ANALYSING THE FACTORS OF INTERNAL EFFICIENCY IN GOVERNMENT SECONDARY SCHOOLS OF AMARO KORE ZONE IN SOUTH ETHIOPIA REGION

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LETTER OF APPROVAL

This is to certify that the thesis prepared by Minalu Tilahun Kebede entitled with Analysing factors of internal efficiency in government secondary schools of Amaro kore zone in south Ethiopia region and submitted in partial fulfillment of the requirements for the Degree of Master of arts in school leader ship compiles with the regulation of the University and meets the accepted standards with respect to originality and quality.

Board of Approval

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External Examiner---------- Signature---------- Date----------

Internal Examiner---------- Signature---------- Date ----------

DECLARATION:

I hereby declare that the Thesis entitled as analyzing factors of internal efficiency of Education in the case of Government secondary schools of Amaro Kore zone in south Ethiopia Region has been carried out by me under the guidance of Dr. Jeilu Umar as part of master Degree in school leader ship.

I further declare that this Thesis is original work and has not been submitted to any other university or institution for the award of any degree or diploma and all sources of material used for this Thesis have been dully acknowledged.

Submitted by: Minalu Tilahun Kebede Signature ---------- date ----------

Approved by: Jeilu Umar (PhD). Signature---------- Date----------

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Minalu Tilahun Kebede.

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LIST OF ACRONYMS

AIDS	Acquire Immune Deficiency Syndrome
CPD	continuous professional Development
EC	Ethiopian Calendar
EDPM	Educational Planning and Management
EFA	Education for All
ELQIP	English Language Quality Improvement Program
EMIS	Education Management Information System
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
HIV	Human Immune Virus
ICT	Information Communications Technology
AAU	Addis Ababa University
KETB	Kebele Education & Training Board
MAP	Management and Administration Program
MDG	Millennium Development Goals
MOE	Ministry of Education
NFE	Non-Formal Education
NGOs	Non-Government Organizations
NLA	National Learning Assessment
PTA	Parent Teachers Association
REB	Regional Education Bureau
SIP	School Improvement Program
SNE	Special Needs Education
TDP	Teacher Development Program
UNESCO:	United Nations educational Scientific and cultural organization
UNICEF:	United Nations Interventional Children Emergency fund
UPE	Universal Primary Education
WEO	Woreda Education Offices
ZEO	Zonal Education Office

ABSTRACT

The general objective of this study was to analyze the factors of internal efficiency in governmental secondary schools of Amaro kore zone in South Ethiopia Region. The study endeavors to identify the major causes that may affect internal efficiency positively or negatively, and recommend the possible remedy that enhance secondary educational efficiency of the zone. To achieve these objective mixed approach with explanatory design were implemented. The quantitative data was collected from students, teachers and school principals by using purposive sampling, because these subjects were the most related with the issues. Parents were selected using purposive sampling whereas, four secondary schools were selected randomly.

The zone trend of dropout and repetition rate of secondary schools was showing fluctuating with varying increase and decrease over the years but it ended up with an increasing trend in grade twelve analyzed from document. Based on the research finding, some of the major factors causing for students' dropout and repetition rate were divided in to five categories and they are listed in the causing order from the most savior to less; school related factors, the second category is teacher related, the third factor was parent related, the fourth factor was student related; and the fifth category was geographical factors. In order to eliminate these challenging, the researcher suggests the following remedies: in order to enhance parent literacy and awareness raising program; enhanced schools' facilities and resources and limiting the student's involvement in family work were the major ones.

Finally, all Woreda and zone education office workers, school based supervisors, school's administrators, teachers and parents have to work hard and provide serious follow up to make schools show continuous trend in decreasing student dropout and repetition rate.

CHAPTER ONE

INTRODUCTION

This research intends to analyze the internal efficiency of education at the level of secondary schools. This section includes, the background of the study, the statement of the problems, the basic research questions and the objectives of the study, significance of the study, the scope of the study, limitation of the study and definition of key terms.

1.1. Background of the study

Internal efficiency is the extent to which resources made available to the educational system are being used to achieve the objectives for which the educational system has been set up. In this regard, the input into the system and the output from it needs to be measured. (Amdissa Teshome, 1992).

Internal efficiency is affected by various factors especially drop-out, retention, promotion, and cycle completion etc. The writer aimed at assessing the magnitude of internal efficiency, to highlight the factors which are the causes of internal efficiency in secondary schools of the targeting site and try to provide possible recommendations that fit to circumvent the problems. According to Subedi, the factors that play vital role on internal efficiency are categorized in to three basic units as input, process and output related factors (Subedi, 2009).

The return or benefits of education can be more realized if the school system is internally efficient. Educational internal efficiently is refers to the relationship between the inputs in to the system, and the output from the system that is if the maximum output is obtained from a given input (UNESCO, 1992). Internal inefficiency is observed when a student ‘s of a given level or grade do not complete the required curriculum on time. This is manifested mainly in the form of quantitative inefficiency like dropout, repetition, absenteeism, lateness and qualitatively beyond this in the form of poor academic performance and unable to produce competent graduate for labor market.

According to the national education data, the secondary schools’ dropout rate is brought below 10% at the national level; therefore, dropout is still a concern in some grades. For instance, 19% of pupils enrolled in grade 9 in 2016/17, have left school before reaching grade 12 in 2019/20 (MoE, 2021).

According (Abagi 1997;14) internal efficiency as the amount of learning achieved during the school age attendance, compared to the resource provided and take the percentage of entering students who completed the course as its measure these is manifested mainly in the form of quantitative in efficiency like Dropout, Repetition, Absenteeism, Lateness and qualitatively beyond these in the form of poor academic performance and un able to produce competent graduate for labor market.

Educational wastage (internal inefficiency) in our case, is a worldwide problem having more devastating effect on developing countries even though it has been least studied. The educational statics annual abstract of ministry of education (MOE 2018/2019) show that 13% of secondary school students are drop out and 16% repeat in class. In addition, SNNPRS share as considerably number 13% drop out and 17% of repeaters. In sub Saharan Africa many countries, on average spent 20% their national expenditure on education, however, it noted that the result is not commensurate to the input UN indication of wastage in the funds use(Susan,1997). The smaller the wastage rate the more efficient the system (Babalola, 2003).

The aim of Education Sector Development Program (ESDP) was to examine the reasons for the incidence of high repetition rates and to develop policies that will reduce and eventually eliminate the needs for children to repeat classes. Similarly, the reasons for children dropping out of school will be examined, and appropriate policies will be put in place to support children to continue in school and to eliminate the need for them to drop out of the system. Additional support and resources will be provided to schools and teachers in areas that repeatedly face emergency situations.

In this regard, as education system of regions of Ethiopia, southern Ethiopia regional state the Amaro kore zone education sector was surrounded by a number of challenges that hindered internal efficiency in secondary schools. In this research, the researcher was aimed at analyzing the factors that affected the internal efficacy in secondary schools of the selected area; identifying the most outstanding factors of drop out and repetition and finally providing appropriate recommendation based on the finding. The Amaro kore zone was one of newly organized zones in south Ethiopia regional state during the study of this research work reported.

1.2. Statement of the Problem

Wastage hinders the attainment to desired objectives of education. Dropout and repetition is the main features of internal inefficiency which increase the cost for each pupil to complete the given cycle (World Bank: 1998)

The main Educational Indicators are coverage, quality, equity and internal efficiency they are mandatory for the achievement of Educational goal as the world, as Africa and also as Ethiopia. So that the researcher conducts the study on the topic of internal efficiency of secondary schools in South Ethiopia Regional State of Amaro kore zone Secondary school to fill the gap. Educational wastage is an economic term defined as the total number of students 'years spent by the repeaters and dropout. This may cause by inadequate skills intellectual difficulties and administration reasons, poor family support and economic reasons (Blaug; 1972).

The trend of students to repeat and dropout is largely influenced by socio-economic background, educational factors, and excessive involvement of learns in domestic work, and parental oppositions and educational status of parents. Therefore, in Amaro kore zone secondary schools, there is a significant level of internal inefficiency. There are also a great number of students who are dropped yearly 1072/8607, 968/10087 and 1394/11668 students respectively and 236, 197 and 345 student's repetition rate respectively from 2019 to 2021 G.C.

The above data shows that the promotion rate was less and the dropout rate and repetition rate were very high (Amaro kore zone Annual statistics abstract 2021/2022 unpublished). In this reason the internal efficiency is low; so that, the researcher selected this topic from the severity of the problems. It was obvious that, when pupils repeat a class for one or more than one year's tends to constitute wastage in the school system. This is in view of the fact that the space which could have been occupied by anew enrolled or promoted pupils would have to be retained for a repeater and the dropout or pupil who leave the school before completing the given cycle or academic year are also wasting the education resource.

The purpose of this study is to investigate the actual states of internal efficiency and to identify the constraint that causes the observed problems of drop out and repetition rate that need attention. In addition, it will be able forward solution to overcome the problems identified in Amaro kore zone secondary schools.

1.3 Basic research questions

1. What is the current status of internal efficiency in secondary schools of Amaro kore zone?
2. What are the major internal and external factors affecting the internal efficiency of secondary schools in the zone?
3. What is the educational implication of the internal efficiency of the schools?
4. How can the internal efficiency of secondary schools of Amaro kore zone be improved?

1.4 Objectives of the study

1.4.1 General objective:

The main objective of this study is analyzing internal efficiency of secondary schools in Amaro kore zone.

1.4.2 Specific objectives:

The specific objectives of this study are:

a. To identify the magnitude of dropout and repetition rate in secondary schools of Amaro kore zone.
b. To analyze the major factors those, affect the internal efficiency of secondary schools.
c. To explore the perception and attitude of stakeholders on the hypothesized impacts of internal efficiency.
d. To assess the extent to what each factor plays its role on internal efficiency in the study areas.
e. To point out possible recommendations in order to control the challenges of internal efficiency.

1.5 Significance of the study

The analysis of this research has the following advantages.

1. The study is helpful to zone education office and schools by providing them information on to what aspect the factors affecting school internal efficiency and pointing out its solutions.
2. The study clearly presents the major factors which negatively contributed to internal efficiency of the system. As it is known commonly, having clear figure is half a way of solving problems.
3. It enhances the understanding of stakeholders on factors affecting the schools' internal efficiency and it may increase the awareness and participation of parents in the school management system.
4. It may provide up-to-data information to zone education office workers and school leaders as well as the teachers and parents in order to take the right action to the right time and place.
5. This research has due advantages for other researchers as a stepping stone because it is doing for the first time on the issue in the zone.

1.6 Delimitation of the study

Delimitations refer to the scope of the study. The scope of this study covered the following aspects: The study was delimited to Amaro kore zone, as the proximity it has to the researcher; moreover, the researcher believes that the adequate data could be gathered from the study area selected. Two woredas from the zone and four secondary schools from the targeted woredas are included in this study. This study confined to the analysis of the key factors affecting internal efficiency of secondary schools of Amaro kore zone in South Ethiopia Region. The internal efficiency variables, which the researcher has concentrated on, are the flow of pupils in terms of dropout, repetition and promotion rate. The study was delimited to four secondary school levels (grades 9-12). The study was delimited technically in the assessment of internal efficiency with particular focus on the trend of internal efficiency and the factors affecting the main pointing out the possible solutions.

1.7. Limitation of the study

It is obvious that research works can ‘t be totally free of limitation. Accordingly, among many, some the main limitations faced with the smooth flow of this study were the internet connection problem, lack of budget, political instability, lack of reference materials, lack of transportation access in time of collecting data and shortage of printing materials.

1.8. Definitions of the Key Terms

Dropout: - is a people who leave the school before the end of the final year of the educational stage in which he/she is enrolled (Briner;1971).

Dropout Rate: is the percentage of pupil who discontinues their learning from a given grade out of the previous year total enrollment in the same grade (Education Statistics Annual Abstract 2004-2005).

Repetition: - a year spent by a pupil in the same grade and doing the same work as in the previous year. (Briner1971)

Repetition rate: is the percent of pupils repeating in a given grade out of the previous year total enrollment in the same grade (Education Statistics Annual Abstract 2004-2005).

Efficiency: -the relationship between inputs in to the educational system and out puts from that system (UNESCO: 1982)

Internal efficiency: Refers to the measure of performances of education system which show students successfully completing a given level without wastage (UNESCO, 1972).

Input: - variables relating the amount of a particular quantity taken by an education system to the total amount available for education (John stone, 1976)

Output: -"the amount of a particular quantity leaving educational system‖ (John stone, 1976)

Educational inputs: comprise the buildings, teachers, books and other learning materials, which may be aggregated and expressed in terms of expenditure per pupil per year

Educational wastage:- pupils dropping out of school before completion of the cycle of education or grade repetition of cycle of education.

1.9. Organization of the study

The study was organized in to five chapters. The first chapter dealt with the background of the study, statement of the problem, objectives of the study, significances of the study, delimitation, and operational definitions. The second chapter presented the related literature review. The third chapter was concerning research design and methodology. The fourth chapter dealt with the presentation, analysis and interpretation of data collection. The last chapter provided the summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on reviewed literature related to the study based themes and sub themes drawn from objectives. The themes included in schools and out of school based factors on students' drop-out rate in secondary schools which included students related factors, teachers related factors, family related factors, geographical related factors, attitudes on the repetition or drop-out rate how could it be enhanced, how to address issue related to the problems of internal efficiency and strategies to minimize drop-out and repetition rate.

2.1 Concepts of Educational Efficiency

The conceptualization of school efficiency seems to access to education by increasing education opportunities to school-age population Abagi (1997). Due to this, many countries in Africa including Ethiopia have focused attention on increasing resources to education sector to achieve the country's educational goal. Thus, these countries now faced with the problem of trade-off between enhancing the efficiency of the education sector and increasing access of upper primary schools' education (Abagi, 1997). In this sense one can conclude that educational expansion affects the efficiency of the education system. Though long distance from home to school and bad road condition on the way to school might be the challenges of efficiency, the conclusions of the above scholars need to be researched in the context of Amaro special woreda secondary Schools. According to the researchers' point of view, as substantial amount of resource is assigned for increasing educational access, the educational efficiency is facing a challenge, because the system is not getting adequate resources solve problem in inputs, process and output of the education system. Still these justifications need study in the research area context.

The other one is that the knowledge about what education efficiency entails is limited. That is, very little is known about the efficiency with which various schools raise pupils learning and/or achievement. However, the official budgetary allocation to education shrinks' inefficiency is a problem that needs to be understood and solved. Still, as poverty increases and the level of investment in education declines, policymakers are looking for innovative and feasible strategies for improving the operation of the education system and making education promote national development as Koang (2014) on his research work in Jimma University Page 14 question facing

policy makers is how available resources can be used more efficiently in a proposal to make education achieve its objectives at house hold and national level. In general, efficiency has a strong network with the above mentioned issues. Which means, expanding education access without having adequate resource; negative or less perception of efficiency and its factors and finally allocating less budget influence efficiency in one and the other way.

Through universal education human being should have the opportunity to make a better life for themselves. Sustainable end to world poverty as well as the path to peace and security requires that citizens in every country of the world are empowered to make positive choices and provide education for themselves and their families (UNICEF, 2011). Education has been recognized as a means to such empowerment as well as national development and now over six decades have passed since education, particularly universal education, has been recognized as 767 fundamental human rights. In the 1960's different regional conferences for example African countries met in Addis Ababa (1961), where organized and 1980 were set as target year to universalizing secondary education. This did not materialize and the target year was pushed fist to 1990, then 2000 and in recent was to 2015 (Taddele, 2008:10)

2.2 External Efficiency versus Internal

Efficiency can be seen from two perspectives: internal and external efficiency. Internal efficiency of education is concerned with the provision of more education to produce a given output by using less input of resources. Internal efficiency of an education system is concerned with the relationship between the inputs and outputs of an education system (Coombs and Hallak, 1987) verify the definition of internal efficiency as follows; it refers to the relationship between systems '(and sub systems) outputs (learning achievements) and the corresponding inputs that went in to creating them.

Internal efficiency may be judged in terms of its cost-effectiveness, with effectiveness measured in this context by the systems immediate outputs as distinct from its ultimate benefits. Inputs are the various elements that enable the education system to properly function. Inputs include the human resources which include teachers, educational managers, students and nonhuman resources like; educational materials, buildings, different machineries and equipment that are required for the normal function of a teaching –learning process that takes place in a school.

Education output, on the other hand, refers to the expected results of the objectives of the system mainly student achievement. According to Coombs &Hallak, (1987) Psacharopoulos, and M. Woodhall, (1985**).** A World Bank Publication Oxford university press (1985), the knowledge, skills, attitudes and exposures of the students acquire from the schools are indicators of the output of an education system.

Contrary to the fact, external efficiency refers to the attainment of social goals or objectives. It measures as mentioned above, not the 'immediate output but the ultimate benefits ' that is gained by passing through the system. External efficiency of an educational system is realized through the relevance of education to socio –economic conditions of a country. The ability of graduates to enter the labor market following the completion of education can be seen as an indicator of educational efficiency (Tsang, 1988). Difference between internal and external efficiency, external efficiency measures not the output but outcome of an education system. Educational output in the sense of pupils or student's achievement which refers to knowledge, skills, behavior and attitudes as measured by tests, examination results and the like, but outcome is in the sense of the external effects of output that is the ability of people to be socially and economically productive (World Bank,1980).

However, roughly speaking, external efficiency is judged by the relationship between input and outcome whereas internal efficiency is only concerned with the relationship between inputs and outputs within the education system or within individual institutions (Psacharopoulos and Wood hall, 1985). Therefore, to measure educational system efficiency, educational statisticians and planners assume the output of a given cycle of education is the number of pupils who complete the cycle, i.e. the graduates. Similarly, educational inputs comprise the buildings, teachers, books and other learning materials which may be aggregated and expressed in terms of expenditure per pupil per year. Usually they equate the educational inputs with outputs to measure or estimate efficiency of schools. If we agree with human capital school and view education as a productive investment in human capital, efficiency will become our first consideration. As Psacharopouloshas pointed out the choice of investments must, therefore, be based on an analysis of the external efficiency of all competing uses of resources, from the point of view of society 's objectives, as well as the internal efficiency of resources '(Psacharopoulos, George and Wood hall, Maureen 1985). External efficiency and internal efficiency are linked but different considerations in public subsidization in education. To make a better understanding of these two

concepts, it is necessary to distinguish output and outcome clearly. To follow the World Bank who distinguishes between output in the sense of achievement of pupils or students which refers to knowledge, skills, behavior, and attitudes as measured by tests, examination results, and the like, and outcome in the sense of the external effects of output that is, the ability of people to be socially and economically productive (World Bank 1980) By external efficiency analysis, we can justify the investment in education based on certain manpower demands or the higher social rate of return to investment in education than other alternatives. Some evidence showed that in developing countries the average rate of return to human capital investment is higher than the rate of return to physical investment, even though we do not take into account the positive effect of education on the productivity of physical capital (Psacharopoulos, George and Woodhall, Maureen 1985). Therefore, government, as a rational investor, should invest in education, since it is more profitable (or beneficial if we consider social externalities) for society.

Not only external efficiency consideration affects the amount of public subsidization, external efficiency is also important for government to decide which levels or which kinds of education should enjoy the priorities in public subsidization. For example, it is widely argued that the *social* rate of return to primary education is higher than that of secondary and higher education, so it should be paid more attention than the latter two.

2.3 Internal Efficiency

Abagi, (1997) defines internal efficiency as the amount of learning achieved during the school age attendance, compared to the resources provided. And take the percentage of entering students who completed the course as its measure. Thus, internal efficiency refers to the measurement of performance of the education system by showing the proportion of students successfully completing a given level of the Education system without wastage.

Internal efficiency addresses the question of how funds within the Educational sector should be best allocated. It is concerned with obtaining the greatest Educational outputs for any given level of spending. Economists have a simple Conceptual rule to determine how resources should be allocated among alternative Educational activities: The improvement in educational performance that results from the last amount of funds spent on an educational activity should be equal across each possible activity. For example, consider a school that is deciding between buying new Workbooks for students and hiring a part-time teacher to tutor individual students. Clearly, the school should spend the funds on the one that increases performance the most say workbooks in

this example. The same logic holds for all of the inputs that a school Purchases, leading to the previously stated rule. Internal efficiency is also sometimes referred to as "allocate efficiency" or "price efficiency" (Lockheed and Hanushek, 1987).

In a nutshell, internal efficiency of any educational system is believed to have high co-relation with educational inputs, processes &outputs of the system. On the other hand according to Sanothimi and Bhaktapur, (2001), the question of educational quality is also a question of internal efficiency in education system. Therefore, internal efficiency and quality of the education system can be indicated by calculating the promotion, repetition & dropout rates, at various grade levels. Furthermore, efficiency also includes cycle completion and survival rates at certain grade level and cycle to cycle transfer rates. To put it differently, improving internal efficiency of the school system is by default improving quality of education because both of them focus on relationship of educational inputs, processes & outputs of the system various researchers defined phenomenon of drop out differently.

According to Jemail, (2010) drop out is a term used for the children, who for any reason other than death, discontinue schooling and leave their education uncompleted. This is quite broad definition and includes all those students discontinuing their studies without completing their studies for any reason other than the death of the students. This definition includes students at all levels of studies. This also covers those students who are expelled by the education institution due to their weak performance or failure in studies. Some of the students discontinue due to their illness.

According to Malik, (2002) drop out can be defined as a student who left school before completing a course of study. This definition does not cover any complexity of the phenomenon and has not clear in substance. This is much generalizing definition covering all students quitting their schools prior completing their course. As UNESCO (1998) defined, the term dropout as leaving a school before completion of a given stage of education or some intermediate or non-terminal point in level of education.

The basic symptoms of wastage, in particular dropping out, depend on the type of education systems. It is defined in relation to the characteristics of the various educational systems. The duration of compulsory schooling and the periods between the ages in to grades varies between countries of different educational systems. In the less developed regions, however, early drop-out

is a major problem, of the approximately 96 million pupils who entered school for the first time in1995, one quarter (24 million) are likely to abandon their schooling before they reach Grade 5. UNESCO (1998) Dropout refers to attributes of the individual that precipitate early school departure.

Factors like readiness and attitude of the student, health problems, and malnutrition are examples of dropout theory. Employment opportunities are also examples of pullout factors that attract student to drop out of school. School factors that dispirit students from continuing with their education, Unattractive school condition policy irregularities are some of the examples that can act as push factor to students.

The tendency for students to dropout is also associated with their school experiences such as dislike of school; Low academic achievement; retention at grade level; the 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). In school factor that deter the attendance of students can be categorized as push out 'factors. The first and most important reason for dropping out, especially in the developing countries is the pull out 'factor. The need for having a time that would be used to sell the labor and in return get a means of subsistence in which the family or the individual would depend on has contributed to a greater proportion of school dropouts as Koang cited in (Lessanu 2004) Koang Young (2014).

There are many factors associated with drop out, some of which are associated with the individual, such as poor health or under-nutrition and children 's school motivation. Other emerges from children 's household situations such as child labor and poverty. School level factors also play a role in increasing pressures to drop out such as teacher 's absenteeism, school location and poor quality educational provision.

The nature of educational provision at the community level e.g. type of school, level of community support generates conditions that can ultimately have an impact on the likelihood of children dropping out from school. Both demand and supply driven factors play a role in the process of school dropout. Based on this the causes of school dropout focusing on the child household and school contexts. This review is informed by the work commissioned by CREATE by Hunt.F, (2008) and Pridmore (2007). We discuss evidence on the child 's health, gender and

disability; the child within the household; the cost of schooling; household characteristics; precursors to drop out; and recent studies from Bangladesh.

Personal characteristics of a child, influenced by social norms can determine whether the child drop out from education. Some studies explore associations between child health and educational outcomes, in particular, how nutritional status impacts on school enrolment and cognitive development (Ghuman, 2006; Alderman ,2001) but only a few studies look at how health problems are directly related to dropping out from school (Pridmore, 2007).

In general, studies suggest that poor health is often a result of poverty and through under-nutrition; children ‘s educational access and attainment are severely jeopardized. Thus there is evidence that hemoglobin levels in the blood, and height and weight (body mass for age), are both indicators of nutritional status, and have significant and positive associations with school enrolment (Alderman ,2001; Ghuman, 2006). Therefore, the researcher intended to saw how depth the parental low economy, health problem, social cultural related factors and geographical related constraints resisted the pupils of selected schools in Amaro kore zone.

The other factor that may have either negative or positive contribution on students’ dropout and repletion seems family related factor. The family context, in particular the relationship of the child with other members of the household and the child ‘s responsibilities may be important determinants of school dropout Rose and Al- (2001); Khanam (2008). In many poor countries children combine school with work (at home or away somewhere from home) in order to satisfy household needs Admassie (2003). Having the ideas mentioned by different researchers in to account, this study attempted to analyze data and construct conclusion based on the information that was gained from actual sources.

2.4 Factors related with student drop out and repetition rate of secondary schools

First, there is not one single cause of drop out and repetition rate. Dropout is often a process rather than the result of one single event, therefore it has more than one proximate cause (Hunt, 2008). It is clear that the number of children enrolled in school has increased over time. Nevertheless, a significant proportion of pupil who enter secondary schools are not completing this cycle. There are many factors associated with dropout. Some of which belongs to the student related factors which discussed in detail here under.

2.4.1 Student related factors.

Student related factors are those factors that association with pupils', health problems, Students' lack of interest in learning, Poor academic performance (fear of Failure, Frequent repetition, Frequent absenteeism, Use of corporal punishment by school Personal, Work load at home(in hours), Negative attitude to the value of education , Frustration during examination, influence of pear group , Cultural impact/ harassment, Disciplinary problems , Lack of self-confidence each of these examined here under.

Students health problems

Some studies explore associations between child health and educational outcomes, in particular how nutrition status impacts on school enrolment and cognitive development (Ghuman 2006; Alderman) but only a few studies look at how health problems are directly related to dropping out from school (Pridmore, 2007) In general studies suggest that poor health is often a result of poverty and through under nutrition; children's educational access and attainment are severely jeopardized. Thus there is evidence that hemoglobin levels in the blood, and heights and weight (body mass for age), are both indicators of nutritional status, and have significant and positive associations with school enrolment (Alderman, 2001; Ghuman, 2006). In addition, early child under nutrition is associated with delayed school enrolment (Glewwe and jacoby, 1995).

Student poor academic performance

Arco (2013), report that poor academic performance is one of the main factors influencing students drop out. Mezuzah. (2013) concur that there is a strong relationship between poor examination passing rates and drop- out rates confirming that students who fail exams eventual lose interest to continue with school and option to quit. There is evidence that child with low achievement to drop out (Hunter & May, 2003), Juke (2006) conducted a study on the direct impact of test scores on grade progression in Africa, looking at relationship between achievement and likely school completion. Bacolod (2005) also in their study on why children work attend school or stay idle observed that, low scores on measures cognitive ability are associated with higher rates of drop out. Pupils with low ability are often the victims of grade repetition which in most instances does not improve their performance but rather increases do not improve their performance but rather increases dropping out.

Students absenteeism

Accurate attendance records of students in school are not maintained by all schools, making it difficult at times to see a link between absenteeism, temporary withdrawals and dropping out from school. Yet research indicates that irregular attendance and temporary withdrawals can both be precursors to dropping out (Grant & Hall man, 2006) irregular attendance and temporary withdrawals can be caused by arrange of factors including: child ill health; ill health of family members; distance to school, labor requirement, pending school fees.

As a result of irregular attendance or temporary withdrawals, children can fail behind at school and find it difficult to readjust on returning. Research also indicates that irregular attendance can be a precursor for dropping out from school regardless of the gender of the pupils. However, it can be argued that absenteeism can be somewhat negatively more effective for early drop out from school students. In this regard Manacorda (2012) also argues that girls are at greater risk of absenteeism, repetition, and drop out and have lower educational achievement than boys in primary school. There are some causes for girls' drop out be causes of absenteeism. For instance, teenage pregnancy among girl is commonly associated with frequent absence from school initially, then permanent and temporary dropout. Girl also can more drop outs because of absenteeism due to child labor or house hold work. This is because a good deal of literature on house hold work found that girls do more house hold work than boys which may increase non-attendance in schools for girls. Moreover, availability of toilets and access feminine to hygiene supplies impact on girls' absenteeism. In this regard Grun (2013) indicates that female students were more likely to be absent if their toilets at school were dirty. In addition, Nogales (2005) found that in Ethiopia, students were often absent in class during menstruation and frequent absence led them to drop out from school.

2.4.2 Teacher related factor

Teachers' attitude

Much research has examined how teachers' attitudes toward students are likely to dropout issue. Colclough, (2000) found that in Ethiopia, teachers in school more positively viewed boys than girls because they usually expect girls to quit school early. Teacher's attitude and their teaching practices have for most impact in sustaining students in schools. According to Nekatibeb, (2002) study from several countries in sub Saharan Africa indicates that both female and male teachers

believed that boys were academically better than girls. This study also found that most teachers tend to pay more attention to boys in the classroom than girls.

Research by fewer, (2001), show that teachers were not conscious in using their language toward girls in the class room. They also viewed girls as less intelligent to those boys and that girls are just there to marry early. According to Njau and Wamahiu (1994) in study on drop-out rates in sub Saharan Africa it was found that the for most causes of higher rate of girls' dropout was the attitude of teachers towards girls in class. Teachers tend to favor to boys than girls in terms of academic performance and achievement which led to drop out.

Research shows that teacher attitudes towards pupil are liked to drop-out. From their research in Ethiopia, Colclough, (2000) found that teachers were more positive about the participation, interest and intelligence of boys rather than girls. In some cases, this is because they believe that girls will drop out early, an attitude that then became a self-fulfilling Prophecy (Ames, 2004)

2.4.3 School (geographical) related factors

School related factors are those factors associations with distance to school, physical factors, and location of school resources and supply of schools

distance to school

Distance to school was found to be one of the most common explanatory factors for non-attendance. The number of pupils that have been drop out of secondary school increase when the distance which pupil's movies to schools. Pupils traveling long distance to school are more likely to drop out of school in rural area than in urban area (Tassew, 2008); young lives, 2008). School availability and its distance determine childes' age at starting schooling in Ethiopia (Abebaw, et al, (2007).

physical factors

Ghost (2011) states that physical factors which are contributing towards high drop-out rate at secondary school. Corporal punishment, lack of physical facilities, inadequate provision of physical facilities in schools and poor standards of health and nutrition are the major reasons for dropping out students from school. Beating at school is considered culturally acceptable to ensure obedience.

Supply of schools

Education access can be restricted by an in adequate supply of schools or enough school places in many countries (Colclough et al, 2000). While the lack of schools in more likely to affect initial access rather than drop out, there is evidence that limited school supply influence drop-out. For example, if schools are in short supply it is more likely they would be located further away; making the transition problematic in some places.

School resource and facilities

In this section schooling resources and facilities are looked at in terms of schooling systems, human resources and in school resources. While links to dropping out are explored in many cases they maybe in direct, feeding into overall nation of quality. Birds all et al (2005), question the quality of schooling systems in low performance countries where the institutional and management challenges are significant. They describe institutions with high teacher absenteeism; spending and investment which is UN responsive to local needs and preferences; a lack of accountability and incentives for performance. Ghuman and Lioyd (2007) and Hunt (2008) describe the lack of accountability and monitoring mechanisms in some schools. Also they note how teachers once hired are difficult to fire, meaning performance and attendance are difficult to guarantee; and Huntet al (2008), centers on a lack of monitoring of policy in practice, in particular the particular the corporal punishment ban in South Africa.

School facilities, availability of resources example text book, desk blackboards have been noted to influence drop out (Brock &Cammish, 1997; Molteno, 2000). In addition to access to school, availability and quality text books and instructional materials, teachers and class size are also found to be important determinants of child schooling (Woldehanna, 2006; Abebaw, 2007; Chaudhury)

2.4.4 Parent related factors

Family related factors are the factors that may have a significant impact on student's school dropout. The main determinants family related factors are family structure parental support, family income and parental education level are discussed here under.

The family context

The family context in particular the relationship of the child with other members of the house hold and child's responsibilities may be important determinants of school dropout. Rose and AI-(2001); Khanam (2008) in many poor countries children combine school with work at home or away from home in order to satisfy house hold needs (Admassie,2003). However not all forms of child labor are compatible with school participation (Hadley, 2010), some labored activities, especially in agriculture are seasonal and the timing of seasons does not correspond to the school calendar (Hadley, 2001). Other activities such as a child care for Unger members in the house hold are labor intensive and time consuming and may detract from children's ability to undertake school work (Dar, 2002).

The parental support

Another important aspects of the life of children with in the house hold is relationship with their parents, in particular the support given by parents with the child's schooling and participations of parents about the potential benefits of education for their children (Ananga, 2011) it is likely that parental support for the Childes education is linked to linked to lower chances that the child will drop out from schooling, not all parents are engaged with their child education. A study by Liu (2004) in china found that the majority of parents were in different about their children dropping out from school and left the schooling decision to the child particularly for order children. Liu (2004) suggested that parents do not want to be blamed by the children for our continuing in education.

Family income

AUN task force report on education and gender equality on low and middle income countries shows that completion rates are lowest for children from poor households and less than half of the poorest children complete even the first year of school (Birds all et al, 2005). At a micro level family income is directly linked to the affordability of education and as such as a direct impact on whether children attend education (Hadley, 2010). If children do attend education, changes in the financial situation of parents, as reflected by the volatility of family income, may push some children out of education. Although this may be temporary affect and income may recover and return to schooling (Kane, 2004, Hadley, 2010).

Parental education level

Another important factor that is often related to drop out is parental education level Chowdhury et al, (2002) Nath, (2008). Parents with low levels of education are more likely to have children who do not attend school. If they do, they tend to drop out in greater numbers (Blick and Sahn, 2002,

Brown and Rank, 2002) and engage in more income generating activities than children of parents with high level of education Duryea, (2003). A recent case study of rural village in Ghana showed parental illiteracy was associated with low house hold in come as two important factors likely to cause girls to drop out Pryor and Ampiah, (2003). Furthermore, here may be some gendered dimensions the link between parental education and children's dropout with differential effects for boys and girls (Connelly and Zheng 2003) for girls, the risk of becoming pregnant, and hence potentially dropping out of school, declines significantly as the educational attainment of the house hold head increase (Grant and Hallman,2006).

It is true that in developing countries, like Ethiopia here are many reasons why parents or the community discouraged to send their children to school. Even though many parents managed to send their children and made them enrolled in school but in the meantime those enrolled students become drop outer or repeaters. Particularly parent economic health, socio-culture, religious and educational back ground effects the internal influence of schools. In developing countries like Ethiopia, those reasons are common. This is supported by MOE (2002) revealed that illiterate or semi illiterate parents do not care for the education of their children. There for the above factors could be one of the factors that influence the child to succeed in her/his education.

Economic factors

Untitled nation report on education and gender equality on low and middle income countries shows that completion rates are lower for children from poor households and less than half of the poorest children from poor households and less than half of the poorest children complete. The first year of school (Birds all, 2005). A micro-level family income has direct link to affordability of education and impact on whether the children attend education /Hadley, 2010/. According to Ballar, (2001) many girls in the region, most of who reside in most areas in Africa is out of school due to poverty. Economic factors in this study included the following; the costs of schooling, poverty and opportunity cost of schooling.

The cost of schooling

The direct and in direct costs of schooling can exclude some children from school. One of the most important direct costs underlying the process of drop out is school fees where these are levied. Thus, school fees were found to be potent reasons for drop out of 27 percent of boys and 30 percent of girls before matriculation in South Africa (Hunter and May, 2002) many countries have now adopted fee free for the basic education cycle of the effects on participation.

Some level also introduced capitation systems to off settle loss in school income. But other charges and indirect costs continue to be an obstacle to enrollment of the poorest household (Lewin, 2008). Thus the cost of pens, pencils, copy books, private coaching, transportation, and school uniform remain a relative economic burden for poor hose hold (Ananga, 2011) for the coming. Lack of money to buy essential school materials for children's schooling is likely to cause lack of enrolment in the first place and potentially high drop out at a later stage (kadzamira and Rose, 2003).

The opportunity cost of schooling

The opportunity cost of schooling is the income forgone of the next basic activity available for children who are in education. These activities related to child labor or coring responsibilities both within and outside of the house hold. The opportunity cost for children who are in schooling often increases as they get older which increases the pressure on them to with draw from school (Colclough, 2000). IN Bangalore, India, for example, if the wage earning of parents is low children may be called to supplement house hold in come either by working or by taking on other households' responsibilities to free up other out from education. Several students have focused on income and drop out.

2.5 Repetition

Most research on grade repetition 's relationships to educational outcomes has been done in developed countries. Its findings may not generalize well to developing countries, where repetition occurs more frequently and is more likely to be initiated or at least accepted by the family rather than imposed by the school.

There are other differences as well. In developed Countries, students ordinarily are not absent from school more than a few days each year (mostly due to minor illnesses). However, in

developing countries (especially rural areas), many children miss many days of school because of more serious health or nutrition problems or because their families require them to assume child care or work responsibilities. Here, many students repeat a grade because they did not attend school frequently (if at all) the previous year. Although the situations that create them are undesirable from a societal perspective, these repetition choices are understandable, even productive, from the family‘s perspective (Gomes-Neto and Hanushek, 1994). There also are exceptions to the usual association between grade repetition and low achievement. In Burundi and Kenya, where most repetition occurs in the final years of the primary cycle, students allowed to repeat are selected for their high academic potential, as a way to prepare them to compete for limited secondary openings (Eisenmon and Schwille, 1991).

Despite these differences, findings from developing countries mirror those from developed countries: Grade repetition is associated with low achievement and early dropout. Yet, needless repetition persists because many school administrators, teachers, and parents believe that repeating the grade is preferable to promotion when students have achieved poorly (Eisenmon, 1997). Teachers in developing countries ordinarily are not trained to make promotion/repetition decisions and do not have access to detailed achievement standards and aligned assessment instruments, so concerns have been expressed that many decisions may be based on arbitrary Jimma University Page 24 observations or beliefs rather than justified criteria. However, studies done in rural Brazil (Gomes-Neto and Hanushek, 1994) and in rural Pakistan (King, Orazem, and Paterno, 1999) found that promotion decisions were closely related to measured achievement.

Even so, when these decisions are made locally by individual teachers, they are subject to the frog pond‖ effect: Students ‘achievement progress is judged relative to that of their immediate classmates rather than to national norms. As a result, many students in generally high achieving schools are retained when they would be promoted if they attended generally low-achieving schools (Ikeda, 2005). In developed countries grade repeaters are more likely to come from families that rank lower on measures of socioeconomic status and related variables (income, parental years of education completed, etc.). They also are more likely to be male than female. Their parents are less likely to be involved with the school and to advocate effectively for their children. Repetition occurs most often at kindergarten or first grade. Subsequently, it occurs more often at grades preceding transitions to middle school, junior high school, or high school than at other grades. Repetition decisions are almost always initiated by the school rather than

the parents, although they may be communicated as recommendations rather than requirements (in which case, the final decision is left up to the parents).

Recommendations that preschool or kindergarten children repeat a grade are usually based on teachers' assessments of intellectual and social maturity (attention span, direction following, social adjustment), whereas retention recommendations in first grade and beyond are usually based mostly on indicators of achievement progress. Grade repeaters tend to be younger than their classmates and more often absent from school. Otherwise, however, comparisons of repeaters with other low-achievers who either were promoted or recommended for placement in special education usually do not show significant group differences in intelligence, achievement, or even social competence (Beebe Frankenberger, Bocian, MacMillan, and Gresham, 2004; Corman, 2003; Martin, Foels, Clanton, and Moon, 2004; Jimerson, Carlson, Rotert, Egeland, and Sroufe, 1997).

In recent years, educational policies in the United States have featured increased emphasis on mandated standards, sometimes including requirements that students at certain grade levels pass tests to qualify for promotion. In states that implemented these requirements, grade repetition rates increased noticeably, especially in grades preceding those in which the tests were Jimma University Page 25 administered. States and large school districts that established promotional gates in certain grades often found that 20 to 40 percent of the students in these grades did not qualify for promotion. 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 another form of school wastage occurs when pupils have to repeat grades. According to UNESCO (1998) in developing countries especially, this is often a prelude to drop-out. 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. Repetition is thus seen as a remedy for slow learners. 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 is also widespread in countries where admission to secondary school is based on passing an end-of-primary 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 pupils additional assistance and allow them to proceed to the next grade with their peers (UNESCO, 1998).

The practice of repetition is premised on the idea that learners who repeat a grade will receive remedial support to ensure that they master certain foundational skills that are needed before one can progress to more advanced skills. At lower grades, this argument perhaps holds most weight since certain foundational numeracy and literacy skills are clearly necessary for success in higher grades. At higher grades, repetition is viewed as a method to prevent schools from graduating learners who lack the basic skills necessary to be productive members of society (Martinez and Vandergrift, 1991 cited in DOE, 2008). However, these assumptions have been contested and continue to be tested by on-going research.

Pupils grade repetition

Ampiah et al. (2010) stipulated that grade repletion is a factor associated with drop out. The study by Hunt (2008) found that repetition increased rather than decreasing the risk of dropping out. On the same vein, a study by Ampian and Adu-yeboah (2009) found that children who were made to repeat grades with a view improving performance ended up dropping out of school. Alexander (2008) adds that holding students back to repeat a grade without changing instructional strategies is ineffective. More evidence is given by the study done by education policy and data center (2009) in 35 developing countries on grade retention which reports that the achievement of retained students still lags behind that of peers after repeating a grade making it an in effective strategy for making students to catch up. In addition, grade repetition greatly increases the likelihood that the student will drop out of school and being held back twice makes dropping out almost certain.

According to Sabates (2010) primary education repletion rates remain very high in in some African countries; including Ethiopia, and that many of the children repeating grade leave school before completing primary education. Most of the students who drop out of school in African are more likely to have been retained than students who graduate. Hunt (2008) adds that, grade

repetition extends the age range in a particular grade making repeaters over age for that grade level hence increasing their chances of dropping out.

Over age

It is clear that over age children are more likely to drop out towards the end of primary school cycle than children who are in the appropriate age for their grade (Sabates, 2010). Hunt (2008) concurs that students who drop out tend to be older compared to their grade level peers. Most research evidence shows that over age pupils above the average age for a grade level are more likely to drop out (Dimas, 2013) a study by Lewin (2008) of some sub Saharan Africa countries on the effects of the relationship between age and grade found that there is a correlation between age and grade attended with dropping out. Children tend to enroll in school considerably later than the official starting age of six; this makes them to be over age in a particular age level putting them at a high risk of dropping out (chimombo, 2009). wils (2004) agrees that children who begin schooling beyond the official age of entry age less likely to complete a full cycle of education than those who start at the official age. Late enrollment influences many girls to drop out due to over age (Mzuzu, 2013). Over age in grade level may influence overcrowding in class room which results in poor quality of education. Poor quality of education also plays a role in dropout.

School Management System and Practices

School management is one of the important factors that affect internal efficiency of schools. For instance, the school management has on important role in improving the learning capacity of learners; because they coordinate teachers in setting standards teaching the curriculum in 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 teacher's qualification & training school teacher, and most importantly the commitment and initiative taken by the head teaches and teachers (Kathmandu,2001). In order to improve status of school management many countries have adopted and emphasized on decentralized management system. School level decentralized management system is believed to improve schooling efficiency.

2.6 Strategies to minimize dropout and repetition rate

Designed to address dropout and repetition described in the professional literature, Lehr (2003), found that most of these interventions could be categorized according to the following types.

- Personal/affective (e.g., retreats designed to enhance self-steam, regularly scheduled class room based discussion, individual counseling, participation in an interpersonal relation class)
- Work related (e.g., vocational training participation in volunteer or service program) Academic (e.g., provision of special academic courses, individual methods of instructions tutoring)
- family outreach (e.g., strategies that include increased feedback to parents or home visits)
- school structure (e.g., implementation of school with in school, redefinition of the role of the home teacher, reducing class size creation of an alternative school)

All of the above discussions revolved around the pivotal point schools' internal efficiency. Having them in to account, the researcher attempted to measure the magnitude of internal efficiency implementation, the major factors of survival rate and the possible majors to be taken based on the formwork drawn blow by the researcher.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLGY

INTRODUCTION

This part deals with research design, Methods of the study, Population of the study, Data source, data collection tools, Sample and sampling techniques of the study and data analysis of the study.

3.1. Research Design

In this study, an explanatory sequential design was applied because it enabled the researcher to explore and examine the problems at extremes scale. As to Creswell, this design was an explanatory mixed methods design; perhaps the most popular form of mixed methods designs in educational research. An explanatory sequential mixed methods design consists of first collected quantitative data and then collects qualitative data to help explain or elaborate on the quantitative results. The rationale for this approach was that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, was refined, extended, or explained the general picture (Creswell 2012).

3.2. The Research Method

This study followed mixed method approach through collecting and analyzing both quantitative and qualitative data. The quantitative data was gathered through survey and questionnaires, whereas structured interview would be utilized to substantiate the quantitative data. The mixed methods researcher often gave equal priority to both quantitative and qualitative data. The researcher values both quantitative and qualitative data and saw them as approximately equal sources of information in the study. For example, interview data were as important as the scores gathered on an instrument. The mixed methods researcher collected both the quantitative and qualitative data parallel congruent approach during the study. Qualitative documents about what the students learn in secondary school are reviewed, for example, at the same time that the researcher collects quantitative observations on student behavior used a checklist. The mixed methods researcher compares the results from quantitative and qualitative analyses to determine if the two databases yield similar or dissimilar results (Creswell 2012).

Qualitative studies were those in which the descriptions of data were not ordinary expressed in quantitative terms or numerical values. The researcher chooses this design for the study required

in depth information from the respondents to triangulate different information gained through data gathering tools that means Qualitative researchers can support quantitative and vice versa. Both the methods are combines in order to provide more general picture of the issue under the study.

3.3 Data Sources

Sources of data for the study were both primary and secondary sources because the researcher needed the actual information from the bodies that has close relation with the issues.

3.3.1 Primary sources: are students, teachers and principals**,** parent representatives (PTA)

3.3.2. Secondary sources are written and documented some times by the assigned bodies in organization that provide clear image of the educational system in the given system: document analysis, statistical abstracts, reports and other related materials are the source of secondary information.

3.4. Population, Sample size and Sampling Techniques

The study was conducted in government secondary schools of Amaro kore zone so that the population and sample schools are determined on the basis of 2020/21 year's annual statics report of Amaro kore zone education office from the total population of eight government secondary schools. The researchers were selected the four schools; Kele secondary school, Dano Messay secondary school, Jijola Millennium secondary school and Medayne secondary school by using purposive sampling techniques. These schools selected from the different geographical locations and climate condition. For this reason, the sample schools belong to distinct geographic location which is high low land as well as cold and warm climatic conditions from the total population sample government secondary schools of 4 are selected by use purposive sampling techniques. The assumption is that all secondary schools have their own practice. Hence they can provide relevant information for the study.

The target population of this study is the principals, teachers and students often schools from Amaro kore zone. Purposeful sampling technique can be more appropriate for this research; because the researcher believes that specially the students and teachers who have more exposure to observe to how extent the needed data exist in the target school have to be participates in the

study. To include such participants, the researcher develops certain criteria. The criteria which was applied to choose or involve students and teachers in to the study could be as follow:

1. The students who have withdrawn or repeated at least for one and more year in the past.
2. The teachers who are serving in minimizing dropout rate committee or as a member of one of these: department head, PSTA member, a member of teachers' association and leaders in co-curricular activities.

After selected the sample schools, teachers were identified from total population. Accordingly, 38 % teachers were selected by using purposive sampling techniques because these teachers were homeroom teachers and department heads who are related to the issue and repeated and dropout students were selected by purposive sampling techniques randomly from sampled schools.

Finally, from 14 total population of school principals 7 (50 %) were selected by purposive sampling techniques. Interview made with seven students' parents were selected by purposive sampling techniques because, they are the only body probable, in schools to head educations interviews.

Totally 110 respondents were participating in the study. The sample size and population of the study were described in the following table.

Table 1:The population distribution of clusters, schools and participants of the study in Amaro kore zone

Cluster	Schools	Teachers 38%(department heads & homeroom teachers)		Repeated Students (randomly)	Drop out student (randomly)	Principals Sample (50%)	Students Parents representatives (PTA)	Zone education Office workers
Kele Cluster		Popn	Sample	Sample	Sample	Sample	Sample	Sample
	Kele	56	21	5	7	3	2	
	Dano Messay	32	12	3	4	1	2	
Karma Cluster	Jijola millennim	44	17	4	5	2	2	
	Medayn	30	11	2	3	1	1	
Total		162	61	14	19	7	7	2

3.5. Data Collection Tools

Three types of data gathering tools were applied in this study. The first type of data gathering tool was document analysis; that enabled the researcher to gather information which was relates to magnitude of the internal efficiency in order to measure the basic research question one. The second data collecting tool implemented to collect quantitative data was questionnaire. Interview, semi structured questions, were made with six informants.

Questionnaire

Much amount of data was collected through questionnaire; the main intention of questionnaire was gathered information that enabled the researcher to check basic research question two, the major factors of internal efficiency. In this section, the researcher categorized the factors that contribute either negatively or positively on internal efficiency in seven different categories. The total numbers of items utilize through questionnaire were 63 questions per one respondent; so, 103 participants were filled the questionnaire that are relates to basic question two and basic question three. The questionnaire's content encompasses three sections; the personal information section, the instruction part and the actual questions were distributed to each of the respondents. The expected responses were given in closed ended way through rating from very low to very high, from strongly disagree to strongly agree and from never up to always. Questionnaire was adopting from (Koang 2014)'s tool in a way that it fit the proposed hypothesis. The questions are more of closed ended and objective ones.

Interview guide

Semi structured interview was implemented on seven parents of students in translated Amharic language so that they provided information that they have about their organization assess of factors contributing either positively or negatively to internal efficiency. The questions are up to the understanding level of the respondents. The aim of interview is to triangulate the data that is gathering through questionnaire and to collect deep information as much as needed. The researcher has the leading issue in one's mind and the following interview-questions are administering to respondents.

Document analysis:

The researcher first Prepared check list that enabled acquire adequate information regarding the enrolment, dropout, repetition and promotion related documents that were registered for the last four years from schools and zone education office record book, statistical abstract & annual reports. The data collected through document analysis helped the researcher to gather data related to basic question one, the magnitude of the internal efficiency

3.6. Procedures of data collection

As the mixed research design permits, the data collection procedure takes place first collecting quantitative data through document study and questionnaire that was followed by qualitative data through interview. Then the data collected in three different tools presented in tabular and narrative ways.

3.7. Methods of Data Analysis

Data analysis was descriptive methods research relates to the types of research strategy choosed for the procedure (cress well and Plano crack,2009: 218) for the analysis process, the new version, to maintain the large data base was used for the descriptive data analysis. As it indicated in the sampling strategy section, the data collected from different sources had been summarized, categorized, and coded to suit for analysis. The qualitative and open ended questions had been summarized and presented as it was while the close ended questions had been coded and analyzed by using, percentage, ANOVA and standard division. The out puts of data were presents appropriately depended on respondents' response.

The end result has been presented in written form and in the form of table as well as the students' repetition rate and dropout rate in the form of table. Finally, presentation, analysis, interpretation of data, conclusions & recommendations has been drawn using analyzing and data outcomes.

3.8. Validity and Reliability Checks

A piece of research to be acceptable, the researcher should show that the data collection instruments are reliable and the conclusions are valid. Checking the validity and reliability of data collecting instruments before providing for the actual study subject was the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, initially the instrument

was prepared by the researcher and develops under close guidance of advisors, who was involved in providing their inputs for validity of the instruments. The pilot test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence (Adams, Khan, Reside& White, 2007).

3.9. Pilot Test:

To check the relevance and quality of the instrument, the researcher carried out the pilot test for questionnaires. The pilot test was held in government secondary school of Amaro kore zone, which were not included in the sample. Namely, Kereda secondary school selected for the pilot test. Based on the data collected, the validity and reliability of the tools were analyzed and necessary modifications were made for the questions which were not understand by the respondents and contents of questionnaire which have the same idea. Based on respondent ‘s response additional, omission and modification of question was undertaken. Additionally, the reliability of the instrument was measured by using a Cranach alpha test. A reliability test was performed to check the consistency and accuracy of the measurement scales it was found 0.85 for student related factor, 0.87 for school related factor, and 0.866 for parent related factor.

3.10. Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher has communicated secondary schools in the district legally and smoothly. The purpose of the study was cleared and understandable for all participants. Any communication with the concerned bodies was accomplish at their voluntarily agreement without harming and threatening the personal and institutional wellbeing.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with Presentation, analysis and interpretation of the data gathered from the respondents through questionnaire, interview, and document analysis. Thus, the quantitative as well as qualitative analyses of data were incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data include the data gathered through open ended questionnaire and document analysis.

The data was collected from 110 respondents in total. To this effect, all of the total 110 copies of questionnaire were distributed to 33 students who dropped out from their home and repeated one or more times in a given class and also 61 teachers who have direct contact with the issue were the subjects. The return rates of the questionnaire were 33(100%) from students, 61(100%) from teachers and 7(100%) principals and vice principals from four different schools was used for analysis. In the same way, 7(100%) parents were participated in interview. In addition to that, in the case of document analysis, the zone education office and four schools' documents were included.

This chapter consists three major parts. The first section deals with the personal back ground of respondents /teachers and dropout and repetition students/; whereas the second part focuses on the magnitude of dropout and repeated students; finally, the third section presents the analysis and interpretation of the data.

4.1 Characteristics of Respondents

As stated earlier, the subjects of this study were teachers, students who dropped out and repeated in one class and school principals from the sample area of the study. Respondents' characteristics such as sex, age, experience, qualification and current position were very important to get various aspects of information from their diversity to the study.

Table 2:Background of principals, teachers and students by sex , work experience, Educational level and field of study.

Background		Respondents											
		Principal		Teacher		Students		Zone education Office worker		parents		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
Sex	Male	7	100	40	65.57	19	57.57	2	100	6	85.7	74	67.3
	Female	-	-	21	34.43	14	42.43	-	-	1	14.3	36	32.3
	Total	7	100	61	100	33	100	2	100	7	100	110	100
Age	15 -18	-	-	-	-	17	51.5	--	--	-	--	17	15.45
	19-25	--	--	13	21.3	16	48.5	--	--	--	--	29	26.36
	26-34	1	14.3	25	40.99	-	--	--	--	--	--	26	23.63
	35-40	5	71.4	16	26.23	--	--	--	--	2	28.57	23	20.91
	>40	1	14.3	7	11.48	--	--	2	100	5	71.43	15	13.64
	Total	7	100	61	100	33	100	2	100	7	100	110	100
Work experience	0-5	-	-	3	4.92	-	-	-		-	-	3	4.3
	6-10	-	-	12	19.67	-	-	-		-	-	12	17.14
	11-15	2	28.57	27	44.26	-	-	1	50	-	-	30	42.85
	≥16	5	71.43	19	31.15	-	-	1	50	-	-	25	35.71
	Total	7	100	61	100	-	-	2	100	-	-	70	100
Education level	9^{th}– 12^{th}	-	-	-	-	33	100	-	-	2	28.57	35	33.33
	Diploma	-	-	6	9.84	-	-	-	-	-	-	6	5.71
	BA	3	42.86	44	72.13	-	-	1	50	-	-	48	45.71
	MA	4	57.14	11	18.03	-	-	1	50	-	-	16	15.24
	Total	7	100	61	100	33	100	2	100	7	100	105	100
Current position in the school	Teacher	-	-	61	55.45	-	-	-	-	-	-	61	55.45
	Principal	7	6.36	-	-	-	-	-	-	-	-	7	6.36
	Total	7	6.36	61	55.45	-	-	-	-	-	-	68	61.81

Source: Own survey,2015/ 2023

As indicated in Table 1 above, 7 (100%) of principals, 40(65.57%) male teachers and 21(34,43%) of female teachers, 6(85.7%) male and 1(14.3%) of female parents, 19(57.57%) male students and 14(42.43%) students were females. This indicates that the participation of females as school principals and teachers were low and calls for serious attention in order to encourage the females to come to the secondary school teachers and the position of school administration or Directors, vice Directors and supervisors.

Besides, respondents from high school (grade 9-12) dropout and repeated students age 15-18 are 17 in number and 51.5 in percentage, age 19-25 are 16 in number and 48.5 in percentage respectively. These indicate that in each of the classes there were yet students who were over age groups. That indirectly indicates the prevailing of possible repeaters and dropouts.

The other indicator is that 2 (28.57%) of principal respondents had 11-15 years' work experience, 5(71.43%) of principal respondents had above 16 years 'experience and 3(4.92%) of teacher respondents were with work experience of below five years 12(19.67%) of teacher respondents were 6-10 work experience 27(44.26%) were 11-15 and 19(31.15%) were above 16 years. which indicate that insight to and handling efficiency problem will be at its lower advantage.

The Human Resource Recruitment and Development guideline of (MoE, 2002) indicates that the minimum educational requirement for secondary school level teachers is MA while secondary school principals need to have at least MA in ScL. Accordingly, table 2 shows that 3(42.86%) of principals and 44 (72.13%) of teachers were first degree holders, indicated that the school has not met requirement for minimum level of qualified for secondary school. Principals were holding BA degree to manage at secondary schools, which is less than minimum educational requirement for secondary school management.

Regarding the parents 5(71.43%) of them cannot read and write. For that matter they unable to encourage their children economically and ideally as they said.

4.2. Internal Efficiency

The internal efficiency incorporates trend and factor of dropout and repetition rate at levels of schools were analyzed as follow.

4.2.1 Dropout Trend

Table 3:School level trends of dropout in kele, dano messay, jijola milinium and medayne secondary school in 2018-2021 G.C

Year	School	Grade	Enrollment			Dropout			In %	students who attend examination			In %
			M	F	T	M	F	T		M	F	T	
2018	~~Kele~~ .	9-12	887	635	1522	22	34	56	3.68%	865	601	1466	96.32%
	Dano Messay	9-12	125	89	213	16	21	37	17.37%	109	68	177	82.7%
	Jijola Miliniem	9-12	514	300	814	30	36	66	8.1%	484	264	748	91.9%
	Medayne	9-12	214	150	364	29	19	48	13.2%	185	131	316	86.8%
	Total	**9-12**	**1740**	**1174**	**2914**	**97**	**110**	**207**	**7.1%**	**1643**	**1064**	**2707**	**92.9%**
2019	Kele	9-12	911	670	1522	22	34	56	3.68%	889	636	1525	96.32%
	Dano Messay	9-12	186	144	330	28	41	69	20.9%	158	103	261	79.1%
	Jijola Milnium	9-12	402	359	761	34	40	74	9.72%	368	319	687	90.28%
	Medayne	9-12	267	141	408	18	17	35	8.6%	249	124	373	91.4%
	Total	**9-12**	**1766**	**1314**	**3080**	**102**	**137**	**234**	**7.6%**	**1664**	**1182**	**2846**	**92.4%**
2020	Kele	9-12	902	756	1658	53	85	138	8.3%	849	671	1520	91.7%
	Dano Messay	9-12	278	236	514	24	39	63	12.23%	254	197	451	87.77%
	Jijola Milnium	9-12	462	353	815	57	67	124	15.2%	405	286	691	84.8%
	Medayne	9-12	271	211	482	37	39	76	15.77%	234	172	406	84.23%
	Total	**9-12**	**1913**	**1556**	**3469**	**171**	**230**	**401**	**11.6%**	**1742**	**1326**	**3068**	**88.4%**
2021	Kele	9-12	1024	803	2007	68	104	172	8.57%	956	699	1655	91.43%
	Dano Messay	9-12	304	270	574	19	28	47	8.2%	285	242	527	91.8%
	Jijola Milnium	9-12	506	415	921	55	71	126	13.7%	451	344	795	86.3%
	Medayne	9-12	310	253	563	26	34	60	10.66%	284	219	503	89.34%
	Total	**9-12**	**2144**	**1741**	**3885**	**168**	**237**	**405**	**10.4%**	**1976**	**1504**	**3480**	**89.6%**

Source: School Report (2018-2021)

Table- 2 indicates that trends of secondary education dropout in all sample schools of Kele, Dano Messay, Jijola Milunium and Medayne secondary schools are increasing the data was collected grades 9-12 from each school. Therefore, the stakeholders of sampled schools take series attention to minimize dropout trend. The dropouts are very high for females and increasing in trends of four years. According to Njau and Wamahiu (1994) in study on drop-out rates in sub Saharan Africa it was found that the for most causes of higher rate of girls' dropout was the attitude of teachers towards girls in class. Teachers tend to favor to boys than girls in terms of academic performance and achievement which led to drop out. This indicates more attention for females. Also, the dropout was high in Dano Messay secondary schools for the first three consecutive years (2018-2020) and in Jijola Milinium secondary schools in second three consecutive years (2019-2021). For that matter from Dano Messay and Jijola Milinium secondary schools working hard is expected. In the years of 2018 total numbers of grade 9-12 students' dropout rate was 7.1% secondly in the years of 2019 total numbers of grade 9-12 students' dropout rate was 7.6% and in the years of 2020 total numbers of grade 9-12 students' dropout rate was 11.6%. this indicates there were high educational wastage of internal efficiency in the cycles from 2018, 2019 and 2020. In the year of 2021 the dropout rate was remains at (60)10.6%.

Totally, secondary school dropout rate reveals an increasing trend in three academic years and the four schools were similar trend which was 207,234 and 401 respectively from 2018 to 2020 G.C that indirectly imply poor performance of professionals at secondary schools. Additionally, the recorded increasing trends almost remain inconsistent and emerge to be a major challenge of the already mentioned schools.

4.2.2 Factors that affect internal efficiency of secondary schools in terms of dropout.

In the literature review, some possible factors that force students to drop out of school were identified. Moreover, students, teachers and principal respondents were asked to rate these possible factors according to their perception each of the factors giving due attention.

4.2.3 The major factors that affect internal efficiency of secondary schools in terms of dropout. (Student, School, Parent related factors).

Table 4: Student related factors of dropout.

No	Items	Student (33)		Teachers(61)		Principals(7)			
I	**Student related factors**	variance	SD	variance	SD	variance	SD	ANOVA	Rank
1	Traveling long distance to school	1.85	1.012	2.01	1.18	3.65	1.65	2.5	1
2	Cultural impact/harassment	1.29	1.147	2.76	1.42	2.74	1.732	2.26	2
3	Lack of self confidence	1.3	1.14	2.476	1.573	2.92	1.709	2.23	3
4	Frustration during examination	1.26	1.125	2.38	1.543	2.74	1.655	2.13	4
5	Lack of interest to learn in same subject	1.598	1.14	2.45	1.41	2.32	1.478	2.12	5
6	Health problem	1.5	1.136	2.096	1.062	2.01	1.584	1.87	6
7	Early marriage	1.316	1.042	2.088	1.448	2.18	1.421	1.86	7
8	Frequent absenteeism	1.55	1.245	1.29	1.14	2.51	1.58	1.78	8
9	Discipline problem	--	--	2.07	1.66	3	1.665	1.69	9
10	Often late coming	1.5	1.224	1.3	1.14	2.18	1.476	1.66	10
11	Negative attitude to the value of education	--	--	2.25	1.5	2.5	1.581	1.58	11
12	Poor academic performance	1.26	1.225	1.4	1.183	2.08	1.442	1.57	12
13	Use of corporal punishment by school personal	--	--	2.03	1.66	2	1.525	1.34	13
Average ANOVA of student related factor								**1.89**	**4**

Source: Own survey, 2023

Level of agreements >2.00 very high, 1.5-1.99 moderate, <1.5 very low.

As one can see from Table 4.3, from factors related to students:- Traveling long distance to school, Cultural impact/harassment, Lack of self-confidence and Lack of interest to learn in same subject were rated very high students related factors with the value of analysis of variance 2.5,

2.26, 2.23, 2.13 and 2.12 respectively; that suggests very high agreement level of drop out and Health problem, Early marriage, Frequent absenteeism, Discipline problem, Often late coming, Negative attitude to the value of education and Poor academic performance were the factors of the moderate ANOVA values from 1.87 (indicates high) up to 1.57 (low), and use of corporal punishment by school personnel were the factors of the very low variance values was 1.34 (indicates very low) and average ANOVA of student related factors is 1.89 (which indicates moderate level of agreement for students drop out).

Thus, traveling long distance to school was rated the highest factor, that suggests very high agreement with maximum ANOVA of 2.5 (indicates very high) and use of corporal punishment by school personnel is the factor of the smallest ANOVA value of 1.34 (Very low). As interviewees Ms.Y, Ms.M, M.M and Ms.J responses on student related factors of drop out, there are many factors that have direct and indirect effect on students' drop out in our schools. "the way how teachers hold or manage classroom could be one factor. Also the seasonal work load on parents may enforce students to stop schooling, marriage which is motivated by age groups of students in Medayne school is one of the greatest factor of school dropout, I think the former factors in our school case are frequent absenteeism, poor academic performance by itself could be one of the causes and indirect cost benefit of parents. Also from review related literature Arco (2013), report that poor academic performance is one of the main factors influencing students drop out and Accurate attendance records of students in school are not maintained by all schools, making it difficult at times to see a link between absenteeism, temporary withdrawals and dropping out from school. Yet research indicates that irregular attendance and temporary withdrawals can both be precursors to dropping out (Grant & Hall man, 2006) irregular attendance and temporary withdrawals can be caused by arrange of factors including: child ill health; ill health of family members; distance to school, labor requirement, pending school fees.

Table 5:school related factors of dropout.

II	Respondents	Students (33)		Teachers(61)		Principals(7)			
	School related factors	variance	SD	variance	SD	variance	SD	ANOVA	Rank
1	Large class size	--	--	3	1.732	4.924	2.219	3.962	1
2	Lack of educational materials	--	--	2.64	1.415	4.46	1.655	3.55	2
3	Lack of good administration	--	--	2.43	1.448	3.65	1.421	3.04	3
4	poor class room management	--	--	2.004	1.559	3	1.901	2.502	4
5	Difficulty of classroom instruction	--	--	2.00	1.416	2.74	1.653	2.37	5
6	Poor class room continuous assessment	--	--	2.33	1.625	2.32	1.911	2.325	6
7	Insufficient school facilities	--	--	2.00	1.416	2.50	1.732	2.25	7
8	Lack of relationship b/n teachers and students	2.002	1.25	2.01	1.420	2.73	1.556	2.247	8
9	Unsafe school environment	--	--	2.02	1.414	2.42	1.582	2.22	9
10	Lack of experienced teachers	--	--	2.096	1.526	2.02	1.525	2.058	10
11	Influenc of peer group	2.015	1.147	2.00	1.414	2	1.413	2.005	11
Average ANOVA of School related factor of dropout								**2.59**	**1**

Source: Own survey, 2023

Level of agreements on the value of ANOVA is >2.00 very high, 1.5-1.99 moderate, <1.5 very low.

As table 4.4 indicates, factors related to School: - all factors showed very high agreement level of ANOVA values ranging from 3.55 to 2.005 (indicate highest) to students drop out from the school with average ANOVA value of 2.59 which shows that these factors were found to be highest in forcing student drop out as they were drawn from students, teachers and principal respondents.

So, Large class size showed the highest share school related factors that suggests very high agreement with maximum ANOVA value of 3.55 (indicates very high).

In my point of view, the case of dropout is teacher and school. If this two major bodies shape themselves in a suitable way for learners, no one stops students from schooling.

In support of the finding one of the participants of this study Mr J from Jijola millinium secondary school interviewed and said that "student's dropout education in one or other cases in my points of view, the first and the most Sevier case is the peer group influence. As the area where our school found is at the border of Kenya, teenagers withdraw school and move towards Yavello or Moyale to make money Economical factors such as low income and lack of supporter enforces many students although they leave schooling. And W/ro W from Jijola said, "My children dropped out school because of the content difficulty. They negatively respond to the texts and exercises as a whole" she says. According to mother W, the major reason to stop schooling is academic difficulty.

Additionally, from review related literature, Ghost (2011) states that physical factors which are contributing towards high drop-out rate at secondary school, lack of physical facilities and inadequate provision of physical facilities in schools are the major reasons for dropping out students from school.

In another way schooling resources and facilities are looked at in terms of schooling systems, human resources and in school resources. While links to dropping out are explored in many cases they maybe in direct. Birds all et al (2005), question the quality of schooling systems in low performance countries where the institutional and management challenges are significant. They describe institutions with high teacher absenteeism; spending and investment which is UN responsive to local needs and preferences; a lack of accountability and incentives for

performance. Ghuman and Lioyd (2007) and Hunt (2008) describe the lack of accountability and monitoring mechanisms in some schools. Also they note how teachers once hired are difficult to fire, meaning performance and attendance are difficult to guarantee;

School facilities, availability of resources example text book, desk blackboards have been noted to influence drop out (Brock &Cammish, 1997; Molteno, 2000). In addition to access to school, availability and quality text books and instructional materials, teachers and class size are also found to be important determinants of child schooling (Woldehanna, 2006; Abebaw, 2007). These all are the ideas that improves the study.

Table 6:parents related factors of dropout

III.	Respondents	students(33)		Teachers(61)		Principals(7)		ANOVA	Rank
No	**Parent Related factors**	variance	SD	variance	SD	variance	SD		
1	Lack of parental enhancement	--	--	2.38	1.542	3	1.732	2.69	1
2	Families low standard of living	3	1.73	2.096	1.448	2.73	1.652	2.612	2
3	Family divorce	--	--	2.555	1.598	2.571	1.603	2.56	3
4	Cultural impact	2.10	1.449	2.74	1.655	2.2	1.483	2.35	4
5	Parental death	--	--	2.11	1.452	2.082	1.443	2.096	5
6	Parental education background	--	--	2.004	1.416	2.182	1.477	2.093	6
7	House hold work load	--	--	2.04	1.428	2	1.414	2.02	7
8	Lack of parental involvement	--	--	2.013	1.419	2.022	1.422	2.0175	8
	Average ANOVA of Parent Related factors of dropout							**2.30**	**3**

Source: Own survey, 2023

Level in agreements of the value of ANOVA >2.00 very high, 1.5-1.99 moderate, and < 1.5 very low.

As Parents related factors in Table 4.5 above shows that, all the factors were with maximum ANOVA value rang 2.69 to 2.0175 (indicates very high) and the average ANOVA values of parents related factors shows the value of 2.30 which was the highest agreement level for students drop out in the specified schools in the study area.

The researcher identified that, lack of parental enhancement was the factors with maximum mean value of 2.69 (indicates very high agreement) and lack of parental involvement was the factor of the smallest ANOVA value of 2.0175 (which shows also the highest level on drop out of students)

From the respondents of this study the student parents Mr. Y, Mr. M and A.A were interviewed and discussed as following on parent related factors of drop out, Mr Y, said “there are many factors that have direct and indirect effect on students’ drop out in our schools”. Of them one is

indirect cost benefit of parents. The parents involve their children in seasonal works rather than sending them to school". In other side, there are many students who withdraw schooling while their parents are enforcing them to learn. Still others withdraw schooling in economic related problems. As the people's life is depended on agriculture, there is possibility to happen puberty. When the drought cased for two or more consecutive seasons, the only opportunity to be happened is low economy; no money to fulfills additional necessities; and no food to survive in school. In this case, many students stop going to school and move to different directions in search for fortune. Mr. M said, "Children who live away from their parents stop schooling due to lack of parental follow up". Also A.A responded, "the seasonal work load on parents may enforce students to stop schooling"

To support the discussion from review literature AUN task force report on education and gender equality on low and middle income countries shows that completion rates are lowest for children from poor households and less than half of the poorest children complete even the first year of school (Birds all et al, 2005). At a micro level family income is directly linked to the affordability of education and as such as a direct impact on whether children attend education (Hadley, 2010).

Another important aspects of the life of children with in the house hold is relationship with their parents, in particular the support given by parents with the child's schooling and participations of parents about the potential benefits of education for their children (Ananga, 2011) it is likely that parental support for the Childes education is linked to lower chances that the child will drop out from schooling, not all parents are engaged with their child education.

Another important factor that is often related to drop out is parental education level Chowdhury et al, (2002) Nath, (2008). Parents with low levels of education are more likely to have children who do not attend school. If they do, they tend to drop out in greater numbers (Blick and Sahn, 2002, Brown and Rank, 2002) and engage in more income generating activities than children of parents with high level of education Duryea, (2003).

It is true that in developing countries, like Ethiopia here are many reasons why parents or the community discouraged to send their children to school. Even though many parents managed to send their children and made them enrolled in school but in the meantime those enrolled students become drop outer or repeaters. Particularly parent economic health, socio-culture, religious and

educational back ground effects the internal influence of schools. In developing countries like Ethiopia, those reasons are common. This is supported by MOE (2002) revealed that illiterate or semi illiterate parents do not care for the education of their children. There for the above factors could be one of the factors that influence the child to succeed in her/his education.

Table 7:Teachr related factors of dropout

No	Factors	Teachers(61)		Principals(7)		ANOVA	Rank
IV	**Teacher related factors**	variance	SD	variance	SD		
1	Lack of counseling service when facing problem(at school level)	2.181	1.477	3.299	1.816	2.74	1
2	Corporal punishment	2.409	1.552	2.74	1.655	2.574	2
3	Poor questioning skill of teacher or unsuitable examination	2.108	1.452	3	1.732	2.554	3
4.	Poor classroom management of teacher	2.062	1.436	2.504	1.525	2.283	4
5	Lack of experienced teachers	2.053	1.433	2.325	1.525	2.189	5
6	Teacher frequent absenteeism in classroom instruction	2.022	1.414	2.325	1.582	2.173	6
7	Inappropriate relationship of teachers with their pupils	2.01	1.418	2.185	1.472	2.0975	7
8	Lack of feedback given by teachers	2	1.422	2.019	1.421	2.009	8
Average ANOVA of teacher related factors						**2.327**	**2**
V	**Geographical factors**	variance	SD	variance	SD	ANOVA	Rank
1	Different types of game station near to school	2	1.414	1.265	1.125	1.63	1
2	Unsafe road condition from home to school	1.45	1.204	1.28	1.131	1.365	2
3	Long distance from home to school	1.265	1.125	1.315	1.147	1.29	3
Average ANOVA of geographical factors						**1.43**	**5**

Source: Own survey, 2023

Level in agreements of the value of ANOVA >2.00 very high, 1.5-1.99 moderate, and <1.5 very low.

As teachers related factors in Table 4.6 above shows that, Lack of counseling service when facing problems at school level, corporal punishment, poor questioning skill of teacher or unsuitable examination, Poor classroom management of teacher, Lack of experienced teachers, Teachers frequent absenteeism in classroom instruction, Inappropriate relationship of teachers with their pupils and Lack of feedback given by teachers all are the highest with ANOVA values of between 2.74 to 2.009 were very high and the average ANOVA of teacher related factors

shows the value of 2.327 which was high agreement level for students drop out in the specified schools in the study area.

The interviewee Mr M.M**:** responded that, **"**in my point of view the case of dropout is teacher and school." And also A.A said: "the way how teachers hold or manage classroom could be one factor."

Finally, as the geographical factors in the same table above shows there was no factors which indicates very high but, Different types of game station near to school was moderate ANOVA value of 1.63 and unsafe road condition from home to school and long distance from home to school were indicates very law with ANOVA values of 1.365 and 1.29 and the average ANOVA value of geographical factor was 1.49 which were very law agreement level for students drop out in the specified schools in the study area.

In support of the finding one of the participants of this study, Mr. J, confirmed that "there are a number of students who attempt to attend school in distant area from their home". As to Mr. J explanation, those students walk about three to four hours journey a day. When the rainy season occurs, some of the students from distant village withdraw their schooling due to the rivers and challenges that face them regarding the long distance.

In supporting the above ideas of review related literature, distance to school was found to be one of the most common explanatory factors for non- attendance. The number of pupils that have been drop out of secondary school increase when the distance which pupil's movies to schools. Pupils traveling long distance to school are more likely to drop out of school in rural area than in urban area (Tassew, 2008); young lives, 2008). School availability and its distance determine childes' age at starting schooling in Ethiopia (Abebaw, 2007).

Based on all of the above discussed information, one can conclude that far distance from home, as a basic question three, can be approved as a major factor to students' drop out from schooling.

Generally, based on table 4 above, every factors were ranked based on ANOVA value responses of students, teachers and principals indicating the relative influences on dropout. as we compared student 's, school, parents, teachers and geographical related factors, the average ANOVA of school related factors showed the highest share in the students drop out in the selected schools than the other factors. Thus, the researcher decided that, school contributed less in minimizing

students drop out compared to parents, students and teachers related factors or the students drop out in the specified area was in average caused by school related factors.

Data which was also obtained from an interview conducted with seven parents whose children were school dropout. four out of these seven replied that, the major reason was ‟ economic problem why the children go to the nearby daily labor work. Accordingly, they mentioned that the students engaged in such activity were mainly caused by peer pressure. The remaining three interviewees were also replied that children dropout from school is due to parents need for children labor to participate in their family's work.

Therefore, the researcher concluded that, the factors stated above as major factors for student dropout were: - frequent absenteeism from school, Large class size, Lack of parental involvement in school decision making and economic reasons are special cases underlined by students, teachers and principals. Even though, four of the Seven factors are said to be moderately popular factors in the sample schools that caused student dropout.

4.2.3. Repetition trend The table below indicates that trends of Repetition grade 9-11in four selected secondary schools.

Table 8:school level trends of repetition grade 9-11in kele , dano messay , jijola milinium and madayne secondary schools in 2018-2021 G.C

Year	School	Grade	Enrollment			Repetition				Promotion			
			M	F	T	M	F	T	In%	M	F	T	In %
2018	~~Kele~~ .	9-11	704	522	1226	25	21	46	3.75%	679	501	1180	9625%
	Dano Messay	9-11	125	89	213	11	17	28	13.14%	114	72	186	86.86%
	Jijola Miliniem	9-11	402	216	618	24	19	43	6.96%	378	197	575	93.04%
	Medayne	9-11	214	150	364	16	28	44	12.09%	198	122	320	87.91%
	Total	**9-11**	**1445**	**977**	**2422**	**76**	**85**	**161**	**6.65%**	**1369**	**892**	**2261**	**93.3%**
2019	Kele	9-11	726	543	1269	23	65	88	6.93%	703	478	1181	93.07%
	Dano Messay	9-11	186	144	330	18	26	44	13.3%	168	118	286	86.7%
	Jijola Milnium	9-11	296	266	562	18	25	43	7.65%	278	241	519	92.4%
	Medayne	9-11	198	100	298	10	16	26	8.72%	188	84	272	90.28%
	Total	**9-11**	**1406**	**1053**	**2459**	**69**	**132**	**201**	**8.17%**	**1337**	**921**	**2258**	**91.8%**
2020	Kele	9-11	703	604	1304	48	83	131	10.05%	655	521	1176	89.95%
	Dano Messay	9-11	278	236	514	22	32	54	10.5%	256	204	460	89.5%
	Jijola Milnium	9-11	328	251	579	27	34	61	10.5%	301	217	518	89.5%
	Medayne	9-11	198	158	356	28	44	72	20.2%	170	114	284	79.8%
	Total	**9-11**	**1507**	**1249**	**2756**	**125**	**193**	**318**	**11.5%**	**1382**	**1056**	**2438**	**88.5%**
2021	Kele	9-11	818	629	1447	29	76	105	7.26%	789	553	1342	92.74%
	Dano Messay	9-11	256	234	490	45	56	101	20.6%	211	178	389	79.4%
	Jijola Milnium	9-11	362	307	669	24	29	53	7.9%	338	278	616	92.1%
	Medayne	9-11	220	189	409	26	32	58	14.2%	194	157	351	85.8%
	Total	**9-11**	**1656**	**1359**	**3015**	**124**	**193**	**317**	**10.5%**	**1532**	**1166**	**2698**	**89.5%**

Source: School Report (2018-2021)

As table 4.7 indicates that, the repetition of total students in Kele secondary school was 46,88,131 and 104 with in 2018,2019,2020 and 2021 G.C respectively and the total reptetion rate of these four years was 5.8%, in Jijola Milinium the repeated students in privies four years were 43,43,61 and 53 and the reptetion rate was 6.85% and in Medayne secondary school was 44,26,72 and 58 and reptetion rate was 12.5%, and in Dano Messay secondary school the total number of repeated students in 2018,2019,2020 and 2021 G.C were 28,44,54and 101 respectively. and the total reptetion rate of these four years was 15.96%. The total repetition trend in all selected schools for male was 76, 69,125 and 124 respectively in 2018, 2019, 2020 and 2021.While for total female repetition trend in the selected academic year was 85, 132,193 and 193 respectively.

Thus, researcher concluded that, the repetition trends of secondary education of sampled schools were almost increasing those were rated totally 6.65%, 8,17% 11.5% and 10.5% respectively in last four consecutive years. The repetition was very high for females than males and increasing in trends of four years. Also the rate of repetition was high in Medayne and Dano Messay secondary schools than the anther two secondary school in each of four consecutive years.

Totally, repetition in secondary school reveals an increasing trend in four academic years and the four schools were similar trend which indirectly imply poor performance of professionals at secondary school at different levels of authority. Additionally, the recorded increasing trends almost remain inconsistent and emerge to be a major challenge of the already mentioned authorities.

4.2.4. Factors that affect internal efficiency of secondary schools in terms of repetition.

The same to the dropout rate factors that affect secondary school students to repeat the class were factors related to students, school, teachers and parents.

The major factors that affect internal efficiency of secondary school in terms of repetition.

Table 9:student related factors of repetition.

No	Item	Students(33)		Teachers(61)		Principals (7)			Rank
2.1	**Student related factors**	variance	SD	variance	SD	variance	SD	ANOVA	
2.1.1	Study style	--	--	2.77	1.666	3.66	1.914	3.215	1
2.1.2	Frustration during exam	1.55	1.245	2.384	1.544	4.05	2.011	2.66	2
2.1.3	Late coming	--	--	3.052	1.481	2.143	1.655	2.597	3
2.1.4	Lack of self-confidence	--	--	2.476	1.573	2.50	1.582	2.488	4
2.1.5	Failure to attend every lesson.	--	--	2.194	1.426	2.74	1.655	2.467	5
2.1.6	Frequent absenteeism	--	--	2.152	1.414	2.00	1.414	2.076	6
2.1.7	Lack of doing assignment on time	--	--	2.032	1.416	2.084	1.444	2.058	7
2.1.8	Uninterested to do homework	1.30	1.14	2.168	1.467	2.325	1.525	1.931	8
2.1.9	Health problem	1.29	1.136	2.005	1.433	2.325	1.225	1.873	9
	Average ANOVA of student related factors							**2.374**	**3**

Source: **Own survey, 2023**

Level of agreement to the value of ANOVA > 2.00 very high, 1.5--1.99 moderate, <1.5 very low.

As shown from Table 4.8 above, the factors related to students: study style, Frustration during examination, late coming, lack of self-confidence, Failure to attend every lesson, frequent absenteeism and lack of doing assignment on time were rated as very high factors, which suggested very high agreement of ANOVA value with 3.215, 2.66, 2.597, 2.488, 2.467, 2.076 and 2.058 respectively to affect student's repetition rate in the selected schools. While the factors; Uninterested to do homework and health problem were the factors which influences the student's repetition in moderate level of agreement with ANOVA value of 1.931 and 1.873

respectively as response drawn from students, teachers and principal respondents. The researcher concluded that, study style had the highest share to increases the students 'repetition rate of 3.215 (indicate very high) and the average ANOVA value of (2.374). which suggests that student related factors were very high for student repetition rate.

To support the study, from the respondents Mr. Y interviewed and answered that, "the other factor could be raised from students themselves. Most of students' relay on periodic benefits rather than the benefits that will be possessed as long run plan". Boy students in the area focus on cash-croup farming and marry pre completion of schools. On the other hands girls are attracted and competed with each other in wearing jewelries like earrings, fashion clothes and hanging bags that coast much money this causes failure to attend every lesson and uninterested to do homework. And A.A: students fail in a given class in one or more reasons. The first and major factor is the student's related case. They do not like to study after school. We did not see them while they were doing home works.

Mr. J: discussed the students have not developed the culture of studying in our school. In addition to that they do not have self-confidence during examinations. Instead, they try to cheat answers from cleaver students.

Also W/ro W: as mentioned earlier, for dropout as well as repetition, the main case is less academic performance. The students suffer from reading the contents even below their grade level. Reading, basic skills in Mathematics and Science lessons are the main difficulties of the students of these days.

Another from review literature, there are other differences as well. In developed Countries, students ordinarily are not absent from school more than a few days each year (mostly due to minor illnesses). However, in developing countries (especially rural areas), many children miss many days of school because of more serious health or nutrition problems or because their families require them to assume child care or work responsibilities. Here, many students repeat a grade because they did not attend school frequently (if at all) the previous year. Although the situations that create them are undesirable from a societal perspective, these repetition choices are understandable, even productive, from the family 's perspective (Gomes-Neto and Hanushek, 1994).

Table 10:School related factors of repetition.

2.2	**School related Factors**	Respondents							
	Items	Students (33)		Teachers (61)		Principals (7)			
No	Factors of repetition	variance	SD	variance	SD	variance	SD	ANOVA	Rank
2.2.1	Large class size	--	--	2.067	1.428	3.66	1.914	2.86	1
2.2.2	Insufficient qualified teachers	--	--	2.185	1.478	3	1.732	2.59	2
2.2.3	Teachers teaching approach	--	--	2.053	1.433	3	1.732	2.526	3
2.2.4	Failure to give tutorial class	--	--	2.49	1.578	2.525	1.587	2.51	4
2.2.5	Lack of reference materials			2.044	1.43	2.74	1.655	2.39	5
2.2.6	Lack of teaching material	--	--	2.260	1.503	2.185	1.478	2.22	6
2.2.7	Lack of facility	--	--	2.348	1.532	2.082	1.443	2.215	7
2.2.8	Failure to used continuous assessment	--	--	2.325	1.525	2.082	1.443	2.20	8
2.2.9	Loaded curriculum	--	--	2.005	1.416	2.084	1.444	2.044	9
Average ANOVA of								**2.395**	**2**

Source: Own survey, 2023

On the other hand, from the factors related to schools: - large class size, Insufficient qualified teachers, teachers teaching approach, failure to give tutorial class, lack of reference materials, lack of teaching materials, lack of facility, Failure to used continuous assessment,, and loaded curriculum all suggests very high agreement with ANOVA value ranging from 2.86 up to 2.044 were the factors of highest share in promoting repetition rate of students in Amaro kore zone government secondary schools with average ANOVA value of 2.395 indicates that student related factors were high share and highest.

The interviewee, student's parent reveals that they doubt teachers who stand in front students knew the living standard of the children and treat them accordingly. They doubt if teachers use local examples which help students easily understand the concepts. Mr. M, the secrete name,

says that “teachers make students to copy each and everything from text. How can students be clear with some complex ideas?”

Therefore, based on the above data, it is possible to generalize that most of teachers do not use local specific examples to make students understand and their lesson is the main factor of pupils in class. In addition to above factors teachers do not use local specific examples to make students understand their lesson. This indicates about teachers teaching approach.

Mr. Y: said, “it is wonderful question. Especially in our school, a number of students repeat in classes because of the school’s poor facilitated. Even the basic necessities of school such as laboratory, library, pedagogical center, comfortable time pass places and sport gyms are missing in our system.”

In line with another finding the interviewee coded by A.A assured that, “the way how teachers manage their classroom is one of the main causes that made students detain in the same class”. As to A.A, poor classroom management hindered slow learners from participating actively in all aspects of teaching and learning practice.

To providing additional support from review literature, School management is one of the important factors that affect internal efficiency of schools. For instance, the school management has on important role in improving the learning capacity of learners; because they coordinate teachers in setting standards teaching the curriculum in 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 teacher’s qualification & training school teacher, and most importantly the commitment and initiative taken by the head teaches and teachers (Kathmandu,2001).

Table 11:Parents related factors of repetition.

2.3	**Parent Related Factors**								
	Items	Students(33)		Teachers(61)		Principals(7)		ANOVA	Rank
No	**Major factors**	variance	SD	variance	SD	variance	SD		
2.3.1	Lack of educational awareness	2	1.225	2.518	1.587	3.30	1.816	2.606	1
2.3.2	Encourage to labor working	--	--	2.325	1.525	2.525	1.589	2.425	2
2.3.3	Lack of attend them children daily activity	--	--	2.449	1.565	2.325	1.525	2.387	3
2.3.4	Lack of encouragement	--	--	2.366	1.538	2.084	1.444	2.225	4
2.3.5	Low economic back ground	2.007	1.264	2.044	1.430	2.504	1.582	2.185	5
Average ANOVA of parent related factors								**2.365**	**4**

Source: Own survey, 2023

From Table 4.10 above, the factors related to Parents of sampled school students; Lack of educational awareness, encourage to labor work, Lack of attending their children daily activity, lack of encouragement and low economic background were suggested very high agreement with ANOVA value of 2.606, 2.425, 2.387, 2.225 and 2.185 respectively to affect student's repetition rate in the selected schools. While the factors which influences the student 's repetition in highest level of agreement as response drawn from students, teachers and principal respondents with 2.365 average ANOVA value.

Additional idea from interview Mr. Y: said, "there are many factors that have direct and indirect effect on students' repeated in our schools. Of them one is indirect cost benefit of parents. The parents involve their children in seasonal works rather than sending them to school."

(Ikeda, 2005), In developed countries grade repeaters are more likely to come from families that rank lower on measures of socioeconomic status and related variables (income, parental years of education completed, etc.). They also are more likely to be male than female. Their parents are less likely to be involved with the school and to advocate effectively for their children.

Table 12:Teacher related factors of repetition.

No	Items	Students(33)		Teachers(61)		Principals(7)			
2.4	**Teacher related factors**	variance	SD	variance	SD	variance	SD	ANOVA	Rank
2.4.1	Teachers do not use teaching aid	--	--	2.705	1.655	2.74	1.645	2.722	1
2.4.2	Use Poor continuous assessment	--	--	2.384	1.544	3	1.732	2.692	2
2.4.3	Teachers do not use local examples	--	--	2.144	1.464	2.525	1.589	2.33	3
2.4.4	Poor teaching method	--	--	2.13	1.459	2	1.414	2.065	4
Average ANOVA								**2.452**	**1**

Source: Own survey, 2023

As the factors related to teacher are: - teachers do not using teaching aid, use poor continuous assessment, teachers do not use local examples and poor teaching method were suggested very high agreement with ANOVA value of 2.722, 2.692, 2.33 and 2.065 respectively to affect student's repetition rate in the selected schools. And the average ANOVA value was 2.452 which indicates the teacher related factors were the highest share on student's repetition in government secondary schools.

So, from the factors analyzed above: teacher related factor with average ANOVA value 2.452 was the first, school related factor with average ANOVA 2.395 was the second, the student related factor with average ANOVA value 2.374 was the third and parent related factor with average ANOVA value 2.365 was the fourth.

Data collected through interview revealed that ,4(57.14%) of the parent's interviewees said that their children repeat classes in that students do not have adequate text books, parents are not supportive for their children because they are illiterate, most of the teachers were fresh with no or little experiences and qualification in teaching practice. Almost all of the factors stated above appear as major factors for student repetition. However, data collected from questionnaire and also supported by the interview conducted reveal that 2 out of 27 factors are said to be moderately prevailing factors in the sample schools that caused student repetition. And the rest or 25 factors out of 27 were very high factors forcing students 'repetition which indirectly suggests sample schools were not better in controlling such factors.

4.3 The extent of the quality initiatives contributed for the school internal efficiency

The perception of both teachers and principal respondents on different items related with extent to which the current quality of education improves the school internal efficiency.

Table 13:To what extent to the quality initiatives contributed for the school internal efficiency.

No	Items	Teachers (61)		Principals (7)			Rank
3.1	**School Improvement Program (SIP)**	M	SD	M	SD	GM	
3.1.1	Teaching learning process improve internal efficiency.	3.8	1.625	4.57	2.113	4.185	1
3.1.2	Leadership of the school successfully improves internal efficiency.	3.69	1.57	4.71	2.221	3.81	2
3.1.3	Conducive environment of the school reduce educational wastage	3.426	1,478	4.00	1.8	3.713	3
3.1.4	Involvement of the community improves the internal efficiency	3.92	.929	3.40	1.140	3.66	4
Average GM						**3.842**	**1**
3.2	**CPD/TDP**	M	SD	M	SD	GM	Rank
3.2.1	Short-term training on subjects, seminars and workshops improves internal efficiency of the school.	3.705	1.578	4	1.732	3.85	1
3.2.2	Induction and generic courses are updating the teachers	3.5	1.5	4.14	1.8	3.82	2
3.2.3	Upgrading the level of professional improves the quality of education	3.59	1.532	3.714	1.443	3.65	3
Average GM						**3.76**	**2**

No	Items	Teachers(61)		Principals(7)			Rank
3.3	**Civic and Ethical education**	M	SD	M	SD	GM	
3.3.1	Making the student good citizen	3.705	1.57	4	1.732	3.85	1
3.3.2	Making the students more disciplined	3.62	1.52	3.86	1.665	3.63	2
Average GM						**3.74**	**3**
3.4	**Curriculum**						
3.4.1	Distributing educational materials on time improves the quality education.	3.8	1.625	3.656	1.559	3.73	1
3.4.2	Textbook, teacher guide, syllabus and reference books improves internal efficiency	3.655	1.559	3.42	1.330	3.54	2
Average GM						**3.63**	**4**
3.5	**Leadership**						
3.5.1	Encouraging efficient workers of the school improves internal efficiency.	4	1.732	4.286	1.911	4.14	1
3.5.2	GEQIP and Block grant budget improves the internal efficiency of the school.	3.08	1.416	3.71	1.582	3.39	2
3.5.3	KETB and PTA improves the internal efficiency of the school.	3.13	1.42	3.31	1.448	3.22	3
Average GM						**3.58**	**5**
3.6	**ICT**						
3.6.1	The skill of computer improves internal efficiency of the school.	3.26	1.44	4	1.732	3.63	1
3.6.2	Plasma lesson improves internal efficiency of the school	3.5	1.5	3.42	1.478	3.42	2
Average GM						**3.54**	**6**

Source: Own survey, 2023

Level of agreement >3.5=very high, 2.5--3.49=moderate, < 2.5=very low.

As table 4.12 above showed that, from Contribution of quality initiatives for the school internal efficiency, School Improvement Program (SIP):- teaching learning process, leadership of the school, conducive environment of the school and involvement of the community improves the internal efficiency were rated very high quality initiatives for the school internal efficiency, that suggests very high agreement with grand mean value of 4.185, 3.81, 3.713 and 3.66 (indicates very high) respectively. While the average grand mean value of 3.842, which shows that these factors were found very high in quality initiatives for the school internal efficiency as response drawn from teachers and principal respondents.

Generally, the researcher concludes that, teaching learning process has the highest share in improving internal efficiency of the selected schools in the study area.
On other hand from contribution of quality initiatives for the school internal efficiency,

CPD/TDP, Short-term training on subjects, seminars and workshops, Induction and generic courses and Upgrading the level of professional also improves the internal efficiency were rated very high quality initiatives for the school internal efficiency, that suggests very high agreement with grand mean value of 3.85, 3.82 and 3.65 (indicates very high) respectively. And the average grand mean value of 3.76, which shows that these factors were found very high.

Another quality initiative for the school internal efficiency was civic and ethical education: - making the student good citizen and making the student more disciplined improves the internal efficiency were rated very high and that suggests very high agreement with grand mean value of 3.85 and 3.63 respectively. The average grand mean value was 3.74, which shows that these factors were very high

The researcher concluded that, for the table 4.12 above from the GEQIP programs the extent to which the current quality of education improves the school internal efficiency, School Improvement Program (SIP), CPD/TDP**,** Civic and Ethical education, Curriculum, Leadership and ICT with the average grand mean value of 3.842**,** 3.76, 3.74, 3.63, 3.58 and 3.54 respectively, which shows that these quality of education initiatives were very high to improve school internal efficiency. And the school improvement program (SIP) has the highest share in improving internal efficiency of the sampled schools.

4.4. Possible Mechanisms to improve internal efficiency of education.

To improve the internal efficiency of education there must be measures or mechanisms to be taken in schools.

Table 14:Mechanisms to improve internal efficiency of education in secondary school.

No	Item	Teacher (61)		Director (7)		ANOVA	Rank
		variance	SD	variance	SD		
1	Improving access to schooling	2.384	1.544	4.92	2.221	3.338	1
2	Making upgrade and update the teachers.	3.299	1.816	2.74	1.665	3.02	2
3	Making educational materials more available.	2.476	1.57	2.74	1.655	2.608	3
4	Making school facilities good.	2.348	1.52	2.74	1.655	2.544	4
5	Strengthen educational management and information management system	3	1.732	2.053	1.433	2.526	5
6	Improving teaching methods.	2.05	1.432	3	1.732	2.525	6
7	Making awareness creations.	2.64	1.54	2.26	1.5	2.45	7
8	Improving the skill of computer.	2.096	1.44	2.731	1.653	2.413	8
9	Strengthen community involvement in school	2.26	1.062	2.504	1.582	2.382	9
10	Enhancing inclusive education	2.182	1.330	2.525	1.587	2.353	10
11	Improving plasma lesson	2.430	1.559	2.185	1.418	2.307	11
12	Closing gender gap	2.053	1.433	2.082	1.443	2.068	12
13	Strengthen civic and Ethical education	2.007	1.416	2.084	1.556	2.045	13
14	Improving adult literacy of parents	2	1.414	2.084	1.556	2.042	14
Average ANOVA						**2.486**	

Source: Own survey, 2023

Level in agreement of the value of ANOVA >2.00=very good, 1.5-1.99=moderate, <1.5=very low.

On the Table 4.13 above, Improving access to schooling, Making upgrade and update the teachers, Making educational materials more available, Making school facilities good, Strengthen educational management and management information system, Improving teaching methods, Making awareness creations, Improving the skills of computer, Strengthen

community involvement, Enhancing inclusive education, Improving plasma lesson, Closing the gender gap, strengthen civic and Ethical education and Improving adult literacy of parents, were rated very high mechanisms for improve school internal efficiency that suggests very high agreements with ANOVA value ranging from 3.338 to 2.042 (indicates very high). and with average ANOVA value of 2.486(which indicates very high agreement with internal efficiency)

In addition to support the idea from interviewed parents, Mr. Y, said "the mechanisms to improve internal efficiency or to minimize dropout and repetition rate are public mobility programs on retention, school improvement programs and CPD programs were being taking place regularly. Some majors were taken but not enough. For student-related factors, students themselves have to be warned about the advantages of education. And enhancing teaching method contribute major role to improve internal efficiency to school in the study area. For better result achievement, cooperative work is a must. Therefore, all stake holders need to cooperate in common. As a culture, the society has to develop culture of competition in educating children. Also Mr. M: responses. Attempts have been done in order to minimize educational wastage and improve the schools' internal efficiency. For example, parents have discussed with the school managements on stopping dropout. The other try that the community took was money contribution. There is a trend that the school community supports the school in financial expense. And it is possible to minimize dropout by developing interesting in students. By making the learners autonomous learners, one can reduce the number of dropping out students. When this happens, the students by themselves pay the all coasts of education. Then the impossible thing will be enforcing students from going to school. In turns, they become eager to learn rather than wasting education.

Designed to address dropout and repetition described in the professional literature, Lehr (2003), found that most of these interventions could be categorized according to the following types.

- Personal/affective (e.g., retreats designed to enhance self-steam, regularly scheduled class room based discussion, individual counseling, participation in an interpersonal relation class)

- Work related (e.g., vocational training participation in volunteer or service program) Academic (e.g., provision of special academic courses, individual methods of instructions tutoring)
- family outreach (e.g., strategies that include increased feedback to parents or home visits)
- school structure (e.g., implementation of school with in school, redefinition of the role of the home teacher, reducing class size creation of an alternative school)

All of the above discussions revolved around the pivotal point schools' internal efficiency. Having them in to account, the researcher attempted to measure the magnitude of internal efficiency implementation, the major factors of survival rate and the possible majors to be taken based on the formwork drawn blow by the researcher.

To conclude the above idea, teachers and parents have the great share in promoting the internal efficiency of students.

4.5 Sample Transcribed Interview with Student's Parents

Interviewer: what factors force the student's dropout from school?

Mr. Y: there are many factors that have direct and indirect effect on students' drop out in our schools. Of them one is indirect cost benefit of parents. The parents involve their children in seasonal works rather than sending them to school. In other side, there are many students who withdraw schooling while their parents are enforcing them to learn. Still others withdraw schooling in economic related problems. As the people's life is depended on agriculture, there is possibility to happen puberty. When the drought cased for two or more consecutive seasons, the only opportunity to be happened is low economy; no money to buy school fence, no money fulfills additional necessities; and no food to survive in school. In this case, many students stop going to school and move to different directions in search for fortune.

Interviewer: As the students parent what is your opinions the student's causes of repetition in the school?

Mr. Y: it is wonderful question. Especially in our school, a number of students repeat in classes because of the school's poor facilitated. Even the basic necessities of school such as laboratory, library, pedagogical center, comfortable time pass places and sport gyms are missing in our system. The other factor could be raised from students themselves. Most of students' relay on periodic benefits rather than the benefits that will be possessed as long run plan. Boy students in the area focus on cash-croup farming and marry pre completion of schools. On the other hands girls are attracted and competed with each other in wearing jewelries like earrings, fashion clothes and hanging bags that coast much money.

Interviewer: 3. Please! Mention the causes of drop out in your point of view?

Mr. Y: in my point of view, drop out is caused by school related factors, teacher related factors, learner related factors, parents related factors and economic related factors. As to me each category has its own more Sevier and less Sevier factors. No one can say 'I am free of causing dropout' because, directly or indirectly one can play its negative role on pulp's schooling. The individuals/parents, and students/, the school organization, the society, the kebele organization, the woreda education office, and the zone organization that has direct contact with children education concern are role takers in dropout.

Interviewer: Was there mechanism undertaken in your locality in order to reduce school internal Efficiency?

Mr. Y: public mobility programs on retention, school improvement programs and CPD programs were being taking place regularly. Some majors were taken but not enough. For student-related factors, students themselves have to be warned about the advantages of education. Education could not be seen as short time duration advantageous.

Interviewer: In your opinion what are the mechanism of limit or minimize the students drop out and repeation rates?

Mr. Y: enhancing teaching method contribute major role to improve internal efficiency to school in the study area. For better result achievement, cooperative work is a must. Therefore, all stake holders need to cooperate in common. As a culture, the society has to develop culture of competition in educating children.

An interview with students' parents

Misganaw Tilahun is in the Medayne secondary school.

Interviewer: what factors force the student's dropout from school?

Mr. M: poor academic performance by itself could be one of the causes. Our exposure that we have to education access and employment is the other major factor of stopping school going. Children who live away from their parents stop schooling due to lack of parental follow up. The difficulty of roads, especially during the rainy season is the one but not minor case in drop out.

Interviewer: As the school principal what is your opinions the student's causes of repetition in your school?

Mr. M: repetition is as Sevier as dropout in school efficiency affairs. The only difference is that the existence of student in the school compound with the zero sum result. The cases for repetition do not exit from the teachers' activity. The first accountant for students' detention is teachers. The teachers' poor performance, poor management of education, the way how one treats the children can hundred percent affects the pass or fail of the learner.

Interviewer: 3. Please! Mention the causes of drop out in your point of view?

Mr. M: student's dropout education in one or other cases in my points of view. The first and the most Sevier case is the peer group influence. As the area where our school found is at the border of Kenya, teenagers withdraw school and move towards Yavello or H/Miriam to make money Economical factors such as low income and lack of supporter enforces many students although they love schooling. The other may be social factor like discipline problem. At least from five up to seven percent of enrolled students made to leave the school due to discipline case. Students in great deal make quarrel with the age groups and also with their teachers.

Interviewer: Was there mechanism undertaken in your locality in order to reduce school internal Efficiency?

Mr. M: yes, of course. Attempts have been done in order to minimize educational wastage and improve the schools' internal efficiency. For example, parents have discussed with the school managements on stopping dropout. The other try that the community took was money contribution. There is a trend that the school community supports the school in financial expense.

Interviewer: In your opinion what are the mechanism of limit or minimize the students drop out and repetition rates?

Mr. M: it is possible to minimize dropout by developing interesting in students. By making the learners autonomous learners, one can reduce the number of dropping out students. When this happens, the students by themselves pay the all coasts of education. Then the impossible thing will be enforcing students from going to school. In turns, they become eager to learn rather than wasting education.

The interviews that made with PTA from kele secondary school Mr Menesh Mesharo

Interviewer: what factors force the student's dropout from school?

Menesh Mesharo: there may be many. I think the former factors in our school case are frequent absenteeism.

Interviewer: As the school principal what is your opinions the student's causes of repetition in your school?

M.M: poor school infrastructure and poor administration. The home room teachers manage their students in mal method could case repetition. The subject teachers also have the share of a lion on students' failure.

Interviewer: 3. Please! Mention the causes of drop out in your point of view?

M.M: in my point of view the case of dropout is teacher and school. If this two major bodies shape themselves in a suitable way for learners, no one stops students from schooling.

Interviewer: Was there mechanism undertaken in your locality in order to reduce school internal Efficiency?

M.M: yes, many; but not adequate.

Interviewer: In your opinion what are the mechanism of limit or minimize the students drop out and re rates?

M.M: for frequent absenteeism case, the school has to establish regulations that administrate the whole school community. In the same way, for the case of infrastructure, the Kebele, the woreda and the teachers have to work cooperatively to fulfill the needed materials.

The interview with Jemberu N. from jijola milliniem secondary school

Interviewer: what factors force the student's dropout from school?

Mr. J: marriage which is motivated by age groups of students in Medayne school in one of the greatest factor of school dropout. Girls marry early when they are thirteen or fourteen years old in some areas of Amaro. This happens as a fascination; sometimes there is indirect completion among the girls in the surrounding. And in this way the trend of dropout increases in our case.

Interviewer: As the school principal what is your opinions the student's causes of repetition in your school?

Mr. J: the students have not developed the culture of studying in our school. In addition to that they do not have self-confidence during examinations. Instead, they try to cheat answers from cleaver students. But the way how teachers are managing examinations is not suitable for the students who copy answer from a friend because; strong control and coding the examination questions do not create comfortable conditions for dependent learners. This is the first and the most Sevier case of students' repetition.

Interviewer: 3. Please! Mention the causes of drop out in your point of view?

Mr. J: long distance from home is the second most factor of dropout schooling. There are a number of students who walk from three up to four hours to and from school each day. The reason is the discomforts topography and far apart inauguration of schools. The pastoral are

children walk a hall day to school and from the school. These students only follow education during the dry season. In the rainy season, the road condition, the filling of rivers challenges them to continue schooling.

Interviewer: Was there mechanism undertaken in your locality in order to reduce school internal Efficiency?

Mr. J.: awareness raising movements were attempted, but not in adequate manner.

Interviewer: In your opinion what are the mechanism of limit or minimize the students drop out and repetition rates?

Mr. J: confidence raising training should be provided to learners. This way will be very essential for students, especially for those who loose self-confidences.

The interview made with the students' parents

The dropout students' mother, W/ro Woynatho passed an interview time with the researchers.

Interviewer: what factors force the student's dropout from school?

W/ro W: "I had great interest to education. I always push my children to invest in education; but they did not listen to my advice.' My children dropped out school because of the content difficulty. They negatively respond to the texts and exercises as a whole she says. According to mother Woynatho, the major reason to stop schooling is academic difficulty.

Interviewer: As the mother of dropout student's mother, what is your opinion on the student's causes of repetition in your school?

W/ro Woynatho: as I mentioned earlier, for dropout as well as repetition, the main case is less academic performance. The students suffer from reading the contents even below their grade level. Reading, basic skills in Mathematics and Science lessons are the main difficulties of the students of these days.

Interviewer: 3. Please! Mention the causes of drop out in your point of view?

W/ro Woynatho: "my children hate schooling without any known reason, simply by their own right. You know the youth of these days move through their way. No one can reshape them because they never listen to elders"

Interviewer: Was there mechanism undertaken in your locality in order to reduce dropout and repetition in your family level?

W/ro Woynatho: “yes, I with my house leader discussed about the way how our children continue schooling. According to our children case, we reached an agreement to fulfill all school materials to our children to the next year. This year already our children made us to look at the ground.

Interviewer: In your opinion what are the mechanism of limit or minimize the students drop out and repitition rates?

W/ro W: “the school teachers have to teach students based on their ability. The text books have to be given for each student. The school has to control the frequent absenteeism by calling attendance each day.”

The voice of the interviewee named by Ayla Abebe, the frequent student’s parent

Interviewer: what factors force the student’s dropout from school?

A.A: “the way how teachers hold or manage classroom could be one factor. Also the seasonal work load on parents may enforce students to stop schooling”

Interviewer: As the student’s parent what is your opinions the student’s causes of repetition in your school?

A.A: students fail in a given class in one or more reasons. The first and major factor is the student’s related case. They do not like to study after school. We did not see them while they were doing home works.

Interviewer: 3. Please! Mention the causes of drop out in your point of view?

A.A: “yea, as I already said it before, some students leave school due to problem. Others dropout in their own choice without facing any problem; So in my point of view, student’s dropout class in external and internal factors, which means from their own case and from obligation that enforce externally. Internal factor may be motivation, interest, lack of confidence and less academic competency “

Interviewer: Was there mechanism undertaken in your locality in order to reduce school internal Efficiency?

A.A: “more than twice we had chances to share ideas with the school. Homeroom teachers made me to visit them regarding my son. But we could not save him from repeating.”

Interviewer: In your opinion what are the mechanism of limit or minimize the students drop out and repetition rates?

A.A: the school has to involve parents in school affaires. App parents have to follow up their children from home to school and vise-versa. Only sending to school does not men to teach children. Most of students spend time somewhere out of sight.

CHPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the study and answers the research questions. It further makes recommendations on issues pertaining to internal efficiency. In addition, it recommends on areas that should be considered for circumvent the problems and fill the gap with other further research.

5.1. Summary of Major Findings

The major objective of this study was to identify the problems and magnitude of wastage in terms of dropout and repetition in selected secondary schools of Amaro Kore zone between 2018 to 2021 G.C.

In order to achieve this study descriptive survey research was employed. Primary data sources were principals, teachers, students, and parents. In addition, such secondary data as dropout and repetition trend prepared by the four sampled schools and Zone education office reports.
And the research has answered such basic research questions as:

- What is the status of internal efficiency in Amaro kore zone governmental secondary schools between 2018-2021?
- What are the reasons for inefficiency in the study area? And
- what measures should be taken to solve the problem of internal efficiency?

Sample schools were selected purposively. 4 (50%) Kele, Dano messay,Jijola Milinium and Medayne secondary schools were selected from eight secondary schools found in the Amaro kore zone. Dropout and repeated student respondents were selected from sample schools randomly, while teachers and principal sample were in availability sampling technique and parents were also selected in using purposive sampling technique to represent who have grade repetition and dropout history with their children. The total number of respondents was 61 teachers, 7 principals, 33 students and 7 parents. Both qualitatively and quantitatively collected data were from those respondents through questionnaire and an interview and presented in a way properly to answer the research questions.

In order to illustrate the status of internal efficiency of schools, internal efficiency indicators that were collected from documents were organized in checklist variance, standard deviation and ANOVA were calculated. The quantitative data was analyzed using descriptive method of data analysis and the qualitative data was manually summarized and interpreted.

There was none participation of females as school principals and in the teachers were also low and this calls for serious attention in order to encourage the females to come to the position of school administration (Directors, vice Directors and supervisors) and secondary school teachers. There were yet students who were over age groups. Teacher respondents were with work experience of below five years which indicate that insight to and handling efficiency problem will be at its lower advantage. Most of teachers were first degree holders, indicating that the school has not met requirement for minimum level of qualified for secondary school and Principals were holding BA degree to manage at secondary schools, which is less than minimum educational requirement for secondary school management (non-MA in ScL).

Regarding the parent respondents, 5(71.4%) of them cannot read and write. For that matter they unable to encourage their children economically and ideally as they said.

School Level Trends of Secondary Education Dropout and repetition data was collected from four secondary schools which shows an increasing trend of dropout and repetition in each schools in four academic years from 2011—2014 E.C. These record shows increasing trends dropout and repetition almost remain inconsistent and emerge to be a major challenge of the already mentioned Authorities.

Factors Contributing to high dropout was Large class size, poor classroom continuous assessment, Poor classroom management, families low standard of living, frequent absenteeism, Lack of parental enhancement, lack of counseling service when facing problems at school, poor questioning skill of teacher or unsuitable examination, often late coming, negative attitude to the value of education and poor academic performance found to be the main problems that cause student drop out as responses from teachers, principals and students and the 7 Parent interviewees replied that the major reason was related to parents‟ economic problem, lack of enhancement and need for children labor to participate in their families work.

Factors Contributing to High Repetition trend was study style, lack of self-confidence, frustration during examination, failure to attend every lesson., insufficient qualified teachers,

lack of facility, failure to give tutorial class, teachers teaching approach, large class size, lack of attend their children daily activity, parents lack of educational awareness, teachers do not use teaching aid and failure to used continuous assessment were found to be factors that mainly contributing for students repetition in sample schools. Five of the interviewees said that their children repeat classes in that parents are not enhance and involves for that they are illiterate, most of teachers were fresh with no or little experience in teaching practice.

Majority of teachers and principals have a perception that making the students a good citizen, making the students more disciplined, plasma lesson, the skill of computer, textbooks, teacher guide, syllabus and reference books, distributing educational materials on time, KETB and PTA, GEQIP and block grant budget, and encouraging efficient workers of the school improves the quality of education system in their respective schools.

Based on the data obtained from the respondents showed that improving access to schooling, making upgrade and update the teachers, improving teaching methods, making educational materials more available, making school facilities good, making awareness creations, strengthen community involvement in schooling, strengthen educational management and management information system, improving the skills of computer and improving plasma lesson were high mechanisms that improve internal efficiency of education. while enhancing inclusive education, closing the gender gap, strengthen civic and ethical education and improving adult literacy of parents were moderately improving internal efficiency of education.

As the data collected from questionnaire and also supported by an interview conducted reveal that 7 out of 30 factors are said to be moderately prevailing factors in the sample schools that caused student repetition. And the rest or 23 factors out of 30 were very high mechanisms and extent of quality of education improving school internal efficiency which indirectly suggests sample schools were not better in controlling such factors.

5.2 Conclusion

Based on the findings written above, the following conclusions were drowning.

- The study revealed that the magnitude of internal efficiency in secondary schools of amaro kore zone is less than that of the secondary schools of internal efficiency in the regional level. This implies that there is high existing rate of internal efficiency in secondary schools of the study area. In addition to this, the trends of internal efficiency at zones and sampled secondary schools showed fluctuation in all drop out and repetition rate throughout four consecutive academic years. This implies that there is inconsistency existing rate of students' dropout and repetition rate in secondary schools of the study area. From this end, one can conclude that internal efficiency in secondary schools of Amaro kore zone was big questions which need answer by the zone education office, cluster school's office and the schools of the study areas.
- The finding of the study reveals that the major causes that affected internal efficiency of the students in secondary schools of the study area were listed in accordance of their severity level as follows. Large class size, poor classroom continuous assessment, Poor classroom management, family's low standard of living, frequent absenteeism, Lack of parental enhancement, lack of counseling service when facing problems at school, poor questioning skill of teacher or unsuitable examination, often late coming, negative attitude to the value of education, and poor academic performance; on dropout, and study style, lack of self-confidence, frustration during examination, failure to attend every lesson., insufficient qualified teachers, lack of facility, failure to give tutorial class, teachers teaching approach, large class size, lack of attend their children daily activity, parents lack of educational awareness, teachers do not use teaching aid and failure to used continuous assessment are on repetition were the major factors that contributed their negative effect for internal efficiency.
- As the finding of this study points out, the possible remedies that were suggested or ranked by participants as mechanisms of minimizing factors of internal efficiency were the followings. improving access to schooling, making upgrade and update the teachers, improving teaching methods, making educational materials more available, making school facilities good, making awareness creations, strengthen community involvement

in schooling, strengthen educational management and management information system, improving the skills of computer and improving plasma lesson are helpful for internal efficiency. In the same way, enhancing inclusive education, closing the gender gap, strengthen civic and ethical education and improving adult literacy of parents are the main solutions that provide answers for the basic research question.

5.3. Recommendations

Based on the findings of the study, the following recommendation can be made:

- Females participation in school principals and secondary school teachers were low, thus, the zone Education office should initiate and encourage females to come to the position of school administration and secondary school teachers.
- As the data of repetition and dropout shows in four consecutive years (2018-2021 G.C), female dropper and/or repeater students were more than that of male repeater or/and dropper students; Therefore, every educational stakeholders should work purposively on female students.
- Teacher respondents were with qualification most of BA degree which indicate that insight to and handling efficiency problem will be at its lower advantage. Thus, the concerned body should be standardizing well qualified teachers in secondary schools.
- As the analysis of this thesis shows that, school related factors were the first share than others to increases the students 'dropout and repetition in the study area. Thus, the government body and another stakeholder in the study district should work to improve the school program in mitigation of student's dropout and repetition rate.
- Majority of parent respondents cannot read and write (educational awareness), Low economic background, Lack of encouragement and Encourage to labor working were suggested in the study as very high agreement with students 'dropout and repetition. So proper awareness creation, informal/formal education and economic support should be given to parents on the purpose of education.
- secondary school dropout and repetition rate reveals an increasing trend in four academic years in the secondary schools from 2018 to 2021 G.C that indirectly imply poor

performance of professionals at secondary schools. Thus, all concerned body should work actively in order to minimize the students ‘dropout and repetition rate in schools.

- Study style had the highest share to increases the repetition rate of students. So concerned body should be given continuous counseling and guidance service on the area of study hard for students.
- The finding indicated that, a school facility is one of the causes of student dropout and repetition in secondary schools of Amaro kore. To be successful school, there should be health and safe school environment.
- As the study indicates that, failure to give tutorial class is one of the major factor of dropout and repetition in secondary school students. So, school administration should prefer regular tutorial class in school.
- Lack of self-confidence and frustration during examination are the main factors for increasing repetition and dropout of students in the secondary schools. So the concerned body should be given counseling and guidance service for the students on time.

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Appendix--A

DATA COLLECTING TOOLS

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of Educational Planning and management

Questionnaire to be filled by Principals and Teachers:

Dear Director/Teacher/

The main purpose of this questionnaire is to collect information that will help investigating factors related to dropout and repetition of students in selected secondary schools of

Amaro special woreda. For the success of this study, your genuine, frank and timely responses are very crucial. Therefore, I kindly request your honest cooperation to fill this questionnaire.

Thank you in advance for your genuine cooperation!

General Direction:

1. No need of writing your name.
2. Put a tick _X_ mark on the space provided.
3. Please follow instructions provided for each part.
4. There is no need to consult others to fill the questions

Part I back ground Information

1. Name of the school ---------- 2. Zone---------- 3. Woreda----------

4. Age 20-24 □ 25-29 □ 30-34 □ 35-39 □ 40-44 □ above 44 □

5. Sex Male □ Female □

6. Your current position in the school Principal □ Teacher □

7. Your current highest Educational level Diploma □ BA □ MA □

8. Work Experience 0-5 years □ 6-10 years □ 11-15 years □ ≥16 years □

Part II 1, Rate the major factors that affects internal efficiency of secondary schools in terms of **dropout**. Based on your judgment put the degree of contribution of each factor by putting an –X-- mark in a column you select.

1.1	**Student related factors**	Very low (1)	Low (2)	Moderate (3)	high (4)	Very high (5)
No.	Major factors of dropout.	----	----	----	----	-----
1.1.1	Health problem					
1.1.2	Un interested to learn in some subjects.					
1.1.3	Lack of self-confidence					
1.1.4	Traveling long distance to school					
1.1.5	Frequent absenteeism					
1.1.6	Often late coming					
1.1.7	Use of corporal punishment by school personal					
1.1.8	Discipline problem					
1.1.9	Frustration during examination.					
1.1.10	Early marriage.					
1.1.11	Poor academic performances					
1.1.12	Negative attitude to the value of education					
1.1.13	Cultural impact/harassment					

	School related factors	Very low (1)	Low (2)	Moderate (3)	high (4)	Very high (5)
No.	Major factors of dropout.	----	-----	-----	-----	-----
1.2.1	Large class size					
1.2.2	Lack of experienced teachers					
1.2.3	Insufficient school facilities.					
1.2.4	Lack of educational materials.					
1.2.5	Unsafe school environment					
1.2.6	Poor continuous assessment					
1.2.7	Lack of relationship between teachers and students					
1.2.8	Difficulty of Class room instruction					
1.2.9	Poor classroom management					
1.2.10	Lack of good administration					
1.2.11	Influence of peer group.					
1.3	**Parent related factors**	----	----	----	----	-----
1.3.1	Lack of parental enhancement					
1.3.2	Families low standard of living.					
1.3.3	Family divorce					
1.3.4	Parental death					
1.3.5	House hold work load					
1.3.6	Parental education background					
1.3.7	Lack of parental involvement in school decision making.					

No.	Major factors of dropout.	Very low (1)	Low (2)	Moderate (3)	high (4)	Very high (5)
1.4	**Teacher related factors**	----	----	----	----	----
1.4.1	Lack of counseling service when facing problem(at school level)					
1.4.2	Lack of experienced teachers					
1.4.3	Teachers frequent absenteeism in classroom instruction					
1.4.4	Poor questioning skill of teachers or unsuitable examination					
1.4.5	Poor classroom management of teachers					
1.4.6	Inappropriate relationship of teachers with their pupils					
1.4.7	Lack of feedback given by teachers					
1.4.8	Corporal punishment					
1.5	**Geographical factors**	----	----	----	----	-----
1.5.1	Long distance from home to school					
1.5.2	Unsafe road condition from home to school					
1.5.3	Different types of game station near to school					

2, The major factors that affects internal efficiency of secondary schools in terms of **repetition.**

Based on your judgment put the degree of contribution of each factor by putting an –X-- mark in a column you select.

No.	Major factors of repetition.	Very Low (1)	Low (2)	Moderate (3)	high (4)	Very high (5)
2.1	**Student related factors**	----	----	----	----	----
2.1.1	Failure to attend every lesson.					
2.1.2	Lack of self-confidence					
2.1.3	Study style					
2.1.4	Frequent absenteeism					
2.1.5	Late coming					
2.1.6	Health problem					
2.1.7	Lack of doing assignment on time.					
2.1.8	Frustration during examination.					
2.1.9	Uninterested to do homework.					
2.2	**School based factors**	----	----	----	-----	-----
2.2.1	Failure to give tutorial class					
2.2.2	Teachers teaching approach					
2.2.3	Large class size					
2.2.4	Lack of reference materials					
2.2.5	Loaded curriculum					
2.2.6	Failure to used continuous assessment					

No.	Major factors of repetition.	Very Low (1)	Low (2)	Moderate (3)	high (4)	Very high (5)
2.2.7	Lack of facility					
2.2.8	Lack of teaching materials					
2.2.9	Insufficient of qualified teachers					
2.3	**Parent related factors**	----	----	----	-----	----
2.3.1	Lack of encouragement					
2.3.2	Encourage to labor working					
2.3.3	Lack of attend their children daily activity					
2.3.4	Lack of educational awareness					
2.3.5	Low economic background					
2.4	**Teacher related factors**	----	----	----	----	-----
2.4,1	Teachers do not use teaching aid to make students understand their lesson					
2.4,2	Teachers do not use local specific examples to make students understand their lesson					
2.4.3	poor continuous assessment practice					
2.4.4	Poor teaching method					

3 The extent to which the current quality of education **improves** the school internal efficiency. Based on your judgment put –X-- mark in you select column.

No.	The extent current quality of education Improve the school internal efficiency.	Strongly disagree (1)	Disagree (2)	Moderate (3)	Agree (4)	Strongly agree (5)
3.1	**School improvement program:**	_____	____	_____	___	_____
3.1.1	Teaching learning process improve internal efficiency.					
3.1.2	Conducive environment of the school reduces educational wastage.					
3.1.3	Involvement of the community improves the internal efficiency.					
3.1.4	Leadership of the school successfully improves internal efficiency.					
3.2	**CPD/TDP**	____	____	_____	____	_____
3.2.1	Induction and generic courses are updating the teachers.					
3.2.2	Up grading, the level of professional improves the quality of education.					
3.2.3	Short-term training on subjects, seminars and workshops improves internal efficiency of the school.					
3.3	**Civic and Ethical education**	____	__	_____	_____	_____
3.3.1	Making the students a good citizen.					
3.3.2	Making the students more disciplined.					

No.	The extent current quality of education Improve the school internal efficiency.	Strongly disagree (1)	Disagree (2)	Moderate (3)	Agree (4)	Strongly agree (5)

3.4	**ICT**	___	____	_____	____	____
3.4.1	Plasma lesson improves internal efficiency.					
3.4.2	The skill of computer improves internal efficiency of the school.					
3.5	**Curriculum:**	___	____	____	____	_____
3.5.1	Textbooks, teacher guide, Syllabus and reference books improve internal efficiency.					
3.5.2	Distributing educational materials on time improves the quality of education.					
3.6	**Leadership:**	___	____	____	____	____
3.6.1	KETB and PTA improve the internal efficiency of the school.					
3.6.2	GEQIP and Block grant budget improves the internal efficiency of the school.					
3.6.3	Encouraging efficient workers of the school improves internal efficiency.					

4 The **mechanisms** that help to **improve** internal efficiency in your school context. Based on your school situation judge the degree of contribution of each mechanism by putting an ―X-- mark in the column you select.

No.	Mechanisms to improve Internal efficiency	Strongly disagree (1)	Disagree (2)	Moderate (3)	Agree (4)	Strongly agree (5)
4.1	Improving access to schooling.					
4.2	Improving adult literacy of parents.					
4.3	Improving teaching methods.					
4.4	Making school facilities.					
4.5	Making educational materials more available.					
4.6	Enhancing inclusive education.					
4.7	Closing the gender gap.					
4.8	Making awareness creations.					
4.9	Strengthen community involvement in schooling.					
4.10	Strengthen educational management and management information system.					
4.11	Strengthen civic and Ethical education.					
4.12	Improving plasma lesson.					
4.13	Improving the skills of computer.					
4.14	Making upgrade and update the teachers.					

Appendix--B

ADDIS ABABA UNIVERSITY:

College of Education and Behavioral Studies

Department of Educational planning and management:

Part III Questionnaires to be filled by students of dropper or repeater of sampled schools.

Dear Students: The main purpose of this questionnaire is to collect information that will help investigating factors related to dropout and repetition of students in selected secondary schools of Amaro special woreda. For the success of this study, your genuine, frank and timely responses are very crucial. Therefore, I kindly request your honest cooperation to fill this questionnaire.

Thank you in advance for your cooperation!

General direction:

No need of writing your name.

Put a tick ―X-- mark on the space provided.

Please follow instructions provided for each part.

There is no need to consult others to fill the questions.

You are kindly requested to give an appropriate response in the space provided and in case of questions with alternative responses.

Back ground of Information:

Name of the school _____

Region_____

Woreda_____

Sex- Male □ Female □

Age – 15 □ 16 □ 17 □ 18 □ above 18 □

Grade level- Grade 9 □ Grade 10 □ Grade 11 □ Grade 12 □

Time of dropout /repetition/ Year_____ Month_____

1 Rate the following factors that favor students to drop out and repeat in your school. Based on your judgment put the degree of contribution of each factor by putting an _X_ mark in a column you select.

No	Items/Factors	Responses			
		Strongly agree	Agree	Disagree	Strongly disagree
1.1	Frequent absenteeism				
1.2	Disciplinary problem				
1.3	Parents lack of awareness in education				
1.4	Inappropriate relationships between teacher and students				
1.5	Student lack of interest in learning				
1.6	Influence of peer groups				
1.7	Families low standard of living				
1.8	Health problem				
1.9	Cultural impact				
1.10	Distance from school to home				
1.11	Lack of counseling when facing problem in school level				

2 The following items are about your attitude on the technique which helps to **improve** dropout and repetition rate in our school context. Based on your school situation judge the degree of contribution of each technique by putting an –X- mark in the column you select

No	Items	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
2.1	Make school environment conducive area				
2.2	Developing quality of teacher training				
2.3	Develop reliable educational material				
2.4	Reducing student's absenteeism				
2.5	Reducing teacher absenteeism				
2.6	Reducing gender gap				
2.7	Develop capacity or skill of school management.				
2.8	Make school facilities suitable				
2.9	Improving teaching methods				
2.10	Improving inclusive education/special need education				
2.11	Make awareness creation to parents of students.				

Appendix--C

Data collecting tools

Addis Abeba University

College of Education and Behavioral studies

Department of Educational planning and management

Part IV Interview guide for Parents whose Children dropout/repeated school

The researcher will briefly explain the purpose of the interview to the interviewee that is The purpose of the interview is to collect data that will help to identify factors related to dropout and repetition of students in selected secondary schools of Amaro special woreda. And, inform the parents that their honest response is important for the success of the study.

Background Information

Zone _____ Woreda _____

Sex _____

Level of Education _____

Interview Questions

1. What factors force the student's dropout from school?
2. As the school principal what is your opinions the student's causes of repetition in your school?
3. Please! Mention the causes of drop out in your point of view?
4. Was there mechanism undertaken in your locality in order to enhance school internal efficiency?
5. In your opinion what are the mechanism of limit or minimize the students drop out and repetition rates?

Appendix--D

Data collecting tools

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Part V- Document Review Guide

The researcher will conduct document review on the following documents according the prepared checklist such as:

Woreda education office annual reports, and school annual reports regarding student dropout, repetition, and promotion:

1.Woreda Trends of secondary Education enrollment rate

2. Woreda Trends of secondary Education Dropout Rate

3. Woreda Trends of secondary Education Repetition Rate

4. Woreda Trends of secondary education promotion Rate

5.Trends of secondary Education enrollment rate in school

6. Trends of secondary Education Dropout Rate in Schools

7. Trends of secondary Education Repetition Rate in School

8. Trends of secondary Education Promotion Rate in schools

Checklist of Document review

Background Information

Name of special woreda----------

Academic year----------to----------

Grade level ----------to----------

Academic year	Enrolled students				Dropped students				Repeated students				Promoted students				Remark
	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%	
2011 E.C																	
2012 E.C																	
2013 E.C																	
2014 E.C																	
2015 E.C																	

Checklist of Document review

Background Information

Name of selected school----------

Academic year----------to----------

Grade level ----------to----------

Academic year	Enrolled students				Dropped students				Repeated students				Promoted students				Remark
	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%	
2011 E.C																	
2012 E.C																	
2013 E.C																	
2014 E.C																	
2015 E.C																	