		Frequency	Percent
Valid	illiterate	98	52.4
	able to read and write	57	30.5
	Primary	25	13.4
	Secondary	5	2.7
	Graduate	2	1.1
	Total	187	100.0

Source: field survey data 2014

4. 1.3.4. Number of children in the family of children dropouts

Parents were asked to indicate the total number of children they have in their families in questionnaires. The below table 8 indicates that in survey data, 48.7% of parents whose children dropped out have 7 and above children. By Ethiopian standards such families can be considered large-sized families, while those having between four up to six children would be considered medium- sized families and those having up to three children would be considered small-sized families. Seen from these perspectives, Table10 shows that in the study area, 41.2% and 10.2% of parents have medium and small families that gave rise to school dropouts respectively. The summary of results indicates that the absolute majority of parents whose children dropped out of school have 7and above children in the study area.

Table8. Number of children in the family of children dropouts

Number of children in the family		Frequency	Percent
Valid	1-3	19	10.2
	4-6	77	41.2
	7 and above	91	48.7
	Total	187	100.0

Source: field survey data 2013

4.1.3.5. Parental income

Parental income as an indicator of socio- economic status of a family has been indirectly measured by asking parents" the total hectors of land and the total number of cattle owned by the family. Overall results indicate that most of these families have low economic status even by the standards of Ethiopia. Tables 9 and 10 below as well as expressions taken from discussants explain these findings. In study area, the highest proportion (or 72.2%) of all respondents shows that they own between 0.25 and 0.75 hectors of land and 5.9% of the respondents indicated that they own only from 0.76 up to 1.5 hectors of land while 21.9% of the respondents have reported to no own lands. These figures indicate that 72% of the families of drop outs own less than 1 acres of land, indicating that they belong to the poorer section of their communities by the standards of Ethiopia.

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Table 9. Total Acres of Land Owned by the Family who" s Daughters Dropped out

Hectare of land owned by the family			
		Frequency	Percent
Hectors	no own	41	21.9
	0.25-0.75 ha	135	72.2
	0.761-1.5 ha	11	5.9
	Total	187	100.0

Source: field survey, 2014

On the other hand, in this study, below table 10 shows that highest proportion of parents own between l-3 cattle. Overall 39.6% of the families of drop outs own less than 3 cattle, again indicating that they belong to the poorer section of their communities.

Table10. Number of Cattle Owned by the Family

parents having numbers of cattle		Frequency	Percent
Valid	non	39	20.9
	1-3 cattle	74	39.6
	4-6 cattle	55	29.4
	7-10 cattle	14	7.5
	11 and above	2	1.1
	Total	184	98.4
Missing	System	3	1.6
Total		187	100.0

Source: - Field survey Data, 2014

4.1.4. Social factors influencing children dropouts

4.1.4.1. Relations of family characteristics with dropouts

Dropouts children, teachers and parents whose children dropped out were asked the extent to which they relate the drop out of children from schooling with family characteristics. Overall, results indicate that both respondents highly rate the relationship of school dropouts to the family characteristics.

4.1.4.1.1 Family size

The below table 11 shows that children living with large family sizes are more dropout rate than children□s living with the medium and small family size. Around 48%, 41% and10% of children□s has dropout from the school coming from 7and above, 4-6 and 1-3 family size respectively. These results show that social factors like family characteristics are highly influenced children to drop out from the school. From chi- square test result shows there is significant association

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between large family size and child dropout that affected by family characteristics or social factors. Overall, the results for the study indicate that the highest proportion of children dropouts rate and large family size to have a high relation with early departure of children from schools. This finding is not consistent with EPRC (2008)) , Kassahun (2006) , young lives (2006) and Tassew (2008) reports, which shows that many dropouts come from small families having one up to three children in Ethiopia.

In contrast, the finding indicates that large families having more than 7 children in the woreda have a higher dropout rate than small and medium sized families. This is probably due to the fact that large number of siblings of school-age children put pressure on material and financial resources and increases the direct cost of schooling in the family. Due to these reasons, the parents who have large family size are believed to compete for educational resources available in the household and lower the chance of school enrollment. This may indicate that small families may be better able to prevent children dropouts.

Table11. The influence of Family size on children dropouts

		Family characteristics that affects children dropout								Chi-square statistics	
		high		Medium		low		Total		X^2	Sig.
		N	%	N	%	N	%	N	%		
Family size	1-3	16	8.8	2	40.0	1	100.0	19	10.2		
	4-6	75	41.4	2	40.0	0	.0	77	41.2	14.425	.006*
	7 and above	90	49.7	1	20.0	0	.0	91	48.7		

Source: felid survey, 2014

Note; significant at p<0.05

Focus group discussions with children parents groups indicate that social factors like family size that influence children dropout in the primary school. FGD revealed that parents who have large family size that could not covered the scholastic materials and school fee payments for the whole students due to low income or poverty. Even though the fees are small, they can still be substantial for very poor families.

4.1.4.1.2. Head parental education levels

The below table 12 shows that the highest proportion of children dropouts in the study area believes that family characteristics highly influence children to dropout of school. Around 52%, 30%, 13%, 2% and1% of children dropout from the school comes from none educated, able to read & write, completion of primary &secondary and graduate parents respectively. In this study, the results show that head parental educational levels are highly influenced children to drop out from the school. From the

chi-square test result shows there is significant association between parental education levels and child dropout. The trend from these finding, however, is that the more parents are educated the less is the degree of children dropouts from schools. The association between parental education and lower dropout rates was because educated parents were more supportive of education and gave children more time to study.

On the other hand Literacy is less in rural areas, so drop-out is highest in rural locations. This finding is very much consistent with Young lives (2008), EPRC (2008) and Tassew (2008) reports, which shows that many dropouts come from none educated parents or illiterate parents rather than other parental educational levels. This finding is also consistent with theory of interaction which shows that educational failure is vastly due to facts attributed to the abilities and intellect of an educator *(*Giavrimis and Papanis, 2006*)*.

Table12. The influence of parental education levels on children dropouts

Family characteristics that affects child dropout		high		medium		low		Total		Chi-square	
		N	%	N	%	N	%	N	%	x^2	Sig.
Head- parental Education level	None educated	95	52.5	2	40.0	1	100.0	98	52.4		
	able to read and write	55	30.4	2	40.0	0	.0	57	30.5		
	Primary	25	13.8	0	.0	0	.0	25	13.4	19.244	.014*
	Secondary	5	2.8	0	.0	0	.0	5	2.7		
	graduate	1	.6	1	20.0	0	.0	2	1.1		

Source: felid survey, 2013

 Note; significant at p<0.05

Focus group discussions with children parents, teachers and woreda education expertise groups indicate that social factors like parental education level that influence children dropout in the primary school. FGD revealed that more parents have been illiterate that could not supportive of education and less follow up for their child" s but parents force upon their children responsibilities that are not related to school, such as helping with household chores instead of doing school work .

4.1.4.1.3. Family composition/structure

The below table 14 indicates that the less proportion of children dropouts in the study area believes that family characteristics highly influence children to drop out of

school. Both parental alive (33%), maternal orphan (31.4%), paternal orphan (23.2%) and orphan to both parent (12.4%) are rated that have low influence upon the dropping out of children from school. The chi-square test result shows that there is not significant association between parental alive, maternal orphan, paternal orphan and both parental orphan and child dropout. Overall, the results for the study indicate that the lowest proportion of children dropouts rate, parental alive, maternal orphan, paternal orphan and both parental orphan a low relation with early departure of children from schools. This finding is not consistent with Kassahun (2006)) reports, which shows that Children whose parents are alive have slightly lower risk of dropout compared to those orphaned to both parents and Bavaro (2008) stated that students living with both parents have lower dropout rates and higher graduation rates, compared to students living in other family arrangements.

Table13. Family composition/structure on children dropouts

		family compassion that affects child dropout								Chi-square	
		high		medium		low		Total			
		N	%	N	%	N	%	N	%	X^2	Sig.
Orphanage pupils	Maternal orphan	51	31.7	7	35.0	0	.0	58	31.4		
	Paternal orphan	37	23.0	4	20.0	2	50.0	43	23.2		
	Orphan both parents	21	13.0	2	10.0	0	.0	23	12.4	3.711	.716
	both parents alive	52	32.3	7	35.0	2	50.0	61	33.0		

Source: felid survey, 2013   Note; significant at p<0.05

4. 1.5. Relations of cultural practices with female dropouts

Both parents and children dropouts were asked to rate the extent to which a list of cultural traditions and practices hinder children attendance of schools in their local areas by means of questionnaires. Socio-cultural beliefs, customs and practices and other traditions play a significant role in decisions to withdraw girls from school and their own decisions to drop-out of school. The below table 14 indicates that the highest proportion of female dropouts in the study area believe that cultural traditions and practices highly influence females to drop out of school. In this study, Home/ parental service were rated as the most influential factors for female drop outs. Children might have been dropout from class due to their involvement in work activities and may have spent less time studying and doing homework. Among children who were dropout from school and working, about 58% responded that their involvement in work had affected their schooling. From the chi-square test result shows there is significant association between Home/parental service and child dropouts. This is probably due to the fact that Children are an important source of labor within the majority of households. Girls are more involved on domestic chores such preparation and processing of food, hauling water and firewood, cleaning and washing and caring for others. It has to be considered that this finding is consistent with reports from IREWOC (2007), Tassew (2008) and other studies which show that children dropouts come from children involved in domestic and agricultural activity for long period of time.

On the other hand, sexual harassment (9.9%), Religious beliefs (5.6%), Rape (4.5%), pregnancy (3.4%), and Employment in domestic market (2.8%) was rated that have low influence upon the dropping out of female from school. From the chi-square

test result shows there is no significant association between pregnancy, religious beliefs, sexual harassment, Rape and Employment in domestic market with female dropout. It has to be considered that this finding is not consistent with reports from social development (2010) which shows that many dropouts come from early marriage and but it is not consistent with reports from CEART (2000) which shows that many dropouts come from in sexual harassments" in Ethiopia.

Table14. The influence of culture and traditional believes on children dropouts

| | | culture and traditional believes that affect students to dropout from the school | | | | | | | | Chi-square statistics | |
| | | high | | medium | | low | | Total | | X^2 | Sig. |
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %		
Early marriage	yes	5	4.0	0	.0	0	.0	5	2.8	2.245	.326
	no	121	96.0	1	100.0	54	100.0	176	97.2		
Home/ parental service	yes	103	81.7	1	100.0	1	1.9	105	58.0	99.783	.000
	no	23	18.3	0	.0	53	98.1	76	42.0		
Pregnancy	yes	12	9.5	0	.0	1	1.9	13	7.2	3.415	.181
	no	114	90.5	1	100.0	53	98.1	168	92.8		
Rape	yes	8	6.5	0	.0	0	.0	8	4.5	3.714	.156
	no	116	93.5	1	100.0	54	100.0	171	95.5		
Sexual assault	yes	16	12.7	0	.0	2	3.7	18	9.9	3.526	.172
	no	110	87.3	1	100.0	52	96.3	163	90.1		
Religious beliefs	yes	10	8.1	0	.0	0	.0	10	5.6	4.698	.095
	no	114	91.9	1	100.0	54	100.0	169	94.4		
Employment in domestic market	yes	5	4.0	0	.0	0	.0	5	2.8	2.245	.326
	no	121	96.0	1	100.0	54	100.0	176	97.2		

Source: field survey Data, 2013   Note; significant at p<0.05

Focus group discussions with children parents, teachers and woreda education expertise groups indicate that social factors like cultural practices that influence children dropout in the primary school. FGD revealed the dropout rates were higher for children who combined school with work than for those who only studied, indicating that child work is one parts of responsible for dropping out but other cultural practices are less effects on school dropout students in primary school due to high mobilization and awareness creation on harmful traditional practices were conducted by the governments and other non-governmental organizations.

4.1.6. Nature and extent of parental needs of children labor

Parents and children dropouts were asked whether or not children work outside school hours and to rate the time spent on four types of work in order to understand the nature and extent of parental needs of child labor. The Survey indicates that the highest proportion of children dropouts in the study area believes that child labor highly influence children to drop out of school. About 43% and 42% of the children were reported to be engaged in productive activities and domestic work respectively. This is probably due to the fact that girls were mainly engaged in domestic activities like, collecting firewood and water, food preparation, washing clothes while boys were involved in productive activities like, cattle herding, weeding, harvesting, ploughing, petty trading, wage work. From the below Table 15, it is clear that the highest proportion of children participate in agricultural activity and domestic work in the whole week in the study area.

Overall results for study area suggest that domestic work and agriculture activity is the most important activity that dominates their time throughout the whole week.

However, results for the study area show that the highest proportion of children participate the whole week in all demotic and agricultural activities. The chi-square test result shows there is significant association between domestic work and agriculture activity and child dropout. It has to be considered that this finding is consistent with reports from IREWOC (2007), Tassew (2008) and other studies which show that children dropouts come from children involved in domestic and agricultural activity for long period of time.

Focus group discussions with children parents groups indicate that social factors like child labor that influence children dropout in the primary school. FGD revealed children dropout was highly affected by children" s involvement in productive and household activities. Children might have been late or absent from class due to their involvement in work activities and may have spent less time studying and doing home work and finally, children were dropout from the school.

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Table15. The influence of child work on children dropouts

Child work that affects children dropout											
		yes		No		I don't know		Total		Chi-square statistics	
		N	%	N	%	N	%	N	%	X^2	Sig.
Domestic work	all week	169	42.8	1	33.3	0	.0	170	42.2		
	some day	160	40.5	0	.0	5	100.0	165	40.9	12.963	.011*
	few days	66	16.7	2	66.7	0	.0	68	16.9		
Agricultural activity	all week	174	44.2	1	33.3	0	.0	175	43.5		
	some day	95	24.1	0	.0	5	100.00	100	24.9	17.217	.002*
	few days	125	31.7	2	66.7	0			31.6		

Source: field survey Data, 2014

Note; significant at p<0.05

4.1.5. Economic reasons related to female dropouts
4.1.5.1. Relations of direct costs of schooling with dropouts.

Children dropouts and parents whose children dropped out were asked the extent to which they relate the drop out of children from schooling with direct school costs. Overall, results indicate that both parents and children dropouts highly rate the relationship of school dropouts to the direct costs of schooling.

The survey shows that in this study, cost of uniform or cloths (66.9%), cost of education materials (53.8%) and school payments (38.8%) were rated as the three most influential factors for children drop outs, in that order of importance. On the other hand, cost of accommodation (17.3%), and transportation (3.7%) was rated that costs have low influence upon the dropping out of children from school. From the survey, it is clear that among the direct school costs considered, the cost of education materials like the purchase of pencils, pens, exercise books and others are the costs that strongly influence parents to decide upon the discontinuation of their children" s education, in the study area. The highest proportion of respondents rated that clothing or uniforms costs, cost of education materials and school payments have high influence upon the dropping out of children from school. On contrary, the cost of accommodation or house rent, transportation, and other costs are the ones indicated to have low influences for children dropout in study area in the given order of significance. The chi-square test result shows there is significant association between costs of education materials; cost of uniform/cloths & school payments and child dropout but other costs were not significant.

This implies that children from poorer households have a lower chance of school enrollment because parents are less likely to meet school related costs.

The fact that school costs play a significant role in the dropping out of children is consistent with studies in Ethiopia and other developing countries. According to Kassahun (2006), Tassew (2008) and other studies shows that the reasons have to do with the low income of families, which makes it difficult to cover these costs. According theory material deprivations shows that poverty creates a very difficult environment for the family, which also entails lack of learning opportunities for the children (Giavrimis and Papanis, 2006)

Table16. The influence of economic factors on children dropouts

Economic factors that affects children dropout		high		medium		low		Total		Chi-square statistics	
		N	%	N	%	N	%	N	%	X^2	Sig.
School payment	high	156	48.4	0	.0	1	20.0	157	38.8	69.117	.000*
	medium	72	22.4	23	29.5	2	40.0	97	24.0		
	low	94	29.2	55	70.5	2	40.0	151	37.3		
cost of uniform or cloths	high	257	79.8	13	16.7	1	20.0	271	66.9	165.635	.000*
	medium	44	13.7	13	16.7	2	40.0	59	14.6		
	low	21	6.5	52	66.7	2	40.0	75	18.5		
Cost of education material	high	214	66.5	3	3.8	1	20.0	218	53.8	147.734	.000*
	medium	75	23.3	23	29.5	0	.0	98	24.2		
	low	33	10.2	52	66.7	4	80.0	89	22.0		
transportation cost	high	13	4.0	1	1.3	1	20.0	15	3.7	7.162	.128
	medium	137	42.5	28	35.9	1	20.0	166	41.0		
	low	172	53.4	49	62.8	3	60.0	224	55.3		
Cost of accommodations	high	89	27.6	11	14.1	1	20.0	101	24.9	6.376	.173
	medium	94	29.2	27	34.6	2	40.0	123	30.4		
	low	139	43.2	40	51.3	2	40.0	181	44.7		

Source: field survey Data, 2014

Note; significant at p<0.05

Focus group discussions with children parents groups indicate that economic factors

that influence children dropout in the primary school. FGD revealed that poverty

is an obstacle most often invoked by parents as being the major obstacle to education. Even though the fees are small, they can still be substantial for very poor families. In a subsistence economy, the ability to absorb economic shocks such as a harvest failure and loss of livestock is very limited. Cash income is very scarce and any additional investment that fails to bring short-term returns is very unattractive. Having to buy pens, exercise books, clothes and shoes for school-going children can effectively prevent parents from sending their children to school. Also the fees and contributions which have to be made at school, however small, become a burden for the family, especially parents who have more students in the school.

4.1.6. Educational or School factors influencing children dropouts

Children dropouts and parents whose dropped out of school were asked to judge the extent to which a list of education or school factors contribute to the dropping out of children from school.

Education factors which has been contributing to the high rate of drop-out at the primary stage of education, has been the lack of school facilities, educational environment related factors, Administrative factors, Teacher related factors.

4.1.6.1. School facility

From the these survey, the highest proportion of children drop outs rate has been lack of text books (59.3%), poor infrastructures (43.5%), poor teaching and learning process (43.1%), lacks of combine desk (34.4%) and inadequate class room (34.3%) to have high relations with education factor that affect children dropouts in primary school. This is probably due to the fact that among the school facility considered, the school facility like toilets, water and sporting facilities are the facility that affect the child" s

learning experience and exert an influence upon drop-out and inadequate class room were affected both boys and girls, their impact on children has been noted to be more significant resulting into low classroom participation, high absenteeism was affected the child"s learning experience and exert an influence drop-out. A poor learning environment could hinder students" engagement with learning, leading to a lack of interest and possible dropout.

From chi-square test result shows there is significant association between lacks of text books, poor infrastructures, lacks of combine desk and inadequate class room and child dropout. The fact that educational factors a significant role in the dropping out of children is consistent with studies in Ethiopia and other developing countries. According to Kassahun (2006), Ghost (20011) and other studies show that the education or school factors which are contributing towards high dropout rate at primary school.

Findings from separate focus group discussions that were conducted with parents, teachers and woreda education principals or experts revealed that school facility, poor pedagogical methods and inadequate class room play an important role children dropout in the primary school. The majority of schools had not boys" and girls" toilets but some schools had boys" and girls" toilets, their numbers were not adequate. In this situation, girls are the more disadvantaged than boys. In addition, girls need more time and privacy to take care of them. This is not always possible if the girls have to queue for the toilet. As a result girls may get discouraged with the situation at the school and decide to remain home where they are more comfortable especially during menstruation periods. Almost all rural schools had not access able to potable waters in their compounds. According to the FGD, most of the children suffer from internal and water

borne diseases due to use of water from unprotected sources; springs, rivers and open wells, finally children were not attended the school and discontinued their educations. Similarly, the focus group members mentioned that children have interested for playing as one of the activities at school. Lack of or uneven absence of sports grounds and equipment makes the school environment unattractive to the pupils.

The FGD also revealed that the classroom environment in most schools is not conducive to learning. Most classrooms are dirty and dusty. On other hand, the majority of schools have not enough benches, desks, or chalkboards and others scholastic materials. The classroom environment which have been affect both boys and girls, their impact on children has been noted to be more significant resulting into low classroom participation, high absenteeism and dropout by children" s. Teaching and Learning materials is an indispensable feature of the classroom interaction. The most readily available teaching/learning resource used in the schools was the textbook. Availability of textbooks varied from classroom to classroom and school to school. Some schools were well supplied with textbooks and some had very limited supply of books and large numbers of pupils had to share a single book. In all primary school each pupil had to share one a textbook four children′ s.

4.1.6.2. Educational environment related factors

From the these survey, the highest proportion of children drop outs rate has been poor teaching and learning process (43%) to have high relations with education factor that affect children dropouts in primary school. This is probably due to the fact that teacher uses traditional or old ways of learning & teaching, inefficient use of school time and some teachers could not use different educational media and styles. Due to the

impacts of poor educational environment, student"s literacy and numeracy level (read, write and calculate) had been low in the study area. Reducing the drop-out rate and increasing the regular attendance rate are both closely related to the quality of the teaching staff. The quality of primary school education cannot be guaranteed without a well-qualified teaching staff. From chi-square test result shows there is significant association between poor teaching and learning process or poor educational environment and child dropout.

The fact that educational factors a significant role in the dropping out of children is consistent with studies in Ethiopia and other developing countries. According to Kassahun (2006), Ghost (20011) and other studies show that poor quality of education which are contributing towards high dropout rate at primary school.

FGD with Parents also indicate that that the school cannot provide children with basic and useful skills, they may decide that an investment in education is not worth the small return. Very poor school quality may thus discourage households from educating their children, and possibly encourage them to allow their children to work instead, or simply to stay at home. For instance, in one of the discussions with parents groups in the study area the following statement was expressed;

> *I have students in grade 5 who cannot even read simple*
> *sentences or write more than their names. I was discourage to*
> *send my children to the next grade but now I decided to return*
> *my children from grade five to grade three to improve the*
> *basic and useful skills.*

4.1.6.3. Administrative Factors

The educational or school factors that were rated to have a low relation to children drops out were less monitoring and supervision (31.2%). from chi-square test result shows there is no significant association between administrative factors and child dropout. The fact that educational factors a significant role in the dropping out of children is not consistent with studies in Ethiopia and other developing countries. In contrast, Kassahun (2006), and Ghost (20011) and other studies shows that the education or school factors which are contributing towards high dropout rate in primary school.

4.1.6.4. Teacher related Factors

The educational or school factors that were rated to have a low relation to children drops out were lacks of teachers (8.04%), teacher absenteeism (8.67%) and corporal punishments (6.4%). Teachers" presence in the classroom represents the starting point. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over.

From chi-square test result shows there is no significant association between teacher"s related factors and child dropout. The fact that educational factors a significant role in the dropping out of children is not consistent with studies in Ethiopia and other developing countries. In contrast, Kassahun (2006), and Ghost (20011) and other studies shows that the education or school factors which are contributing towards high dropout rate in primary school.

4.1.6.5. School distance

From these survey, the highest proportion of children drop outs rate has been school distance to have low relations with education factor that affect children dropouts in

primary school. The educational or school factors that were rated to have a low relation to children drops out were school distance (14.2%). from chi-square test result shows there is no significant association between school distance and child dropout. The fact that educational factors a significant role in the dropping out of children is not consistent with studies in Ethiopia and other developing countries. In contrast, EPRC, (2008); Tassew, (2008); young lives, (2008) shows that children travel long distance which are contributing towards high dropout rate in primary school

Table17. Educational or School factors influencing children dropouts

| | | Education or school factors that affects student dropout from the school | | | | | | | | Chi-square statistics | |
| | | high | | medium | | low | | Total | | | |
		N	%	N	%	N	%	N	%	X^2	Sig.
Inadequacy of classrooms	High	104	37.70	22	24.40	13	33.30	139	34.30		
	medium	94	34.10	38	42.20	6	15.40	138	34.10		
	Low	78	28.30	30	33.30	20	51.30	128	31.60	15.068	.005*
Lacks of textbooks	High	184	66.70	39	43.30	17	43.60	240	59.30		
	medium	65	23.60	25	27.80	1	2.60	91	22.50		
	Low	27	9.80	26	28.90	21	53.80	74	18.30	59.624	.000*
Corporal punishment	High	64	23.30	19	21.10	13	33.30	96	23.80		
	medium	71	25.80	31	34.40	13	33.30	115	28.50		
	Low	140	50.90	40	44.40	13	33.30	193	47.80	6.406	0.171
School distance	High	33	12.00	18	20.50	6	15.40	57	14.20		
	medium	107	38.90	25	28.40	18	46.20	150	37.30		
	Low	135	49.10	45	51.10	15	38.50	195	48.50	7.236	0.124
Lacks of	High	109	39.60	20	23.00	9	23.10	138	34.40	11.988	.017*

combine desk and others	medium	79	28.70	27	31.00	15	38.50	121	30.20		
	Low	87	31.60	40	46.00	15	38.50	142	35.40		
poor infrastructure /poor facility/	High	140	50.70	31	34.40	5	12.80	176	43.50		
	medium	60	21.70	25	27.80	21	53.80	106	26.20		
	Low	76	27.50	34	37.80	13	33.30	123	30.40	29.502	.000*
poor teaching and learning process	High	121	44.00	27	30.00	26	66.70	174	43.10		
	medium	85	30.90	25	27.80	6	15.40	116	28.70		
	Low	69	25.10	36	40.00	7	17.90	112	27.70	25.471	.000*
teacher absenteeism	High	68	24.60	12	13.30	4	10.30	84	20.70		
	medium	74	26.80	26	28.90	14	35.90	114	28.10		
	Low	134	48.60	52	57.80	21	53.80	207	51.10	8.687	0.069
lacks of teachers	High	91	33.00	34	38.20	5	13.20	130	32.30		
	medium	83	30.10	23	25.80	14	36.80	120	29.80		
	Low	102	37.00	32 32	36.00	19	50.00	153	38.00	8.042	0.09
less monitoring and supervision systems	High	90	32.60	29	32.20	7	18.40	126	31.20		
	medium	82	29.70	31	34.40	19	50.00	132	32.70		
	Low	104	37.70	30	33.30	12	31.60	146	36.10	7.111	0.13

Source: felid survey, 2014

Note; significant at p<0.05

CHAPTER FIVE

5. Conclusion and Recommendation

5.1 Conclusion

In this paper, the research pointed out the effect of social, economic status and Educational or school factors on primary school dropout. The chi-square analyses showed that primary schools dropout is determined by social, economic and educational factors. Girls have a lower chance of school dropout than boys, and there is no gender difference in school enrolments. This could be the result of the government policy and concerted efforts by school administrators and teachers to reduce girls" school dropout, particularly dropouts related to cultural believes and practices like early marriage, rape and others. Boys are more disadvantaged than Girls in the poorer households and if the household head has less education. Boys are more likely to be involved in physical activities or as labor workers. When they grow older, changes to their physical growth make them more marketable/usable.

The results of the research indicated that there are three main factors influencing student" s dropout in primary school, they are:

Social factors (large family size, parental education level, home/parental service, domestic work and agricultural activity). Family size has more determinate effects to compete for educational resources available in the household and has great chance of school dropout. This implies that children from poorer households have a lower chance of school enrollment because parents are less likely to meet school related costs.

Educated parents are more able to recognize the long-term benefits of education and thus provide their children with a better education - which often means entry into more lucrative non-farm occupations. Additionally, educated parents may derive more satisfaction from educated children than illiterate parents. Home/ parental service were rated as the most influential factors for female drop outs. Children might have been dropout from class due to their involvement in work activities and may have spent less time in studying and doing homework. Children dropout was highly affected by children" s involvement in productive and household activities. Children might have been late or absent from class due to their involvement in work activities. They may spend less time in studying and doing homework then finally drop out from the school happens.

Economic factors (cost of uniform or cloths, cost of education materials and school payments). Household poverty has more detrimental effect in the study area, while the decision of parents to send a child to school depends to a large extent on the direct costs like, cost of uniform or cloths, cost of education materials and school payments of the household and their capacity to afford them. Poor households are more sensitive to schooling costs, even small charges can have an impact on households and lead to higher drop-out rates.

 Educational or school factors (Inadequacy of classrooms, Lacks of textbooks, poor infrastructure/poor facility/, poor teaching and learning process. Educational or school factors have the main determinate factors that affects children dropout from the school. The primary school itself, it s facilities, and pedagogical methods, all affect the child" s learning experience and exert an influence upon drop-out. In many schools, the

facilities available are inadequate for the number of students .

Who attend the schools. There is not enough facility, and within existing schools there are not enough benches, desks, or text books. Furthermore, the quality of schools in terms of poor physical facilities, affect parents" decision to invest in their children" s schooling. Parents are less likely to send children to school if they perceive that the school quality is poor and cannot provide children with basic knowledge and skills. Poor school facilities are more of a deterrent on school enrollment of both girls and boys. The drop-out rate is closely related to the quality of the teaching staff. The quality of primary school education cannot be guaranteed without a well-qualified teaching staff.

In general, although access to primary education has improved in recent years, educational quality has declined in most respects over the same period due to overcrowded classrooms, poor school facilities, poor teaching methodology and shortages combine desk and textbooks.

5.2. Recommendation

Provision of free scholastic materials: - Socio-economic conditions in families, particularly in the study areas and among the weaker sections of the society, have been contributing to the high rate of drop-out at the elementary stage of education. In order to reduce drop-out, the Governments, CBO" s, FBO" s and NGO" s have focused attention on overcoming the social and economic barriers which prevent children from continuing their education at least up to the end of the elementary stage. The introductions of incentive schemes in primary schools are among the programmes designed to prevent drop-out as well as to increase the enrolment of children at the elementary stage. As a measure to prevent drop-out at the

elementary stage of education, the government‟s, local FBOs, CBOs and NGO‟s, therefore, have initiated schemes for supporting uniform/clothes, textbooks and stationery, and other scholastic material children belonging to the disadvantaged sections of the households.

Improving school facilities. School facility is one of the factors which has been contributing to the high rate of drop-out at the elementary stage of education, one of the factors is, lack of adequate infrastructure, such as satisfactory school buildings and services. The other factor is lack of trained and competent teachers. A large number of primary schools in the woreda have unsatisfactory building structures, comprising thatched huts, tents and even open spaces. Attempts have been made to achieve better economy in construction cost among other things by increasing the use of locally available building materials and functionally suitable designs. Efforts have also been made, at various levels, to mobilize community resources for improving the physical facilities of the schools and to involve the village communities in the execution of the programmes for construction and maintenance of school buildings, provision of furniture and equipment.

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

conditions of the chronically vulnerable family in a sustainable manner to reduce children dropout.

Improve community participation:-Involving the community in primary level education may be a means of enhancing enrolment and preventing drop-out. When parents are active in the educational process, it is more likely that their children will stay in school. The community needs educating about the importance of education, especially of child labor abuse and cultural believes and practices that affect children dropout. This may be done by the mass media, by political parties, by district/woreda administration, and by the teachers themselves. Involving the community in primary education may enable governments to share the costs with the community.

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

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

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Appendix one
Pupils drop out questioners

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

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

1. Name of your school ------------------- woreda--------------- zone---------------
   region--------

2. Age

   a. 7-9 years   b. 10-12 years c. 13-15 years d.16-18 years f. 19and above years

3. Sex: 1, male 2.female

4. Number of family members 1. 1-3   2. 4-6   3. 7 and above

5. Education level-------------------------------

6. Marital status: 1. Married 2. Engaged 3. Single4. divorce

7. Religion: 1. Orthodox 2. Muslim 3.protestant 4.traditional belief

8. What types of parents do you have?

   1. Paternal orphan 2. Maternal orphan 3. Parents alive 4. Orphan to both

II. Social factor and pupil's dropout(fill in the space provided or tick one of the given alternative)

9. To what extent do you relate the dropout of pupil"s from school with family characteristics of schooling in your situations?

--------------   --------------   --------------

  High   Average   Low

10.   Rate the extent to which the following family characteristics play the role of pull or push pupil" s out of school.

	High	Average	Low
Parental educational level	------------------	----------	-------------
Family size	--------------	--------------	-----------
Paternal orphan	-------------	--------------	-----
Maternal orphan	--------------	--------------	---------
Parents alive	-------------	--------------	-------
Orphan to both	--------------	------------------	----

12. Do you work out side school hours? Yes------------- no---------------------

13. If your answer is "yes" to the above question, rate the amount of time you spent in the week on the following types of work.

	All week	someday	few days
Domestic work	------------------	----------	----------
Agricultural activity	--------------	--------------	-----

14. To what extent do you think that the following cultural traditions and practices

hinder the completion of schooling by female students?

| -------------- | -------------- | -------------- |
| High | Average | Low |

15.   Which one of the following cultural believes and practices happened in your life

	Yes	No
Early marriage	--------------	--------------
Home/ parental service	--------------	--------------
Pregnancy	--------------	--------------
Rape	--------------	--------------
Sexual Harassment	--------------	--------------
Religious beliefs	----------------	----------------
Employment in domestic market	--------------	--------------

III. Economic and pupil's dropout(fill in the space provided or tick one of the given alternative)

16.   To what extent do you relate the dropout of pupil" s from school with direct or

Indirect cost of schooling in your situations?

| -------------- | ------------- | -------------- |
| High | Average | Low |

17. Rate the extent to which the following direct or indirect cost to play the role of

pull or push pupil" s out of school.

	High	Average	Low
School payment	--------------	--------------	----------

Cost of uniform/clothes	--------------	-------------- ------------
Cost of education material	--------------	-------------- -------
Cost of transportation	--------------	-------------- ---------
Cost of accommodations	--------------	-------------- -----------

IV. Education factors and pupil's dropout(fill in the space provided or tick one of the given alternative)

18.   From your experience, judge the extent to which the following school factors contribute to the dropping out of pupil"s from school.

	High	Average	Low
Inadequacy of classrooms	----------	----------	----------
Lacks of textbooks	--------------	--------------	---------
School distance	--------------	--------------	---------
Corporal punishment	----------------	--------------------	---------
Poor infrastructure	---------------	-----------------	-------------
Teachers absenteeism	----------------	-----------------	-------------
Lacks of Teachers	----------------	-----------------	-----------
Lacks of combine desk	----------------	-----------------	-------------
less monitoring and supervision system	------------	------------	-------------
Poor teaching and learning process	---------------	----------------	-----------

Thank you!!

Appendix two

Parent's questionnaire

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

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

1. name of your school------------------woreda-----------zone---------- region--------

2. Age ----------------

3.   Sex : male ------------ female-------------

4.   Number of children: male-------------- female ------------------

5.   Occupation ---

6.   Highest level of education attained

None educated   ------------------

Able to read and write ------------------

Primary ------------------

Secondary -----------------

Graduate -------------------

7. Economic status:

a. Acres of land owned: - 1. 1-3 --------- 2. 4-6 ------- 3. 7& above-------

b. The number of cattle owned: -1. None----2. 1-3---------3. 4-6 -------4. 7-10-------5. 11& above----------

8. Marital status: married--------- engaged------- single---------divorce---------------

9. Numbers of family members:

1. 1-3---------------- 2. 4-6------------- 3. 7 and above ---------

10. Religion : Orthodox ---------Muslim ----------Protestant------------Traditional belief-

II. Social factor and pupil's dropout(fill in the space provided or tick one of the given alternative)

11. From your own experience, what extent to which the dropout of pupil" s from school is related to family characteristics of schooling?

High   Average   Low

--------------   -------------   -------------

12. Rate the extent to which the following family characteristics play the role of pull or push pupil" s out of school.

	High	Average	Low
Parental educational level		--------------| -------------	---------
Family size	-------------	-------------	-----------
Paternal orphan	--------------	-------------	--------
Maternal orphan	--------------	-------------	------------
Parents alive	-------------	-------------	------------
Orphan to both	-------------	-------------	-----------

16. Do you work out side school hours?   Yes------------- no---------------------

18. If your answer is "yes" to the above question, rate the amount of time you spent in the week on the following types of work.

	All week	someday	few days
Domestic work	--------------	--------------	----------
Agricultural activity	--------------	--------------	------

19. To what extent do you think that the following cultural traditions and practices hinder the completion of schooling by female students?

High	Average	Low
--------------	--------------	--------------

20. Which one of the following cultural believes and practices happened in your daughter?

	Yes	No
Earlymarriage	--------------	--------------
Home/ parental service	--------------	--------------
Pregnancy	--------------	--------------
Rape	--------------	--------------
Sexual Harassment	--------------	--------------
Religious beliefs	----------------	----------------
Employment in domestic market	--------------	--------------

Economic and pupil's dropout (fill in the space provided or tick one of the given alternatives)

20. To what extent do you relate the dropout of pupil" s from school with direct or indirect

cost of schooling in your situations?

     --------------   --------------   --------------

      High   Average   Low

21. Rate the extent to which the following direct or indirect cost to play the role of pull or

push pupil" s out of school.

	High	Average	Low
School payment	--------------	--------------	----------
Cost of uniform/clothes	--------------	--------------	----------
Cost of education material	--------------	--------------	------------
Cost of transportation	--------------	--------------	------------
Cost of accommodations	--------------	--------------	------------

III. Education factors and pupil's dropout(fill in the space provided or tick one

of the given alternative)

22. From your experience, judge the extent to which the following school factors

contribute to the dropping out of pupil" s from school.

	High	Average	Low
Inadequacy of classrooms	-------------	--------------	----------
Lacks of textbooks	--------------	--------------	---------
School distance	--------------	--------------	---------
Corporal punishment	----------------	----------------	---------
Poor infrastructure	----------------	---------	----------------
Teachers absenteeism	----------------	--------	------------

Lacks of Teachers --------------- ---------------- ------------

Lacks of combine desk ---------------- ------------- ----------------

Less monitoring and supervision system ---------------- --------- -----------

Poor teaching and learning process --------------- ---------------- ------------

Thank you!!!

Appendix
three

Teachers and Education principal's questionnaire

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

I. Background (fills in the space provided or ticks one of the given alternative)

1. school name ------------------woreda--------------zone-------------- region----------

2. Age ----------------

3. Sex : male ------------ female-------------

4. Highest level of qualification attained

    Degree ---------- Diploma ----------- certificate-------------- no qualification----------

IV. Social factor and pupil's dropout(fill in the space provided or tick one of the given alternative)

5. From your own experience, what extent to which the dropout of pupil" s from school is related to family characteristics of schooling?

High	Average	Low
--------------	--------------	--------------

6. Rate the extent to which the following family characteristics play the role of pull or push pupil‟s out of school.

	High	Average	Low
Parental educational level	--------------	--------------	----------
Family size	--------------	--------------	----------
Paternal orphan	--------------	--------------	----------
Maternal orphan	--------------	--------------	-----------
Parents alive	-------------	--------------	-----------
Orphan to both	-------------	--------------	-----------

16. Do you work out side school hours? Yes------------- no---------------------

18. If your answer is "yes" to the above question, rate the amount of time you spent in the week on the following types of work.

	All week	someday	few days
Domestic work	-------------	--------------	----------
Agricultural activity	--------------	--------------	------

19. To what extent do you think that the following cultural traditions and practices hinder the completion of schooling by female students?

High	Average	Low
--------------	--------------	--------------

20. Which one of the following cultural believes and practices happened in your daughter?

	Yes	No
Earlymarriage	--------------	--------------

Home/ parental service	--------------	-------------
Pregnancy	-------------	-------------
Rape	--------------	--------------
Sexual Harassment	-------------	-------------
Religious beliefs	---------------	----------------
Employment in domestic market	--------------	--------------

Economic and pupil's dropout (fill in the space provided or tick one of the given alternatives)

21 . To what extent do you relate the dropout of pupil" s from school with direct or indirect cost of schooling in your situations?

High	Average	Low
-------------	-------------	-------------

22. Rate the extent to which the following direct or indirect cost to play the role of pull or push pupil" s out of school.

	High	Average	Low
School payment	--------------	--------------	-----------
Cost of uniform/clothes	--------------	--------------	-----------
Cost of education material	--------------	--------------	-----------
Cost of transportation	--------------	--------------	-----------
Cost of accommodations	--------------	--------------	-----------

V. Education factors and pupil's dropout(fill in the space provided or tick one of the given alternative)

23. From your experience, judge the extent to which the following school factors contribute to the dropping out of pupil" s from school.

	High	Average	Low
Inadequacy of classrooms	------------	-------------	--------
Lacks of textbooks	-------------	-------------	--------
School distance	-------------	-------------	--------
Corporal punishment	---------------	----------------	-----------
Poor infrastructure	--------------	----------------	------------
Teachers absenteeism	--------------	----------------	-----------
Lacks of Teachers	------------------	------------	------------
Lacks of combine desk	--------------------	----------	------------
less monitoring and supervision system	---------------	---------------	------------
Poor teaching and learning process	--------------	---------------	-----------

II. Fill in the blank space with the required information.(only for school heads)

23.Date of construction of your school--------------------------------

24.   School type urban---------------------- rural ----------------------

25.   Total number of teachers : male ---------------- female -----------------

26.   Teachers qualification: Degree---------Diploma--------certificate-----No

qualification-----

27. Tell us the trends of enrolments, dropout, promotion and repeater of pupil‟ s in

your school over five academic years from 2002-2004 E.C

E.C/Years	Registered		Dropout		Promoted		Repeater	
	Male	Female	Male	Female	Male	Female	Male	Female
2002								
2003								
2004								

Thank you!!!

Focus group discussion guides

I. **Guides for teachers dropout focus group discussions.**

1. From your experience, tell us the main economic related factor that contributes to the dropout of pupils from the school.

2. From your experience what are the main school related obstacles for both boys and girls not to succeed in the education?

3. What are the main socio-cultural factors that contribute to the discrimination of education of pupils in this area?

4. In your opinion does the community believes that parents sends their child to schools are common understanding on the benefits of education in your area? If your answer is yes, tell us in what major ways they are perceived important of education.

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

1. In your opinion what are the major problems related to schools which may hinder pupils to complete their education?

2. Do you think social, economic and educational variable contribute to the dropout of pupils from the school in your situations?

3. Do you think that the community in this area believes that girls require education as much as boys? If your answer is yes, tell the reasons.

4. Tell us what has to be done to make pupils to be successful in education by schools, parents and the governments.

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

1. What are the problems or reasons for both female and male students to dropout of schools in this area?

2. What major steps were taken to promote the successful completion of schooling among pupils?

3. Are there any efforts that were made to improve the status of pupils in society and labor market?

4. What should be done in the future to promote pupils education in your area?

Thank you!!

Research Proposal

CONTRIBUTING FACTORS FOR SCHOOL
DROPOUT IN PRIMARY SCHOOL; THE CAUSE
OF JABI WOREDA, WEST GOJJAM, ETHIOPIA

By:

Melesse Begizew Mekonnen

Dissertation Work Submitted For the Partial Fulfillment of the
Requirements for the School Of Social Work Masters Degree

Indragandhi National Open University (IGNOU)

School of Social Work Masters Degree

Advisor: Mossesa Kejela (MR)

Oct, 2014

Addis Ababa, Ethiopia

PROFORMA FOR SUBMISSION OF MSW PROJECT PROPOSAL FOR APPROVAL FROM ACADEMIC COUNSELOR AT STUDY CENTRE

Enrollment No: 1217047

Name of the student: Melesse Begizew Mekonnen

Signiture of the student :----------

Address: Finoteselam,Ethiopia

Date of submission :--------------------

Name of the study centre :St.Mary University Postgraduate Studies

Name of the guide :---------------------------------

Title of the project : Contributing Factors For Dropout In Primary School; The Case Of Jabi Woreda, West Gojjam, Ethiopia.

Approved\ not approved

signature:-------------

Address :--------------------

TABLE OF CONTENTS

Acronyms and Abbreviations

ANOVA: - Analysis of Variance

CBO: - Community Based Organization

CREATE: - Centre for Educational Research and Training

CSA: - Central Statistics Agencies

EEP: Ethiopian Education Policy

EPRC: - Economic Policy Research Center

FGD: - Focus Group Discussion

FBO: - Faith Based Organization

IREWOC: - International Research on Working Children

KA: - Keble Administration

MGD□:- Millennium Development Goal

MPRA: - Munich Personal Re P E c Archive

NCERDC: - North Carolina Education Research Data Center, Center for Child and Family Policy

CERID:-Research Centre for Educational Innovation and Development

SPSS: - Statistical Package for Social Sciences

UNC: - University of North Carolina

UNESCO:-United Nation Education, Society and Culture Organization.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

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

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

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

Similarly, the school dropout rate at primary school level in the Amhara region is 5.3 percent. According to Woreda Education Offices reports, the Primary School dropout Rate (1-8) has slightly increased from 5.2 percent in 2010 to 10.7 percent in 2012. In 2012, the dropout rate for boys was 5.5 percent while that of girls was 25.2percent. From 2008-2011, on average, nearly 3,600 children left school before completing their primary education (Jabi woreda education office, 2012).

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

The dropout among primary schools should motivate us to develop explanations why these rates are so high and also to search the correlation of pupils☐ dropout and social, economic

and educational variables. The present study is being initiated to know the reason behind dropping out of students from primary school.

1.2 Statement of the problem

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

Several factors associated with dropout have been identified by different researchers. Tassew, (2008), found parental education; household composition, household wealth, child characteristics and exposure to shocks, as well as maternal social capital as predictive of dropout. Other scholars were suggested, for which there was less evidence: rural-urban disparity, as well as a serious gender gap in school which causes high dropout rate (IREWOC, 2OO7; Tassew, 2008) and distance to school was found to be one of the most common explanatory factors for non-attendance the number of pupils three, that have been dropout of primary school (Young Lives, 2006; EPRC, 2008; Tassew, 2008). In a recent review of the dropout literature, Young Lives, (2006), Kassahun, (2006), Tassew, (2008), EPRC, (2008), World Bank, (2010), found that household poverty as the strongest predictor of dropout. Corporal punishment, lack of physical facilities, inadequate provision of physical facilities in schools and shortage of teachers, inadequate and improper residential facilities for teachers and poor quality of education are also some of the major reasons of high dropout of students (Ghost, 2011). Administrative factors such as careless supervision, weak administration, low learning achievement, repetitions, unattractive environment of the school ,over-crowded classes ,teacher absenteeism and undue political interference are contributing towards high dropout in Ethiopia and developing world (Ghost ,2011); Ananga .E, 2011; World Bank, 2010)

In Ethiopia, the dropout of students from school denies them the opportunity for employment as well as to develop social, economic and political participation. In addition, the student's dropout from schooling contributes for poor performance of economic and social developments (UNESCO, 2002).

The above studies have certain limitations. The pervious frame analysis is less empirical evidence to predict the combined effect of social, economic and educational factors and their relative influence on school dropouts have not been investigated and documented in Jabi woreda. Nevertheless, this study investigates the factors affecting school dropout by the combined effect of social, economic and educational factors in this woreda. The aims of study would be creating additional knowledge about school dropout in primary school in the woreda and to **(fill)** the gaps of previous researchers.

1.3. Research Hypothesis

- What ate the factors for School Dropout in primary school?
- Is there a relationship between child characteristic such as agricultural activity, domestic work and orphanage and school dropouts?
- Is there a relationship between distance to school from child's home and dropout?
- Is there a relationship between teacher and administrative related factors and dropout?
- Is there a relationship between dropout and availability of school physical facility?
- Is there a relationship between household poverty within family and dropout?

1.4. Objectives of the Study

1.4.1. General objective

- To examine the social, economic, and educational characteristics associated with student's dropout in primary school.

1.4.2. Specific objective

- To examine family characteristics such as family size, family structure, parent education level and cultural beliefs and practices and child characteristics like domestic work, agricultural activity and orphanage, with disparate educational profiles effecting dropouts.
- To identify the influence of household poverty on pupils dropout from schooling.
- To identify school distance, physical facility of school, teacher related factors and administrative factor with disparate educational profiles effecting dropouts.
- (analyze) rate of dropout in Jabi woreda primary schools between 2013-2014

- To identify the rate of dropout male and female students between 2013-2014

1.5. Scope of the study

The scope of study will cover 12 primary schools such as Mircha,Geray, Mankusa, Mana, Zendeb ,Tikurwuha,Abasem and Makesegnet from full cycle(1-8) ,and Chifarit, ,Woga,,Abshet, Yihunta and Mergi from first cycle(1-4).Among the total numbers of 101 primary schools, which is found in Jabi woreda , Amhara National Regional State.

1.6 Significance of the study

The outcome of this study will be expected to generate useful information to gauge school dropout regarding the influence of students in their educations. The main significance of this study will be:

- At the school and woreda levels, for school staff and woreda education principals, the results of the study serve both as goal and means for community mobilization around education and prevention of school dropout and may also be used as a tool for localized self assessment, planning, implementation and monitoring of outputs in the best interest of children and parents and give a clear picture of the children dropout affected by social, economic and educational factors for woreda education and other concerned stakeholders.
- At the community level, parents and dropout students, the results of the study is going to be designed to contribute to the better understanding of the social, economic status of parents and education related factors affecting school dropout for parents and dropout students and to adapt school dropout prevention in the community.

1.7 Limitation of the Study

During data collection process, there may be many challenges tracing and locating school dropouts and it is difficult to identify dropouts correctly from school registration in some places.

In addition to this, time constraint and financial resource shortage will have limitations that affect the process of research.

1.8 Operationalization of the concepts

The following working definitions are developed and adopted on the discourse of this study: Students memberships in dropping out should be considered as dependant variable, the outcome or results of the influence is the independent variable, and are labeled "student dropout". It is a categorical variable and will be used as grouping variables in the discriminated function analysis. The main determinant factors such as social, economical, and educational, which contributed to student dropout, will be treated as independent variables, because they affected school dropouts. These factors are going to be identified through the analysis of the related literature. These factors correspond to the research questions for the study is the following:-

Family characteristics: includes family structure or composition, household size, parental education,

Cultural practices: comprised of early marriage, home/parental service, pregnancy, rape, sexual harassment, religious believes, employment in domestic work.

Child labor: such as domestic work, agriculture activity, and orphanage.

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

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

Other affecting factors of the study: include direct and indirect cost of education, physical factors, teacher related factors, educational environment related factors, and administrative factors.

CHAPTER TWO

2. Review of Related literature

2.1. Children dropout from the primary school in Ethiopia and other developing countries.

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

In the literature review, researcher's reports show numerous reasons for students□ dropout in primary schools. MPRA (2OO8) reports classified the main cause of dropout rate in the primary school in to five categories. These are socioeconomic, political, cultural factors, institutional factors, and structural factors. On the other hand, Young Lives (2008), classified the main causes of dropout rate in the primary school in to three categories: house hold wealth, parental education, distance to school and others determinate factors classified as the same manner. Generally, the researchers classified the determinate factors that contribute dropout rate in the primary school in to three categories□.

2.1.1 The influence of social factors on school dropout in primary school

2.2.1. Parental education and dropout:

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

willing to spend more time helping their children in academic problems (Young lives, 2008; EPRC, 2008; Tassew, 2008)

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

2.2.2. Household composition and dropout:

Economic policy research center (EPRC, 2008) and Young lives (2008) demonstrated that children in larger households are less likely to drop out of school than children living in smaller households. On the other hand, in smaller households, children are more likely to be diverted to offer family labor or stand-in in case of family shocks like sickness and the school fees burden, which could have been a major contributor to pupil dropout for larger family sizes. Young Lives (2006) stated that in the Ethiopian context, it has been argued that, other factors remaining constant, the greater the number of children within a family, the greater the probability of their enrolment, reflecting the greater availability of labor in the household for agricultural and domestic work. In addition, children are more likely to be enrolled in school in female-headed households. There are two reasons. Women have stronger beliefs that educated children are less likely to become poor adults and that their enhanced earning capacity will make them more likely to help to reduce their own old-age poverty.

Bavaro (2008) stated that students living with both parents have lower dropout rates and higher graduation rates, compared to students living in other family arrangements. More important, changes in family structure, along with other potentially stressful events (such as a family move, illness, death, adults entering and leaving the households, and marital disruptions) increase the dropping out rate from the school.

Kassahun (2006) report shows that family size increases school dropout rate decreases for both males and females. Less demand for child labor among large family size households as they may have better access to adult labor. Female headed households have lower child dropout than male headed ones. Children whose parents are alive have slightly lower risk of dropout compared to those orphaned to both parents. Sickness as a reason to dropout may attribute to the high incidence and prevalence of infections and parasitic diseases such

as malaria and diarrhea. Where as a reason need to work may associate household poverty and a need of supplemental income from children's work.

World Bank (2011) reported that orphans and other HIVAIDS affected children to go to school and lose their right to an education as well and high dropout from the school. In many cases, they were being cared for by widows while others cared by volunteers from community-based organizations resorted to pooling small resources to provide orphans with basic necessities. children.

2.3 Cultural traditions and practices

2.3.1 Early marriage

Social development (2010) reports show that early marriage is one of the most significant factors for low female enrolment by causing the drop out of girls from school in Amhara regions. In Amhara, girls get married married **at** the age of five years, the region has one of the highest rates of child marriages in the world, and over half the girls are married by age 15 years. Parents decide on the engagement and sources of livelihood for the prospective couple. Marriage usually takes place with families of similar economic status. In addition to social prestige, parents of the girl get some money as a token of appreciation and clothing. Marriage to a much older person (by minimum 10 years) is perceived good for the marriage in Amhara. The girl is brought up by both families living interchangeably with her parents and in–laws until she reaches the agreed age limit when they are wedded. Once a girl is engaged to a man, she cannot continue her education without her husband's permission. In rare cases, when marriage takes place between children of similar ages, both may continue their education provided thatthey get support from families, otherwise they both drop out.

2.3.2 Harassment of female students

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

2.3.3 Child labor and dropout

IREWOC (2OO7) demonstrates that the traditional economy, including the traditional division of labor, has a strong influence on school enrolment and attendance. Children play a central role in herding livestock (cattle, goats, sheep and camels), working on the family plots, fetching water and firewood, assisting with other household tasks and minding younger siblings. The ways in which these tasks are organized and assigned form a major obstacle to school enrolment and regular attendance. As child work forms a major obstacle to school enrolment and the main demand for child work stems from within the family, those families with relatively more assets, more land and more livestock do also have more reason to keep their children out of school. Similarly, seasonal demands for child labor have an impact on school attendance, especially during harvest time when there is a considerable spike in dropouts, particularly among boys, that may be either temporarily or permanently (Tassew, 2008)

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

2.3.4 Seasonal child migration and dropout

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

2.3.5 Urban and rural and regional difference and dropout

Kassahun (2006) stated that the dropout rate from primary school in Ethiopia is 11.8 percent, wide gap is observed between rural and urban areas with 13.3% and 5.0 %t respectively.

Child dropping out from primary school reduces as one moves from rural to urban areas, which is easier to access schools in urban areas as compared to rural areas. Considering the gender of pupil in the rural urban dimension, girls were more dropout than boys, which is associated to the high chances of girls to marry, get pregnant or be married off by parents as they grow older in rural areas as compared to urban areas .On the other hand, when there is the improving of the availability and quality of schools as well as reducing pressures on the contribution of labor the activities. However, Boys were more affected than girls□ school dropout or girls did not impact school attainment (IREWOC, 2OO7; Tassew, 2008; MPRA, 2008)**.**

2.4 Child characteristics and dropout

2.4.1 Children's age

Older children are more at risk of dropping out of school and are less likely to attain more years of schooling compared to their younger counterpart. Children attend school when they are relatively old (for their grade); it is because parents are less financially capable and/or willing to support their children's education. Older children in poor households typically have a responsibility to support their brothers□ and sisters□ school attendance. Moreover, even if such children did attend school, they would be more likely to be withdrawn in the case of economic pressures than younger siblings because of their ability to contribute more too household economic production (Tassew, 2008).

2.4.2 Gender

Gender difference is attributable to traditional distinctions in the way households and communities value girls□ and boys□ education. Because boys are viewed as future breadwinners not only for their own future children, but also to support their parents in old age, boys□ education is valued over that of girls whose primary role is regarded as wives and mothers to support their husbands□ family. Due to these reason, dropout rates are higher among girls than boys in primary education, On the other hand, dropouts from primary school are higher among boys than among girls due to greater pressures to be involved in productive work to support the family economy. Because of gender discriminatory labor markets, higher remuneration for boys and a traditional gender division of labor where boys are more involved in agricultural than domestic work, there are increasingly greater incentives for parents to take their sons rather than daughters, out

of school (Tassew, 2008).Similarly, Kassahun (2006) shows that males have higher. School dropout rate than females in the Ethiopia, For instance, at national level, primary school dropout rate was about 12.5 and 10.8 percent respectively.

2.5 The influence of economic Factors on school dropout in primary school

Economic factors are the main determinate factor to contribute dropout in primary school. The previous studies have stated that household poverty to be the main reason forcing children out of school. Low income household cannot afford to pay for books, uniforms, and other school related expenses (young live, 2006; Kassahun, 2006; Tassew, 2008; EPRC: 2008; World Bank, 2010)

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

Economic constraints frequently emerged as an important obstacle to school accomplishment. The impact of economic constraints is not always immediate but cumulative, and can eventually lead to children dropping out. Similarly, seasonal demands for child labor have an impact on school attendance. This is especially true during agricultural harvest time when there is a considerable thorn in dropouts, particularly among boys, that may be either temporary or permanent (Tassew, 2008)

Create (2011) discussed that children who do not eat breakfast may not want to stay in class, performing to look for opportunity to find food. Hungry children are more likely to

drop out of school because they are unable to concentrate in class and lacks of school uniform, shoes, stationary and school bag is likely to have influence most of children to dropout from the school. **2.6 The influence of educational Factors on school dropout in primary school**

2.6.1 Distance to school

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

2.6.2 Physical factors for school dropout

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

2.6.3 Teacher related Factors for school dropout

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

2.6.4 Educational Environment related Factors for school dropout

Ghost (2011) reported that quality of education at all levels in general and at primary level in particular, is not satisfactory which causes high dropout. Poor quality of education at primary level is one of the major causes of high dropout rate in primary school.

As Kassahun (2010) states that Poor school quality may thus discourage households from sending their children to school. For children who are in school, parents. May withdraw their children from school and involve them in income generating activities or household's domestic works.

2.7 Administrative Factors for school dropout

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

2.8 Theoretical perspective on education

2.8.1 Functional perspective on education

Early sociologists like Emile Durkheim, Pit rim Sorokin, and Talcott Parson were interested in schools not just in and of themselves, but in relation to the wider society, to their connection and value to other institutions and the overall functioning of the social system. The functionalist perspective posits a view of society as a system of interrelated institutions, each fulfilling particular roles, working in concert to maintain the stability of

the system. The school's primary roles in the social system are to socialize young people in the national culture and prepare them for social life, and to determine and develop their particular talents and abilities so that they are prepared to fulfill the adult roles for which they are best suited. Functionalists contend that the school's allocation of individuals to positions in society is based on the principle of meritocracy and therefore provides a mechanism for social mobility because it reduces the effects of ascribed characteristics such as gender, race, and social class (UNC, 2008).

2.8.2. Conflict perspective on education

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

2.9. The symbolic interactions perspective

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

2.9.1 Theoretical approaches to school failure and dropout.

According to Giavrimis and Papanis (2006) demonstrate that the problem of school dropout is of great importance, as it affects mostly poor students and becomes an obstacle to a large part of this segment vulnerable population from making full use of their educational opportunities to improve their social status. As a result, human resources are not adequately

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used, a fact that has a negative impact on the economic mobility of society. School dropout sometimes leads to alienation and social exclusion thus putting social cohesion at risk. The consequences of school dropout are economic, social, educational and cultural. People who have difficulties at school find it hard to join and be competitive in the labor market.

Regarding this, Vrizas (1992), Wedge and Prosser (1973), Herbert, (1996), Pierre Bourdieu (1994) and Keddie (1973), as quoted by Giavrimis and Papanis (2006), stated that theoretical explanations of school failure and school dropout based on theories of cultural deprivation, material deprivation, and culture and interaction.

1. The theory of cultural deprivation:-The theory of cultural deprivation relates school success to the ability to communicate. According to Vrizas (1992) *middle class children learn to make use of communication skills at a younger age than those of the labor class. As a result, middle-class children have a more elaborated verbal code and are more familiarized with the way of thought prevailing at schools (which is made out for the middle class), a fact which is of vital importance of school success. The connection between socio-economic factors and linguistic performance of a child is based on Bernstein's theories. The linguistic weakness of the lower class is the phenomenon which Bernstein calls "a limited verbal code of communication", something which has adverse effect on both the way a child expresses himself/herself and on his/her education*(Giavrimis and Papanis,2006: *P.130).*

*2. The theory of material deprivation: - Wedge and Prosser (1973) supporters of the materialistic deprivation theory, have connected poverty to school performance. They emphasize that children from poor backgrounds are more prone to illnesses; they have more accidents and present learning and speaking problems more often than children from other classes. (Herbert, 1996) Poverty creates a very difficult environment for the family, which also entails lack of learning opportunities for the children (*Giavrimis and Papanis, 2006: *P.130).*

3. The theory of culture: - Pierre Bourdieu (1994) believes that the educational system underestimates knowledge, skills, experience and, subsequently, the culture of the labor class children. This might not necessarily be done on purpose, as it is a result of the way education is organized. Bourdieu believes that education enforces a certain type of culture, that of the predominant class, creating a sort of "symbolic violence". He also supports that

middle class children join the educational system at a more advantageous position and succeed because

*their background is similar to that of the predominant class, i.e. their mentality coincides with that of their educators. Bourdieu considers this to be "a cultural investment". Labor class children cannot succeed, as their knowledge and background are considered to be of lower standard and cannot fit within school in general (*Giavrimis and Papanis, 2006: P.130).

*4. The theory of interaction: - Keddie (1973) supports that educational failure is vastly due to facts attributed to the abilities and intellect an educator has. The beliefs and evaluation criteria of an educator are not objective; they are rather based entirely on his cultural background. These beliefs are standardized by educators when it comes to teaching behavior, a stereotype connected with social class and race (*Giavrimis and Papanis, 2006: P.130).

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

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

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

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

Similarly, the school dropout rates at primary school level in the Amhara regions are 5.3 percent. According to Woreda Education Offices reports, the Primary School dropout Rate (1-8) has slightly increased from 5.2 percent in 2010 to 10.7 percent in 2012. In 2012, the dropout rate for boys was 5.5 percent while that of girls was 2

5.2percent. From 2008-2011, on average, nearly 3600 children left school before completing their primary education (Jabi woreda education office, 2012).

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

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

CHAPTER THREE

3. Research methodology

3.1 Study area location

Jabi woreda is located at 387 Kms north-west of Addis Ababa. It is 178km away from Bahir Dar which is the capital city of Amhara National Regional State. The specific study area of this research is Jabi woreda, which is one of the 16 Woredas of the west Gojjam zone which is found in Amhara National Regional State. Jabi woreda consists of 35 rural kebeles and five /5/urban and sub- urban kebeles. The woreda covers 1489.68 km2. The climate of Jabi woreda is Woinadega or semi-tropical, and some kebeles have kola or Dry climate which has an annual rain-fall ranging from 772-1160ml. Its average altitude ranges from1500-2400 meters above sea level. The ecological division of the woreda is 90% Woinadega ad 5%kola. Regarding to topography of this woreda, 5% of the land is mountainous, and 95% is plain (Woreda Agriculture office, 2012).

The total population of Jabi woreda is 295,502 of which, 150,538 are males' and145,264 are females. Both are found in the rural and urban areas. Out of this, 99% live in rural areas and their major occupation is farming and the rest, 1% lives in urban area (woreda finance office, 2012). Their occupation comprises of trading, office works and other miscellaneous activities. The land is less fertile and produces varieties of agricultural products such as Teff, sorghum, maize, barely, wheat, beans and pea in the Woinadega regions. Teff, maize and sorghum is the main food crop of the woreda. The majority of the indigenous people belong to the Amhara ethnic groups (Agriculture office, 2012).

Health coverage of Jabi woreda was 92.25% in 20011. There were10 health centers and 40 health stations, which are governmental (woreda health office, 2012). According to the new educational structure, there are 56 first cycle primary, 18 complete primary, 27 full cycle primary schools and 4 secondary high school and 62,234 students in primary school and 6,418 students in secondary and 916 students in preparatory schools (Jabi Woreda Education office, 2012). The total population with the above social services in the woreda is at low level. Apart from the poor social service, students' dropouts from the school are one of the major problems to the society. Improvement of the basic social services in this woreda is the most important, including serious intervention for male and female dropouts in primary education.

3. 2 Study Design

School dropout research is much more complicated due to the fact that there has been a numerous and wide range of factors that have some association with or impact on students dropout from school in the primary school. School dropout research as outlined the influence of school dropout by social, economic and educational factor. Moreover,the respondents like parents, dropout students and education principals and teachers will come from different socio-economic background and posses a different cognitive quality which ultimately impinge upon school dropout and many of which is often difficult, if not possible, it can be often difficult to measure.

Therefore, the aim of this research is not to get in to this debate but rather it would be attempted to explicit factors affecting school dropout in primary school. The construct of this study is to assess school dropout in terms of the following dependant and independent variable: dropout rate and social, economic and educational variable.

A Cross-sectional research design could employ at a point in time. This time reference design shall be used as it enables the researcher to collect data in one contact with respondents to obtain the required information based on the time limitation in conducting the study. The data collected covers school dropout within the midterm/around January. Because relevant information on school dropout concern of this study is available and the purpose of the research is to link the available knowledge on school dropout.

A mix of both quantitative and qualitative methods would be the most appropriate method for this kind of study. Hence, as a suitable research method is used in addressing the concerns of the study shall be discussed so far, survey and focus groups. The aim of survey is to examine the relation between school dropout in primary school and social, economic and educational factors that affect school drop out in the primary school. The survey question met the exact need of quantitative portion of this research. The quantitative study is used to determine the social, economical and educational factors that affect school dropout from the primary school through close- ended questionnaire as well as data will collect through survey by taking separate record of each sample. Closed-ended questions require the respondents to answer them by choosing an option from a number of given answers like, a box to be ticked, items to be ranked, etc. These types of questionnaires only gather straightforward, uncomplicated information. Closed-ended questions are easy to

classify and quantify, require less time, effort and ingenuity but do not allow the respondents to qualify, develop or clarify their answers (Cooper, 2002).

On the other hand, the qualitative data is collected using open-ended questionnaires and interviewing the focus group. Open-ended questions allowed the respondents to formulate and record their answers in their own words. These are more qualitative type and can produce detailed answers to complex problems. Open-ended questions give a greater insight and understanding of the topic researched (Cooper, 2002).

3.3 Sampling techniques

In ordered to attain the objective of the study, different techniques are employed. The first step is selecting and defining the study area. To this end, the investigator selected Jabi woreda purposefully. The rationale behind this is, Jabi woreda is one of the West Gojjam zonal woreda which has high dropout rate in primary school in the administration and it is more accessible for transportation and logistics.The sampling frame of this study is the list of dropout who returns to school and dropout students from the school in the primary school. The total number of the dropout is 3600 students from 101 schools (Jabi woreda education office, 2014).

Multi-stage Random sampling techniques would be employed to select the large primary population unit such as woreda, then Kebeles, then school and finally dropout students with in school. By using Multi-stage sampling technique where the woreda is divided into five clusters (Mircha,Geray, Mankusa,Mana and Makesegnet clusters). After clustering the woreda, 4 kebeles are going to be selected from Mircha clusters and 2 kebeles from Mankusa,Mana and Makesegnet clusters by random sample technique and 12 primary schools will be selected from each kebeles by random sampling techniques.

 Finally, a total of 405 respondents (dropout students, dropout students who who returned to school, headed household parents who have dropout student, teachers and education principles will be selected from sample frame.

3.4 Sample

 Jabi woreda has 40 kebeles (35 rural and 5 urban and sub-urban kebeles) and having five clusters in the woreda and also they have 56 first cycle primary (1-4 grade), 18 second cycle primary schools (5-8 grade), 27 full cycle primary schools (1-8 grade) and 62234

(30584 male and 31650 female) students are registered in primary schools. In addition, 1218 teacher (373 male & 845 females), 101 school directors and 19 woreda experts will be assigned in the Woreda to achieve universal primary education for this academic years and also on average 3600 students are dropout from the school (Woreda Education office, 2014). Based on the above data, we can use Kothari's sample size determination. Thus, the sample size was calculated using the single proportion formula based on the following assumptions: if the population is assumed to be infinite and a simple random sample from a population of 3600 items is to be drawn to estimate the per cent defective within 2 per cent of the true value with 95per cent probability. The size of the sample of the dropout students from the school was calculated in the given formula.

Based on the formula, the sample size were, 3 woreda education experts, 10 department head teachers and 18 teachers teaching in primary classes, 187 parents(dropout who return to school and dropout students□) and 187 dropout students (dropout who return to school and dropout students□) of all 405 sampled population were selected at random (Kothari, 2004).

3.5. Instruments of data collection

3.5.1 Questionnaires

In this study, Questionnaires are the most widely used methods of data collection. Questionnaires are extremely flexible and can be used to gather information on almost any topic involving large or small numbers of people. They are relatively inexpensive to administer (Cooper, 2002).

The school dropout survey consisted of rating scale/likert-scale items grouped under 3 domains or themes, and four close and open-ended statements. The domains included: a) Background b) Social factor relation with dropout c) Economic factor relation with dropout, c) Education factor relation with dropout. Participants are asked to respond to each item using a 3-point Likert scale and open-ended questions. The questionnaire design is based on the previous literature and made some modification on some parts of questionnaires, which collects and measures data about perceptions on social economic and educational fact-student relationship (UNESCO, 2002). The questionnaires are adapted to local context used for the following respondents: children's, parents, teachers and educational principals:

A. The pupil's dropout questionnaire included items on age, religion, direct costs, indirect costs, family characteristics, child characteristics cultural and traditional practices, level of education, school factors, distance from school, etc. The primary Data is collected from 187 dropout children (142 boys☐ and girls) through structured interviews by using 18 closed-ended questionnaires from the selected schools.

B. The parent questionnaires are used to collect information about back ground, direct costs, indirect costs, family characteristics, child characteristics, cultural and traditional practices, level of education, school factors, incomes estimations etc. The primary data will be collected from 187 parents through structured interview by using 22 closed-ended questionnaires from the selected schools.

C. The teacher questionnaires required information about teachers' background, school facility, direct costs, indirect costs, family characteristics, child characteristics, cultural and traditional practices, level of education, school factors, etc. The primary data would be collected from 18 educational principals (9 female teachers, and 9 male teachers) are through structured interviewed by using 19 closed-ended questionnaires from the selected schools.

D. The principal questionnaires included items concerning drop-out rates, direct costs, indirect costs, attitude towards girls' education, family characteristics, child characteristics, cultural and traditional practices, level of education, school factors, etc. The primary data would be collected from 13 educational principals, 10 department head teachers, and 3 woreda education experts are structured interviewed by using 34 closed- ended questionnaires from the selected schools.

3.5.2 Focus Group Discussions

Focus group discussions are held with teachers, woreda expert implementers, and parents and selected by purposefully sampling techniques. The main purposes of the focus group discussions are to cross check information from various sources and to obtain data or information not revealed by one or another instrument for data collection. Three focus group discussions are held within two primary schools and one woreda education with 8 parents, 10 teachers, and 10 woreda experts. The participants of focus group discussions will be asked to identify factors affecting school dropout for children separately by using

guided interview questions. Head parents have children who dropout from the school. The FGDs are facilitated by the researchers.

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

3.6 Data collection

The data input for the study should be gathered from both primary and secondary sources. Primary data is going to be collected from sample household and school communities through structured questionnaires. Secondary data will be collected from written documents such as reports of organizations, published books, journals, newspapers and other related sources which were provide basic and important information related to research topic.

The qualitative data is going to be collected through open ended questions and the quantitative data should be collected through closed-ended types of questions in the survey questionnaires. Data from woreda experts, department head teachers, teachers, parents and children are going to be collected using survey questionnaires.

3.7. Methods of data analysis

In this study, both qualitative and quantitative analysis techniques are going to be employed. The collected data will be organized, tabulated and analyzed using the Statistical Package for Social Sciences (SPSS, version20). The quantitative data should be collected through close ended questionnaires and analyzed using descriptive (frequency, percentage and cross tabulation) and inferential statistics (chi-square). Descriptive and inferential statistical analysis are used to assess the relationship between the independent and the dependent variables and examine the questions addressed in the study

Besides this, the chi-square test also applied to find the significance association among the opinions of different categories of the respondents. The qualitative data obtained through open-ended questions and FGD session should be summarized and presented qualitatively.

This study derives the set of operational measures for concepts being studied from the review of the literature and instruments suggested for studying school dropout in Jabi woreda.

3.8 Data Management and Analysis

The data is manually checked for their completeness and consistency. By taking five people from the total respondents, the necessary adjustment will be made. The entered data should be exported to SPSS version 20 soft ware and the analysis will be done. The result has been presented using percentages in appropriate tables and figures to display the descriptive part of the result. The main concepts of in-depth interviews are also identified, examined and analyzed.

Data quality control will be carried out using, pre tested tool, supervision, data collection guide line, and data quality control will be carried out using such as pre tested tool: - the questionnaire is cheeked for its completeness and errors corrected accordingly. The questionnaire is pre tested on selected schools. During pretesting the questionnaire is checked for its clarity simplicity, understandability and coherency. Correction is made based on the feedback. For confusing words and phrases the local known word by the consent of respondent is used. Supervision:-To assure the quality of data questionnaires are going to be designed properly to address the objectives of the study and training will be given for two days to data collectors and supervisors. The principal investigators and supervisors make a day to day on site supervision during the whole period of data collection. Questionnaires are checked by immediate supervisors on necessary basis for completeness and consistency.

The findings of the research work will primarily be used by Amhara National Regional State and Education Bureau, agencies highly involved in the assistance of mother supporting group, & PMTCT service giving organizations and others as deemed necessary. The paper will also hopefully be communicated to other readers worldwide by sending it for publication on scientific journals.

3.10 Ethical Considerations.

The authorities of the primary schools under study will be requested for their consent to conduct the study in their respective schools. It ensures physical, psychological and emotional safety/ security of the Respondents,   confidentiality of all data will be provided by the respondents by coding the questionnaires and presenting the findings in generalized

manner. Authors quoted in this study also recognized and cited within the Script and references. Before data collection, the research proposal is submitted to Indira Gandhi National Open University/IGNOU/ for an approval and independent evaluation of issues researchers consider to be rights and safety of the participants. The researcher approached the school directors within Jabi woreda in a friendly manner to make them free. The researcher assured the school director that the research is purely academic. The pupils are also informed about the confidentiality of the information they provided.

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