



## Assessing Trends and Causes of Educational Wastage in Primary Schools. The Case of Ilubabor Zone. Its implication to quality of Education

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**Abstract :** *The main purpose of this study was to assess the trends & causes of the educational wastage in primary schools of Ilubabor Zone. The study drew upon both quantitative and qualitative methodologies. Data was collected through questionnaire, semi-structured interview and focus group discussion. The participants of the study were primary school teachers, principals, supervisors, and parent teacher association (PTA). The result of the study showed that educational wastage was found to be 13%, 15%, & 17% for three consecutive academic years. Further quantitative analysis result related to environment causes of educational wastage indicated that statistically significant difference between rural and town schools by type ( $t=2.869$ ,  $df= 145$ ,  $p=0.000$ ), statistically significant difference between town and rural areas by location ( $t=5.588$ ,  $df= 145$ ,  $p=0.000$ ) and statistically significant difference between the two cycles ( $t=4.587$ ,  $df=145$ ,  $p=0.000$ ). With regard to family related causes of educational wastage; There was statistically significant difference between rural and town primary schools regarding by school type ( $t=1.532$ ,  $df=145$ ,  $p=0.002$ ), statistically significant difference between town and rural by location ( $t=-3.753$ ,  $df=145$ ,  $p=0.000$ ) and no statistically significant difference between grade 1-4 and grade 5-8 ( $t=-.864$ ,  $df= 145$ ,  $p=.443$ ). Findings from qualitative data environmental related causes like marriage of both male & female, students attitude toward school, religious and traditional beliefs, peer pressure, drug abuse, conditional cash crop transfer, lack of appropriate role modeling from their elders who have completed high schools, college and universities and family related causes like lack of follow up, encouragement and guidance, educational background of families, family death, negative role models of college or university graduates, registering of the surrounding children in a campaign form without the interest and preparation either the children or their families, poverty level of parents, busy with home related factors or issues and migration students( commonly female students were investigated as causes of educational wastage .Finally, It is recommended that greater focus be given to improve the situation including reform programs that require strong follow up, commitment and strong management.*

**Key Terms** Trends, Causes & Educational wastage

### LIST OF ACRONYMS



**ANOVA:** Analysis of Variance

**EFA:** Education for ALL

**GEQIP:** General Education Quality Improvement Program

**IFAL:** Integrated Functional Adult Literacy

**MDGs:** Millennium Development Goals

**MoE:** Minister of Education

**NGO:** Nongovernmental organization

**PTA:** Parent Teachers' Association

**REB:** Regional Education Bureau

**SPSS:** Statistical Packages for Social Sciences

**UNESCO:** United Nations Educational, Scientific and Cultural organization

**UPE:** Universal primary Education

## CHAPTER ONE

This chapter is about the orientation of the research. The background to the research is explained first. Following this, the statement of the research problems is described. Then the basic research questions that are thought to be answered by the research are provided in order. Finally, the general objective, specific objectives, the significance of the research, the delimitation and clarification of terms are presented.

### 1.1. BACK GROUND OF THE STUDY

In order to meet the demand of global requirement of 21<sup>st</sup> century, building a quality education warrants a strong foundation in the form of quality general education. This idea is strongly addresses in World Declaration on Education for All (EFA) in general and in Ethiopia in particular, is one of the top priorities, which focused its attention on primary education (MOE, 2010).

Globally and regionally in order to impart quality education for citizens and overcome the economic, political and

social problems different strategies were developed world wide and regionally. Under Millennium Development Goals (2004) that aimed to enable children to complete a full course of primary schooling by 2015, Ethiopia government developed Education Sector Development Program or review (ESDP) which show directions and applied General Education Quality Improvement Program (GEQIP) to improve educational quality, relevance, efficiency, equity and expand access to education by 2015 indicating that Ethiopian government has taken many initiatives.

On the other hand, recent findings indicated for example, Bilquees, (2004) & Derebsa, (2006) indicated that in rich agricultural areas children abandon school in order to earn money leading to educational wastage. Additionally, Lichter & Kaufman, (2006) argue that in a situation where parents and children have negative attitudes towards education or do not see its immediate benefits, the consequence is a high educational wastage and socio-cultural



and religious factors, such as initiation ceremonies and gender socialization, are additional factors responsible for pupils' failure to complete primary education.

In order to achieve all those global & national focuses, the issue of the trends and causes of educational wastage in primary schools has to get due attention. Hence this study, considered the trends and causes of educational wastage in primary schools in Ilubabor zone.

### 1.2. Statement of the Problem

From different empirical studies globally, nationally and regionally, the issue under study was addressed in different angles indicating our country in general and Oromia regional state in particular is suffering from high rate of educational wastage at primary schools (MOE, 2011). For example the regionally conducted study, indicated that the rate of educational wastage explained as dropout rate of primary school is 28.4% (Oromia Education Bureau, 2011). This regional result is the sum of all zonal contribution in the region of which Ilubabor zone is one of the supposed zones in educational wastage. The situation is more disturbing and worst to hence require intensive investigation in order to address and tackle the issue.

As well known Ethiopia government has been taking several measures to reduce education inefficiency or educational wastage starting from policy development up strategy designing and implementation (MOE, 2011). Even though all these measures have been taken, the issue of educational wastage still exists and it was based on this concrete evidences that the researchers were interested to conduct this study to come up with findings that inform the direction. This study is aimed at

answering, the following research questions:

1. What are the trends of educational wastage in primary schools of Ilubabor Zone?
2. What are the causes of educational wastage in primary schools of Ilubabor Zone?
3. What measures or intervention strategies should be taken to alleviate educational wastage in primary schools of Ilubabor zone?

### 1.3. The Objectives of the Study

- 1.3.1. General objective of the study

The main purpose of this study was to assess trends and causes of educational wastage in primary schools of Ilubabor Zone.

- 1.3.2. Specific objectives of the study

More specifically, this study was intended to:

1. To assess the trends of trends of educational wastage in primary schools of Ilubabor Zone.
2. To investigate causes of educational wastage in primary schools of Ilubabor Zone.
3. To proffer some intervention strategies to mitigate the problems.

### 1.4. Significance of the Study

This part of the research explains the reasons why the study is conducted and the values of the research findings. Due to this reason, it is expected to identify the people or institutions that may benefit from the research results (Best & Kahn, 2003). Accordingly, this research is



thought to be significant in the following arenas. It addresses educational wastage sensitive interventions, identification of supportive services as well as help in the revision and formulation of supportive policy for school Improvement. The study will have great relevance for the strategic planning on school level education of the country, and provides valuable information in reducing educational wastage. It informs regional educational officers, planners and practitioners to get valuable information on trends and causes of educational wastage in primary schools.

### 1.5. Delimitation of the Study

Geographically, this study which assess trends and causes of educational wastage in primary schools in Ilubabor zone. In this study the target population was only teachers, supervisors, & PTA members from primary schools in the specified zone. With regard to its conceptual scope, this study was limited to the disclosure of the trends and major factors leading to educational wastage in primary schools in Ilubabor zone. Even though many causes can be considered related to the topic of study, the researchers considered only environmental & school related causes or factors in this study.

### 1.6. Operational Definition of terms

**Trends:** In this research context trends refers to rate or commonness of educational wastage in primary schools of the specified study area.

**Educational wastage:** In this research context education wastage refers to leaving school before completing a particular cycle or level of education. It is withdrawing from school prior to completion or quitting school before completing. It refers to any student who

leaves school for any reason before completing the program.

## CHAPTER TWO: REVIEW LITERATURE

### 2.1. Why to focus on Educational Wastage at Primary Schools?

The Ethiopian ministry of education document indicated that repetition and dropout are using more resources than allocated to a student or wastages of resources (MoE, 2011). The document also state that educational efficiency can be characterized by promotion, repetition and dropout rates. Accordingly, they are used to evaluate, monitor and project the efficiency of students flow in education system .In other words promotion, repetition and dropout rates are helpful to understand how resources are utilized efficiently in education system. Repetition and drop out result in educational wastage.

According to UNESCO document repetition and dropout rates is becoming the challenges to achieve the universal primary education of developing countries (UNESCO, 1998). Previous literature with regard to drop out case in developing countries reported that more than half of the developing countries' children were dropping out from schools before completing the cycle (Lock head & Verspour, 1991).

On the other hand, globally it is in agreement on the fact that education in general and primary education in particular is the only way for the sustainable development and participation in democratic, social and political processes and hence, the main objectives of education system of developing countries is to enable children to complete primary education(World



Bank,1994). In this regard, it is a cornerstone to achieve Universal Primary Education which is one of the Millennium Development Goals (MDGs)

## **2.2. Causes of Educational Wastage in Primary Schools**

### **2.2.1. Family Related Causes of educational Wastage**

According to Wanna, (2008) and World Bank, (1980), family background is one of the prominent factor which can influence education of the students i.e. students whose families are educated have good economic status are usually able to complete their education. As indicated by World Bank 1980, the economic profiles of dropouts show that the problem is mostly abundant among students from low level of economic background. On similar topic research by Bryk & Thum, (1989); Ekstrometal.,(1986); Mcneal, (1999); Rumberger, (1995); Rumberger & Larson, (1998) and Pong & Ju, (2000) reveals that socio-economic status most commonly measured by parental education and income, is a powerful predictor of school achievement and dropout behavior.

Therefore, family background in income and education are very important issues in determining the decision of students to leave the school. This is because, for example, parents who have relatively sufficient income can help their children by providing necessary teaching materials which in turn encourage students to be motivated in their education. Regarding this issue Rumberger, (2001) explains that parental income allows parents to provide more resources to support their children's education, including access to quality education and more support for learning

at home which can diminishes the probability of dropout of students.

In addition to income and education of parents, the relationship which exists between parents and their children has its own impact on decision of students to quit school. Study shows that students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making are generally more involved in their schooling are less likely to drop out of school (Rumberger, 2001). Similarly, White and Kelly, (2010) explained the importance of parental participation in education of their children as parental involvement in student's education plays an important role for his/her success in school.

### **2.2.2. Environmental Related Causes of Educational Wastage**

The student's environment /community can also contribute to the desire of students to leave from school before completion. This might be because of the fact that human beings can learn from their surrounding by observing it (Albert Bandura, 1977). Albert Bandura stated that behavior is learned from the environment through the process of observational learning. Children observe the people around them behaving in various ways.

Besides, the communities that make employment opportunities for unskilled workers might encourage educational wastage while communities that clearly value education and encourage school-community partnerships are more likely to establish programs and foster attitudes that main students' engagement in schooling supports available to ethnic minority and low income students are



critical to ensure school completion (Rumberger, 2001).

The differences in neighborhood characteristics can make differences in educational wastage among communities apart from the influence of families (Rumberger, 2001). There is a threshold on the quality of neighborhoods that results in particularly high educational wastage in the lowest quality neighborhoods (Crane, 1991). Community residence may also influence parenting practices over and above parental education and income. Students living in poor communities may also be more likely to have friends as dropouts, which increase the likelihood of dropping out of school (Rumberger, 2001). Rumberger, (2001) also justify the influence of community on educational wastage by providing employment opportunities both during and after school. Relatively favorable employment opportunities for high school dropouts, as evidenced by low neighborhood unemployment rates, appear to increase the likelihood that students will dropout.

### Chapter Three: Methodology

In chapter two, literatures related to the variables of the study were discussed or reviewed. In this chapter, the methods and procedures employed to carry out this study are described. First, the type of research design employed is indicated, and then the subjects of the study and sampling technique are stated followed by the instruments used to collect data. Finally, ethical considerations and the data analyses techniques are discussed. Based on the research problem, the researchers has developed assumptions that inform this study (1) the sample of the study are representative of the population taken, (2) instruments are

administered properly under standard conditions, and (3) the respondents in the study responded to questions openly and truthfully.

### 3.1. Research Design

The major aim of this study was to assess the trends and causes of educational wastage in primary schools of Ilubabor zone. In this study, a descriptive survey design involving both qualitative and quantitative techniques was employed. In this regard, Sharma (2000) describes that a descriptive survey is helpful to identify present conditions and point to present needs.

### 3.2. The Target Population of the Study

In order to get informative reliable data for this study, primary school teachers, principals, supervisors and parent teacher association (PTA) were identified to the target population of the study.

### 3.3. Sampling Technique

As aforementioned, Ilubabor zone is organized in to 14 Weredas. By considering Mettu town and Mettu Wereda as a center of the zone, the Weredas and hence the schools are geographically dispersed to different corners. As a result, the researchers decided to use cluster sampling technique in order to manage the study and to select schools that represent the zone for this study purpose. In line with this fact, first, the researchers clustered the zone in to three based on their geographical locations by considering or taking Mettu town and Mettu wereda as a center. Hence, cluster (A) contained Weredas located to the North side (Hurumu, Yayo and Dorani Weredas), cluster (B) contained Weredas located to the West side (Nopa, Darimu and Alge Sachi), cluster (C) contained weredas located to



South side (Nono sale, Bure, Hallu, Didu, Alle, and Bacho weredas).

The researchers decide to take Six Weredas (at least 40%) for the study. Alreck and Settle (2004) wrote that a sample larger than 10% of the target population is necessary, because as sample size increases, sampling error decreases. The weredas are selected by simple random sampling technique through the use of lottery method. A simple random sample represents the target population more accurately than a sample chosen using other sampling procedures (Alreck & Settle, 2004). Therefore, Bure, Hallu, Alle, Mettu Wereda, Nopha & Yayo are selected Weredas to represent the zone for this study. Furthermore, in order to determine the sample size for this study the researchers decide to use formula by Kothari (2004). According to Kothari (2004), a study population of interest (N) less than 10,000, sample size of the study is calculated by using the formula:

$$n_f = \frac{n}{(1+\frac{n}{N})} \quad \text{Where } n = \frac{(z^2 \times p \times q)}{d^2}$$

Where:

**n** = desired sample size

**z** = standard normal variable at the required confidence level (z-statistics) = 93% = **1.81**

**p** = estimated characteristics of target population = **0.5**

**q** = 1-p = 1-0.5 = **0.5**

**d** = level of statistical significance of error = **0.07**

$n = \frac{(z^2 \times p \times q)}{d^2} = \frac{(1.81)^2 \times (0.5) \times (0.5)}{(0.07)^2} = 167$  The total number of teachers in the selected weredas (N) is 1206 (M = 750 & F =

456). Therefore, based on the above formula the sample of this study will be:

$$n_f = \frac{n}{(1+\frac{n}{N})} = \frac{167}{(1+\frac{167}{1206})} = 147$$

In order to determine the sample schools that will be included in the study, the idea of Alreck and Settle (2004) will be employed. Therefore, Out of 178 primary schools in the selected six weredas (Bure, Hallu, Alle, Mettu Wereda, Nopha & Yayo) 10% which is 18 primary schools will be included. Based on this from Bure out of 34 primary schools = 3 schools, from Hallu out of 26 = 3 schools, from Alle out of 34 = 3 schools, Mettu wereda out of 37 = 4 schools, from Nopha out of 20 = 2 schools and finally from Yayo out of 27 = 3 schools will be part of the study. In order to select teachers participated in the study simple random sampling was employed. On the other hand, purposive sampling was employed to select 18 principals, 6 supervisors & 18 PTA chair persons in the study

### 3.4. Data Collection Instruments

In this study, questionnaire and semi-structured interview were employed. Qualitative data was collected for triangulation of the quantitative data, and to capture detailed information.

### 3.5. Types and Sources of Data

In this study primary data, having quantitative and qualitative nature was employed. Quantitative data collection was primarily from teachers and official documents showing three years data on trends and major factors leading to educational wastage. Qualitative data were also collected from principals, supervisors and PTA.

### 3.6. Ethical Considerations



Throughout conducting this study, the researchers emphasized ethical considerations. The cooperation of the Ilubabor Zone education office, the Weredas, the school administrators and participating teachers, supervisors & PTA members were vital in this research. In this regard, a research permit was obtained from the Education office of Ilubabor Zone, the selected city and Wereda administration education officers were communicated to get letter of research approval to gather data from selected sites before the beginning of data collecting process for the study. Passing through these steps the research approval letters from district education offices were obtained and presented to school directors before facing respondents to begun data collection. Finally, the research participants were asked to give their informed consent prior looking for their responses. They were informed that information obtained from them would be presented anonymously and used for the purpose of the specified study by ensuring the participants to use the collected data solely for the academic purpose or research purpose.

### 3.7. Methods of Data Analyses

Quantitative data were organized, tabulated and analyzed using the Statistical Package for Social Sciences (SPSS) version 20. The data collected from respondents and three years subsequent educational wastage were analyzed mainly using descriptive statistics such as means, standard deviations, frequencies and percentages. Additionally, one-way ANOVA was employed to see the statistical difference of the three consecutive academic years

### 4.1. Major Quantitative results

and t- test analysis was employed to see the statistical inference between 1-4 and 5-8 cycle, woredas and administrative town, and also teachers and principals and supervisors. Qualitative data were also analyzed using qualitative data analysis technique and presented.

## 4. RESULTS

The purpose of this study was to assess the trends & major factors leading to educational wastage in primary schools of Ilubabor zone. Thus, this study examined the (1) trends of educational wastage (2) causes for educational wastage and (3) the remedial actions to be taken with regard to educational wastage. The data obtained through questionnaire and semi-structured interview were analyzed, interpreted and presented in this chapter. In the first section, the quantitative data analyses and findings are presented. In the final section of the chapter, the qualitative data and findings are stated. Accordingly, in the following pages, the data is systematically presented and analysis given under each. The three research questions that were investigated in this study were:

1. What are the trends of educational wastage at primary schools of Ilubabor Zone?
2. What are the causes of educational wastage in primary schools of Ilubabor Zone?
3. What measures should be taken to improve the educational wastage in primary schools of Ilubabor zone?



**Table 1: Enrollment & Educational Wastage in Sample Woredas of the Study Area (2006-2008 E.C)**

	Sex	Year		
		2006	2007	2008
Enrollment	M	39703	45398	44991
	F	36465	41188	40829
	T	76168	86586	85820
Dropout	M	3374	4312	4724
	F	1640	2265	2653
	T	5014	6577	7377
Dropout Rate	M	8.5%	9.5%	10.5%
	F	4.5%	5.5%	6.5%
	T	13%	15%	17%

The above table presents enrollment and educational wastage of three consecutive academic years in the study area. The data reveal that enrollment of students in 2007 E.C. was greater than both academic years of 2006 and 2008 E.C. the data also indicates that student's educational wastage decreased in 2006 when compared to 2007 and it rises in 2008 E.C. The data also shows that except 2007 E.C. where comparatively lower rate of educational wastage was observed, the rate of educational wastage

of primary school in which this study was carried out was significantly high. However, one-way ANOVA was employed to see the statistical difference of the three consecutive academic years (2006 E.C – 2008 E.C.) in enrollment and educational wastage. The result shows that there was no statistically significant difference in enrollment and educational wastage ( $F=.440, df=2$  and  $p=.817$ ), ( $F=.373, df=2$  and  $p=.863$ ) and ( $F=.317, df=2$  and  $p=.906$ ) respectively.

**4.1. 1. Major Causes of Educational Wastage in Primary Schools**

**A. Environment Related Causes**

**Table 2. Environment Related Causes by School type (rural & town)**

Type of factor	School type	N	Mean	Std. Deviation	t	Sig.
Environment Related Factors	Rural	74	46.72	9.233	2.869	0.000
	Town	73	43.86	11.243		

\* $P < 0.05$

There was statistically significant difference between rural and town schools in environment related factor score ( $t=2.869, df= 145, p=0.000$ ). This implies that environmental related factors were more likely attributed to educational wastage to both groups of

schools. From the result in the above table it is clearly indicated that environmental related causes of educational wastage is influential in rural areas (Mean=46.72) than in town (Mean=43.86).

**Table 3. Environment Related Causes by Location**



Type of factor	Location	N	Mean	Std. Deviation	t	Sig.
Environment related factors	Town	73	39.636	13.404	-5.588	0.000
	Rural Weredas	74	46.263	9.835		

**\*P<0.05**

As indicated in the above table, there was statistically significant difference between town and rural areas regarding environmental related factor score by location ( $t=5.588$ ,  $df=145$ ,  $p=0.000$ ). As the mean value in the above table indicates as far as the impact of environmental factors on educational wastage are considered by location rural weredas (Mean = 46.263) or schools are victim than town (Mean=39.636).

**Table 4. Environment Related Causes by School Cycle**

Type of factor	school cycles	N	Mean	Std. Deviation	t	Sig.
Environment related factors	1-4	62	38.932	8.234	-4.587	0.000
	5-8	85	42.654	5.345		

**\*P<0.05**

As shown in the above table, there was statistically significant difference between the two cycles in mean score of environment related causes ( $t=4.587$ ,  $df=145$ ,  $p=0.000$ ). This is also clear from the mean values indicated in the above table (1-4- Mean=38.932 and 5-8- Mean=42.654).

### B. Family Related Causes of Educational wastage

**Table 5. Family Related Causes by School type**

Type of factor	School type	N	Mean	Std. Deviation	t	Sig.
Family related factors	Rural	74	23.3142	4.474	1.532	.002
	Town	73	26.6743	5.89		

**\*P<0.05**

The above table reveal that there was statistically significant difference between rural and town primary schools regarding family related factors score by school type ( $t=1.532$ ,  $df=145$ ,  $p=0.002$ ). The mean value is also evidence for this (Rural, Mean = 23.3142 & Town, Mean = 26.6743).

**Table 6. Family Related Causes by Location of the Schools**



Type of factor	Location	N	Mean	Std. Deviation	t	Sig.
Family related factors	Town	73	22.774	9.875	-3.753	0.000
	Rural Woredas	74	26.443	5.937		

\*P<0.05

Table 6 shows that there was statistically significant difference between administrative town and non administrative woredas in mean score of family related factor ( $t=-3.753$ ,  $df=-145$ ,  $p=0.000$ ). The mean value displayed in the above table also support and show this difference (town, Mean = 22.774, Rural, Mean = 26.443).

**Table 7. Family Related Causes by school cycle**

Type of factor	school cycles	N	Mean	Std. Deviation	t	Sig.
Family related factors	1-4	62	21.643	4.8701	-.864	.443
	5-8	85	21.032	4.4521		

\*P<0.05

From the above table, there was no statistically significant difference between grade 1-4 and grade 5-8 in mean score of family related factors ( $t=-.864$ ,  $df= 145$ ,  $p=.443$ ). The mean value calculated separately for both cycle also show the absence of significant difference between the two cycles (1- 4, Mean = 21.643 and 5-8, Mean = 21.032).

#### 4.2. Major Qualitative results

A. In order to investigate environmental related causes or factors for educational wastage school principals, PTA members and Supervisors were interviewed and the result of analysis are here presented below:

Some of the school principals responded to the interview guide by saying frequent absenteeism is common & seasonal in the case of most woredas of Ilubabor zone because of the fact that the area is a cash

crop area. They said, most the primary school students have no money to buy their school materials unless they involve in gathering cash during this periods and after one or two month(s), they come back to schools, they get confused and finally disappear totally from schools.

Besides, other participants from rural areas stated that most students engage in farming activities to help their parents, which is the dominant occupation of parents in the rural areas. As mentioned by responding school principals, in most rural areas, parents are inability to meet the financial demands for their children schooling because of high poverty rate the area. In this case, especially most females are given out in marriage very early.



Moreover, there might be several reasons for educational wastage in primary schools of Ilubabor zone. Some students have been sent to school by their parents to school against their will and hence, attend school without interest. Because of such enforced attendance and negative attitude these children are at school physically but their hearts are out. According to those respondents this finally leads to leaving the school and result in educational wastage and impact the achievement of Universal Primary Education (UPE).

From the above views of respondents, it is possible to conclude that, environmental related factors like marriage, society and peer pressure, being interested in other activities, society's attitude toward education; cash crop and teacher's standard of living are perceived as causes for educational wastage in primary schools of Ilubabor zone.

According to some respondents, parents look for the labor force of their children to agricultural services because these children are energetic enough to work so that parents who work in agriculture will see using their children as labourers. This is difficult to overcome since it involves their well being, they have to make use of child labour. They added that in some families, parents old enough and older siblings have married and live the home. Because of such conditions the young children has to help those old parents at home.

On the other hand, other respondents of the interview guide discussed that the causes of educational wastage are lack of attention from families, teachers, and other sectors towards education. Rather than educating their children some

families have more interest for the marriage of daughters. This intention of parents to some extent inspires female students for marriage in order to fulfill their parents need.

Moreover, the respondents of this study indicated that there are some wrong conclusion from parents with agricultural occupations in that they see their neighbor youths who are graduated from University do not have career and do not provide any help to their parents, so believed and say why should we encourage our own to continue, just it is more than enough if they are able to write their names.

Additionally, among parents who have no education, there are problems in assisting their children to cope up the demands of the schools and teachers. They do not ask and supervise their children in completing the works given by teachers to perform in out of schools time. Such little attention to education is big negative issues that have impact in children's schooling in one way or in other. If parents are not committed the efforts of teachers' only can do nothing because teachers' can only teach and advice. The respondents said this is most important cause of educational wastage in primary schools of Ilubabor zone.

Furthermore, respondents also stated the misconception of some parents and even teachers. Some parents and teachers say both the government and family have given a full right to children, they have the right to decide how they want to be and in line with this some parents say it not good to guide children because he/she will be dependent on others. According to this view they have to be left to decide his/her future fate as he/she likes.



Similar to the idea forwarded by school principals, some PTA & Supervisors also responded that several students always do not come to school because they do different works like marketing of cash crops, transporting simple materials from place to place so that they generate money. Some are deeming chewing chat as a fashion and always walk here and there in the town with chat. According to their conclusion, such condition is the major cause for educational wastage as far as their schools are considered.

Generally, from the above discussions it is possible to assume that the main causes of educational wastage are environmental related causes conditions like marriage of both male & female, students attitude toward school, religious and traditional beliefs, peer pressure, drug abuse, conditional cash crop transfer, lack of appropriate role modeling from their elders who have completed high schools, college and universities are among the ideas in one way in the other raised by interview respondents of this study.

B. In order to investigate family related factors for educational wastage school principals, PTA members and Supervisors were interviewed and the result of analysis are here presented below:

As discussed by some interview respondents, the factors forces out students to quit schooling are like lack of follow up, encouragement and guidance from their parents, educational background of families, farming activities in rural area, high poverty rate among parents or inability to meet the financial demands for their children schooling. In this case, especially most females are given out in marriage very early.

Moreover, other respondents responded as the causes can be, seeking the labor force of their children for services in home and out from their parents, employment conditions of graduated youths and families misconception about guiding and treating their children with the concept of children legal rights.

Finally, there discussion can be summed up in this regard as lack of follow up, encouragement and guidance from families, educational background of families, family death, negative role models of college or university graduates, registering of the surrounding children in a campaign form without the interest and preparation either the children or their families, poverty level of parents, busy with home related factors or issues and migration of commonly female students are stated as family related causes by respondents of this study during interview sessions.

## **Chapter Five: Summary, Conclusions and Recommendations**

### **5.1. Summary**

The purpose of this study was to assess trends and causes of educational wastage in primary schools of Ilubabor within the framework of literatures in the area. The present study was guided by the following three basic questions:

1. What are the trends of educational wastage at primary schools of Ilubabor Zone?
2. What are the causes of educational wastage in primary schools of Ilubabor Zone?
3. What measures should be taken to improve the educational wastage in primary schools of Ilubabor zone?



In achieving the objectives of this study, among the 178 primary schools in Ilubabor Zone, Oromia Region, 18 of them were selected by cluster sampling technique and included in the study. Respondents were 147 teachers (male =85 and female =62) randomly sampled from the selected primary schools in the zone & 18 principals, 6 supervisors & 18 PTA chair persons were purposively included in the study. The instrument used to gather data for this study was questionnaire developed by researchers based on literature in the area and interview guide.

Moreover, Mean, standard deviations T-test analysis was employed to see the statistical inference between 1-4 and 5-8 cycle and one-way ANOVA was employed to see the statistical mean difference among the three consecutive academic years. Qualitative data obtained from interview with school principals, PTA members & supervisors were analyzed qualitatively and presented accordingly.

The result of the study showed that educational wastage were found to be 13%, 15%, & 17% for three consecutive academic years (2006E.C. - 2008 E.C) respectively. However, there was no statistically significance difference in educational wastage of the three considered academic years ( $F=.440, df=2$  and  $p=.817$ ), ( $F=.373, df=2$  and  $p=.863$ ) and ( $F=.317, df=2$  and  $p=.906$ ) respectively.

On the other hand, with regard to environment related causes of educational wastage: 1) There was statistically significant difference between rural and town schools ( $t=2.869, df=145, p=0.000$ ). This implies that environmental related factors were more likely attributed to educational wastage

to both groups of schools. From the result it is clearly indicated that environmental related causes of educational wastage is influential in rural areas (Mean=46.72) than in town (Mean=43.86). 2) There was statistically significant difference between town and rural areas regarding environmental related factor score by location ( $t=5.588, df=145, p=0.000$ ). As the mean value indicates as far as the impact of environmental factors on educational wastage are considered by location rural weredas (Mean= 46.263) or schools are victim than town (Mean=39.636). 3) There was statistically significant difference between the two cycles in mean score of environment related causes ( $t=4.587, df=145, p=0.000$ ). This is also clear from the mean values indicated (1-4- Mean=46.263 and 5-8- Mean=46.263).

With regard to family related causes of educational wastage: 1) There was statistically significant difference between rural and town primary schools regarding family related factors score by school type ( $t=1.532, df=145, p=0.002$ ). The mean value is also evidence for this (Rural, Mean = 23.3142 & Town, Mean = 26.6743). 2) There was statistically significant difference between town and rural in mean score of family related factor ( $t=-3.753, df=145, p=0.000$ ). The mean value calculated also support and show this difference (town, Mean = 22.774, Rural, Mean = 26.443). 3). There was no statistically significant difference between grade 1-4 and grade 5-8 in mean score of family related factors ( $t=-.864, df=145, p=.443$ ). The mean value calculated separately for both cycle also show the absence of significant difference between the two cycles (1- 4, Mean = 21.643 and 5-8, Mean = 21.032).



Finally, from qualitative data, it was identified that the main causes of educational wastage are environmental related causes conditions like marriage of both male & female, students attitude toward school, religious and traditional beliefs, peer pressure, drug abuse, conditional cash crop transfer, lack of appropriate role modeling from their elders who have completed high schools, college and universities are among the ideas in one way in the other raised by interview respondents of this study.

With regard to family related causes lack of follow up, encouragement and guidance from families, educational background of families, family death, negative role models of college or university graduates, registering of the surrounding children in a campaign form without the interest and preparation either the children or their families, poverty level of parents, busy with home related factors or issues and migration of commonly female students are stated as family related causes by respondents of this study during interview sessions.

## 5.2. Conclusions

Based on the above major findings, the following conclusions were drawn. The degree of educational wastage in primary schools of study area was high and its trend shows a tendency of increasing from year to year for the academic year considered. This empirical study also identified environmental & family related factors as the causes of educational wastage in primary schools of Ilubabor zone, Oromia regional state.

## 4.3. Recommendations

Based on the findings and conclusion of the study, the following

recommendations were forwarded by researchers:

- All concerned bodies (governmental & nongovernmental organization) should jointly work together in creating awareness and motivating parents in particular and the communities in general about value of education and how to follow up encourage their children in their educational journey.
- Government and nongovernmental organizations should use strategies and actions that focus on poverty reduction as it is one of the causes of educational wastage in the specified zone.
- Families and Schools in particular and all concerned bodies in general have to work to protect early marriage, to improve students' attitude toward school and to overcome religious and traditional beliefs that hinder students from attending their education properly.
- The impact of peer pressure and drug abuse should be systematically tackled by using different approaches including media and other methods to reverse the impact they have on students' school attendance.
- Governmental organization, NGO's, higher education institutions should get special attention to improve an employment rate.
- Education offices (zonal & wereda) & other concerned bodies most work in harmony to educate uneducated communities through strengthening Integrated Functional Adult Literacy Program (IFAL).



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