ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

ASSESSMENT OF THE INTERNAL EFFICIENCY OF EDUCATION AT SECONDARY SCHOOLS' OF HADIYA ZONE

MA THESIS

BY

ASHENAFI ABRHAM

ADDIS ABABA UNIVERSITY

August 2020

ASSESSMENT OF INTERNAL EFFICIENCY OF EDUCATION AT SECONDARY SCHOOLS OF HADIYA ZONE

A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTERS OF ARTS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

BY:

ASHENAFI ABRHAM

ADVISOR: JEILU OUMER (PhD)

ADDIS ABABA UNIVERSTY

August 2020

ADDIS ABABA

SCHOOL OF GRADUATE STUDIES

APPROVAL SHEET OF THESIS

This is to certify that the thesis was prepared by Ashenafi Abrham entitled **"Assessment of Internal Efficiency of Education at Secondary Schools of Hadiya Zone**" and submitted in partial fulfillment of the requirements for the degree of master of art in educational leadership and management complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

Signed by the examining committee

Advisor	Signature	Date
Jeilu Oumer(Ph.D)	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____

DECLARATION

I declared that the thesis entitled as an assessment of internal efficiency of education at secondary schools of Hadiya zone was my own work and that the sources I have used indicated and fully acknowledged in the references.

Name: Ashenafi Abrham

Signature: _____

*Date*_____

Place: Addis Ababa University

Date of Submission _____

ACKNOWLEDGMENTS

First and for most, I would like to thank my advisor Dr.Jeilu Oumer for the scholarly comments and unreserved guidance on critical issues of this study. Their timely follow up and punctuality remains with me for the rest of my life as a life principle.

My sincere and profound thanks go to my beloved wife W/ro Meselech Ergado in assisting me in every work of this study. Without her, the realization of this work would have been impossible.

Finally, I would like to extend my gratitude to all Hadiya Zone education staffs and respondents for giving their honest responses and genuine cooperation during data collection.

TABLE OF CONTENTS

Table of Contents **page**

LISTS OF TABLE

ACRONYMS/ABBREVIATIONS

CE	Coefficient of Efficiency
ESDP	Education Sector Development Program
EFA	Education for All
EMIS	Educational Management Information System
ETP	Education and Training Policy
GER	Gross Enrollment Rate
MDG	Millennium Development Goal
MOE	Ministry of Education
KEB	Kebele Education Boards
SNNPRS	Southern Nation Nationality People of Regional State
SPSS	Statistical Package for Social Sciences
PTSA	Parent, Teacher Students Associations
REB	Regional Education Bureau
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WEO	Woreda Education Office
ZED	Zone Education Department

ABSTRACT

The purpose of this study was to assess the status of internal efficiency of educational system of secondary schools in Hadiya Zone. A descriptive survey method was employed and both primary and secondary sources were used. As primary sources data were collected from 190 sample teachers, 6 principals, 24 PTSA and 6 supervisors of sample schools. In addition, document reviewed including records that show the enrolment, repetition and promotion of students at different years at each sample schools were also used as secondary sources. With regard to the sample and method of sampling, available, and simple random sampling methods were used. In order to collect data, four data collection instruments were used. Those were; questioner, interview, document Analysis and observation checklists. To analyze data, mixed approaches were used. Accordingly, to identify the personal characteristics of respondents and the trend of internal efficiency of schools in the zone, frequency, average mean and percentage were used, besides to examine the major causes of internal efficiency the degree to which stakeholders aware of its impacts. Based on the research finding, most of the school principals and supervisors had gap of awareness about drop-out rate and repetition. Zonal trends of secondary education in relation to dropout rate of school have indicated that oscillating from years to years. Dropout rate trend of females in the sampled woredas were higher than male counterpart as of the zonal trend. The researcher concluded that the trend of dropout rate at zone, woreda and sampled secondary schools were highly characterized by ups and downs that could be major problem to Zonal. To solve these problems, the researcher recommended that School principals, school teachers, KEBs and political authority should have made continues discussion, creating awareness with pupil parents and making them responsible to minimize students' school dropout and repetition.

CHAPTER ONE

INTRODUCTION

This chapter has presented Background of the study, Statement of the problem, Basic Research Questions, Objectives of the study, Significance of the study, Delimitation of the study, Limitation of the study, Definition of key terms, and Organization of the study.

1.1. Background of the Study

Internal efficiency is viewed as the capacity of the educational system to turn out graduates at any level in the most efficient or best way, which is without wastage, stagnation and repetition. Egen and Kauchack (2008) found out that an educational system might fail to achieve its goals. They further concluded that when a school is not able to achieve its goals, the school has not achieved its internal efficiency. Internal and external efficiency of educational institutions are closely linked because the skills and attitudes developed must be of value to the society as a whole for the education system to be efficient (Todaro, 2009). Longe and Durosaro (1988) referred to internal efficiency as the extent of the educational system's ability to minimize cost and reduce wastage resulting from repetitions, dropouts and failures. Wastage in education is used to describe those who are certificated school leavers who left the system before the completion of the course. Wastage may occur between grades, that is, those who repeat the grade and those who drop out of the system between the grades.

Education Sector Development Program (ESDPII) was aimed at achieving Universal Secondary Education (USE) by improving access, quality, equity relevance and efficiency of the education system. This action in turn was believed to contribute and cover paths for reducing poverty. This was to mean that, by accelerating of education young citizen's through improving access, equity, efficiency relevance and quality of education. In this effect, yet significant changes have been achieved in terms of improvements accomplishments of the above stated aims of the education system as result of implementation three consecutive Educational Sector Development Program (ESDP I, II,III,IV&V).However, the internal efficiency was the most severe problem in the Haddiya Zone Secondary Schools. Within the zone the progress of internal efficiency were not

researched at secondary school level. Education Sector Development Program (ESDP) was aimed at achieving by improving access, quality, equity relevance and efficiency of the education system. This action in turn was believed to contribute and pave paths for reducing poverty.

According to Johnstone (2007), education is key to any country's development and it is further considered as the route to economic prosperity, the key to scientific and technological advancement, these means to combat unemployment, the foundation of social equality, equal wealth distribution, and the organize of political socialization and cultural diversity. Earthman and Lemaster`s (2006) state that education remains the main catalyst for development in any society whether in the developed or developing world. As stated by the World Bank (2002), the notion of efficiency cannot be overlooked in education. It is an idea that presupposes a transformation of some kind (World Bank 2002). Before elements are commonly referred to as ingredients, inputs, or resources while after elements are called results, outputs, or outcomes (Levin, 2001).

Social economics background according to Okwach and Ondipo (2007) forces children into child labor. This implies that the social economic activities of the parents determine whether children participate in school or not. Internal efficiency is observed in the way children participate in secondary education. In the ideal situation, all students admitted in the beginning grade of the secondary education level was reached then ninth grades in the following academic year and continues until they complete that level of education. However, in reality "an alarming phenomenon in education", wastage (dropout and repetition) obstructs this "ideal scheme" (UNESCO, 1983a:57). The problems of repetition and dropping-out as two aspects of educational wastage reduce the efficiency of education. In addition, repetition raises the amount of time required to complete the educational cycle and demand for incurring additional money, which in turn reduces the intake capacity of the school. The other aspects of educational inefficiency drop-out, on the other hand reduces the number of successful graduates and makes the student-years used by drop-outs partially or totally wasted (Tanguiane, 1990). The gap between the ideal and the observed phenomenon (actual out-put) in the secondary education system, particularly of the developing countries including Ethiopia has now been an area of great concern. The scheme considerable amount of efficacy in secondary education in these countries,

where the focus is achieving universal secondary education (UNESCO, 1983b) has been an obstacle for the attainment of educational goals set for the cycle.

Repetition and dropout rates were then commonly used parameters to measure internal efficiency of the educational system. Repeating a grade means utilizing more resources than allocated to a student and hindering the intake capacity of schools. Similarly, leaving a school (dropping) before completing a particular cycle/level of education was inefficacy in resources, number of graduates and student years. In both cases, the meager resources allocated for education were wasted or underutilized (UNESCO, 2002). Ethiopian government education policy documents clearly express that secondary schools was the right of all citizen. Ethiopia was one of the countries that are at risk to achieve Universal Secondary Education by 2018 as UNESCO's report 2003. Different writers have suggested the reason for this failure. Habtamu (2002), and UNESCO (2003) confirmed that wastage in the form of dropout and grade repetition was a major hindrance. In addition to this, there was a high increment in girls' repetition rate that is not a good indicator of the efficiency of education system.

Although significant growth and expansion have been registered in all levels of the educational system, there is still a long way to go before internal efficiency is ensured. Since the number of students who repeat class or drop out of school overall is not small, it is therefore necessary to take practical measures to reduce educational wastage and increase internal efficiency along with encouraging efforts towards educational expansion. In this regard, schools, teacher training institutions, colleges and universities were all given this issue special emphasis and take measures to increase their internal efficiency ETP (The Education and Training Policy and Its Implementation, 2002).

A number of researches were conducted in areas of the assessing internal efficiency in different regions, zones and city administration of Ethiopia, for example, Mearg (2015) Assessment on the Internal Efficiency and Effectiveness of Government Secondary Schools In Welqait Woreda, Western Tigray, Ethiopia. As a result the findings showed that students travel long distance from home to school, absence of encouragement of pupils from teachers. Students believe that they fail to study hard and show lack of interest in education. It has been reported that parents demand for household tasks is high. The discussion reveals prevalence of early marriage, adolescent pregnancy, and gender role inequality. Fear of abduction or rape on the way to and from school

and family, availability of educational facilities; laboratory and library are available. However, it has been indicated that there is lack of instructional materials, guidance and counseling service and Tsegaye (2018) Assessing the Internal Efficiency of Education at Primary Schools of Hadiya Zone, S.N.N.P.R.S Ethiopia. The findings have indicated that high repetition rate was registered at grade eight, high drop-out rate was registered at grade eight and high over-all wastage rate was registered at grade eight. It was also identified that rate of wastage of primary education was higher in second cycle (Grade5-8) and among boys than girls. Moreover, the findings revealed that students related, school related and socio-economic background variables were found significant factors behind low internal efficiency of primary schools in Hadiya Zone. The assessment of internal efficiency of secondary schools was not fully addressed. The researcher was interested to conduct this study to assess internal efficiency in secondary schools of Hadiya Zone. The internal efficiency was the most severe problem in the Haddiya Zone secondary schools. Within the zone the progress of internal efficiency were not researched at secondary school level. Therefore, all the above explanation was the researcher's needs to investigate the internal efficiency of education at secondary schools in Hadiya zone.

1.2 .Statement of the Problem

A study by the Institute for Policy Analysis and Research IPAR (2003) found out that one of the factors that affect internal efficiency in a school is student flow that determines whether pupils entering the school system are able to graduate within a specific period. When the rate of progression from the entry point to the point of leaving is low, the system is said to be internally inefficient since the affected students are disproportionately using the resources allocated to the sector (IPAR, 2003). Likewise, Glewwe (2005) found that poor performance in national examinations is an indicator of internal inefficiency. Egen and Kauchack (2008) found that wastage is the worst form of inefficiency because when learners dropout of an educational system, resources already invested in them go into waste. Okwach and Odipo (2007) state that participation of children in child labor forces children out of school. Another is lack of teaching and learning materials in the schools. These children are not able to complete the school cycle and hence affecting school's internal efficiency.

The four consecutive years dropout and repetition rate of (2015/16-2018/19) Haddiya Zone secondary schools was very high indicated that, performances of Haddiya Zone Education

Department (HZED) has been posing challenge when compared to standard needed for education inefficiency to be (Haddiya Zone Education Department Annual Statistics Abstract 2018/2019). In additional to this, the Zonal Education system was not able to meet the yearly expected target of lowering both the dropout and repetition in this period of time, for instance in 2016/2017 the dropout rate of secondary schools was 18.5% and repetition rate was 4.75% in the zone. Haddiya Zone Education Department (2015/2016), while the repetition rate was 7.3% and dropout was 5.65% in 2017/2018. In 2018/19, repetition rate was 8.8% and dropout was 6.65 %. These data indicate the challenge of implementation of educational efficiency, which said that all enrolled children must complete full course of Secondary Schools. According to the Haddiya Zone Education Department Education Statistics Annual Abstract 2015/16 also indicated that the Secondary Schools co-efficient that measures efficiency that the impact combined with dropout and repetition rates in relation to graduates has been showing inconsistent trend between the years 2015- 2019. When pupils repeat a class for one or more than one year tends to constitute wastage in the school system. This were in view of the fact that the space which could have been occupied by a new 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. Some time they may not bring back the school material to the school, there by spending more funds from government in intern of continued teaching of the repeaters in the same class for more than one year. The researcher has been unable to find out any such kind of research report to explore the exact situation of internal efficiency of Secondary Schools level in the zone.

Even though different researches have been already, conducted and certain materials are prepared on the areas of Human Resource Management, for example, Tsegaye (2018).The finding stakeholder's awareness to impacts of internal efficiency of education system. There were still research gap to internal efficiency in the secondary schools of Hadiya zone.

In this study the researcher was interested to find out the cause of low internal efficiency and its trend in education system. The above situation demand for systematic investigation to accomplish such gap, based on this purpose the researcher entitled with assessment of internal efficiency at secondary schools in Haddiya Zone. The problem of this study therefore to identify

the internal efficiency of secondary schools in the Haddiya Zone, South Nation National Regional people State (SNNRP).

The purpose of this study was to assess the internal efficiency of the secondary schools.

In addressing the problem of this study, the following research questions were raised.

1. How could the trend of internal efficiency be explained in secondary schools in Haddiya Zone?
2. What are the major causes of internal inefficiency of secondary schools in Haddiya zone?
3. To what extent do the stakeholders aware about impact of the internal efficiency in secondary schools in Haddiya zone?

1.3 .Objectives of the Study

1.3.1. General Objective of the Study

The main objective of this study was to assess the internal efficiency of secondary schools of Haddiya Zone in SNNRP.

1.3.2. Specific Objectives of the Study

The specific objectives of this study were:-

1. To identify the trends of internal efficiency in secondary schools in Haddiya zone.
2. To assess the major causes of internal efficiency in secondary schools in Haddiya zone.
3. To explore the stakeholders aware of impact of the internal efficiency in secondary schools in Haddiya zone**.**
4. To set out strategies have to be designed to improve internal efficiency in secondary Schools in Haddiya zone.

1.4. Significance of the Study

This study may have several significances.

- Though limited, the study may add literature to the sparse body of knowledge on internal efficiency.
- It may also be seen as a starting point for further study on assessment of internal efficiency in secondary schools of Hadiya zone.

- The study might enhance understanding of stakeholders on factors affecting the schools internal efficiency and it may increase in the school management systems.

1.5. Delimitations/Scope of the Study

The scope of this study covered the following aspects: The study was delimited to analysis of the major causes and their solution of the problems of educational wastage at secondary schools (9-12) of some selected government schools in Haddiya Zone.

The student researcher recognized that the study were more effective if he conducts and collects reliable data from all secondary school principals, teachers and other stakeholders of Haddiya Zone. However, the researcher took randomly six government secondary schools for the study. That is why; the researcher thought the sample of five Woredas and one town administration secondary schools could represent thirteen Woredas and three-town administrations of Haddiya Zone secondary schools. Although financial resource management encompasses diversified dimensions, it is difficult to include all aspects of financial resources management in this study. It may result unmanageable condition for student researcher. Therefore, the scope of the study is limited to practices and challenges of Secondary schools' financial resources management in selected government secondary schools.

1.6. Limitations of the Study

Any study cannot be free of a limitation and this study is not exceptional. The following were the major limitations encountered the study. Reliance on self-report of the respondents is one of such limitations. However, to minimize such limitation, the researcher used different mechanisms such as properly ensuring the respondents' confidentiality, and pilot testing all the instruments used in the study. Another limitation to the study also includes the small sample size involved in the interview. However, to include a wider perspective of the respondents on the issues under investigation, the researcher selected principals and teachers for questionnaire and PTSAs members and supervisors for interview. The researcher thus had to work within a very constrained period.

1.7. Definitions of the Key Terms

Co efficiency of efficiency: is a measure of the internal efficiency of an education system obtained by dividing the ideal number of pupil-years required for a pupil cohort to complete a level or cycle of education (e.g. the secondary level) by the estimated total number of pupil years actually spent by the same pupil cohort (UNESCO, 1998:47). Cohort: Refers to group of pupils join the beginning grade of courses in a given years (UNESCO, 1972:25).

Completion rate: Is defined as the total number of students who successfully completed the final years grade of secondary Schools, expressed as percentage of the total population of the school leaving age (UNESCO, 2000:25).

Dropout Rate: Leaving a school before completing of a given stage of education or some intermediate or non-terminal point in level of education (UNESCO, 1998:46),

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

Promotion Rate: Is percentage of pupils promoted to next grade in the following school year, some countries practices automatic promotion, meaning that all pupil are Promoted regardless of their scholastics achievement (UNNESCO, 1998:47).

Pupil--Years: Are non-monetary measures. One pupil-year denoted the resources spent to maintain a pupil in school for one year (UNESCO, 1998:47).

Repetition Rate: Refers to the proportion of students who have remained in the same grade over one year and used additional resources for the grade. Resources are in the form of teacher salary, school materials (UNESCO, 1998:47).

Education: Without an objective, refers to learning that can take place outside the school as well as inside (Simmons, 1980).

Educational wastage: Refers to students dropping-out of school before completion of the cycle of Education or grade repetition and/or the "Combined effects" of both.

Efficiency: Refers to the relation between inputs into the education system and out puts from that system.

Government school: A school operated by national and/or regional government.

Input; The number of students initially enrolled in a given grade of a given level of education.

Out-put: The number of students who successfully complete a given education cycle..

Promotion*:* Number of students in a particular grade and year passing out of that Grade and due to move into the next higher grade in the subsequent year. (World Bank, 1982)

Repetition: Number of students in a particular grade and year failing that Grade due to remain in the same grade in the subsequent year (World Bank, 1982).

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 (UNESCO, 1998:13)

Net Enrollment rate (NER): is the number of pupils in the official school-age group expressed as a percentage of the total population in that age group (UNESCO, 1998:48).

Gross Enrollment rate (GER): is the total enrolment in a level or cycle of education, regardless of age, expressed as a percentage (sometimes exceeding 100 per cent) of population in the officially defined school-age group for the level or cycle Concerned group (UNESCO, 1998:46).

Secondary school: schools that give education in four years duration (Grade 9-12) consisting of two years of general education (Grade 9 & 10) and two years of preparatory (11 & 12) which will prepare students for higher education

1.8. Organization of the Study

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the current literature on internal efficiency of educational system. It embraces an overview on the secondary school, categories of secondary schools Goal of Universals Secondary Education, concepts of educational efficiency, internal and external efficiency, efficiency, factors behind low and high completion rate in education, education polices and institutional process, school physical resource and facilities, school location, teacher's Characteristics, school Policies, School management system and practices, student related problems, teacher`s characteristics, Parent and community related problems

2.1. Secondary School

A school is an institution designed for the teaching of students (or "pupils") under the direction of teachers. According to Oghuvbu (2010), a school is set up with main purpose of bringing students from different families together under one roof-the classroom. Effective teaching and learning cannot take place without the coming together of the teacher and the learners – students. Secondary education refers to secondary formal education offered to persons who have successfully completed nineteen years of secondaryeducation and have met the requisite entry requirements (Tilya, 2003). Furthermore, Koech (2006) clarifies secondary education is the level of basic education at which learners are expected to acquire proficiency in both academic and some applied subjects. The students are expected to take the first recognized national examination that will usher them to higher education at various fields of training or direct entry into the world of work. URT (2010) explains that Secondary education occupies a pivotal role in the functioning of the economy and the education system itself. Experience shows that the majority of the people in both the private and public sectors are expected to be secondary education leavers. The whole secondary education system relies on teachers who are a product of the secondary education system. Candidate of higher and tertiary education and training are Products of the secondary education system. This is the essence of being pivotal. However, the current secondary school curriculum in Tanzania is examination oriented with great emphasis laid on passing examination at the expense of acquisition of skills, values and attitudes. The

argument is that there is a problem in the way young people are socialized by their parents on one hand and how they are taught at school on the other hand. In this study are public secondary schools in SNNPRS; schools that give education in four years duration (Grade 9-12) consisting of two years of general education (Grade 9 & 10) and two years of preparatory (11 & 12) which will prepare students for higher education. But now a day secondary school was prepared to grade 9-12, have not been preparatory classes.

2.2. Categories of Secondary Schools

UNISCO, (2009) defines Community/ Ward secondary schools as those schools, which are built by the efforts of local communities with both cash, and in-kind contributions but operate and are managed by the government and considered as government schools. The second category is that of private Secondary schools. These private (non-government) schools are owned and operated by communities, NGOs or individuals. Seminaries are included in this second group of non-government schools. Religious institutions own these schools and provide both general secondary education and specific religion vocation instructions. Tilya (2003) clarifies that, private secondary schools are part of the education system in which parents have to pay for everything involved in education. The students in these schools come from two sources. One source is those who finished secondary schools but could not secure places in government schools and whose parents are willing to pay for their education. The second group comprises of students who secured admission in government schools but whose parents are not satisfied with the services and the expected final performance in government schools. The second group is not large but private secondary schools generally outperform government secondary schools in their final examinations. A few private secondary schools are relatively well-endowed schools, but the majorities are quite poor and are even often in worse shapes than public schools.

2.3. The Goal of Universal secondary Education

The goal of Universal secondary education emphasizes both universal access and completion of quality in secondary education. These calls for a perfectly efficient system whereby technically all students admitted in to the ninth grade would able to complete the full course of fourteen-year secondary education (Taddele 2008:166).

The concept of USE has no universally accepted norm for the number of years of Schooling that would constitute the requirement. The EFA global monitoring reports for 2002 (UNESCO 2002:33) notes that the universal Declaration of human rights and each of its successors deliberately left the definition of the secondary span of education Unspecified. As a result, different years of Secondary education ranging from four to fourteen years are being considered by different countries, with the results that the attainment of USE represents the provision of schooling twice as much in some Countries than in others. According to UNESCO 2002 the second United Nations Millennium Development Goal was to achieve Universal secondary Education, more specifically, to ensure that by 2015, children everywhere, boys and girls alike were being able to complete a full course of secondary schooling." Currently, more than 100 million children around the world of secondary school age are not in school. The majority of these children are in regions of sub-Saharan Africa and South Asia And within these countries, girls are at the greatest disadvantage in receiving access to education at the secondary school age. Since the Millennium Development Goals was launched, there have been many successes. For example, China, Chile, Cuba, Singapore and Sri Lanka are all examples of developing countries that have successfully completed a campaign towards universal secondary education.

2.4. Poor Academic Performance

Poor academic performance according to Aremu and Sokan (2003) is a performance that is consider by the examinee/taste and some other significant that shows as falling below an expected standard. In addition, Asikhia (2010) described poor academic performance as performance that falls below a desired standard. Similarly, Okoye (1982) defines pooracademic performance of the individual or candidate in a learning situation as one in which a candidate fails to attain a set standard of performance in a given evaluation exercise such as a test, an examination or series of continuous assessments.

A candidate who scores below the standard is regarded as showing poor academic performance in school. Some people blame students and others blame the government while, others blame the teachers on this matter. Aremu (2000) stresses that academic failure is not only frustrating to the students and the parents, its effect are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. Education of secondary school level is supposed to be the base and the foundation towards higher knowledge in tertiary institutions. It is

an investment and an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in the country.

2.5. Concepts of Educational Efficiency

According to, Abagl (1997), the conceptualization of school efficiency seems to access to education by increasing education opportunities to school-age population. Due to this many countries in Africa, including Ethiopia have focused attention on increasing resources to education sector to achieve USE goals. Thus, these countries now faced with the problem of trade-off between enhancing the efficiency of the education sector and increasing access of primary, secondary and territory education (Abagl, 1997). This was to mean that educational expansion affects the efficiency of the education system. As substantial amount of resource was assigned for increasing educational access, the educational efficiency was facing a challenge, because the system was not getting adequate resources to solve problem in inputs, process and output of the education system. Secondly, the knowledge about what education efficiency entails was limited. That was, very little was known about the efficiency with which various schools raise pupils learning and/or achievement. However, as the official budgetary allocation to education shrinks inefficiency was a problem that needs to be understood and solved.

Thirdly as poverty increases and the level of investment in education declines policymakers were looking for innovative and feasible strategies for improving the operation of the education system and making education promote national development a question facing policy makers was how can available resources be used more efficiently in a proposal to make education achieve its objectives at house hold and national level.

2.6. Internal and External Efficiency

Efficiency can be seen from two perspectives: internal and external efficiency. Internal efficiency of education was concerned with the provision of more education to produce a given output by using less input of resources. Internal efficiency of an education system was concerned with the relationship between the inputs and outputs of an education system (Coombs and Hallak, 1987:9) elaborate 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 out puts 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 non- human 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. The knowledge, skills, attitudes and exposures the students acquire from the schools are indicators of the output of an education system. Coombs &Hallak, (1987: 7-8), Psacharopoulous and Loxley (1985; 68). On the other hand, 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 was gained by passing through the system. External efficiency of an educational system was 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). Different between internal and external efficiency, external efficiency measures not the output but outcome of an education system. Here outcome of an education system refers to the "external effects of outputs, the ability of people to be socially and economically productive''(Psacharopoulous and Wood hall, 1985). Since the objective of this research was to study the internal efficiency of schools, the major emphases were being given to the problems of the internal efficiency of the education system.

According to Psacharopoulous, et.al, (1985), though there was a link between internal and external efficiency to make a better understanding of the two concepts it was necessary to distinguish educational output and outcome. Educational output in the sense of pupils or students achievement which refers to knowledge, skills, behavior and attitudes as measured by tests, examination results and the like, but outcome was in the sense of the external effects of output that was 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 was only concerned with the relationship between inputs and outputs within the education system or within individual institutions (Psacharopoulous and

Woodhall, 1985:215). Therefore, to measure educational system efficiency, educational statisticians and planners assume the output of a given cycle of education was 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 were become our first consideration. As Psacharopoulous has 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 Woodhall, Maureen 1985, p.23)

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 was 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, p.32). Roughly, the relation between input and outcome judges speaking, external efficiency, with the objective of social welfare maximization. By external efficiency analysis, we can justify the investment in education based on certain labor 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. (Psacharopoulous, George and Woodhall, Maureen 1985, p.22) Therefore, government, as a rational investor, should invest in education, since it was more profitable (beneficial if we consider social externalities) for society. Not only external efficiency consideration affects the amount of public subsidization, external efficiency was also important for government to decide which levels or which kinds of education should enjoy the priorities in public subsidization. For example, it was widely argued that the social rate of return to secondary education was higher

than that of secondary and higher education, so it should be paid more attention than the latter two.

2.6.1. Internal Efficiency

Abagl, (1997: 14) defines internal efficiency as the amount of learning achieved during the school age attendance, compared to the resources provided. Moreover, 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 was 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. In fact it should continue spending money on Work books until the educational value of the two choices are the same (After the Initial purchase of workbooks, the value of added workbooks is probably lessened so that at some level of spending the appropriate decision is to purchase a tutor instead of more workbooks). 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). Briefly, 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.

2.6.2. External Efficiency

According to Lockheed and Hanushek, (1987:8) ―external efficiency, we refer to what is often the topic of cost-benefit analyses: that is, the ratio of monetary outcomes to monetary inputs. Extensive consideration has been given to the issue of "external efficiency", or how the overall use of money for schooling compares to other potential public and private uses. If a country received $2 million, should it channel this to education or to some other expenditure? The answer depends crucially upon a comparison of the benefits of the alternatives. In perhaps the simplest consideration, one can calculate the rate of return to an investment in education and then compare this with an alternative investment. (Lockheed and Hanushek, 1987; 8) This is complicated--in large part because the calculation of benefits is frequently difficult--but it has proven to be a very useful approach for policy considerations. The analysis of external efficiency provides information that is useful in deciding upon the right level of educational spending for a country, or in deciding upon the allocation of funds across different subsectors such as secondary education or vocational training. It does not, however, provide guidance about the specific policies that should be pursued within the educational sector. This guidance is provided through analysis of internal efficiency. (UNNESCO, 1998:47).

2.6.3. Efficiency

The concept of efficiency as used by economists, refer to the relationship between the inputs in a system and the outputs or outcomes from the system. However according (UNESCO, 1998:17), measuring the efficiency of education systems is problematic due to difficulties in defining and measuring educational outputs and outcome as well as quantifying the relationship between inputs and outputs and/or out comes. Any way an education system is considered efficient if it produces the desired outputs or outcomes at a minimum cost. The desired quality of output is measured in terms of a maximum number of pupils who have acquired the necessary knowledge and skill as prescribed by the society. Therefore, as stated above an education system is considered to be efficient if for a given input of resources (human, financial and material) is maximized the desired output both in quantity and quality.

2.7. Factors behind Low and High Completion Rate in Education

Many secondary school children who beg the school system at secondary level do not complete the cycle in the given period. This is becoming one of the challenges of achieving USE goals at 2015. Moreover, many factors could be behind low completion rate at secondary schools. According to Abagi et.al(1997), the major factors that affect low completion rate at secondary school could be divided into three or four categories. These are education polices and institutional processes, school-based factors, household and community based factors and student related factors. Even though their impact varies from school to school, the above categories of factors of low completion rate have caused inefficiency in secondary school. Thus, since low completion rates a serious wastage in the system it must be solved as immediate as possible.

2.7.1. Education Polices and Institutional Process

Under these categories of factors one can evaluate insures such as polices or budget allocation, cost of secondary education, political will, loop sided priorities, poor management, monitoring and feedback (Abagi, et.al, 1997). The budget allocated to secondary education per child the cost education which might be incurred by Government or parent; poor management monitoring, and evaluate major impact on internal efficiency of schools. For instance, if burden of cost of education is shifted to parents, due to poverty level of parents they might be unable to finance their children‘s educational cost. For example, in Kenya as cost sharing policy is introduced in secondary schools since 1988.This policy has made parents and community unable to support their children education. Moreover, this became a major source of school inefficiency (Bishop, 1989). Any way this policy factor does not seem an influential factor in our countries because cost sharing is not introduced at secondary schools. Government allocates a block grant to each student. In addition to this, the policy related factors are like promotion policy, teacher textbook ratio, student classroom ratio, teacher student ratio policies affect the policy on teacher’s salary, and policies on school feeding program etc. also affect schools internal efficiency.

2.7.2. School Related Problems

Several school-based factors have been cited as being responsible for high or low completion rates among secondary school. Pupils in most African countries among these the main ones are school environment and location, access of educational facilities and materials, classroom

dynamics (use of more efficient methods), teachers qualification and attitudes towards their work and pupils and over loaded curriculum, are the main areas (Abagi,1997). Therefore, one of the most important factors that enable us to determine high or low internal efficiency is the organization and structure of the school. According to Simmons (1986: 45), School based factors include school facilities, teacher characteristics. School management regulation and guidance and the classroom dynamic or the interaction of the student, teacher and the curriculum are dominated.

2.7.2.1. School Physical Resource and Facilities

School physical resources and facilities include school buildings, furniture, equipment‘s of laboratory pedagogical center, library, textbooks etc. Many writers have tried to study the effect of school physical resources and facilities on academic achievements of students in particular and internal efficiency in general. For instance, Shiundu John (1999:17) indicates that shortage to physical resources and facilities at school level cause wastage of education, by raising the repetition and dropout rates. Similarly as stated in Harrison and Hanusheck recent review studies on the relationship between facilities and student achievement in developing countries 22 out of 34 studies showed positive relationship. However, three studies showed inverse relationship and nine studies were found that it was insignificant (Nebiyu, 1999:285).This review of studies indicates that the school facilities and academic achievement of students are associated directly. In other words, other things being equal ,as school facilities increase the number of good achievers or promoted children increases, and vice versa. It is true that many educationalist give emphasis for the availability of school facilities, which affect the quality of teaching poor school facilities may affect students’ performance. In some cases, it has more impact on girls than boys. The effect is clearly seen when girls reach puberty, they need seats permanently and separate latrine. The non-existence of these facilities is likely to be contributing factors for girls’ dropout (Rose, 1997:6). In addition to this sexual harassment and school, location and distance affect girls’ dropout.

2.7.2.2. School Location

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

It also affects girls than boys. For instance, as one study conducted in Egypt reports, among enrolled girls who lived 2km from their school was achieved 8% lower than that of girls who lived 1 km from their school. Whereas for boys who lived farther away from 4 percent lower‘‘(World Bank, 1990:3435). In Ethiopia as greater proportion of the population is living in scattered settlements of rural area this factor seems critical factor for internal efficiency of secondary schools.

2.7.2.3. Teachers’ Characteristics

Generally, the qualities of teaching staff in schools affect the internal efficiency of schools. The characteristics that are related with quality of teachers include teachers attitude, qualification, experience, motivation, classroom management and their interaction with students‘ academic achievement in particular and school repetition rate in general (Bishop, 1989:74). For instance, many researchers studied the effect of teachers input on cognitive achievement and the summary of the results of the study are reported as follow. As Harmison and Hanucheck in Nebiyu, (1999) summarized 96 studies conducted in developing countries they reported that among 63 studies conducted on the relationship between teacher education and 23 students‘ academic achievements 35 of them showed positive relationship. However, he studies will found insignificant relationship. On the other studies conducted regarding teachers experience, salary and teacher-pupil ratio on academic achievement, over half of the studies will found to have insignificant effect. In contrast the above-mentioned fact (Simmons and Alexander, 1986:90-91). Reviewed many research findings and stated the following conclusion:

Teachers experience and salary tends to have positive influence on academic achievement. Smaller teacher-pupil ratios have little effect on students’ achievement.

Similarly, studies carried out in Asian countries confirmed that schools that have increase class size had yet shown reduced wastage in terms of dropout and repetition (Bishop, 1989). On the other hand, few class observations in Kenya indicate that there are cases where teachers negative

attitudes ―Push pupils, especially girls, out of schools. These pupils are those who are neglected, abused, and miss-handled and sent out of class during teaching learning periods. The results of all the above cases are absenteeism, hate of schooling poor academic performance, and non- completion of the education cycle (Bishop, 1989). In addition to this sexual harassment and pregnancies is found to affect girls' participation and repetition rate in education.

Finally, in the sphere of teacher's characteristics, low teacher motivation is one of the most important causes for wastage in education. Low teacher motivation leads to teacher absenteeism and attrition, which are the prominent problems of developing countries. Teacher absenteeism reduces students learning time, while teacher attrition increases costs of teacher training. One recent World Bank study reports that the causes of low teacher motivation are low salaries, poor working conditions, insufficient career advancement opportunities and/or weak supervisory and support services. Low teacher moral, directly or indirectly, affects the quality of teaching and the relationship between teachers and students, which results low pupil achievement and high school dropouts**.**

2.7.2.4. School Policy

Schools have their own operational polices and regulation in relation to teaching learning process and assessment of students learning. The other school related factor, which is most critical for school readiness, academic performance and repetition rate, is the language policy, as it is evident in our educational policy and practice. The ultimate purpose of this policy was mainly to increase educational quality and reduce educational wastage.

2.7.2.5. School Management System and Practices

School management is one of the important factors that affect internal efficiency of schools. For instance the school management have 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 teachers, qualification & training of 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 has adopted and emphasized on decentralized management

system. School level decentralized management system is believed to improve schooling efficiency**.**

2.7.3. Student Related Factors

Students' characteristics are among most important factor that affects internal efficiency of schools. In a class room due to individual difference and background students come to school with different characteristics that affect the students' level of participation and achieving in education.(Nebiyo,1999:247), For instance due to this difference students come up with different physiological and psychological makeup and as a result of this students attending the same class are considered to have difference in personality such as physical, mental, intellectual, moral & motivational factors that in turn have a contribution to educational wastage at different levels (UNESCO, 1970). In light of the above stated fact and according to Kathmandu, (2001) among many student characteristics that affect internal efficiency includes:

 Variation in sex and age group Difference in socio-cultural background such as backwardness community, Difference in economic condition Parental attitude towards education in general & girls in particular Parents educational awareness and literacy level Opportunity cost of child labor and house hold work Difference in children's living location (in remote and rural areas)

 Vulnerability such as orphans and those affected by HIV/AIDS

In addition to these refugees, internally displaced children that affect by conflict and natural disaster are victims of repetition and dropout, which in turn affect internal efficiency of schools.

Eggen and Kauchack (1992:178) Explained that the students with the following characteristics are found to be either under achievers, slow learners or children at risk and students characteristics that lead to inadequacy and grade repetition are:-Low motivation, Low self-esteem, Dissatisfaction with their school environment, Poor school attendance, Lack focus on their task and not respecting school regulation.

2.8. Teachers' Role in Quality Education

UNESCO (2004) asserted that the roles of the teacher, especially in the classroom, and the impact of the teacher and teaching, have been identified in numerous studies as a crucial variable for improving learning outcomes. The way teachers teach is of critical concern in any reform designed to improve quality of education in general and in particular teaching and learning. UNESCO emphasizes that teachers have the strongest influence on learning and on a wide variety of other quality factors within schools. UNESCO (2004) adds that since quality education is attributed to teachers, there are five crucial areas of interventions to teacher quality, concerning their role as contributors to quality education. These interventions are (i) finding the right recruits; (ii) initial teacher education; (iii) ongoing professional support; (iv)teacher earnings; and (v) teacher deployment and conditions of service. Educational institutions as well as policy makers have labored to bring about quality education in the way they review policies and approaches. Quality awareness and self-evaluation is an ability to reflect on teaching, critically examine the methods used and look for alternative ways of teaching. This helps teachers to improve their teaching methodologies and approaches. Active learning: Active learning and its strategies as an alternative approach to traditional teacher-centered approach would do more than the traditional method of chalk-and-blackboard. The active learning approach, despite its advantages, still proves controversial in practice though it serves educational purposes, especially in terms of quality education. Santiago and McKenzie (2006) cited that as a new paradigm to enhance quality of teaching, they are aware of the implications of applying active learning in the classroom. It is an ever-increasing demand to move beyond rote learning and teacher-directed instruction to more active, student-centered approaches.

2.8.1. Content, Context and Relevance of Quality Education

Content refers to the intended and taught curriculum of schools. UNICEF (2000) noted that national goals for education and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum.. Thus at the local level, it has an impact on and contributes to the quality of educational content. In all countries, however, quality content should include several pivotal areas such as literacy, numeracy, life skills and peace education as well as science and social studies.

On the other hand, context refers to societal values and attitudes which are inculcated through education and economic status. In other words, national policies for education provide an influential context for education. Context of quality education: In attempting to fully understand the dynamics of the teaching and learning process, it is essential to consider social, cultural, economic and political dimensions of the local context. These dimensions include factors such as structure and needs of the labor market in a context of globalization, socio-cultural, linguistic, religious factors, public demand, modalities of national governance, support structures, and public resources allocated to education. The needs and the possibilities for action within different educational contexts will vary and decisions must be made over what is desirable and feasible within a specific context; this is what can be termed education context that suits the objectives of education locally as well as globally (United Nation Educational, Scientific and Cultural Organization, 2004).

Content relevance of quality education: Relevance refers to the extent to which the objectives of an intervention (teaching and learning, especially taught curriculum) are consistent with the partnerships goals and strategies, beneficiary requirements, country needs and global priorities. Retrospectively, the issue of relevance often becomes a question of whether the objectives of an intervention or its design are still appropriate given changed circumstances. Relevance of education in terms of learning includes relevance to context, relevance to the present and future needs of learners in terms of knowledge application and relevance to humanity (Ahimbisibwe, 2009).

Relevance is also an issue of national policy. Education strongly influenced by learner actions is judged central to developing the potential of the child. The notion that acquisition of knowledge and skills requires the active participation of individual learners is central in the learning process. Additionally, the notion of relevance has always attended debates about quality education. In the past, and particularly in developing countries, imported or inherited curricula have often been judged insufficiently sensitive to the local context and to learners socio-cultural circumstances. The Convention on the Rights of the Child to Education stresses a child-centered approach to teaching and learning. It emphasizes the importance of curricula that as far as possible responds to the needs and priorities of the learners, their families, and communities (Sifuna, 2007). Relevance, however, has to do with how relevant education is in the learners' life and future and how relevant it is to the learner's context. Furthermore,

relevance in learning context should address the present and future needs of learners and humanity. This is to say, education as a social as well as personal gain should benefit both the individual and society (Barret, 2006). In brief, curriculum should have a holistic view, taking into account all components of culture, national policies and knitting them together to make education not only holistic but also relevant to learners and society as a whole.

2.8.2. Parents/Guardians and Community Members/

In developing countries, like Ethiopia, there 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 schools but in the meantime those enrolled students become drop outers or repeaters. According to Abagi (1997), Household or community based factors that affects completion rate in education includes:-household attitudes to education, opportunity cost of education, socio-cultural factors and traditions (example, early marriage), Gender issues, socialization and religious factors. According to the above cited author all the above household or community based factors are responsible for pupils failure to complete secondary education. Generally, parents' economical, socio-cultural, religious and educational background affects the internal contributing to repetition in particular and internal efficiency of schools. According to Susy, (2008:13-15) Factors Secondary schools in sub-Saharan Africa include the following. The cost of schooling, remoteness of the school, illness and malnutrition, lack of sanitation blocks at schools, the need to work, limited access to secondary schooling, quality and relevant of schooling instructional time in schools and language of instruction.

2.8.3. School Teaching and Learning Facilities

The comfort of Teachers and students is indicated as the most important aspect of any school environment. If Teachers are comfortable, then learning becomes much easier. Students and teachers' comfort is a combination of several and different factors such as adequate usable space for extra-curricular activities, cleanliness, clean water, noise control, lighting, and sanitation. The alarming increase in the number of Teachers with asthma is one problem that may, in part, be a factor of poor physical conditions in schools.

2.8.4. Theoretical Frame Work

The theoretical framework of this thesis consists of theoretical approaches how ingestions that could influence each of the variables, such as students' academic achievement issues, teachers' professional competency issues, teaching and learning facilities issues, parents involvement issues, principal leadership issues that would affect processes which would transform these variables (inputs) into the desired result/output (quality of education). The framework illustrates a sequence of cause and effect relationship that a system generates towards a desired result. The framework also shows the variables in a simple analysis that consists of inputs, processes and outcomes (Ahimbisibwe, 2009). The supervisory role played by head-teachers in school ensures the provision of quality education, be it at ministerial or school level. Supervision ensures that educational policies and programs are implemented accordingly and on time. Similarly, the head teacher encourages teachers in their profession and provides technical advice to them to do the right things and on time. He or she plays a supportive and directive role in supervision (Barret, 2006).Teachers' qualifications and professional development play a significant role in the provision of quality education, especially in terms of inputs for the learners, which is portrayed in their performance and later on in life after school. Professional qualifications of the teachers give them confidence, competency and ensure skillful delivery of lessons (Salami, 2003).Teaching and learning resources significantly support provision of quality education. They complement and improve learning as they make teaching and learning handy and practical. Meanwhile, financial resources move the system activities towards realization of quality education. Therefore, school budgetary planning is very important to enable the school to render its services effectively and to fulfill its educational goals (Ahimbisibwe, 2009).

Teacher's effectiveness*:* How a teacher teaches matters so much in bringing about quality education. An effective teacher should have a desired output. Since teaching is an activity, the teacher should know what he or she wants to achieve besides the overall objective of the school, that is, quality education. In other words, the effective teacher is one who is competent and knowledgeable in teaching. His or her teaching effects a change in the learners. Therefore, the effectiveness of the teacher shapes the overall standard of learning to achieve the desired output, that is, quality education (Barret, 2006).

Leadership style in school*:* Leadership has a major influence in achieving quality education in school. As a policy implementer, the school head organizes how to carry out all the system (school) activities, especially curriculum implementation and instructions to achieve the educational goal. A good school leadership involves teachers to execute educational programs according to laid down guidelines (Ahimbisibwe, 2009).

The school leader interacts with parents and community leaders to build better collaboration or teamwork to achieve better performance. He or she creates a safe environment for Teachers in terms of security, academic focus and concentration both in studies and in class inputs. Therefore, quality education is a product of teamwork. Leadership ensures that resources, both human and material, interact to achieve the best outcome, which is quality education (United Nation International Children's Education Fund, 2000).

School environment and teaching-learning facilities and resources in school*:* This is a fundamental aspect in education. Textbooks, teaching and learning materials and a conducive school environment contribute to better learning, both in psychological and physical terms. Psychologically, if Teachers feel comfortable in school, with adequate security and a friendly environment, they enjoy learning; this leads to better academic performance and achievement. In fact, a quiet, suitable and comfortable environment plays a significant role in learning and results in better educational outcomes. Good classrooms with adequate and appropriate lighting, and enough benches or chairs, facilitate learning. Cumulatively, these contribute, though indirectly, to quality education. In short, a conducive environment characterized by internal and external surroundings facilitates better learning (United Nation Educational, Scientific and Cultural Organization, 2004). In addition, teaching and learning materials are key important aids in quality education. Textbooks and teaching aids such as maps, charts and audio visual aids enhance teaching and learning. Therefore, both environment and teaching and learning facilities play a significant role in quality education. Without teaching and learning materials teacher effectiveness is undermined (Abiy, 2015).

In conclusion, the school system needs both human and material resources to function effectively. Textbooks, teaching and learning materials, equipment as well as facilities, good and adequate physical structures, are necessary for realization of quality education.

Parents/guardians and community members/leaders' involvement and support*:* These people are significant in the life of students, both directly and indirectly. Directly, they influence

Teachers by their care and providing moral discipline at home; they also encourage Teachers to work hard. Indirectly, they support the school financially by paying for the education of their children and supporting school functions such as meetings and school visits, which may boost students' academic morale. Parents are the first educators of children; they cannot delegate this responsibility to others. It is their moral duty to participate in the education of their children. Parents have a long-term responsibility to their children. It is, therefore, in the interests of children that their parents are engaged in what is likely to shape their future life. Parental participation is likely to increase students‟ success in learning, especially through active support in the provision of school inputs as well as moral formation and other values. All these lead to better performance of students. In summary, parental involvement in school is a vital indicator of whether the school excels in providing quality education and whether Teachers achieve excellence and high performance.

Quality education*:* Quality education in this study is not limited to standardized, national examinations where Teachers are reported to have high quality education when they score highly on these examinations. Rather, quality education is a holistic standard encompassing intellectual and cognitive psychomotor, social and emotional development. Quality education requires going beyond inputs and focusing on actual measures of achievement such as equity, promotion, completion rates, and the kinds and quantity of facts and skills that Teachers have learned.

Quality education measures the whole process of inputs and outputs of learners, i.e. internal and external process of education outcomes. Quality education needs strong inputs or investments to produce competitive outputs.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter focuses on the methods employee. It embraces the research design, Data Sources, sample size and sampling techniques, Validity of question, Reliability of questionnaire, instruments and procedures of the data collection and methods of data analysis. Pilot test results are also revealed hereunder. The details are presented below

3.1. Research Method

Descriptive survey type of research methods was employed in the study. This helps to record, describe, interpret, analyze and compare the status of the problems. A mixed approach was employed in the study to achieve the intended objectives**.**

3.2. The Research Design

Based on research questions, cross sectional descriptive survey design was used in this study. This is because design is relatively in cheap and takes up little time to conduct. For Creswell (2003), such design also used to obtain general overview of the subject, and to generalize study finding from sample to population. In this study, mixed approaches were employee. Creswell and plano Clark (2007) indicated that mixed approach is more than simply collecting and analyzing both kinds of data; it involves the use of mixed approaches so that the overall strength of a study is greater than either qualitative or quantitative research.

3.3 Source of Data

The sources of the data for this study were collected by primary sources and secondary sources of data.

3.3.1. Primary sources of data

Primary data was collected from the sample respondents, those were; principals, teachers, PTSAs and supervisors.

Primary sources of data was collected to assess the internal efficiency, to examine the awareness of stakeholders on that assessment of internal efficiency of schools and to explore whether or not effectiveness measures have been take to enhance problems related to internal efficiency.

3.3.2. Secondary sources of data

Secondary data sources were collected from Hadiya Zone annual abstracts; Woreda education reports and schools statistics in order to identify the assessment trend of internal efficiency of secondary school based on the dropout and repetition.

3. 4. Population size, Sample and sampling techniques

The target populations of this study were Hadiya Zone secondary schools principals, teachers, supervisors and PTSAs. In this study, the researcher believes they are the right source of information on the issue under investigation. For this study six woredas, selected by stratified sampling techniques, since the zone were divided in to thirteen woredas and three town administrations to make the study manageable, the study was conducted at secondary by using simple random sampling.

To determine the sample size and sample procedures, the sample frame of population were define. Accordingly, the target respondents of the study were the population of secondary school teachers, school principals, school supervisors and PTSAs in each sampled woredas and sampled schools. Therefore, the populations were target people in thirteen woredas and three town administration and the sample was taken one town administration (33 %) and five woredas and town administration (38%) from each woredas. I looked 6 schools. To obtain the necessary sample units, availability and simple random sampling techniques were employed. From the total of 28 schools 6 (24%) of schools were taken as sample by using simple random sampling techniques, 6 (5%) principals available sampling, 190 (30%) of teachers by simple random sampling, 24(48%) PTSAs was selected simple random sampling techniques for interview and 6 supervisors was selected using availability sampling assuming that they could give adequate information about current status on the factors affecting internal efficiency in their respective schools.

TABLE 1: POPULATION AND SAMPLE SIZE

Wroradas	School	Population of Teachers	Samples of teachers	Samples of principals	Samples of supervisor	Samples of PTAS
	No	No	No	No	No	No
Shone town adm.	3	103	31	1	1	4
M/k Badewacho	7	88	27	1	1	4
M/b Badewacho	6	143	39	1	1	4
SiraroBadewacho	2	77	241	1	1	4
Shashogo	6	94	28	1	1	4
Analemo	4	135	41	1	1	4
Total	28	640	190	6	6	24

Source; Field survey of Schools sampled

3.6. Data Collection Instruments

Four types of data collection tools was used-

3.6.1. Document Analysis

Document at Zonal education office, Woreda education offices and sampled secondary schools were reviewed to identify the challenging trend of internal efficiency of educational system.

3.6.2. Questionnaires

Questionnaires' was prepared to collected data from secondary schools teachers, the close ended items that deals with the assessment of the internal efficiency in the secondary schools were prepared on likert-type five point scale to which respondents were required to indicate how often each of the statement items have occurred. The five point rating scales used were very high = 5, high = 4, mode rate = 3, low =2, and very low =1. The questionnaires have two categories: The respondents' personal characteristics and item relevant to the issue under investigation. The researcher was compute the quantitative data using the mean score for each item were calculated the median line (i.e. 3.0) as a dividing line, those items whose mean become below 3.0 are

assumed as having less significant contribution to the problem and those having mean score above 3.0 are considered as significant factor for the issue under discussion. Two sets of questionnaire were prepared in English for principals, and teachers of sample schools. The questionnaire was developed for 6 principals and 190 teachers. Then, before the distribution of questionnaire, necessary oral orientation regarding the purpose of the study and the specific as well as general directions of questionnaire was given for the respondents by the researcher at their rest time. After this; each group of respondent filled the questionnaire and returned with complete information.

3.6.2.1. 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 one secondary school from Shone town administration named shone preparatory and secondary school which is out of sampled schools. The test was done with 5 teachers among 10 teachers who have been selected by simple random sample method. Based on the data collecting, the validity and reliability of the tools was analysis and necessary modifications was made for the questions which were not understand by the respondents and contents of questionnaire which have the same idea.

3.6.2.2. Validity of the instruments

In this study, expert in the field reviews survey items about the background information for content and clarity. One-faculty members from educational planning and management department of Wachamo University reviewed those survey questionnaires to insure that instrument comprehensively covers the domain. Feedbacks on the instruments were also solicited from the student, researcher's advisors. Finally, all accepted comments and feedbacks would be included in the final version of the instruments. Regarding trustworthiness of the study, the participants are not force by anyone to participate in the study. Such situation can increase the trustworthiness of their response. Moreover, half out of participants of the interview are invite to review the accurse of the response, and the interpretation of the emerged themes.

3.6.2.3. Reliability of the instrument

To insure its reliability, the student researcher pilot tested all the survey questions designed for this study. The plot test was conducted on Shone preparatory and secondary school teachers that

are excluded from the actual sample of the study. Insuring their confidentiality anonymity, the student researcher asked the participants to complete the questionnaires and to prove feedback. Using the data collected for the pilot study the student researcher checked the reliability of the instruments by using the Cronbach's alpha. According to Cohenetal. (2007), Cronbach's alpha reliability coefficient of 0.73 was calculated in this study.

3.6.3. Observation

Marshall and Rosman (1999:107) define observation as a systematic noting and recording of events, behavior and objects in the social setting were data gathering tools for the study. Observation is a fundamental and highly important element in all qualitative inquiries. It is used to discover complex interactions in a natural social setting. The researcher was conducts observation of classrooms. Each class was observed by using observation checklists and the investigator gives more attention to the assessment of internal efficiency. Moreover, asking permission for help, arrangements of classes to conduct observations were taken by the investigator to make the data collection process safe and convenient.

3.6.4. Interview

Interview gives the needed information face to face thus; with this assumption, open-ended interviews items was provided for PTAs and supervisors to freely express their ideas questions were used to collect deep information on issue related to the assessment of internal efficiency. The interview questions were prepared in English and translated to Amharic language. The interview was conducted with 6 supervisors and 24 PTAs.

3.7. Procedures of Data collection

After including all comments to the survey questions and obtaining information through data collection instruments, the researcher was developed and piloted to check the appropriateness of the data collection tools. Then, after getting permission letter from Hadiya zone education desk, to conduct a study in selected secondary schools of the zone, the student researcher were made contact with school leaders, teachers, supervisors and unit leaders to inform them about the purpose of the study and to distribute the questionnaires in selected secondary schools in their

respective woredas. The student researcher was personal distributes the questionnaire for the respondents. Moreover, the student researcher was personally conducts all of the interview participants and make interview in their work place. Finally, the response obtained from observation and questionnaires were analyzed using tables and appropriate statistical tools.

3.8. Methods of data analysis

In this study, the qualitative data was collected through classroom observation and interview from classrooms and principals of the select secondary schools. I.e. speak in the form of words and the data collected through questionnaire was recorded and process by using version 20 of statistical package for the social science (SPSS) and was analyzed by employing different statistical tools. The appropriate statistics procedures were identified in line with purpose of the study. First, frequency distribution was used to obtain an accurate description of the respondents' and their school background. Then setting the alpha level of significance at five percent (a= 0.05) the researchers were used mean to analyze the quantitative data. Data collected through interview and observation was analyzed by using content analyze approach. Using this methods enables the student's researcher to organize the data break them into manageable units and then search and come up with themes.

3.9. Ethical consideration

Efforts were to make the research process professional and ethical. To this end, the student researcher was tried to clearly inform to the respondents about the purpose of the study, i.e. purely for academic. As he introduces its purpose in the introduction part of the questionnaire and interview guide to the respondents, he was confirmed to subjects confidentiality was protect. In addition, the study was conducted after obtaining informed consent from respondent.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the findings of the study and their interpretations. It has three parts where the first part deals with characteristics and background of respondent. The second part deals with analysis of data collected from documents to show the trends of internal efficiency. Third part presents analysis of responses from principals, teachers and followed by interview with PTSA and supervisors.

4.1 Background of Respondents

A total number of 196 questionnaire were distributed to 6 Principal and 190 teachers, 24PTSA and 6 supervisors were interview.

TABLE 2: Back ground of respondents

Item		Principal		Teachers		PTAS		Supervisors	
		No	%	No	%	No	%	N o	%
Sex	Male	6	100	120	63	21	88	6	100
	Female			70	37	3	12		
	Total	6	100	190	100	24	100	6	100
Work experience	6-12	3	50	36	19	--		3	50
	>13	3	50	154	81	-		3	50
	Total	6	100	190	100	--	-	6	100
Educational level	Grade 9-10	-	-	-	-	17	70	-	-
	Grade 11-12	-	-	-	-	5	20	-	-
	Certificate	-	-	-	-	2	10	-	-
	1o+3,10+2			75	39	-	-		
	BA/BED/BSC	1	17	110	60	-	-	2	33
	Masters	4	66	5		-	-	4	67
	Total			190	100	24	100		
Field of the Study	EDPM	5	83	-	-	-	-	5	83
	Non EDPM	1	17	-	-	-	-		
	Total	6	100	-	-	-	-	6	100
Age group	29-31	1	17	43	23	-			
	32-34	2	33	77	41	6	33	3	50
	35 and above	3	50	70	36	18	67	3	50
	Total	6	100	190		24		6	100

As indicated on Table 2, the majority 6(100%) of principals, 120(63%) of teachers, 21(70%) of PTAS and 6(100%) supervisors are males and the rest are 70(37%) teachers and 3(30%) PTAS respondents were females. This shows that the encouragement of female teachers in teaching profession is increasing their participation as they hold the post of principal, until PTAS and supervisors shows that inequality with Male at leading position. On the other hand, 3(50%) principals, 36(19%) of teachers and 3(50%) supervisors respondents are with work experience of twelve years and below. The remaining 3(50%) of principals, 154(81%) of teachers and 3(50%) of supervisors respondents were with work experience of respondents were with work experience of thirteen years and above. Since the majority of principals and supervisors have experiences less than thirty years, this show that in handling school internal efficiency problem was at higher disadvantage. The current Education policy on human resource recruitment and development (MoE, 2002) indicate that minimum educational requirement for secondary schools teacher is degree (10+4 /12+3) and masters, while secondary school principals need to have at least a first degree. However, table 3 shows that the majority, of the 4(67%) of principal, 115(61%) of teachers and 4(67%) of supervisor full fill the maximum requirement of being a secondary school Principal as well as teachers and supervisors. The majority of PTAS respondents 5(42%) were also grade 9-12. Based on this, almost all of the principal respondents 'educational background was so far good the required educational level of being and most of 1(17%)Principals field of study were non –EDPM. The researcher one from the above table can be concluded that the back ground of the respondents enough to collect the information about this study.

4.1.1 Result of Schools Observation Checklist

Observation on the school infrastructures, facilities, schools management practices and teacher's and student's in class activities

4.1.2 School Observation checklist

Based on schools observation major factors contributing to poor internal efficiency stated were frequent absenteeism of students, low teachers and student's punctuality in classroom, inadequate or no infrastructures such as clean water and latrine. Teaching approaches of most teachers was dominated by teachers centered methods; absence of students' attendance in some

classroom, most of the teachers do not use teaching aids, continues assessment was not practiced and unclean learning classroom.

TABLE 3: Trend of secondary education dropout

WEREDS	2015/16			2016/17			2017/18			2018/19		
	Dropout rate			Dropout rate			Dropout rate			Dropout rate		
	M	F	AV	M	F	AV	M	F	AV	M	F	AV
M/k Badewacho	12.5	10.5	11.5	10.2	11	10.6	11.	12	11. 5	4.3	6.5	5.4
M/b Badewacho	11.4	9.4	10.4	10.4	8	9.2	8.4	7.6	8	6	4	5.1
SiraroBadewacho	13,.3	9.7.	11.5	10	11	10.5	7.8	8.1	7.7	5.5	6.0	5.7
Shone town adm.	10.4	9.4	9.7	11.4	8	9.7	7.4	7.6	7.5	6	4	5
Shashogo	13.1	11.2	12.1	10.9	8.7	9.8	7.7	6.3	7.0	7.2	6.3	6.6
Anlemo	13	10	11.5	9.5	8.7	9.1	8.8	7.1	7.4	5.6	4.5	5.5
Total average	10.1	10.0	10.5	10.4	9.2	9.8	8.5	8.1	8.1	5.7	5.2	5.4

Source; Hadiya zone education department office

Table 3, shows that woreda level trends of secondary education dropout rates, average for woredas were the same to the Zonal trends averages, since all woredas within the Zone were included in the sample. As shown from the table girls have higher dropout rate than boys, among the six sample woredas, dropout rate. Later shows, a decreasing trend from 10.00 in 2015/16 to 5.4 in 2018/19. To the contrary, the rates for the remaining all woreda worsened in the years under. These data suggest that dropout rate indicate that, woredas education offices challenged by low internal efficiency.

> Moreover, according to interviews of one PTA respondent said that "Dropout rate at school was very high, because of affecting by droughts and absence or shortage of water for human consumption and animals. In above reasons for searching of water in dray season and in harvesting season high number of students leaving school to support their family and more family responsibility failed on them".

4.1.4 Students grade repetition

TABLE 4: Students grade repetition

Year	Sex	Enrollment by grade				Grade Repetition			
		Grade 9	Grade 10	Grade 11	Grade 12	Grade 9	Grade 10	Grade 11	Grade 12
2015/16	M	13540	12870	10500	10875	8.9	7.7	8.1	17.6
	F	14025	11500	11270	12705	9.3	8.3	8.6	18.5
	T	27565	24370	21770	23580	9.2	8.0	8.4	18.5
2016/17	M	15987	14322	12896	14203	7.0	5.2	6.8	9.9
	F	15301	12822	12076	12951	7.6	6.6	7.3	10.8
	T	31288	27144	24972	27154	7.3	6.0	7.1	10.3
2017/18	M	17039	14245	12899	15613	6.3	4.1	4.5	8.0
	F	15909	13460	12233	13587	7.1	4.8	5.3	10.5
	T	32948	27705	25132	29200	6.7	4.5	5.0	9.2
2018/19	M	19475	16550	14325	17001	3.3	3.3	4.0	5.0
	F	17887	15363	13507	13230	3.1	2.9	3.4	4.8
	T	37362	31913	27832	29331	3.2	3.0	3.7	5.0

Source; Hadiya zone education department office

On grounds of the conducted document review of which table 4, shows the Zonal trends in secondary education repetition rate. The record shows that with an inconsistent trend, repetition rate has been severing in all grade levels especially from (2015/16 -2017/18). Based on document the review trends of repetition shows the increased and decreased trends in all Grade level. As indicated from the table above grade 9, 10, 11 and 12 trend of repetition rate increase and decrease in above stated year. The repetition rate fluctuating over the years but it end up with the trend increase in 2015/16 –2017/18 and slightly decries from 2018/2019 but in any way it were not came to standards. One can be concluded that he total trend of repetition rate in secondary Education shows both the increased and decreased trend in four consecutive years. This show that great challenges to zonal education departments to standardized internal efficiency of education system.

4.3 The major causes of internal inefficiency in secondary education

As students are direct beneficiary of education; various factors those contributed to educational wastage could be attached with students' related causes. Among these variables, failure in study hard, lack of interest in education, low future success expectation, frequent non-attendance, students' health problems and low self-conception due to previous failure in exam are presented in Table 8 below.

TABLE 5: Students related factors to students

No	Item	Respondents			
		Teachers (N=190)		Principals (N=6)	
		Mean	S.D	Mean	S.D
1	Failure to study hard	4.3	1.1	2.5	1.9
2	Lack of interest in education	4.5	1	2.6	1.5
3	Low future success expectation	4.0	.9	3.0	1.4
4	Frequent absenteeism	4.3	.8	4.5	.8
5	Pupil health problems	4.3	.9	3.6	1.0
6	Low self-confidence due to previous failure in exam	4.0	1.2	4.1	1.3

N.B, Mean value 4.5-5.00 very high, 3.5-4.49 high, 2.5-3.49 moderate, 1.5-2.49 low and 1-1.49 very low, Degree of freedom (df) =194,$\boldsymbol{\alpha}$ =0.05.

Table 5: item1 presents teachers and principal's ratings of students' related factors that linked with educational wastage of secondary schools in Hadiya Zone. To begin with, respondents were asked to rate the contribution of students' failure to study hard for dropping out of students in secondary schools of the study area. The mean value of teachers (Mean=4.3, SD=1.1), principals (Mean=2.5 SD=1.9) indicated in the table. The mean responses of principals' rated average (3.4).This show that the problem is moderate. Therefore, failure to study hard is not a serious problem; it might change the attitude of the students by giving awareness, motivating students', strengthen school counseling, supplying rewards. Hence, there is no significant difference between two groups.

Item 2 from above table (5) show that, the respondents were asked to rate what extent the students lack of interest in education school dropout/educational wastage in secondary school in

this study area. As a result, the mean value of teachers (mean=4.5, SD=1, principals (mean=2.6, SD=1.5) indicated in the table. one can see from the data, the mean responses of teachers and principals rated average were (3.55). This shows that the problem is high. Therefore, lack of interest in education is a serious problem in study area. Hence, there is no significant difference between two groups.

In the same table 5, item 3, low future success expectation show that, the respondents were asked to rate what extent the students low future success expectation school dropout/educational wastage in secondary school in this study area. As a result, the mean value of teachers (mean=4.0, SD=.9, principals (mean=3.0, SD=1.4) indicated in the table. one can see from the data, the mean responses of teachers and principals rated average were (3.5). This shows that the problem is high. Therefore, low future success confidence is a serious problem in study area. Hence, there is no significant difference between two groups.

In the same table 5 item 4, frequent absenteeism to dropping-out students 'of the school educational wastage in this study area. As result the respondents rated mean value of teachers (mean=4.3, SD=.8), principals (mean 4.5, SD=.8) indicated in the table. One can see from the data mean responses of teachers and principals rated average below (4.4) on the Likert scale. This shows that the problem is very high. Therefore, frequent absenteeism in education is a serious problem in study area. Hence, there is significant difference between two groups.

Item number 5 presented in the Table 5, is the pupils' heath problem. Mean scores of teachers (Mean=4.3, SD=.9), principals (Mean=3.6, SD=1.0) indicated in the Table. The average mean value responses of principals and teachers rated were (3.85). This shows that the problem is high. Therefore; pupils' heath problem is high problem in study area. This shows there is significant difference between two groups. Hence, that student's health problem is not major reason of educational wastage in the study area. It might change; Student parents can protect students' health by supplying balance food (diet), medical treatment and protecting epidemic diseases.

In the Table 5 item 6 is the students' low self- confidence due to the previous failure in exam. The contribution of this variable to dropping-out of school in the sample secondary schools is computed. The calculated mean value of teachers (Mean=4.0, SD=1.2), principals (Mean=4.1, SD=1.3) indicated in the data. The average mean value responses of principals and teachers rated

(4.05).This shows that the problem is high. Therefore, low self- confidence due to the previous failure in exam is serious problem. Moreover, the T-test result shows that p-value is greater than 0.05.This shows that there is significant difference between two groups. Hence, one can be concluded that student's low self- confidence due to the previous failure in exam is not major reason of educational wastage in the study area. Might, students failure in exam can changeable by different mechanisms like, Student parents, teachers, school leaders, political authorizers, educational psychologists may can change students' failure exam by counseling, motivating and accompanying different kinds of rewards.

Findings, on this issue were, it is impossible to expect good academic achievement from students without good health. Coombs (1985) stated that the learning achievement of students depends largely on the characteristics of learners themselves whether they are well-nourished, having physical and mental health. As reported by many other findings, fever, malaria, recurring headaches, stomach pains, liver problems are serious in most rural and remote areas of developing countries. Such problem usually lead students to discontinue their schooling and/or performing low in the classes (Carl-Hill, 2002; Tilaye, 1999; Bishop, 1994).To summarize, among the six students related factors lack of interest in education and low future success expectation and frequent absenteeism were identified as significant causes for high students 'dropout or inefficiency of education system of secondary schools in Hadiya Zone. But Failure to study hard, low self-confidence due to previous failure in exam and pupil's health problems was moderate or not emphasized as crucial constraint.

4.3.2 Teacher Related Factors

It could be difficult to expect good performance and progress of students in schooling having teaching force with low or no interest and satisfaction in teaching profession.

TABLE 6: Teacher related factors

NO	Items	Teachers n=190		Principals n=6	
		Mean	S.D	Mean	S.D
1	Lack of encouragement of pupils from teaches	4.2	1.0	4.1	.4
2	Assignment of less experienced teachers	2.2	1.3	2.3	1.3
3	Professionally disappointed teachers	3.1	1.4	4.0	1.0
4	Assignment of less qualified teachers	4.2	.8	4.6	.5

N.B, Mean value 4.5-5.00 very high, 3.5-4.49 high, 2.5-3.49 moderate, 1.5-2.49 low and 1-1.49 very low, Degree of freedom (df) =194,$\boldsymbol{\alpha}$ =0.05.

Table 6: item 1 presents teachers and principal's ratings of students' related factors that linked with educational wastage of secondary schools in Hadiya Zone. To begin with, respondents were asked to rate the contribution of students' lack of encouragement of pupils from teaches for students' drop out in secondary schools in the study area. The mean value of teachers (Mean=4.2, SD=1), principals (Mean=4.1 SD=.4) indicated in the table. As one can see from the data, the mean responses of teachers and principals rated of average (4.15). This shows that the problem is according to teachers 'responses, it is high. Therefore, lack of encouragement of pupils from teaches is a serious problem. Hence, there is significant difference between two groups.

Table 6, item 2, also indicates the assignment of less experienced teachers in resulting students drop out /educational wastage in secondary school. It is evident that, the mean scores of teachers (Mean=2.2, SD=1.3), principals mean (2.3, SD=1.3) indicated in the data. The mean average value responses of principals and teachers rated were (2.25). This shows that the problem is low. Hence, that assignment of less experienced teachers is not major reason of educational wastage in the study area. Might, it can change few of teacher's experience is less, but more experienced teachers can give experience shear, mentoring services and workshop.

Table 6, item 3, also indicates the Teachers' disappointment in their profession in resulting educational wastage at secondary education. It is evident that, the mean scores of teachers (Mean=3.1, SD=1.4), principals mean (4.0, SD=1) indicated in the data. The mean average value

responses of principals and teachers rated were (3.5). This shows that the problem is high. Hence, Teachers' disappointment in their profession is major reason of educational wastage in the study area. Moreover, the t-test result shows there is statistical opinion difference between two groups. One can be concluded that, the problem can be serious by facilitating educational trainings for few of profession disappointment teachers to solve faced constraints.

In the Table 6, item 4 is assignment of less qualified teachers. The contribution of this variable to dropping-out of school in the sample schools is rated. The calculated mean value of teachers (Mean=4.2, SD=.8), principals (Mean=4.6, SD=.5) indicated in the data. The mean responses of principals and teachers rated were (4.4). This shows that the problem is high. Therefore, assignment of less qualified teachers is serious problem in study area. This shows there is significant difference between two groups. Hence, that assignment of less qualified teachers is major reason of educational wastage in the study area. Therefore one can be concluded that , it may not change easily the, assignment of less qualified teachers can be change by different mechanisms like, employing qualified teachers, giving short time and longtime training.

To sum up, among the four teacher's related factors, lack of encouragement to students from teachers were identified as major causes for high educational wastage of secondary schools in study area. Also the impact of professionally disappointed teachers, assignment of as well as experienced teachers and less qualified teachers on schools inefficiency is high major factor.

4.3.3 School Related Factors

The school related variables behind educational wastage such as distance from home to school, lack of school facilities, overcrowded classroom, and use of corporal punishment by school Personnel presented in the following Table.

TABLE 7: School related factor for student's internal efficiency

No	Items	Respondents			
		Teachers=190		principals =6	
		Mean	S.D	Mean	S.D
1	Long distance from home to school	3.5	1.4	4.3	1.2
2	Lack of school facility	4.3	.9	3.8	.9
3	Learning in overcrowded classroom	2.5	1.3	2.1	.4
4	Use of corporal punishment by school	3.8	1	3.5	1.2

N.B, Mean value 4.5-5.00 very high, 3.5-4.49 high, 2.5-3.49 moderate, 1.5-2.49 low and 1-1.49 very low, Degree of freedom (df) =194,α =0.05.

Table 7: item 1 presents teachers and principal's ratings of school related factors that linked with educational wastage of secondary schools in Hadiya Zone. To begin with, respondents were asked to rate the contribution of students' long distance from home to school for dropping out of students in secondary schools of the study area. The mean scores of teachers (Mean=3.5, SD=1.4), principals (Mean=4.3, SD=1.2) indicated in the table. The average mean responses of teachers and principals rated were (3.95). This shows that the problem is high. Hence, there is significant difference between two groups. Therefore, long distance from home to school is a serious problem.

Item 2 from above table (7) show that, the respondents were asked to rate what extent the students lack of school facility school dropout/educational wastage in secondary school in this study area. As a result, the mean value of teachers (mean=4.3, SD=.9), principals (mean=3.8, SD=.9) indicated in the table. The mean responses of teachers and principals rated average were (4.5). This shows that the problem is high. Therefore, lack of school facility in education a serious problem in study area. Hence, there is no significant difference between two groups. One can be concluded that similarly, lack of school facilities could be mentioned as one of the major causes for secondary schools educational wastage in Hadiya Zone.

Furthermore, the response of interviewee of sample school one supervisors with regard to the sufficiency of educational materials and facility in their school responded as follow, accordingly, supervisors said that, "the educational materials are sufficient for the teaching purpose as well as available for learners".

In controversial one of PTAs said "there is shortage of educational materials, as their report the reason for shortage was mismatch of text books, teacher guides and other materials that are printed and distributed by the Regional Education Bureau with number of students".

Item 3 from above table (7) show that, the respondents were asked to rate what extent the students learning in overcrowded classroom school dropout/educational wastage in secondary school in this study area. As a result, the mean value of teachers (mean=2.5, SD=1.3, principals (mean=2.1, SD=.4) indicated in the table. The mean responses of teachers and principals rated

average were (2.3). This shows that the problem is low. Therefore, learning in overcrowded classroom in education is not serious problem in study area. Hence, there is no significant difference between two groups. Therefore, it is possible to conclude that overcrowded classroom was not taken as crucial cause for high educational wastage of sample schools.

This finding is not confirmed by Tanguiane' (1990) report which showed large class size as one of the causes for education wastage. In addition overcrowded class is one of the major causes for the decline of educational quality as stated by Tekeste (1990).

Item 4 from above table (7) show that, the respondents were asked to rate what extent the students Use of corporal punishment by school personnel school dropout/educational wastage in secondary school in this study area. As a result, the mean value of teachers (mean=3.8, SD=1 principals (mean=3.5, SD=1.2) indicated in the table. The mean responses of teachers and principals rated average (3.65). This shows that the problem is high. Therefore, Use of corporal punishment by school personnel in education is serious problem in study area. Thus, the possible conclusion for this that corporal punishment could be principal cause for dropping-out (wastage) in education of this study area.

Even though, this finding is not in the same direction with previous research findings,(MoE, 2003 and Habtamu, 2002) reported that students' home to school distance has a considerable impact on students' survival in school and restricts performance due to fatigue .Lock heed and Verspoor (1991) also explained that it is a significant factor in determining school attendance. The World Bank (1980) report also indicated that the influence of distance particularly for low income families is serious. In rural areas of most developing countries, children have to walk long distance to school and tend to dropping-out of school sooner if they are suffering from starvation. Now in our country context satellite schools opened to solve such kind of problems.

4.3.4 Administrative/Institutional constraints

Under this variable lack of follow up by school leaders, inappropriate rule and regulation, non-conducive school environment and assignment of less experienced school leaders were treated.

TABLE 8: Administrative /institutional constraint internal efficiency

No	Items	Respondents			
		Teachers=190		Principals =6	
		Mean	S.D	Mean	S.D
1	Lack of follow-up and support of school principal	4.2	1.1	4.1	.4
2	In appropriate rule and regulation of school	2.2	1.4	2.3	1.3
3	School environment is not conducive	3.1	1.4	4.0	1
4	Assignment of less experienced leader	4.4	.8	4.1	.4

N.B, Mean value 4.5-5.00 very high, 3.5-4.49 high, 2.5-3.49 moderate, 1.5-2.49 low and 1-1.49 very low, Degree of freedom (df) =194,$\boldsymbol{\alpha}$ =0.05.

Table 8: presents teachers and principal's ratings of Administrative /Institutional constraint that linked with educational wastage of schools in Hadiya Zone. To begin with, respondents were asked to rate the contribution of students' lack of follow-up and support of school principal for dropping out of students in secondary schools of the study area. The mean scores of teachers (Mean=4.2, SD=1.1), principals (Mean=4.1 SD=.4) indicated in the table. The mean responses of teachers and principals rated average (4.15). This shows that the problem is high. Therefore, lack of follow-up and support of school principal is a serious problem. There is significant opinion difference between the respondents.

Item 2 from above table (8) show that, the respondents were asked to rate what extent the students in appropriate rule and regulation of school dropout/educational wastage in school in this study area. As a result, the mean value of teachers (mean=2.2, SD=1.4, principals (mean=2.3, SD=1.3) indicated in the table. The mean responses of teachers and principals rated average (2.25). This shows that the problem is low. Therefore, in appropriate rule and regulation of school is not a serious problem in study area. Hence, there is significant difference between two groups.

Item 3 from above table (8) show that, the respondents were asked to rate what extent the respondents of the students School environment are not conducive school dropout/educational wastage in school in this study area. As a result, the mean value of teachers (mean=3.1, SD=1.4, principals (mean=4.0, SD=. 4) indicated in the table. The mean responses of teachers and principals rated average were (3.5). There for, School environment is not conducive is not

serious problem it is moderate. It may change by creating different attractive things; building standardized learning class, facilitating sports fields, organizing library. Hence, there is significant difference between two groups.

With regard to the impact of assignment of less qualified school leaders on internal efficiency of secondary schools in this study area, the rated mean value scores of teachers (Mean=4.4, SD=.8), principals (Mean=4.1, SD=.4). There for, assignment of less qualified school leaders is a serious problem. This shows that the problem is high. Therefore, assignment of less qualified school leaders is a serious problem. It may not change through the requirements of qualified school leaders according to his educational qualification and standards. Moreover, there is significant difference between two groups.

To sum up, among administrative/ institutional constraints, Inappropriate rule and regulation of school identified as the major causes for educational wastages of schools in the study area But none conducive school environment and assignment of less qualified school leaders' lack of follow up by school leaders effect on schools' efficiency is moderate or low.

4.3.5 Socio-Economic Constraints

In the Table below, among the reasons for dropping -out (major form of educational wastage), lack of material and financial support, Demand for child labor, Students' involvement in income generating activity , Lack of money for educational expenses and is provided to respondents in order to rate as its contribution.

TABLE 9: socio-economic background of family factor

No	Items	Respondents			
		Teacher=190		Principals=6	
		Mean	S.D	Mean	S.D
1	Lack of material and finical support	3.86	.393	3.88	-448
2	Demand for child labor	3.86	.527	4.04	-550
3	Students' involvement in income generating activity	3.75	.524	4.08	-282
4	Lack of money for educational expanses	3.07	-418	3.00	.000

N.B, Mean value 4.5-5.00 very high, 3.5-4.49 high, 2.5-3.49 moderate, 1.5-2.49 low and 1-1.49 very low, Degree of freedom (df) =194,α =0.05.

Table 9: presents teachers and principal's ratings of students' related factors that linked with educational wastage of secondary schools in Hadiya Zone. To begin with, respondents were asked to rate the contribution of students' lack of material and finical support for students' dropout/educational wastages in secondary schools of the study area. The mean scores of teachers (Mean=3.86, SD=.393), principals (Mean=3.88 SD=-448) indicated in the table. The mean responses of teachers and principals rated average (4.5). This shows that the problem is high. Therefore, lack of material and finical support is a serious problem. Hence, there is significant difference between two groups.

Table 9: item 2 presents teachers and principal's ratings of students' related factors that linked with educational wastage of secondary schools in Hadiya Zone. To begin with, respondents were asked to rate the contribution of students' demand for child labor for students' school educational wastages in schools of the study area. The mean scores of teachers (Mean=3.86, SD=.527), principals (Mean=4.04 SD=-550) indicated in the table. The mean responses of teachers and principals rated below average (4.5). This shows that the problem is high. Therefore, demand for child labor is a serious problem. Hence, there is no significant difference between two groups.

As shown in the Table 9, item 3 involvement of students in income generating activities has a strong association with students' academic status. This can be confirmed from the rated mean of teachers (Mean=3.75, SD=.524), principals (Mean=4.08, SD=-282) data indicated. The mean responses of teachers and principals rated below average (4.5). This shows that the problem is high. Therefore, involvement of students in income generating activities is a serious problem. Hence, there is no significant difference between two groups.

As shown in the Table 9, item 4 the impact of lack of money for educational expanses on internal efficiency of secondary schools in this study area, the rated mean value of teachers (Mean=3.07, SD=.418), principals (Mean=3.00, SD=.00) indicated in the table. As one can see from the data, lack of money for educational expanses is not serious problem. This shows that the problem is moderate. This problem is solved in all national level through supplying USE for all by MOE freely. To sum up, among socio-economic constraints lack of material and financial support, demand for child labor and involvement of students in income generating activities were identified as the major factors for students educational wastages of primary schools in hadiya

Zone. But lack of money for educational expenses was not indicated as major cause for students' dropout.

4.3.6 .Socio-cultural Constraints

Certain socio-cultural constraints that could be related with educational wastage of secondary schools in Hadiya Zone were indicated in this study (see Table 11)

TABLE 10: socio-cultural constraints

No	Items				
		Teachers =190		Principals=6	
		Mean	S.D	Mean	S.D
5	Early marriage	3.8	.39	3.8	-44
6	House hold chores	3.9	-45	4.0	.30

N.B, Mean value 4.5-5.00 very high, 3.5-4.49 high, 2.5-3.49 moderate, 1.5-2.49 low and 1-1.49 very low, Degree of freedom (df) =194,$\boldsymbol{\alpha}$ =0.05.

Table 10: item 1 presents teachers and principal's ratings of students' related factors that linked with educational wastage of secondary schools in Hadiya Zone. To begin with, respondents were asked to rate the contribution of students' early marriage for dropping out of students in secondary schools of the study area. The mean scores of teachers (Mean=3.86, SD=.393), principals (Mean=3.88 SD=-178) indicated in the table. As one can see from the data, the mean responses of teachers and principals rated below average (4.5). This shows that the problem is high. Therefore, early marriage is a serious problem. Hence, there is no significant difference between two groups.

The second Item presented in the Table 10 above is House hold chores under Socio-cultural related constraints. As teachers and principals were asked to rate the degree to which this item contributed to educational wastage in secondary education, the rated mean score of teachers (Mean= 3.92, SD=.459) principals (Mean=4.00, SD=.-502) indicated in above table. As one can see from the data, the mean responses of teachers and principals rated below average (4.5). This shows that the problem is high. Therefore, House hold chores are a serious problem. Hence, there is no significant difference between two groups.

Summary of Causes of Internal Efficiency

The major causes of internal efficient educational system identified due to school dropout and grade repetition of students includes lack of interest in education, low future of success expectation, frequent absenteeism, lack of encouragement to students from teachers, lack of school facility, lack of follow-up and support of school principals, in appropriate rule and regulation of schools ,demand for child labor, lack of material and financial support, students' involving in income generating activity, early marriage, house hold tasks discussed and identified or underlined as the main problems of studies on this chapter. Other variables like failure to study hard, pupil health problem ,low future success expectation, low self confidence due to previous failure in exam, long distance from home to school, learning in overcrowded classroom, un conducive school environment, lack of money for educational expense, use of corporal punishment in school personnel and assignment of less experienced and less qualified teachers are not identified as potential cause of internal efficiency of educational system in this study area. All of these, however, categorized in to school intrinsic factors such as students related, teachers related, school related, and administrative / institutional constraints and out of school factors such as socio-economic and socio-cultural constraints. Hence students' success or failure in school is the function of a multiple of individual factors and/or their combined effect.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this section a summary of the major findings of the study are presented, conclusions drawn and recommendations for the study advanced based on the findings. The major purpose of this study was to identify the magnitude or extent of in efficiency of education system in secondary school in hadiya Zone. Furthermore, the study was aimed at priding the major factors that contribute to educational wastage in secondary schools of the study area. In order to achieve the purpose of the study, basic questions were raised regarding the magnitude of the problem at present, the grade level where the problem is severe, the gender that was highly affected by the problem and the factors that contributing to inefficiency of education system. Therefore, to address the research problem the study focused on answering the following basic questions.

1. How could be the trend of internal efficiency in secondary schools in Haddiya Zone?
2. What are the major causes of internal inefficiency in secondary schools in Haddiya zone?
3. To what extent do the stakeholders aware about impact of the internal in efficiency in secondary schools in Haddiya zone?

The subjects of the study were 190 (84.2 %) teachers, 6 (2.6%) principals, 24 (10.6%) PTSAs and 6(2.6%) supervisors were participated from sampled schools. In addition, data regarding students' enrolment, repetition and drop-out were collected from documents of the sample schools and hadiya Zone Education Department. The data obtained were analyzed using different statistical tools like, mean, S.D, mean ranks, independent t-test and using SPSS 20.0 version.

5.1. Summary of Findings

The total sample of 190 teachers, 6 principal, 24 PTAS and 6 supervisors were included in the study. Questionnaire mainly rating scales, interview and document analysis were used as data gathering tools. Based on this, 196 questionnaires distributed to respondents of which 196 (100 %) questionnaires were filled and returned. Accordingly, 190 teachers, 6 principals, 24 PTAS and 6 supervisors were used as a data source. Data obtained through questionnaire, mean, S.D,

mean ranks, independent t-test or inferential statics (p-value) supported by SPSS software version 20.0 used. Whereas data obtained using interviews and document analysis were analyzed, interpreted and major findings are summered below.

- ❖ 16(33.3%) of principals,36(19%) of teachers,6(67%) supervisors work experiences of 12 years and below
- The first objective of the study was to assessment of trend of internal efficiency in hadiya zone.

1. Most of the school principals experience were 8(66%) less or below 12 years when compared with teachers with experiences of 6 years ,below 12 years and also degree holders.
2. Zonal trends of secondary schools in relation to dropout rate of schools have indicated increasing – decreasing (oscillating) from years to years or above from standards (0.5).
3. The sampled woredas secondary schools dropout rate in the four consecutive years from 2015/16- 2018/19 were the same to that of zonal trend averages, since all six woreda in zone were included in the sample. Dropout rate trend of females in the sampled woredas were higher than male counterpart as of the zonal trend.
4. Three sampled schools Shone town adm., M/k Badewacho, and Shashogo show continuous increasing trend of dropout rate in the four consecutive years in 2015/16-2018 /19 whereas Shone town adm. and M/k Badewacho schools decreased the trend from 2015/16 to 2018/19 respectively.

- The second objective of the study was to what are the major causes of the internal efficiency of secondary schools?

The major causes were;

- Lack of interest in education, Frequent absenteeism, future of success low confidence, Lack of encouragement of pupils from teaches, Lack of school facility, family low standard of living, shortage of school facilities , Lack of follow-up and support of school principals, In appropriate rule and regulation of school, Demand for child labor, Students' involvement in income generating activity and House hold chores (every day works)were found as the major factors to student dropout that affecting schools internal efficiency.

- Lack of interest in education, Low future success expectation, frequent absenteeism, Lack of encouragement of pupils from teaches, Lack of follow-up and support of school principal, Lack of school facility, Lack of material and financial support, Demand for child labor, Students' involvement in income generating activity, Early marriage, Lack of school facility, House hold chores (works) rated very high from both respondents and those were high factors to students grad repetition
- Result of interview made with twenty-four PTAS and six supervisors were student's dropout and reparation in school level. Majority of them said that, "the problems of students dropout and reparation of grade because the Students' involvement in income generating activity, Lack of material and finical support, demand for child labor, students leaving their school and home for their economic problems (migrating to neighbor country), leaving school in farming season b/s most of school leavers students have their family responsibility or burden works of home, early marriage. All these are the major causes for students' dropout and students' grade repetition".

- The third objective of the study was to what extent are the stakeholders aware of impact of the internal efficiency?

❖ Many of the school problems have social, economical, and institutional backgrounds, the joint effort of both the school stakeholders or community is necessary to minimize or if possible to eradicate the higher rate of wastage.

- According to school documents all school stakeholders have their school meeting program, but on meeting they were discussed on temporarily Issus.
- In most of schools the stakeholders were not gave priority to school efficiency in an implementing and on putting work plan
- The student's dropout and repetition rates were increasing from year to year, but school stakeholders were not make discussion on issues with communities and they were not create awareness and solutions on expanding problems.
- Depending on above points the stakeholder's awareness to impacts of internal efficiency of education system was very low.

5.2. Conclusion

Internal efficient plays very crucial role in schooling system. The internal efficiency is connected with the educational wastage, because high rate of internal efficiency decreases the educational wastage. Internal efficiency has direct relationship to school managing system. So, well managed school is more efficient than a mismanaged school.

The composition of the PTSAs and supervisors suggests that, higher the age of students, lower the grade level, lacks of educational awareness of parent have impact on internal efficiency. There was more chances of repetition due to the age factors, need of income generating and the interest of students, absence of continuous flow-up from school principal's absence of willing to work with school principals and teachers as the team work, as a result some students decided repeat grade to have good understanding on the subject matter. In education dropout rate has been showing oscillating (fluctuating) trend in the past four years.

The trend of dropout rate at zone, woreda and sampled secondary schools were highly characterized by ups and downs that could be major problem to Zonal and Woreda Education Offices, which indicated that, there is more need for government effort to implement ESDP in Ethiopia.

The trend of repetition and dropout rate showed oscillating at Zone, woreda and school level which indicated that there is needs for responsible experts who are highly experiences to design other intervention strategies manage these problems.

The trend at Zone and woreda dropout rates revealed similar trend characterized as the study included all six woredas in the zone in the sample schools, therefore Zonal and woredas have similar trends, compared to school levels trend of dropout rate which recorded little different to sampled school dropout rate. This implied that there were poor performances of professional at all level of education administrators and experts. The same is true for repetition rate belong it showed similar trend at Zonal and woreda level. Factors that cause students 'dropout is lack of follow-up and support of school principals, the parent of students are more need psychological and motivational supports to graduate level and to be effective and productive or to be success in competent world. One of the reasons for low internal

efficiency in hadiya Zone secondary schools is economics background of parents. The poor economic status of parents compels their child to stay at home and support the family activities. Children are bound to do house hold work for increasing the income of intra family. Poor parents are not prepared to bear the cost of sending their child to school where as they can immediately benefit if their child work for them at home or do income generating activities. Therefore economics background of parents contributes negatively to internal efficiency. The opportunity cost is higher when a child of poor family attendance the school .So, the child leaves the schools to reduce the cost. Hence; the opportunity cost of attendances at school has a close relationship with internal efficiency. The study reveals that Educational status of parents and lacks of educational awareness of parent have impact on internal efficiency. The children, whose parents have low or less education status, are normally leave the school without complete the cycle. These families are found helping to dropout their children from school. Therefore academic level of parents contributes negatively to internal efficiency of school, since majority of parents are farmer. Shortage of school facilities were found to be major factors that are significantly cause for students drop out and repetition. Because of these factors some students decided either to dropout or repeat the class. Since there is shortage of laboratory equipment, laboratory services, lack of library, cleans water, toilet and school building. As the result, some students leave schools. Therefore students decided either to dropout or repeat the class. Although many mechanisms have been carried out to enhance internal efficiency the practices in sample schools revealed, that they were working to reduce student dropout and repetition try to associate the upper phrase with the next from the expectation and other stakeholder.

5.3. Recommendations

Based on the major findings and conclusions drawn with respect to the factors affecting the internal efficiency of secondary schools in hadiya Zone SNNP Regional State the following recommendations are suggested:

1. Secondary school leaders should collaboration with kebele education bored, Woreda Education Offices and Zonal Education Department to work on awareness creation among parents to consider the effects of children labor, frequently absent class and

reputation of students to minimize of educational inefficiency and making them responsible to offer the necessary support is the prime solution to minimize wastage

2. School principals, school teachers, KEB and political authority should have made continues discussion, creating awareness with pupil parents and making them responsible to minimize student's school dropout and repetitions.
3. The study clearly indicated that there are circumstantial family conditions arising due to lack of education awareness that have contributed to low internal efficiency. For this there is a need to mobilize and activate people to be self-aware of their children's need. Without education any change is unthinkable, then social interaction and reflection on children's education are needed. The Zone, woreda and schools administrators should strongly introduce or create awareness and benefit of sending their children to school.
4. The responsible organs should assign school principals who fit for the requirement set for secondary school principal. To increase the productivity of their proficiency and as a result to reduce the rate of repetition and dropout it is very importance to prepare updating programs, designing practical strategies such as training and retraining of principals to the minimum educational requirement for minimum level of qualified secondary school. The work experience or service year should be more than teacher's b/s to show the direction, to share experiences, to create school conducive and to support (council) others less experienced teachers.
5. The study result revealed that the problems of school dropout and school reputation were rooted both to school factors, teachers related factor, economic problem and social condition external to the school addressing them that requires working with local community politician and parents. Therefore, it recommended that: To solve this problem the school principals, PTAS, student's parents and stake holders should have been discuses with student's affairs, create awareness for benefiter of education and impacts of education wastage.
6. The study result revealed that the problems of school dropout and school reputation were lack of interest in education and frequent absenteeism the problem were highly related with students' related factors. To solve this problem the school principals, PTAS, student's parents and stake holders should have dealing with student's affairs, creating awareness for banditries of education and creating motivation.

7. The study clearly indicated that lack of encouragement of pupils from teaches to solve these problems teachers professional and ethical should be encourage students and committed themselves to overcome on expanding school and students problems. Each school should have at least one teacher councilor.
8. Parents participate in educational activities, to provide to fulfill better school facilities school leaders should make greater community involvement, community mobilization, active parent-teacher association, Public awareness program collaboration with NGOs in conducting local program.
9. Family low standard of living condition parents detain their children from school because of school cost, it is recommended to cooperate with non-governmental organization or international donor organization to seek funding for dropout prevention programs such as provision of some counseling guidance services and school feeding program etc. These programs may help children to stay in the system and pursue their academics.
10. Lack of follow-up and support of school principals the main factor for student's dropout and repetition. The schools administrators (principals) should make daily follow-up students attendance, daily teaching and learning activity, strengthen schools counseling, community involvement in school management and parental concerns about school activities.
11. The study result revealed that the problems of school dropout and repetition were in appropriate rule and regulation of school. School should have formulated legal school law and creating awareness to respect universally.
12. The study clearly indicated that demand for child labor, Students' involvement in income generating activity is a problem for dropout and grade repetition the school principals and political authority Promote continuous awareness programs on the importance of education so that parents encouraged and convinced to send their children to school and to provide the necessary school materials to their children.
13. House hold works be causes for students dropout all awarded stockholders should advised others unaware parents and minimized every day's student's works and should give priority for pupil lesson.

WEOs and schools should have close attention and fill gaps on mechanisms that are established to effectively manage internal efficiency, such as;

- Parents participate in educational activities; provide more reference books, better school facilities, greater community involvement, community mobilization, active parent-teacher association, Public awareness program, collaboration with NGOs in conducting local program.
- The study revealed that it was difficult to give a set of common solutions to the problems of school wastage for each woreda. Therefore, it is recommended that teachers and school administrators should need to identify the predominant causes of repetition and dropouts in their particular situation and then devise appropriate solutions.
- Experiences gained by school administrators and teachers in reducing repetition and dropping should be disseminated and widely applied in other schools.

REFERENCE

Ackers, J., Migoli, J. and Nzomo, J. (2001) Identifying and addressing the causes of declining participation rates in Kenyan secondary schools. International Journal of Educational Development, 21 (4): 361-374.

Admassie, A. (2003) Child Labor and Schooling in the Context of Subsistence Rural Economy: Can they be Compatible? International Journal of Educational Development, 23 (2): 167-185.

Ananga, E., (2011 forthcoming) Typologies of School Dropout: the Dimensions and Dynamics of Exclusion from Universal Basic Education in Ghana, paper accepted for a CREATE special issue of the International Journal of Educational Development

Blick,P.andSahn, .E. (2000) Schooling of girls and boys in a West African country: the Effects of parental education, income, and household structure, Economics of Education Review, 19, 63-87.

Birdsall, N., Levine, D. and Ibrahim, A. (2005) Towards Universal secondary Education: Investments, Incentives and Institutions. European Journal of Education, 40 (3): 337- 349

Chowdhury, A.M.R., Nath, S.R., Choudhury, R.K. and Ahmed, M. (2002) Renewed Hope Daunting Challenges: State of secondary Education in Bangladesh, Education Watch 2001, the University Press Limited.

Colclough, C., Rose, P. and Tembon, M.(2000) Gender Inequalities in secondary Schooling: The Roles of Poverty and Adverse Cultural practices. International Journal of Educational Development, 20: 5-27.

Dar, A., Blunch, N.H., Kim, B. and Sasaki, M. (2002) Participation of Children in Schooling and Labor Activities: A Review of Empirical Studies, Social Protection Unit, and Human Development Network. Washington DC: The World Bank.

Duryea, S.(2003) School Attendance, Child Labor and Local Labor Market Fluctuations in Urban Brazil. World Development, 31 (7): 1165-1178

Earthman, G., &Lemasters, L. (2006). Review of research on the relationship between school buildings, student achievement, and student behavior. Paper presented at the annual meeting of the Council of Educational Facility

Egen, F &Kauchack, C. (2008).*Educational manpower and Economic Growth: Strategies of Human Resource Development*. New York: McGraw Hill Bookcompany

Eisenmon .T.O.(1997).Reducing Repetition Issues and Strategies. Paris UNESCO, International institute for Educational planning

Eisenmon, T. &Schwille, J.(1991).Secondary education in Burundi and Kenya: Preparation for secondary education or for self-employment? Secondary School Journal, 92, 23-40.

Fagerlind, I. and Saha, L.J. (1983) Education and National development: A comparative Perspective Oxford: Pergamon Press Ltd

Foster, P. (2009) Access and Schooling: Education in National Development. London:

Ghuman, S. (2006) Children's Nutrition, School Quality and secondary School Enrollment in Philippines, Working Paper Series, Volume, 2006-24.

Glewwe, P. (2005). Schools and skills in developing countries: Education policies and Social economic outcomes. *Journal of economic literature.*

Gomes-Neto,J., &Hanushek, E. (1994). Causes and consequences of grade repetition: Evidence from Brazil. Economic Development and Cultural Change, 43,117-148.

Glewwe, P. and Jacoby, H.G. (1995) An Economic Analysis of Delayed secondary-school Enrolment in a Low-income Country: The Role of Early Childhood Nutrition. Review of Economics and Statistics, 77: 156-169.

Grira, H. (2001) Delayed School Enrolment in Bangladesh: Who Is Responsible, Pantheon Sorbonne University and CNRS, Maison des Sciences Economiques.

Hadley, S. (2010) Seasonality and Access to Education: the case of secondary education in Sub-Saharan Africa, CREATE Pathways to Access, Research Monograph No. 31Brighton: University of Sussex.

Hunt, F. (2008) Dropping Out from School: A Cross Country Review of Literature, CREATE Pathways to Access, Research Monograph, No, 16. Brighton: University of Sussex.

Johnstone, D. B. (2007).*Cost-sharing in higher education: Tuition, financial Assistance, Czech Sociological Review,* 39(3), 351-374

Kadzamira, E. and Rose, P. (2003) Can free secondary education meet the needs of the poor? Evidence from Malawi, International Journal of Educational Development, 23.501-516.

Kane, E. (2004) Girls 'Education in Africa: What Do We Know About Strategies That Work? Washington DC: World Bank.

Khanam, R. (2008) Child Labor and School Attendance: Evidence from Bangladesh, International Journal of Social Economics. Vol. 35, Iss: 1/2, pp 77-89.

King, E., Orazem, P, &Paterno, E. (1999).Promotion with and without learning: Effect On student dropout (Paper No. 18 in the working paper series on impact evaluation of Education reforms).Washington, DC: World Bank.

Levin, J.H (2001). *Grade repetition in Honduras secondary school*. New York: Standard University USA.

Liu, F. (2004).*Basic education in China's rural areas*: a legal obligation or an individual choice? International Journal of Educational Development, 24: 5-21

Lockheed, Marlaine E and HanusheekEric. (1988). ―Improving Educational Efficiency in Developing Countries, what do we know? ‖ Compare. Vol. 18 No.1

MOE ($1986_{b,}$) Evaluation research of the General Educational System in Ethiopia: Educational administrative structure and Planning: A Summary Report. Addis Ababa MOE. VOl.2, No.2 (Amharic Version: Unpublished).

MOE (2011). Educational statistics annual abstract 2012/13: Addis Ababa

Mukudi, E. (2004) the Effects of User-Fee Policy on Attendance Rates among Kenyan high School Children. International Review of Education, 50(5/6): 447-461.

NebiyuTaddese, (1999). Educational Materials and Finance Management USAID/BESO Project (unpublished)

Okwach A &Odipo G. (2007). Efficiency of primary education in Kenya: situational analysis and implications for educational reform. DiscussionpaperNO.Dp 004/97 September 1997. Institute of Policy Analysis and Research Nairobi IPAR.

Olubor, R.O (2004): A Comparative Analysis of the Internal Efficiency of Public Junior Secondary Education of Two Selected States in Nigeria.‖ Journal of Educational Foundations and Managements (JEFAM), University of Ado Ekiti, Nigeria4 (1)194- 196.

Orodho, J.A. (2004). *Techniques of writing Research Proposals and Reports*. Nairobi: Masola Publishers.

Pridmore, P. (2007). Impact of health on education access and achievement: A crosses national review of the research evidence. CREATE Pathways to Access No 26. Brighton: University of Sussex.

Rose, P., and Al-Samarrai, S. (2001) Household Constraints on Schooling by Gender: Empirical Evidence from Ethiopia Comparative Education Review, 45(1): 36-63.

Simmons, J. (1980). The Educational Dilemma: Policy Issues for Developing Countries in the 1980s. Oxford: The World Bank

TaddeleHagos, (2008).The Feasibility of USE by 2015 in the State of Tigray (Ethiopia):Opportunities and Challenges. A thesis presented to the Department of Education, National University of Ireland, Cork, In Fulfillment of the requirement for the degree of Doctor of philosophy.

Tanguiane. (1990). International year Book of Education: Literacy and Illiteracy in the world: Situation, Trends and Prospects, Vol.42. Paris: UNESCO.

Todaro, M. (2009).Economic *Development* in the Third World. New York: Longman

Tsang, M.C. (1988). *Cost Analysis for Educational Policy Making*. A Review of cost studies in Education in Developing Countries‖ Review of Educational Research.Vol.58 No .2.

UNESCO-UNICEF (2003). Gender and Education for All: The Leap to Equality. Paris: UNESCO press.

World Bank (2002).*Education for dynamic economies: Action plan to accelerate progress towards education for all April (2002).*

World Bank (2003).Achieving USE by 2015.A change for every child. Washington D.C. International bank for reconstruction and World Bank publications.

World Bank (2008).Annual Report. Washington: Stephanie General Publishers.

APPENDICES

APPENDIX-A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDY

INSTITUTE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Teachers' questionnaire

Dear Respondents!

The purpose of this questionnaire is to collected information that was helped assessing to internal efficacy of education at secondary schools students. The information you are supplying would be useful to identify major assessing the internal efficacy of education at secondary schools that helped to provide possible solutions for educational wastage (increase internal efficiency). Your participation in completing the questionnaire is extremely useful. Therefore, you are kindly requested to complete the questionnaire honestly and responsibly. And, the study is purely academic so that all the information would be kept confidential.

Direction:-Give appropriate answers to the following questions by putting "X" mark in the box or by writing in the space provided. You don't have to write your name

1. Woreda _____
2. Name of your school _____
3. Sex 1 Male ☐ 2 female ☐
4. Age 1. 23 -25 years ☐ 3. 29 - 31 years ☐

2 .26 -28 years ☐ 4. 32-34 years 5. ☐ above ☐

5. Educational Status:

1. 10/12 complete ☐ 3. . Diploma ☐

☐ ☐

2. Degree 4. Masters

6. Service year 1/ below 3 years ☐ 2/ 3 -5 years ☐

3/ 6 – 10 years ☐ / 10 years and above ☐

7. How much are you satisfied in your profession?

1. Very much satisfied ☐ ndecided ☐

2. Satisfied ☐ 4. Dissatisfied ☐ 5. Very much dissatisfied ☐

8. The following are some the factors for students' grade repetition in secondary schools. Please rate the extent of contribution of each factor using "X" mark in the following rating scales.

5= Very high 4 = high 3 = Moderate 2 = Low 1= Very low
Factors related with grade repetition of secondary school students

No	Factors	Rating Scale				
		5	4	3	2	1
	School intrinsic factors					
	Students related factor					
1	Failure to study hard					
2	Lack of interest in education					
3	Low future success expectation					
4	Frequent absenteeism					
5	Students health problem					
6	Low self-conception due to previous failure in exam					
	Teacher related factors					
1	Lack of encouragement of students from teachers					
2	Assignment of less experienced teachers					
3	Professionally disappointed teachers					
4	Assignment of less qualified teachers					
	School Related teachers					
1	Long distance from home to school					
2	Lack of school facility					

3	Learning in overcrowded classroom					
4	Use of corporal punishment by school personnel					
	Administrative/ Institutional constraints					
1	Lack of follow-up and support of school principal					
2	In appropriate rule and regulation of school					
3	School environment is not conducive					
4	Assignment of less experienced leader					
	Out of school factors					
	Socio-economic background of family					
1	Lack of material and financial support					
2	Demand for child labor					
3	Students' involvement in income generating activity					
4	Lack of money for educational expanses					
	Socio-cultural Constraints					
1	Early marriage					
2	House hold chores					

9. The following are some of the factors for pupils' dropping out in secondary schools. Please rate the extent of contribution of each factor using "X" mark in the following rating scales.

5= Very high 4 = high 3 = Moderate 2 = Low 1= Very low

Problems related with dropout of secondary school students

No	Factors	Rating Scale				
		5	4	3	2	1
	School intrinsic factors					
	Students related factor					
1	Failure to study hard					
2	Lack of interest in education					
3	Low future success expectation					
4	Frequent absenteeism					
5	Pupil health problem					

6	Low self-conception due to previous failure in exam					
	Teacher related problems					
1	Lack of encouragement of pupils from teachers					
2	Assignment of less experienced teachers					
3	Professionally disappointed teachers					
4	Assignment of less qualified teachers					
	School Related teachers					
1	Long distance from home to school					
2	Lack of school facility					
3	Learning in overcrowded classroom					
4	Use of corporal punishment by school personnel					
	Administrative/ Institutional constraints					
1	Lack of follow-up and support of school principal					
2	In appropriate rule and regulation of school					
3	School environment is not conducive					
4	Assignment of less experienced leader					
	Out of school factors					
	Socio-economic background of family					
1	Lack of material and financial support					
2	Demand for child labor					
3	Pupils' involvement in income generating activity					
4	Lack of money for educational expanses					
	Socio-cultural Constraints					
1	Early marriage					
2	House hold chores					

APPENDIX-B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDY

INSTITUTE OF EDUCATION AND BEHAVIORALSTUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Schools principals' questionnaire

Dear Respondents!

The purpose of this questionnaire is to collect information that was helped assessment to internal efficacy of education at secondary schools students. The information you are supplying would be useful to identify major assessing the internal efficacy of education at secondary schools that help to provide possible solutions for educational wastage (increase internal efficiency). Your participation in completing the questionnaire is extremely useful. Therefore, you are kindly requested to complete the questionnaire honestly and responsibly. And, the study is purely academic so that all the information will be kept confidential.

Direction:-Give appropriate answers to the following questions by putting "X" mark in the box or by writing in the space provided. You don't have to write your name

1. Woreda _____

2. Name of your school _____

3. Sex 1 Male ☐ 2 female ☐

4. Age 1. 23 -25 years ☐ 3. 29 - 31 years ☐

2 .26 -28 years ☐ 4. 32-34 years ☐ 5. 35 and above ☐

5. Educational Status: 1. 10/12 complete ☐ 3. Diploma ☐

2. Degree ☐ Masters ☐

6. Service year 1/ below 3 years ☐ 2/ 3 -5 years

3/ 6 – 10 years ☐ 4/ 10 years and above ☐

7. How much are you satisfied in your profession?

1. Very much satisfied ☐ 3. Undecided ☐

2. Satisfied ☐ 4. Dissatisfied ☐ 5. Very much dissatisfied ☐

8. The following are some the factors for students' grade repetition in secondary schools. Please rate the extent of contribution of each factor using "X" mark in the following rating scales.

5= Very high 4 = high 3 = Moderate 2 = Low 1= Very low

Problems related with grade repetition of secondary school students

No	Factors	**Rating Scale**				
		5	**4**	**3**	**2**	**1**
	School intrinsic factors					
	Students related factor					
1	Failure to study hard					
2	Lack of interest in education					
3	Low future success expectation					
4	Frequent absenteeism					
5	Students health problem					
6	Low self-conception due to previous failure in exam					
	Teacher related factors					
1	Lack of encouragement of students from teachers					
2	Assignment of less experienced teachers					
3	Professionally disappointed teachers					
4	Assignment of less qualified teachers					
	School Related teachers					
1	Long distance from home to school					

2	Lack of school facility					
3	Learning in overcrowded classroom					
4	Use of corporal punishment by school personnel					
	Administrative/ Institutional constraints					
1	Lack of follow-up and support of school principal					
2	In appropriate rule and regulation of school					
3	School environment is not conducive					
4	Assignment of less experienced leader					
	Out of school factors					
	Socio-economic background of family					
1	Lack of material and financial support					
2	Demand for child labor					
3	Students' involvement in income generating activity					
4	Lack of money for educational expanses					
	Socio-cultural Constraints					
1	Early marriage					
2	House hold chores					

9. The following are some of the factors for pupils' dropping out in secondary schools. Please rate the extent of contribution of each factor using "X" mark in the following rating scales.

5= Very high 4 = high 3 = Moderate 2 = Low 1= Very low

Factors related with drop-out of secondary school students

No	Factors	Rating Scale				
		5	4	3	2	1
	School intrinsic factors					
	Students related factor					
1	Failure to study hard					
2	Lack of interest in education					
3	Low future success expectation					
4	Frequent absenteeism					
5	Pupil health problem					
6	Low self conception due to previous failure in exam					
	Teacher related factors					
1	Lack of encouragement of pupils from teachers					
2	Assignment of less experienced teachers					
3	Professionally disappointed teachers					
4	Assignment of less qualified teachers					
	School Related teachers					
1	Long distance from home to school					
2	Lack of school facility					
3	Learning in overcrowded classroom					
4	Use of corporal punishment by school personnel					
	Administrative/ Institutional constraints					
1	Lack of follow-up and support of school principal					
2	In appropriate rule and regulation of school					
3	School environment is not conducive					
4	Assignment of less experienced leader					
	Out of school factors					
	Socio-economic background of family					
1	Lack of material and financial support					
2	Demand for child labor					
3	Pupils' involvement in income generating activity					
4	Lack of money for educational expanses					
	Socio-cultural Constraints					
1	Early marriage					
2	House hold chores					

APPENDIX-C

ADDIS ABABAIVERSITY

SCHOOL OF GRADUATE STUDY

INSTITUTE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The Interview questions for parents and teachers association

1. As school committee member, which factors are the main cause for students' reputations and dropout in your school? ----------

2. As school administrative committee member, which mechanisms and strategies are relevant and appropriate to solve the problem of reputation and dropout in your school? ----------

3 Does your school have specific plan to deal with students parents, community representatives and school staff members to minimize and as much as possible to avoid the rate of reputation and dropout in your school?----------

4. Does your school principal cooperatively and coordinately works with other school stakeholders to reduce the rate of reputation and dropout in your school?----------

If yes, what kind activities are done in the school ----------?

If not, what is reason? ----------

5. Does your school provide any conducive condition for those students who are in the eve of reputation and dropout? If yes, what are those best attempts? ----------?

If not, who is the responsible body to create the favorable situation for those students ?----------
---
---------.

6. As school committee member, can you identify some good practices that seen in your school to sustain and maintain the students who are exposed to the problem of reputation and dropout in those schools?

Probing question:-tell me about some good practices? ----------
----------.

Whose role makes that practices good? ----------
----------.

7. As school committee member is there weekly or monthly plan of school that you are discussing with school stockholders about the students who are in problem of reputation and dropout because of known and unknown reason?----------
---

---------.

APPENDIX-D

ADDIS ABABA UNIVERSIT Y

SCHOOL OF GRADUATE STUDY

INSTITUTE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The Interview questions for schools supervisors

1. As school supervisors, which problems are the main cause for students' reputations and dropout in your school? ----------.

2. As school supervisors, which mechanisms and strategies are relevant and appropriate to solve the problem of reputation and dropout in your school? ----------.

3.Does your school have specific plan to deal with students' parents, community representatives and school staff members to minimize and as much as possible to avoid the rate of reputation and dropout in your school?----------

4. Does your school principal cooperatively and coordinately works with other school stakeholders to reduce the rate of reputation and dropout in your school?----------

If yes, what kind activities are done in the school ----------?

If not, what is reason? ----------

5. Does your school provide any conducive condition for those students who are in the eve of reputation and dropout? If yes, what are those best attempts? ----------?

If not, who is the responsible body to create the favorable situation for those students? ---------
---
---

6. As school supervisors, can you identify some good practices that seen in your school to sustain and maintain the students who are exposed to the problem of reputation and dropout in that school?

Probing question:-tell me about some good practices? ----------.

Whose role makes that practices good? ----------.

7. As school supervisors is there weekly or monthly plan of school that you are discussing with school stockholders about the students who are in problem of reputation and dropout because of known and unknown reason?----------