



Drop Out Among Primary School Students: Reasons, Experience and Mitigating Mechanisms: In Case of Bench-Maji Zone Shey-Bench Wereda

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ABSTRACT: *This study was conducted to assess the causes, experience and Mitigating mechanism of school dropout among primary school students in Benchi-Maji zone Shey Bench Wereda. The study mainly attempted to answer research questions like the major reason that leads students' to drop out, the experiences of dropouts while they were out of school and mitigating mechanism of school dropout. The study adopted a qualitative research approach, and non-probability sampling techniques were used to identify participants of the study. An in-depth interview and focus group discussions are utilized as the main tools of data collection. Interviews were conducted with key informants like homeroom teachers, principal's parents, and students. Thirty-three (33) participants were involved in an interview, and three focus group discussion is comprising 10 participants in each group were conducted accordingly. Generally, data were collected from 63 purposively sampled participants. The researcher transcribed the notes taken while having an interview and FGD with children's (students), teachers and parents. The transcription, which is written in the Amharic language was translated to English as accurately as possible and presented in a narrative way through thematic analysis. Poverty, the absence of motivation and interest, peer pressure and school-related difficulties were identified as the main cause of school dropout. With regard to the experience of dropouts, the majority of dropouts engaged in helping families, leave the area in search of jobs and create different work opportunities to deal with life. In addition working with financial aid organizations, GOs, NGOs, eliminating illiteracy of the society through awareness creation programs, developing a good interpersonal relationship with students, a participating community in educational programs are among major mechanisms identified by stakeholders as a mitigating mechanism of school dropout. Finally based on the findings, conclusions and recommendations were made.*

Keywords: Dropout; Children's experience; Primary School, Ethiopia.

1. INTRODUCTION

Education is highly related to the socio-economic development of the countries, and no nations have achieved sound economic development without the development of a sound educational system. (PHRD, 1996). Education is supposed to be the foundation for optimal

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utilization of resources by developing human capital and by investing in education can drastically improve living standards of the household through increasing opportunities, productivity, capital, investment and earning power (PHRD, 1996). Education is the ultimate liberator, empowering people to make personal and social choices. It is also an ultimate equalizer, particularly in promoting greater equity for women and for the poor and disadvantaged groups (Kane, 2004).

Ethiopia is known for the long history of providing education. However, the literacy rate of Ethiopia is 40 percent which is lower compared to other African nations. In addition to that, Ethiopia is marked by low socio-economic performance. The adult literacy rate of Ethiopia was 41.5 per cent, and its gross primary enrolment rate was 66 percent, significantly worse than the average for low-income countries of 63.9 percent and 98.6 percent respectively (Woldehanna, Tefera, Jones, & Bayrau, 2005).

Children in Ethiopia who receive education are lucky and privileged. Social awareness on the importance of education is something that Ethiopia needs because most people consider work as more important than education. Children belonging to rural areas are less likely to go to school because rural families cannot afford schooling of their children and also because the parents carry a belief that if their children are in school, they cannot contribute to the household chores and income (Woldehanna et'al, 2008)

Benchi Maji zone is one among other SNNPR, which is trying to achieve the millennium development goal, especially in the educational sector. Even if the effort of the sector is very high and appreciable, it is undeniable that the sector needs to run a long distance to assure the quality of education and lessen the dropout rate of primary school students.

According to information from Bench_Maji zone education bureau, 7% of primary school students drop school each year due to different reasons. Due to this fact, the researchers interested to conduct studies in Shay-Bench *wereda* where higher numbers of students are dropping out of school each year in comparison to other *weredas* found under Bench-Maji zone administration. Based on this fact this study is intended to answer the following basic research objectives:

- Identify the major reason that leads primary school students to drop out of school.
- Explore the experiences of dropouts while they were out of school.
- Assess mitigating mechanism of school dropouts.

2. Research Methods

2.1. Study area.

The study was conducted in South Western region; Bench Maji Zone Shay-Bench *Wereda* Primary Schools. The place is located 50 km away to the southern part of the zonal administration Mizan Teferi Town. Shey Bench *Wereda* has 21 kebeles and 41 primary schools.

2.2. Research Design

The concern of this study was about reason, experience and mitigating mechanism of school dropout in Bench-Maji zone shay Bench *wereda*. Therefore, the study adopted qualitative research method, and it is a descriptive type that it describes the real reason why large numbers of students at the study area are dropping out of school each year and on what activity children's are really engaged when they are out of school. Non-probability sampling techniques were used to identify participants of the study and in-depth interview and focus group discussions are utilized as

the main tools for data collection.

2.3. Why the qualitative research method

Qualitative research is concerned with the qualitative phenomenon, i.e., Phenomena relating to or involving quality or kind (Kothari 2004). Qualitative research uses open and close-ended questions, unstructured surveys, focus groups, participant and non-participant observation and examination of existing documents in the process of collecting qualitative data. This study employs qualitative research method employing an interview and FGD as data collection instrument. According to Padget (2008), qualitative research method is best suited for a topic with a sensitive and emotional depth that requires empathy and understanding and helps to understand situations, events, experiences and actions of participants (Maxwell, 2005).

2.4. Sample size

Among 41 primary schools found in the study area, eight schools with high dropout rate were selected purposively. From purposively selected schools, data were collected from previous dropout children's who are in school at a time when this research was conducted. Students who experienced drop out and who found between the age of 8-18 were deliberately taken as a participant of this study. Besides, teachers, school principals, *Wereda* education office experts, and parents were participated in the study. From 4451 students who drop out of school in the year 2015/2016, more than half of them came back to school in the academic year 2017/2018. Interviews and FGDs were conducted with some selected students among those who came back to school. Accordingly, interviews were conducted with key informants like homeroom teachers, principals, and students. Sixteen students (10 male and six female), 14 teachers (9 male and five females) and 3 Shey bench *Wereda*, educational experts were involved in the interview and focus group discussion comprising ten parents, ten teachers, and ten students were prepared carefully. Totally, data were collected from 63 sample participants.

2.5. Data Collection Tools

Interview and focus group discussions were believed to be an important tool in collecting in-depth information by eliciting important points to be included in the study. With regard to this, Creswell (2007) suggested that the interview is an important tool in collecting qualitative data as it is adaptable for different circumstances. To obtain richer information from students, parents, educational expert's interviews were conducted. Focus group discussions were also done to supplement, and enrich the results of finding that were collected through an interview. Key questions were prepared, and three different focus group discussions were conducted with teachers, parents, and students separately.

2.6. Data Collection Procedures

Data collection process was carried out by researchers together with two trained data collectors' assistants. This is due to the fact that researchers cannot speak the local language of the endogenous people, therefore; the researchers hope that first-hand data was collected by these research assistant via close supervision of researchers. Before the commencement, sample participants were informed about the purpose of the study, confidentiality, willingness and how they react to the issue undertaken. While collecting data, data collectors' conducted the interview and FGD conditionally in a classroom.

2.7. Methods of Data Analysis and Organization

After completing and cross-checking the data, data were organized in line with the objectives and research questions of the study and analyzed qualitatively. The researcher transcribed the notes taken while having an interview and FGD with children's (students), teachers and parents. The transcription, which is written in the Amharic language was translated to English as accurately as possible and presented in the thematic analysis.

3. Results

This section deals with the findings of data gathered from the research participants, i.e. students, teacher's families, and *Wereda* educational experts. The finding includes major areas of concern like Reasons for dropout, experiences of dropout students and mitigating mechanisms of dropout.

3.1. Reasons for school dropout among primary school students.

One of the main objectives of this research was to assess the reason /causes / of dropout among primary school students. Hence, information regarding the reason of drop out was collected from students, teachers, and parents using an interview and FGD. Participants were asked to narrate reasons that make students to leave school at an early age. Hence, the answer was analyzed thematically based on the similarity of responses and the major factors were identified and presented as follows.

3.1.1. Poverty

The finding obtained through interview and FGD revealed that among the major causes of students drop out poverty takes the leading place. Children's in school have a lack of many to purchase stationary materials, school uniform and other necessary things to go to school. Income is the most challenging thing to stay in school according to the interview and FGD conducted. Information from the homeroom teachers, *Wereda* educational experts, families of students depict that economic problem is the leading cause of school dropout.

Focus group discussions held with teachers and Families to get information concerning the reason for drop out identified that majority of primary school children's are dropping school due to an economic problem. Discussants teachers stated that students are not well equipped with the necessary materials when they join the school. A child must have stationery materials like an exercise book, pen, pencils and other necessary equipment's when they join school but most dropout children's have limitations of fulfilling those materials. While problems are getting worsen students are forced to quit their education and get back home to help their family.

The following statements were taken from an interview with Shey Bench *Wereda* education bureau expert.

"Majority of students drop school because of their family income. Families of dropouts are poor that's why they face difficulty in sending children's to school. Children's are expected to generate income for the family and themselves. Hence, children's are forced to stop their education when they are not able to resist the difficulties".

Another teacher who participated in the FGD stated that

"Our students mainly focus on the way they make money rather than attending school. Majority of families are not taking part in a child's education because they could not afford necessary thing for a child in school. Majority of students from rural areas move to

nearby towns and different areas in search of jobs. For example, female dropout students are engaged in selling 'injera' in Towns. Some other join work at different places moving away from their families."

3.1.2. Lack of motivation and interest from students

Since the majority of the community are illiterate, they do not force their child to stay in school for a reason they do not know the benefit of being educated. Discussant teachers stated that parents do not ask their child why they are not going to school regularly. Families who participated on FGD also stated that even if families are able to fulfill all necessary materials to help the child to go to school, children's are not willing to attend school regularly. An interview with teachers also depicts that some students are not interested to stay in school because of a lack of awareness about the future benefit of education. An interviewed teacher has stated that students are looking for income generating activities at an early age rather than passing through difficulties in school. Teachers revealed that since the area is cash crop area students prefer to make money working in the farm than coming to school.

The following statements were taken from teacher interviewed

"Our students prefer to compare their life with government employees. When we ask them why they are not coming to school, they say that "we can make money better than government employees and why we spent time in school while we are making money early." Therefore, students conclude that if my income is not getting better after I pass through the long journey of education why I suffer now. This comparison leads our students to leave school for the sake of making business".

Lack of motivation is not only from the student's side, but also some parents are not motivating their children's to go to school even if they are able to buy necessary materials for their children's. An interview conducted with 13 years old child stated as follows.

"My father is not willing to send me to school. He always resists fulfilling necessary conditions to my education. He responds me aggressively when I ask him what I want. Sometimes he even says you don't have to go to school."

3.1.3. Peer influences and cultural barriers

An interview and focus group discussions held with parents and teachers also revealed that some students are influenced by their peers to leave school. Families of students who were engaged in FGD discussion reported that children's are misled by their peers. Those interviewed students pointed that they were told by their friends to leave school and travel to nearby areas so that they can change their life.

Another issue raised by discussant teachers identified that student's especially female students are forced by their family to get married. Having female child will bring more money to the family of female bride upon her marriage as compensation from families of the male. Females are thought of as an income for the family and families prefer to send a female child to get married than making them stay in school.

Majority of the community are illiterate, and they have a fixed belief that education will never bring them a better life. They think that sending children's especially females to the school is wastage of time.

3.1.4. School-related problems

An interview and FGD conducted with participants revealed that majority of students did not speak and hear the Amharic language which is media of instruction to the local community. Especially those who are attending less than grade 4 are facing such problem related with instructional language. Students in primary school preferred to be educated with their own local language *Benchigna* whereas the instruction is delivered in Amharic which is the national language of the country.

An interview with teachers also revealed that some student's blame teachers as a reason to leave school. While students continuously late to come to school, they were punished by their classroom teachers. This punishment causes students to get far from school due to fear of punishment for being late to come to school.

An interview with Shey-Bench *Wereda* education bureau expert shows that infrastructures, classroom sizes, and classroom student's ratio also affect students learning.

The following data's were taken from Shey-Bench *Wereda* education office to illustrate how much schools are contributing to student's dropout.

"The quality of schools, school infrastructures, and classroom- student's ratio can also force students to leave school. In the wereda, there are 41 primary schools and on average two schools are built in each Kebeles. The goal of the wereda educational office is to achieve millennium development goal which is intended to make 60 students per class in 1-4 grades and 50 students in one room class for 5-8 grades. However currently on average, there are 81 students in one room in 1-4th grades while 56 students are attending classes in 5- 8th grade. This ratio will lead us to say students are dropping schools due to overcrowdedness and small sizes of student- class ratio".

Generally, significant reasons identified as a cause of school dropout in Shey- Bench *Wereda* primary schools are poverty (financial problems), Peer influences and cultural barriers, School related problems and Lack of motivation and interest from students

3.2. Experiences of dropouts

Under these subtopics, detailed experiences and personal life of dropout children's were presented after careful collection of data through an interview and FGD. The main concern of this topic is to illustrate the real experience of dropouts and their engagements while they were out of school.

Since poverty is one of the reasons that force children's to leave school, the majority of dropouts were engaged in helping their families and searching better life in different places. Students described that life is so difficult out of school. Among those interviewed students 16 years old grade 7 student stated that.

"It is a big loss of chance when you get out of school because of finance. I am the only child in the home so that there are so many responsibilities expected from me. I fill ashamed to ask my family to buy me stationery materials because the life they are leading is really bad. Finally, I decided to stop my education and join my family to work on a farm. Besides farming, I have done a lot of activities such as trading and daily paid work."

Another student who was participated in an interview tells the researcher about his experience as follows.

"My father is an aged man and could not afford enough to send me to school. I do have so many youngsters whom I was expected to help. Staying in school is not a solution to my problem so that I left school to serve family working an extra job besides farming. I join job at Meti (Gambela region) as a daily laborer in the coffee investment area. I worked there for five months and came back after I make some money. I bought two oxen and other materials including stationaries which I am using now for my education".

Poverty is the most powerful demographic factor that increases students' chances of dropping out of school. It affects children's well-being, their school readiness, and their performance in school. According to those students, each year students from low-income families are in danger of dropping out of school because of their family background. The following extract taken from 12 years old child illustrates the experience he passed when he was out of school.

"I live with my mom because my father married another woman. Mom is not helping me in every aspect of my life. I quit school and start a job at Shey Bench Town. I borrow some money and start shoe polishing. On average I will make up to 40 birrs per day. I will give half of it to my mom and save the other. I saved a lot of money last year and bought all the necessary educational materials and resume to school. As to me, living out of school at this age is so difficult."

Other experiences which were shared by 16 years old female student were presented as follows.

"After I left school I started to sell coffee and tea on the street. I make good money especially on market day, but I am not interested to do that because I think about my future. This year I decided to resume to school, and I was successful to do that".

Homeroom teachers and school principals were also interviewed concerning the experiences and activities that students will perform while they were out of school. Accordingly, teachers interviewed identified that when students are out of school majority of them engaged in making money and helping their family. Majority of dropout students whose age reaches for work was employed in different work areas. Especially according to teacher participants there are potential work areas where dropout students where get employed. Significant areas of work that students join after leaving schools are:

- Gold mining area found in Gambella region Dima *wereda*
- Potential coffee cultivation site located in Bench Maji Zone Sheko *wereda*
- Potential coffee cultivation site found Gambela region Meti *wereda*
- Tepi Town and its surrounding
- Road construction site which is found around Maji
- Omo Kutraz (newly established sugar factory) bordering Bench Maji, Kafa and South Omo zones.

Interviewed teachers also revealed that some of the students especially females are forced to get married by their parents because of harmful cultural practices in the area. According to information from teachers when women are getting married a tremendous amount of money or more than ten cattle's will be given to the families of female brides. Therefore families are not willing to educate their female child due to the benefit they get from marriage.

Generally, student dropouts were engaged in different activities to make money and help themselves and their families.

3.3. Mitigating mechanism of drop out

This topic deals with the mitigating mechanisms that students, teachers, and families are thought to be better to decrease dropout. To achieve this objective interviews and FGDs were conducted with parents, students, and teachers. Intervention mechanisms were aimed at solving the four prominent cause of drop out.

Majority of Interviewed students responded that since the cause to leave school is financial constraints, reducing such problems will minimize dropout rate. According to interviewed students, if problem concerning school stationeries were fulfilled, they will stay in school. Students interviewed and participated in, and FGD identified that addressing economic constraints related to dropping out of School, giving Financial Support to disadvantaged students, reducing indirect costs of school, giving pocket money would decrease student's dropout. The following extracts were taken from 12 years interviewed student to show how much dropout students need financial support.

"I left school because I have no one to buy me clothes, exercise book, pen, and pencils. If I got someone who gives me these all necessary materials I would never think of quitting my education. The only thing that challenges students not to stay in poverty".

Teachers were also discussed about the way to minimize drop out and increase the chance of students to stay at school. Majority of interviewed teachers stated that the awareness of the society to educate their children's is very low. Therefore, our society is pushing their children's out of school due to lack of knowledge about the benefit of education. To minimize this problem and to change the negative attitude of the society towards educating their child awareness creation must be done within the community. Overall discussant teachers point out the following intervention mechanisms:

- The illiteracy levels of the families need to be addressed through adult education programs to convince the community not to push children's out of school.
- Wereda education office must work with different GO and NGOs to overcome students learning difficulties especially concerning stationery materials
- Partnerships with Religious and Civil Society Organizations will also help to minimize dropout.
- Addressing Cultural Barriers and Wrong Community Attitudes and Gender Issues through adult education and awareness creation programs.
- Increasing the number of primary Schools in each *kebeles* (FGD participant teachers,2018)

Most schools in the *wereda* have the problem of classrooms, chairs, and tables. Discussant teachers said that if school safety and all infrastructures are fulfilled chance of students to stay in school will increase. The following statement was taken from interviewed teacher to illustrate the way to minimize dropout.

"The best mechanism to minimize dropout is creating awareness within the community concerning the benefit of education. The budget for the primary schools have to be increased so as to support some students with the problem of school materials. Different

NGOs and civic organizations have to take part in minimizing dropout".

Family involvement is one of the most critical contributors to school completion and success. The most accurate predictor of student's school achievement is the extent to which families encourage learning. If families are involved in children's education the likely of children's to leave school will be lessened. The following summaries were taken from FGD conducted with families of students.

- Government have to build schools with good quality and quantity at a shorter distance than the current
- Additional teachers have to be employed in each school to better work jointly with the community.
- Water, sanitation and other necessary condition need to be fulfilled to make schools a better place for children's
- Our children's will better understand what they learned if their local language becomes their instructional media.
- Each family need to be committed to educating their children's even if it is difficult to send many children's to school (*FGD participant parents,2018*)

According to the majority of students, teachers have to motivate students in all aspects to make them stay at school. Students need encouragement from their teachers. Criticisms and other corporal punishment will make students to run away from school. Therefore, students need a teacher who serve them as counselors, who do not judge students, offer them many ways to succeed, creating an atmosphere that promotes a positive community acceptance and monitors them.

According to discussant student's teachers who built good relationships with students and sought to know them as individuals to know why they left from school will help them to stay in school. Students stated that they were more willing to participate and engage in class when teachers showed them they cared about them personally.

Teachers are also asked to share what they think would be duty and responsibility expected from a teacher to make students stay in school. According to teacher participants working together in a cooperative environment with children's and making school a better place for the teaching-learning process will encourage students to stay in school.

Therefore teachers have to discuss with families on how to minimize dropout regularly. Adult education and awareness creation training must be given by teachers to aware society around. The following extracts were taken from school principal concerning teachers role to minimize dropout.

"Every teacher has a responsibility to take part in intervening dropout. Next to families teachers are responsible for the failure and success of students. Therefore we (all teachers) need to be engaged in teaching the society and motivating students to make them stay at school".

A student who participated in FGD and interview stated that government should facilitate the necessary conditions for students to make them stay at school. Among those probable measures to be taken reported by students solving financial problems, increasing academic support systems, making schools better place for students, building schools in

remote local areas with minimum distance and fulfilling the school infrastructures are among priorities to be given by the government to minimize dropout rate

Concerning the issue teacher participants also identified that since the cause of majority student is financial, therefore, the government should fight poverty to enable families to send children's to school. Again discussant teachers stated that government has to increase school budget. According to those discussant teachers, budget from the federal government is very few, and when it is distributed to each school, it means nothing. More than half of interviewed teachers stated that it is better to support children's from low-income families financially to make them stay at school.

4. Discussions

The purpose of the present study was to assess the reason, experiences, and mitigating mechanisms of primary school children's dropout. The above section consists of significant findings in line with the stated objectives of this research, and this section discusses the result of the study in line with the literature reviewed

4.1. Reasons for school drop out

The finding depicts that the primary cause of students drop out is poverty and lack of many to purchase stationary materials. Due to this reason, students are forced to stop education to help their family and to search job in different areas. Majority of Interviewed students disclosed that the causes of drop out are lack of income, inability to purchase necessary stationery materials, lack of money to purchase one's uniform and clothes to wear. This information points that the majority of students are from low-income families who are not able to send their child to school due to financial constraints.

Again this finding also depicts that students are dropping out of school because of the absence of motivating parents to stay in school, and they were forced by their parents to serve families. The negative attitude towards education and absence of interest in education are also identified as the leading cause of school dropout. Lack of awareness about the future benefit of education and looking for income generating jobs at an early age before completing primary school also contribute to the prevalence of drop out.

Primary school students also reported that peer influence and some cultural influences as causes of school dropout. Children's especially female students are forced by their family to get married. Majority of the community are illiterate, and they have a fixed belief that education will never bring them a better life. They think that sending children's especially females to the school is wastage of time and never take them to a better life.

Another major challenge which makes students quit education is media of instruction which is a very important part of education. According to this research finding children's who are attending less than grade 4 are facing such problem related with instructional language. Students in primary school preferred to be educated with their local language, *but the* instruction is delivered in Amharic which is the national language of the country.

This research finding is consistent with a study by Dachi and Garrett (2003) which reveals that children belonging to better off households are more likely to finish the schooling, while those belonging to the low-income families are more likely to finish their schooling. Again the finding of this study is supported by a study conducted by UNESCO (2010) which states that the major

reasons for the drop out of children is the parents inability to afford schooling.

Another study conducted in Ethiopia by UNICEF – Ethiopia Country Office, (2012) points out that the high risk of children dropping out of school is due to the support from the parents. For instance, parents are not supporting their children by not providing them with emotional, social, and economic support. Again study conducted by Anugula N. Reddy and Shantha Sinha, (2010) using an interview revealed that reasons for non-attendance for children aged 6- 17 who had dropped out before 2005-6 was 'not interested in studies' which accounts about 36% for boys and 21% for girls.

Finding of the study conducted by Ministry of Education and UNICEF – Ethiopia Country Office, (2012) which depicts that children's school participation depends, to a large extent, on the parental decision making, which is the most influential factor in sustaining school participation at upper- primary and lower secondary levels. However, many parents, particularly those who live in rural Ethiopia, do not have the proper knowledge regarding the benefit of education due to the fact that they are illiterate. This remains one of the most significant barriers to children's non-enrolment in Ethiopia. In particular, mothers' illiteracy or low educational level plays a major role in the high children's dropout rate or in the fact that some never join the school.

Research conducted by Woldehanna, et al., (2006); Abebaw, et al., (2007) and Chaudhury, et al., (2006) which shows that in addition to access to school, availability and quality of textbooks and instructional materials, teachers and class size are also found to be essential determinants of child schooling. Again another research which shares an idea with this finding is conducted in Ethiopia by Colclough et al., (2000); Fentiman et al., (1999) and Lafraniere, (2005) depict that the availability of (separate) sanitary facilities is essential for female retention, mainly as girls get older and start menstruation. A study by Lopez J. et al., (2009) revealed that instructional language often leads to poor performance in school, loss of motivation for learning and eventual dropout, particularly in under-resourced schools. Even parents can be influenced to decide whether to send or not to send their children to school.

4.2. Experiences of dropout children's after leaving school.

This study identified that Majority of dropout students whose age reaches for work was employed in different work areas. Especially in potential work areas like different investment areas, road constructions, daily laborers, served as house-made; work in farm to serve their families. Generally, dropout children's are engaged in different activities which they think would bring them additional income for them self and their families

This finding agreed with research conducted by Hashim, (2005) which shows that Child migration can be linked to both increased and decreased educational opportunities, For example, children may move into urban areas to access education; but also may migrate to gain paid employment, which may limit educational chances; children living in slum areas or without permanent residence may frequently move, often leaving school as a result.

Another study conducted by Hunt, (2008) revealed that their families demand children's labor. In Ethiopia, children as young as seven years old are required to perform various tasks related to domestic and farm activities. Girls are wanted in household chores such as fetching water, collecting firewood, etc. and boys are also forced to be employed to generate income to support their parents. This is especially true of rural school children who have to work on farms

before and after school and also during weekends. The situation of school girls, in particular, is worrying because of the double role they assume as helpers in the domestic unit and as sources of labor for the family farm.

4.3. Mitigating mechanism of school drop out

According to these research, mechanisms to intervene to decrease drop out varies across different stakeholders. Majority of Interviewed students responded that since the cause to leave school is an economic problem they need an organization who overcomes this economic problem. According to interviewed students, if problem concerning necessary school stationeries were fulfilled, they will stay in school. Specifically, students talked and participated in, and FGD identified that addressing economic constraints related to dropping out of school, financial support to disadvantaged students, reducing indirect costs of schooling are among views of the student to minimize dropout.

This finding is consistent with a study conducted by Ersado (2005) which suggest that in times of income shocks if households have some access to credit (e.g., banks, local networks), they are generally less likely to withdraw children from school, and this would have the most impact in rural areas.

Another finding which agrees with this research is conducted in Bangladesh in 1993 which reveals that Food-for-Education programme. The main feature of the programme was to provide a free monthly food grain ration based on the household's income and them having at least one primary-school-age child attending a school that month.

Again on this research teacher were also discussed about the way to minimize and increase the chance of students to stay at school. Teachers talk that the awareness of the society to educate their children's is very few. Therefore the majority of our society are pushing their children's out of school. To minimize this problem and change the negative attitude of the society towards educating their child awareness creation must be done within the community.

Another research which shares the common idea with the current research shows that Literacy program for uneducated mothers may help to increase school participation by their children (Birdsall et al., 2005). Thus access to adult education program, particularly for women, should be considered an important complement to interventions to increase access and retention at the primary school level

Again on this research teacher's discussants concluded that the issue of dropout would also be minimized by overcoming school problems. Most schools in the wereda have the problem of classrooms, chairs, and tables. Discussant teachers said that if school safety and all infrastructures are fulfilled chance of students to stay in school will increase

On this research family of student participated on FGD pointed out that if students were made to educate in their local language the probability of dropping out will be minimized.

Again this finding also consistent with a study conducted by World Bank, 2002 there is research indicating that language of instruction in the early years can influence dropout rates. Schools that offer both first or local language as languages of instruction in the early years of schooling have been reported to lead to lower repetition and dropout rates (Kane, 2004), along with higher attainment levels.

5. Conclusions

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

The significant causes of drop in primary school are a financial constraint, in addition to this students are facing challenges of instructional language and cultural barriers which exacerbate dropout rate among primary school students. Majority of students who dropped out of school engage themselves on different income generating activities to make money to support families and themselves. Negative attitude of the society towards education and awareness of the society about the importance of education which is linked with the literacy level of the community also contributed to the dropout of students. Financial supports, awareness creations, developing an intimate and positive relationship with students, addressing illiteracy, abolishing cultural barrier and working with different religious and civic organizations are needed to help the child to stay in school and minimize the level of dropout.

6. Recommendations

The following recommendations are suggested based on the findings of the study:

- The finding shows that major causes of school dropouts are lack of financial support and poverty. Therefore GOs, NGOs, and any other charity organizations should involve in helping families and disadvantaged students to stay at school.
- Dropout students are engaged in helping families in terms of finance. Therefore Income generating activities are the best means of combating child labor in general and dropout child in particular. Schemes like revolving funds and credit facilities based on feasibility studies should be arranged for targeted groups.
- Although the Ministry and the educational organizations are working hard to reduce the drop-out rate, still there is a high rate of dropping out. Therefore the Ministry of education has to give due attention to reducing dropout.
- Adult education will also help society to have insight about the importance of education.
- Schools should improve teaching methodologies, instructions, buildings, furniture, facilities, and access to support, for struggling students so that the school becomes a place of interest rather than of aversion.
- An effective parent-teacher association, school development committee, as well as pupils partnership, should be formed and team up to work together to encourage and assist children on the verge of dropping out to remain in school.

In order to make the society and parents aware of the benefit of educating children's, it is good to conduct workshops and seminars with parents, religious leaders in the *wereda* at *Kebele* level. It is also important to broadcast through mass media the problem of dropout students and their solutions adequately

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