



ADVENTIST UNIVERSITY OF AFRICA
SCHOOL OF POST GRADUATE STUDIES

***ACASE STUDY OF STUDENT DEFERMENT AND
CAMPUS DROPOUTS IN HAWASA
UNIVERSITY IN ETHIOPIA***

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ABSTRACT

It has been a point of great concern in Ethiopia about increasing cases of deferments and campus dropouts. Over the past years a large number of students have been forced to defer semesters or completely drop out of campus before their actual time. The education journey begins at the first year with all having great expectations to finish their course successfully but this is not the case for many of them. Several studies have been carried out about this topic in the country and the researchers have come up with many reasons leading to this. This research has grouped these factors into four categories namely:

1. Student related factors
2. Institution related factors
3. Family related factors
4. Community related factors

Student related factors are those that affect the student individually and involve student behaviors and include poor successive academic achievement, disciplinary cases, student health, low lesson attendance peer pressure and drug abuse.

Institution factors are structures and activities within the institution that that can cause changes in student behavior and include poor student monitoring mechanism, inefficient peer counselling programs, examination irregularities and lack of academic support resources.

Family related factors can include parental support in academic and co-curricular activities, unwanted or unexpected parenthood, inability of parent to raise required amount of fees in time, level of education of parent drug abuse at home or other factors related to the home life of a student.

Community related factors are those that are supported by the current environment or community of the students. Wells et al. (2001) discovered that poverty is community related factor that has a strong correlation with dropout students. Other community factors that this study covered are residential areas (either urban or rural setting), community based policies i.e. gender inequality and ethnic or intercommunity clashes

The study employed descriptive design to find out the impact of these factors and to determine the major cause. A case study of Hawasa University was taken which was assumed to be an even representation of all universities in Ethiopia. A sample survey was carried out with questionnaires as the main data collection tool. Respondents were expected to give out an opinion based on their experience the extent in which the provided factors affect dropout and deferment in Hawasa University. The choices were arranged at a scale of 5 with the following representations: 1=to no extent, 2=to a small extent, 3=to a moderate extent, 4=to a large extent, 5=to a very large extent. The mean extent was calculated from each factor and comparisons of means took place to determine the largest cause of deferment. The target population was the whole student population of Hawasa University which was taken to be 6000 students. Data analysis was carried out using descriptive statistics. Results of data analysis were presented using frequency distribution tables and bar graphs. Conclusions were drawn from the results presented.

Table of Contents

ABSTRACT	/.....
Table of Contents	
List of Figures	
CHAPTER ONE: INTRODUCTION	
1.0 General Introduction	
1.1 Background of the study	
1.2 Statement of the problem	
1.3 Objectives of the study	
1.4 Scope of the Study	
1.5 Justification	
1.6 significance of the study	
1.7 Assumptions of the study	
1.8 Limitations	
1.9 Definition of terms.....	
1.10 Organization of the Study	

CHAPTER TWO: LITERATURE REVIEW	
2.0 Introduction	
2.1 Student-related factors	
2.2 Institution-related factors	
2.3 Family-related factors	
2.4 Community-related factors	
CHAPTER THREE: RESEARCH METHODOLOGY	
3.0 Introduction	
3.1 Student-related factors	
3.2 Institution-related factors	
3.3 family related factors	
3.4 community related factors	
3.5 Data collection and analysis	
3.6 Ethical Considerations	
CHAPTER FOUR: DATA ANALYSIS AND FINDINGS	
4.0 introduction	
4.1 Respondents' characteristics	
4.1 Descriptive analysis	
CHAPTER FIVE: SUMMARY, FINDINGS AND RECOMMENDATIONS.	
5.0 Introduction	

5.1 Summary of the research study	
5.2 Summary of Primary Findings	
5.3 Conclusion	
5.4 Recommendations	
5.5 Areas for further study.	
REFERENCES	
APPENDICES	
1. Questionnaire	
List of Figures	
2. Fig 4.1.1a Table of Gender.....	
3. Fig 4.1.1b Chart of Gender.....	
4. Fig 4.1.2a Table of academic performance.....	
5. Fig 4.1.2b Histogram of Academic performance.....	

CHAPTER ONE: INTRODUCTION

1.0 Background of the study

University education is an indispensable element for socio-economic political and technological development world over (Federal republic of Ethiopia, 2005a; Federal Republic of Ethiopia 1997). Access to university education is not only one of the fundamental rights of an individual but also, and more importantly a crucial tool for sustained socio-economic development and an important exit route from poverty (Federal Republic of Ethiopia, 2003a; 2005a). Besides, increased investment in education particularly at the university level is the most fundamental path to realization of the Millennium Development Goals (Federal Republic of Ethiopia, 2005a). Access to university education has for a long time been a preserve of some selected few who manage to pass highly the High school Education. The competitive nature of examinations has locked out many candidates who qualified from pursuing university education though the emergence of private universities has provided a reprieve that was long overdue. That is, for students who qualify but fail to get admission into public universities join private universities; however concerns have been raised on increased deferment and dropout rates that greatly affect the completion rates in both private and public universities. School dropout has increased over the past years despite the Ethiopian government offering free education at the primary level. According to National Education Sector plan (2019) for enrolment data 23.6% of the youths in Ethiopia who enroll to tertiary institutions do not finish their education. The data is represented in the table below:

Fig: Fig 1.1.1: university completion data 2019 by national education sector plan

		Male	Female
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Completed vocational colleges	95000	38475	56524
Completed university education	50000	21849	28151
Completed tertiary education	45000	18225	26778
Total	190000	79549	111450

It is because of these high rates that this research took place to determine the causes and above all try to come up with a lasting solution to the problem.

1.1 General Introduction

This chapter basically deals with introduction. It outlines the background of the study, statement of the problem and the purpose of the study, objective of the study, assumptions, significance and limitations of the study.

1.2 Statement of the problem

There has been increasing cases of students deferring or dropping out of campus in Ethiopia and in the world at large. The dreams of many students who passed highly in their National examination in order to meet the criteria to join the university end up being thwarted in the campus level, hence a decline in the number of graduates compared to those who joined in the first year. The Ethiopian system (6.4.2) provides six years in primary level four years in junior secondary 2 years in higher secondary and 3 years in university levels but very few go through that complete system due to some factors whose magnitude has compelled this study. This problem has to a great extend reduced the number of graduates in Ethiopia thus lowering the education level target.

1.3 Purpose of Research

The purpose of this research is to examine the main reasons behind campus deferment and dropout at Hawasa University in Ethiopia and how to bring this to an end.

Objectives of the study

1.3.1 General objective

To carry out an analysis of factors leading to cases of deferment and campus dropouts in Hawasa University in Ethiopia.

1.3.2 Specific objectives

- i. To investigate student related factors in relation to deferment and dropout
- ii. To look at institution related aspects leading to campus dropout and deferment.
- iii. To study family related factors that lead to deferment and cases of campus dropout.
- iv. To study community related issues relative to campus dropout and deferment.

1.4 Research Questions

1. What is the Dropout rate in institution of higher learning in Ethiopia?
2. What are the reason from past studies that have led to student dropout ?
3. What are the causes that lead to Dropout of student in Hawasa University?

1.5 Methodology

This research we will employ interview Method of research. The research will be arranged in order where chapter one deals with the introduction, problem statement, purpose, scope and delimitation and the methodology. Chapter two will deal with literature review, chapter three deals with methodology, chapter four will explore the findings and chapter five will deal with the analysis of the study lastly chapter six gives conclusion and recommendations.

It is a common problem in Hawasa University and other tertiary institutions for students to defer semesters or drop out completely due to problems that could otherwise have solutions. There has been raising cases of such. This problem saw it expedient for this study to be carried out and where possible elucidations be arrived at.

1.6 Significance of the study

The study tried to look at the various cases of deferments and dropouts from campus, establish the major aspects that lead to such cases and try to come out with explications to such. This will have solved one of the great problems in Hawasa University and other universities in Ethiopia and all over the world.

1.7 Organization of the Study

This study is organized into four chapters; the first chapter is the introduction that gives a general overview of the research problem. This chapter further provides a background to the problem, a problem statement as well as the objectives and assumptions of the study. Literature that is relevant to this field of study is reviewed in chapter two to establish the influence of drugs on students' academic performance. Chapter three examines the methodology that will be used to collect and analyze data. Chapter four is about references that have been used during the study.

1.8 Scope of the Study

The study covered all areas of Hawasa University with students from the institution forming the target population of the study. Students were classified according to the level of study that is First, Second and Third final year of study. An appropriate sample was drawn from the population by use of appropriate sampling techniques and the characteristics from the sample used to estimate the parameters in the original population from which the sample was drawn.

1.9 Limitations

The research explored the nature of participants in a particular area of Ethiopia. It might be difficult to generalize the study's findings further than the region in which the research was conducted because each society and culture has its own demographic profile and social norms that may cause differences in the reasons for deferments and dropouts. And also, this study was reliant on the honesty of the individual, with no means to document the accuracy of the statements given.

1.10 Definition of terms

Defer: put off or postpone an event to a later time. In this case it applies to postponement of learning to another semester

Dropout: A person who has abandoned a course of study or who has rejected conventional society to pursue an alternative lifestyle.

1.11 Assumptions of the study

It was assumed that Hawasa University is an even representation of all other universities in Ethiopia and all over the world.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This section consists of review of related literature. A large number of studies have been carried out about school dropouts especially for high school and primary school students. The section covers introduction, literature on cases of semester deferment and campus dropout. The literature is reviewed on measures taken to counter the increasing cases of dropouts or deferment in other universities worldwide.

2.1 Student-related factors

Student-related factors are defined as those activities the student engages in outside of the school setting. Most often they are associated with negative student behaviors such as drug abuse or violent actions. Research has found a direct correlation between student behaviours and an increase in the dropout rates.

A study by Brindis and Philleben (1998) noted three distinct indicators of dropouts. The researchers stated that students who “associated” with other dropouts had a higher incidence of dropping out. Others noted factors included low socio-economic status and early parenthood. These three factors point to the negative cultural influences of peer groups and poverty. While early parenthood is present as a common factor in all socio-economic levels, it is also linked to early dropouts. For example, from the longitudinal research study conducted by Cairns, Cairns, and Neckerman (1999), they found significant relationships between behavioral, cognitive, and demographic factors and early school dropout. They assessed a sample of 248 female students’ and 247 male students and monitored them from seventh grade to either school dropout or completion. Interviews were conducted individually to assess the 14% who had dropped out prior to 11th grade.

Results of these interviews found that 82% of the male students and 4% of the female students had high levels of aggressiveness coupled with poor academic performance in seventh grade; hence they dropped out.

Rumberger and Larson (1999) conducted a hierarchical regression analysis to examine indicators of dropout. They found multiple factors of dropout could emanate from a single predictive trait such as low socio-economic status or gender. When combined, they increased the likelihood of the indicators' predictive value. For example, high socio-economic status and high student performance were indicators of high future income. They also found few indicators that crossed all domains. Indicators they did find, which were linked to the domains studied, included parental involvement and academic achievement by age.

2.2 Institution-related factors

School-related factors are defined as structures and activities within the school day that may contribute to or fail to deter disengaging behaviors. These factors constitute actions that occur during the school day and are related to interaction with the school system. Chronic absenteeism, tardiness to class, and other disciplinary problems are considered school related factors. Examination irregularity and poor academic achievement are also factors that have been studied to determine a correlation with dropout and deferment issues.

Roderick (2003) analyzed a cohort of students in Fall River, Massachusetts. She looked at three dropout factors for students starting from the 4th grade through high school graduation. The study provided insight in determining causality of factors in dropping out of school. Roderick looked at the three areas including academic performance, student engagement and social background. The school directly influenced two of the factors. Her analysis compared dropouts with non-dropouts. She used event history analysis to look at academic records including grades and attendance as measurements for engagement and performance. She discovered that the data

were skewed by two subgroups. The average 4thgrade academic performance was pulled down by the lowest third that eventually dropped out prior to entering 10thgrade.

Secondly, she found the mean was raised by a subgroup of high performers who would graduate at the top of their high school class. Additionally, Roderick (1993) also found a pattern showing two distinct types of dropouts: the early dropouts who dropped out between 7th and 11th grades, and the later dropouts who dropped out between 10th and 12thgrades. She found these two groups had very different educational careers. The early dropouts showed lower performance as early as 4th grade. The later dropouts had similar performance in the 4thgrade and showed great declines in the transition years into middle and high school. During the transition to middle school, Roderick (2003) found that academic performance dropped for nearly all students. She determined that those who fell behind in the transitions experienced a greater dip in performance and never recovered.

Alexander and Entwisle (2001) found that the highest predicting factor of dropout was if a student had repeated a grade in elementary or middle school. This has implications for policy on retention and could inform both school boards and school leaders when making these critical decisions.

Structures and systems that comprise a school's design (administration, staffing, budgets, resources, schedules, curriculum, instruction, and assessments), how they support or deter struggling students, and how they serve at-risk subgroups, are also predictive of dropout rates. repeatedly leads the list of predictors of dropout behaviors (Allensworth & Easton, 2007).

Bryk and Thum (2009) studied how a school's organizational structure affects dropout behaviors. They used linear analysis to investigate what leads to absenteeism, and found structures with clear norms in place held the most promise for students at risk of absenteeism and as a corollary dropout rate. Allensworth and Easton (2007) found that attendance was a strong predictor

of success in high school. The number of absences a student accumulates is a tool to obtain measurement and one proven to be a strong indicator of high school success.

Fan and Lee (2004) made comparisons of course completion between students enrolled in two different OUHK courses (a Nursing course with a 91% completion rate, and a Mathematics course with a 46% completion rate), and identified factors leading to a higher completion rate. The students in the Nursing course were more homogeneous in terms of background characteristics, had stronger student-student relationships, were offered both academic and professional qualifications after their program completion – a step for career advancement, and were offered monetary awards which were specific to nursing students. Students in the Mathematics course did not have these characteristics. Recommendations were made based on these differences.

Allensworth and Easton (2007) further found that absence rates were particularly significant in transition years from elementary to middle school and middle to high school. Absenteeism was also seen as a primary indicator to measure student engagement. Other researchers found correlating behaviors including truancy, coming to school unprepared, and not completing homework to be indications of academic disengagement (Bonikowske, 2007).

Cairns et al. (1989) also addressed the issue of absenteeism. They found that schools defined as heterogeneous and highly normative were deemed the most supportive for keeping students on track. They noted that schools where subgroups felt disenfranchised and did not have a clearly defined normative school culture had a higher frequency of absenteeism. Structures that had clearly defined normative cultures were more likely to have fewer absences. A climate characterized by “safety and orderliness in a location that is accessible and non-threatening can make a powerful contribution to dropout prevention” (Bonikowske, 2007).

Fine (1998) conducted an ethnographic case study of dropout in an urban school. She described a culture where student-teacher interactions, school discipline procedures, curricula, and

district policy contributed to a 40% dropout rate. In addition, Fine found that this large urban campus would transfer unsuccessful students to alternative schools. Teachers were asked to select students they felt were at risk of dropping out. Unstructured interviews with students, counsellors, teachers, and administrators were recorded and transcribed. She found that the site did not have a dropout prevention plan, and the graduation rate was secondary to the site's goals of increasing academic standards and student achievement. The principal stated that her goal was to develop a mastery approach to the standards within the courses. Students indicated that teachers who helped them persevere shared a common characteristic. These teachers sought to understand students' views and counteract their feelings of powerlessness. Determining the focus of a school is usually the decision of the principal and district leadership. District leadership can also play an important role in the development of learning strategies that support the goal of preventing dropouts. School leaders shoulder significant responsibility and accountability in reversing the dropout rate. Therefore, school boards, superintendents, central office administrators, and school administrators must engage in collaborative partnerships and strive for a cohesive improvement agenda to counteract student dropout.

Bottoms and Fry (2009) concluded that school districts must improve working conditions and support for high school principals or will continue to be plagued by troubling dropout rates and high school graduates who are ill-prepared for college-level work. After interviewing principals of high- and low-performing schools, the report found that relationships between central office leaders and high school principals could increase or reduce the principal's capacity to effectively lead a school to higher levels of achievement. The report also found that principals at the most-improved high schools felt they had a collaborative working relationship with the district; the district seemed to have lost unilateral control over decisions about school improvement. Conversely, principals at

the least-improved high schools experienced that most reform initiatives were centralized in the district office; they were constricted by tight district control.

2.3 Family-related factors

The family environment encompasses qualities such as family composition, poverty levels, and substance abuse at home. Wells et al. (2001) found that family factors contributed to the likelihood of dropping out or remaining in school. Family factors can include parental support, unwanted or unexpected parenthood, or other factors related to the home life of a student. Students cited parental support as a factor that helped them stay in school.

Rumberger (2003) found that single-parent homes and large families resulted in the students having less time with an adult and fewer resources available to support them in their schoolwork. He also found a connection between the level of education completed by the parents and the likelihood of dropping out. Parents who dropped out were more likely to have a child who also dropped out.

Ginsberg and Miller-Cribbs (2000) found that having a language spoken in the home other than the primary language of the school was connected to a higher rate of dropout. Ginsberg and Miller-Cribbs also found that students who live in a home with drug or alcohol abuse are more likely to drop out. These factors are also connected to parents with criminal records or who are incarcerated (Metzer, 1997). Family stability was a factor found to positively influence and support students on their way toward graduation.

Rumberger and Larson (1998) used data from a sample of 1 500 students in a California longitudinal study. They identified a set of predictors of high school completion, future employment, future income and adult crime. They analyzed data on individual students, demographics, family information, and school experiences from birth to either high school completion or dropout. Their research included an analysis of test scores comparing non-mobile

and highly mobile students. They found that students who moved frequently suffered psychologically, socially, and academically and those students who changed high schools, even once, were twice as likely to dropout.

Rumberger (2003) studied a large sample of 14,249 students to determine whether participation in specific extracurricular activities such as athletics and fine arts significantly reduced a student's likelihood of dropping out. He found that, when all activities were examined, only athletic participation remained significantly related to dropping out.

Mahoney (1997) examined the role extracurricular activities played in student engagement and dropout prevention. Using longitudinal assessments, Mahoney analyzed interviews of a cohort of 392 students from 7th to 12th grade. The study consisted of 206 female students and 186 male students. A cluster analysis based on interpersonal competence scale ratings from their middle school teachers identified clusters of social competence in the cohort. Additionally, Mahoney (1997) analyzed school dropouts and defined them as students who failed to complete 11th grade. He then looked for a causal relationship to those who participated in extracurricular activities within the school.

Mahoney (1997) found that students who had a low interpersonal competence score, combined with a lack of participation in extracurricular school-related activity, had a higher incidence of dropping out of school prior to 11th grade. Carpenter and Ramirez (2007) investigated other home support issues. They found that common predictors of dropout shared within the student subgroup included gender, time doing homework, and family composition. In addition, males from single-family households were found more likely to drop out than others within the subgroups. They also found that achievement gaps within ethnicities seemed more profound than gaps across ethnicities. They emphasized the need for school leaders to look for predictors and to weigh the complexity of each situation individually. They also cautioned against looking at factors

that merely identify students, rather than understanding their individual needs in an effort to better understand the dropout problem.

2.4 Community-related factors

Wells et al. (2001) found that community factors played a role in whether students dropped out or not. They define community-related factors as those that are supported by the current environment or the community supports the student may have available. Poverty is a community related factor that has a strong correlation with the likelihood of dropping out. Poverty is often connected with activities that compete with time spent in school. For example, students who work more than 20 hours a week have been found to have a higher likelihood of dropping out. Davalos, Chavez, and Guardiola (1999) found that minority students are more likely to possess qualities that provide the greatest correlation with dropping out. These include a higher incidence of poverty, a lower incidence of academic success, and a greater likelihood to live in urban communities. Supporting this research, Ginsberg and MillerCribbs (2000) found that communities in the southern and south-western part of the United States, as well as urban areas, produced more dropouts.

Steinberg and Almeida (2008), describe six factors that focus on the best practices of schools that beat the odds in rescuing dropouts and engaging unsuccessful high school students. The first recommendation of the review was to focus on the transition to high school. The 11th grade is often considered a critical make-it or break-it year when students get on or off track to succeed in high school. More students fail 11th grade than any other grade in high school, and a disproportionate number of students who are held back in 11th grade subsequently drop out (Herlihy, 2007). Secondly, districts that beat the odds have early warning systems to identify students who have exhibited early behaviors that correlate with dropping out. As a result, campuses

are also able to connect students and families with community agencies that can extend the support past the schoolhouse.

Hence, understanding the complexity of the dropout crisis must include an analysis of the community's role in the problem, as well as looking at student and school characteristics. Attention should be given to the interplay of the dropout factors and the support services a community can provide. An isolated look at schools or community structures will not fully address this multifaceted issue. Educators must also examine the motivations behind student success in order to increase the likelihood of graduation.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter comprises of the research design, target population and the samples under consideration, the research tools and instruments, data collection methods and data analysis. A combination of all these components lead to the results upon which conclusions were made. Research methodology therefore provides a framework under which the study is conducted. It contains methods and procedures that were used to achieve the stated objectives

3.1 Student-related factors

In order to carry out an analysis on student related factors affecting deferment and dropout, a questionnaire was issued to the students in which the student was asked of determine the extent to which the following factor affect dropout and deferment from campus: low lesson attendance (missing classes), peer pressure, drug abuse, heath issues and disciplinary issues, examination performance. These issues were compared through a descriptive analysis, basically comparing of means. Their means were observed and conclusions drawn accordingly. The higher the mean the more the factor affects dropout rate.

3.2 Institution-related factors

Students interviewed were required determine to what extend the following institution related issues lead to deferment and dropout in Hawasa University: Poor student monitoring mechanism, inefficient peer counseling programs, examination irregularities, poor competence of lecturers. A descriptive analysis was carried on these factors to determine their magnitude. This was done through comparison of various means.

3.3 family related factors

The various family related issues leading to deferment and dropout that were investigated include: unwanted or unexpected parenthood, inability for parents to raise required amount of fees in time, drug abuse at home, level of education of parents, parental support in academic and co-curricular activities. In order to arrive to a conclusion on the effect of these factors each one was analyzed according to the answer given in the questionnaire.

3.4 community related factors

These are factors that relate to the community. A survey was carried to discern how the following factors affect student dropout and deferment rates in Hawasa University.

Community/ethnic policies, poverty levels in the community, clashes based on ethnic groups, residential areas-whether rural or urban setting. The question asked, based on the respondent's opinion, the extent to which the above mentioned factors affect dropout and deferment. Using descriptive statistics, comparisons were made on the factors to determine the greatest.

3.5 Data collection and analysis

3.5.1 Research design

The study adopted a descriptive survey. Descriptive survey design is used in preliminary and exploratory studies to allow the researcher gather information, summarize, present and interpret it for the purpose of clarification. It also allows the researcher to describe record, analyze and report conditions that exist or existed. This design allowed the researcher to generate both numerical and descriptive data that were used in measuring correlation between variables. Descriptive survey research was used to produce statistical information about the factors leading to increasing cases of deferment and dropouts.

3.5.2 Target Population and Sampling Frame

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg

& Gall, 1989). The target population for this study consisted of all students from Hawasa University which was taken to be 15 students.

3.5.3 Sampling Techniques and Sample size

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population. It is however agreed that the larger the sample the smaller the sampling error. Gay (1992) recommends that when the target population is small (less than 1000 members), a minimum sample of 20% is adequate for educational research. But the target population for this study was 15 making it convenient for the survey to use the Slovin's formula.

3.5.4 Research Instruments

The survey conducted was sample survey with interview as the main tool of data collection. The interviews were used to collect both qualitative and quantitative data required for the study. A sample of students from Hawasa University was picked and interviews issued randomly. A total of 15 interviews were used. All data was treated as confidential and no information whatsoever was disclosed to any third party because of the nature of the study. Both open and closed ended interviews were used.

3.5.5 Pilot study

A pilot study was conducted with a small number of the Hawasa University population which comprised only students. According to Sekaran (2003), a pilot study is particularly useful for uncovering problems that occur in the interview document. Sekaran argues that, no matter how many times a interview is redrafted, it can only be considered a usable document if it has been tested successfully in the field.

3.5.6 Data Analysis

Data analysis is the process of converting data into information (Saunders et al., 2003). Once the data after field work was collected, the researcher edited and counter checked completion of questions in order to identify items which were not appropriately responded to. Quantitative data was coded manually, organized, and analyzed using percentages and frequencies. The results were presented in tabulated form for easy interpretation.

After data was obtained through interview and observation editing was performed to the data. The blank responses in the data were handled appropriately. The data was then keyed in, and a----- used to analyze. Data was edited, especially that which were relative to responses to interview, or unstructured observations. In other words, information that may have been noted down by the, observer, or researcher in a hurry was clearly deciphered so that it may be coded systematically in its entirety. Lack of clarity at this stage would result later in confusion.

The researcher is also aware that not all respondents answer every item in the interview. Answers may have been left because the respondent did not understand the question, did not know the answer, was not willing to answer, or was simply indifferent to the need to respond the entire interview. According to Abbey (2012), if 25% of the items in the interview have been left unanswered, it may be a good idea to throw out the interview and not include it in the data set for analysis. In this event, the researcher will mention the number of returned but unused responses. If, however, only two or three items are left blank in an interview with, say, 30 or more items, the researcher will allow the computer to ignore unanswered responses when the analyses are done. A random sampling procedure was followed.

3.6 Ethical Considerations

Ethical issues are an integral part of the research planning and implementation process. Ethics in research refers to a code of conduct or expected social norm of behavior while conducting research. The researcher in this case treated people with respect and ensured that the procedures

were reasonable and fairly administered. Full informed consent was obtained and privacy and confidentiality of the research participants was guarded. The researcher explained the real purpose and the use of the research to participants. The information gathered from the subjects was private and confidential.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.0 introduction

This chapter encompasses the following aspects:

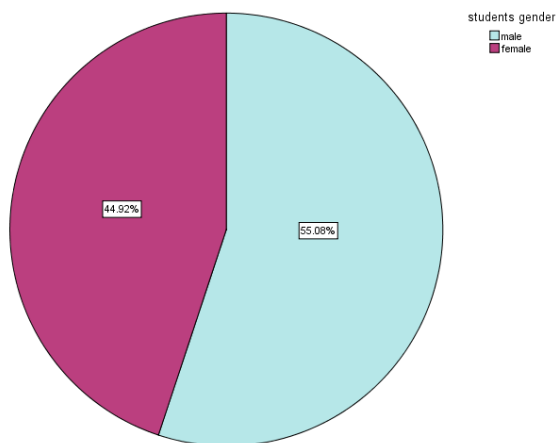
- Validity and reliability of the research instrument; in which validity addresses the aspect of whether one measures what he or she really intends to measure and reliability addresses the consistency and dependability of measures
- Descriptive statistics; principal component analysis and ranking of the four classifications of aspects enhancing campus dropout an deferment; and

4.1 Respondents' characteristics

Fig 4.1.1a Table of Gender

		<i>frequency</i>	<i>percent</i>
Valid	male	206	54.9
	female	168	44.8
	total	374	99.7
missing	system	1	3
Total		375	100.0

Fig 4.1.1b Chart representing gender of respondents



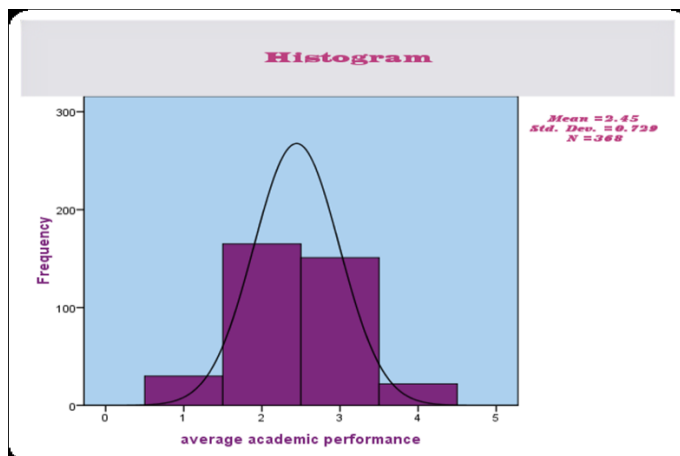
From the table and chart above it can be noted that more males participated in the study than females. The males were a total of 206 forming 54.9% while females 168 forming 44.8%. In Hawasa University male students are more than females thus the sample was a good representation

of the gender. Only one respondent out of the possible 375 in the study did not fill the part of gender and is recorded as missing.

4.1.2a Average academic performance

		Frequency	Percent
Valid	A	30	8.0
	B	165	44.0
	C	151	40.3
	D	22	5.9
	Total	368	98.1
Missing	System	7	1.9
Total		375	100.0

4.1.2b Histogram on academic performance



From the above table and graph it can be deduced that the performance curve of Hawasa University students is normal with more students scoring an average grade of B and C and few of them scoring A and D. below is a histogram representing the data.

4.1 Descriptive analysis

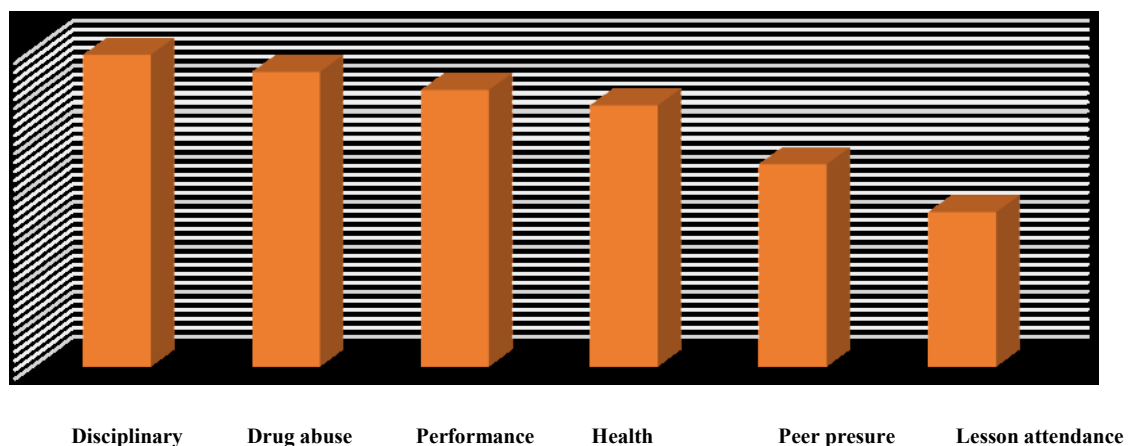
4.2.1 Student related factors

	N	Mean	STD Deviation
Disciplinary cases	372	3.45	1.220
Drug abuse by student	370	3.26	.973
Poor successive academic achievements	375	3.06	.971
Student health issues	375	2.89	1.298
Pear pressure	370	2.24	1.289

Low lesson attendance	374	1.71	.745
Average	371	2.77	

From the data above disciplinary cases are the greatest cause of deferment and dropout in Hawasa University with a mean of 3.45. The smallest cause of deferment and dropout in this case is low lesson attendance which has a total mean of 1.71. The respondents felt that disciplinary cases, drug use by students, poor successive achievement and student health issues lead to deferment and dropout at a moderate rate. These aspects were the highest meaning that student do not believe that student related factors are a large contributing agent to their dropout and deferment.

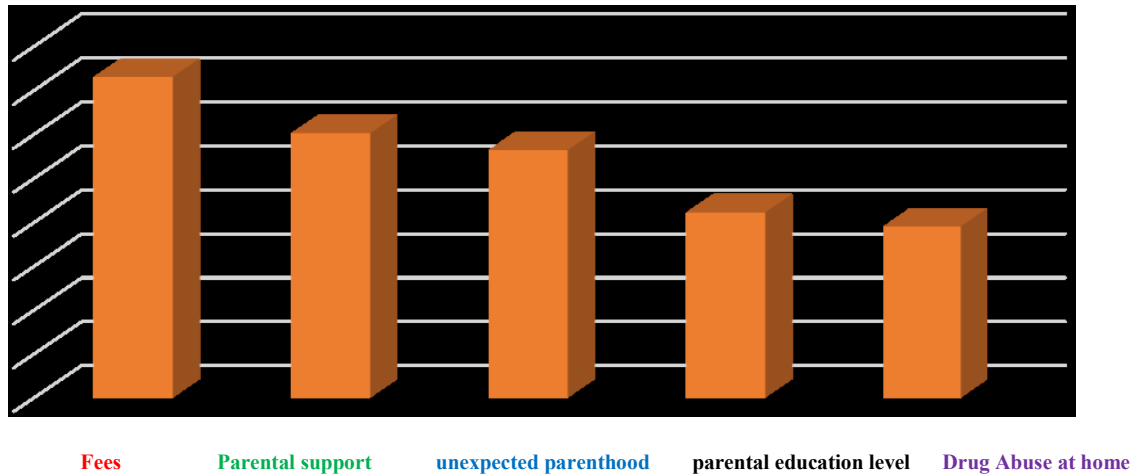
Student related factors



4.2.2 Family related factors

	N	Mean	STD Deviation
Inability to raise Fees	375	3.65	1.225
Parental support in academic and co-curricular activities	374	3.01	1.349
Unexpected parenthood	374	2.82	.966
Education level of Parent	374	2.11	.993
Drug abuse at home	375	1.99	1.038
Average	375.3	2.708	

Family related factors

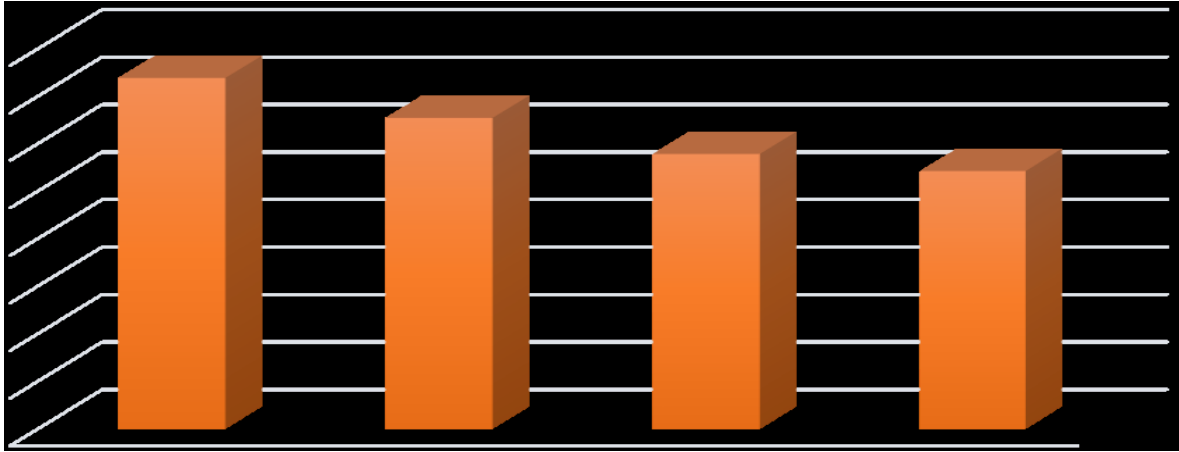


Most students believe that inability to raise fees is the greatest of the family factors that could lead to campus deferment from must. The mean of 3.65 implies that the inability of parents to raise the required tuition fee leads to most campus dropouts to a great extent. Drug abuse at home is the least causative with an average of 1.95 implying that drug abuse causes dropout and student deferment to a small extent

4.2.3 Institution related factors

	N	Mean	STD Deviation
Examination irregularities	372	3.69	1.053
Lack of academic support sources	373	3.27	1.350
Inefficient pear counselling programs	375	2.98	1.221
Poor student monitoring	375	2.74	1.469
Average	373	3.1475	

Institution related factors



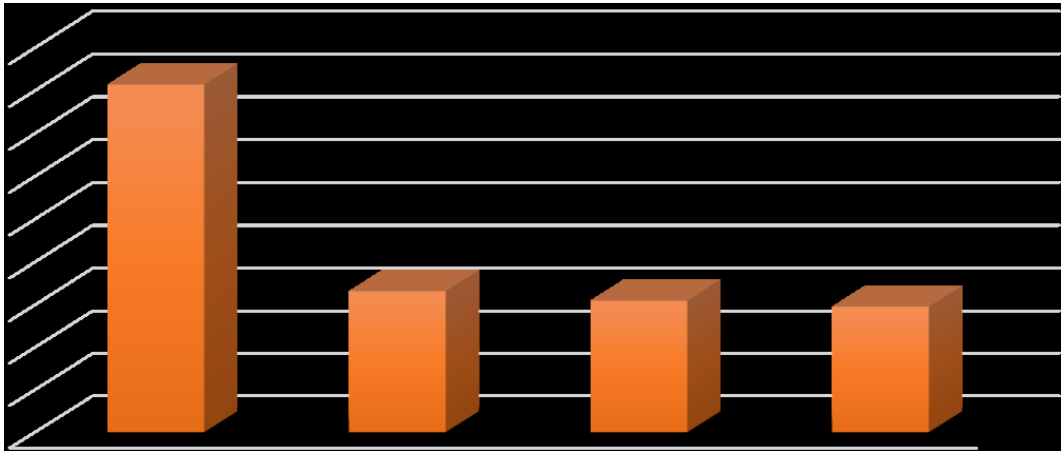
From the above table the greatest contributor to deferment and student dropouts, of the institution related factors is examination irregularities with a mean of 3.69, which indicates that exam irregularities cause deferment and dropout to a great extent. This shows that most students in Hawasa University are forced to drop out of campus or defer due to irregularities arising during examination periods. Poor student monitoring mechanisms comes last with a mean of 2.74. This shows that most students believe that poor student monitoring mechanisms caused deferment and dropout to a moderate extent. Lack of academic support resources and inefficient peer counselling programs also cause student deferment and dropout to a moderate extent. The large average of 3.146 indicated that institution related factors affect dropout and deferment in Hawasa University to a moderate extent.

4.2.4 Community related factors

	N	Mean	STD Deviation
Community poverty rates	374	4.07	1.046
Residential areas	373	1.66	.789
Ethnic clashes	374	1.55	.498
Community related policies	375	1.48	.723

Average	374	2.190	
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Community related factors



From the above table and graph, community poverty rates can be observed to be the greatest causative of deferment and student dropout among community related factors. With a mean of 4.07, it can be inferred that most students believe that community poverty rates causes deferment to a great extent. A mean of 1.48 indicates that community related policies affect deferment to almost no extent.

4.2.5 An analysis of all factors.

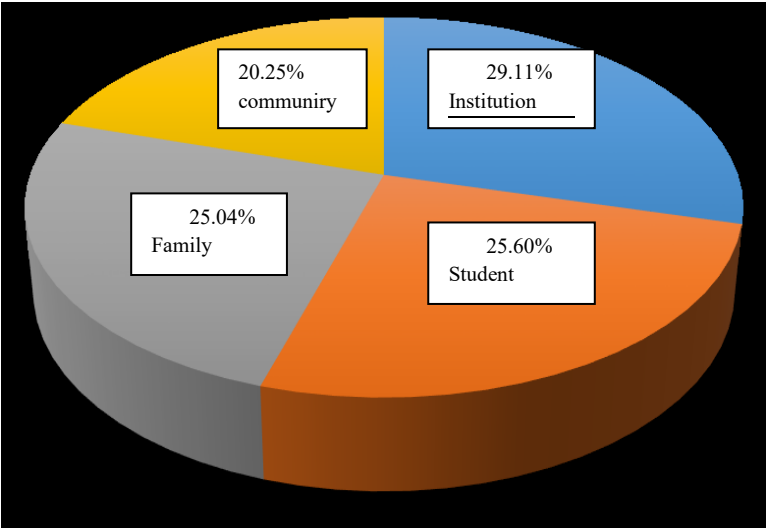
Students in Hawasa University believe that institution related factors are the greatest causative factors to deferment and dropout. With a mean of 3.1475 institution related factors have a moderate effect on student dropout and deferment. Community related factors are the least that affect dropout in Hawasa University. The low average of 2.19 indicates that to a small extent they affect dropout.

Student and family related factors both affect dropout to a moderate extent.

	N	Mean	STD Deviation
Institution related factors	5	3.1475	.62785
Student related factors	6	2.7683	.66415
Family related factors	5	2.7080	.69341

Community related factors	4	2.1900	1.25552
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Chart of analysis of the four factors



CHAPTER FIVE: SUMMARY, FINDINGS AND RECOMMENDATIONS.

5.0 Introduction

This chapter includes an outline of summary of the research, the findings from the study and recommendation and suggestions for further research.

5.1 Summary of the research study

College dropout and deferment by students has been a great problem in the Ethiopian education system in the recent years. With a substantial number of youths having dropped out of campus before completing their actual course and acquiring the required certificates the country's education system has raised concerns. This study focused on the factors that lead to deferment and dropout in Ethiopian Universities having categorized them into four that is; student related factors, institution related factors, family related factors and community related factors. The study was organized in five chapters.

Chapter 1 focused on the introductory framework of the study. Much focus was given to the background to the study, the study objectives, significance, assumptions and limitations of the study.

Chapter 2 looked at related literature materials that have been compiled by different researchers in comparison to the study. The literature materials were categorized according to the different specific objectives. This means that there were four categories that is: student related factors, institution related factors, family related factors and community related factors.

Chapter 3 was about the methodology used to carry out the entire research. It also outlined the procedure to achieve each of the stated objectives. It includes data collection and analysis with emphasis on the method of data collection, sampling techniques, research instruments and the procedure of data analysis.

Chapter 4 dealt with data analysis interpretation and discussion of the result from the study. Descriptive data analysis was carried out with each factor analyzed adequately. Data was analyzed by calculating means of various observations and comparing the means to determine the greatest. SPSS software was used to carry out this comparison.

5.2 Summary of Primary Findings

This section comprises a summary of the primary findings of the study.

The gender participation of the study was at the ratio of 11:9 which is an appropriate representation of the gender in Hawasa University. This indicates that male are more than the female. The total number of persons surveyed was 15 which is a sample of the entire must population of 6000 students. In relation to performance most students scored an average of B followed by those scoring average of C. 8% and 6% of the respondents scored all A and D respectively. This is a true representative of a normal curve. The results in relation to the objectives were as follows

5.2.1 Student Related Factors

Of the student related factors, the respondents believed that disciplinary cases was the greatest factor leading to deferment and dropout in Hawasa University. The student related factors had a moderate effect on deferment and dropout of students. This means that student behaviors have played a big part in causing the individuals to dropout of campus or defer studies in Hawasa University which was taken to be a representative of all campuses in Ethiopia.

5.2.2 Institution related factors

Institution related policies or structures were the greatest causative factors of dropout according to the research. This means that most dropouts and deferments in Hawasa Univrsity were caused by factors related to the environment of the institution that is policies and structures within the institution. Examination irregularities were the leading and caused dropout and deferment to a

great extent. These were followed by lack of academic support resources which according to the research had a moderate extent.

5.2.3 Family related factors

Factors within the family setting came third with the average showing that they had a moderate effect. The leading factor among the family structures was the inability to raise the required fees in time. Most of the deferments and dropouts were caused by inability to raise the required fees which is supported by the poor backgrounds where many students hail from. Lack of parental support and unexpected parenthood also played a big role in causing dropouts.

5.2.4 Community related factors.

The research suggests that community factors had the least effect among the factors causing dropouts. Poverty was the main factor of highlight among these factors. Place residence, ethnic clashes and community policies were proved to have the least effect among all other factors that led to dropout and deferment.

5.3 Conclusion

The key priorities of any university in Ethiopia is to maintain a high student retention to ensure students complete the training required for their respective carriers. This has been a great challenge in Ethiopia being that many students are forced to drop out before their actual time.

The findings of the study showed that structures and activities within the institution contribute to deferment and dropout from campus significantly. Factors triggered by student behaviors were also discovered to be a momentous cause and a reason for most dropouts and deferments in Ethiopia. Examination irregularities and lack of support services are the highest contributors among institution-related factors. Other factors that cause deferment and dropout to a

great extent are inability to raise required fees in time, disciplinary cases and community poverty rates.

5.4 Recommendations

5.4.1 Fee payment policy

Most students are forced to drop out or defer due to inability to raise the required amount of fees in time. This is triggered by high incidence of poverty in the greater part of Ethiopia. In order to ease this predicament, there is need to extend the period between reporting and fee payment deadline to give the students ample time to raise the required fee in a semester.

5.4.2 Academic support resources

There is need to provide facilities that aid in academic progress of students such as books and other academic requirements. Most of poor performances are led by insufficient learning facilities available for students which then cause the affected students to defer or completely drop out of school.

5.4.3 Drug abuse.

There is need for sensitization about drug and substance abuse both by the university and the local government which affect most student behaviors leading to high incidences of dropout among students. This can be done through media campaigns, and public rallies.

5.5 Areas for further study.

More studies are necessary especially in other factors that lead to deferment and dropout. The categories provided by this study can be further subdivided into smaller categories to obtain a more detailed study. There are more student and institution related factors that can be studied.

This study was limited to Hawasa University. Future studies should expand and look at other geographical settings with an increased sample size so as to obtain diverse results.

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APPENDICES

Questionnaire Hawasa University

Hawasa University, Hawasa SNNPR 05 Ethiopia

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Dear participant,

Over the past years there has been increasing cases of student dropout and deferment in Hawasa University.

In an effort to evaluate the principal driving factors behind these high dropout rates, this research has been designed to *analyze the major factors driving student dropouts and deferment at Hawasa University*. Results of the study are expected to help college leadership to implement appropriate intervention mechanisms to contain the problem being experienced at Hawasa University.

Kindly note that your participation is voluntary, all information provided is confidential and you are at liberty to withdraw from this interview at any point, should you feel so. Your integrity will in no way be compromised by your participation in this interview.

Thank you for your time and cooperation.

Yours faithfully,

Gemechu Negeso

PART ONE: STUDENTS DETAILS

(Answer relevantly)

1. Gender

Male	
Female	

2. Academic performance

A	
B	
C	
D	

SECTION B

In this section we require you to give the extent that you believe that the factors contribute towards student dropout. Express your opinion on the 5-point scale as follows:

1. STUDENT INDIVIDUAL-RELATED FACTORS

NO	To what extent do you believe that the following factors enhance student dropout and deferment in Hawasa University?	To no extent	To a small extent	To moderate extent	To large extent	To a very large extent
1	Poor successive academic achievement (examination performance)	1	2	3	4	5
2	Low lesson attendance (missing classes)	1	2	3	4	5
3	Peer pressure	1	2	3	4	5
4	Drug use and alcohol consumption by student	1	2	3	4	5
5	Student health issues	1	2	3	4	5
6	Disciplinary issues	1	2	3	4	5

2. INSTITUTION RELATED FACTORS

No	To what extent do you believe that the following factors enhance student dropout and deferment in Hawasa University?	To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
1	Poor college student monitoring mechanisms?	1	2	3	4	5
2	Inefficient peer counselling programs	1	2	3	4	5
3	Examination irregularities	1	2	3	4	5
4	Poor competence of lecturers	1	2	3	4	5
5	Lack of academic support resources	1	2	3	4	5

3. COMMUNITY RELATED FACTORS

NO	To what extent do you believe that the following factors enhance student dropout and deferment in Hawasa University?	To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
1	Community/ethnic policies(i.e. gender inequality in terms of education)	1	2	3	4	5
2	Poverty rates	1	2	3	4	5
3	Clashes based on ethnic groups	1	2	3	4	5
4	Residential areas (urban or rural)	1	2	3	4	5

4. FAMILY RELATED FACTORS

NO	To what extent do you believe that the following factors enhance student dropout and deferment in Hawasa University?	To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
1	Unwanted or unexpected parenthood	1	2	3	4	5
2	Inability of parents to raise required amount of fees in time	1	2	3	4	5
3	Drug abuse at home		2	3	4	5
4	Level of education of parents	1	2	3	4	5
5	Parental support in academics and co-curricular activities	1	2	3	4	5

PART C: RESPONDENT'S OPINION

Kindly give your last opinion for the interview.
