ADDIS ABABA UNIVERSITY

SCHOOL BASED FACTORS CONTRIBUTING TO EDUCATIONAL WASTAGE IN SOME SELECTED GOVERNMENT SECONDARY SCHOOLS OF FINFINNE ZURIA SPECIAL ZONE

BY

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Declaration

As thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared under my guidance by Muktar Arebu entitled: *School based factors contributing to educational wastage in some selected public secondary school of Finfinne zuria special Zone*

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ABBREVIATIONS

CVI: Content validity index

EDPM: Educational planning and management

EFA : Education For All

FDSE : Free Day Secondary School Education

GER : Gross Enrolment Rate

IER: Internal efficiency rate

MDGs : Millennium Development Goals

MOEST: Ministry of Education Science and Technology

PTA: Parent Teacher Association

SLMC: School based management committee

SPSS: Statistical package for social science

T.S.C : Teachers Service Commission

UNESCO: United Nations Educational Scientific & Cultural Organizations

W.E.O.H : Woreda Education Office Head

Abstract

The purpose of the study was to examine the school based factors affecting educational wastage in some selected public secondary school of Finfinne zuria Special zone. The study adopted descriptive survey research method, adopting both quantitative and qualitative approaches. The researcher used a sample of 103 respondents. The study targeted 3 Woreda Education officers, 9 Principals, 58 teachers, 3 supervisors, 20 repeaters and 10 dropouts. Purposive sampling was used to select W.E.O.Heads, principals and supervisors. Whereas systematic random sampling were used to select repeaters & teachers. On the other hand dropouts were selected by using snowball sampling techniques. Methods of data collections were questionnaires, interview and document analysis. The data were gathered from teachers, repeaters, dropouts, supervisors, principals, and Head of woreda education officers, through questionnaires and semi-structured interview respectively. Quantitative data were analyzed and interpreted employing frequency counts, percentages, and grand mean. Qualitative data were analyzed through thematic analysis. Findings of the study revealed that in-school related factors such as schools facility gap, school management style and teachers related factors contributed to educational wastage to very high extent as reported by majority 85% of teachers, 3 (100%) Supervisors, 8(90%) Principals, 3(100%) W.E.O. Heads, 9(90%) dropouts and 17(85%) repeaters. According to the research findings educational wastage was due to poor school management style indicated by (grand mean value=4).Lack of teachers commitment and competency (poor teaching methodology, high turnover, high absenteeism) also another factor for educational wastage as reported by same percentage of response to effect of school management style indicated above. The school facility gap such as absence of teaching aids, absence tutorial class and high student-section ratio highly contributed to educational wastage as stated by majority 85% of teachers, 3(100%) Supervisors, 8(90%) Principals, 3(100%) W.E.O. Heads, 9(90%) dropouts and 17(85%) repeaters. The research concluded that poor school management style, lack of school facilities, teachers' commitment and competency were the major school based factors contributed to educational wastage. The study recommends that; schools should decentralize their ruling system and should involve all concerned educational expertise while planning, implementing and evaluating educational goals by widening discussion opportunity. Schools should provide adequate teaching and learning resources to improve quality of teaching and thereby increase completion and survival rate of students. Schools should give adequate and timely on job training& workshops to teachers and should ensure that teachers are treated fairly within the school to boost their moral.

CHAPTER ONE

This chapter presents the background of the study, statement of the problem, Objectives of the study, significance of the study, delimitation of the study, the definition of terms and organization of the study.

1.1 Background 0f the study

Education plays a pivotal role in human resource development. It significantly affects the life of an individual. Investment in education is made with intent for better returns in the future. "An investment in education is an investment in the productivity of the population'' (Levy, 1991). The education system of any country is meant to serve its development objectives. Economic analysis has consistently shown that investment in education brings higher rate of return than investment in physical capital. Quality Education plays a vital role in development of a nation. It empowers individuals to realize more productive lives and is also a primary driver of national economic development. Receiving a good education is the lifeline by which many youths can lift themselves out of poverty. According to UNESCO (1983), "The progression of students from admission in the beginning year of their study Until their successful completion of the cycle of education reflects the degree of efficiency in that level of education''. As stated by (Brimer and Pauli, 1991) the efficiency of a particular level of education can be expressed by the quantity and quality of input/output ratio and repetition and drop-out rates are the commonly used parameters to measure educational wastage of the educational system.

Theoretical Framework

This study was based on the following theories:-

Alienation Theory: A theory, which is used to explain why students drop out of school, was derived from Merton's strain theory (LeCompte & Dworkin, 1991). Alienation theory has been utilized to gain a better understanding of why students become disengaged from the academic process and eventually drop out of school (Fine, 1986). When individuals feel the strain of not closing the gap between their experiences or capabilities and cultural norms, one response these individuals may have is to alienate themselves from society (Fine, 1986). In reference to dropping out of school, alienation theory suggest that students who drop out of school do so because they lack positive relationships with teachers and peers, resulting in an individual

alienating himself from school, thus creating an environment that provides a reason for a student to withdraw from school (Newmann, 1981). According to this theory some students leave school primarily because they feel that the teachers did not care about them or viewed them as troublemakers and were not supportive of them (e.g. Fine, 1986). In addition to student teacher relationships, other factors that affect a student's decision to alienate and eventually withdraw from school include school structure and social organization (Bryk & Thum, 1989).

Theory of Engagement:- One theory based on a model of social development that is used to explain why students drop out was developed by Finn (1989) and is referred to as the theory of engagement. Finn describes the dropout process as a very gradual one that, over time, culminates with a student dropping out of school. Finn (1989) proposed two models for viewing dropping out of school as a developmental process. Finn (1989) writes the ―frustration-self-esteem model has been used frequently to explain school effects on disruptive behavior and juvenile delinquency; it offers one perspective for understanding dropping out as well.

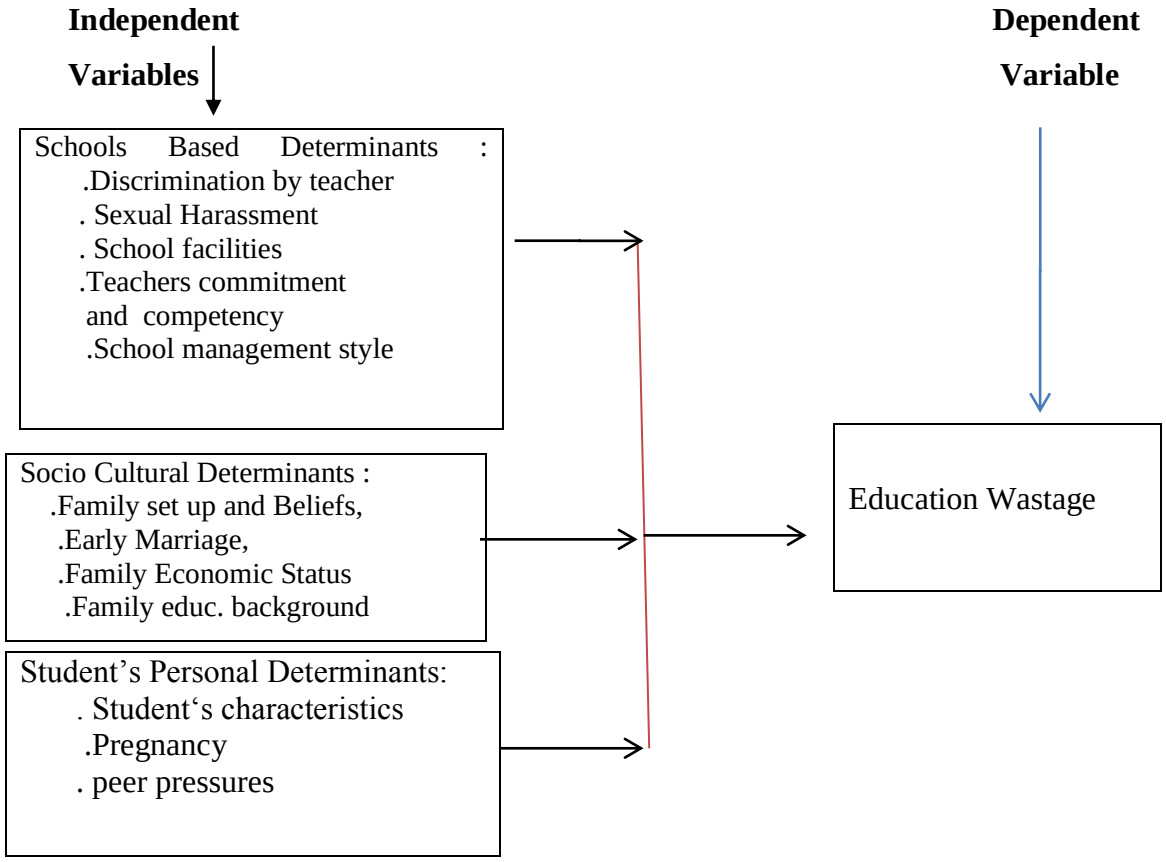
The participation-identification model: emphasizes the importance of youngster's bonding with school; when this does not occur, the likelihood of problem behavior, including leaving school before graduation, is increased.

The frustration self-esteem model, It is a theory that was originally developed by Bernstein and Rulo (1976), who purports that a school's deficient handling of problematic behavior results in students developing a reduced level of self-esteem which, in turn, can produce unsuccessful school outcomes (Finn, 1989). In addition, negative peer influences further exacerbate the problem (Finn, 1989).

Conceptual Framework

The dependent variable in this study was education wastage in public secondary schools. Education wastage in public secondary schools is influenced by several determinants that constitute the independent variables. Based on the literature review the determinants that influence education wastage in public secondary schools include schools based determinants, socio cultural determinants and student's personal determinants. But this study focused only on to what extent school based determinants contributed to educational wastage.

***Figure 1.1**: Determinants of Education Wastage in Public Secondary Schools*



Educational wastage has been a global challenge that many countries of the world have been trying to curb (David & Jeffrey, 2010). In 2008, the California Department of Education estimated that 98,420 public high school students dropped out of school. These data suggest that about 19% of California high school students in any 9^{th} -grade class will drop out over a four-year period. An estimated 33 % of African and 24 % of Americans drop out over a four-year period. This source further explains that the economic and social consequences of the dropout crisis are profound. According to same source '' dropouts suffer more joblessness, earn less income, and tend more to criminality, public dependency, and poor health than high school graduates''.

African countries were faced by the educational wastage problem and have come up with various initiatives to curb the problem. These educational wastages could be affected by school size, school regime, school type and inability to pay school fees, HIV/AIDS pandemic, violence and drug abuse (Achoka, 2007). It is therefore clear that, there is an educational wastage problem in

the African continent; hence, policies should be created and implemented to ensure that this wastage is reduced.

Vision 2030 of Ethiopia is looking upon education to deliver the necessary skills, and build adequate human capital. The fundamental aim of this vision is to have a globally competitive and prosperous country, with high quality life and transform the country into a newly industrialized middle level income country providing quality life to all its citizens in a clean and secure environment. This therefore calls for provision of quality education and reduction of any form of wastage.

As illustrated in educational policy of Ethiopia, secondary education will be of four years duration, consist of two years of general secondary education(9^{th} -10^{th}) which will enable students identify their interests for further education, for specific training and for the world of work. General education will be completed at the first cycle (10^{th}). The second cycle of secondary education and training will enable students to choose subjects or area of training which will prepare them adequately for the world of work.

Apart from its vision and though due attention is given to the provision and appropriate usage of educational facility, technology, teaching materials, safe environment, school organization and quality management so as to strengthen teaching-learning process and the expansion of education Ethiopia characterizes about 11.7% high school educational wastages (MOE, 2016). There was also a high educational wastage in the region Oromia (about 9% wastage) and the zone under study (about 11.2% wastage). Therefore the following tables show trends of educational wastage in terms of dropouts and repetition between the three consecutive periods from 2015-2017.

Table 1.1.1 Zone Level Trends of secondary Education Dropout and Repetition rate.

Academic Year	Dropout rate			Repetition rate		
	Grade 9-10			Grade 9-10		
	M	F	T	M	F	T
2015	15.2%	7.5%	11.35	8.6%	10.5%	9.5
2016	17.3%	7.5%	12.4	9.4%	11%	10.2
2017	17.5%	9.3%	13.4	10.5%	12.2%	11.35
Total	16.7%	8.1%	12.4	**9.5**	**11.2**	**10.35**

Source: Zone Education office statistical analysis document

Table 1.1.1 above shows the Zonal level dropout trends of public secondary education. The document analysis shows that with a fluctuating trend within the system, dropout rate has been severing in the first cycle of the secondary schools of the Zone. The dropout rates for grades (9^{th} and 10^{th}) were in the increasing manner in all the year under consideration. But the 2017 was the worst when relatively compared to 2015. As we can see from the data stated above the dropout rate was increasing from year to year from 11.35% to 13.4%.This implies there was a high educational wastage in the zone.

Relating to gender, the above table clearly point out the dropout rates of both sexes were high. But in general, girls characterized fewer dropout rates than boys in variation among different Woredas and schools of the Zone. This may be due to male students seeking to engage in daily labor to earn money.

The document reviews of this same table clearly show us the Zonal level repetition rate trends of secondary education from years 2015-2017. The record shows that with a fluctuation trend, repetition rate has been severe and scrambling up from 9.5% in the year 2015 to 10.35% in the year 2017 by about 1%.

Generally as illustrated on the table, the trend of repetition rate in the zone showed increment than reduction and this ultimately indicates resource wastage and inefficiency of the zone's education system and that it needs due attention to be reduced. Furthermore, the status of female repetition rate in the zone was exceeding males' repetition rate in all years under consideration and needs special attention than boys. In conclusion based on the above evidence the Zone under study was characterized by high rate of educational wastage.

Table 1.1.2 Woreda Level Trends of Dropout & Repetition rate.

Woredas	categories	years											
		2015			2016			2017			2015-2017		
		grade 9-10			Grade 9-10			Grade 9-10			Grade 9-10		
		M	F	T	M	F	T	M	F	T	M	F	T
Welmera	D	15.5	5.3	10.21	15.3	8.4	11.85	17	10.5	13.5	15.9	8.06	11.95
	R	9.1	11.5	10.3	9.7	12	11	10	11.2	11.1	9.6	11.5	10.5
Berak	D	17.2	6.5	11.3	17.3	9.4	13.3	18	9.5	14.1	17.5	8.46	12.9
	R	10.1	11.5	10.3	9.7	12	10.45	11.2	10.4	11.8	10.3	11.3	10.8
Akaaki	D	15.5	6.5	11	17.3	8.4	12.85	19	10.5	14.7	17.2	8.4	12.8
	R	11	10.5	10.7	9.5	12	10.85	12	11.5	12.1	10.8	11.3	11.05
Sululta	D	15.6	5.8	11.2	17.3	7.4	12.85	17	9.2	13.25	16.6	7.9	12.25
	R	11	10.5	10.7	9.5	12	10.85	12	11.5	12.1	10.8	11.3	11.05
Sebata Hawas	D	16.2	6.5	11	17.3	7.4	12.85	18	9.5	13.8	17.1	8.16	12.6
	R	9.1	11.5	10.3	8.7	12	10.85	10.5	11.2	11.1	9.2	11.5	10.35
Mulo	D	16.2	7.5	12.	18.	8.4	12.35	18.5	9.3	13.4	17.3	8.46	12.8
	R	8.1	10.5	10	9.7	11	10.35	9	11.5	11	9	11	10
Sendafa	D	16.2	7.5	12.3	18.3	8.4	12.35	18.5	9.3	13.4	17.3	8.46	12.8
	R	8	11.5	11	9.7	11	10.3	8.5	11.5	12.25	9	11.3	10.15
Total	D	15.2	7.5	11.35	17.3	7.5	12.4	17.5	9.3	13.4	16.7	8.1	12.4
	R	8.6	10.5	9.5	9.4	11	10.2	10.5	11.2	11.35	9.5	11.2	10.35

Source: Zone Education office statistical analysis document.

Note: D=dropout rate, R=repetition rate

As clearly illustrated on the table, each woredas in the zone characterized high rate of dropout. Thus in average about 15%-17% male and 6%-9% female students leave school before completing the course of the year. Almost in all woredas dropout rate was increasing in a consistent through the three years under consideration and had been a challenge for schools internal efficiency hence educational wastages.

According to the document analysis stated in table 1.1.2 above high repetition rate was another challenge for internal efficiency of the zone to be dealt with. The woreda level trends of secondary education repetition rate for sample woredas were in increasing state like that of dropout rate through the three consecutive years from 8.6% -1o.5% and from 10.5%-11.2% for males and females respectively in which the rate of female repeaters exceeds that of male being needs due attention to curb it.

In general, the trend of secondary education repetition rate at woreda level revealed that the trend was inconsistent and fluctuating from year to year. These data suggested that repetition rate was

relatively increasing and its challenges indicate the woreda education offices to diminish wastage in secondary education and addresses to improve their effort.

In conclusion, secondary schools characterized high dropout and repetition rate in increasing manner. Thus, the results of the document analysis correspond to researcher's assumption to address and resolve school based factors challenging schools internal efficiency that caused educational wastage.

Thus, to solve wastage problems there is a need to understand the factors contributing to educational wastage and the influence of each factor. Therefore, the concern of this study was to determine the school based factors contributing to educational wastage in some selected public secondary schools of Finfinne Zuria special zone between the years 2015- 2017.

1.2 Statement of the problem

The provision of secondary education in Ethiopia has been marked by numerous challenges some of which have culminated in wastage. The government has always attempt to improve access to and retention of students in secondary schools. The government of Ethiopia has also tried to address the issue of quality education, retention and completion through '' no one child be out of school'' (MOE, 2016). But the wastage problem still continues. Despite many policies and strategies developed to ensure that students complete school smoothly, there are still some students who withdraw from school prematurely. Educational wastage, especially dropout and repetition is increasing from year to year. About 11% of students leaved school before prescribed cycle and about 17% repeated class due to under performance at national level(MOE,2016) report.

Preliminary investigation shows that, at the regional level of oromia dropout rates among students in public secondary schools registered about 9.1%. Many students who enrolled for the secondary school education do not graduate in the specified period which has huge social and private costs implication.

The Finfinne zuria special zone Education Office also stated that some of the students enrolled in secondary schools in the zone repeat classes and others leaves school pre-maturely. The zone has six administrative woredas. It has 18 secondary schools with enrollment rate of 94.5% at (*21,*

oct. 2017). The zone was also characterized by 17.7% and 11.2% secondary schools repetition (failure) and dropouts respectively *(21, oct. 2017).* These evidences indicated that there was high degree of educational wastage in the secondary education system of Oromia, particularly the area under study and calls for a close investigation of the magnitude of wastage. Of course, various Studies have been conducted on factors contributing to educational wastage in Ethiopia as well as Oromia . Some of these studies are Adamu,(2000) Financial implication of educational wastage, Deribe,(2O15) Factors contributing to educational wastage at primary level, Habtamu,(2002) Drop-out in selected primary schools, Hussen (2002) Is Grade Repetition Desirable?, Sori (2015) Community Participation and Educational Wastage, Yaikob (2014) An Assessment Of Educational Wastage and Yusuf,(2014) Educational Wastage in secondary schools. According to those research findings financial implications, lack of community involvement and students peer pressure highly contributed to educational wastage. But neither of these studies have given due emphasis to the school based factors contributed to educational wastage. So, the purpose of this study was to examine the school based factors contributing to educational wastage in some selected public secondary schools of Finfinne Zuria special zone.

1.3 Research questions

The research sought to answer the following questions:

i. To What extent do school facilities contributed to educational wastage in some selected public secondary schools?
ii. To what extent do school management systems and school policies influence educational wastage in public secondary schools?
iii. To what extent do teachers' attitude and their teaching capacity influence educational wastage in public secondary schools?

1.4 Objectives of the study

1.4.1 The General objective

The General objective was to investigate to what extent the school based factors contributing to education wastage in some selected government secondary schools of Finfine zuria special zone.

1.4.2 The Specific Objectives were to

i. Investigate the extent to which school management systems and school policies influence educational wastage in some selected public secondary schools.
ii. Assess the extent to which school facilities contributing to educational wastage in some selected public secondary schools.
iii. Examine the extent to which teachers' attitude and competency contributing to educational wastage in some selected public secondary schools.

1.5 Significance of the study

In Ethiopia, a country where educational resources are scarce and enrollment ratio is relatively low, wastage rate of high magnitude could not be tolerated. For this reason, a considerable effort has to be made to minimize the problem. Therefore, the results of this study are expected to have the following significance.

i. Help school administrators to better understand school based factors that contribute to pupils' dropout and repetition in public secondary schools so that they look for ways of curbing it to sustain students learning.
ii. The study may help school committee to look for ways of curbing school based causes of drop out and repetition rates among pupils in public secondary schools.
iii. The findings of this study may help teachers to device methods of minimizing school related factors that cause drop out and repetition in public secondary schools.
iv. Help to draw the attention of schools staff and parents in setting priorities and allocating educational resources to reduce educational wastage by reducing school facility gap.
v. The findings of this study may help educational planners, in formulating policies to minimize wastage rates among pupils in public secondary schools.
vi. The study may also contribute literature on the study of school based factors contributing to educational wastage in Ethiopian secondary schools and serve as source of information for further and comprehensive regional and nationwide study.

1.6 Delimitations of the study

The study focused on school based factors contributing to educational wastage, particularly drop out and repetition in some selected public secondary schools in the period 2015 to 2017. The school aspects covered in the study include, school management systems & school policies, lack of school facilities, teachers' attitude & competency contributing to educational wastage. Lastly, the study included only six public secondary schools namely, Kolobo secondary school, Burka Hara secondary school,(found in welmera woreda) Dire secondary school, Kombole secondary school (found in Berak woreda), Abaysilto secondary school, Abasamuel secondary school, (found in Akaki woreda) in Finfinne Zuria special zone; private schools were not the researcher's concern.

1.7 Operational definition of terms

Educational wastage: refers to pupils who do not complete their schooling in the prescribed number of years either because they drop out of school entirely or because they repeat same grades for more than one year influenced by Schools inefficiency.

Repetition: refers to those students who stay in the same grade in the subsequent year as they were in the previous year.

Repetition Rate: refers to the division of the number of pupils who repeat the same grade in a subsequent year by the total enrolment in the same grade in the previous year.

Completion rate: refers to the proportion of pupils who complete the last grade of a school cycle divided by the number who enrolled in the grade at the beginning of the cycle.

Drop-outs: refer to those students who have withdrawn from school prematurely or before the end of prescribed cycle.

Dropout Rate: refers to the percentage of students withdrawn from school prematurely or from a grade within a given year.

Internal Efficiency: refers to the corresponding relationship between inputs and outputs within school system.

Public school: school that is developed and maintained by public funds obtained from the government, parents and or community.

1.8 Organization of the study

This study is organized into five chapters. *Chapter one* presents the background of the study, statement of the problem, objectives of study, significance of the study, delimitations of study, definition of terms and the organization of study.

Chapter two deals with the literature review which is organized into sub themes. Chapter three presents the research methodology. This describes the research design, sampling techniques, sample size, research instruments, instruments validity and reliability, data collection procedure and data analysis techniques.

Chapter four present data obtained from field, its analysis, interpretations and discussion. Chapter five contains the summary, conclusions and recommendations.

CHAPTER TWO

Literature Review

2.1 Introduction

This chapter presents a review of literature on school based determinants of educational wastage and its major indicators (drop-*out and repetition*).

2.2 Schools based determinants contributing to educational wastage

The major factors that affect low completion rate at secondary school could be divided into four categories. According to Abagi.et al.(1997), these factors are education policies and institutional processes, school-based factors, household and community based factors and student based factors. For now the review focuses on the school based determinants.

Several school –based factors have been cited as being responsible for high or low completion rates among primary and secondary school Pupils in most African countries. Among these, the main ones are school environment and location, access of educational facilities and material, classroom dynamics (use of more efficient method), teachers' qualification and attitudes toward their work and pupils and overloaded curriculum, are the main areas (Abagi, 1997). Therefore, one of the most important factors that enable us to determine high or low internal efficiency is the organization and structure of the school. According to Simmons (1986:45), school based factors include school facilities, teacher characteristics, School management regulation and guidance and the classroom dynamic or the interaction of the student, teacher and the curriculum are the dominant factors.

2.3 School physical Resource and Facilities contribute to educational wastage

School physical and material Facilities affect educational quality in general and pupils' performance in particular. It is widely accepted that schools with better facilities and materials that facilitate the instructional process are possibly more efficient than other without (Carl- Hill, 2002; Habtamu, 2002, Taylor, 1997).In many developing countries, text books, black boards, chalk, desk, chair, and all the ordinary objectives are often scarce on non-existent (Grahm-Brown, 1991) Thus the scarcities of school facilities that are particularly related to

instructional activities contribute to low internal efficiency in term of both repetition and dropout. Physical environment in which the formal teaching- learning occurs ranges relatively from modern and well- equipped to open air- gathering places (UNICEF 2000). The school infrastructure includes the classroom, study rooms offices, toilet rooms, water supply, and electricity service; health service etc. according to the MOE (2003) school Physical facility includes Water, latrines, clinic, library, pedagogical center and laboratories. These facilities are required to be proportional to the number of teachers and students in the school for the provision of quality education in school. School physical resources and facilities include school buildings, furniture, equipment of laboratory pedagogical center, library, textbooks etc. There is considerable debate in the research community about the extent to which school resources contribute to school effectiveness (Rumberger & Thomas, 2000). One of those studies found that the higher the quality of the teachers as perceived by students, the lower the dropout rate, while the higher the quality of teachers as perceived by the principal, the higher the dropout rate (Rumberger & Thomas, 2000). Many writers have tried to study the effect of school physical resources and facilities on academic achievement of students in particular and internal efficiency in general. As stated in Harrison and Hanusheck recent review studies on the relationship between facilities and student achievement in developing countries 22 out of 34 studies showed positive relationship. However, three studies showed inverse relationship and nine studies were found that it was insignificant (Nebiyu, 1999). This review of the study indicates that the school facilities and academic achievement of students are associated directly. In other words, other things being equal, as school facilities increase the number of good achievers or children increases, and vice versa. It is true that many educationalist give emphasis for the availability of school facilities, which affect the quality of teaching poor school facilities may affect students‟ performance. In some cases it has more impact on girls than boys. The effect is clearly seen when girls reach puberty, they need seats permanently and also separate latrine. The nonexistence of these facilities is likely to be contributing factors for girls‟ dropout *(Rose, 1997*). In addition to this sexual harassment and school location and distance affect girl’s dropout.

2.4 School structure

The extent to which structural characteristics of school (e.g., size, location), particularly type of control (public, private), contribute to school performance. This issue has been most widely debated with respect to one structural feature public and private schools (Bryk et al., 1993); (Chubb & Moe, 1990); C(oleman & Hoffer, 1987). Although widespread achievement differences have been observed among schools based on structural characteristics, what remains unclear is whether structural characteristics themselves account for these differences or whether they are related to differences in student characteristics and school resources often associated with the structural features of schools. Most empirical studies have found that dropout rates from private schools are lower than dropout rates from public schools, even after controlling for differences in the background characteristics of students (Bryk & Thum, 1989); (Coleman & Hoffer, 1987); (Rumberger & Thomas, 2000). Yet empirical studies have also found that student‘s from private schools typically transfer to public schools instead or before dropping out, meaning that student turnover rates in private schools are not statistically different than turnover rates in public schools (Rumberger & Thomas, 2000). School size also appears to influence dropout rates both directly Rumberger & Thomas, (2000) and indirectly Bryk & Thum, (1989), although the largest direct effect appears to be in low SES schools (Rumberger, 2000). This latter finding is consistent with case studies of effective dropout prevention schools that suggest small schools are more likely to promote the engagement of both students and staff (Rumberger, 2000).

2.5 School Location

Studies illustrate that. There is however greater variation among regions and weredas.

Distance student travel affects both the time of students, costs of parents and increase risk on abduction for girls. According to MOE, (2003) the average distance to primary school of Ethiopia is 3.18 km and 5km to secondary school. Other study made by MOE place similar assessment that distance between schools and home restricts student’s performance due to fatigue, it expends much needed time rural children and above all distance for rural girls means actual threat by rapists (MoE.2003). It is possible to say that the influence of distance particularly for low income families is series in rural areas of most developing countries, children have to walk long distance to school and

tend to dropout sooner if they are suffering from starvation (world Bank,1990) Distance form the school has been another deterrent for girls education in many countries in Africa, Odaga and Heneveld (1995) refer to a large number of studies in the region where it has been reported that the long distance girls (particularly rural girls) travel to school has two major

problem. One relates to the length of time and energy children have to expend to cover the distance, often on an empty stomach, the other relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem of distance from schools also has implication for the motivation of girls to stay in school. In Guniea study shows that

close proximity of schools had a positive motivating impact on girls participation in schools while, in Mali most girls stated that living for away from school and having to walk discourage them.

School location h**as be**en described as one of the factors of rising school dropouts and repetition rates. Distance to school and danger to travel are major problems categorized under this factor. This problem is mostly felt in rural schools than urban schools.

It also affects girls than boys. For instance as one study conducted in Egypt reports," among enrolled girls who lived 2km from their school were achieved 8% lower than that girls who lived 1km from their school. Whereas for boys who lived farther away was 4% lower" (*World Bank, 1990*). In Ethiopia as great proportion of the population is living in scattered settlements of rural area this factor seems critical factor for internal efficiency of primary school.

2.6 Teacher's characteristics

The qualities of teaching staff in schools also affect the internal efficiency of schools. The characteristics that are related with quality of teachers include teachers attitude, qualification, experience, motivation, classroom management and their interaction with students" academic achievement in particular and school repetition rate in general (Bishop, 1989).

The studies carried out in Asian countries confirmed that schools which have increase class size had yet shown reduced wastage in terms of drop out and repetition (Bishop, 1989). On the other hand, few class observations in Kenya indicated that there are cases where teachers" negative attitudes "push" pupils, especially girls, out of schools. These pupils are those who are neglected, abused, and miss-handled and sent out of class during teaching learning periods.

The results of all the above cases are absenteeism, hate of schooling, poor academic performance and non-completion of the education cycle (Bishop, 1989). In addition to this sexual harassment and pregnancies is found to affect girls‟ participation and repetition rate in education.

Many writers indicate that teacher's characteristics have a central role in the efficiency of certain level of education. According to Biniaminaw and Glasman(1982; cited in Adane,1993) teachers themselves are considered as school inputs. These characteristics include qualification experiences, attitude and commitment to their profession and pupils. The quality and efficiency of education is directly related with qualification of teachers. Coombs (1985) contend that one of the most important factors for low internal efficiency of education system is less qualification of teachers are expected to have strong power as the teacher provide adequate content and attractive teaching learning methodology. Similarly, teachers experience is expected to have a positive relationship with school efficiency. Reviewing may research findings Heyneman (1980, cited in Adane,1993) has come up with the conclusion that teachers experience and pupils progress have positive relationship the evidence of our country has also shown that the assignment of less experience teachers has been the causes for students dropping out especially in rural schools (MoE,2001 E.C). The other important teacher characteristics that affects schools efficacy is teacher attitude towards their profession. In most developing countries, teachers do not join the teaching profession from their interest, which undeniably has a negative influence on school efficiency (Chantavanich and Fry (1990), Tekeste (1990). lack of commitment of a large number of teachers as noted by Tekeste would result in low quality of education. So raising teacher's attitude towards their profession is an important factor that results in the improvement of education. Finally teachers' attitude towards their pupil's academic ability and future progress is as important as their attitude towards their profession. Teacher's expectation towards their pupils has to be realistic. The more teachers expectation is realistic, the better the pupils effort and the better their performance. These in turn results in high efficiency of the system (Chantavanich and Fry(1990).

Finally, in the sphere of teachers' characteristics low teacher motivation is one of the most important causes for wastage in education. Low teacher motivation leads to teacher absenteeism and attrition, which are the prominent problems of developing countries. Teacher absenteeism reduces students‟ learning time, while teacher attrition increases costs of teacher training. One

recent World Bank study reported that the causes of low teachers' motivation are low salaries, poor working condition, insufficient career advancement opportunities and or weak supervisory and support services. Low teacher moral, directly or indirectly, affects the quality of teaching and the relationship between teachers and students, which results low pupil achievement and high drop out.

2.7 School Management System and Practices

Education for all is a goal that all developing countries are striving to achieve by 2015. However studies indicated achieving the goal is not an easy task. This is due to constraints which include how political commitment, inefficiency in administrative capacity and absence of appropriate polices . The policy, which has relevant program and strategy designed to sensitize and demonstrate the importance of education for the society and that has been initiated and accepted heart fully by the society can increase the demand for schooling and successful staying in the system (World Bank, 1996). Policy related with dropout, repletion and promotion can have an effect on the efficiency of the educational system. Similarly, efficient administrative system is worth having to implement the policy. The problem of school management is one of the various factor that cause higher rate of wastage in education (Adane, 1993). The school principal like other administrator need to have qualification and adequate training that would help him develop the three skills identified by Kataz (1969), as technical, human and conceptual (Ayalew, 1991). The assignment of untrained and in experience educational leaders can contribute to low efficiency of educational system (MOE, 2003). It is therefore, possible to conclude that training the principal have and their experience are positively related to high level of school efficiency.

Effective School management play an important role in improving the learning capacity of learners, because they coordinate teachers in staffing standards teaching the curriculum in a relevant way, and providing additional support (Susy, 2008). However, there are several factors that influence school management practice namely the top management, qualification of head teachers, qualification and training of school teacher, and most importantly the commitment and initiative taken by the head teachers and teachers (Kathmandu, 2001). In order to improve the status of school management many countries has adopted and emphasized on decentralized management system. School level decentralized management is believed to improve school efficiency.

2.8 School policies and practices

The policy, which has relevant program and strategy designed to sensitize and demonstrate the importance of education for the society and that has been initiated and accepted heart fully by the society can increase the demand for schooling and successful staying in the system (World Bank, 1996). Policy related with dropout, repletion and promotion can have an effect on the efficiency of the educational system. Similarly, efficient administrative system is worth having to implement the policy. The problem of school management is one of the various factor that cause higher rate of wastage in education (Adane, 1993). The school principal like other administrator need to have qualification and adequate training that would help him develop the three skills identified by Kataz (1969), as technical, human and conceptual (Ayalew,1991). The assignment of untrained and in experience educational leaders can contribute to low efficiency of educational system (MOE, 2003). It is therefore, possible to conclude that training the principal have and their experience are positively related to high level of school efficiency.

Despite all the attention and controversy surrounding the previous factors associated *with* school effectiveness, it is the area of school processes that many people believe holds the most promise for understanding and improving school performance. Several studies found academic and social climate as measured by school attendance rates, students taking advanced courses, and student perceptions of a fair discipline policy predict school dropout rates, even after controlling for the background characteristics of students as well as the resource and structural characteristics of schools (Rumberger & Thomas, 2000*)*. Another study using one of the same data sets, but using different sets of variables and statistical techniques, found no effect of academic or social climate on high school dropout rates after controlling for the background characteristics of students, social composition, school resources, and school structure (McNeal, 1997). Current research literature on school dropouts suggests two ways that schools affect student withdrawal. One way is indirectly, *through general policies* and practices that are designed to promote the overall effectiveness of the school. These policies and practices, along with other characteristics of the school (student composition, size, etc.), may contribute to voluntary withdrawal by affecting conditions that keep students engaged in school. This perspective is consistent with several existing theories of school dropout and departure that view student engagement as the precursor

to withdrawal (Finn, 1989); (Wehlage, Rutter, Smith, Lesko, and Fernandez, 1989). Another way that schools affect turnover is directly, *through explicit policies* and conscious decisions that cause students to involuntarily withdraw from school. These rules may concern low grades, poor attendance, misbehavior, or being overage that can lead to suspensions, expulsions, or forced transfers. This form of withdrawal is school-initiated and contrasts with the student-initiated form mentioned above. This perspective considers a school's own agency, rather than just that of the student, in producing dropouts and transfers. One metaphor that has been used to characterize this process is discharge: students drop out of school; schools discharge students. Several studies, mostly based on case studies, have demonstrated how schools contribute to students 'involuntary departure from school by systematically excluding and discharging troublemakers‖ and other problematic students *(Fine, 1991).*

2.9 Students Discrimination by Teachers

Blackmore and Cooksey (1981) observe that when a student is admitted into secondary school, there are certain routine procedures that take place. The student is subject to command from the teachers. Fatuma and Sifuna (2006) and Obura (1991) pointed out that in the African Society, there was the general misplaced perception that girls have to be socialized to be wives, homemakers, dependents and secretaries while boys are to be husbands, breadwinners, defenders and pilots. This provides a reminder of the influence of gendered thinking in education material of practice, which the study will seek to investigate. Brigeon (2005) in his survey on making school safe for girls in Rift valley revealed that girls and their families may find little reason to attend school if they are tracked to low paid occupations considered traditional for women. He observed that many developing countries practice gender streaming in secondary school, directing girls away from Mathematics and Sciences. Teaching practices like giving boys more opportunities than girls to ask and answer questions, use learning materials and lead groups may further discourage girls in actively participating in educational activities.

A study conducted by Mwandosya (2001) in Kenya and Tanzania on girls education revealed that over 2000 teachers who participated maintained separate rows for boys in class and asked them questions compared to girls. The extent of gender discrimination by teachers will be investigated in this study.

While in school performance of girls is hampered by gender stereotyped attitudes among teachers, parents and students about the capacity of girls. These stereotyped roles that make girls easily misused in school include preparing tea and lunch for teachers at break time and lunchtime respectively, washing utensils and fetching water for teachers (Eshiwani, 1985). Abagi (1992*)* also observed that girls waste a lot of teaching time when they are sent to teachers' house to take books which creates room for sexual harassments. While performing such roles the girls sacrifice their studies hence end up performing poorly in class. This can lead to girls dropping out of school. The study seeks to establish the relationship between gender roles and drop out. Abidha (1998*)* raised a great concern on unsatisfactory performance and achievement of girls across the education system. The survey carried out in Kenya revealed that girls perform poorly in almost all subjects compared to boys. This becomes even worse as they move up in the education ladder. This is also supported by (Fatuma and Sifuna 2006).The fact that the curriculum fails to address the needs of the girls who acts the role of mothers and are mostly absent from school is a great concern. This makes them also suffer from chronic fatigue, lack of concentration in school and forced repetition in classes. Their academic performance is hence impaired and self-image lowered and eventually these girls drop out of school (UNESCO, 2002). The study will therefore confirm whether the drop out of female students is related to discrimination by teachers in Laikipia West District.

2.10 Sexual Harassment

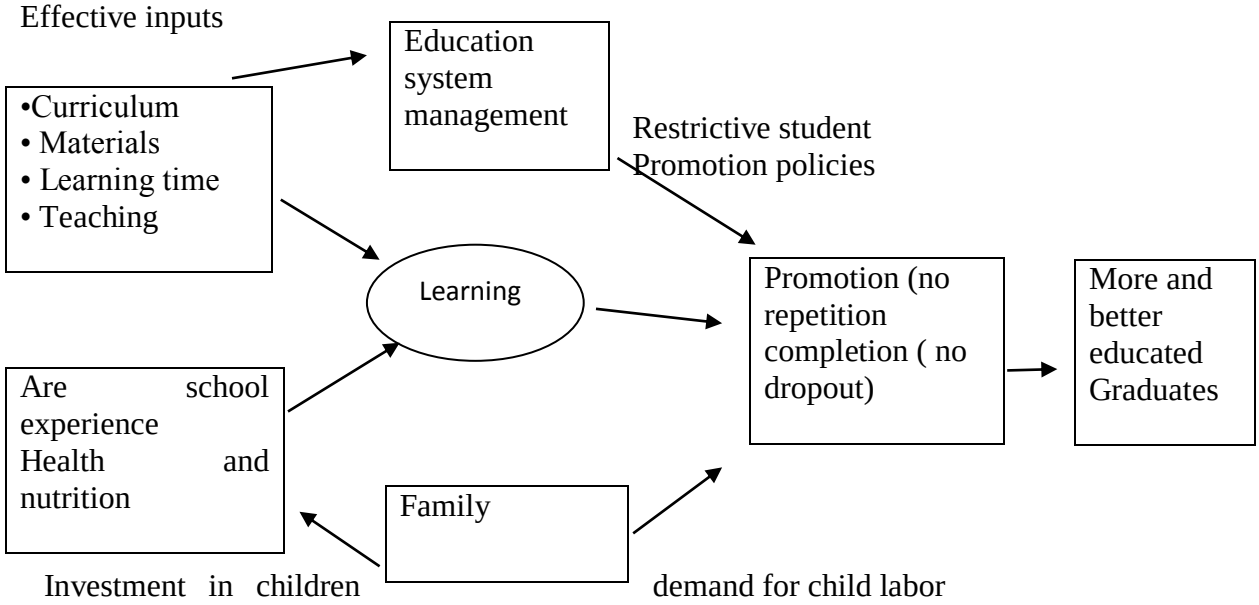
There have been a number of reported cases on teachers harassing female or male students sexually. It is disturbing to realize that the teachers entrusted with the care of children are responsible for impregnating girls. A survey carried in Turkana by Brigeon (2005) indicated that girls were subjected to harassment from male's peers and predation by male teachers. He compares this with the survey carried out in Cameroon which revealed that 27 percent of girls who were interviewed reported had sex with teachers. In conclusion Brigeon (2005) recommended the need to change behavior pattern which involves significant cultural changes. Sexual harassment was noted as a factor leading to female students drop out in school in co – educational schools. This was by both the boy's counterparts and teachers (UNESCO, 2002). Fatuma and Sifuna (2006) noted that there was high drop out among girls compared to boys (5.1 % and 4.6 % respectively) nationally. This was attributed to pre-marital pregnancies whereby

most of these pregnancies involved teachers. This is supported by Wamahiu (1997). According to MOE (2007) gender insensitive school environment include attitudes of the key stakeholders in the school leads to many reported incidents of sexual harassment and gender based biases. Abagi (1992) in his report on gender gap in education and emerging democratic society in Kenya,what is yet to be known is the extent to which school based factors leads to female students dropping out of secondary school in Laikipia West District.

2.11 Effective Schools

Hapkin et.al (1994) states that effective schools that schools that can demonstrate student learning allow substantial staff development time. In these schools, improvement goals are sharply focused, attainable and valued by staff members. School needs guide staff, rather than Standardized forms and checklists. Methods of reaching goals are often based on proven successful strategies. Effective schools have respectful and supportive relationships among administrators teachers, support staffs, and students. Hopkin emphasized that effective schools are managed by effective leaders. These individuals provide the leadership necessary to create a strong curriculum and a safe environment where students can succeed. Effective leaders care about faculty needs, teacher recognition, and professional development, and also encourage parental, family, and community involvement in school activities many school leaders help parents and teachers assume new school leadership roles (2004). The concept of effective schools encompasses the system of school and administrative relationship. Increased educational effectiveness produces greater educational efficiency. Effective schools are able to transform their given in puts in to student learning. Effectiveness was defined as high rates of student learning. The characteristics of effective school include small school size; personalization; high expectations for students; collaboration among teachers; a simple focused a coherent curriculum; aggressive leadership; consistent standards for student behavior; family support; and peer support (Hapkin et.al (1994)

Figure2.1. A Model of Effective Schooling



Source : A Model of Effective Schooling (Hapkin et.al 1994, p.42)

Effective schools tend to be marked by a constant interchange of professional information at both a formal and informal level, and improving the ways of working that encourage teachers to work together toward shared goals. A study on effective schools, demonstrates that teachers work most effective when they are supported by other teaches and work together collegially. Hapkin et.al (1994) noted that successful schools create collaborative environments which encourage involvement, professional development mutual support and assistance in problem solving.

Building leadership capacity therefore involves teachers working together and learning together to bring about effective change it derived from the explicit and shared values of a community. This implies a model of Leadership where leadership and leader are not the same (Lambert. 1998). Leadership is a shared and collective endeavor that engages all members of the organization work together and learn together, where they construct and refine meaning leading to a shared purpose or a set of goals. This model of leader ship implies are distribution of power and realignment of authority within the organization. In model leadership the power base was diffused and the authority dispersed within the teaching community and important dimension of this leadership approach is the emphasis up on collegial way of working to encompass mutual trust and support. For teachers leadership to be maximized there has to be share values and goals along with the ability to take action. This can only be achieved as part of a democratic process where individual's ideas and action can be freely expressed. Then teachers will be more

likely to contribute to their development in positive way. Ron Edomnd (1970) states that "all children can learn" Ronald Barth (2000) has suggested that this statement should be supplemented by equally revolutionary idea that "all teachers can lead" if schools are going to become places in which all children are learning, all teacher must be leaders to benefit the school and themselves(cited in Hapkin et.al, 1994). In order to create communities of teacher leaders it is important to link professional development and leading. Teachers who are engaged in learning with their peers are most likely to embrace new initiatives and to innovate. Edmonds 1978 list of the effective school correlates is as follows

1. Emphasis on student acquisition of basic skills
2. High expectation for students
3. Strong administrative leadership
4. Frequent monitoring of student progress
5. Orderly climate conducive to learning

A study conducted by Purkey and Smith (1982) also describes criteria of effective schools

- Curriculum focused school leader ship
- Supportive climate within the school
- Emphasis on curriculum and teaching
- Clear goals and high expectation for student
- A system for monitoring performance and achievement
- On –going staff development and in-service
- Parental involvement and support

The governors' best practice centers staff (2000) in Virginia department of education identified the following 16 effective school practice.

Administrative support:- Provide both the division and school administrator

Assessment:- the existence of a clear system for collecting, summarizing and reporting student achievement information based on the assessment

Classroom instruction:- careful lesson planning, using a variety of materials and effective question techniques

Curriculum alignment and curriculum mapping /pacing):-

setting clear learning goals, specific objective, instructional activities, student assessment and periodic review of curriculum documents.

Data analysis:- analyzing student achievement data and using it in both the individual class room and school wide planning process

Community and parent support:- Parents and community members provide support for the instructional learning time and family members are encourage to support intervention strategies

Schedule consideration:- administrators and teachers ensure that school time is used for focused instruction

Leadership:- administrators and teachers create a strong sense of mission and vision and build a strong culture of collaboration and creative problem solving .

Research based program:-Effective instructional programming has a strong research base.

School wide focus on success:-administration and teachers provide a clear focus on expectations for achievement and clear publicize recognition, rewards and incentives.

Staff development:-time for professional development activities are set a side and specific skill building activities are delivered.

Student motivation: teachers take note of student interest, problem ad accomplishment and use this information to motivate students.

Teachers planning accommodation:-teachers are provided time for collaboration and planning in terms both within and across grade level.

Technology:-administrators and teachers receive training to enable them to use educational technology effectively. Classroom lesson are enhanced using a variety of technology application.

Another researcher Sergiovanni (1995) has reviewed the more recent literature and synthesized the major characteristics of effective schools, according to her synthesis, effective schools.

- Are student centered
- Offer academically rich programs
- Provide instruction that promotes student learning
- Have a positive school climate
- Faster collegial interaction
- Have extensive staff development
- Practice shared leadership
- Foster creative problem solving
- Involve parents and the community

A study more relevant to developing countries conducted by Temu (1995) on "successful school in Tanzania" while his framework is heavily depends on the theories examined earlier he categorizes the characteristics of successful school in four areas i.e the school the leader the teacher, and the student according to him (Temu,1995).

• **Successful schools** are high performing in academic activities, their building and resources are well maintained.

• **The leader** has vision plan to facilitate work recognize the worth of every worker, accept new ideas narrows social distance, perceive the school in its totality protect everybody share core values. Emphasizes intrinsic motivation and prevent rather than waits to cure disruptive tendencies.

• **The teacher** feel recognize and value, assist weak slow learner have a good contact with parents are loyal to the school leaders and relate to other workers. Staff and students as in the extended family

• **The student** feel cared for respect the staff and are disciplined. They are aware of school expectation. Find extra time to work on their lesson and make decision which enhance school objective

2.12 Dropout

UNESCCO, (1998), defines the term *drop out* as leaving a school before completion of a given stage of education or some intermediate or non-terminal point in level of education. There are three categories of theories that explain why drop outs abandon school; categories are "*Drop-out*" "*Pullout*" or "*Push-out*" theories. Factors likes readiness and attitude of the student, health problem, and mal nutrition are examples of drop out theory. This theory, consider student personal characteristics as factors for dropping out of school. (Lessanu 2004:30). Employment opportunities are also examples of pull out factors that attract students to drop out of school.

School factors dispirit students from continuing with their education. Unattractive school condition, policy is some of the examples that can act as push factor to students. The tendency for students to drop out is also associated with their school experiences like: dislike of school: Law academic achievement: retention at grade level: a sense that teachers and administrators do not care about students; and inability to feel comfortable in a large, depersonalized school setting

(U.S. Department of Education, 1999:31). In school factor that deter the attendance of students can be categorized as "*push out*" factors.

Types of Dropout**:** The types of dropouts are grouped according to their respective causes for quitting their education. Sapposta (1993) grouped dropouts in three categories.

Involuntary Dropouts**:** The problem like illness, physical disability and labor of a child by parents, poverty and accident exert external influence on student become dropouts.

The Retarded Dropout**:** Students who lacks of sufficient ability to handle academic studies have to tend dropout prior to tertiary school entrance. They are student who could not perform the necessary work required for promotion to the next grade.

The Capable Dropouts: These dropouts are characterized by certain personal and emotional factors they have the ability to do satisfactorily, even superior work in the school. But they are reluctant to make better progress in academic activity. As opposed to the retarded dropout, the capable dropouts have abilities of academic performance. They have potential for doing better, but they are dominated by social and psychological problems which are manifested in school (Frey in Sappasatta, 1993).

The major groups of forces that important in determining primary school efficiency are internal or in school factors. These factors are those that are related with pupils, teacher and administrative characteristics.

2.13 Repetition

Repetition is defined as "a year spent by a pupil in the same grade and doing the same work as in the previous year" Brimer and Pauli (1971). In terms of cost, repetition increases education cost, because repeaters reduce the intake capacity of the school and prevent other children from entering school or causes overcrowding of classrooms. Repetition is one of the constraints of developing countries Psacharopoulos and Wood hall (1985).

Another form of school wastage occurs when pupils have to repeat grades. In developing countries especially, this is often a prelude to drop-out (UNESCO, 1998). School systems around the world differ widely in their policies toward pupils who fail to master the work appropriate to a particular grade level. In a majority of countries, both developed and developing, educators require such pupils to repeat the grade in order to give them additional time and material that they failed to master the first time around. The practice is typically applied in grade 1 out of a conviction that it is important for pupils to get off to good start in their education. However,

repeating the final secondary grade is also widespread in countries where admission to tertiary school is based on passing an end-of-secondary school examination. A minority of countries appear to believe that repetition creates more problems than it solves and therefore follow a policy of automatic promotion. Accordingly, pupils proceed to the next grade even when they have not mastered the material of the previous grade. Some educators argue that pupils who did not learn something the first time are not likely to benefit from repeating the same academic year. A wiser policy, they argue, is to provide such pupil additional assistance and allow them to proceed to the next grade with their peers, (UNESCO, 1998).

2.14 Consequences of educational wastage

Wastage in education describes the failure to achieve the intended results or goals that have been primarily set (UNESCO, 1980). It includes the various obstacles that make the realization of educational objectives difficult (UNESCO 1984). Wastage is also viewed as an indicator of internal efficiency of educational systems (chantavanich and Fry, 1990:160) and as "important dimension" (Simmons, 1980:45).

Wastage in education reduces the effectiveness of the *system* and as the rate increases, it becomes a symptom of serious defects in the internal operation of the system (UNESCO, 1984). These rates help to understand how the education system utilizes efficiently the limited resources and time. These rates are commonly used to measure the efficiency of the education system in producing graduates of a particular cycle or level. A student has three paths in a particular academic year, *i.e. promotion, repetition or drop out*. Repeating a grade means using more resources than allocated to a student; and leaving a school (drop out) before completing a particular cycle or level of education is also wastage of resources. Lower repetition and lower dropout rates overall and at each grade level are the indicators of proper utilization of limited resources. It is important to note the particular ways in which Ethiopia calculates repetition rates, and hence calculates dropout rates (MoE, 2009/10). Precisely, Wastage and Efficiency are negative and positive dimensions of the same phenomenon (Chantavanich and Fry, 1990). This clearly indicates that when the degree of educational wastage is high, the efficiency of the system becomes low and vice-versa. The index of the educational wastage is one when the system is „absolutely" efficient. Nevertheless, and educational system cannot be completely efficient for there are always failures and school drop-outs (UNESCO, 1984). The effort to make an

educational system efficient and effective therefore limits itself the extent of minimizing the degree of wastage rather than eliminating it. For educational planners and statisticians the term wastage refers to the combined result of grade repetition and dropping –out of school before completing the educational program for which one is enrolled (UNESCO, 1984). As wastage (dropout & repetition) in education goes beyond its quantitative efficiency it affects the provision of quality education. Although these two aspects of wastage seem to reflect the quantitative features, they are in no way separated to the quality of education.

CHAPTER THREE

Research Design and Methodology

This chapter deals with research methodology. It is sub-divided into research design, area of the study, sample size and sampling procedures, research instruments, data collection procedures, and data analysis techniques.

3.1 Research design and Methods

The study adopted descriptive survey research design which was employed both qualitative and quantitative methods. Descriptive survey was used to analyze the data obtained from the sample of individuals through questionnaires and interview. Mugenda and Mugenda (2003) argue that survey research design is a self-report study which requires the collection of quantifiable information from the sample. Survey was preferred because it involves gathering data that describes events and then organizes, tabulates, depicts and describes the data collection (Glass & Hopkins, 1984). This research design was found suitable by the researcher because of its simplicity, high degree of representativeness and the ease in which a researcher obtained the participants opinion. Through this design the researcher posed a series of questions to sample respondents, summarized their responses with percentages, frequency counts, and means values, and then draws conclusions. The design also helps to save time and money.

The other reason why the researcher decided to use survey research design was that it enables the researcher to obtain current information about school based factors contributing to educational wastage in some selected secondary schools. In support of this, Kothari (2004) stated that the major purpose of descriptive survey design is description of the state of affairs as it exists at present. Furthermore, he explained that the main characteristic of this design is that the researcher reports what has happened or what is happening. Survey questionnaires, semi structured interview and document analysis were used to collect the data in this study.

3.2 The area of study

The study was conducted within Finfinne Zuria special zone. It is one of the zones of Oromia region in Ethiopia which is found surrounding the capital of Ethiopia, Addis Ababa. It was created at 2008 from former Burayu special zone and part of semien (North) shewa, Misrak (East) shewa Debub Mirab (south West) shewa and Mirab (West) shewa zones.This zone is surrounding the capital of Ethiopia, Addis Ababa, which is called finfinne in the oromo language. The estimated size population according to 2007 census conducted by the CSA was 794,489.The main reason for creating this special zone was to ease the co-operation and development of surrounding area of Addis Ababa. The administrative city of this zone is also Addis Ababa. The zone has been selected for the study because it has high education wastage in public secondary schools in terms of drop out and repetition. This high educational wastage initiated the researcher to assess the factors contributing to it.

Table.3.2 Location of the sample woredas and schools

Name of zone	Name of woredas	Location	Sample schools
Finfinne Zuria Special Zone	Welmera	West of Finfinne/Addis/	Kolobo secondary school
			Burka Hara secondary school
	Akaki	East of Finfinne/Addis/	Abaysilto secondary school
			Kuriyo /Abasamuel / secondary school
	Berak	North of Finfinne/Addis/	Dire secondary school
			Kombole secondary school

3.3 Sources of Data

The researcher used both primary and secondary sources of data for the study. The primary data was obtained from teachers, principals, supervisors, dropouts, repeaters and woreda education officers through questionnaire and interview respectively. Whereas the secondary data included students' portfolio of performance, statistics of dropout and repetition trends, students' attendance, School Improvement Program (SIP) document and educational reports in the six selected secondary schools.

3.4 The Sample

Finfinne Zuria special zone have six woredas namely Welmera, Akaki, Berak, Mulo, Sebeta Hawas and Sululta. In each of the woredas there were about three secondary school which were

about 18 in total. The researcher randomly selected 3 woredas and 6 secondary schools for the study i.e two schools from each selected woreda. The selected woredas were Welmera, Akaki and Berak. There were about three secondary schools in each woredas. The sample schools were Kolobo secondary school, Burka Hara secondary school, Dire secondary school, Kombole secondary school, Abasamuel secondary school and Abaysilto secondary schools.

There were about a total of 120 secondary school teachers in the selected woredas. i.e welera woreda, male 24,female 17=41, Akaki woreda, male 22, female 12=34, and Berak woreda , male 23, Female 22=45 . Among these 60(50%) sample teachers were selected using systematic sampling to collect relevant and accurate data for the study. There were about 80 repeaters in the 6 sample schools, (i.e Kolobo secondary school, male 4, fema 7 =11, Burka Hara secondary school, male 4 , female 8=12, Dire secondary school, male 5. Female 6=11, Kombole secondary school, male 4, female 9=13, Abasamuel secondary school, male 6, female 9=15 and Abaysilto secondary school, male 5, female 8=13) which 20(25%) were selected by systematic random sampling.

There were also about 61 dropouts in the 6 sampled schools i.e Kolobo secondary school, male 4, fema 3 =7, Burka Hara secondary school, male 6 , female 4=10, Dire secondary school, male 7. Female 4=11, Kombole secondary school, male 7, female 7=14, Abasamuel secondary school male 5, female 4=9 and Abaysilto secondary school, male 6, female 4=10) which 10 (20%) of them were selected for the sample using snow ball sampling method.

The sample for this study comprised 9 principals, 3 secondary school supervisors, 58 teachers, 3 Woreda Education Officer, 10 drop outs and 20 repeaters. Teachers were selected because they are actors in the teaching learning process. Principals were selected because they keep records of the students while in school, woreda education officers were selected because they also keep records of the entire Woreda. The drop outs and repeaters were selected because they have first-hand information on the influence of each school based factor on educational wastage.

Table 3.4 Sample size

Category	Population	Sample size	Percentage	Sampling technique
Principals	9	9	100%	Purposive
Supervisors	3	3	100%	Purposive
Head of Woreda Education Officer	3	3	100%	Purposive
Class teachers	120	60	5o%	Systematic sampling
Repeaters	80	20	25%	Systematic sampling
Drop outs	-	10	-	Snow ball
Total	215	105	48%	-

3.5 Sampling procedures

The respondents were obtained as follows: 9 secondary school principals, 3 secondary school supervisors and 3 Woreda Education Officers were purposively selected. 60 teachers and 20 repeaters were selected by using systematic sampling. The researcher got all the lists of teachers and repeaters from the schools record. Then any k^{th} numbers of teachers and repeaters in the list was selected until the desired sample size was satisfied by using the formula $k=\frac{p}{n}$, where k= the interval, p= number of teachers and repeaters and n = the required sample size. Thus (p of teachers = 120) & (n of teachers =60).Then k^{th} interval of teachers is $\frac{120}{60}$ = 2, thus any 2^{nd} teachers in the list were selected and the p & n of repeaters are 80 and 20 respectively then $\frac{80}{20}$=4.Thus any 4^{th} repeaters in the list were included in the sample (Creswell, J.W 2003).The researcher identified the 1^{st} participant for teachers and repeaters by using chance or lottery method. A sample of 10 drop outs was selected using snow ball sampling method. The initial drop outs were identified. Then the few identified were requested to name others they know. This was done until the right number was obtained.

3.6 Data collection instruments

The researcher used questionnaires, interview and document analysis as data collection tools.

3.6.1 Questionnaire

Based on research questions, the researcher developed a 20 items questionnaire for each category of participants such as principals, supervisors, dropouts, repeaters and teachers. Thus the 1^{st} 7 items were intended to gather information about the degree to which lack of school facilities contributed to educational wastage, the following 7 items were about teachers related factors contributed to educational wastage and the last 6 were about school management and school

policy related factors contributed to educational wastage. The questionnaires were used to gather information at school level on school based factors contributing to educational wastage and possible effort they are making to curb it in future.

3.6.2 Interview

To make the study more comprehensive and reliable, semi-structured interviews were administrated to Head of three woreda education offices to obtain in depth information aout school based factors contributing to educational wastage. A total of 11 interview guide questions were prepared based on basic research questions. To ensure effective communication between the interviewer and the interviewees, the entire interview were conducted in English, in Afan Oromo and Amharic. Then the researcher was translated Amharic and Afan Oromo back to English for analysis. The interview questions had two parts: professional background which asked their experience, educational level, and field of study and to what extent school based factors contributing to educational wastage.

3.6.3 Document analysis

The researcher analyzed documents to solicit information like admission records, completion registers, dropouts and repetition trends in the sample schools, school structure and physical setting, school policy ,school plan and performance report.

3.7. Data Collection procedures

The researcher sought permission to conduct the study from the University which was presented to the woredas under the study. In each school permission was sought from the head teachers who further helped the researcher to be in touch with the respondents. Then the relevant data for the research study was collected through multiple instruments. Both qualitative and quantitative primary data were collected. The study was conducted for two months. Before administrating the instruments, the researcher established an appropriate rapport with subjects. All the respondents were informed about the purpose of the study and how to complete the questionnaire. The researcher contacted in face-to-face situation to the respondents. The questionnaires for respondents were distributed with the supervisors, principals and vice principals of the schools. The data collection through interview was conducted by speaking to respondents face-to-face.

All the interviews were done by the researcher. Before conducting the interview, necessary rapport was established with respondents by creating conducive atmosphere and explaining the purpose of the study to the interviewees.

3.8 Methods of data analysis

In this study, both the qualitative and quantitative data were collected, coded, tabulated, analyzed, described and interpreted. The items were classified into 3 different tables according to the nature of issues raises in questionnaires such as teacher related factors, management system related factors and school facility related factors. The major statistical tools employed were grand mean, frequency count and percentage. The researcher also used SPSS software to ease the process of data analysis.

The qualitative data drawn from interview and first transcribed into a separate topic as teacher related, school management related and school facility related factors. After these raw data was carefully analyzed, each term of participants and views obtained were categorized under each factor. Then the categories were combined to describe the items both as expressed by participants and as understood by the researcher. Most of the responses were reported as they were obtained direct from interview. Depending on the nature of the problem and data collected, different statistical methods were used in this study for data analysis and interpretation.

- The percentage was used to analyze the characteristics of respondents. Such as age, sex, field of the study, educational qualification and experience.
- The rate of dropout and repeaters were calculated by adding the number of dropout & repeaters and then dividing the sum by the total number of enrolled student in that particular grade and year.
- The mean score was also used to identify which of the item was rated above average to be considered among the major school based factors causes educational wastage.
- The mean score for each item was calculated and those items whose mean valves are below average were assumed to have no contribution to educational wastage. And those items above average (2.0) were contributed educational wastage.
- In the qualitative data which was obtained from the interview coded, categorized, interpreted and analyzed to enrich the quantitative data.

3.9 Ethical considerations

During data collection, analysis and presentation, the researcher maintained honesty and privacy of respondents. For this reason, before data collection, permission was sought to carry out research from the university. The researcher also ensured that no physical harm was caused on respondents and that learning was not interrupted.

The researcher made clear to the respondents that the purpose of the study was only an evaluation of the school based factors contributing to educational wastage in Finfinne Zuria Special Zone and in the region as a whole.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of data

This chapter deals with Presentation, Analysis and Interpretation of the data obtained from the sample schools by using the data gathering tools (questionnaire, interview and document review) to search for appropriate solutions to the basic questions of the study. The data collected through closed-ended questionnaires from teachers, school principals, Supervisors, repeaters and dropouts were presented in frequency tables and then analyzed using mean score value, percentages and frequency counts. The qualitative data obtained through interview and observation was presented and analyzed together with the quantitative analyses of related questionnaire items. This section of the research report is categorized in to two major parts. The first part presents the characteristics of respondents and the second part deals with the analysis and interpretation of data about the School based factors contributing to educational wastage.

4.1 Demographic data

This part presents the characteristics of personal attributes of individual respondents. These include; gender, age, level of education, professional experience and field of study. The respondents were asked to indicate their gender, age, professional experience and field of study. The rationale behind inclusion of these attributes of respondents in the analysis was that they help to explore school based factors contributing to educational wastage in some selected public secondary schools.

Table 4.1 Demographic data of respondents

sex	T		P		S		WEOH		D		R		T	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
M	41	70.6	7	77.7	3	100	3	100	6	60	7	35	62	59
F	17	29.4	2	22.3	-	-	-	-	4	40	13	65	43	41
Total	58	100	9	100	3	100	3	100	10	100	20	100	103	100
Age														
<20	-	-	-	-	-		-	-	7	70	14	70	21	20.38
20-25	4	6.8	-	-	-	-	-	-	3	30	6	30	13	12.6
26-30	25	43.1	3	33.3	-	-	-	-	-	-	-	-	28	27.2
31-35	12	20.6	2	22.2	1	33.3	-		-	-	-	-	15	14.5
36-40	15	25.9	4	44.4	1	33.3	1	34.4	-	-	-	-	21	20.38
>40	2	3.4	-	-	1	33.3	2	66.6	-	-	-	-	5	4.85
Total	58	100	9	100	3	100	3		10	100	20	100	103	100
Service year														
0-5	11	18.7	-	-	-	-	-	-	-	-	-	-	11	15.06
6-12	35	60.3	9	100	3	100	-	-	-	-	-	-	47	64.38
>13	12	20.68	-	-	-	-	3	100	-	-	-	-	15	20.54
Total	58	100	9	100	3	100	3	100		-	-	-	15	100
Educational level														
9^{th}	-	-	-	-	-	-	-	-	6	60	10	50	16	15.5
10^{th}	-	-	-	-	-	-	-	-	4	40	10	50	14	13.6
Certificate	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Diploma	6	10.3	-	-	-	-	-	-	-	-	-	-	6	5.8
BA/BSC	51	88	9	100	3	100	3	100	-	-	-	-	66	64
M.A/MSC	1	1.7	-	-	-	-	-	-	-	-	-	-	1	0.9
Total	58	100	9	100	3	100	3	100	10	100	20	100	103	100
Field of study														
EdPM	-	-	3	33.3	1	33.3	1	33.3	-	-	-	-	5	33.3
Non EdPM	58	100	6	66.6	2	66.7	2	66.7	-	-	-	-	10	66.7
Total	58	100	9	100	3	100	3	100		-	-	-	15	100

***Key**: F.= frequency, %= percentage **T**=Teachers, **P**=Principals , **S**=Supervisor , **WEOH**=Woreda Education Office Heads ,D= Dropouts and R= Repeaters. M=male, F= Female, T= Total*

The study sought to determine the composition of gender of respondents. Table 4.1 clearly show that there were more male than their female counterparts in all categories of respondents in the sample schools except for repeaters in which number of females exceed that of males. The gender analysis indicates that the majority 41 (70.6 %) of the teachers in the selected secondary schools under study were males. And female teachers were only 17 (29.4%). Most of the school

directors 7(77.7%) were males. 3(100%) school supervisors were females. Female principals were only 2(22.3%) and no female supervisors in the schools under study. All the 3 woreda education officers were males. 6(60%) dropouts and 7(35%) repeaters were males.

These imply a high gender gap among all respondents except for repeaters. Since the number of female in the leadership position principals, supervisors and Woreda Education Office Heads were relatively below average, it is advisable to the concerned body to bring them to the leadership position in order to motivate female students to boost their retention and promotion rate. As there was a high gender gap among teachers and school managements, female students less motivated to continue with education.

As can be seen from table 4.1 age structure of respondents, 4(6.8%) of teachers were in the age category < 25 years, 25(43.1%) of teachers were between 26-30 years old. 12(20.6%) of teachers were between 31-35 years old. 15(25.9%) of teachers were between 36-40 years. Only 2(3.4%) teachers were above 40 years old. These show that majority of teachers were in a young age group and thus can easily run their deeds to actualize quality of education.

The age of school directors 3(33.3%) were between 26-30 years old, 2(22.2%) were between 31-35, 4(44.4%), were between 36-40 years old respectively. 2(66.6%) of secondary school supervisors were between 31-40 years and 1(34.4%) was above 40 years old. The W.E.O.Heads age distribution 1 (34.4%) 36-40, and 2(66.6) were above 40 years. These again revealed the ages of school directors, supervisors and W.E.O.Heads could be categorized in the young age group.

Regarding the age of students (dropouts & repeaters), about 7(70%) dropouts and 14(70%) repeaters were below 20 years respectively. and 3(30%) dropouts and 6(30%) repeaters were >20 years old. The age descriptions of all categories of respondents infers that most of the respondents were in the age range of >20 years and < 30 years old. Therefore, the respondents were mature enough to respond to the questions properly and as well as young enough to participate in school decision to bring change school structure and reform.

Schools' staff professional experiences are directly related to quality education. As can be seen from table 4.1 concerning respondents work experience majority of respondents had >5 years of services. Thus, about 47(80.98%) teachers, (100%) principals, (100%) Supervisors and (100%) W.E.O.Heads, were with work experience >5 five years which indicate that insight to and handling inefficiency problem will be at its higher advantage. Only 11 (18.7%) teachers were below 5 years of professional services. This implies that the staff experience in the schools under study may not a challenging factor for educational wastage.

The Human Resource Recruitment and Development guideline of (MoE, 2002) indicates that the minimum educational requirement for secondary school level teachers were 1st degree while preparatory class teachers and head teachers need to have at least a 2nd degree(M.A/BSc) in educational fields of study and EDPM for school management respectively.

Accordingly, table 4.1 51(88%) of teachers have 1st degree, 6(10.3%) were under minimum requirement (held diploma). 9(100%) principals, 3(100%) of supervisors and 3(100%) W.E.O.Heads respectively were working under minimum requirement of management educational level holding only 1st degree (needed to have M.A/BSc.

These point out that the zone had not met the required minimum level of qualification to secondary school that may responsible for reduction of quality of education and further to the increment of educational wastage. So needs great attention especially towards the quality of teachers' and leadership performance.

School staff and school leader's related field of study have their own implication on internal inefficiency of schools. Accordingly, table 4.1 above clearly illustrated that out of 58 teachers no one hold management field. 3(33.3%) principals had related field of study and majority 6 (66.6%) of school principals managing schools with no related management field study. Majority 2(66.6%) of supervisors and majority 2(66.6%) of WEOH also not certified with management field of study. These imply greater numbers of Principals, Supervisor and W.E.O. Heads in the sample zone under study were took management position with none related field of study.

Therefore, based on the above table we can concluded that majority of the educational leaders under the study were not qualified for the position in related field of study. Thus lack of qualified leader in an area of educational leadership field of study may negatively affect proper management of schools which may further cause educational wastage.

4.2 The extent to which school based factors contributing to educational wastage

This section presents the analyses of actual data on the extent to which school based determinants contributing to educational wastage.

To achieve the study objective, the participants were asked to indicate the degree to which school-based factors contributing to educational wastage. Each factors categorized in to: school facility related factors, teachers related factors and school management related factors to make ease and clarify data analysis. Then the responses were summarized in a frequency distribution table using a 5-point likert scale. Thus, responses that indicated very high were given 5 points, high given 4 points, medium given 3 points, low given 2 points and very low given 1 point and then the findings were established accordingly. From the literature review some lists of possible school based factors that force students to repeat and drop out of school were identified. Such factors are quality of school management and school management style, school rule and regulations, school facility gap and teachers' attitude, commitment and competency. For example according to Grahm-Brown, (1991) the scarcities of school facilities that are particularly related to instructional activities contribute to low internal efficiency in term of both repetition and dropout. The assignment of untrained and in experience educational leaders can also contribute to low efficiency of educational system (MOE, 2003). Therefore the study analysis based on these schools based factors contributing to educational wastage. In the research educational wastage mostly referring to dropout and repetition rate of each school under study. Moreover, to come up with the finding dropouts, repeaters, teachers, supervisors and principals were asked to rate those possible school based factors contributing to educational wastage according to their perception & each of the factors were given due attention.

4.2.1 School facility related factors contributing to educational wastage

Educational facilities in this particular study refer to availability of reference books, student text books, peacefulness & security of schools compound, class size, absence of tutorial class, and suitability of school compound which may contributing to educational wastage. Hence some of the school facility related factors analyzed below.

4.2.1.1 Teachers view on the extent to which school facility related factors contributing to educational wastage.

This section tried to analyze teachers' view on the degree to which school facilities related factors contributing to educational wastage in some selected public secondary school of Finfinne zuria Special Zone.

Table 4.2.1.1 Distributions of teachers' view about Schools facility related factors contributing to *educational wastage. Number of teacher respondent, N=58*

NO	Factors (Variables)	Teachers' response (N & %)										mean
		5		*4*		*3*		*2*		*1*		
		No	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	
1	Absence of reference books	2	3.4	4	6.8	7	12	26	44.8	19	32.7	2
2	Absence of teaching aids	30	51.7	22	37.9	6	10.3	0	0	0	0	4.4
3	Frustration during exam	7	12	6	10.3	4	6.8	23	39.6	18	31	2.3
4	Absence of student-section ratio	27	46.5	17	29.3	7	12	4	6.8	3	5.1	4
5	Absence of tutorial class	30	51.7	22	37.9	6	10.3	0	-	0	-	4.5
6	Lack of student text books	2	3.4	4	6.8	6	10.3	25	43.1	21	36.2	2
7	Unsuitability of school compound	5	8.6	7	12	6	10.3	18	31	22	37.9	2.2

*Note: * 5= very high, 4=high,3=medium,2=low,1=very low*

** In the data analysis the five scales of measurement have been condensed into three for more clarity and easy analysis and interpretation. Thus, very high and high were condensed into high and very low and low were condensed into low and the third is medium responses.*

* *Level of agreement, Mean=≥4(high),2.5-3.9(medium),≤ 2.5(low)or when the mean value≥3.0(the average cut point) the factor rated high and when the mean value<3.0 the factor rated low*

Table 4.2.1.1 above discussed about the school facility related factors contributing to educational wastage. According to item 1 of this table teachers were asked to what extent the absence of reference books contributed to educational wastage. Majority 45(77.5%) of teachers reflected that there were excess reference books in the school as they rated high to the item. Only 6(10.2%) teachers replied reference book was among the factors contributed to dropout and repetition. AS indicated by teachers there were enough reference books in secondary schools.

The calculated mean scores of the teachers (mean=2) also indicated that the respondents rated the item below average. This shows that the effect of this factor is not acute. This implied the factor not contributing to educational wastage.

Item 2 in the above table 4.2.1.1 publicized that unavailability of teaching aids were among the challenging factors contributing to educational wastage as majority of teachers positively replied to the idea. Thus 52(90.6%) of the teachers indicated teachers agreement with lack of teaching aids. The rest 6(11.2%) teachers agreed the factors moderately contributing to educational wastage. From the responses of teachers, one can say that unavailability of teaching aids contributing to the quality of education offered in selected public secondary schools under study.

The calculated mean scores of the teachers (mean=4.4) also indicated that the respondents rated the item above average to indicate the factor contributed educational wastage to high extent. Based on the evidence, we can conclude that absence of teaching aids contributing to educational wastage.

Schools need to be a peaceful place for learning (MOE 2002). Item 3 tried to explain if frustrations during exam contributing to educational wastage. 41(70.6%) of teachers and the calculated mean scores of the teachers (mean=2.3) indicate less agreement with the idea that frustration less contributing to educational wastage. Only the rest 13(22.3%) teachers replied frustration affect student performance. The response of this item revealed that frustration during

exam was slight to contributing to educational wastage (repetition & dropout) .This implies that schools under study were peaceful and free of frustration as reported by teachers.

As stated by Yaikob T. (2014, June) in his study about factors contributing to educational wastage ‘’Large class size is among a forefront school based factor contributing to educational wastage as it creates suffocation and hard to manage’’. Teachers’ view on item 4 of table 4.2.1.1 above correspond to the above research. Thus majority 44(75.8%) of teachers indicate high agreement on the idea that student-section ratio was the factor contributed to educational wastage in woredas under study.

The calculated mean scores of the teachers (mean=4) also indicated that the teachers rated the item above average to indicate the factor contributed educational wastage to high extent.

The document analysis obtained from three woredas also supported the idea that there were about 65 to 85 students attending lesson in a single classroom which was above standard. To conclude based on teachers response and document review large class size was among the challenging factors.

As illustrated in Item 5 of table 4.2.1.1 absence of tutorial class was among the highest challenging school based factors for students repetition in the Zone under study as majority 52(89.6 %) supported the idea. Only the rest 6(11.4%) of teachers respondents controvert the idea.

The calculated mean scores of the teachers (mean=4.5) also indicated that the teachers rated the item above average to indicate the factor contributed educational wastage to high extent.

From the document analysis the researcher also proofed that no tutorial class arranged as intended for secondary schools under study. Based on these evidence absences of tutorial class affected educational wastage.

As it can be seen from item 6 of Table 4.2.1.1, majority of respondents teachers 46(78.3%) agreed that students’ text book were available and less contributing to student repetition and dropouts. 6(10.3%) replied to medium and 6(10.2%) responded high.

The calculated mean scores of the teachers (mean=2) also indicated that the teachers rated the item below average to indicate the factor contributed educational wastage to low extent.

The document analysis also showed the same result. Relatively there were ratios of 1:1 text books observed in the schools. According to these evidences schools have excess text books and may not affected educational wastage.

The last item in table 4.2.1.1 deals with unsuitability of school compound. Suitability in this study denotes free of any disturbance may be unnecessary sounds. It was found that majority of teachers i.e., 40(68.9%) responded the factors less contributing to educational wastage. 6(10.3%) replied unsuitability of school environment moderately contributing to educational wastage. The rest i.e., 12 (20.6%) replied unsuitability of school compound contributed to educational wastage. This tells us schools under study were secured for learning situation.

The calculated mean value of 2.2 also points the same result. Thus, it is possible to say that suitability of schools compound were not challenging factor of educational wastage in the zone under study.

4.2.1.2 Principals and Supervisors view on the extent to which school facility related factors contributing to educational wastage.

The items number 1 to 7 in the table 4.2.1.2 below are about the view of principals and Supervisors on school facility related factors contributing to educational wastage. Therefore, the discussions below depend on these items.

Table 4.2.1.2 Distributions of principals and supervisors view on Schools facility related factors. Principals=9, Supervisors=3

NO	Factors (Variables)	Respon	Responses value in %										Mean
			5		*4*		*3*		*2*		*1*		
			N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	
1	Absence of reference books	P	0	-	1	11.1	1	11.1	4	44.4	3	33.3	1.9
		S	0	-	0	-	0	-	2	66.6	1	33.3	
2	Absence of teaching aids	P	5	55.5	3	33.3	1	11.1	0	-	0	-	4.5
		S	2	66.6	1	33.3	0	-	0	-	0	-	
3	Frustration during exam	P	1	11.1	1	11.1	1	11.1	3	33.3	3	33.3	2.1
		S	0	-	0	-	-	-	2	66.6	1	33.3	
4	High student-section ratio	P	4	44.4	3	33.3	1	11.1	1	11.1	0	-	4
		S	2	66.6	1	33.3	0	-	0	-	0	-	
5	Absence of tutorial class	P	5	55.5	3	33.3	1	11.1	0	-	0	-	4.5
		S	2	66.6	1	33.3	0	-	0	-	0	-	
6	Lack of student text books	P	0	-	1	11.1	1	11.1	4	44.4	3	33.3	2.2
		S	0	-	0	-	-	-	1	33.3	2	66.6	
7	Unsuitability of school compound	P	1	11.1	1	11.1	1	11.1	3	33.3	3	33.3	2.2
		S	0	-	0	-	1	33.3	1	33.3	1	33.3	

*Note: * 5= very high, 4=high,3=medium,2=low,1=very low,P=Principals, S=Supervisors*

- ** In the data analysis high includes combined responses of (very high and high) while low includes combined responses of (very low and low).*
- ** Level of agreement, Mean=≥4(high),2.5-3.9(medium),≤ 2.5(low)or when the mean value≥3.0(the average cut point) the factor rated high and when the mean value<3.0 the factor rated low*

In item 1 of table 4.2.1.2 Principals and supervisors were asked to what extent the absence of reference books contributing to educational wastage. Like that of teachers view 7(77.7 %) of principals replied that there were excess reference books in the schools and was not the challenge to educational wastage. The rest few principals 1(11.1 %) responded to medium and the other 1(11.1%) responded absence of reference books contributing to educational wastage.

The calculated mean scores of the teachers (mean=1.9) also indicated that the principals and supervisors rated the item below average to indicate the factor contributed educational wastage to very low extent.

The document review also revealed that schools under study have enough reference books in their library. On same table and same item above majority of supervisors i.e 3(100%) responded

schools under study provided excess reference book and may not caused educational wastage. This implies that this variable was not the factor contributing to educational wastage.

Item 2 in the above table 4.2.1.2 revealed that unavailability of teaching aids were among the challenging factors contributing to educational wastage as majority of sample Principals positively replied to the idea. Thus 8(88.8%) of principals indicated that lack of teaching aids highly contributing to educational wastages. The rest 1(11.1%) defendants also replied absence using teaching aid moderately contributing to educational wastage. The idea of the supervisors on the above same variable was in agreement with principals' response. Thus, all sampled supervisors 3(100%) reported the item contributed to educational wastage to high extent.

The calculated mean scores of the teachers (mean=4.5) for both respondents also indicated they rated the item above average to indicate the factor contributed educational wastage to high extent. From these evidences we can conclude absence of teaching aids contributing to educational wastage in public secondary schools under study.

As illustrated in item 3 of table 4.2.1.2, principals and Supervisors were asked to rate to what extent frustration during examination contributing to educational wastage. The analysis of the item revealed that frustration during exam was less challenge educational wastage (repetition & dropout) as 6(66.6%) of principals and 3(100%) of supervisors reported the factor less contributing to educational wastage. The rest 1 (11.1%) principals replied to medium and 1(11.1%) replied to high. This implies that, according to principals and supervisors view, no frustration during exam to challenged educational wastage.

The calculated mean scores of the teachers (mean=2.1) also indicated that principals and supervisors rated the item below average to indicate the factor contributed educational wastage to low extent.

According to item 4 Student section-ratios was among the major school based factors contributing to educational wastage. Local research like Yaikob T. (2014) illustrated that ''schools with small class size is likely easy to manage than large class size''.

This study finding also corresponding to the above research statement that 7(77.7%) of principals view indicated very high agreement on the idea that student-section ratio was the factors contributing to educational wastage in sample woredas under study.
The calculated mean scores of the teachers (mean=4) also indicated that the teachers rated the item above average to indicate the factor contributed educational wastage to high extent.

The document analysis also supported the idea that there were about 65 to 85 students attending lesson in a single classroom. All the above mentioned statements implied that large class size contributing to educational wastage in public schools under study.

As revealed in item 5 of table 4.2.1.2 absence of tutorial class was among the highest challenging school based factors for students' repetition in the Zone under study. Tutorial class in this studies sense was an act of providing extra lesson or course for slow learners in public secondary schools. Majority 8(88.8%) of principals agreed that absence of tutorial class highly contributing to educational wastage. Only 1(11%) of respondents controvert the idea. The response of supervisors were 3(100%) in line with principals' response.

The calculated mean scores of the teachers (mean=4.5) also indicated that the teachers rated the item above average to indicate the factor contributed educational wastage to high extent.

The view of three years report show that no tutorial class arranged by schools for slow learners. These imply that absence of tutorial class was among factors cause educational wastage. This finding corresponding to research findings of (Habtamu W. 2002).Stated that *''when slow learners not supported by schools accordingly, they are likely the first to dropout or repeat*.''

As it can be seen from item 6 of Table 4.2.1.2, majority of principals, 7(77.7%) agreed that students' text book were available and less affect student repetition and dropouts. The mean value =2 pointed the same agreement among respondents. 3(100%), supervisor response confirm principals opinion about excessiveness of student text books in the schools under study.

Item 7 of table 4.2.1.2, is about suitability of secondary schools for teaching and learning process. Principals and Supervisors were asked to what extent schools under study suitable and not contribute to educational wastage. Thus 6(66.6%) principals indicated the factor less

contributing to educational wastage. Only 3(33.3%) support the idea that the schools environment under study not comfortable and contributing to educational wastage. 3(100%) supervisors supported the idea of majority of principals.

The calculated mean scores of the teachers (mean=2.2) also indicated that the respondents rated the item below average to indicate the factor contributed educational wastage to low extent. These implied the factor not affected students' retention.

4.2.1.3 Dropout and Repeaters view on the extent to which school facility related factors contributing to educational wastage.

This part presents about Dropouts and Repeaters response view on the degree to which school facilities related factors contributing to educational wastage in public secondary school.

Table 4.2.1.3 Distributions of Dropouts and Repeaters response about Schools facility related factors contributing to *educational wastage. Number of respondents Dropouts=10 , Repeaters =20*

NO	Factors (variables)	Respondents	Dropouts										mean
			5		*4*		*3*		*2*		*1*		
			N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	
1	Absence of reference	D	0	-	0	-	2	20	5	50	3	30	2
		R	0	-	1	5	4	20	11	55	4	20	
2	Absence of teaching aids	D	5	50	4	40	1	10	0	-	0	-	4.4
		R	11	55	8	40	1	5	0	-	0	-	
3	Frustration during exam	D	0	-	0	-	1	10	7	70	2	20	1.9
		R	0	-	1	5	2	10	11	55	6	30	
4	student-section ratio	D	4	40	4	40	2	20	0	-	0	-	4.2
		R	9	45	8	40	3	15	0	-	0	-	
5	Absence of tutorial class	D	5	50	4	40	1	10	0	-	0	-	4.4
		R	11	55	7	35	2	10	0	-	0	-	
6	Lack of student text books	D	0	-	0	-	3	30	5	50	2	20	2.1
		R	0	-	0	-	6	30	10	50	4	20	
7	Unsuitability of school compound	D	0	-	0	-	1	10	7	70	2	20	1.8
		R	0	-	0	-	3	15	11	55	6	30	

*Note: * 5= very high, 4=high, 3=medium,2=low,1=very low, D=Dropouts R=Repeaters*

* *In the data analysis high includes combined responses of (very high and high) while low includes combined responses of (very low and low).*

* *Level of agreement, Mean=≥4(high),2.5-3.9(medium),≤ 2.5(low)or when the mean value≥3.0(the average cut point) the factor rated high and when the mean value<3.0 the factor rated low*

The above table is about students view on school facility related factors contributing to educational wastage. In item 1 drop out students, 8(80%) replied that the absence of reference book less contributing to educational wastage. And 2(20%) replied medium agreement.

On the other hand 15 (75%) repeaters responded that schools under study have reference books. 4 (20%) replied medium agreement. Only single repeaters replied to high.

The calculated mean scores of the teachers (mean=2) also indicated that the respondents rated the item below average to indicate the factor contributed educational wastage to low extent. These imply that reference books were not the challenge to the schools under study. The document analysis also revealed the same finding.

Item 2 in the above table 4.2.1.3 revealed that unavailability of teaching aids were among the challenging factors contributing to educational wastage as majority of sample dropouts and repeaters positively replied to the idea. Thus 9(90%) of dropouts indicated that lack of teaching aids highly contributing to educational wastages. The rest 1(10%) defendant replied absence teaching aid moderately contributing to educational wastage. The idea of the repeaters on the above same variable was in agreement with dropout view. Thus, 19(95%) repeaters rated high and only 1(5%) rated low.

The calculated mean scores of the teachers (mean=4.4) for both respondents also indicated they rated the item above average to indicate the factor contributed educational wastage to high extent. From these evidences we can conclude absence of teaching aids contributing to educational wastage in public secondary schools under study.

Regarding item 3 of table 4.2.1.3, dropout students were asked to rate to what extent frustration during examination contributing to educational wastage. The finding of this study revealed that frustration during exam was less to do with educational wastage (repetition & dropout) as 9(90%) of dropouts and 17 (85%) of repeaters show less agreement with the idea that frustration during examination contributing to educational wastage. The rest 1(10%) dropout and 3(15%) repeaters replied the factors contributing to educational wastage.

The calculated mean scores of the teachers (mean=1.9) also indicated that the teachers rated the item below average to indicate the factor contributed educational wastage to low extent.

From this we can conclude that no frustration during exam in the schools under study as confirmed by majority of respondents.

Regarding student-section ratio in item 4, 8(80%) of dropouts indicated very high level of agreement on the idea that student-section ratio was the factor contributing to educational wastage in sample woredas under study. 17(85%) repeaters also rated the item high.

The calculated mean scores of the teachers (mean=4.2) also indicated that the respondents rated the item above average to indicate the factor contributed educational wastage to high extent.

The document analysis also revealed the idea that there were about 65 to 85 students attending lesson in a single classroom which contributing to teachers' classroom management and make teaching learning to be complex and suffocated. These imply that schools should work on to standardize student section ratio.

Item 5 of table 4.2.1.3 revealed that absence of tutorial class was among the highest challenging factors in the Zone. 9 (90%) dropout and 18(90%) repeaters respond to high. The rest 10% dropout and repeaters respond to moderate agreement.

From document analysis the researcher also observed absence of tutorial class. Teachers did not give support for slow learners and they repeat class due to lack of support from teachers and others leave school before the end of academic year.

The calculated mean scores of the teachers (mean=4.4) also indicated that the respondents rated the item above average (3.0) to indicate the factor contributed educational wastage to high extent. This implied the factor contributed to educational wastage.

Regarding item 6 students were asked whether lack of text book affects educational wastage. 21(70%) response, (mean value=2.1) show the agreement with the idea that availability of text book was the least challenging factor to educational wastage.

The data in item 7 of Table 4.2.1.3, show that 17(80.5%) of repeaters agreed on absence of teaching aid. Teachers did not motivated students using laboratory and instructional media. The rest repeaters 3(15%) replied to medium. Consequently, majority of repeaters with the (mean=1.9), demonstrated their agreement about the factor that teachers did not use laboratories and instructional media to motivate student for practical learning.

This revealed that schools under study did not devote enough attention to apply practical work in the laboratory and use instructional media to improve the teaching and learning activities. Therefore, as information gathered from questionnaire, interview and document observation we conclude that there was low commitment of teachers, in providing and using teaching aids.

In this regard, the MoE (2011) stated that teachers are the main actors among the stakeholders in the improvement of schools and growing of student outcome. They are expected to use participatory teaching methods, initiate students to have active roles in laboratories, integrate students and the curriculum and give class work, homework, individual or group project works to their students. According to the above idea absence of teaching aids contributing to educational wastage.

4.2.2 Teachers related factors contributing to educational wastage

Quality of teachers such as teachers attitude, qualification, experience, motivation, classroom management and their interaction with students have a direct implication on students' academic achievement in particular and school repetition rate in general (Bishop, 1989: 74).So the following 3 tables focus on the view of teachers, principals, supervisors, Dropouts and Repeaters about teachers related factors contributing to educational wastage.

4.2.2.1 Teachers response view on the extent to which teacher- related factors contributing to educational wastage.

In this section the study sought views of teachers to indicate the current information on teachers' related factors contributing to educational wastage in some selected government secondary schools.

Table 4.2.2.1 Distributions of teachers' response about Teachers related factors contributing to educational wastage. Numbers of teachers=58

NO	Factors (variables)	Teachers Response (N & %)										mean
		5		*4*		*3*		*2*		*1*		
		N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	
1	Teachers classroom management style	25	43.1	19	32.7	7	12	4	6.8	3	5.1	4
2	Continues assessment practice	7	12	10	17.2	19	32.7	13	22.4	9	15.5	3
3	Difficulty of language of instruction	7	12	9	15.5	23	39.6	16	27.5	3	5.1	3
4	Teachers frequent absenteeism	30	31.7	20	34.4	6	10.3	0		2	3.4	4.3
5	Teachers turnover	31	53.4	17	29.3	7	12	3	5.1	0	-	4.2
6	Poor teaching methodology	31	53.4	20	34.4	6	10.3	1	1.7	0	-	4.4
7	Sexual harassment	4	6.8	6	10.3	6	10.3	22	37.7	20	34.4	2.1

*Note: * 5= very high, 4=high,3=medium,2=low,1=very low*

* *In the data analysis high includes combined responses of (very high and high) while low includes combined responses of (very low and low).*

* *Level of agreement, Mean=≥4(high),2.5-3.9(medium),≤ 2.5(low)or when the mean value≥3.0(the average cut point) the factor rated high and when the mean value<3.0 the factor rated low*

The above table 4.2.2.1 concentrated on the effect of teacher related factors contributing to educational wastage.

As illustrated in item 1 of table 4.2.2.1 above teachers poor classroom management style was among the school based factors needs due attention as replied by majority of sample respondent. Thus 44(75.8%) agreed with the idea that teachers classroom handling system need to be

improved as only 7(11.9%) teachers rated very low agreement. Without handling classroom properly teachers cannot meet the goals of their lesson.

The calculated mean scores of the teachers (mean=4) also indicated that the respondents rated the item above average (3.0) to indicate the factor contributed educational wastage to high extent. This implied the factor contributed to educational wastage.

According to item 2 of table 4.2.2.1, continues assessment practice by teachers moderately contributing to educational wastage in the schools under study. 44(75%) teachers moderately agreed with the idea.

The calculated mean scores of the teachers (mean=3) also indicated that the respondents rated the item average (3.0) to indicate the factor contributed educational wastage moderately. This implied the factor moderately contributed to educational wastage.

Regarding item 3 of table 4.2.2.1, respondents were asked to what extent difficulty of language of instruction contributing to educational wastage in the schools under study. The responses show that difficulty of language of instruction moderately contributing to educational wastage and the calculated (mean value = 3) (indicates medium agreement).Students especially who are attending grade 9^{th} hardly understood the language so need special help from their teachers.

As one can easily perceive from item 4 of table 4.2.2.1, teachers' frequent absenteeism was among the factors contributing to educational wastages. Majority 50(66.1%) of teachers support the idea.

The calculated (mean value =4.3) also illustrate the agreement of the respondents to the idea that teachers in the schools under study unreasonably absent from school which directly lead to students repetition and dropouts and hence educational wastages.

In item 5 of table 4.2.2 .1 above, respondents were asked whether teacher's turnover contributing to educational wastage. 48(82.7%) teachers responded that teachers' turnover highly contributing to educational wastage. 7(12%) reported the factor moderately contributing to educational wastage. Only 3(5.1%) pointed the factor not contributing to educational wastage.

The calculated (mean value= 4.2) also stipulates the same idea. Teachers and school directors leave school even at mid of the year without completing the planned lesson. These highly affected schools internal efficiency.

Regarding item 6 of table 4.2.2.1 which the respondents asked to reply on if teaching methodology of teachers contributing to educational wastage in the sampled schools,50 (77.8%) responded that poor teaching methodology of teachers were among the most challenging factors and the calculated mean value =4.4) indicate very high level of agreement on the idea. This is in line with (Yaikob T 2014) which stated in his research that ‘‘Teachers’ attitude towards teaching profession highly contributing to educational wastage ’’.

As shown in item 7 of Table 4.2.2.1, respondents were requested whether sexual harassment was the ground for educational wastage. According to UNESCO (2002) Sexual harassment was noted as a factor leading to students’ dropout in schools. But this study revealed that, sexual harassment was less contributing to educational wastage. 42(72.1%) teachers replied (mean value of 2.1) to very low degree of agreement. This implies that Sexual harassment was not a challenging factor in public schools under study.

The calculated mean scores of the teachers (mean=2.1) also indicated that the respondents rated the item below average (3.0) to indicate the factor contributed educational wastage to low extent. This implied the factor not contributed to educational wastage.

4.2.2.2 Principals and supervisors’ response view on the extent to which teachers related factors contributing to educational wastage.

This part tried to analyze about Principals and Supervisors response view on the degree to which teacher related factors contributing to educational wastage in public secondary schools.

Table 4.4.2.2 Distributions of principals and supervisors response about Teachers' related factors contributing to educational wastage. Principals=9, Supervisors=3

N	Factors (variables)	Respondents	Response value in %										mean
			5		*4*		*3*		*2*		*1*		
			N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	
1	Teachers classroom management style	P	4	44.4	3	33.3	1	11.1	1	11.1	0	-	4.2
		S	2	6	1	3	0	0	0	0	0	0	
2	Continues assessment practice	P	1	11.1	1	11.1	5	55.5	1	11.1	1	11.1	2.9
		S	0	0	0	0	2	66	1	33.3	0	0	
3	Difficulty of language of instruction	P	1	11.1	1	11.1	7	77.7	0	-	0	-	3.1
		S	0	0	0	0	2	66.6	1	33.3	0	0	
4	Teachers frequent absenteeism	P	5	55.5	3	33.3	1	11.1	0	-	0	-	4.5
		S	2	66.6	1	33.3	0	0	0	0	0	0	
5	Teachers turnover	P	5	55.5	3	33.3	1	11.1	0	-	0	-	4.5
		S	2	66.6	1	33.3	0	0	0	0	0	0	
6	Poor teaching methodology	P	5	55.5	3	33.3	1	11.1	0	-	0	-	4.5
		S	2	66.6	1	33.3	-	-	-	-	-	-	
7	Sexual harassment	P	1	11.1	1	11.1	1	11.1	3	33.3	3	33.3	2.1
		S	0	-	0	-	0	-	2	66.6	1	33.3	

*Note: * 5= very high, 4=high,3=medium,2=low,1=very low, P= Principals, S= Supervisors*

* *In the data analysis high includes combined responses of (very high and high) while low includes combined responses of (very low and low).*
* *Level of agreement, Mean=≥4(high),2.5-3.9(medium),≤ 2.5(low)or when the mean value≥3.0(the average cut point) the factor rated high and when the mean value<3.0 the factor rated low*

The finding of item 1 in table 4.2.2.2 above revealed that teachers poor classroom management style was among the school based factors needs due attention to be recommended by the researcher as supported by majority of sample respondent. Thus 7(77.7%) of principals and the calculated (mean value= 4) show the agreement with the idea that teachers classroom handling system need to be upgraded as only 1(11.1%) respondents rated very low agreement. Without handling classroom properly teachers cannot meet educational objectives. Concerning this same variable 3 (100%) supervisors responded that teachers in the school under study need to improve their classroom management styles.

According to item 2 of table 4.2.2.2, continues assessment practice by teachers moderately contributing to educational wastage in the schools under study. To this end majority of teachers 5(55.5%) and supervisors 2(6.6%) replied to moderate agreement.
The calculated mean scores of the teachers (mean=2.9) also indicated that the respondents rated the item nearly average (3.0) to indicate the factor contributed educational wastage to moderate extent. This implied the factor moderately contributed to educational wastage.

Regarding item 3 of table 4.2.2.2, respondents were asked to what extent difficulty of language of instruction contributing to educational wastage in the schools under study. Principals and Supervisors response show that difficulty of language of instruction moderately contributing to educational wastage and the calculated mean value = 3.3 (indicates medium agreement). These imply, Students especially who are attending grade 9^{th} hardly understood the language. So need special help from their teachers.

As one can easily perceive from item 4 of table 4.2.2.2, teachers' frequent absenteeism was among the factors contributing to educational wastages. As majority 8(88.8%) of principals support the idea.

The calculated mean value 4.3 also illustrate the agreement of the respondents to the idea that teachers in the schools under study unreasonably absent from school which directly lead to students repetition and dropouts and hence educational wastages. The responses of 3(100%) supervisors also in agreement with the idea of principals. This implies the variable highly contributing to educational wastage.

In item 5 of table 4.2.2.2 above, respondents were asked whether teacher's turnover contributing to educational wastage. 8(88.8%) principals responded that teachers' turnover highly contributing to educational wastage. 3(100%) supervisors also replied the same idea as of principals. Only 1(11.1%) principal pointed very low.

The calculated mean scores of the teachers (mean=4.4) also indicated that the respondents rated the item above average (3.0) to indicate the factor contributed educational wastage to high extent. This implied the factor contributed to educational wastage.

At the same table item 6, the respondents asked whether teachers spread new teaching methodologies among students and schools or not. Accordingly, 8(88.8%) of principals and The calculated (mean value=4.4) show high level of agreement indicated that, teachers did not highly spread new teaching methodologies among students and schools as expected. Based on the respondents' percentage and interview report we can say that teaching methodology contributed to educational wastage in government schools.

As shown in item 7 of Table 4.2.2.2, respondents were requested to rate the degree to which sexual harassment was the ground for educational wastage. According to UNESCO (2002) Sexual harassment was noted as a factor leading to students' dropout in schools. But this study revealed, 6(66.6%) of principals (and the calculated mean value below average = 2.3 which indicates very low degree of agreement) replied that sexual harassment less contributing to educational wastage. Thus Sexual harassment was not a challenging factor for the sample zone under study.

4.2.2.3 Dropouts and Repeaters response view on the extent to which teachers related factors contributing to educational wastage

This section also tried to analyze about students view on teachers related factors contributing to educational wastage. Teachers related factors in this study includes teachers classroom management style, modes of continues assessment practice, difficulty of language of instruction, teachers frequent absenteeism, teachers turnover, poor teaching methodology and Sexual harassment by teachers. So the discussions in table 4.4.2.3 below were based on these factors.

Table 4.2.2.3 Distributions of Dropouts and Repeaters response about teachers' related factors contributing to educational wastage

NO	Factors (variables)	Respondents	Response values										mean
			5		*4*		*3*		*2*		*1*		
			N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	
1	Teachers classroom management style	D	5	50	4	40	1	10	0	-	0	-	4.7
		R	10	50	7	35	3	15	0	-	0	-	
2	Continues assessment practice	D	0	-	0	-	7	70	3	30	0	-	2.6
		R	0	-	1	5	12	60	5	25	2	10	
3	Difficulty of language of instruction	D	1	10	1	10	6	60	2	20	0	-	3.1
		R	1	5	2	10	11	55	6	30	0	-	
4	Teachers frequent absenteeism	D	3	30	5	50	2	20	0	-	0	-	4.1
		R	7	35	10	50	3	15	0	-	0	-	
5	Teachers turnover	D	3	30	4	40	3	30	0	0	0	-	4
		R	5	25	10	50	5	25	0		0	-	
6	Poor teaching methodology	D	6	60	3	30	1	10	0	0	0	0	4.4
		R	11	55	5	25	4	20	0	-	0	-	
7	Sexual harassment	D	0	-	1	10	1	10	6	60	2	20	2
		R	0	-	1	5	3	30	12	60	4	20	

*Note: * 5= very high, 4=high,3=medium,2=low,1=very low, D=Dropouts, R=Repeaters*

- ** In the data analysis high includes combined responses of (very high and high) while low includes combined responses of (very low and low).*
- ** Level of agreement, Mean=≥4(high),2.5-3.9(medium),≤ 2.5(low)or when the mean value≥3.0(the average cut point) the factor rated high and when the mean value<3.0 the factor rated low*

The teaching and learning which takes place in the classroom needs positive relation between students and teachers, and effective use of teaching methods by the teachers. However, students replied that teachers' related factor in table 4.2.2.3 contributing to students' performance, retention and promotion rate. Thus, as illustrated in item 1 of the above table 4.2.2.3, 9(90%) of dropouts agreed that teachers classroom management style contributing to educational wastage. The rest 1(10 %) dropouts also replied to moderate.

On the other hand, as can be seen from the table concerning similar variable, repeaters response corresponding to that of dropouts. 17(85%) repeaters responded that teachers did not manage

classrooms scientifically and 3(15%) replied the factors moderately contributing to educational wastage in the schools understudy.

The calculated mean scores of the teachers (mean=4.7) also indicated that the respondents rated the item above average (3.0) to indicate the factor contributed educational wastage to high extent. These imply that modes of classroom management style leads to students' performance.

According to item 2 of table 4.2.2.3 Continuous assessment practices moderately contributing to educational wastage as majority 7(70%) of dropouts and the calculated (mean value = 2.6 show moderate level of agreement among respondents) and 12 (60%) repeaters replied the factor moderately contributing to educational wastage. The rest 2(30%) principals and 8(40) repeaters responded to high. As decided by majority of student respondents, the factor said to be moderate in contributing to educational wastage.

Item 3 in the same table 4.2.2.3 above the students' response description revealed that difficulty of language of instruction was among the most challenging factors affect educational wastage as majority of sample respondents (dropouts & repeaters) replied to the idea. Thus 6(60%) of dropouts support the idea and the calculated mean value=2.8 indicated the moderate level of agreement. Only 3(40%) not agreed with the idea. Similarly 11 (55%) of repeaters also revealed moderate agreement. From this we can conclude that difficulty of language of instruction moderately contributing to educational wastage.

In item 4 of table 4.2.2.3 respondents were asked the extent to which teachers' frequent absenteeism contributing to educational wastage. Thus 8(80%) dropouts replied that teachers frequent absenteeism ranked high in contributing to educational wastage and the calculated mean value = 4.1 above average (3.0) revealed high rate of agreement among respondents. The rest 2(20%) dropouts moderately agreed with idea. majority of repeaters 17(85%) replied that their teachers miss class unreasonably. These imply teachers' frequent absenteeism contributing to educational wastage in government secondary schools under study.

According to item 5 of the same table teachers turn over found to be challenging factors for educational wastage. As clearly shown from the table majority 7(70%) dropouts and 15 (75%) repeaters replied many teachers leave school irregularly and the teachers' gap not filled on time. Due to this they didn't cover their course content. These leads to student under performance and further leads to repetition and dropout. According to these response and researcher's observation during document analysis many teachers were interested to be engaged in non-teaching organization due to searching for better job and salary.

The calculated mean scores of the teachers (mean=4) also indicated that the respondents rated the item above average (3.0) to indicate the factor contributed educational wastage to high extent.
Based on these evidences we can conclude teachers turn over contributing to educational wastage.

Regarding item 6 the respondents asked to reply on if teaching methodology of teachers contributing to educational wastage in the sampled schools. 9 (90%) dropout student responded that poor teaching methodology of teachers were among the most challenging factors and the calculated mean value =4.5 indicate very high level of agreement on the idea. 1(10%) dropout replied the variable moderately affect educational wastage.

The view of repeater students also in agreement with that of dropouts' response. Thus, out of 20 repeaters 16(80%) agreed on that the quality of teaching methodology of teachers contributing to educational wastage and 4(20%) replied to moderate. This implies it is possible to infer that there was a shortage of skilled, experienced and competent teachers to use different methods like student center approach. These all facts revealed that problems related to teachers' skill and competencies were the problem of the schools that affect the quality of education. . According to UNSCO, (2009) the concern for teaching method is based on the philosophy that student centered methods enhance individual participation and subsequently different potentialities are developed. Based on the above evidence we can conclude that poor teaching methodology of teachers contributing to educational wastage.

As illustrated in item 7 of table 4.2.2.3majority 8 (80%) dropouts decided that sexual harassment factor was among the least challenging factor to educational wastage. Only 2 (20%) replied

contradicting idea. As clearly illustrated in the table majority of repeaters i.e 16 (80%) replied sexual harassment as a factor less contributing to students' performance.

The calculated mean scores of the teachers (mean=2) also indicated that the respondents rated the item below average (3.0) to indicate the factor contributed educational wastage tolow extent. From these we can conclude that sexual harassment was not the challenge of educational wastage to the zones under study.

4.2.3 School management related factors contributing to educational wastage

School management style is one of the central factors that contributing to internal efficiency of schools. As stated by Kathmandu, (2001) the qualification of head teachers and his modes of leadership directly leads to schools internal inefficiency and ineffectiveness. Thus, the following analysis was based on data collected from sample secondary schools regarding the effect of schools management style on educational wastage in Finfinne zuria Special Zone.

4.2.3.1 Teachers response view on the extent to which school management related factors contributing to educational wastage.

This part illustrates about teachers view on the degree to which school management related factors contributing to educational wastage.

Table 4.2.3.1 Distributions of teachers' view about schools management related factors contributing to educational wastage.

NO	Factors (variables)	Teachers Responses [No & %]										mean
		5		*4*		*3*		*2*		*1*		
		No	*%*	*No*	*%*	*No*	*%*	*No*	*%*	*No*	*%*	
1	Lack of counseling service	0	-	0	-	2	3.4	28	48.2	28	48.2	1.5
2	Use of corporal punishment	0	-	0	-	7	12	27	46.5	24	41.3	2.3
3	Excess staff conflict	1	1.7	2	3.4	6	10.3	22	37.9	27	46.5	1.7
4	Schools internal rule	0	-	0	-	4	8.6	29	50	24	41.3	2.1
5	Centralization of school management style	27	46.5	22	37.9	7	12	1	1.7	1	1.7	4.2
6	Lack of instructional supervision supports	5	8.6	6	10.3	7	12	22	37.9	18	31	2.2

*Note: * 5= very high, 4=high,3=medium,2=low,1=very low*

* *In the data analysis high includes combined responses of (very high and high) while low includes combined responses of (very low and low).*

* *Level of agreement, Mean=≥4(high),2.5-3.9(medium),≤ 2.5(low)or when the mean value≥3.0(the average cut point) the factor rated high and when the mean value<3.0 the factor rated low*

Item 1 of table 4.2.3.1 shows that counseling service was among the least factors contributing to educational wastage. Thus 56(96.4%) of teachers replied to very low agreement and the calculated mean value =2 below average (3.0) indicated less agreement with the idea that the factor less contributing to educational wastage. This pointed that there was a counseling package in the schools under study.

Item 2 of same table revealed that corporal punishment was not the stock to educational wastage that 51(87.8%), pointed the factor less contributed to educational wastage. The rest 7(12%) replied that the schools under study used corporal punishment.
The calculated mean scores of the teachers (mean=2.3) also indicated that the respondents rated the item below average (3.0) to indicate the factor contributed educational wastage to low extent. Based on these evidences we can conclude that corporal punishment was not a challenge to educational wastage in the schools under study.

According to item 3 of table 4.2.3.1, staff conflict less contributed to educational wastage in the sample schools as replied by majority of respondents. 49 (84.4%) of teachers agreed that their school staffs were peaceful and had good relation among them. The rest 9(15.6%) of teachers replied that the factor moderately contributing to educational wastage. Thus the staff discipline was better in relation to other factors.
The calculated mean scores of the teachers (mean=1.7) also indicated that the respondents rated the item below average (3.0) to indicate the factor contributed educational wastage to low extent. This implies that staff conflict was not the challenge to schools under study.

The item 4 of table 4.2.3.1 revealed that the schools internal rules were suitable and not as such contributing to educational wastage as majority of respondents i.e. 54(91.3%) replied to very low level of agreement. This is corresponding to Finn, (1989) which stated that, schools explicit policies and conscious decisions cause students to involuntarily withdraw from school by concerning low grades, poor attendance, misbehavior, or being overage that can lead to

suspensions, expulsions, or forced transfers. But schools with suitable school policy are more effective, efficient and retain more students. The rest 4(6.8%) responded that the factor moderately affect schools efficiency.

The calculated mean scores of the teachers (mean=2.1) also indicated that the respondents rated the item below average (3.0) to indicate the factor contributed educational wastage to low extent. These evidences imply that the form of schools rule were not the challenge to educational wastage.

Educational goals cannot be meet without participating concerned bodies. As stated by Kathmandu, (2001) schools which are highly decentralized more effective in managing educational wastage than centralized schools. To this end in item 5 of table 4.2.3.1 above, respondents were asked whether schools involved concerned bodies in decision making on their teaching and learning affairs and school issues in collaboration with leaders or not. 50 (about half percent of teachers) agreed on that school management in the Zone under study not participate stakeholders. And 7(12%) of teachers replied the factor moderately contributing to educational wastage. The rest 2(3.4%) responded the factor had no impact on educational wastage. The data obtained from reviewed documents also supports the same view that there were no much efforts from school management to increase stakeholders' participation in decision making process.

The calculated mean scores of the teachers (mean=4.2) also indicated that the respondents rated the item above average (3.0) to indicate the factor contributed educational wastage to high extent. Hence this factor founded highly contributing to educational wastage.

As can be seen from item 6 of Table 4.2.3.1, 50(69%) respondents replied that instructional supervision was among the least contributing to school based factors of educational wastage. The rest half percent of teachers agreed that the factor moderately contributing to educational wastage.

The calculated mean scores of the teachers (mean=2.2) also indicated that the respondents rated the item below average (3.0) to indicate the factor contributed educational wastage to low extent. These notions of respondents imply that the schools under study supervised regularly and the factor not challenge students' dropout and repetition.

4.2.3.2 Principals and supervisors' response view on the extent to which management related factors contributing to educational wastage.

This part presents about Principals and Supervisors response view on the degree to which school management related factors contributing to educational wastage.

Table 4.4.3.2 Distributions of principals and supervisors view about management related factors contributing to educational wastage

N	Factors (variable)	Respondents	Response values in %										Mean
			5		*4*		*3*		*2*		*1*		
			N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	
1	Lack of counseling service	P	0	-	0	-	0		5	55.5	4	44.4	2
		S	-	0	-	0	-	-	2	66.6	1	33.3	
2	Use of corporal punishment	P	1	11.1	1	11.1	1	11.1	3	33.3	3	33.3	2.1
		S	-	0	-	0	-	-	2	66.6	1	33.3	
3	Excess staff conflict affect	P	0	-	0	-	2	22.2	3	33.3	4	44.4	2.2
		S	-	0	-	0	-	-	1	33.3	2	66.6	
4	Schools internal rule	P	1	11.1	1	55.5	1	11.1	4	44.4	2	22.2	2.2
		S	-	0		0	-	-	2	66.6	1	33.3	
5	Centralization of school management style	P	4	44.4	3	33.3	1	11.1	1	11.1	0	-	4
		S	1	33.3	1	33.3	1	33.3	-	-0	0	-	
6	Lack of instructional supervision supports	P	1	11.1	1	11.1	1	11.1	3	33.3	3	33.3	2.2
		S	-	0	-	-	1	33.3	1	33.3	1	33.3	

*Note: * 5= very high, 4=high,3=medium,2=low,1=very low*

* *In the data analysis high includes combined responses of (very high and high) while low includes combined responses of (very low and low).*

* *Level of agreement, Mean=≥4(high),2.5-3.9(medium),≤ 2.5(low)or when the mean value≥3.0(the average cut point) the factor rated high and when the mean value<3.0 the factor rated low*

The following are principals and supervisors view on the degree to which schools management related factors contributing to educational wastage. Accordingly, Item 1 of table 4.2.3.2 shows that counseling service was among the least contributing to factors of educational wastage. Thus 9 (100%) of principals and 3 (100%) supervisors replied to very low agreement and the calculated (mean value =1.5) which indicates less agreement with the idea that the factor less contributing to educational wastage. Any staff disciplinary problem solved and resolved through counseling committee. This implies that there was a counseling package in the schools under study.

As clearly illustrated in item 2 of same table above corporal punishment was not the challenge to educational wastage. Majority 6(66.6%) of principals and 3 (100%) of supervisors responded that their schools not use corporal punishment and the factor had no impact on educational wastage in the schools under study. This finding was in line with teachers response analyzed above. The calculated mean scores of the teachers (mean=2.1) also indicated that the respondents rated the item below average (3.0) to indicate the factor contributed educational wastage to low extent.

According to item 3 of table 4.2.3.2, respondents were asked their view on the degree to which staff conflict contributing to educational wastage. Majority 7 (77.7%) of principals 3 (100%) supervisors show same agreement with principals that staff conflict less to do with educational wastage in the sample schools. The rest 3 (22.3%) principals show moderate agreement.

The calculated mean scores of the teachers (mean=2.2) also indicated that the respondents rated the item below average (3.0) to indicate the factor contributed educational wastage to low extent. This implies the staff discipline was better and there were a good relation among staff.

The item 4 of table 4.2.3.2 revealed that the schools internal rules were suitable and not as such contributing to educational wastage as majority 6(66.6%) of respondents replied to very low agreement and the calculated (mean value 2.1) show very low level of agreement. This is corresponding to Finn, (1989) which stated that, schools explicit policies and conscious decisions cause students to involuntarily withdraw from school by concerning low grades, poor attendance, misbehavior, or being overage that can lead to suspensions, expulsions, or forced transfers. But schools with suitable school policy are more effective, efficient and retain more students.

On the other hand without' participating stakeholders it is difficult to meet educational objectives. Accordingly principals and supervisors 7(77.7%) and 3(100%) respectively replied the schools under study were not participative. This was also evidenced by the data obtained from interviews. The reviewed documents also support the same responses that there were no much efforts from school management to increase stakeholders' participation in decision making process. Hence this factor founded highly contributing to educational wastage.

As can be seen from item 6 of table 4.2.3.2, 6 (66.6%) of principals replied that instructional supervision is among the least contributing to factors of educational wastage. The rest 3 (33.3%) principals' responded to moderate agreement. The notions of supervisors response was corresponding to principals' response by 100%.Thus, the schools under studied supervised regularly as can be concluded from respondents' notion.

4.2.3.3 Dropout students and Repeaters response view on the extent to which school management related factors contributing to educational wastage.

This part presents about Dropouts and Repeaters response view on the degree to which school management related factors affect educational wastage in public secondary schools.

Table 4.2.3.3 Distributions of Dropouts and Repeaters response about Schools management related factors contributing to educational wastage. Dropouts=10, Repeaters=20

NO	Factors(variables)	Respo	Response value in %										Mean
			5		*4*		*3*		*2*		*1*		
			N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	
1	Lack of counseling service	D	0	-	0	-	3	30	5	50	2	20	2.1
		R	0		0	-	7	35	9	45	4	20	
2	Use of corporal punishment	D	0	-	0	-	1	10	4	40	5	50	1.5
		R	0	-	0	-	1	5	8	40	11	55	
3	Excess staff conflict affect	D	0	-	0	-	1	10	5	50	4	40	1.7
		R	0	-	0	-	2	10	11	55	7	35	
4	Schools internal rule	D	0		0		1	10	4	40	5	50	1.6
		R	0	-	0	-	3	15	7	35	10	50	
5	Centralization of school management style	D	6	60	3	30	1	10	0	-	0	-	4.5
		R	12	60	6	30	2	10	0	-	0	-	
6	Lack of instructional supervision supports	D	0	-	0	-	3	30	5	50	2	20	2
		R	0	-	0	-	5	25	11	55	4	20	

*Note: * 5= very high, 4=high,3=medium,2=low,1=very low, D=Dropouts. R=Repeaters*

- *In the data analysis high includes combined responses of (very high and high) while low includes combined responses of (very low and low).*
- *Level of agreement, Mean=≥4(high),2.5-3.9(medium),≤ 2.5(low)or when the mean value≥3.0(the average cut point) the factor rated high and when the mean value<3.0 the factor rated low*

Item 1 of table 4.2.3.3 revealed that lack of counseling service was among the least challenging factors in contributing to educational wastage. Thus 7(70 %) of dropouts replied to very low

agreement. The rest 3(30%) dropout' responded to moderate agreement. Majority 13(75%) of repeaters also confirm the response of dropouts. These pointed that there was a counseling service in the schools under study as reported by teachers.

The calculated mean scores of the teachers (mean=2.1) also indicated that the respondents rated the item below average (3.0) to indicate the factor contributed educational wastage to low extent. This implied the factor not contributed to educational wastage.

As can be seen from item 2 of table 4.2.3.3 no corporal punishment were used as replied by both majority of dropouts and repeaters (i.e. 90% and 95%) response respectively. The finding revealed that schools do not use corporal punishment to shape the behavior of their students than counseling and the factor not contributing to educational wastage in the schools under study.

The calculated mean scores of the teachers (mean=1.5) also indicated that the respondents rated the item below average (3.0) to indicate the factor contributed educational wastage to low extent. This implied the factor not contributed to educational wastage.

The finding in item 3 revealed that staff conflict was among the least challenging factors as indicated by majority of dropouts and repeaters. Thus 9(90%) of dropouts and 18(90%) repeaters (and the calculated mean value=1.8 show very low level of agreement) agreed that the schools under study had peaceful relation and not challenge to educational wastage. This implies that educational wastage was not in favor of staff conflict in the schools under study.

Item 4 of table 4.2.3.3 revealed that schools internal rules less contributing to educational wastage as majority of respondents 9 (90 %) of dropouts indicate very low level of agreement by the notion. The rest 1(10%) of dropout replied the factor moderately contributing to educational wastage.

On the other hand in this same table the response of repeater students 17 (85%) show that the rules and regulation in the school under study comfort to teaching learning process.

The calculated mean scores of the teachers (mean=1.6) also indicated that the respondents rated the item below average (3.0) to indicate the factor contributed educational wastage to low extent.

Thus, based on these evidences we can conclude that schools internal rule and regulation was not a ground for educational wastage in the sampled schools.

In item 5 of table 4.2.3.3 above, students were asked whether schools participate stakeholders to run school liabilities to achieve educational goals.9 (90%) of dropouts agreed that schools management under study were not participative and highly contributing to educational wastage. On the other hand 1 (10%) dropouts replied the factor moderately contributing to educational.

In this same table the response of repeater students were in line with the response given by dropouts. Thus out of 20 repeaters 18 (90%) replied their schools were not involve school community and other stakeholders in school affairs. This finding corresponding to school management and teachers view in preceding table 4.2.3.3 above.

The calculated mean scores of the teachers (mean=4.5) also indicated that the respondents rated the item above average (3.0) to indicate the factor contributed educational wastage to high extent. These imply that school poor management style contributing to educational wastage in public secondary schools.

The items number 6 in the table 4.2.3.3 above is related with one of the factors of school management related factor contributing to educational wastage. Therefore, the discussion below was based on these items. 8(80%) of the sample dropouts agreed that instructional supervision was not contributing to educational wastage. And 15(75%) of repeaters responded the schools under study implement counseling service package.

The calculated mean scores of the teachers (mean=2) also indicated that the respondents rated the item below average (3.0) to indicate the factor contributed educational wastage to low extent. This implies this factor not contributing to educational wastage.

4.3 The interview data analysis on school based factors contributing to educational wastage

4.3.1 View of interviewees on school facility related factors contribute to educational wastage

The woreda education office heads were interviewed to point to what extent they feel in school factors school facility gap, teachers' commitment & competency and school management style contributing to educational wastage. Each of the view of interviewees interpreted as follows.

Regarding school facility gap such as reference book, student text book, tutorial class, student section ratio and frustration during exam one of the interviewee (*W2*) stated that *"I served for 31 years in education sector and currently leading woreda education office. I know that Secondary schools have more reference book than primary and no school reported us lack of reference book. I hope all our secondary schools have enough references but only few students and teachers use properly. Schools need to motivate students to use reference books" (Feb. 8, 2018).* The other interviewee (*w1*) added *''I dare say that our schools have almost enough reference books. Some reference books donated by non-governmental organizations. But the facts that some reference books are old and not much new curriculum'' (Janu. 29, 2018).* The interviewee (*w3*) as already reported said that *''Schools bought excess reference books by school grant budget which funded us by US AID .So our schools have no problem of references''*

Data obtained through interview with woreda education office heads revealed that ''there were *lack of laboratory equipment and teachers commitment to engage students in practical work'* concerning text book One of the interviewee suggested that (*w1*) *''the government provided us excess students' text book. We have a ratio of relatively 1:1 text book for each secondary school. But some books need to be revised due to out- dated'' (Janua.29, 2018)*.

Interviewee (*w1*) added *''the government provided us excess students' text book. We have a ratio of relatively 1:1 text book for each secondary school. But some books need to be revised due to out- dated'' (Janua.29, 2018)*. This implies that reference and text book were not the challenging factors to the schools under study.

In support of this the interviewee report stated as follows: The interviewee (*w3*) said: *"I have supervised almost all of my secondary schools. I saw scarcity of teaching aids. Our laboratories are not full of science kits, chemical and teachers not developing teaching aids. I feel less*

attention is given to it. These all leads to low performance and hence to class repetition"(Feb.15, 2018). Based on the evidences, we can conclude that absence of teaching aids contributed to educational wastage in government secondary school.

Regarding the effect of student-section ratio the interviewee (*w1*) suggested that *"sometimes there are about 85 students in single classroom. Students raised a question of suffocation. Some other disturbed class. I know this led to low performance but due to budget that we can't construct excess classrooms"(Janua.29,2018).* Interviewee (*w2*) also suggested that *''due to high enrollment rate during admission period in our secondary school we obliged to have many students in single classroom. Because of lack of budget we are unable to solve this problem. But some of the students leave schools before second semester may be due to classroom suffocation ''(Feb. 8,2018). As a result high classroom section ratio contributing to educational wastage. The rest interviewee also indicated the same idea.*

According to the responses obtained from interviewees absence of tutorial class was among the factors contributing to educational wastage. Thus interviewee (*w3*) reported that *''schools planned to provide make up classes but fail to implement it. When we ask why they don't do so, they replied that' students not come back to school after regular class' schools cannot cover all lesson in regular class. Absence of tutorial class may affect the performance of our student ''*(*Feb.15, 2018).*

4.3. 2 View of interviewees on teacher related factors contribute to educational wastage

The interviewee (w3) suggested that *''we don't have a reported data of repeaters and dropouts due to the impact of sexual harassment than other factors' (Feb. 15, 2018).* The interviewee (*w1*) said *''in the past decades sexual harassment was a problem especially to female students. But nowadays this factor is not the challenge of our school ''(Janu.29,2018).*

Beside the idea of dropouts and repeaters concerning difficulty of language of instruction, interviewee (w2) said *''as far as I observed during my regular supervision to schools I noted that students level of understanding was very low even some of the teachers also show language problems while teaching '' (Feb. 8, 2018).* So this factor moderately contributing to educational wastage.

Regarding teaching methodology of teachers, the interviewee (*w3*) by sharing the view of other interviewees stated that *''as far as our teachers teaching methodologies are concerned they are mostly inclined to lecturing methods with very little practical work'' (Feb. 15,2018).* This is in line with (Yaikob T 2014) which stated in his research that ''Teachers' attitude towards teaching profession highly contributing to educational wastage ''. Thus the factor contributing to educational wastage.

As stated by interviewees teachers' turnover and absenteeism were among the factor challenging educational wastage. Accordingly, interviewee (w2) suggested that *''many teachers carelessly and unreasonably absent from school and bring false sick leave from different nongovernment health organization and raise unreasonable and fascinate idea to pursued schools. The fact that they do not faced any problem but the sign of lack of commitment ''(Feb. 8, 2018).* This view corresponding to results of questionnaires response sated above.

Similarly, during interview, one interviewee suggested that (w2) *''many of our teachers used teacher-centered approach method of teaching. When we ask why they don't use student-centered approach they replied that 'schools closed due to different reason. Using student centered approach kills time and hinder us to cover the year portion' we tried to motivate teachers to adopt dynamic teaching methodology but still many teachers failed to implement.'' (Feb. 8, 2018).* This implies the factor contributing to educational wastage.

4.3.3 View of interviewees on school management related factors contribute to educational wastage

Regarding the effect of corporal punishment on educational wastage One of the interviewee (w1) suggested that *''though there is some times a discipline problems, our schools do not use corporal punishment other than counseling service. Miss behaviors treated by school counseling committees'' (Janu. 29, 2018).* The interviewee (w3) suggested that *'' there may be a corporal punishment in primary schools. In secondary schools the staffs do not use corporal punishment'' (Feb. 15, 2018). The rest interviewee also replied the factor less contributing to educational wastage.*

On the other hand school rules and regulation did not challenge educational wastage as reported by all of the interviewees. Thus one of the interviewee (W1) reported that *''our schools had no such criticized rules and regulations. we use simple rule developed at schools level agreed upon by most of school community'' (Janu. 29, 2018).* One the interviewee (w1) stated that *''our schools rules were drawn from ministry of education manual. We haven't received any report of dropout and repeaters forced out of schools due to school rules '' (Janu. 29, 2018).* Thus, based on this evidence we can conclude that schools internal rule and regulation was not a ground for educational wastage in the sampled schools.

Concerning the extent to which school management style contributing to educational wastage, the interviewee (w2) suggested that *"the school management is one of the problems in our school. Poor management and untrained administrator have a problem in case of keeping teachers need, solving teachers' problem and working with plan, participating stakeholders feel this is due to lack of on job training"(Feb. 8, 2018).* These evidences imply style of school management affect educational wastage in public schools under study. The interviewee (w3) added that*''lack of stakeholders' involvement one of the factor affects our schools internal efficiency. Schools fail to work with parents and other stakeholders. No collaborative work at schools directors tried to plan on his own. This affect quality of performance and decision'' (Feb. 15, 2018).*From these evidence we can conclude that as also reported by the former respondents poor school management style was the challenging factor to educational wastage.
From these findings we can conclude that school facility gap, poor school management style and teachers commitment & competency highly contributing to educational wastage in the zone under study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter consists of three sub sections. The first sub section deals with the summary of the study. The next part presents conclusion drawn from the findings and the last one presents alternatives solutions and recommendation.

5.1. Summary

The study was designed to gain insight into the role of school facilities, school management, and teachers' commitment in contributing to educational wastage and the mechanism to curb the wastage. With these considerations, the researcher posed the following basic questions:

- To What extent do school facilities contributing to students' repetition and drop out in public secondary schools?
- To what extent do school administration and school policies influence educational wastage in public secondary schools?
- To what extent do teachers' attitude and their teaching capacity contributing to educational wastage in public secondary schools?

As stated above the objective of the study was to assess the degree to which school based factors contributing to educational wastage in public secondary schools. Quantitative data obtained from the survey of sample teachers (58), principals (9), Supervisors (3), dropouts (10), repeaters (20) through questionnaires comprised a total of 100 respondents. The qualitative information obtained from 3 woreda education officers through interview to obtain in depth information about to what extent school based factors contributing to educational wastage in the zone under study. Supplementary data also obtained from pertinent documents that showed the three consecutive years trends of dropouts and repetitions from the years 2015-2017.

Using a random sampling method, 6(33.3%) secondary schools were selected for the study. In these selected schools, 58 teachers and 20 repeaters were selected by using systematic random sampling. Principals, supervisors, and W.E.O. Heads were purposively selected. Whereas dropouts were selected using snowball sampling method. A semi- structured questionnaire which was pilot-tested on one of secondary school out of the actual study at Burka Herbu secondary school was used to collect data from the selected respondents. The researcher

personally administered the questionnaires to all the respondents at the schools on condition that they were willing to participate.

In the qualitative phase, 3 woreda education officers participated in the semi-structured interviews. The interviews were conducted to obtain in-depth information. The data obtained through questionnaires were analyzed by means of the SPSS. Descriptive statistical analysis such as frequencies, percentages and mean value scores were employed. Based on the analysis the following major findings were obtained.

1. The finding of the study portrayed that there was a high magnitude of educational wastage in the three consecutive years from 2015-2017 evidenced by an increment of 3% and 1% for dropouts and repeaters respectively as reported by most (>85%) of the respondents.
2. As far as the schools management characteristics were concerned, they hold leadership position with inappropriate educational qualification and non related field of study which have its own impact on educational wastage as reported by 90% 0f respondents.
3. The study found that in-school factors such as school facility related factors, teachers related factors and school management related factors contributing to educational wastage to the highest extent as revealed by majority 52 (89.6%) teachers, 8(90%) principals, 3(100%) supervisors, 9 (90 %) dropouts and 17(85%) repeaters.
4. Concerning the possible school based factors caused educational wastage in the study area based on the analysis of the research questions absence of teaching aids, high student-section ratio, absence of tutorial class, poor classroom management style, teachers turn over, teachers' absenteeism and poor school management style rated high in contributing to educational wastage. On the other hand as identified by research findings absence of reference books, lack of text books, sexual harassment, corporal punishment, Frustration during exam, school policies, staff conflict, in school counseling service and school supervision rated low in contributing to educational wastage. The rest two factors difficulty of language of instruction and continues assessment practices were found to be moderately contributing to educational wastage as reported by majority of respondents.

5. Regarding teachers character, the research revealed that majority of them were both non committed and non-competent. Most teachers lack necessary experiences of handling class properly, using dynamic teaching methodology and lack commitment towards quality of teaching. The finding revealed that as reported by 90% of dropouts and 85% of repeaters teachers not provide tutorial class for slow learners, not provide teaching aids and not implement student-center teaching approaches. Schools did not motivate teachers by providing on job training and majority of respondents agreed that there were high turnover and high absenteeism among teachers. These highly contributing to students' performance, retention and or survivals.
6. Schools were not open to stakeholders for free discussion on schools performance and student learning affairs. Especially teachers, parents and students were not involved in decision making process. No collective responsibility. School principals plan alone, implement alone and evaluate alone. These revealed that the wrong and incompetent leader leads to wrong educational goals as reported by 49(84.4%) of teachers. The finding also show majority (about 70%) of school leaders took leadership position without related field of study as drown from demographic data of respondents. This implies that school managements were not competent to ensure quality of education. On the other hand majority of Woreda Education Office Heads replied during interview with researcher that school management competency and qualification were not skillful enough to ensure clear structure of schools and did not provide conducive teaching-learning environment.

Generally speaking school based factors greatly contributing to educational wastage in public secondary schools of Finfinne zuria Special zone.

5.2 Conclusion

Based on the above major finding of the study, the following conclusions were drawn.

Educational goals are affected by many challenges; among these educational wastages are the cute. To this end, the study has unfolded that the magnitude of educational wastage in secondary schools of Finfinne zuria Special zone was high. The teaching facility gap such as lack of teaching aids, lack of provision of tutorial class for slow learners and high student-class ratio were among school facility related factors exacerbating educational wastage.

On the other hand teachers' character and approach such as poor teaching methodology, lack of commitment &competency, high teachers' turnover, high absenteeism and poor classroom management style was the ground root to educational wastage. Shortage of educational resources and budget for on job training and lack of incentives had limited the effort of teachers towards quality of education and these in turn limited the changes sought at schools level.

The finding also revealed that poor quality of school leadership process and lack of principals' commitment & competency were among the most significant root exacerbating educational wastage in public secondary schools as reported by majority of respondents of each school in this particular study. The incompetence of principals to deliver conducive teaching learning learning environment and incompetence to plan, delegate work or share responsibility to its staff, and or participating all concerned educational expertise highly contributing to schools performance.

The study further concludes that though there were efforts to handle education wastage in public secondary schools, efforts were hindered by constraints such as shortage of budget, lack of incentives for teachers motivation, poor on job trainings and workshops.

Generally speaking in reference to my basic research questions stated above, modes of centralized school leadership styles, teachers' attitude towards teaching, teachers' commitment and competency, lack of provision of schools facility were found to be among in-school based factors highly contributing to educational wastage. But among the basic research questions school rule and policies proofed not the challenging schools under study.

5.3 Recommendations

Depending on the finding obtained and the conclusions drawn from the study, in order to combat educational wastage in public secondary schools of Finfinne zuria Special Zone, the following recommendations were hereby forwarded so as to improve students' survival rate.

1. One of the major causes for high rate of educational wastage in public secondary schools was poor quality of school management style. So the government should train principals in related field of study of school leadership so as to enhance their leading capacity.
2. Schools should involve school staff, parents, private, government and non government organizations on decision making while planning, working and evaluating schools performance, in criticizing inefficiency, funding education and following their children so

as to avoid absenteeism and poor performance hence help to curb drop out and repetition. This can be done through work shop, panel discussions and by programming student-parent day. For instance, development of partnerships with the private sector and NGOs.

3. School level Management Committees (SLMCs), parent unions, women leaders' households, communities and religious organizations need to work towards ensuring schools internal efficiency and create enabling environments for access, retention and completion through direct involvement
4. Schools should program extensive sensitization and awareness creation on quarterly basis to enlighten parents on the need to support their children retention by providing necessary learning materials to aid students' active participation and retention in schools.
5. Teachers' welfare such as salary increment & training should be looked into by government to boost their morale and make them more committed to their profession, reduce turn over and absenteeism. These shall also encourage them to put in their best to their profession and thereby improve teaching and learning process in public secondary schools.
6. It was revealed in the study that teachers and school management incompetency contributed to educational wastage. So the government should provide teachers and school leaders on job training in order to improve and update their experience.
7. Recognizing the efforts of the different bodies for their best achievement is essential element to make efforts continuous. Therefore, those weredas and schools that succeeded in reducing dropout and repetition of students should be rewarded by providing incentive based on their performance.
8. Reducing and keeping dropout and repetition to the minimum is a key factor in avoiding educational wastage. The success of reducing dropout and repetition rate should be accompanied by sustained effort. Therefore wereda education office and regional education bureau should make rigorous follow up, give support and take timely measures.
9. The regional education bureau should organize training for teachers, principals and Supervisors on topics like, effective leadership, motivation habit, communication skill etc.

10. Ministry of education should ensure that teachers are recruited and retained in schools by increasing remuneration, improving conditions of working environment and ensure schools are managed by competent manpower.
11. Educational expertise should shift their attention from enrollment to survival, retention and promotion of students in the school system to ascertain quality assurance thus, paving way for wastage reduction.

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APPENDIX - A
Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management (EdPM)
Questionnaires for teachers

The purpose of this study is to investigate the school based factors contributing to educational wastage in selected public secondary school of Finfinne zuria special. The questionnaire is meant to gather your opinions about issue related to educational wastage in your school. For the success of this study, your genuine, frank and timely responses are very crucial. The study is purely academic and in no way affects you and your organization. Therefore, I kindly request your honest cooperation to fill this questionnaire.

***General direction**: a)* Read each item carefully and put a tick "√" in the column that best describes your feeling.
b) Mark only one answer for each item.
c) You do not need to write your name on the paper.

Notice. *In this study, educational wastage = dropouts and repetitions.*

Thank you in advance for your cooperation!

Part I. Background information

i. Sex a) Male _____ b) Female_____
ii. Your work experience a) Below 3 year_____ b) 3-4 years_____ c) >5 years _____
iii. Educational status a) Diploma _____b) B.A/B.Ed./BSc_____ c) M.A/MSC_____

Part II. Questions on School based factors

No	Item	V/High (5)	High (4)	Moderate (3)	Low (2)	V/ Low (1)
I	**School facility related factors**					
1	To what extent does the absence of reference books Contributing to educational wastage in your school?					
2	To what extent does the absence of information communication technology (ICT) teaching aids Contributing to educational wastage in your school?					
3	To what extent does Frustration during examinations Contributing to educational wastage in your school?					
4	To what extent does student- section ratio Contributing to educational wastage in your school?					
5	To what extent does absence of tutorial class Contributing to educational wastage in your school?					
6	To what extent does the Lack of students' text books Contributing to educational wastage in your school?					
7	To what extent does suitability of school compound Contributing to					

	educational wastage in your school?					
II	**Teachers related factors**					
1	To what extent do teachers' class room management styles Contributing to educational wastage in your school?					
2	To what extent do continuous assessment practices Contributing to educational wastage in your school?					
3	To what extent do difficulties of language of instruction Contributing to educational wastage in your school?					
4	To what extent does teachers' frequent absenteeism Contributing to educational wastage in your school?					
5	To what extent does teachers' turnover Contributing to educational wastage in your school?					
6	To what extent do teaching methodologies of teachers Contributing to educational wastage in your school?					
7	To what extent does sexual harassment by teachers Contributing to educational wastage in your school?					
III	**School management related factors**					
1	To what extent does Lack of counseling service Contributing to educational wastage in your school?					
2	To what extent does the Use of corporal punishment by school personnel Contributing to educational wastage in your school?					
3	To what extent do excess staff conflicts influencing educational wastage in your school?					
4	To what extent do the schools internal rules Contributing to educational wastage in your school?					
5	To what extent do you think your school management styles Contributing to educational wastage?					
6	To what extent does the absence of instructional supervision supports Contributing to educational wastage in your school?					

APPENDIX - B
Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management (EdPM)
Questionnaires for Principals and Supervisors

The purpose of this study is to investigate the school based factors contributing to educational wastage in selected public secondary school of Finfinne zuria special. The questionnaire is meant to gather your opinions about issue related to educational wastage in your school. For the success of this study, your genuine, frank and timely responses are very crucial. The study is purely academic and in no way affects you and your organization. Therefore, I kindly request your honest cooperation to fill this questionnaire.

***General direction**: a)* Read each item carefully and put a tick "√" in the column that best describes your feeling.
b) Mark only one answer for each item.
c) You do not need to write your name on the paper.

Notice.*In this study, educational wastage = dropouts and repetitions.*

Thank you in advance for your cooperation!

Part I. Background information

i. Sex a) Male _____ b) Female_____
ii. Your work experience a) Below 3 year_____ b) 3-4 years_____ c) >5 years _____
iii. Educational status a) Diploma _____b) B.A/B.Ed./BSc_____ c) M.A/MSC_____

Part II. Questions on School based factors

No	Item	V/High (5)	High (4)	Moderate (3)	Low (2)	V/ Low (1)
I	**School facility related factors**					
1	To what extent does the absence of reference books Contributing to educational wastage in your school?					
2	To what extent does the absence of information communication technology (ICT) teaching aids Contributing to educational wastage in your school?					
3	To what extent does Frustration during examinations Contributing to educational wastage in your school?					
4	To what extent does student- section ratio Contributing to educational wastage in your school?					
5	To what extent does absence of tutorial class Contributing to educational wastage in your school?					
6	To what extent does the Lack of students' text books Contributing to educational wastage in your school?					
7	To what extent does suitability of school compound Contributing to					

	educational wastage in your school?					
II	**Teachers related factors**					
1	To what extent do teachers' class room management styles Contributing to educational wastage in your school?					
2	To what extent do continuous assessment practices Contributing to educational wastage in your school?					
3	To what extent do difficulties of language of instruction Contributing to educational wastage in your school?					
4	To what extent does teachers' frequent absenteeism Contributing to educational wastage in your school?					
5	To what extent does teachers' turnover Contributing to educational wastage in your school?					
6	To what extent do teaching methodologies of teachers Contributing to educational wastage in your school?					
7	To what extent does sexual harassment by teachers Contributing to educational wastage in your school?					
III	**School management related factors**					
1	To what extent does Lack of counseling service Contributing to educational wastage in your school?					
2	To what extent does the Use of corporal punishment by school personnel Contributing to educational wastage in your school?					
3	To what extent do excess staff conflicts influencing educational wastage in your school?					
4	To what extent do the schools internal rules Contributing to educational wastage in your school?					
5	To what extent do you think your school management styles Contributing to educational wastage?					
6	To what extent does the absence of instructional supervision supports Contributing to educational wastage in your school?					

Appendix C

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management (EdPM)

Interview guide for woreda education officers

The following questions are used to guide the researcher during interview sessions with the sampled woredas Education Officers.

Part I. Background information

i. Sex a) Male_____ b) Female_____

ii. Your work experience a) Below3 year_____ b) 3-4 years_____ c) 5 and above____

iii. Educational status a) Diploma_____ b) B.A/B.Ed./BSc_____ c) M.A/MSC_____

Part II. Interview Questions

1. Based on your view, what is the prominent school based factor aggravating educational wastage in your woreda?
2. How far the school leadership styles contributing to educational wastage in your woreda?
3. To what extent do you think schools internal rules and regulations contributing to educational wastage in your woreda? How?
4. To what extent do you think corporal punishment contributing to educational wastage in your woreda?
5. To what extent do you think teachers' classroom management style contributing to educational wastage in your woreda? How?
6. To what extent do you think teachers' teaching methodologies contributing to educational wastage in your woreda?
7. To what extent do you think inadequacy of physical facilities of the schools in your woreda contributing to educational wastage?
8. What other school based factors cause repetitions & dropouts at your woreda?
9. To what extent do you think difficulties of language of instruction affect educational wastage in your woreda?
10. Was there any effort made to reduce dropout and repetition? And what efforts? A) by gov't……B) by principals……C) By teachers…….
11. What do you suggest to curb those schools based factors related to educational wastages?

Thank You!

APPENDIX - D
Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management (EdPM)
Questionnaires for Dropouts

The purpose of this study is to investigate the school based factors contributing to educational wastage in selected public secondary school of Finfinne zuria special. The questionnaire is meant to gather your opinions about issue related to educational wastage in your school. For the success of this study, your genuine, frank and timely responses are very crucial. The study is purely academic and in no way affects you and your organization. Therefore, I kindly request your honest cooperation to fill this questionnaire.

***General direction**: a)* Read each item carefully and put a tick "√" in the column that best describes your feeling.

b) Mark only one answer for each item.

c) You do not need to write your name on the paper.

Notice.*In this study, educational wastage = dropouts and repetitions.*

Thank you in advance for your cooperation!

Part I. Background information

i. Name of your school_____

ii. Sex a) Male_____b) Female_____

iii. What is your age? _____

iv. Your grade_____

v. Year you leaved school_____

vi. What is the type of your school? a) Full Day _____ b) Half Day_____

Part II. Questions on School based factors

No	Item	V/High (5)	High (4)	Moderate (3)	Low (2)	V/ Low (1)
I	**School facility related factors**					
1	To what extent does the absence of reference books Contributing to educational wastage in your school?					
2	To what extent does the absence of information communication technology (ICT) teaching aids Contributing to educational wastage in your school?					
3	To what extent does Frustration during examinations Contributing to educational wastage in your school?					
4	To what extent does student- section ratio Contributing to educational wastage in your school?					

5	To what extent does absence of tutorial class Contributing to educational wastage in your school?					
6	To what extent does the Lack of students' text books Contributing to educational wastage in your school?					
7	To what extent does suitability of school compound Contributing to educational wastage in your school?					
II	**Teachers related factors**					
1	To what extent do teachers' class room management styles Contributing to educational wastage in your school?					
2	To what extent do continuous assessment practices Contributing to educational wastage in your school?					
3	To what extent do difficulties of language of instruction Contributing to educational wastage in your school?					
4	To what extent does teachers' frequent absenteeism Contributing to educational wastage in your school?					
5	To what extent does teachers' turnover Contributing to educational wastage in your school?					
6	To what extent do teaching methodologies of teachers Contributing to educational wastage in your school?					
7	To what extent does sexual harassment by teachers Contributing to educational wastage in your school?					
III	**School management related factors**					
1	To what extent does Lack of counseling service Contributing to educational wastage in your school?					
2	To what extent does the Use of corporal punishment by school personnel Contributing to educational wastage in your school?					
3	To what extent do excess staff conflicts influencing educational wastage in your school?					
4	To what extent do the schools internal rules Contributing to educational wastage in your school?					
5	To what extent do you think your school management styles Contributing to educational wastage?					
6	To what extent does the absence of instructional supervision supports Contributing to educational wastage in your school?					

APPENDIX - E
Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management (EdPM)
Questionnaires for Repeaters

The purpose of this study is to investigate the school based factors contributing to educational wastage in selected public secondary school of Finfinne zuria special. The questionnaire is meant to gather your opinions about issue related to educational wastage in your school. For the success of this study, your genuine, frank and timely responses are very crucial. The study is purely academic and in no way affects you and your organization. Therefore, I kindly request your honest cooperation to fill this questionnaire.

***General direction**: a)* Read each item carefully and put a tick "√" in the column that best describes your feeling.

b) Mark only one answer for each item.

c) You do not need to write your name on the paper.

Notice.*In this study, educational wastage = dropouts and repetitions.*

Thank you in advance for your cooperation!

Part I. Background information
Part I. Demographic Information

i. Name of your school_____

ii. Sex a) Male_____b) Female_____

iii. What is your age? _____

iv. Your grade_____

v. Year you leaved school_____

vi. What is the type of your school? a) Full Day _____ b) Half Day_____

Part II. Questions on School based factors

No	Item	V/High (5)	High (4)	Moderate (3)	Low (2)	V/ Low (1)
I	**School facility related factors**					
1	To what extent does the absence of reference books Contributing to educational wastage in your school?					
2	To what extent does the absence of information communication technology (ICT) teaching aids Contributing to educational wastage in your school?					
3	To what extent does Frustration during examinations Contributing to educational wastage in your school?					
4	To what extent does student- section ratio Contributing to educational wastage in your school?					

5	To what extent does absence of tutorial class Contributing to educational wastage in your school?					
6	To what extent does the Lack of students' text books Contributing to educational wastage in your school?					
7	To what extent does suitability of school compound Contributing to educational wastage in your school?					
II	**Teachers related factors**					
1	To what extent do teachers' class room management styles Contributing to educational wastage in your school?					
2	To what extent do continuous assessment practices Contributing to educational wastage in your school?					
3	To what extent do difficulties of language of instruction Contributing to educational wastage in your school?					
4	To what extent does teachers' frequent absenteeism Contributing to educational wastage in your school?					
5	To what extent does teachers' turnover Contributing to educational wastage in your school?					
6	To what extent do teaching methodologies of teachers Contributing to educational wastage in your school?					
7	To what extent does sexual harassment by teachers Contributing to educational wastage in your school?					
III	**School management related factors**					
1	To what extent does Lack of counseling service Contributing to educational wastage in your school?					
2	To what extent does the Use of corporal punishment by school personnel Contributing to educational wastage in your school?					
3	To what extent do excess staff conflicts influencing educational wastage in your school?					
4	To what extent do the schools internal rules Contributing to educational wastage in your school?					
5	To what extent do you think your school management styles Contributing to educational wastage?					
6	To what extent does the absence of instructional supervision supports Contributing to educational wastage in your school?					