



**MEKELLE UNIVERISITY
INSTITUTE OF PEDAGOGICAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**THE ESSENCE OF DROPOUT STUDENTS IN SECONDARY SCHOOLS OF
GULOMEKEDA WOREDA, TIGRAY REGION**

**By
SOLOMON ABRHA TEFAY**

**A thesis submitted to the Department of Educational Planning and Management, Institute of
Pedagogical Sciences of Mekelle University in partials fulfillment of the requirements for the
degree of Master of Arts in School Leadership**

JUNE, 2024

**MEKELLE UNIVERISITY
INSTITUTE OF PEDAGOGICAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**THE ESSENCE OF DROPOUT STUDENTS IN SECONDARY SCHOOLS OF
GULOMEKEDA WOREDA, TIGRAY REGION**

By

SOLOMON ABRHA TEFAY

**A thesis submitted to the Department of Educational Planning and Management, Institute
of Pedagogical Sciences of Mekelle University in partial fulfillment of the requirements
for the degree of Master of Arts in School Leadership**

PRINCIPAL ADVISOR: TAREKEGN HAILESLASSIE (PhD)

JUNE, 2024

MEKELLE UNIVERISITY
INSTITUTE OF PEDAGOGICAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**THE ESSENCE OF DROPOUT STUDENTS IN SECONDARY SCHOOLS OF
GULOMEKEDA WOREDADA, TIGRAY REGION**

By

SOLOMON ABRHA TEFAY

I declare that “ THE ESSENCE OF DROPOUT STUDENTS IN SECONDARY SCHOOLS OF GULOMEKEDA WOREDADA, TIGRAY REGION” is my own original work and has not been presented for a degree in any other university and that all the sources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

Mr. Solomon Abrha Tesfay

DATE

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

Name _____

Signature: _____ Date _____

MEKELLE UNIVERISITY
INSTITUTE OF PEDAGOGICAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**THE ESSENCE OF DROPOUT STUDENTS IN SECONDARY SCHOOLS OF
GULOMEKEDA WOREDA, TIGRAY REGION**

By

SOLOMON ABRHA TEFAY

The thesis entitled “ THE ESSENCE OF DROPOUT STUDENTS IN SECONDARY SCHOOLS OF GULOMEKEDA WOREDA, TIGRAY REGION” by Solomon Abrha Tesfay is approved for the degree of Master of Arts in school Leadership.

Approved by the Board of Examiners:

Chairperson, Department Head

signature

date

Major, Advisor

signature

date

External examiner

signature

date

Internal examiner

signature

date

Acknowledgement

First of all, I would like to express my gratitude and glory to the almighty God, for his reserved mercy that he endowed up on me and open the opportunity to join the postgraduate program and inseparable assistance in all my ways to complete my study successfully.

I am also sincere thanks and appreciation goes to my advisor Dr. Tareke Haileslassie for his valuable guidance, help, constructive feedback and suggestions with all his personal and professional qualities from the very beginning to the completion of this thesis work.

I also express my heartfelt thanks to my wife w/ro Genet Abrha for here unreserved encouragement and for being always with me in prayer.

At last not least my thank goes to Gulomekeda woreda education office, school principals, vice principals, teachers and parents for their unreserved support during data collection.

Abstract

The main objective of this study was to assess the magnitude and trends of students' dropout, to identify the major factors and measures to be taken to minimize students' dropout in secondary schools of Gulomekeda woreda. The researcher used a descriptive survey design. The instruments of data collection of this study were questionnaire, document analysis and interviews, to provide enough information from participants of the study to attain the research objectives. Data was collected from hundred teachers, ten vice principals, and eight principals through questionnaires. Stratified random sampling was used to select teachers' respondents from both males and females and convenience sampling was applied to select vice principals and principals. Structured interview was carried out with two supervisors and twenty four parents. The data collected from questionnaires were analyzed and interpreted by frequency, percentage and mean. While, the data obtained from documents and interview were analyzed using frequency and percentage. Findings of the study showed that trends of students' dropout of Gulomekeda woreda secondary schools has been increasing from time to time. Dropouts of grade nine students were the worst when it was compared with other grade levels of secondary schools. The major factors that influence students to dropout were the result of in-school and out-school related factors. among the in school related factors; un conducive school environment, low expectation on the future success, school distance from home, lack of students management, reputedly absenteeism from school, inappropriate relationships between teachers and students, weak relationship among stakeholders and disciplinary problems were among the major causes. Regarding out-school factors; drought and/or famine, early marriage,, migration, family divorce, parents need child labor, peer group influence, lack of material and financial support and students involvement in income generating activities among the major cultural, social and economic identified factors. Depending on the results of findings, the study recommended that, creating awareness on the society on the value of education, stakeholders to participate in school affaires and working effectively for making conducive school environment. school leaders related with stakeholders should give continuous advising and counseling to students on their economic, social and psychological problems a student who is under risks of dropping out could get advantage and change their idea of dropping out of school, the government should open at least one secondary school in each rural area of elementary school cluster center to reduce distance; schools those who have succeeded in reducing dropout of students should share their best experiences and they should be rewarded by providing incentives based on their performance. The government collaborates with nongovernmental organizations (NGO's) and other voluntaries should provide school feeding program in all secondary schools of the study area.

List of Abbreviations and Acronyms

AIDS	-	Acquired Immune Deficiency syndrome
CREATE	-	Center for Educational Research and Training
ESDP	-	Education Sector Development Program
ESDPIM	-	Education Sector Development Program Implementation Manual
GEQIP	-	General Education Quality Improving Package
HIV	-	Human Immune Virus
NGO	-	Nongovernmental organization
REB	-	Region Education Bureau
UNESCO	-	United Nations Educational, Science and Cultural Organizations
UNICEF	-	United Nations International Children's Emergency Fund

Table of Contents

CONTENTS	PAGE
CHAPTER ONE-----	1
INTRODUCTION -----	1
1.1. Background of the study	1
1.2. Statement of the problem	2
1.3. Research questions	4
1.4. Objective of the study	4
1.4.1. General objective.....	4
1.4.2. Specific objectives.....	4
1.5. Significance of the study.....	4
1.6. Delimitation/scope of the study	5
1.7. Limitation of the study.....	5
1.8. Definition of key words	6
1.9. Organization of the study.....	6
CHAPTER TWO-----	7
REVIEW OF RELATED LITERATURE -----	7
2.1. The concept of educational wastage	7
2.2. The nature and concept of dropout	8
2.3. The magnitude and trends of dropout rate globally and in developing countries.....	8
2.4. The purpose, rationale and importance of reducing students’ dropout in secondary school.....	11
2.5. Factors affecting for the students’ dropout	12
2.5.1. Internal factors for dropout: inside of the school factors	12
2.5.1.1. Teacher related factors -----	12
2.5.1.2. School environment related factors-----	13
2.5.1.3. Administrative factors -----	13
2.5.1.4. Student related factors -----	13
2.5.2. External factors for dropout: out-of-school factors.....	13
2.5.2.1. Economic factors -----	14
2.5.2.2. Social and cultural factors -----	14
2.5.2.2.1. Parents educational background and dropout-----	14
2.5.2.2.2. Household composition-----	14
2.5.2.2.3. Early marriage -----	15
2.5.2.2.4. Harassment of female students-----	16
2.5.2.2.5. Child labor-----	16
2.5.2.2.6. Seasonal child migration -----	16
2.5.2.2.7. Urban and rural and regional deference-----	17
2.5.2.2.8. Distance to school-----	17
2.6. The role of stakeholders in reducing educational wastage	17
2.6.1. Parents role in reducing educational wastage	17
2.6.2. The staff.....	18
2.6.3. The principals.....	18
2.6.4. The students parent teacher association	18
2.7. Strategies used to reduce students dropout in secondary schools.....	18
2.7.1. Improving quality of instruction and early intervention	18
2.7.2. Motivating and training of teachers	19
2.7.3. Efficient utilization of the available resources	19
2.7.4. School locating planning.....	19

2.7.5. Making educational materials more available.....	19
2.7.6. Working hard on poverty reduction strategies especially investment on education	19
2.7.7. Adult literacy program	19
2.7.8. Lowering the cost of education	19
2.7.9. Removing gender gap.....	20
2.8 Theoretical and conceptual frame work to school failure and dropout... ..	20
CHAPTER THREE -----	21
RESEARCH DESIGN AND METHODOLOGY -----	22
3.1. Research design	22
3.2. Sources of data.....	23
3.3. Population, sampling and sampling techniques	23
3.4. Data gathering tools	24
3.4.1. Questionnaires	25
3.4.2. Interviews	25
3.5. Procedures of data collection	25
3.6. Methods of data analysis and interpretation of the study	26
3.7. Reliability and validity of the study	26
3.8. Ethical considerations	27
CHAPTER FOUR-----	28
PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA -----	28
4.1 INTRODUCTION	28
4.1.1 Background of respondents.....	28
4.2 The magnitude and trends of dropout rates in the study area	31
4.2.1 The magnitude of dropout rates in the study area (2017/2018 to 2019/2020)	31
4.2.2. Dropout rates of the study area general trends (2017/18 – 2019/20).....	31
4.2.2.1. Dropout rates by grade and gender	32
4.2.2.1.1. Dropout rate by grade level.....	32
4.2.2.1.2. Dropout rates by Gender	33
4.3. Major cause students’ dropout from school.....	33
4.3.1. Internal factors for dropout (in-school related factors)	36
4.4 External factors (out-of-school factors) that cause’s student’s dropout	45
4.5 Measures should be taken by stakeholders to reduce dropout	51
4.6. Analysis of structured interview questions for parents and cluster supervisor.....	56
CHAPTER FIVE -----	59
SUMMARY, CONCLUSION AND RECOMMENDATION -----	59
5.1 Summary	59
5.2 Conclusion	62
5.3 Recommendation	63
REFERENCES -----	66
APPENDIX A: Questionnaire for principals, vice principals and teachers-----	70
APPENDIX B: Structured interview questions for parents and cluster supervisor-----	74
APPENDIX C: Document analysis from gulomekeda woreda education office average dropout rate of secondary school students (9-10+2) from 2017/18 to 2019/20 -----	75
ልጋብ-1:- ብናይ 2^ይ-ብርኪ ኣብያተ ትምህርቲ ሱፐርቫይዘራትን ወለዲ ተምሃሮ መምህራን ሕብረት (ወመተሕ)ን ዝምለስ ቃለመሕተት-----	76

List of Tables

Table 2.1: Enrolled students from 2017/18 to 2019/20 in Gulomekeda woreda secondary schools -----	10
Table 2.2: Dropout students from 2017/18 to 2019/20 in Gulomekeda woreda secondary schools -----	10
Table 3.1: Name of secondary schools and number of sample teachers -----	24
Table 3.2: Name of secondary schools and sample of members of PTSA -----	24
Table 4.1: Characteristics of teachers by their sex, age, education status and experience. -	28
Table 4.2: Characteristics of the principals by their sex, age, education status and experience -----	29
Table 4.3: Characteristics of the vice principals by their sex, age, education status and experience. -----	30
Table 4.4: The magnitude of dropout rates in secondary schools of Gulomekeda woreda-	31
Table 4.5: Dropout rates in percent by grade level and gender in secondary schools of the study area -----	32
Table 4.6: The magnitude and trends of dropout rate by teachers', vice principals and principals -----	34
table 4.7: Teachers related factors that cause student dropouts -----	36
Table 4.8: School environment related factors that cause student dropout -----	38
Table 4.9: School administrative related factors that cause student dropouts -----	40
Table 4.10: Student related factors that cause student dropout -----	42
Table 4.11: Economic related factors that cause student dropouts -----	45
Table 4.12: Social related factors that cause student dropouts-----	47
Table 4.13: Cultural related factors that cause student dropouts -----	49
Table 4.14: Measures to be taken by teachers to reduce dropout-----	51
Table 4.15: Measures to be taken by principals to reduce dropout -----	53
Table 4.16: Measures should be taken by PTSA/parents to reduce dropout-----	55

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Education plays indispensable role for all economic, political, social development and a principal means of improving the welfare of society at large. It also accelerates economic growth by maximizing labor productivity, promotes citizens innovative capacity of technologies and facilitates the diffusion and transmission of new knowledge and technologies. Hence, high levels of literacy and numeracy are pre-requisites for creating competitive work force and a nation of effective parents and active citizens (Hanushek & obmann, 2008; UNESCO, 1998). Education is also a basic right in itself. Expanding access to quality education for rural people is thus of crucial importance in the realization of human rights (MoE, 2002).

Despite direct and indirect link between education and labor market returns, the education system of most African countries characterized by high rates of dropout, which result in educational inefficiency and wastage of scarce resources (Habtamu, 2002). Thus, high students' dropout figures might be a strong indicator of the future shortages of skilled labor force (Desousa & Gebremedhin, 1999). Besides, dropping out is a serious problem because it denies fundamental human right of individual student to education by early departure of a student from school without completion of a given grade level (MoE, 2002).

The problem of dropping out should be the concern of every member of society since it has negative consequences both at individual and societal level. For society, dropout resulted in wastage of scarce resources (teachers who have already employed) and student time (time taken to attend school) (Koskei, Simi & Tonui, 2015). Dropout has also adverse effect on nation progress by jeopardizing human capital formation needed for economic development. As to Azzam (2007) major social costs of dropout of school include reduced political participation, increased demand for social services, increased crime rates and poor levels of health. Individual students also suffer negatively from dropping out of school. On average, youth who are dropping out are more likely to experience future unemployment, engage in crime, underemployment, and lower earnings (Collins, Daugherty & Thurton, 2006). Conceiving the negative consequences of dropout for society and individuals, facilitating school completion for all students must be a priority for educators, administrators, researchers and policy makers. In this regard, Bongani (2014) asserted that the

ongoing neglect of such an important topic to developing countries renders the problem a near permanent stumbling block on the road to the elimination of poverty.

Addressing dropout has been high on the agenda of the Ethiopian government for several years believing that preventing dropout and encouraging successful completion of secondary school can enhance economic growth and social development. It can ensure that students graduate with at least the minimum qualifications needed for economic labor market and for further education and training. Thus, ministry of education planned to reduce dropout and repetition rates of general secondary education and expand general secondary school in view of its universalization by 2020 in line with the middle income country vision (MoE, 2010).

Several factors were mentioned associated with students' dropout in Ethiopia. Previous studies conducted on secondary schools and female students' dropout like (Habtamu, 2002; Maeregu and Tadesse, 2015; MoE and UNICEF, 2012) revealed that several personal, school and family related factors contributed to students' dropout. Some of the factors mentioned comprise ill-health, mal nutrition, low students' interest to education, low employment opportunities to graduates, teachers' methods of instruction, range of costs associated with schooling like uniform, travel, equipment and students' opportunity costs.

Therefore, when we come to Tigray region generally and Gulomekeda woreda particularly, students' dropout has been increasing from time to time specially since the last decade almost in all high schools. The data acquired from the last three years annual report of high school students' dropout of this woreda shows that out of the total enrolled students, 4.8 to 10.12% were withdrawn from the school yearly although the benchmark for dropout rate was planned less than 1% (Gulomekeda education office annual report, 2019). Since the above stated magnitude and trends of dropout students is a serious problem to assure the quality of education and produce the productive and creative citizens who intended to run the expected development. Hence, the researcher needed to conduct his research on this topic to identify whether the causes of the problem in our woreda is similar/related with the above stated studies or not and to indicate possible solutions for this problem based on his findings

1.2. Statement of the problem

In Sub-Saharan African, 10 million pupils' dropouts of secondary school are recorded each year. In Somalia, Malawi and Uganda, with dropout rate between 24% and 28% in the secondary school, children have great trouble negotiating their ways through the high school completion. 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 were certain evidence such as rural-urban disparity, as well as a serious gender gap in school which causes high dropout rate (Begizew, 2015; Tassew, 2008). 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 secondary school (Doreen, Ibrahim & Tassew, 2008). In a recent review of the dropout literature, (Kassahun, 2006; Tassew, 2008) 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 (Ananga, 2011; Hussain, Mahmood & Salfi, 2011).

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 students' dropout from schooling contributes for poor performance of economic and social developments (Nekatibeb, 2002).

The above studies have certain limitations. The pervious frame analysis was 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 Gulomekeda woreda. Nevertheless, this study was intended to investigate the factors affecting school dropout by the combined effect of social, economic and educational factor in Gulomekeda woreda. Concerning the external factors in other studies found early marriage, drought or famine, parents need child labor and family divorce are common problems or similar still now, whereas in this study migration, peer group influence, students involvement in income at this idea study different from others. The aim of this study was to provide additional knowledge and solutions about school dropout in secondary schools in that woreda and to fulfill the gaps of previous researchers.

1.3. Research questions

Dropout rate is usually considered as an important indicator of school efficiency of the school system which the rate is high it implies low level of internal efficiency and the vice versa. To realize this purpose the following basic research questions are stated.

1. To what extent is the magnitude and trends of dropout rate in Gulomekeda woreda secondary schools?
2. What are the major out-of-school factors (economic, social and cultural) and inside the school factors (students, teachers and school administration) that lead the students' decision to drop out of school?
3. What are the measures to be taken to reduce students' dropout in secondary schools?

1.4. Objective of the study

The main objective of this study was to assess the essence of students' dropout in Gulomekeda woreda secondary schools of Eastern zone of Tigray region.

1.4.1. General objective

The general objective of the study was to assess causes to students' dropout in Gulomekeda woreda secondary schools.

1.4.2. Specific objectives

Specific objectives of the study were:

1. To distinguish the actual rate of students' dropout in Gulomekeda woreda secondary schools.
2. To identify the out-of-school factors (economic, social and cultural) and inside the school factors (students, teachers and school administration) of students' dropout in Gulomekeda woreda secondary schools.
3. To suggest measures to be taken to minimize students' dropout problems.

1.5. Significance of the study

Dropout is one of educational wastages. Therefore, the results of this study are expected to have the following significances.

- This research will give a clear picture of the children dropout affected by social, economic and educational factors for the schools, woreda education office and other concerned stakeholders.
- Teachers and school administrators will be benefited from this research by identifying the causes and putting some possible solutions for students' dropout in order to achieve the expected outcomes of teaching and learning process.

- At the community level, parents and dropout students, the results of the study was designed 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 as well as designed to take measures to reduce students' dropout and to play their own role in the sustainable development.
- It serves as a stepping-stone for those who have an interest to conduct further study in the area.
- The finding of this study is also be essential for policy makers and other organizations who are interested in making decision and formulating principle regarding measures to be taken in reducing dropout rates.

1.6. Delimitation/scope of the study

Even though there were many factors that hinder quality of education like repetition, dropout, lack of material, financial and human resources and the like, this research was delimited to be conducted only on the essence of causes for dropout students in Gulomekeda woreda secondary schools from 9 to 12 grade levels. The study was also delimited to analyze the status of students' dropout and major causes related to out-of-school factors (economic, social and cultural) and inside the school factors such as students, teachers and school administration. Besides, due to constraints of time and money this study was focused in woreda Gulomekeda secondary schools only.

The researcher used a quantitative approach and specifically descriptive survey method as most appropriate method for this study since this method meets to address the objective of the study explained earlier. Descriptive survey was served as a means to describe the nature of the phenomenon through which opinions, attitudes and suggestions for educational practices were analyzed and the researcher was used cross-sectional survey method. Therefore, the researcher used the quantitative design which is the collection and analysis of numerical data to explain and control phenomena of interests.

1.7. Limitation of the study

When the researcher conducted the study, he faced many problems that affect the quality of the study such as, pandemic disease of coronavirus and war due to this school were closed, transport problems and shortage of material and finance were existed; lack of some necessary official documents that are relevant for study and unwillingness of some respondents. However, efforts had

made to minimize the problems as much as possible through keeping the necessary ethical considerations while conducting research.

1.8. Definition of key words

Dropout: students who leave school before reaching the end point of the educational cycle in which they are enrolled (Levy, 1971).

Secondary education: refers to the provision of the secondary level instruction to children usually between 15-18 ages a group (Hawke, 2015).

Wastage: is the combined result of repetition and dropout (MoE, 2002).

1.9. Organization of the study

The study is organized into five chapters. The first chapter contains an introduction part, that is, background of the study, statement of the problem, research questions, and objectives of the study (general and specific objectives), significance of the study, delimitation and limitations of the study, definition of key concepts or terms and organization or planning of the study. Chapter two deals with the review of related literature and provides the theoretical background of causes of students' dropout. Chapter three was concerned on the research design and methodology that comprise research design; sources of data; population, sampling and sampling techniques and procedures; instrumentation, data collection techniques and procedures; reliability and validity of the study and ethical considerations. Chapter four also deals about data presentation, analysis and interpretation. Finally, Chapter 5 includes the summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature students' dropout, types and factors related to dropout and strategies to reduce this problem. The following aspects of dropout were discussed. The concept of educational wastage, the nature and concept of dropout, the magnitude and trends of dropout rate globally and in developing countries, the purpose, rationale and importance of reducing students' dropout in secondary schools, factors affecting for the students' dropout, the role of stakeholders in reducing educational wastage and dropout and strategies used to reduce students' dropout in secondary schools.

2.1. The concept of educational wastage

Educational wastage is a failure to achieve educational objectives. Keeping children in school is a major problem in many developing counties where high rates of repetition and dropout lead to inefficiency and wastage of scarce resources (Hallak, 1990). While many countries make high investment in education, investment on its own does not guarantee desirable results. If the benefits of investment in the education sector are to be optimized, wastage would have to be avoided or at least minimized (UNESCO, 1998). Education wastage refers to human and material resources spent or wasted on pupils who have to repeat a grade or who drop out of school before completing a cycle. It denotes the inefficiency of a school system and refers also to the wasted opportunities for these children to develop the knowledge, skills, attitudes and values they need to live productive lives and to continue learning (Fiske, 1998).

The term wastage is generally used to describe the combined effect of repetition and dropout (Loxley, 1987). Repetition refers to student who, in a given year, remains in the same grade and do the same work as in the previous year. Dropouts are also students who leave school before reaching the end point of the educational cycle in which they are enrolled. Similarly, Rijal (2010) define that dropping out before the end of a course is considered wastage since the student who dropouts has not achieved the educational objectives designed for the course.

Education system is considered to be efficient if it produces at a minimum cost the desire output in terms a minimum number of young people who have acquired the necessary knowledge and skills prescribed by society (Fiske, 1998).

2.2. The nature and concept of dropout

There is no single definition of dropout that is used across all countries. Some of the definitions are: dropout refers to children who abandon the educational system without completing the academic year they started (Shindu, 1999). The term dropout refers to also children who leave the educational system without completing the academic year they started or the term dropout is leaving a school before completion of a given stage of education (Rumberger, 2011). As Estevao and Alvares (2014) stated that the very definition of the term is controversial. The nature or what makes a student to dropout and how to measure dropout rates vary from any country to other country. The lack of standardized definition and formula makes assessing school performance, comparing schools and school system is difficult. Understanding why students' dropout of school is the key to addressing this major educational problem, yet; identifying the causes of dropout is extremely difficult like other forms of educational achievement (e.g., test scores).

As Rumberger, (2011) explained that the causes of dropping out are influenced by many factors related to the individual, family, school and community settings in which the student lives. Particularly those causes or factors in schools may have contribution to students' attitudes; behaviors and school performance immediately preceding their decisions to leave school. Individual factors dropout rates are also higher among students who have low educational and occupational aspirations. It is before obtaining the qualifications required for accessing professional abilities determined by an individual's level of education.

2.3. The magnitude and trends of dropout rate globally and in developing countries

UNESCO (2019) stated that dropout rates have been examined from several perspectives. Internationally, there is considerable variation in dropout rates, because different nations are in different stages of extending secondary education. In developed countries the high school completion rates are high and the nature of the secondary programs varies considerably. In addition to this, the secondary schools enrollment and completion rates have been increasing worldwide. The total dropout rate in 2017 in the world was 162 million. According to the gross intake ratio to the last grade of each cycle, which relies on administrative data, 90% of children reached the end of primary education in 2017. About 76% reached also the end of lower secondary education. According to 2013-2017 household survey data, completion rates were 85% for primary, 73% for lower secondary and 49% for upper secondary education. There is a target to achieve universal secondary completion by 2030, which were all children to enroll in primary school by 2018. In

global perspective; it is an incontestable fact that the progress of a nation is highly dependent on the education of their citizens. Quality education can play dynamic role in productivity, social and economic growth of a country (Christle and Nelson, 2007). In developing countries various studies associate the systems of education with low standards and most of the education systems in the developing nations are relatively young and still grappling with problems and constraints of various kinds. Among these are issues of access and equity, quality and relevance, dropouts and non-transitions and failure. This evidence indicates that student's dropout is one of the stumbling blocks in the attempt to achieve educational goals in the developing countries (Christle and Nelson, 2007).

Students' dropout problem is faced by all developed and developing countries of the world. In developing countries dropout rate are remarkably high, even for the basic school going children (Diando and Marcella, 2008). Large numbers of children complete their high school education in many developed countries, but, in United States more than one million students dropout each year. Especially, in developing countries of Africa, Asia and Latin America; the highest dropout rates were observed in the secondary schools and students' dropout is a serious issue for any country and the cause of dropout vary from country to country (Rumberger, 2011). In south Asia dropout rate is high in some countries like Pakistan, Bangladesh and India.

MoE (2008) report shows that the dropout rate is very large (over 10%) at the primary level and above this at high school in Ethiopia. Additionally, dropout rate is usually considered as an indicator of the school system. Though the dropout rate is the highest in the secondary level such a large dropout rate would mean a large amount of human and economic resources wastage. High dropout of students' from school has been one of the major challenges of the education system of Ethiopia in secondary schools. The government taking measures such as increase budget allocation to education, construct new schools, recruit and train teachers and the like to reduce dropout (MoE, 2010). Nevertheless, dropout rate is increasing (MoE and UNICEF, 2012). Secondary schools of students in Ethiopia had also high rate of dropout, nearly the (16.6%) national average and it is fluctuation from year to year.

ESDP V (MoE, 2015) stated that in ESDP IV there is a target for reducing dropout and repetition rates, which was below 1% for secondary grades. This was ambitious and dictated to achieve these targets. The performance of these targets, however, has been poor. ESDP V begins with, repetition rates at 8% and dropout although with improvement in 2013/2014, remains at 22% in grade one and 11% thereafter. Both repetition and dropout rates are

approximately the same for girls and boys. In addition, factors that influence demand for secondary education includes: poverty, lack of transport, the need to work (time and economic restrictions) and early marriage. The dramatic achievement in access, equivalent attainment to higher grades is not apparent. Too many students leave the system by different reasons. Additionally in Ethiopia, the 2017/18 MoE statistics report shows that the aggregate dropout rate was 13% and the dropout rate of secondary school of Tigray region was also 12.8%. An elaboration of the magnitude and trends of students enrolled and dropout from the secondary schools in Gulomekeda woreda was summarized in Tables 2.1 and 2.2 below.

Table 2.1: Enrolled students from 2017/18 to 2019/20 in Gulomekeda woreda secondary schools

No	Name of School	Grade	Enrolment Students in 2017/18			Enrolment Students in 2018/19			Enrolment Students in 2019/20		
			M	F	Tot.	M	F	Tot.	M	F	Tot.
1	Shewit	9-10	84	87	171	160	162	322	85	97	182
2	Sindadya	9-10	120	133	253	198	255	453	130	186	316
3	ZibanAssefe	9-10	89	89	178	142	135	277	93	94	187
4	Medebay	9-10	183	141	324	174	157	331	116	110	226
5	Sebeya	9-10	268	284	552	259	238	497	137	137	274
6	Zala-anbesa	9-10	440	455	895	486	492	978	389	424	813
7	Zala-anbesa	11-12	72	106	178	86	94	180	54	54	108
8	Yemane	9-12	572	599	1171	481	558	1039	301	378	679
Total			1828	1894	3722	1986	2091	4077	1305	1480	2785

Table 2.2: Dropout students from 2017/18 to 2019/20 in Gulomekeda woreda secondary schools

No.	Name of School	Grade	Dropout students in 2017/18				Dropout students in 2018/19				Dropout students in 2019/20			
			M	F	Tot	%	M	F	Tot	%	M	F	Tot	%
1	Shewit	9-10	7	3	10	5.84	10	5	15	4.65	9	6	15	8.24
2	Sindadya	9-10	4	3	7	2.76	3	3	6	1.32	13	21	34	10.75
3	ZibanAssefe	9-10	7	4	11	6.17	11	7	18	6.49	8	12	20	10.69
4	Medebay	9-10	1	1	2	0.61	–	–	–	–	8	3	11	4.86
5	Sebeya	9-10	10	2	12	2.17	39	2	41	8.24	23	12	35	12.77
6	Zala-anbesa	9-10	45	17	62	6.92	50	18	68	6.95	44	38	82	10.08
7	Zala-anbesa	11-12	–	2	2	1.1	8	1	9	5	3	6	9	8.33
8	Yemane	9-12	42	34	76	6.49	90	32	122	11.74	35	41	76	11.19
Total			116	66	182	4.89	211	68	279	6.84	143	139	282	10.12

This table shows that, the number of dropout students has been increasing from time to time consecutively. Therefore, the concerned bodies such as MoE and REB generally, Gulomekeda woreda education office particularly and other stakeholders should take possible solutions through identifying the major causes since it certainly leads to generation gap in terms of producing well trained and educated human power to bring sustainable development.

2.4. The purpose, rationale and importance of reducing students' dropout in secondary school

ESDP V (MoE, 2015) stated that dropout is an urgent and serious problem both for individuals and society as a whole. Most regional states have been working to reduce the number of students' dropout before the end of each year till now. The dropout rates can be greatly reduced by preparing school leaders to work co-operatively with their staff, community, government and other stakeholders to improve educational situations of all students. School dropout is an issue that impacts more than just the students who make this decision; it also affects his or her family, the community and society as a whole directly or indirectly (Christle and Nelson, 2007). Reducing dropout rate should be a goal and the solution is not as obvious. Because of, dropout is a process of gradual disconnection that can begin as early as first grade (Christle and Nelson, 2007). They conclude that no single factor can be held responsible for students dropping out of school.

Dropping out of high school has significant negative consequence for the individual and society. When a student dropout of school that affects a country as a whole. The dropout rate has serious economic, societal and political effects in a nation. If the nation decides to do little or nothing about school dropouts, it will pay dearly for years to come (Christle and Nelson, 2007). But if it invests in dropout prevention, it will accrue enormous benefits. Its purpose and importance such as, increased personality, students outreach, apply exact standards, intensive instructional programs to close achievement gaps, improve teacher quality, increase teacher supports, engaging school programs, improve school community relations, promote sustainable improvement in quality of education and students success (Diando and Marcella, 2008).

Studies on the dropout of students in secondary education are important to take remedial measures and to minimize the problems. In Ethiopia, quality improvement program has become an integral part of education sector development program (ESDP). For instance, an ESDP IV sets priority under General Education Quality Improving Package (GEQIP) was increasing

access and equity with distinct program for each. This being the case, however an assessment conducted at national level discovered that dropouts, which are primary indicators of internal efficiency and it is high, whereas preventing dropout and encouraging successful completion of secondary school can enhance economic growth and social development (MoE, 2010). ESDP V stated that the government has continued to expand access to achieve universal education in line with the education for all goals. Considerable progress has been made through school construction by reducing the distance between schools and pupils homes (MoE, 2015).

2.5. Factors affecting for the students' dropout

As UNESCO (1998), indicated, the causes of students' dropout are many/multiple, but it classified as school related or internal school factors and external school factors. It additionally indicates that dropout is the major one which influences flow of children in an educational system and dropout event in school could be influenced by different factors. The decisions to dropout are complex and related to the individual students, their family, school, and community (Jerald, 2006). From the review literature, the researcher mostly focuses on the internal and external factors that influence students to dropout of secondary school as following.

2.5.1. Internal factors for dropout: inside of the school factors

According to (Rumberger and Thomas, 2000), dropout is correlates with several internal or school related factors. The major influencing internal factors such as teacher related factors, administrative factors, school environment related factors and student related factors. These internal factors that led students to dropout are explained in detail as follows.

2.5.1.1. Teacher related factors

Ghost (2011), stated that teacher related factors which causes the high dropout rate for students. One of the major reasons is shortage of teachers, especially subject wise teacher sin primary schools. Most of the secondary schools in developing country are not match student-teachers ratio. They could not manage students' activities properly. Resultantly, some of the students absent from school and after all leave the school. A teachers characteristics that are related with quality of teachers include: teachers attitude, qualification, experience, motivations, classroom management and their interaction with students' academic achievements in particular and school dropout in general (UNESCO, 2019). Additionally, the result of all the above causes were absenteeism, hate of schooling, no completion of education and improving the quality of teachers training requires more than imparting new pedagogical techniques.

As Peterson (2016), indicated that teachers in different functions like teaching and management are surveyed to study their perception of school dropout factors at the secondary level. According to teachers, the group of factors that most affect school dropout is related to commitment and support for students. Teacher support is critical to students' participation. Therefore, teachers' interest and motivation towards teaching and learning are critical variables in the prevention of school dropout and motivation as key in academic success. Teachers' expectations for performance are defined as teachers' believe about their students' academic abilities and subsequent levels of achievement.

2.5.1.2. School environment related factors

According to Rumberger (2011), school environment related factors such as, strict schools discipline & regulations, unfavorable school environment, unfavorable classroom environment, lack of counseling, lack of proper physical and educational facilities includes: toilet, water supply, no free hostel facilities, library, ICT center, pedagogical center, students' text books, overcrowded classroom and the like are some among them.

2.5.1.3. Administrative factors

Ananga (2011), Ghost (2011) and World Bank (2010) stated that administrative factors such as careless supervision and weak administration are contributing to wards high dropout rate in secondary 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 and over-crowded classes also compel students to leave school at early stages of their education.

2.5.1.4. Student related factors

According to Rumberger (2011), student related factors such as, lack of understanding of subjects, children pay more interest to earn rather to learn, poor health condition, non-compliance of school's rules, no preparation for tests or assignment, absenteeism, having disruptive behavior are students related factors that cause students dropout.

2.5.2. External factors for dropout: out-of-school factors

The out-of-school factors such as social, cultural and economic factors are largely affect dropout students and it will influenced by public policies in an area such as health services, labor laws

(UNESCO, 2011). Thus, external factors to students drop out of schools is influenced by parents educational background, household composition, early marriage, harassment of female students, child labor, seasonal child migration, urban, rural and regional deference and distance.

2.5.2.1. Economic factors

UNESCO (1998) stated that there is strong relationship between economic status and students' progress and academic achievement. According to this about 10-25% of the variation in achievement scores among students is the function of family socioeconomic difference that can be measured by economic education and occupational level attained. Similarly, evidences from Latin America and Caribbean showed that the majority of dropouts and/or repeaters belong the families of lower socioeconomic background. Parents with poor economic status may have difficulty in providing their children with exercise books, books, pens, buying uniforms, expenses for foods and other costs. Most students from lower income families would likely academically poor and also high tendency of dropout of school than economically privileged once (UNESCO, 2011).

2.5.2.2. Social and cultural factors

Bongani (2014) stated that the population belonging to multiple ethnic and language group illustrates the socio-cultural diversity that needs to be taken in account in the design and implementation of educational programs. These groups have their own customs, values, norms and traditions that have their own effect on educational provision. First parent's actually having the culture that requires their children to take part in different activities of economic values. Second the societies have not yet developed the awareness that education has significant role in the field of production.

2.5.2.2.1. Parents educational background and dropout

According to Tassew (2008), the education level of mothers and fathers increases, the secondary school dropout rate for both girls and boys in rural and urban areas reduce. Educated mothers are more effective 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. 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.

2.5.2.2.2. Household composition

Economic policy research center (Ibrahim, Huttly & Jones, 2014) 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. MoE (2008) 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.

Semela (2009) stated 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 work. Gibbs and Heaton (2014) stated 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.

2.5.2.2.3. Early marriage

MoE (2010) report shows that early marriage is one of the most significant factors in low female enrolment and in causing the dropout of girls from school in Tigray region. The region has one of the highest rates of child marriages in the world and over half of the girls are married by age 15-18 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 give some money as a token of appreciation and clothing. 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 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 dropout.

2.5.2.2.4. Harassment of female students

CERTA (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.

2.5.2.2.5. Child labor

Begizew (2015) 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 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).

2.5.2.2.6. Seasonal child migration

Create (2011) stated that parent migrates with children and children independently seasonal migrate was the main categories of seasonal migration to increase students dropout from the school or regular school attendance. Some younger boys aged between 6-10 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.

2.5.2.2.7. Urban and rural and regional deference

Bongani (2014) stated that the dropout rate from secondary school in Ethiopia is 11.8 percent, wide gap is observed between rural and urban areas with 13.3% and 5.0 % respectively. Child dropping out from secondary 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 (Begizew, 2015; Tassew, 2008).

2.5.2.2.8. Distance to school

As UNESCO (2019) indicated that, distance is critical factor for students to dropout from school. It must be underlined that schools are located within children's walking distance. The other things which forces pupils, especially, girls to move long distance is availability of water supplies and grain mills and other related things far from community. If it is close to the community, children can have more time for education and to get to school in time, studies in Ethiopia, Kenya, Tanzania, and Zimbabwe, also indicates that the long distance pupils often have to travel to get school is a deterrent to their participation.

2.6. The role of stakeholders in reducing educational wastage

There are many causes or factors for educational wastages especially dropout. Therefore, all stakeholders should play their own roles to reduce these educational wastages. Rumberger (2011) stated that, some of the stakeholders should participate (play) their role in reducing the educational wastages such as:-

2.6.1. Parents role in reducing educational wastage

Parents play an important role in how children perceive and cope with school and influence their decision children make. Children whose parents are actively involved with their schooling are less likely to experience attendance. Solve their problems and more likely to finish. Parents provide the encouragement and stability that is vital for student`s success.

2.6.2. The staff

In prevention dropout successful schools the members of the staff are highly communicative with one another, openly sharing ideas, flexible innovative adaptable, skillful in basic techniques, have high expectation of their students and growth with professionally and personality (Rumberger, 2011).

2.6.3. The principals

The principals has strong overall leadership skill is consistently supportive for teachers, strong curriculum background, high expectation of the staff, has good public relation skills and they create smooth relationship among all stakeholders and conducive school environment to minimize repetition and dropout students (Rumberger, 2011).

2.6.4. The students parent teacher association

The parents are strong supportive of school and involved in the school through parent teacher students association the community education program as volunteers and as financial supporters, have high expectation of the school and students are concerned about schooling establish good learning environment in the home (Rumberger, 2011). Additionally PTSA plays a key role in getting parents to the school leading their deeper interest in the total educational process make the community wide of the school goals.

2.7. Strategies used to reduce students dropout in secondary schools

The educational system in developing countries mainly in Sub-Sahara's African is suffering from very low internal efficiency, especially at first cycle of secondary education level. The causes are multiple but falling to two general categories: in-school and out-of-school factors. Those that stem from the way the school system organized and operate (in-schools factors) (UNESCO, 1998). In-school factors can be tackled by improving their efficiency in utilizing the available resources at hard, where as out-of-school factors can be readily addressed by the education officials even though these forces are largely beyond the control of educators. Out of these, some of the strategies forwarded by different authors are out lined below.

2.7.1. Improving quality of instruction and early intervention

It is possible to assume that students are for more likely to be motivated to learn and develop good attitude towards learning if the curriculum and teaching methods are of high quality. By contrast, students who are bored and fail to see the connection between their personal lives and what they are taught in schools become candidates for academic failure and dropping out. So, there is much, that must be donation prove the quality of instruction through concerned strategy to improve the curricula, the training of teachers and the re-organization of the school to promote learning.

2.7.2. Motivating and training of teachers

Teachers in developing countries are neither motivated nor well trained, and are not the strongest academically and lack of adequate general academic commitment to teaching is low (Lockheed and Verspoor, 1991). So, teachers should be train properly by well-trained person, effective and efficient policies and preparing necessary materials as well as role model teachers should be motivate by giving rewards and educational opportunities.

2.7.3. Efficient utilization of the available resources

Schools and school places in many developing countries are underutilized, UNESCO (1998) indicated, two measures are there imperative. One is, since financial and human resources are scarce, difficult decisions must be made in determining how best to allocate them, the second is these scare resources be used as efficiently as possible.

2.7.4. School locating planning

Distance from school to home is a significant factor in determining school attendance, particularly girls` construction of schools closer to community reduces dropout (Lockheed and Verspoor, 1991).

2.7.5. Making educational materials more available

Educational materials including text books are scarce in many developing countries with few exceptions; developing countries could not produce good quality learning materials basically due to absence of a publishing industry of their own. So, the promotion of national publishing industry is a promising strategy (UNESCO, 1998).

2.7.6. Working hard on poverty reduction strategies especially investment on education

Most of the reasons student`s dropout in developing countries are poverty, directly or indirectly. Therefore, poverty alleviation strategy should be given priority. This looks for expansion of education by improving access. Thus, investment on education provides a means of tackling poverty (World Bank, 1980).

2.7.7. Adult literacy program

The impact of parent`s education on the schooling of children is well- documented. So, programs that promote literacy among parents are likely to have positive educational effect on their children as well (UNESCO, 1998).

2.7.8. Lowering the cost of education

There are different experiences that several countries have attempted to reduce direct cost of education for rural children and girls. Some of the measures include lowering or eliminating the

school fees, providing school feeding programs. On the other hand, strategies to reduce indirect cost include reducing opportunity cost of students through the development of labor-saving strategies such as timing of the school (Lockheed and Verspoor, 1991).

2.7.9. Removing gender gap

As UNESCO (1998) suggests that strategies to remove gender gap should concentrate on helping girls to stay in the education system and perform well. Various measures have proved effective such as reducing school fees for girls, offering flexible school hours and like.

Generally, the above strategies are few to be mentioned to reduce student`s dropout of secondary schools in developing countries. The realization of the above strategies needs the integrate effect of all the stakeholders.

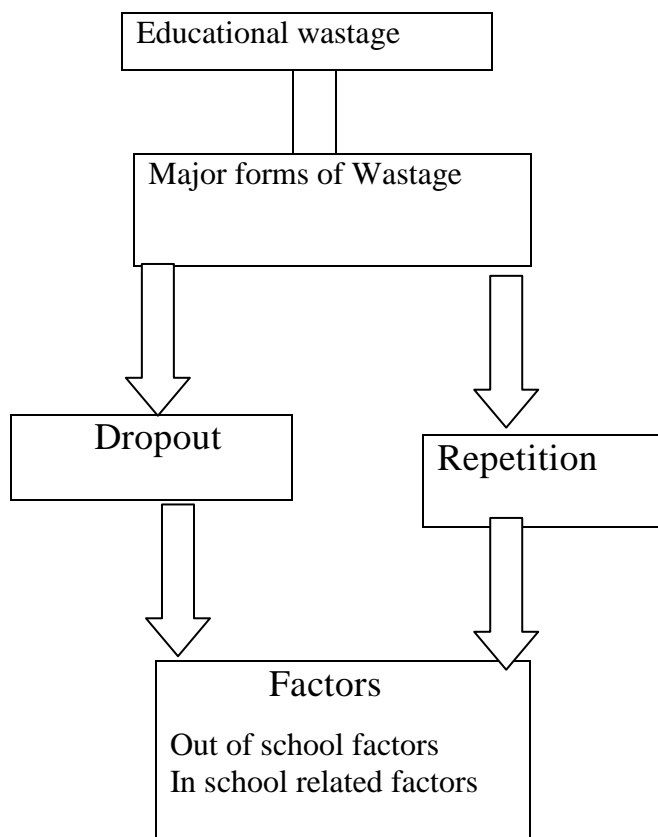
2.8 Theoretical and conceptual frame work to school failure and dropout.

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. 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).

Early sociologists like Pitrim Sorokin 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 secondary 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 schools 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 (UNCEF, 2008).

Conceptual Framework for Factors Cause Educational Wastage



Source: Self-understanding of theoretical framework

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research design and methodology of the study, and specifically it deals with the research design, data sources, population, samples, sampling techniques, data gathering tools, data analysis and interpretations, procedure for data collection, validity and reliability and ethical considerations of the study in brief to achieve the research objectives.

3.1. Research design

The purpose of this study was to identify the reasons for students' dropout, the degree and impact of different causes on this issue. Quantitative method and specifically descriptive survey research design was used as the most appropriate method for this study since this method meets to address the concerns of the study explained earlier. Descriptive design is the means to describe the nature of the phenomenon through which opinions, attitudes, and suggestions for educational practices are analyzed. This design indicates the basic structure, goals and factors contribute to the selection research (Geoffrey and Peter, 2009). Therefore, the researcher used the quantitative method which is the collection and analysis of numerical data to explain control phenomena of interests. It is also applied to assess current conditions, investigate relations and study cause-effect phenomena.

Descriptive survey research design involves collecting numerical data to answer questions about the current status of students' dropout. It requires the collection of standardized, quantifiable information from all members of a population or sample. The researcher also used cross-sectional method which is collecting data at one point in time. This time reference design was enabled the researcher to collect data in one contact with respondents to obtain the required information based on time limitation in conducting the study.

Quantitative approach was used to determine the social, economic, cultural external or out-of-school factors, as well as internal factors that affect school dropout from the secondary schools through closed-ended question items. Closed-ended questions were needed the respondents to answer them by choosing an option from a number of given alternatives such as a Likert-type scale to be ticked, items to be ranked, etc. These types of questionnaires only collect straight forward, uncomplicated information. Closed-ended questions are easy to classify and quantify, require less time and effort but do not allow the respondents to qualify, develop or clarify their answers (Cooper, 2002). Additionally, by using structured interview the researcher interviewed for PTSA

members and cluster supervisors of the study area. Through structured interview, the researcher asked the same questions of numerous individuals in precise manner offering each individual different set of possible responses.

3.2. Sources of data

The researcher used both primary and secondary data sources for the study. The primary sources of this study was collected from cluster supervisors, principals, vice principals, teachers and parent-teacher students association members (PTSA members) of the schools of the study woreda. The secondary source used in the study were the documents like different recorded/written documents such as policy guidelines and reports at different levels like MoE, regional education bureau, woreda education office, schools, research papers, books, journals, were used to develop the relevant review of the related literature and other portions of this study.

3.3. Population, sampling and sampling techniques

Gulomekeda is one of the woredas of the eastern zone of Tigray region. In this woreda, there are eight secondary schools, two secondary school clusters, 179 secondary school teachers, eight principals, ten vice principals, two cluster supervisors and forty members of PTSA. Out of the above stated amount of population, 2 or 100% cluster supervisors, 8 or 100% principals and 10 out of 10(100%) vice principal were selected by available or convenience sampling method; because they were few in number and helped to provide necessary information for the study. From these secondary schools also 100(71 male and 29 female) out of 179, which accounts 55.86% of teachers and 24(19 male and 5 female) out of 40 that is 60% members of PTSA were selected using stratified sampling technique to secure fair representation of participants from each school and to take representatives of the desire sample for each strata and the strata was based on their sex for teachers as well as PTSA in each school. This type of sampling method in which the total population was divided in to smaller groups or strata to complete the sampling process. The strata were formed based on some common characteristics in the population data. After dividing the population in to strata, the researcher randomly selected the sample proportionally. Both probability and non-probability sampling techniques were used in this study. An elaboration of the population and samples used in this study were summarized in Tables 3.1 and 3.2 below.

Table 3.1: Name of secondary schools and Number of sample teachers

No.	Name of school	Location (U/R)	Grade lev	Total no. of Teachers			Sample teachers			
				M	F	T	M	F	T	%
1	ZbanAsefe	Rural	9-10	10	4	14	6	2	8	57.14
2	Sindadya	Rural	9-10	11	3	14	6	2	8	57.14
3	Sebeya	Rural	9-10	13	7	20	7	4	11	55.00
4	Medebay	Rural	9-10	12	2	14	7	1	8	57.14
5	Shewit	Rural	9-10	11	3	14	6	2	8	57.14
6	Z/Ambessa	Urban	9-10	26	12	38	14	7	21	55.26
7	Yemane	Urban	9-12	33	16	49	17	10	27	55.1
8	Z/Ambessa	Urban	11-12	14	2	16	8	1	9	56.25
TOTAL				130	49	179	71	29	100	55.86

Table 3.2: Name of secondary schools and sample of members of PTSA

No.	Name of school	Location (U/R)	Grade lev	Total no. of PTSA members			Sample members of PTSA			
				M	F	T	M	F	T	%
1	ZbanAsefe	Rural	9-10	4	1	5	2	1	3	60
2	Sindadya	Rural	9-10	4	1	5	2	1	3	60
3	Sebeya	Rural	9-10	5	-	5	3	-	3	60
4	Medebay	Rural	9-10	5	-	5	3	-	3	60
5	Shewit	Rural	9-10	4	1	5	2	1	3	60
6	Z/Ambessa	Urban	9-10	4	1	5	2	1	3	60
7	Yemane	Urban	9-12	3	2	5	2	1	3	60
8	Z/Ambessa	Urban	11-12	5	-	5	3	-	3	60
TOTAL				34	6	40	19	5	24	60

3.4. Data gathering tools

Using different types of tools for collecting data helps to get adequate and sufficient data for the problem on the study. In addition to this employing multiple methods of data collection helped the researcher to combine the strength and amend some of the inadequacies when only one method is used independently. Therefore, the researcher used three different types of data collecting instruments in this study. These were questionnaire, document analysis and structured interviews.

3.4.1. Questionnaires

The main reason to use questionnaire was for obtaining factual information, opinions and attitudes from large number of subjects within a short period of time. Questionnaires were prepared for school principals, vice principals and teachers. Most of the items in the questionnaire were closed-ended; it requested to show their response from the given alternatives and there were few open-ended questions analysis quantitatively. Close-ended question items were more suitable so as to access a large sample size and used for quick response from the respondents. It was also easy for statistical data analysis with minimal manipulation of the raw data. The researcher also used Likert-type scale question items. The prepared questionnaire contains three parts. The first part was used to collect information about personal data or characteristics of the respondents, while the second part was intended to secure information regarding the causes of students' dropout from school in the study woreda. The third part was intended to secure information regarding the measures to be taken to reduce dropouts. Each item was constructed in a five-scale ranging from 1=very low to 5=very high.

3.4.2. Interviews

A structured interview was given to cluster supervisors and PTSA members from parents. The researcher used structured interview and asked the same questions of various individuals in precise manner, offering each participant of the study his/her possible responses. The structured interview was helpful quantitatively for the study in order to gain additional information of the process, cause of dropout and various events that push/pull student out of school. Structured interview is closed type interview have definite format and with certain number of specifications (Ayene and Getachew, 2016). The researcher also decided to use this instrument since some of the members' of PTSA may not write and read or they are illiterate.

3.5. Procedures of data collection

Questionnaires were distributed for principals, vice principals and teachers. To check the reliability and validity of the questionnaire, a pilot test was carried out and distributed to 21 randomly selected teachers of Yalem brhan secondary school that founds at Adigrat town for those who were not the members of the study. The researcher used this pilot test to ensure the reliability that indicates the accuracy or precision of the measuring instrument. In pretesting of the questionnaire, the main concern is to detect problems which may cause confusion to the respondents, which is to identify ambiguous items in the questionnaire that affect for collecting the required data. It was also

used to improve the format of the questionnaire to be cleared. The pilot test was also used to determine whether the words in each question are properly understandable or not. After taking necessary corrections and preparations, the questionnaires were duplicated and distributed to the respondents by giving clear orientations. Besides, structured interview was given to cluster supervisors and PTSA members. Thus, 1 cluster supervisor 5 PTSA members were pilot tested for structured interview members from parents who were not involved in the main study.

The data collection procedures of structured interview was face-to-face and by taking critical considerations. To protect the credibility and reliability of the data the researcher used various steps starting from introducing himself, polite approach greetings and aware the objective of the research up to finishing the interview. This structured interview was implemented in all secondary schools of PTSA members and two cluster supervisors of Woreda Gulomekeda. The interview questions were prepared in English and later translated in to Tigrigna. Then the pilot tasted interview questions were asked by taking necessary corrections and improvements.

3.6. Methods of data analysis and interpretation of the study

The data collected was quantitative. It was collected from closed-ended question items. The quantitative data which was gathered from respondents through closed-ended questions were categorized, coded, tabulated, and analyzed using tally, frequency count, percentage and mean. The structured interview questions related to the students' dropout were presented and analyzed quantitatively by reviewing the key points that are related to the objectives of the research. Research questions were answered through cross-checking and analysis of data from multiple sources (in order to increase reliability and validity of data). Finally, the results obtained were summarized, concluded and recommended depending on the data analyzed and interpreted.

3.7. Reliability and validity of the study

The researcher used quantitative method in this study and try as much as possible the study to be reliable and valid. Validation begins with an understanding of the interpretations to be made from the selected instruments. Reliability is the degree to which an instrument consistently measures whatever it is measuring. It is expressed numerically, usually as a reliability coefficient. Reliability tells about the consistency of the scores produced. Validity tells about appropriateness of the data collection tool (Geoffrey and Peter, 2009).

To ensure validity and reliability of the data collection instruments, a pilot study was conducted in Yalem brhan secondary school. Based upon the pilot test results, the questionnaires were improved, discussion guides for interviews were focused and unnecessary content was removed. The researcher also consulted the research advisor to get advice and consolation on the progress of the research study and to check the validity of the data collection instruments.

3.8. Ethical considerations

While doing this research, first the researcher requested for the school administrators, vice principals, cluster supervisors and PTSA members who were intended to be participants of the study for the consent to conduct the study in their schools; Because it ensures physical, psychological and emotional safety/security of the respondents. Confidentiality of all the collected data was provided by the respondents through coding the questionnaires and presenting the findings in generalized way. Then before collecting the data, the research instruments were evaluated by experts and my research advisor, as well as pilot testing was carried out to determine whether each instrument is understandable and safe to the participants. Then the researcher was approached all respondents in friendly manner to make them free in providing their feedback and he informed about the confidentiality of the information they provided.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1 INTRODUCTION

This chapter deals with the presentation, analysis and interpretation of data obtained from primary data through questionnaires distributed for teachers, vice principals and principals as well as interviews conducted with cluster supervisors and PTSA members and secondary data from rosters of secondary schools as well as woreda education office reports. It begins with presentation of the data collected which is followed by analysis and finally interpreted or discussed on the basis of the objectives and study tasks that aimed at answering questions with find out factors for students dropping out from secondary schools and measures to be taken to tackle problems. The questionnaires were distributed for eight principals, ten vice principals, and hundred teachers. All the distributed questionnaires were returned and used for analysis. Structured interview also given to cluster supervisors and PTSA members, analyzed quantitatively in order to gain best information that causes to dropout and various events push students to be out of school and measures to be taken to minimize the problems. The following section present and interpret the findings of the study.

4.1.1 Background of respondents

Table 4.1: Characteristics of teachers by their sex, age, education status and experience.

No	Items		Responses	
			No	%
1	Sex	Male	71	71
		Female	29	29
2	Age interval	<25	7	7
		26 -35	18	18
		36 -45	33	33
		>=46	42	42
3	Educational status	Diploma	1	1
		First degree	73	73
		Second degree	26	26
4	Experience	1 – 5	2	2
		6 – 10	11	11
		11 – 15	36	36
		>=16	51	51

According to the above table, there were 100 teachers participated in the study and from this 71(71%) were males and 29(29%) were females. With regard to their ages, 7(7%) of them were below the age of 25, 18(18%) of them between the age interval of 26-35 years. While 33(33%) and 42(42%) of them were below the age of 36-45 years and above 46years respectively. This indicates that the majorities of respondents are in or above adult age and their responses could give sufficient information.

With respect to teacher respondents educational level, the great majority that is 73(73%) of them were first degree graduates, 1(1%) of them was diploma holder and 26(26%) teacher respondents were second degree holders. This indicates that, 99% of the teachers' respondents were qualified in secondary schools of Gulomekeda woreda.

Teachers experience or service year in the study area showed that, 2(2%) and 11(11%) of them have service years between 1-5 and 6-10 years respectively. The remaining 36(36%), and 51(51%) of them served 11-15 years and above 16 years respectively. Since the majority of the teacher respondents have served above 5 years in the teaching profession, they could have sufficient information and better knowledge about social, economic, cultural problems and measures to be taken.

Table 4.2: Characteristics of the principals by their sex, age, education status and experience

No	Items		Responses	
			No	%
1	Sex	Male	8	100
		Female	-	-
2	Age interval	<25	-	-
		26 – 35	-	-
		36 – 45	7	87.5
		>=46	1	12.5
3	Educational status	Diploma	-	-
		First degree	3	37.5
		Second degree	5	62.5
4	Experience	1 – 5	-	-
		6 – 10	2	25
		11 – 15	3	37.5
		>=16	3	37.5

As the above table shows, there were eight principals participated in the study and from this 8(100%) were males and there were no females. With regard to their ages 7(87.5%) and 1(12.5%) of them were on the age of 36 - 45 years and above 46 years respectively. This indicates that the majorities of respondents are in or above adult age and their responses could give best information.

From the principals respondents educational level 3(37.5%) of them were first degree graduates and 5(72.5%) principal respondents were second degree holders. This indicates that, the majority of the respondents were experienced, qualified and their responses could provide sufficient information.

Principals experience or service year also in the study area show that, 2(25%) and 3(37.5 %) of them have service years between 6-10 and 11-15 years respectively. The remaining 3(37.5%), of them served above 16 years. Since all of the Principal respondents have served above 6 years in the leading profession, they could have sufficient information and better knowledge about social, economic, cultural problems and measures to be taken.

Table 4.3: Characteristics of the vice principals by their sex, age, education status and experience.

No	Items		Responses	
			No	%
1	Sex	Male	10	100
		Female	-	-
2	Age interval	<25	-	-
		26 – 35	1	10
		36 – 45	7	70
		>=46	2	20
3	Educational status	Diploma	-	-
		First degree	7	70
		Second degree	3	3
4	Experience	1 – 5	-	-
		6 – 10	3	30
		11 – 15	3	30
		>=16	4	40

Based on the above table, there were ten vice principals participated in the study and they were 10(100%) males. With regard to their ages, 1(10%) and 7(70%) of them between the age interval of 26 - 35 years and 36 – 45 years respectively, while 2(20%) of them were above 46 years. This indicates that the majorities of respondents were in or above adult age and their responses could give sufficient information.

With respect to vice principals respondents educational level the great majority that was 7(70%) of them indicated that they were first degree holders, while 3(30%) of them were second degree graduates. This indicates that, most of them under qualified teacher teaching in secondary schools of Gulomekeda woreda.

Respondents vice principals experience or service year in the study area show that, 3(30%) and 3(30 %) of them have service years between 6-10 and 11-15 years respectively. The remaining 4(40%), of them served above 16 years. Since all of the vice principal respondents have served above 6 years in the leading profession, they could have sufficient information and better knowledge about social, economic, cultural problems and measures to be taken.

4.2 The magnitude and trends of dropout rates in the study area

This section presents the magnitude and the trends (by grade and sex) of dropout rates (in percentage) in secondary schools of this study.

4.2.1 The magnitude of dropout rates in secondary schools of the study area (2017/2018 to 2019/2020)

Table 4.4 presents the rates of dropouts in terms of percentage of enrollment for three consecutive (2017-2019) academic years. The data shows that dropout rate was consecutively increasing from year to year.

Table 4.4: The magnitude of dropout rates in secondary schools of Gulomekeda woreda

Academic year	Total dropout in number	Dropout rate in percent (%)
2017/2018	182	4.89
2018/2019	279	6.84
2019/2020	282	10.12

Source: Adopted from attendance/roster of students of sample schools.

From this evidence, in the study area, dropout rates for 2017/18-2019/20 academic years were 4.89, 6.84, and 10.12, while the regional dropout rates in secondary were 9.8, 10.4 and 12.8 for percent for the same academic year respectively. Thus, the observed dropout rates shows that the magnitude of dropout rate in the study area were lower than the dropout rate of the regional average.

4.2.2. Dropout rates in secondary schools of the study area general trends (2017/18 – 2019/20)

Table 4.4 also shows dropout rate when the researcher compare each year, the total enrolled students and dropouts as it can be seen from table 2.1 in the academic year 2017/18, 4.89 percent of them were dropout. In the next academic year (2018/19) the rate of dropout was increased by 1.95 percent and the enrollment was also similarly increased. In 2019/20 academic

year dropout was increased by 3.28, whereas enrollment was decline when compared to the rate of the previous academic year.

The total number of students' dropout in 2017/18 was 182, similarly in the next two years it was 279 and 282 in the consecutive academic years (2018/19 and 2019/20). From this, the researcher concluded that the trends of students' dropout rate in secondary schools of the study area show an increasing tendency from year to year.

4.2.2.1. Dropout rates by grade and gender

4.2.2.1.1. Dropout rate by grade level

Table 4.5 below presents the rates of students' dropout in terms of percentage enrollment from 2017/2018-2019/2020 academic year. The data reveals that dropout rates of secondary schools were higher in the first cycle grades of the educational cycle when compared among the grade levels.

Table 4.5: Dropout rates in percent (%) by grade level and gender in secondary schools of the study area

Grade	Academic year								
	2017/2018			2018/2019			2019/2020		
	M	F	Tot.	M	F	Tot.	M	F	Tot.
9	7.1	5.8	6.45	10.3	5.1	7.7	13.2	10.6	11.9
10	6.7	6.3	6.5	8.9	5.3	7.1	11.4	9.8	10.6
10+1	4.3	3.9	4.1	7.8	4.9	4.35	9.5	8.7	9.1
10+2	3.6	2.8	3.2	6.9	3.8	5.35	7.8	7.3	7.55

Source: Gulomekeda woreda education office report 2017/2018 - 2019/2020

From the data in table 4.5, we can understand that the observed differences from one grade to the next for all academic years. In this study the rates of dropouts were higher in the lower grades especially grade nine and ten.

These findings were in agreement with the reports of regional education statistic annual abstract of different years (2017/2018-2019/2020). According to these reports, the rates of dropout were similar, higher in the lower grades of secondary school.

Other similar findings were also reported by (Tassew & yong live, 2008) dropout rate is higher in grade nine. This is probably due to the fact that higher risk of dropout at this grade may be related to the problem of adjusting to a school environment since they are new entrants. Additionally, UNESCO (1998) finding showed that at the beginning of high school students, many students dropout especially in developing countries. The major reason given by these writers for high

dropout rates in education system of these countries in general and it was related to economic, social and cultural problems such as opportunity cost of school child time and low attitude towards education, frustration, need shortly wealthy etc.

The opportunity cost of a child time ought to increase with age. That is 14 up to 17 years old is much more needed at home for domestic work or for different income generating activities. It is also true that if the school distance from home was far, they suffer by many problems and it leads students to dropout from school.

4.2.2.1.2. Dropout Rates by Gender

Based on the data in table 4.5 the dropout rate in secondary schools of the study area were higher among boys than girls in (2017/2018-2019/2020). In all three consecutive years male dropout was higher. Form this we can understand that, in this study area the problem of school leaving was more practiced among boys than girls. It is true that when economic opportunity of one groups either boys or girls is higher than the other the survival rate in education system for the group with higher economic benefit reduces. As structurally interviewed parents and supervisors in the study confirmed boys excessively involve in fieldworks for income generating activities, such as going for searching daily labor in towns and other income generating activities.

4.3. Major cause students' dropout from school

One of the major objectives of this study was to investigate some major factors that contribute to student's dropout. Thus, attempt was made to identify some in-school and out-school related factors that may have contribution to students' dropout from educational system in the area.

According to this, some 20 in-school related factors and 15 out school related factors have been identified and then teachers, vice principals and principals were asked to indicate the extent of the contribution of each factor to the problem.

In computing the value of their responses, the researcher has used Likert-type scale question items. It was intended to secure information each item was constructed in a five-scale ranging by 1=Very low; 2=Low; 3=Undecided; 4=High and 5=Very High.

Table 4.6: The magnitude and trends of dropout rate by teachers', vice principals and principals

No	Items	Respondents	Respondent value in frequency and percentage										Mean – (x)
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	How would you rate the daily attendance of students in majority class in your school	T	5	5	22	22	19	19	38	38	16	16	3.38
		V	-	-	3	30	2	20	4	40	1	10	3.3
		P	1	12.5	2	25	1	12.5	2	25	2	25	3.25
2	To what extent is the magnitude and trends of dropout rate in your school	T	2	2	21	21	16	16	34	34	27	27	3.63
		V	1	10	2	20	1	10	6	60	-	-	3.2
		P	1	12.5	1	12.5	1	12.5	3	37.5	2	25	3.5
3	To what extent is the magnitude and trends of students absenteeism in your school	T	8	8	32	32	17	17	31	31	12	12	3.07
		V	1	10	3	30	2	20	3	30	1	10	3
		P	-	-	1	12.5	1	12.5	4	50	2	25	3.1
4	How do you observe the magnitude and trends dropout rate in lower secondary schools grade 9-10	T	2	2	19	19	12	12	47	47	20	20	3.64
		V	1	10	2	20	-	-	6	60	1	10	3.4
		P	1	12.5	1	12.5	1	12.5	4	50	1	12.5	3.375
5	How do you observe the magnitude and trends dropout rate in higher secondary schools grade 10+1 and 10+2	T	17	17	29	29	14	14	37	37	3	3	2.8
		V	1	10	3	30	3	30	3	30	-	-	2.8
		P	1	12.5	3	37.5	1	12.5	3	37.5	-	-	2.75

Note; the researcher used the symbols T=teachers, V=vice principals and P=principals.

Table: 4.6 show that the magnitude and trends of dropout rate by teachers', vice principals and principals. Regarding item one, 27(27%) of the teachers, 3(30 %) of the vice principals and 3(37.5 %) of the principals rated as low and very low. While, 54(54 %) of the teachers, 5(50 %) of the vice principal and 4(50 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.38), the vice principals (mean=3.3) and principal (mean=3.25) were rated above average, since the average rate is 3.2. Thus, the daily attendance of students in majority class in secondary schools of the study area was high.

The magnitude and trends of dropout rate in schools of the study area (see item, 2), 23(23 %) of the teachers, 3(30 %) of the vice principals and 2(25%) of the principals rated as low and very low while 61(61 percent) of the teachers, 6(60 %) of the vice principal and 5(62.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.63), the vice principals (mean=3.2) and (mean=3.5) were rated above average. It also indicates that the magnitude and trends of dropout rate in schools of the study area is high.

Item three of table 4.6, 40(40 %) of the teachers, 4(40 %) of the vice principals and 1(12.5 %) of the principals rated as low and very low while 43(43 %) of the teachers, 4(40 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.07), the vice principals (mean=3) and principals (mean=3.1) were rated below average. It indicates that the magnitude and trends of students' absenteeism in schools of the study area was moderate.

In item four above, of table 4.7, 21(21 %) of the teachers, 3(30 %) of the vice principals and 2(25 %) of the principals rated as low and very low while 67(67 %) of the teachers, 7(70 %) of the vice principal and 5(62.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.64), the vice principals (mean=3.4) and principals (mean=3.375) were rated above average. It also indicates that the observation of the magnitude and trends dropout rate in lower secondary schools grade 9-10 was high.

Regarding the observation of the magnitude and trends dropout rate in higher secondary schools grade 10+1 and 10+2, 46(46 %) of the teachers, 4(40 %) of the vice principals and 4(50 %) of the principals rated as low and very low. On the other hand 40(40 %) of the teachers, 3(30 %) of the vice principal and 3(37.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=2.8), the vice principals (mean=2.8) and (mean=2.75) were rated below average. It also indicates that the observation of the magnitude and trends dropout rate in higher secondary schools grade 10+1 and 10+2 was low in the study area.

With regard to open-ended questions in the questionnaires about the magnitude and trends of dropout, there was no additional observation or information found from respondents.

Generally, according to table 4.6 above indicates that the magnitude and trends of dropout rate that was found in lower secondary school grades (9-10) was higher than in higher secondary school grades (10+1 - 10+2) and the extent of the magnitude and trends of dropout rate was high.

4.3.1. Internal factors for dropout (in-school related factors)

Table 4.7: Teachers related factors that cause student dropouts

No	Item	Respondents	Respondent value in frequency and percentage										Mean – (x)
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Less qualified teachers	T	23	23	37	37	18	18	19	19	3	3	2.42
		V	2	20	5	50	1	10	1	10	1	10	2.4
		P	1	12.5	3	12.5	2	25	2	25	-	-	2.62
2	Inappropriate relationships between teachers and students	T	4	4	15	15	12	12	41	41	28	28	3.74
		V	1	10	1	10	3	30	3	30	2	20	3.4
		P	-	-	1	12.5	1	12.5	3	37.5	3	37.5	4
3	Lack of support to students who have academic difficulties	T	11	11	7	7	16	16	45	45	21	21	3.58
		V	-	-	2	20	2	20	3	30	3	30	3.7
		P	1	12.5	1	12.5	1	12.5	3	37.5	2	25	3.5
4	Improper assessment and evaluation to students	T	25	25	29	29	14	14	24	24	8	8	2.61
		V	1	10	5	50	1	10	2	20	1	10	3.1
		P	-	-	4	50	1	12.5	2	25	1	12.5	3
5	Lack of students management	T	9	9	7	7	12	12	39	39	33	33	3.8
		V	1	10	1	10	-	-	5	50	3	30	3.8
		P	-	-	1	12.5	1	12.5	3	37.5	3	37.5	4

Note; the researcher used the symbols T=teachers, V=vice principals and P=principals.

Regarding item one above, table 4.7, 60(60 %) of the teachers, 7(70 %) of the vice principals and 7(87.5 %) of the principals rated as low and very low, while 22(22 %) of the teachers, 2(20 %) of the vice principal and 2(25 %) of the principal respondents rated the item as high and very high. The calculated mean scores of the respondents' show that mean score for the teachers is similar with the vice principals below average and lower than the principals. This shows that, this factor is not among the major cause of students' dropout from school.

The effect of inappropriate relationships between teachers and students (see table 4.7) on students survival rate in education system was concerned, 19(19 %) of the teachers, 2(20 %) of the vice principals and 1(12.5 %) of the principals rated as low and very low, while 69(69%) of the teachers, 2(20 %) of the vice principal and 2(25 %) of the principal respondents rated the item as high and

very high. The mean score value of the teachers (mean=3.74), the vice principals (mean=3.4) and (mean=4.1) were rated above average. It also indicates that the contribution of this factor to the problem is high. Therefore, inappropriate relationships between teachers and students are among the major causes of dropout students in the study area.

Item three of table 4.7, with regard to the lack of support to students who have academic difficulties, 18(18 %) of the teachers, 2(20 %) of the vice principals and 2(25 %) of the principals rated as low and very low while 66(66 %) of the teachers, 6(60 %) of the vice principal and 5(62.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.58), the vice principals (mean=3.7) and principals (mean=3.5) were rated above average. It indicates that the contribution of lack of support to students who have academic difficulties to the problem was high. Therefore, it was one of the contributing factors to high rate of dropout in the study area.

According to improper assessment and evaluation to students, 54(54 percent) of the teachers, 6(60 percent) of the vice principals and 4(50 %) of the principals rated as low and very low. While, 32(32 %) of the teachers, 3(30 %) of the vice principal and 3(37.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=2.61), the vice principals (mean=3.1) and (mean=3) were rated below average. It also indicates that the contribution of this factor to the problem is low. Therefore, improper assessment and evaluation to students is not among the major causes of dropout students in the study area.

Regarding to lack of students management on students survival rate in education system was concerned, 16(16 %) of the teachers, 2(20 %) of the vice principals and 1(12.5 %) of the principals rated as low and very low. On the other hand, 72(72 %) of the teachers, 8(80 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.8), the vice principals (mean=3.8) and (mean=4) were rated above average. It also indicates that the contribution of lack of students' management to the problem was high. Therefore, it was one of the contributing factors to high rate of dropout in the study area.

Generally, according to table 4.7 above indicates that taking the mean score of 3.2 an average of respondents response, among five teacher related factors three items, 1) inappropriate relationships between teachers and students, 2) lack of support to students who have academic difficulties, 3) lack of students management above average. This shows that these are the major factors that bring high rate of dropout in the study area.

Table 4.8: School environment related factors that cause student dropout

No	Item	Respondents	Respondent value in frequency and percentage										Mean $\bar{(x)}$
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Inappropriate classroom	T	13	13	28	28	9	9	32	32	18	18	3.14
		V	2	2	3	3	1	1	3	3	1	1	2.8
		P	1	12.5	2	25	2	25	1	12.5	2	25	3.12
2	Lack of school facilities (books, desks, toilets, water supply etc.)	T	5	5	17	17	11	11	39	39	28	28	3.68
		V	1	10	2	20	1	10	4	40	2	20	3.4
		P	1	12.5	1	12.5	-	-	4	50	2	25	3.6
3	Unconducive school environment	T	2	2	7	7	9	9	53	53	29	29	4
		V	1	10	1	10	2	20	4	40	2	20	3.5
		P	-	-	1	12.5	1	12.5	3	37.5	3	37.5	4
4	Lack of inclusive education /special needs education	T	18	18	23	23	16	16	29	29	14	14	2.98
		V	1	10	1	10	2	20	4	40	2	20	3.5
		P	1	12.5	2	25	1	12.5	3	37.5	1	12.5	3.1
5	School distance from home	T	3	3	8	8	12	12	41	41	36	36	3.99
		V	1	10	1	10	1	10	3	30	4	40	3.8
		P	-	-	1	10	1	10	5	62.5	1	12.5	3.75

Note; the researcher used the symbols T=teachers, V=vice principals and P=principals.

Regarding item one of table 4.8, 41(41 percent) of the teachers, 5(50 %) of the vice principals and 3(37.5 %) of the principals rated as low and very low while 50(50 %) of the teachers, 4(40 %) of the vice principal and 3(37.5 %) of the principal respondents rated the item as high and very high. The calculated mean scores of teachers show that (mean=3.14), similarly the vice principals with the vice principals (mean=2.8) and principals (mean=3.12) indicates that all the respondents rated below average. This reveals that, inappropriate class room is not among the major cause of students' dropout from school.

Item two of table 4.8, 22(22 %) of the teachers, 3(30 %) of the vice principals and 2(25%) of the principals rated as low and very low while 67(67 %) of the teachers, 6(60 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=3.68), the vice principals (mean=3.4) and principals (mean=3.6) were rated above average. It also indicates that the contribution of this factor to the

problem is high. Therefore, lack of school facilities (books, desks, toilets, water supply etc.) are among the major causes of dropout students in the study area.

Item three of table 4.8, 9(9 %) of the teachers, 2(20 %) of the vice principals and 1(12.5 %) of the principals rated as low and very low while 82(82 %) of the teachers, 6(60 %) of the vice principal and 4(50 %) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=4), the vice principals (mean=3.5) and principals (mean=4) were rated above average. It indicates that the contribution of this factor to the problem is high. Un conducive school environment is among the major causes of dropout students in the study area.

Regarding item four of table 4.8, 41(41 %) of the teachers, 2(20 %) of the vice principals and 3(37.5 %) of the principals rated as low and very low while 43(43 %) of the teachers, 6(60 %) of the vice principal and 4(50 %) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=2.98), the vice principals (mean=3.5) and principals (mean=3.1) show that the vice principals rated the item higher than the teachers and principals were rated below average. It also indicates that the contribution of this factor to the problem is low. Therefore, lack of inclusive education is not among the major causes of dropout students in the study area.

Item five of table 4.8, 11(11 %) of the teachers, 2(20 %) of the vice principals and 1(12.5 %) of the principals rated as low and very low while 77(77 %) of the teachers, 7(70 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=3.99), the vice principals (mean=3.8) and principals (mean=3.75) were rated above average. It indicates that the contribution of this factor to the problem is high. School distance from home is among the major causes of dropout students in the study area.

Generally, according to table 4.8 above indicated that taking the mean score of 3.2 an average of respondents response, among five school environment related factors four items, 1) lack of school facilities (books, desks, toilets, water supply etc.), 2) un conducive school environment, 3) lack of inclusive education/special needs education 4) school distance from home were above average. This shows that these were the major school environment related factors that cause student dropout in Gulomekeda woreda secondary schools.

Table 4.9: School administrative related factors that cause student dropouts

No	Item	Respondents	Respondent value in frequency and percentage										Mean \bar{x}
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Lack of follow-up and support of school leader	T	21	21	47	47	8	8	15	15	9	9	2.44
		V	2	20	4	40	2	20	1	10	1	10	2.4
		P	1	12.5	4	50	1	12.5	2	25	-	-	2.5
2	Using improper school rules and regulations	T	12	12	17	17	9	9	42	42	20	20	3.41
		V	1	10	2	20	1	10	5	50	1	10	3.3
		P	-	-	1	12.5	1	12.5	3	37.5	3	37.5	4
3	Weak instructional techniques	T	18	18	41	41	6	6	22	22	13	13	2.71
		V	2	20	5	50	1	10	1	10	1	10	2.4
		P	1	12.5	4	50	1	12.5	2	25	-	-	2.5
4	Use of Inappropriate/corporal Punishment	T	9	9	37	37	14	14	29	29	11	11	2.96
		V	1	10	3	30	1	10	2	20	2	20	2.8
		P	2	25	2	25	1	12.5	2	25	1	12.5	2.75
5	Weak relationship among stakeholder	T	5	5	19	19	3	3	42	42	31	31	3.75
		V	-	-	1	10	1	10	6	60	2	20	3.9
		P	-	-	1	12.5	1	12.5	4	50	2	12.5	4

Note; the researcher used the symbols T=teachers, V=vice principals and P=principals.

With regard to the effect of administrative problems (see table 4.9) in students survival rate in schools of the study area, the majority of the respondents, that is 67(67 %) of the teachers, 6(60 %) of the vice principals and 5(62.5 %) of the principals rated as low and very low. While, 24(24 %) of the teachers, 2(20 %) of the vice principal and 2(25 %) of the principal respondents were rated the item as high and very high.

The mean score value of the teachers (mean=2.44), the vice principals (mean=2.4) and principals (mean=2.5) were rated below average. It also indicates that the contribution of this factor to the problem is low. Therefore, lack of follow-up and support of school leader is not a major cause for students' dropout.

Item two of table 4.9, 29(29 %) of the teachers, 3(30 %) of the vice principals and 1(12.5 %) of the principals rated as low and very low while; 62(62 %) of the teachers, 6(60 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=3.41), the vice principals (mean=3.3) and principals (mean=4) were rated above average. It showed that the contribution of this factor to the problem is high. Thus, using improper school rules and regulations is a major cause for students' dropout.

Regarding item number 3 of table 4.9, 59(59 %) of the teachers, 7(70 %) of the vice principals and 5(62.5 %) of the principals rated as low and very low while; 35(35 %) of the teachers, 2(20 %) of the vice principal and 2(25 %) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=2.71), the vice principals (mean=2.4) and principals (mean=2.5) also showed that they rated the item below average. It also indicated that the contribution of this factor to the problem is low. This show, weak instructional techniques is not among the major causes of dropout students in the study area.

Item four of table 4.9, 46(46 %) of the teachers, 4(40 %) of the vice principals and 4(50 %) of the principals rated as low and very low while; 40(40 %) of the teachers, 4(40 %) of the vice principals and 3(37.5 %) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=2.96), the vice principals (mean=2.8) and principals (mean=2.75) were rated below average. It indicated that the contribution of this factor to the problem is low. Use of corporal punishment is not among the major causes of dropout students in the study area.

Item five of table 4.9, 24(24 %) of the teachers, 1(10 %) of the vice principals and 1(12.5 %) of the principals rated as low and very low while; 73(73 %) of the teachers, 8(80 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=3.75), the vice principals (mean=3.9) and principals (mean=4) were rated above average. It showed that the contribution of this factor to the problem is high. Thus, weak relationship among stakeholders is a major cause for students' dropout.

To summarize, table 4.9 above taking the mean score of 3.2 an average of respondents response, among five school administrative factors two items, 1) using improper school rules and regulations, 2) weak relationship among stakeholders were above average. This shows that these were the major factors that bring high rate of dropout in the study area.

Table 4.10: Student related factors that cause student dropout

No	Item	Respondents	Respondent value in frequency and percentage										Mean – (\bar{x})
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Low expectation on the success	T	7	7	4	4	8	8	49	49	32	32	3.99
		V	1	10	1	10	2	20	3	30	3	30	3.6
		P	-	-	1	12.5	1	12.5	4	50	2	25	3.87
2	Reputedly absenteeism school	T	8	8	13	13	6	6	38	38	35	35	3.79
		V	-	-	1	10	1	10	6	60	2	20	3.9
		P	-	-	1	12.5	2	25	3	37.5	2	25	3.75
3	Disciplinary problems	T	7	7	15	15	13	13	26	26	39	39	3.75
		V	-	-	1	10	2	20	3	30	4	40	3.7
		P	1	12.5	-	-	1	12.5	4	50	2	25	3.75
4	Health problems	T	12	12	35	35	19	19	22	22	12	12	2.68
		V	1	10	4	40	2	20	3	30	-	-	2.7
		P	1	12.5	3	37.5	2	25	1	12.5	1	12.5	2.75
5	Frequent repetition	T	35	35	46	46	11	11	8	8	-	-	1.92
		V	2	20	3	50	1	10	3	30	1	10	2.8
		P	1	12.5	3	37.5	1	12.5	2	25	1	12.5	2.875

Note; the researcher used the symbols T=teachers, V=vice principals and P=principals.

With regard to the effect of students related problems (see table 4.10) in students' survival rate in schools of the study area, the majority of the respondents of item1, that is 11(11 %) of the teachers, 2(20 %) of the vice principal and 1(12.5 %) of the principals rated as low and very low while 81(81 %) of the teachers, 6(60 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=3.99), the vice principals (mean=3.6) and principals (mean=3.87) were rated above average. It also indicated that the contribution of this factor to the problem is high. Thus, low expectation on the future success is a major cause for students' dropout.

Item two of table 4.10, 21(21 %) of the teachers, 1(10 %) of the vice principals and 1(12.5 %) of the principals rated as low and very low while; 73(73 %) of the teachers, 8(80 %) of the vice principal and 5(62.5 %) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=3.79), the vice principals (mean=3.9) and principals (mean=3.75) were rated above average. It showed that the contribution of this factor to the problem is high. Thus, reputedly absenteeism from school is a major cause for students' dropout.

Regarding item number 3 of table 4.10, 22(22 %) of the teachers, 1(10 %) of the vice principal and 1(12.5 %) of the principals rated as low and very low while; 65(65 %) of the teachers, 7(70 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=3.75), the vice principals (mean=3.7) and principals (mean=3.75) also showed that they rated the item above average. It also indicated that the contribution of this factor to the problem is high. This shows disciplinary problems is among the major causes of dropout students in the study area.

Item four of table 4.10, 47(47 %) of the teachers, 5(50 %) of the vice principals and 4(50 percent) of the principals rated as low and very low while; 34(34 percent) of the teachers, 3(30 %) of the vice principal and 2(25 %) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=2.68), the vice principals (mean=2.7) and principals (mean=2.75) were rated below average. It indicated that the contribution of this factor to the problem is low. A health problem is not among the major causes of dropout students in the study area.

Item five of table 4.10, 81(81 %) of the teachers, 5(50 %) of the vice principals and 4(50 %) of the principals rated as low and very low while; 8(8 %) of the teachers, 4(40 %) of the vice principal and 3(37.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=1.92), the vice principals (mean=2.8) and principals (mean=2.875) were rated below average. It showed that the contribution of this factor to the problem is low. Thus, frequent repetition is among the major cause for students' dropout.

Generally, taking the mean score of 3.2 as an average of respondents' response, among 20 in-school related factors teachers rated 11 items. These are 1) un conducive school environment, 2) low expectation on the future success, 3) school distance from home 4) lack of students management, 5) reputedly absenteeism from school, 6) inappropriate relationships between teachers and students, 7) weak relationship among stakeholders, 8) disciplinary problems, 9) lack of school facilities (books, desks, toilets, water supply etc.), 10) lack of support to students who have academic difficulties, 11) using improper school rules and regulations. This shows that these were the major in-school related factors that bring about high rate of dropout in study area. The remaining factors (see table 4.10) were below average, which implies that their effect to the problem was not high.

Similar to teachers, the vice principal respondents also rated 12 items. 1) weak relationship among stakeholders, 2) reputedly absenteeism from school, 3) school distance from home, 4) lack of students management, 5) lack of support to students who have academic difficulties, 6) disciplinary problems, 7) low expectation on the future success, 8) un conducive school environment, 9) lack of

inclusive education/special needs education, 10) lack of school facilities (books, desks, toilets, water supply etc.), 11) inappropriate relationships between teachers and students, 12) lack of inclusive education/special needs education according to their descending rate of given responses.

The principals also rating 11 items were above average. These were 1) un conducive school environment, 2) using improper school rules and regulations, 3) weak relationship among stakeholders, 4) inappropriate relationships between teachers and students, 5) low expectation on the future success, 6) disciplinary problems, 7) reputedly absenteeism from school, 8) school distance from home, 9) lack of students management, 10) lack of school facilities (books, desks, toilets, water supply etc.), 11) lack of support to students who have academic difficulties according to their descending rate of given responses.

Related to internal factors led students to dropout mentioned at the open-ended questions by some respondents were: students lack of interest in learning and students participating in criminal activities.

In sum all (three group) of respondents teachers, vice principals and principals agreed on the 11 items/factors, where as vice principals crate difference with one other item which is, lack of inclusive education/special needs education were above average. Thus, averagely the 11 items commonly agreed listed above were the major in school factors/ causes for students' dropout.

4.4 External factors (out-of-school factors) that cause's student's dropout

Table 4.11: Economic related factors that cause student dropouts

No	Item	Respondents	Respondent value in frequency and percentage										Mean – (x)
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Students involvement in income generating activities	T	9	9	26	26	13	13	37	37	15	15	3.23
		V	1	10	2	20	1	10	5	50	1	10	3.3
		P	-	-	1	12.5	1	12.5	4	50	2	25	3.87
2	Lack of money to pay school expenses	T	32	32	37	37	19	19	12	12	-	-	2.11
		V	1	10	4	40	2	20	2	20	1	10	2.8
		P	1	12.5	3	37.5	2	25	2	25	-	-	2.62
3	Parents need child labor	T	10	10	11	11	18	18	37	37	24	24	3.54
		V	1	10	2	20	1	10	4	40	2	20	3.4
		P	-	-	2	25	1	12.5	4	50	1	12.5	3.5
4	Lack of material and financial support	T	4	4	28	28	11	11	37	37	20	20	3.4
		V	1	10	2	20	2	20	3	30	2	20	3.3
		P	1	12.5	1	12.5	2	25	3	37.5	1	12.5	3.25
5	Drought and/or famine	T	3	3	18	18	-	-	42	42	37	37	3.92
		V	-	-	2	20	1	10	5	50	2	20	3.7
		P	1	12.5	1	12.5	2	25	3	37.5	1	12.5	3.25

Note; the researcher used the symbols T=teachers, V=vice principals and P=principals.

Table 4.11, presents the teachers, vice principals and principals' response's on the extent of some out-of-school factors especially economic related factors to student's school leaving.

The data in item one, showed that 35(35 %) of the teachers, 3(30 %) of the vice principal and 1(12.5 %) of the principals rated as low and very low while 52(52 %) of the teachers, 6(60 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.23), the vice principals (mean=3.3) and principals (mean=3.87) were rated above average.it also indicated that the contribution of this factor to the problem is high. Thus, students' involvement in income generating activities is a major cause for students' dropout.

Item two of table 4.11, 69(69 %) of the teachers, 5(50 %) of the vice principals and 3(37.5 %) of the principals rated as low and very low while 12(12 %) of the teachers, 3(30 %) of the vice principal and 2(25 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=2.1), the vice principals (mean=2.8) and principals (mean=2.62) were rated below average. It showed that the contribution of this factor to the problem is low. Thus, lack of money to pay school expenses is not a major cause for students' dropout.

Regarding item three of table 4.11, 21(21 %) of the teachers, 3(30 %) of the vice principal and 2(25 %) of the principals rated as low and very low while 61(61 %) of the teachers, 6(60 %) of the vice principal and 5(62.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.54), the vice principals (mean=3.4) and principals (mean=3.5) also showed that they rated the item above average. It also indicated that the contribution of this factor to the problem is high. This shows, Parents need child labor is among the major causes of dropout students in the study area.

Item four of table 4.11, 32(32 %) of the teachers, 3(30 %) of the vice principals and 2(25 %) of the principals rated as low and very low while 57(57 %) of the teachers, 5(50 %) of the vice principal and 4(50 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.4), the vice principals (mean=3.3) and principals (mean=3.25) were rated above average. It indicated that the contribution of this factor to the problem is high. Lack of material and financial support was among the major causes of dropout students in the study area.

Item five of table 4.11, 21(21 %) of the teachers, 2(20 %) of the vice principals and 2(25 %) of the principals rated as low and very low while 79(79 %) of the teachers, 7(70 %) of the vice principal and 4(50 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.92), the vice principals (mean=3.7) and principals (mean=3.25) were rated above average. It showed that the contribution of this factor to the problem is high. Thus, drought and/or famine were among the major cause for students' dropout.

Generally, according to table 4.11 above indicated that taking the mean score of 3.2 an average of respondents response, among five economic related factors four items, 1) students involvement in income generating activities, 2) parents need child labor, 3) lack of material and financial support, 4) drought and/or famine were above average. This shows that these were the major economic related factors that bring high rate of dropout in the study area.

Table 4.12: Social related factors that cause student dropouts

No	Item	Respondents	Respondent value in frequency and percentage										Mean – (x)
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Peer group influence	T	4	4	27	27	23	23	36	36	10	10	3.44
		V	1	10	2	20	1	10	4	40	2	20	3.4
		P	-	-	2	25	1	12.5	4	50	1	12.5	3.5
2	Family divorce	T	2	2	19	19	11	11	52	52	16	16	3.61
		V	1	10	2	20	1	12.5	5	50	1	10	3.3
		P	1	12.5	1	12.5	1	12.5	4	50	1	12.5	3.37
3	Parental illness	T	13	13	38	38	9	9	35	35	5	5	2.81
		V	1	10	3	30	2	20	4	40	-	-	2.9
		P	-	-	2	25	1	12.5	4	50	1	12.5	3.5
4	Parental death	T	17	17	22	22	5	5	28	28	23	23	3.03
		V	1	10	2	20	2	20	4	40	1	10	3.2
		P	1	12.5	3	37.5	-	-	3	37.5	1	12.5	3
5	Migration	T	2	2	15	15	6	6	71	71	6	6	3.64
		V	1	10	2	20	1	10	5	50	1	10	3.3
		P	1	12.5	1	12.5	-	-	5	62.5	1	12.5	3.5

Note; the researcher used the symbols T=teachers, V=vice principals and P=principals.

Table 4.12, presents the teachers, vice principals and principals responses on the extent of some out-of-school factors especially social related factors to students school leaving. The data in item one, showed that 31(31 %) of the teachers, 3(30 %) of the vice principal and 2(25 %) of the principals rated as low and very low while; 46(46 %) of the teachers, 6(60 %) of the vice principal and 5(62.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.44) and principals (mean=3.5) were rated above average. Whereas, the vice principals (mean=3.4) is below average. Averagely it indicated that the contribution of this factor to the problem is high. Thus, Peer group influence is a major cause for students' dropout.

Item two of table 4.12, 21(21 %) of the teachers, 3(30 %) of the vice principals and 2(25 %) of the principals rated as low and very low while; 58(58 %) of the teachers, 6(60 %) of the vice principal and 5(62.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.61), the vice principals (mean=3.3) and principals (mean=3.37) were

rated above average. It showed that the contribution of this factor to the problem is high. Thus, Family divorce is a major cause for students' dropout.

Regarding item three of table 4.12, 51(51 %) of the teachers, 4(40 %) of the vice principal and 2(25 %) of the principals rated as low and very low while; 40(40 %) of the teachers, 4(40 %) of the vice principal and 5(62.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=2.81), and the vice principals (mean=2.9) also showed that they rated the item below average. The principals (mean=3.5) is above average but the mean of the respondents were below the average rate. Thus indicates that the contribution of this factor to the problem is low. Parental illness is not among the major causes of dropout students in the study area. Item four of table 4.12, 39(39 %) of the teachers, 3(30 %) of the vice principals and 4(50 %) of the principals rated as low and very low while, 51(51 %) of the teachers, 5(50 %) of the vice principal and 4(50 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.03), the vice principals (mean=3.2) and principals (mean=3) were rated below average. It indicated that the contribution of this factor to the problem is low and parental death is not among the major causes of dropout students in the study area.

Item five of table 4.12, 17(17 %) of the teachers, 3(30 %) of the vice principals and 2(25 %) of the principals rated as low and very low while; 77(77 %) of the teachers, 6(60 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.64), the vice principals (mean=3.3) and principals (mean=3.5) were rated above average. It showed that the contribution of this factor to the problem is high. Thus, migration is among the major cause for students' dropout.

According to table 4.12 above, taking the mean score of 3.2 an average of respondent's response, among five social related factors three items, 1) peer group influence, 2) family divorce, 3) migration were above average. This shows that these were the major social related factors that bring high rate of dropout in the study area.

Table 4.13: Cultural related factors that cause student dropouts

No	Item	Respondents	Respondent value in frequency and percentage										Mean – (x)
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Absenteeism to support cultural ceremonies (Marriage, funeral ceremonies, etc.)	T	36	36	39	39	14	14	9	9	2	2	2.02
		V	1	10	3	30	2	20	3	30	1	10	3.3
		P	1	12.5	3	37.5	1	12.5	2	25	1	12.5	2.87
2	Early marriage	T	3	3	18	18	12	12	43	43	24	24	3.67
		V	1	10	3	30	-	-	5	50	1	10	3.2
		P	1	12.5	1	25	2	25	3	37.5	1	12.5	3.25
3	Discriminate due to different difficulties or disabilities (mental, visual, hearing and physical impairment)	T	18	18	36	36	11	11	32	32	3	3	2.66
		V	2	20	2	20	1	10	3	30	2	20	3.1
		P	1	12.5	3	37.5	1	12.5	2	25	1	12.5	2.875
4	Shame/fear to an expected pregnancy during schooling	T	21	21	37	37	14	14	26	26	2	2	2.51
		V	2	20	4	40	3	30	1	10	-	-	2.6
		P	1	12.5	3	37.5	1	12.5	2	25	1	12.5	2.875
5	Fear of abduction/rape	T	17	17	46	46	12	12	23	23	2	2	2.47
		V	2	2	4	4	2	2	2	2	-	-	2.4
		P	1	12.5	3	37.5	2	25	1	12.5	1	12.5	2.75

Note; the researcher used the symbols T=teachers, V=vice principals and P=principals.

With regard to the effect of cultural problems (see table 4.13) in students' survival rate in schools of the study area, the majority of the respondents, data in item1, showed that 75(75 %) of the teachers, 4(40 %) of the vice principal and 4(50 %) of the principals rated as low and very low while, 11(11 %) of the teachers, 4(40 %) of the vice principal and 3(37.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=2.02) and the principals (mean=2.87) were rated below average. Whereas, vice principals (mean=3.3) was above average. Averagely it indicated that the contribution of this factor to the problem is low. Thus, Absenteeism to support cultural ceremonies (marriage, funeral ceremonies, etc.) is not a major cause for students' dropout.

Item two of table 4.13, 21(21 %) of the teachers, 4(40 %) of the vice principals and 2(25 %) of the principals rated as low and very low while, 67(67 %) of the teachers, 6(60 %) of the vice principal and 4(50 %) of the principal respondents rated the item as high and very high. The mean score

value of the teachers (mean=3.67), the vice principals (mean=3.2) and principals (mean=3.25) were rated above average. It showed that the contribution of this factor to the problem is high. Thus, early marriage is a major cause for students' dropout.

Regarding item three of table 4.13, 54(54 %) of the teachers, 4(40 %) of the vice principal and 4(50 %) of the principals rated as low and very low while; 35(35 %) of the teachers, 5(50 %) of the vice principal and 3(37.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=2.66), and the vice principals (mean=3.1) and the principals (mean=2.87) showed that they rated the item below average. Thus, indicated that the contribution of this factor to the problem is low. Discriminate due to different difficulties or disabilities (mental, visual, hearing and physical impairment) is not among the major causes of dropout students in the study area.

Item four of table 4.13, 58(58 %) of the teachers, 6(60 %) of the vice principals and 4(50 %) of the principals rated as low and very low while; 28(28 %) of the teachers, 1(10 %) of the vice principal and 3(37.5 percent) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=2.51), the vice principals (mean=2.6) and principals (mean=2.87) were rated below average. It indicated that the contribution of this factor to the problem is low. Shame/fear to unexpected pregnancy during schooling is not among the major causes of dropout students in the study area.

Item five of table 4.13, 63(63 %) of the teachers, 6(60 %) of the vice principals and 4(50 %) of the principals rated as low and very low while 25(25 %) of the teachers, 2(20 %) of the vice principal and 2(25 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=2.47), the vice principals (mean=2.4) and principals (mean=2.75) were rated below average. It showed that the contribution of this factor to the problem is low. Thus, Fear of abduction/rape is not among the major cause for students' dropout in the study area.

Regarding the effect of different factors on students' dropout from schools was calculated using central tendency particularly mean. These responses whose mean scores showed below 3.2 had low effect and above 3.2 were interpreted as high effect.

Generally, from external factors (out-of-school factors) that cause's student's dropout responses of the teachers rated the following factors having considerable effects on students dropout in this study; 1) drought and/or famine, 2) early marriage, 3) migration, 4) family divorce, 5) parents need child labor, 6) peer group influence, 7) lack of material and financial support and 8) students involvement in income generating activities.

Regarding vice principals respondents similarly to teacher respondents, they rated 9 items above average 1) drought and/or famine, 2) peer group influence, 3) parents need child labor, 4) peer group influence, 5) migration, 6) lack of material and financial support, 7) family divorce, 8) early marriage and 9) absenteeism to support cultural ceremonies (marriage, funeral ceremonies, etc.).

Regarding vice principals respondents similarly to principals respondents, they rated 9 items above average, 1) students involvement in income generating activities, 2) migration, 3) Peer group influence, 4) parents need child labor, 5) parental illness, 6) family divorce, 7) drought and/or famine, 8) lack of material and financial support and 9) early marriage. The 8 items were similar with teachers and vice principals whereas, one item which was Parental illness crate difference with two others.

On the other hand, the external factors that were mentioned in the open ended questions by some respondents that led students' to dropout were: sexual harassment, parental education and family's low standard of living.

4.5 Measures should be taken by stakeholders to reduce dropout

Table 4.14: Measures to be taken by teachers to reduce dropout

No	Item	Respondents	Respondent value in frequency and percentage										Mean – (x)
			1		2		3		4		5		
			F	%	F	%	f	%	F	%	F	%	
1	Provide/giving advice on how to study	T	21	21	32	32	8	8	35	35	4	4	2.69
		V	2	20	3	30	1	10	3	30	1	10	2.8
		P	1	12.5	3	37.5	2	25	2	25	-	-	2.625
2	Provide supporter groups to assist economically	T	7	7	19	19	22	22	43	43	9	9	3.28
		V	1	10	2	20	1	10	4	40	2	20	3.4
		P	1	12.5	1	12.5	2	25	3	37.5	1	12.5	3.25
3	Organizing tutorial classes for low performing students	T	18	18	36	36	12	12	31	31	3	3	2.65
		V	1	10	4	40	1	10	3	30	1	10	2.9
		P	2	25	3	37.5	1	12.5	1	12.5	1	12.5	2.5
4	Conduct action research on factors that cause dropout	T	6	6	21	21	14	14	52	52	7	7	3.47
		V	2	20	2	20	-	-	4	40	2	20	3.6
		P	-		1	12.5	1	12.5	4	50	2	25	3.87
5	Encouraging students to participate in different clubs	T	16	16	39	39	13	13	31	31	1	1	2.62
		V	3	30	2	20	1	10	3	30	1	10	2.7
		P	2	25	2	25	1	12.5	2	25	1	12.5	2.75

Note; the researcher used the symbols T=teachers, V=vice principals and P=principals.

Table 4.14, presents the measures taken by teachers to reduce dropout rate. The data in item one, showed that 53(53 %) of the teachers, 5(50 %) of the vice principal and 2(25 %) of the principals rated as low and very low while; 39(39 %) of the teachers, 4(40 %) of the vice principal and 4(50 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=2.69), the vice principals (mean=2.8) and principals (mean=2.625) were rated below average. This indicates that the contribution of this measure to solve or minimize the problem is moderate. Thus, Provide/giving advice on how to study is moderate measure to be taken as to retain student in the school.

Item two of table 4.14, 26(26 %) of the teachers, 3(30 %) of the vice principals and 2(25 %) of the principals rated as low and very low while; 52(52 %) of the teachers, 6(60 %) of the vice principal and 4(50 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.28), the vice principals (mean=3.4) and principals (mean=3.25) were rated above average indicating that provide supporter groups to assist economically is best measure to be taken as to retain student.

Regarding item three of table 4.14, 54(54 %) of the teachers, 5(50 %) of the vice principal and 5(62.5 %) of the principals rated as low and very low while; 34(34 %) of the teachers, 4(40 %) of the vice principal and 2(25 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=2.65) the vice principals (mean=2.9) and principals (mean=2.5) also showed that they rated the item below average. Thus that indicates that organizing tutorial classes for low performing students is moderate measure to be taken as to retain student in the school of study area.

Item four of table 4.14, 27(27 %) of the teachers, 4(40 %) of the vice principals and 1(12.5 %) of the principals rated as low and very low while; 59(59 %) of the teachers, 6(60 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.47), the vice principals (mean=3.6) and principals (mean=3.87) were rated below average. It indicated that the conduct action research on factors that cause dropout is important measure taken to minimize students' dropout.

Item five of table 4.14, 55(55 %) of the teachers, 5(50 %) of the vice principals and 4(50 %) of the principals rated as low and very low while; 32(32 %) of the teachers, 4(40 %) of the vice principal and 3(37.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=2.62), the vice principals (mean=2.7) and principals (mean=2.75) were rated below average. It showed that Encouraging students to participate in different clubs is moderate measure to be taken as to retain student in the school.

Related to the above measures, the major action to be taken by teachers to reduce dropout rate was, 1) creating conducive school environment, 2) take proper action against misbehavior, 3) make interface with parents to reduce dropout were rated among the best measures to be taken to retain student in the schools of the study area. Whereas, arranging program for student support and encouraging teachers to incorporate continuous assessment practice in classroom were moderate measures.

Table 4.15: Measures to be taken by principals to reduce dropout

No	Item	Respondents	Respondent value in frequency and percentage										Mean – (x)
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Arranging program for student support	T	26	26	32	32	11	11	28	28	3	3	2.5
		V	1	10	3	30	2	20	3	30	1	10	3
		P	1	12.5	2	25	1	12.5	3	37.5	1	12.5	3.12
2	Creating conducive school environment	T	-	-	18	18	13	13	64	64	5	5	3.56
		V	1	10	2	20	1	10	4	40	2	20	3.4
		P	-	-	2	25	-	-	5	62.5	1	12.5	3.625
3	Encouraging teachers to incorporate continuous assessment practice in classroom	T	17	17	39	39	14	14	28	28	2	2	2.59
		V	2	20	3	30	2	20	3	30	-	-	2.6
		P	1	12.5	3	37.5	2	25	1	12.5	1	12.5	2.75
4	Take proper action against misbehavior	T	11	11	19	19	7	7	58	58	5	5	3.27
		V	1	10	2	20	1	10	5	50	1	10	3.3
		P	-	-	1	12.5	1	12.5	4	50	2	25	3.87
5	Make interface with parents to reduce dropout	T	9	9	27	27	12	12	34	34	18	18	3.25
		V	1	10	1	10	1	10	5	50	2	20	3.6
		P	1	12.5	1	12.5	1	12.5	3	37.5	2	25	3.5

Note; the researcher used the symbols T=teachers, V=vice principals and P=principals.

Item one, shows that 58(58 %) of the teachers, 4(40 %) of the vice principal and 2(25 %) of the principals rated as low and very low while; 31(31 %) of the teachers, 4(40 %) of the vice principal and 4(50 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=2.5), the vice principals (mean=3) and principals (mean=3.12) were rated below average. This indicates that the contribution of arranging program for student support is moderate measure to solve or minimize the problem.

Item two of table 4.15, 18(18 %) of the teachers, 3(30 %) of the vice principals and 2(25 %) of the principals rated as low and very low while; 69(69 %) of the teachers, 6(60 %) of the principal

and 6(75 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.56), the vice principals (mean=3.4) and principals (mean=3.625) were rated above average indicating that creating conducive school environment is best measure to be taken as to retain student.

Regarding item three of table 4.15, 56(56 %) of the teachers, 5(50 %) of the vice principal and 4(50 %) of the principals rated as low and very low while; 30(30 %) of the teachers, 3(30 %) of the vice principal and 2(25 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=2.59) the vice principals (mean=2.6) and principals (mean=2.75) also showed that they rated the item below average. This indicates that encouraging teachers to incorporate continuous assessment practice in classroom is a moderate measure to be taken to retain student in the school of study area.

Item four of table 4.14, 30(3 %) of the teachers, 3(30 %) of the vice principals and 1(12.5 %) of the principals rated as low and very low while; 63(63 %) of the teachers, 6(60 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.27), the vice principals (mean=3.3) and principals (mean=3.87) were rated above average. This indicates that the take proper action against misbehavior is best measure to be taken to minimize students' dropout.

Item five of table 4.15, 36(36 %) of the teachers, 2(20 %) of the vice principals and 2(25 %) of the principals rated as low and very low while 52(52 %) of the teachers, 7(70 %) of the vice principal and 5(62.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.25), the vice principals (mean=3.6) and principals (mean=3.5) were rated below average. It showed that Make interface with parents to reduce dropout is an important measure to be taken as to retain student in the school.

According to the above measures, the major action to be taken by teachers to reduce dropout rate was, provide supporter groups to assist economically and conduct action research on factors that cause dropout were rated among the best measures to be taken to retain students. Whereas, provide/giving advice on how to study, organizing tutorial classes for low performing students and encouraging students to participate in different clubs were below average. Those were moderate measures to be taken as to retain student in the schools of the study area.

Table 4.16: Measures should be taken by PTSA/parents to reduce dropout

No	Item	Respondents	Respondent value in frequency and percentage										Mean – (x)
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Creating awareness on the value of education	T	5	5	16	16	3	3	71	71	5	5	3.55
		V	1	10	2	20	1	10	4	40	2	20	3.4
		P	1	12.5	1	12.5	1	12.5	3	37.5	2	25	3.5
2	Providing material and financial support	T	12	12	19	19	7	7	55	55	8	8	3.31
		V	1	10	1	10	1	10	4	40	3	30	3.7
		P	-	-	2	25	-	-	4	50	2	25	3.75
3	Follow and discuss with teachers	T	15	15	22	22	17	17	38	38	8	8	3.02
		V	1	10	3	30	1	10	4	40	1	10	3.1
		P	1	12.5	2	25	1	12.5	3	37.5	1	12.5	3.125
4	Strengthen community and school relation	T	-	-	9	9	14	14	67	67	10	10	3.78
		V	1	10	2	20	-	-	5	50	2	20	3.5
		P	-	-	1	12.5	1	12.5	4	50	2	25	3.875
5	Participating in decision making of the school affaires	T	11	11	27	27	19	19	28	28	15	15	3.09
		V	1	10	2	20	2	20	4	40	1	10	3.2
		P	1	12.5	2	25	2	25	3	37.5	-	-	2.875

Note; the researcher used the symbols T=teachers, V=vice principals and P=principals.

The data in item one, showed that 21(21 %) of the teachers, 3(30 %) of the vice principal and 2(25 %) of the principals rated as low and very low while; 76(76 %) of the teachers, 6(60 %) of the vice principal and 5(62.5 %) of the principal respondents rated the item as high and very high.

The mean score value of the teachers (mean=3.55), the vice principals (mean=3.4) and principals (mean=3.5) were rated below average. This indicates that the contribution of this measure to solve or minimize the problem was moderate. Thus, creating awareness on the value of education is best measure to be taken to retain student in the school.

Item two of table 4.16, 31(31 %) of the teachers, 2(20 %) of the vice principals and 2(25 %) of the principals rated as low and very low while; 63(63 %) of the teachers, 7(70 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.31), the vice principals (mean=3.7) and principals (mean=3.75) were rated above average. This indicates that providing material and financial support is an important measure to be taken to retain students in school.

Regarding item three of table 4.16, 37(37 %) of the teachers, 4(40 %) of the vice principal and 3(37.5 %) of the principals rated as low and very low while; 46(46 %) of the teachers, 5(50 %) of the vice principal and 4(50 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.02) the vice principals (mean=3.1) and principals (mean=3.12) also showed that they rated the item below average. This indicated that follow and discuss with teachers is moderate measure to be taken to retain student in the schools of study area. Item four of table 4.16, 9(9 %) of the teachers, 3(30 %) of the vice principals and 1(12.5 %) of the principals rated as low and very low while; 77(77 %) of the teachers, 7(70 %) of the vice principal and 6(75 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.78), the vice principals (mean=3.5) and principals (mean=3.875) were rated below average. This indicates that strengthen community and school relation is important measure taken to minimize students' dropout.

Item five of table 4.16, 38(38 %) of the teachers, 3(30 %) of the vice principals and 3(37.5 %) of the principals rated as low and very low while 43(43 %) of the teachers, 5(50 %) of the vice principal and 5(62.5 %) of the principal respondents rated the item as high and very high. The mean score value of the teachers (mean=3.09), the vice principals (mean=3.2) and principals (mean=2.875) were rated below average. It showed that participating in decision making of the school affaires is moderate measure to be taken to retain student in the school.

Regarding measures to be taken by respondents to solve/minimize the problem no new observation was mentioned in the open- ended questions of the questionnaires.

The major action to be taken by PTSA to reduce dropout rate was, 1) creating awareness on the value of education, 2) strengthening community and school relation, 3) providing material and financial support were rated among the major measure. Whereas, follow and discuss with teachers and participating in decision making of the school affaires were moderate measures to be taken as to retain student in the schools of the study area.

4.6. Analysis of structured interview questions for parents and cluster supervisor

A structured interview is given to cluster supervisors and PTSA members from parents of the study area. Two cluster supervisors and twenty four PTSA members interviewed to indicate the magnitude and trends of dropout, to identify the internal and external factors to students' dropout and measures to be taken to retain students in schools by stake holders. The main purpose of this interview was to collect information that helps to investigate status of student's dropout in secondary schools of the study area.

1. Regarding to daily attendance of students in majority class, half of the supervisors and majority of PTSA members responded high and very high. Thus, this indicates majority students attend their class regularly.
2. The observation of magnitude and trends of dropout in their school, related with the educational goal, that is the dropout rate of secondary schools were below one percent; whereas, all cluster supervisors and majority PTSA member respondents said that, trends of dropout in the study area was high and above the expected goal.
3. Regarding the difference between the rate of dropout male and female students, all supervisors and most of PTSA members' answered that yes, male students more dropped out than female students.
4. According to the respondents, all cluster supervisors and majority PTSA members said that grade nine students more dropped out than other grade levels. This indicates that, since the students are new for that cycle and they faced language challenges and those led students to dropout.
5. As the respondents answered that related to the availability of school resources, all cluster supervisors and majority of PTSA members said medium. This showed that, the availability of school resources in majority secondary schools of the study area were moderate for their students.
6. Regarding the major out-of-school factors that cause students dropout most of the respondents answered more than one alternatives, all cluster supervisors and all PTSA members said that economic factors more affect to dropout students, all cluster supervisors and majority PTSA members explained that social factors led students to dropout. In addition to this, half of the cluster supervisors and majority PTSA members said that, cultural factors influence students to dropout from school. From this, the researcher conclude that economic factors are more dominant factor, social factors are moderate factors and cultural factors are least but not last factors to dropout students from the school.
7. In related to the major inside school factors students led to dropout from school most of the respondents answered more than one alternatives, all of the cluster supervisors and all of the PTSA members said that students related factors more led students to dropout, half of cluster supervisors and most of PTSA members also said that teacher related factors more dominant and half of cluster supervisors, majority of PTSA members said that school administration factors led students to dropout. Thus, student related and teacher related factors highly affect students to dropout from school, whereas school administration related were moderate factors to dropout students from the schools of the study area. Therefore the researcher conclude that there was no single factor students led to dropout.

8. All cluster supervisors and Majority of PTSA member respondents agreed up on the following five measures' to be taken by stakeholders to reduce students' dropout from school in the study area. These are:

1. Creating students awareness in the value of education.
2. Creating conducive school environment.
3. Providing material and financial support.
4. Strengthening teachers, school leaders and community relationship.
5. Giving advice and take proper action to the misbehaviors students.

In general based on the data analyzed of this study the actual rate of students' dropout in Gulomekeda woreda secondary schools was high. The major findings of the study were obtained from both out-of-school factors (economic, social and cultural) and inside the school factors (students, teachers and school administration) of students' dropout in secondary schools of the study area. To reduce the problem these schools should take proper measures by principals, teachers, PTSA members and other stakeholders.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The general objective of this study was to identify magnitude and trends the factors students to drop out of schools, measures to be taken by stakeholders to reduce dropout in woreda Gulomekeda secondary schools.

The study was carried out in eight secondary schools. The participants of the study were hundred teachers, ten vice principals, eight principals, two cluster supervisors and twenty four parents who currently members in parent teacher students association (PTSA) of the schools.

The data was obtained through questionnaires from teachers, vice principals and principals. The interview was also administered for cluster supervisors and members of parent teacher students association.

The data obtained through questionnaires were analyzed using statistical tools such as; frequencies, percentage, mean scores and interviews also with ideal explanations. Based on the data analysis of the study the following major findings are obtained.

1. Regarding teacher's characteristics, of the total teachers involved in this study, the majority 71(71%) were males and the remaining 29(29 %) were females. Besides, they had an appropriate educational qualification, 73(73 %) were first degree and 26(26%) of them were second degree holders. One was diploma holder which is under qualification. Related to their age they were mature, they were serviced teachers and they give sufficient information.
2. Related to vice principals characteristics involved in the study, all of them (10) were males, their age was 31 and above this indicates they were mature in age, and had intermediate working experience, while their educational status 7(70 %) was first degree which implies the majority was under qualification the remaining were qualified since the expectation was second degree.
3. As far as the principals characteristics was concerned, all of them (8) were males, the majority 5(62.5 %) were second degree holders and they were qualified, but the rest 3(37.5 %) were under qualification and they had moderate service six and above years.
4. In the study area, students dropout rates from secondary schools was found to be 4.89, 6.84 and 10.12 for three (2017/18-2019/20) academic years covered by this study respectively.
5. It was founded that the rate of dropout in the study area increased from 4.89 percent in 2017/18 to 6.84 and 10.12 percent 2018/19, 2019/2020 respectively but it was below the regional dropout.
6. The findings of the study show that the dropout rate of male students was higher than those of female students in all grades (9-12) in these academic years.

7. The study indicates that the magnitude and trends of dropout rate in schools of the study area was high and specifically it was more existed in grade nine than other secondary school grade levels, this observation was true in all academic years considered in the study.

8. concerning the possible causes of secondary schools dropouts, teacher respondents rated, taking the mean score of 3.2 an average of respondents' response among 20 in-school related factors teachers rated 11 items above average such as; un conducive school environment, low expectation on the future success, school distance from home, lack of students management, reputedly absenteeism from school, inappropriate relationships between teachers and students, weak relationship among stakeholders, disciplinary problems, lack of school facilities (books, desks, toilets, water supply etc.), lack of support to students who have academic difficulties and using improper school rules and regulations. This shows that these are the major in-school related factors that brought high rate of dropout in study area. The remaining 9 items such as use of inappropriate/corporal punishment, health problems, lack of follow-up and support of school leader, weak instructional techniques, inappropriate class room, lack of inclusive education/special needs education, less qualified teachers and improper assessment and evaluation of students were rated below average, which implies that their effect to the problem was not high or moderate.

Similar to teachers, vice principals also rated 12 items such as, weak relationship among stakeholders, reputedly absenteeism from school, school distance from home, lack of students management, lack of support to students who have academic difficulties, disciplinary problems, low expectation on the future success, un conducive school environment, lack of inclusive education/special needs education, lack of school facilities (books, desks, toilets, water supply etc.) and inappropriate relationships between teachers and students were above average. This indicates that these problems were among the major in-school related factors. The remaining 8 items were rated below average these indicated that they were not among the major causes or their influence was moderate to the problem.

Regarding principals rated 11 items above average, un conducive school environment, using improper school rules and regulations, weak relationship among stakeholders inappropriate relationships between teachers and students, low expectation on the future success ,disciplinary problems, reputedly absenteeism from school, school distance from home, lack of students management, lack of school facilities (books, desks, toilets, water supply etc.) and lack of support to students who have academic difficulties according to their descending rate of given response's. This shows that these were among the major in-school related factors. The remaining 9 items were rated below average to indicate that these were not among the major causes of the problem.

Generally, all (three group) of respondents teachers, vice principals and principals agreed up on 11 factors, while, vice principals disagreed with one item which is, lack of inclusive education/special needs education were above average. Those 11 items commonly agreed by the respondents listed above were the major in school factors/ causes for students' dropout.

9. Concerning external factors, out of 15, out-school related factors that cause's student's dropout teachers rated the following 8 factors having considerable effects on students dropout in this study, drought and/or famine, early marriage, migration, family divorce, parents need child labor, peer group influence, lack of material and financial support and students involvement in income generating activities were above average. This, indicates that these were among the major out-school related factors. The remaining 7 items lack of money to pay school expenses, parental death, discriminate due to different difficulties or disabilities (mental, visual, hearing and physical impairment), absenteeism to support cultural ceremonies (marriage, funeral ceremonies, etc.), fear of abduction/rape, parental illness and shame to un expected pregnancy during schooling were rated below average to indicate that they were not among the major causes of the problem.

Regarding vice principals respondents, similarly to teacher respondents they rated 9 items above average these were; drought and/or famine, Peer group influence, students involvement in income generating activities, parents need child labor, migration, lack of material and financial support, family divorce, early marriage and absenteeism to support cultural ceremonies (marriage, funeral ceremonies, etc.). This shows that, these causes were among the major out-school related factors. The remaining 6 items rated below average indicate that they were not among the major causes of the problem.

Similar to the vice principals respondents, principals rated nine items above average, students involvement in income generating activities, migration, peer group influence, parents need child labor, parental illness, family divorce, drought and/or famine, lack of material and financial support and early marriage. This, indicates that they were among the major out-school related factors. The remaining 6 items were rated below average to indicate that they were not among the major causes or they were moderate causes to the problem.

In sum all (three groups) of respondents teachers, vice principals and principals agreed up on 8 factors, rated by teachers were above average. This, averagely the items commonly agreed listed above were the major out- school factors/ causes for students' dropout.

10. Concerning to the measures to be taken by teachers to reduce dropout rate teachers, vice principals and principals similarly rated was, provide supporter groups to assist economically and conduct action research on factors that cause dropout were rated among the best measures to be taken to retain students. Whereas, provide/giving advice on how to study, organizing tutorial

classes for low performing students and encouraging students to participate in different clubs were below average. This shows that they were moderate measures to be taken to retain student in the schools of the study area.

Related to measures to be taken by principals to reduce dropout also commonly the group of respondents agreed and rated, creating conducive school environment, take proper action against misbehavior, make interface with parents to reduce dropout were rated among the best measures to be taken to retain student in the schools of the study area. Whereas, arranging program for student support and encouraging teachers to incorporate continuous assessment practice in classroom were moderate measures.

The major action to be taken by PTSA to reduce dropout rate was, creating students awareness on the value of education, strengthen community and school relation, providing material and financial support were rated among the major measures. Whereas, follow and discuss with teachers and participating in decision making of the school affaires were moderate measures to be taken to retain students in the schools of the study area. This reveals that teachers, vice principals and principals who participate in the study agreed on the PTSA measures taken to retain students in the study area.

5.2 Conclusion

Based on the analysis of major findings of the study, the following conclusions were drawn.

The actual extent rate of students' dropout in Gulomekeda woreda secondary schools was high. The major findings were obtained from both out-of-school factors (economic, social and cultural) and inside the school factors (students, teachers and school administration) of students' dropout in secondary schools of the study area. To reduce the problem these schools should take proper measures by principals, teachers, PTSA members and other stakeholders.

The study has unfolded that the magnitude of student's dropout rate in secondary schools of this area was lower than that of dropout rate at regional level since it was 12.8%, but its trend was increasing from year to year for the academic years. This implies that the existing high rate of student dropout was led to educational wastage. This wastage was served among boys than girls. It has also found that first cycle secondary level was more affected by the observed high rate of dropout.

Students dropout was surrounded by multiple challenges related with in-school related factors such as, un conducive school environment, low expectation on the future success, school distance from home, weak or lack of students management, reputedly absenteeism from school, inappropriate relationships between teachers and students, weak relationship among stakeholders, disciplinary

problems, lack of school facilities (books, desks, toilets, water supply etc.), lack of support to students who have academic difficulties, using improper school rules and regulations. This implies that in-school related factors have contributed to high rate of students' dropout in the study area.

Moreover, out-school factors such as drought and/or famine, early marriage, migration, family divorce, parents need child labor, peer group influence, lack of material and financial support and students involvement in income generating activities were all these social, economic and cultural related factors together have impact on the overall high rate of dropout in the study area. From this we can conclude that for the existing high rate of student's dropout, economic, social and cultural problems were still the most major causes in the study area.

The researcher concluded that no single factor or cause could be alone responsible for the effect of high rate of student's dropouts. That is the problems were stemmed from both in-school and out-school factors of the education system and this affected the internal efficiency of the education in general and the secondary schools in particular. To reduce the problem these schools should take proper measures by principals, teachers, PTSA members and other stakeholders such as, providing supporter groups to assist economically, conducting action research on factors that cause dropout, creating awareness on the value of education, strengthening community and school relation, providing material and financial support.

5.3 Recommendation

Based on the major findings and conclusions drawn the following recommendation from the study were forwarded to remedy the problem so as to improve students survival rate in secondary schools of the study area.

In order to prevent dropout secondary schools of Gulomekeda woreda several activities should be made within the woreda and schools in order to reduce current situation.

1. Secondary school leaders should collaborate with local administrators and woreda education office to work on awareness creation among parents about the effect of having illiterate community, lack of educational material support on their students learning and making them responsible to offer the necessary support to minimize dropout.

2. It was revealed in the study that un conducive school environment, low expectation on the future success, school distance from home, lack of students management, reputedly absenteeism from school, inappropriate relationships between teachers and students, weak relationship among stakeholders, disciplinary problems, lack of school facilities (books, desks, toilets, water supply etc.), lack of support to students who have academic difficulties, using improper school rules and regulations have their own effect's for students high dropout rate in the study area. Therefore, the

schools should provide a continuous counseling and awareness raising program to minimize the problems.

3. The findings indicate that, not conducive school environment is embraced under major aggravating to dropout. It apparent that conducive and attractive school environment is determinant factor in attracting students to come to school and perform well. Indeed, it is possible to make school environment conducive and attractive by the effort of school leaders, local administrators and other stakeholders' commitment with the support of government. So, these concerned bodies take responsibility to minimize dropout in the study area.

4. As most of parents were farmers, they are in need of their child labor. They engage their student to work in nonacademic activities related with farming so that the students have no time to study at home. Therefore, it is better if the parents help students by giving time for academic and on farm activities. In this regard, the kebele administers and woreda authorities need to convince parents in order to invest on their children education.

5. Students dropout increases in a distance that student moves to school. Students traveling long distance to school are more likely to dropout of school. Generally, it is significant that the government should build at least one secondary school in each rural area elementary school clusters.

6. It should be noted that all of the components that are needed to make an education system viable, functional, attractive and productive is the availability of qualified and satisfied teaching force. From the researcher experience observation almost half of the teaching force in the secondary schools is dissatisfied with their profession. This dissatisfaction coming is not due to disliking the profession itself, but it is due to the nominal salary and poor residential condition (especially rural teachers). Therefore, it is recommendable that:

6.1. Regional Education Bureau and Zonal Department of Education arrange proper salary and a kind of remote area incentives; it could be in the form of housing allowance, free health care and so forth.

6.2. Ministry of Education (MoE), Regional Education Bureau, Zonal Department of Education and woreda education office should prepare refreshment courses such as training, seminars ,workshops and conferences by initiating NGO's or development associations to help teachers to update and upgrade their professional competence. This possibly increases teachers' satisfaction and satisfied teacher can create efficient and effective teaching force, so that student's dropout could be minimized.

7. Recognizing the efforts of the different bodies for their best achievement is essential element to make continuous efforts. If continuous advice and counseling is given to students on their

economic, social and psychological problems students who are under risks of dropping out could get advantage and change their idea of dropping out of school. Therefore, the woreda and schools those who have succeeded in reducing dropout of students should share their best experiences and they should be rewarded by providing incentives based on their performance.

8. It was revealed in the study that drought and famine was the major problem students to dropout in the study area. Therefore, the government collaborates with nongovernmental organizations (NGO's) and other voluntaries should provide school feeding program in all secondary schools of the study area.

9. Since this study is not an end to the area factors aggravating to dropout students, further studies should be conducted by other researchers until the problem is minimized or solved fully.

REFERENCES

- Admasu, k. (2010). *Primary school enrollment and dropout in Ethiopia: Education quality in the developing world*. Addis Ababa: MoE.
- Ananga, E. (2011). *The push-out and pull-out factors: Dropping out of school in southern Ghana*. Ghana: University of Sussex center for International education.
- Ayene, T. & Getachew, T. (2016). *Research Methodology and Statistics in the Context of Education. Ethiopia: Zemenawi Printing Press*.
- Azzam, (2007). Why students' dropout? *Educational leadership*. (64(7):91-93.
- Barrett, A. (2011). *An education millennium development goal for quality: Sustainable development goals*. Washington, D.C: The World Bank.
- Bavaro, B. (2008). Why students drop out of school. *Dropout research project (A Review of 25 years of research)*. California: <http://portal.svt.ntnu>.
- Bongani, M. (2014). *Investigating the causes of learner's dropout at secondary school in Johannesburg south Gauteng. A paper submitted in the requirements for the degree of master of education*. South Africa: University of Cape Town.
- Begizew, M. (2015). Contributing factors for school dropout in primary school. *The Jabi woreda study*, 1(1):11-36.
- CERTA. (2000). Classroom, school and home factors that negatively affect girls' education in Malawi. From <http://www.unicef.org/Spanish/evaldatabase/files/MLW-200-005> pdf. Sussex center for international education.
- Christle, C. and Nelson, M. (2007). School characteristics related to high school dropout rates. *Remedial and special education*, 1(28): 325-329.
- Collins, M, Daugherty, R. & Thurton, B. (2006). A study of resiliency of American Indian high school students' dropout. *Journal of American Indian education*, 45(1): 4-16.
- Cooper, D. (2002). *Business research methods* (7thed.) New York. Nicholas publishing.
- Create. (2011). *The Push-out and pull-out factors students' dropout in southern Ghana: consortium for Research on educational access, transitions and equity*. Ghana: University of Sussex center for international education.
- Desousa, S. and Gebremedhin, T. (1999). *High school dropout: Implications in the development of West Virginia*. Virginia: West Virginia University.
- Diando, E. and Marcella, R. (2008). *Preventing future high school dropouts: An advanced and action guide for national education association*. Washington, DC: NEA.

- Doreen, I, Ibrahim, O. & Tassew, W. (2008). Socioeconomic determinants of primary school Dropout: The logistic model analysis. *Uganda Journal of Economic Policies Research Center Research series*, 1(54): 1-28.
- Estevao, P. and Alvares, M. (2014). What do we mean by school dropout? The concept of school dropout early school leaving and the shifting of paradigms in school dropout measurement. *The Portuguese Journal of social science*, 1(1): 1-27.
- Fiske, E. (1998). *Wasted opportunities: When school fail repetitions and dropout in primary school education for all status and trends education for all forum secretariat*. France: United Nations Educational Scientific and Cultural Organization.
- Geoffrey, E. and Peter, A. (2009). *Educational research*. (10thed.) USA: Southern Oregon University.
- Giavrimis, Panagiotis and Papanis.(2006).Sociological Dimensions of School: *The Views of Educators and Students of Educational Schools. The Journal of International Social Research*, 1/5 Fall2008,<http://www.sosyalarastirmalar.com/cilt1/sayi5/sayi5pdf/Giavrimis,papanis.pdf>.
- Gibbs, B. & Heaton, T. (2014). Dropout from primary to secondary school in Mexico: Life course perspective. *International Journal of Educational Development*, 3: 13-24.
- Ghost. (2011). Causes of students' dropout at primary level in Pakistan. *An empirical study international journal of humanities and social science*, 1(12). From [http://www.ijhssnet.com/journals/1\(1\)_september_2011/20.pdf](http://www.ijhssnet.com/journals/1(1)_september_2011/20.pdf).
- Gulomekeda Education Office. (2019). *Woreda education annual report*. Fatsi: Education Office.
- Habtamu, W. (2002). A study of dropouts in selected primary school of two regions in Ethiopia. *Ethiopian journal of Education*, 22(2): 33-64.
- Hallak, J. (1990). Investing in the future: Setting educational priorities in the developing world perspective. *International journal of educational development*, 36: 63-71.
- Hanushek, A and wobmann, L. (2008). *Education Quality and Economic Growth*. Washington, D. C: The World Bank.
- Hawke, A. (2015). *Fixing the broken promise of education for all: findings from the global initiative on out of school children*. New York: UNICEF.
- Hussain, Mahmood, T. & Salfi, N. (2011). Causes of students' dropout at primary level in Pakistan. *An international journal of humanities and science*, 1(12): 143-151.
- Ibrahim, Huttly, S. & Jones, N. (2014). *An international study of childhood poverty: Round 1, 2002*.London: United Kingdom Data Service.

- Jerald. (2006). *Identifying potential dropout: Key lesson for building an early warning data system*. Washington, D.C: Achieve.
- Kassahun, A. (2006). *The influence of family and school factors children's school dropout in Ethiopia*. MoE. From <http://www.pea.princeton.edu/download.aspx>.
- Koskei, B, Simi, C. and Tonui, R. (2015). School based factors as determinants of secondary school students' dropout. *International journal of education and research*, 3(3): 1-12.
- Lassibille, G. & Navarro, L. (2008). Why do higher education students' dropout? *Evidence from Spain Educational Economic Journal*, 16(1): 89-105.
- Levy, M, B. (1971). Determinants of primary school dropouts in developing in countries. *Comparative Education Review*, 15(1): 44-58.
- Lockheed, M. and Verspoor, A. (1991). *Improving primary education in developing countries*. Washington. DC: World Bank.
- Loxley. W. (1987). Wastage in education. *Economics of Education*, 1(1): 62-65.
- Maeregu, B. & Tadesse, H. (2015). The root cause factors and status of students' dropout in public primary school of Harari regional state, Ethiopia. *Middle eastern and Africa educational research journal*, 15(1): 15-29
- MoE (Ministry of Education). (2002). *Education Sector Development Program (ESDP II). 2002/2003-2004/2005 Program Action Plan (PAP)*. Addis Ababa: MoE.
- MoE (Ministry of Education). (2008). *Causes of students' dropout from secondary school in Ethiopia*. Addis Ababa: MoE.
- MoE (Ministry of Education). (2010). *Education Sector Development Program (Action Plan) IV (ESDP IV)*. Addis Ababa: MoE.
- MoE (Ministry of Education). (2015). *Education sector development program (ESDP V). 2015/2016-2019/2020 Program Action Plan (PAP)*. Addis Ababa: MoE.
- MoE (Ministry of Education). (2017). *Ethiopian education annual report*. Addis Ababa: MoE.
- MoE and UNICEF. (2012). *Study on Situation of out of School Children (OOSC) in Ethiopia*. Addis Ababa: MoE.
- Nekatibeb, T. (2002). *Low Participation of female students in primary education: A case Study of Dropouts from the Amhara and Oromia regional states in Ethiopia*. Addis Ababa: UNESCO International Institute for Capacity Building in Africa.
- Peterson, C. (2016). Teachers' explicit expectations and implicit prejudiced attitudes to educational achievement: *Learning and instruction*, 42:123-142
- Pitrim Sorokin. (1942). *causes and consequence of the crisis of modern society. The crisis of our*

- age. England: Cambridge University.
- Rumberger, R.W. (2011). High school dropouts: *Educational Research*, 57(2):101-121.
- Rumberger, R and Thomas, S. (2000). The distribution and turnover rates among urban and sub urban high schools. *Sociology of education*, 73:39-67.
- Rijal, S. (2010). Wastage in primary education: dropout and repetition at primary school in Palpa district. *The pole, Journal of Geography Education*, 43-50.
- Semela, T. (2009). Child schooling in Sidama: Predicting school dropping out and sex-preference in households' enrollment decision. *The Ethiopian journal of education*, 29(2): 1-36.
- Shindu, O. (1999). *Wastage in education. A synthesis of causal factors and strategic intervention*. Kenya: Kenyatta University.
- Tassew, W. (2008). Children educational completion rates and dropout in the context of Ethiopian national poverty reduction strategy. *Ethiopian journal of economics*, 20(1): 25-54.
- UNESCO. (1998). *Wastage opportunities: The school fail (Repetition and Dropouts in Primary School)*. Paris: UNESCO.
- UNESCO. (2011). *Effect of school culture on students' dropout: Armed conflict and education and dropouts in public secondary schools*. Paris: UNESCO.
- UNESCO. (2019). *Global education monitoring report. Primary and secondary education dropout*. Paris: UNESCO.
- UNICEF. (2008). *Link between student absenteeism, dropout rates and child labor*. New York: UNICEF.
- World Bank. (1980). *Education sector policy paper*. Washington D.C.: World Bank.
- World Bank. (2010). Alarming dropout rate. *A threat of internal Efficiency in Tanzania primary Education*. From [http; /www. nat comrepor. Com/ Tanzania/pdf, new / alarming. Pdf](http://www.natcomrepor.com/Tanzania/pdf/new/alar ming.Pdf).
- Young, L. (2006). Contributing factors for school dropout in primary school. *Educational research journal*, 1(2): 21-27.

APPENDIX A
MEKELLE UNIVERSITY
INSTITUTE OF PEDAGOGICAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for principals, vice principals and teachers

Dear respondents

The main purpose of this questionnaire is to collect information that will help to investigate status of student's dropout in secondary schools of Gulomekeda Woreda. It also focuses in identifying the main factors related to student's dropout and to come up with relevant strategies in the woreda. It conducts as part of the requirements for MA in school leadership.

The success of this study needs your genuine and timely response is very important. Thus, I kindly request your honest cooperation to fill this questionnaire.

Thank you for your cooperation

General directions

- ❖ Don't write your name.
- ❖ Please put the cross (X) in the boxes.
- ❖ Please provide only one response for each item.
- ❖ When you have any question related to the questionnaires, please contact by 0914375117 or Email address solomonabrha1221@gmail.com.

Part one: Personal Information

1. Sex : Male female
2. Age: <= 25 26-35 36-45 = 46
3. Qualification: diploma first degree cond degree
4. Work experience in years: 1-5 6-10 1-15 ve 16

Part Two: The magnitude and trends of dropout rate

The following questions (or items) seek to assess the magnitude and trends of dropout rate in Gulomekeda Woreda secondary schools. Please indicate your answer by putting a cross (X) in the appropriate box and each item is constructed in five-scale ranging by 1=Very Low; 2=Low; 3=Undecided; 4=High and 5=Very High.

To what extent is the magnitude and trends of dropout rate in Gulomekeda Woreda secondary schools?

No.	The magnitude and trends of dropout rate	1	2	3	4	5
1	How would you rate the daily attendance of students in majority class in your school?					
2	To what extent is the magnitude and trends of dropout rate in your school?					
3	To what extent is the magnitude and trends of students' absenteeism in your school?					
4	How do you observe the magnitude and trends dropout rate in lower secondary schools grade 9-10?					
5	How do you observe the magnitude and trends dropout rate in higher secondary schools grade10+1-10+2?					

2. If you observed other magnitude and trends of dropout rate, please mention them here

Part Three: Internal factors that cause's student's dropout

The following questions (or items) seek to assess the internal factors that cause's student's dropout in Gulomekeda Woreda secondary schools. Please indicate your answer by putting a cross (X) in the appropriate box and each item is constructed in a five scale ranging by 1=Very Low; 2=Low; 3=Undecided; 4=High and 5=Very High.

No.	Internal factors for dropout (in-school factors)	1	2	3	4	5
	Teachers related factors					
1	Less qualified teachers					
2	Inappropriate relationships between teachers and students					
3	Lack of support to students who have academic difficulties					
4	Improper assessment and evaluation to students					
5	Lack of students` management					
	School environment related factors					
1	Inappropriate class room					
2	Lack of school facilities (books, desks, toilets, water supply etc.)					
3	Un conducive school environment					
4	Lack of inclusive education/special needs education					
5	School distance from home					

	Administrative factors					
1	Lack of follow-up and support of school principals					
2	Using improper school rules and regulations					
3	Weak instructional techniques					
4	Use of Inappropriate/corporal punishment					
5	weak relationship among stakeholders					
	Student related factors					
1	Low expectation on the future success					
2	Reputedly absenteeism from school					
3	Disciplinary problems					
4	Health problems					
5	Frequent repetition					

2. If you observed other factors/reasons, please mention them here.

Part Four: External factors that cause's student's dropout

The following questions (or items) seek to assess the external factors that cause's student's dropout in Gulomekeda Woreda secondary schools. Please indicate your answer by putting a cross (X) in the appropriate box and each item is constructed in a five scale ranging by 1=Very Low; 2=Low; 3=Undecided; 4=High and 5=Very High.

No.	External factors for dropout (out-of-school factors)	1	2	3	4	5
	Economic factors					
1	Students involvement in income generating activities					
2	Lack of money to pay school expenses					
3	Parents need child labor					
4	Lack of material and financial support					
5	Drought and/or famine					
	Social factors					
1	Peer group influence					
2	Family divorce					
3	Parental illness					
4	parental death					
5	Migration					
	Cultural factors					
1	Absenteeism to support cultural ceremonies (marriage, funeral ceremonies, etc.)					

2	Early marriage					
3	Discriminate due to different difficulties or disabilities (mental, visual, hearing and physical impairment)					
4	Shame/fear of pregnancy during schooling					
5	Fear of abduction/rape					

2. If you observed other factors/reasons, please mention them here.

Part Five: Measures should be taken by stakeholders to reduce dropout

The following questions (or items) seek to assess the measures should be taken by stakeholders to reduce dropout in Gulomekeda Woreda secondary schools. Please indicate your answer by putting a cross (X) in the appropriate box and each item is constructed in a five scale ranging by 1=Very Low; 2=Low; 3=Undecided; 4=High and 5=Very High.

No.	Item	1	2	3	4	5
	Measures to be taken by teachers to reduce dropout					
1	Provide/giving advice on how to study					
2	Relate to supporter groups to assist economically					
3	Organizing tutorial classes for low performing students					
4	Conduct action research on factors that cause dropout					
5	Encouraging students to participate in different clubs					
	Measures should be taken by principal to reduce dropout					
1	Arranging program for student support					
2	Creating conducive school environment					
3	Encouraging teachers to incorporate continuous assessment practice in classroom					
4	Take proper action against misbehavior					
5	Make interface with parents to reduce dropout					
	Measures should be taken by PTSA/parents to reduce dropout					
1	Creating awareness on the value of education					
2	Providing material and financial support					
3	Follow and discuss with teachers					
4	Strengthen community and school relation					
5	Participating in decision making of the school affairs					

2. If you observed other best measures should be taken, please mention them here.

APPENDIX B
MEKELLE UNIVERSITY

INSTITUTE OF PEDAGOGICAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Structured interview questions for parents and cluster supervisor

The main purpose of this interview is to collect information that will help to investigate status of student's dropout in secondary schools of Gulomekeda Woreda. It also focuses in identifying the main factors related to student's dropout and to come up with relevant strategies in the woreda. It conducts as part of the requirements for MA in School Leadership (SLc). The success of this study needs your genuine and timely response. Therefore, I kindly request your honest cooperation to answer the interview.

Thank you for your cooperation

1. How would you rate the daily attendance of students in majority class?

A. Low B. Medium C. High D. Very High

2. To what extent is the magnitude and trends of dropout in your school relating with the educational goal?

A. Low B. Medium C. High D. Very High

3. Is there any difference between the rate of dropout male and female students?

Yes No

If yes, which sex dropout more? Male female

4. At what grade level does students' dropout occur more in your school?

A. Grade 9 Grade10 C. Grade 10+1 Grade 10+2

5. How do you see the availability of school resources in your school?

A. Low B. Medium C. High D. Very High

6. From the following which one is the major out-of-school factor that cause students dropout in your school?(Choose more than one if those that are true)

A. Social B. Cultural C. Economical

7. What are the major inside the school factors students led to dropout from schools? (Choose more than one if those that are true)

A. Student's B. Teacher's C. School administration

8. Least maximum 5 main measures should be taken to reduce students' dropout

APPENDIX C

MEKELLE UNIVERSITY INSTITUTE OF PEDAGOGICAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Document analysis from gulomekeda woreda education office average dropout rate of secondary school students (9-10+2) from 2017/18 to 2019/20

No.	Name of School	Grade	Dropout students in 2017/18				Dropout students in 2018/19				Dropout students in 2019/20			
			M	F	Tot	%	M	F	Tot	%	M	F	Tot	%
1	Shewit	9-10	7	3	10	5.84	10	5	15	4.65	9	6	15	8.24
2	Sindadya	9-10	4	3	7	2.76	3	3	6	1.32	13	21	34	10.75
3	ZibanAssefe	9-10	7	4	11	6.17	11	7	18	6.49	8	12	20	10.69
4	Medebay	9-10	1	1	2	0.61	–	–	–	–	8	3	11	4.86
5	Sebeya	9-10	10	2	12	2.17	39	2	41	8.24	23	12	35	12.77
6	Zala-anbesa	9-10	45	17	62	6.92	50	18	68	6.95	44	38	82	10.08
7	Zala-anbesa	11-12	–	2	2	1.1	8	1	9	5	3	6	9	8.33
8	Yemane	9-12	42	34	76	6.49	90	32	122	11.74	35	41	76	11.19
Total			116	66	182	4.89	211	68	279	6.84	143	139	282	10.12

ልጋብ-1
መቀለ ዩኒቨርሲቲ

ትካል ስነ ምምህርና ሳይንስ

ክፍሊ ትምህርቲ ትልምን አመራርሓን ትምህርቲ ብናይ 2^ይ-ብርኪ አብያተ ትምህርቲ ሱፐርቫይዘራትን ወለዲ ተምሃሮ መምህራን ሕብረት (ወመተሕ)ን ዝምለስ ቃለመሕተት

ናይ እዚ ቃለመሕተት ዋና ዕላማ ኣብ ወረዳ ጉሎመከዳ ዘለዎ 2^ይ-ብርኪ አብያተ ትምህርቲ ዘሎ ኩነታት ምቁራፅ ተምሃሮን ነዚ ዋና መጋደድቲ ዝኾኑ ምክንያታትን ምፍላይን ክውሰዱ ዝግበኦም ስጉምትታት ካባኩም/ክን ዝወሃብ መልሲ ብጣዕሚ ወሳኒ ስለዝከውን ነዞም ዝስዕቡ ሕቶታት ብተአማንነት ትኩረት ሂብኩም/ክን ክትምልሱ/ሳ ብኣክብሮት እናሓተትኩ ንእትህብዎ መልሲ ኣቀዲመ ብልዑል ክብሪ የመስግን።

1. ኣብ ቤት-ትምህርትኩም ኣብ መብዛሕቲኡ መምሃሪ ክፍሊ ብማእከላይ ክንደይ ዝኣክሉ ተምሃሮ ይውዕሉ?

ሀ. ትሑት ለ. ማእከላይ ሐ. ልዑል መ. ኣዝዩ ልዑል

2. ኣብ ቤት-ትምህርትኩም ምቁራፅ ተምሃሮ መጠኑ እንታይ ይመስል?

ሀ. ትሑት ለ. ማእከላይ ሐ. ልዑል መ. ኣዝዩ ልዑል

3. ኣብ ሞንጎ ምቁራፅ ደቂተባዕትዮን ደቂአንስትዮን ተምሃሮ ኣፈላላይ ኣሎዶ?

ሀ. እወ ለ. ኣይኖሩል

መልስኩም እወ እንተኮይኑ ኣየናይ ሶታ እዮም ኣብዝሓ ዘቋርፁ? ሀ. ተባ ለ. ኣን

4. ኣብ ቤት-ትምህርትኩም ኣበየናይ ደረጃ ክፍሊ እዮም ተምሃሮ ብበዝሒ ዘቋርፁ?

ሀ. ኣብ 9^ይ ክፍሊ ለ. ኣብ 10^ይ ክፍሊ ሐ. ኣብ 10+1 ክፍሊ
መ. ኣብ 10+2 ክፍሊ

5. ኣብ ቤት-ትምህርትኩም ቀረብ እታዎታት ምህላው ከመይ ትግምግምዎ?

ሀ. ትሑት ለ. ማእከላይ ሐ. ልዑል መ. ኣዝዩ ልዑል

6. ካብዞም ዝስዕቡ ቀንዲ ደጋዊ ምክንያታት ምቁራፅ ተምሃሮ ቤት-ትምህርትኩም ዝኮነ ኣየናይ እዩ? ትክክል እዮም እትብሎም/ዮም ምክንያታት ካብ ሓደ ንላዕሊ ምምራፅ ይካኣል እዩ።

ሀ. ማሕበራዊ ለ. ባህላዊ ሐ. ኢኮኖሚያዊ

7. ካብዞም ዝስዕቡ ቀንዲ ውሽጣዊ ምክንያታት ምቁራፅ ተምሃሮ ቤት-ትምህርትኩም ዝኮነ ኣየናይ እዩ? ትክክል እዮም እትብሎም/ዮም ምክንያታት ካብ ሓደ ንላዕሊ ምምራፅ ይካኣል እዩ።

ሀ. ተምሃሮ ለ. መምህራን ሐ. አመራርሓ ቤት-ትምህርቲ

8. ምቁራፅ ተምሃሮ ንምቅናስ ክውሰዱ ዝግበኦም ቀንዲ መፍትሒታት/ስጉምትታት እንተብዝሒ 5 ዘርዘር/ሪ።