

Factors Contributing to Education Wastage in Secondary Schools of Kembata-Tembaro Zone

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This is to certify that the thesis prepared by Demissie Dalelo, entitled: Factors Contributing to Education Wastage in the Secondary Schools of Kembata-Tembaro Zone and submitted in partial fulfillment of the requirements of the degree of Degree of Arts in Human Resource and Organizational Development complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

Factors Contributing to Secondary Education Wastage in Kembata-Tembaro Zone

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Educational wastage is a universal phenomenon predominantly exhibited by repetition and dropping out of students. The purpose of this study was to uncover the causes of grade repetition and dropping out in the secondary schools of Kembata-Tembaro Zone. A descriptive survey method was employed. Both probability and non-probability sampling techniques were used to select relevant and representative samples. Questionnaires, semi-structured interview, FGD guides and document analysis were used as data gathering tools. Both descriptive and inferential statistics were used to analyze the data gathered. The results of the study revealed that, the magnitude of general secondary education wastage in the Zone under the study was on average (25.7 %) and it was found very high. It was also identified that, both institutional and environmental factors were contributing to secondary educational wastage. Of the institutional factors, particularly, dropouts and repeaters related issues, school administration practices, medium of instruction and lack of guidance and counseling services were found severely contributing to students grade repetitions. Furthermore, environmental factors, predominantly, the socio-economic factors such as families' need of their children labor, lack of financial support and, poverty were notably causing more dropping out in the schools of the zone under the study. On top of these, the low value people attach to education and migrations' to different foreign countries were significantly contributing to dropping out of schooling. To alleviate these problems, early intervention, creating positive school environment, building strong communication channels, provision of guidance and counseling services, attacking the big picture, making offering, promoting experience sharing and arranging tutorial programs were recommended as possible solutions.

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ACRONYMS AND ABBREVIATIONS

CE: Coefficient of Efficiency

CSR: Country Status Report

DR: Dropout Rate

FGD: Focus Group Discussion

GER: Gross Enrolment Rate

HIV/AIDS: Human Immuno-Deficiency Virus / Acquired Immuno-Deficiency Syndrome

IIEP: International Institute of Educational Planning

LDC: Least Developed Countries

MoE: Ministry of Education

PGR: Progress Group Report

PR: Promotion Rate

PTA: Parent Teachers Association

REB: Regional Education Bureau

RR: Repetition Rate

SSA: Sub- Saharan African

SSNNPR: South Nations Nationalities People Region

TEVT: Technical and Vocational Education and Training

OECD: Organization for Economic Cooperation and Development

UNAIDS: United Nations Agency for International Development

UNESCO: United Nations Education, Science and Cultural Organization

UNICEF: United Nations Children's Fund

WEO: Woreda Education Office

WR: Wastage Rate

ZED: Zonal Education Desk

CHAPTER ONE

THE PROBLEM AND ITS SETTING

Chapter one presents the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, operational definition of terms and organization of the study.

1.1 Background of the Study

Secondary education is becoming a growing concern and major challenges for policymakers and researchers worldwide as it plays an increasingly important role in creating healthy and cohesive societies and spurs economic growth. It represents a critical stage of the system that not only links initial education to higher education but also connects the school system to the labor market (UNESCO, 2011).

An increasing number of countries aim for universal participation in secondary education, because the social returns on investment are greater than the higher education regardless of the income level of the country (Psacharopoulos and Patrinos, 2002). In many countries, movement away from seeing primary education as the terminal level of education towards policies that envision widespread completion of junior secondary and upper secondary as the goals of education system development is well underway, but has only recently begun in Sub-Saharan Africa (De Ferranti 2003; World Bank 2005).

Pressure on governments in Sub-Saharan Africa (SSA) to expand secondary education is growing. Increasing numbers of students flowing from expanded primary education and the need to improve the educational levels of the labor force to benefit from a globalizing economy make it inevitable that governments in SSA will turn their attention

to expanding and improving secondary education (Mulkeen, 2005; SEIA, 2007; World Bank, 2006; World Bank, 2007).

Since 1970, total enrolment in secondary education grew nine-fold in Sub Saharan Africa, expanding from 4.3% to 39 million. This spectacular result must be considered in relation to the growth of secondary school-age population, which tripled over the same periods. As a result, the GER rose from 11% to 36% between 1970 and 2009(UNESCO, 2011).

Despite this progress, the region still has the lowest rate of participation in secondary education and the most severe disparities. In 2009 the GER for boys exceeded that of girls by nine percent, point (41% versus 32%). Nevertheless, many countries in this region have significantly expanded their secondary education systems. In absolute value, the biggest increase took place in Nigeria, where the number of students enrolled in secondary education grew from just 4000,000 in 1970 to more than 6 million in2007. In Ethiopia, enrolment grew from 135,000 to 3.9 million students in between 1971 to 2009 (UNESCO, 2011).

Secondary education is more costly per student than primary education, and few low-income countries provide it for free. Also, distance to school often increase at secondary level, which is barrier to entry. Dropout in secondary education is growing phenomenon in countries where youth are particularly affected by problems such as school violence, drugs, and HIV/AIDS. Completion of secondary education remains an important challenge even in some of the world richest countries (UNESCO, 2011).

It is ironic, however that, the accumulated evidence (from World Bank, 1988; Bishop, 1989; UNESCO, 1995) shows that the majority of the pupils' who commence secondary education are not likely to complete the cycle. Such a problem is not limited only to developing nations but it has been a persistent problem of all developed countries, albeit on a smaller scale (Crule, 1973; Rumberger, 1987). This is to say that both rich and poor counties have complained about school dropout and repetitions.

Girls and rural populations are at a particular disadvantage as they are impacted more than other groups by both supply (lack of available spaces, fees, biased selection processes) and demand (opportunity costs, social roles) factors (SEIA, 2007; World Bank, 2005).

Dropout and repetition of high school result in a serious social and individual consequences. As UNESCO (1998) dropout refers to human and material resources spent or wasted on students who repeat a grade or out before completing a cycle. Furthermore, dropout has severe consequences as stated by John (2006) "the silent epidemic". High wastage rates can make the unit cost of producing one graduate many times higher than the cost per students at the outset or during the course of schooling.

According to UNESCO (2006) grade repetition is harmful. The report argues that repetition reduces self-esteem, results with impaired peer relationship and behavioral problems, and leads to develop negative attitude towards schooling.

Kembata Tembaro Zone is found in the Southern Nations Nationalities and People Regional State (SNNPR) at the south-west of Hawassa, 298 kilometer away from Addis Ababa. Based on 2007 CSA report the zone has a total population of 680, 837, of whom 336,676 are men and 344,161 are women, within an area of 1, 355, 89 square

kilometers. Also the population density of the Zone is 502.13 inhabitants per square kilometer. The Zone has three agrological areas of classifications that include Dega (13.7%); Weynadega (71.17%) and Kolla (11.14).

According to the Zone Education Office, there are 258 schools which constitute kindergartens, primary and secondary schools. In all these schools a total of 191,477 students are currently being enrolled. Of these schools, nine are secondary schools i.e. two of them are general secondary (9-10) but the rest are complete secondary (9-12) schools. About 22,647 students are enrolled with 533 teachers in these secondary schools.

Though, there is a significant increase in secondary education participation in Kembata Tembaro Zone, as can be seen from the statistical report, the rate of education wastage in the secondary schools at general secondary level is 16%. Of this 7.6% is repetition and 8.4% is dropping out (Educational Annual Abstract of SNNP Region Education Office, 2009/10 and ZED reports of 2003 E.C).

Beside these, the rate of transition rate at Ethiopian General Secondary Education Examination (EGSEE) is not satisfactory, i.e. of 7944 students who sat for grade ten exam in the year 2010/11 only 3895(49.03%) has scored 2:00 and above whereas the rest 4049 (50.97%) scored below 2:00 (ZED reports of 2003 E.C). This may be an indication for the low efficiency and effectiveness of the secondary education in the Zone that urges this study to be undertaken. Therefore, the aim of this study is to investigate the major causes triggering secondary education wastage in Kembata Tembaro Zone. In addition, the study attempts to uncover the magnitude of dropping out and repetition rates in the secondary schools under the study.

1.2 Statement of the Problem

Wastage is a term frequently used by the language of economists (Brimer and Pauli, 1971; & UNESCO, 1984) but it has also been used for the last decades in the context of education to describe a multiple of factors that make the realization of educational objectives difficult. More precisely, educational wastage is the combined effects of the phenomenon of grade repetitions and dropping out in a particular cycle of education (UNESCO, 1983a; Simmons, 1980; and Tanguiane, 1990). In most circumstances, it deprives developing countries of the ability to make the most use of scarce resources and it takes its greatest toll on most vulnerable groups in the society.

A broad definition of wastage, according to Shiundu (1999) includes- missed opportunities for individuals, families and societies, dropouts, repeaters, failures' (low or poor academic achievements), brain drain, unemployment of school graduates and attrition(turn over). However, in most literature, wastage particularly describes dropping out and repetition rates. For the purpose of this study these two aspects, have been adopted and used because they are frequently equated with measures of internal inefficiency of the education system.

The term drop out is defined in many ways. As Dorn (1996) a drop out is any individual who quits school without graduating or changing school. Similarly, Levy, 1971 (cited in Ayalew, 1997) describes dropout as students who leave school before reaching the end point of the education cycle in which they are enrolled. It is one of the most common indicators of educational wastage.

On the other hand, repetition refers to retaining pupils in a grade that he or she previously attended for a year or more due to (in most cases) his or her "unsatisfactory

academic performance” (Dejnozike, 1983:11). Furthermore, UNESCO, (1981:170) states that, repeaters are pupils who are remaining in the same grade for the second year or two successive years.

Repetition is closely tied to dropout. Many repeaters eventually become dropout of schools. A study conducted in Thailand has shown that two-third of dropouts had been repeaters. Data from Bangladesh also revealed that dropout to be several years overage for their grade and this greater age may be not only due to late entry but also related to repetition (UNESCO, 1984). Roderick, (1993:26) indicated that students who retained in grade are much more likely to dropout. Those students who repeated two grades were 90% more likely to dropout than their counterparts who had never experienced grade retention.

Similarly, there are some studies which have been done on educational wastage and inefficiency in the secondary schools of Ethiopia. These include (Tilaye, 1999; Ayalew, 1997; Bekele, 2004; Nuri, 2008; and Muktar, 2011) are some to mention. The findings of most of these studies indicated that educational wastage and internal inefficiency most often were caused or related to internal learning environment and the wider home environment.

From a socio- economic perspective, schooling is most efficient if every student moves up a grade every year. Each student who repeats has the economic effect of adding a new student (at that grade and subsequent grades). This translates into larger class sizes and the need for additional desks and supplies UNESCO, (2006).

The dropout and repetition rates in the secondary schools of Kembatatembaro Zone, is not far apart from the region’s statistical report mentioned above. As can be seen from

the statistical report, the rate of education wastage in the general secondary level was 24.1%. Of this 17.9 % was repetition and 6.2 % was drop- out (Educational Annual Abstract of SNNP Region Education Office, 2010/11 and ZED reports of 2003E.C). Besides, the transition rate from the general secondary to preparatory, particularly, in the year 2010/11 G.C was not satisfactory in the zone. That is of, 7944 who sat for exam only, 3779 (47.6%) scored >2:00.

On top of these, many educationalists and community members in the zone claims that a number of students are dropping out secondary schooling in search of work and also continuously migrate to different regions within the country and to foreign countries as well. This may be an indication for the low efficiency and effectiveness of the secondary education in the Zone that urges this study to be undertaken.

Therefore, the main purpose of this study was to investigate the major causes triggering general secondary education wastage in Kembata Tembaro Zone. In addition, the study attempted to uncover the magnitude of dropping out and repetition rates in the secondary schools under the study. More specifically, the study aims to answer the following basic research questions:

1. To what extent education wastage is observed in the secondary schools of Kembata Tembaro Zone?
2. Where institutional and environmental factors cause the educational wastage?
3. What effects have resulted due to the education wastage in the Zone under the study?

1.3 Objectives of the Study

1.3.1 General Objective

The study attempts to investigate the root causes for general secondary education wastage in Kembata Tembaro Zone. In addition, it strives to uncover the extent of magnitude of secondary education wastage across grades and in between gender.

1.3.2 Specific Objectives

The study more specifically, strives to address the following specific objectives;

- Describe the magnitude of secondary education wastage in the Zone.
- Find out reasons for students' repetitions and dropping out in the secondary schools.
- Uncover the degree of influence of the casual factors in effecting repetitions and dropping out.
- Identify which group of students (males or Females) is more vulnerable to the problem.
- Suggest ways to intervene so that to reduce the rates of dropping out and repetition.

1.4 Significance of the Study

In Ethiopia, a country where resources are scarce and enrolment ratio in the secondary schools is minimal, wastage rate of high magnitude may not be tolerated. As Tegegn, 1996; Wanna and Tsion, 1994; the country is not in a good position to manage its education system effectively and efficiently. As result of deteriorations of school quality created what is called "internal efficiency" in the form of high dropout and repetition

rates. Therefore, the results of this study are expected to have the following contributions:

- By disclosing the magnitude and location of the problem, the study may draw attention of educational planners and respective stakeholders' to consider educational, social and economic variables in setting priorities and allocating Zonal, local and schools' resources for education.
- The study will provide a necessary basis for understanding the root causes for educational wastage in the secondary schools and inform ZED and WEO experts, school principals, PTA members and school Board, and the larger community realizing the magnitude of the problem. Then it initiates them to design interventions measures to mitigate the problem.
- Further, the results of the findings may urge educational authorities to reevaluate the internal efficiency and effectiveness of secondary schooling in line with the respective schools' strategic objectives and the direction of the education and training policy.
- Finally, the paper may stimulate other researchers who have an intention to further study on the area.

1.5 Delimitation of the Study

This study was delimited to the general secondary schools of Kembatatembaro Zone. In the Zone, there are nine secondary schools, of these, two are general secondary but the rest are complete secondary schools. The first reason for the delimitation of the study in this zone is that, the researcher has some experience related to school operation in the Zone and secondary schools have a number of problems that hamper their success.

Second, the Zonal report and SNNPR Education Office Statically results also reveal that rates of educational wastage (i.e. dropping out and repetition) are high as compared to other Zones. More specifically, the results of 10th and 12th grades completers where observed disturbingly unsatisfactory.

Thirdly, in this Zone there is no systematic and thorough study that has been conducted at secondary education level to provide a good understanding on the root causes and the corresponding consequences of the problems. In line with this, those ad hoc measures taken in the schools failed to result in alleviating the problem and yielding improved schools' performance.

1.6 Limitation of the study

This research has certain limitation which faced beyond the control of the researchers capabilities. One of the limitations was that, the paper treated dropouts and repeaters opinion together. It merged their opinion in data collection as well as of interpretation. The other limitation was happened due to nature of the respondents, that is, both dropouts and repeaters were not equally involved in the study. The last, but not the least, limitation was difficulty in locating dropouts and repeaters and obtaining more detailed information on them, particularly, in distant Kebeles and some remote areas were not alike that may have effect on the study. Therefore, such limitation might impose lack of specificity in locating the problems in line with the repeaters and drop-outs.

1.7 Definition of Key Terms

Dropout: a drop out is any individual who quits schooling without graduating or changing school.

Repetition: retaining pupils in a previously attended class for a year or more due to (in most cases) his or her “unsatisfactory academic performance.

Wastage: it refers to human and material resources spent or wasted' on pupils who have to repeat a grade or who drop out of school before completing a cycle. It denotes the inefficiency of a school system and refers skills, attitudes and values they need to live productive lives and to continue learning (UNESCO, 1998).

Graduate: the proportion of pupil who successfully complete the final year of a given cycle expressed as a percentage of the total pupils enrolled in the final grade the cycle in the given school year.

Transition rate: is the percentage of pupil progressing from the final grade of one cycle to the next level in the system.

Coefficient 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 primary level) by the estimated total number of pupil years actually spent by the same pupil cohort. The reciprocal of the coefficient of efficiency is the input-output ratio (UNESCO, 1998).

Causal factors: refers to in- school related and/or out of school related factors that trigger education wastage (i.e. dropping out and repetition) in the secondary schools.

Reconstructed cohort methods: terracing pupils thought their movement in the school system by using at least two consecutive years' enrolment data on repetition by grade from the first year to the second year to measure the three main flow rates; promotion, repetition and dropouts (UNESCO, 1998)

1.8 Organization of the Study

This study was organized in to five chapters. The introductory chapter presents the background information, statement of the problem, objectives significance, scope and operational definitions of the study. Chapter two is about the review of a related literature. The third chapter deals with research design and methodology. Chapter four focuses on data presentation, analysis and interpretation. The last chapter discusses the major findings, conclusions and recommendations.

CHAPTER TWO

A REVIEW OF THE RELATED LITERATURE

This part of the study encompasses the most relevant conceptual and theoretical issues related to the topic under the study. It includes: the role of secondary education for development, concept about educational wastage, magnitude and causes of secondary education wastage. Finally, it attempted to forward some possible consequences of secondary education wastages resulted due to dropping out and grade repetition.

2.1. Secondary Education and Development: An Overview

Appleton (2000), in a review of 28 studies in SSA since 1980, found a mean mincerian return to education of 5 percent for primary schooling, 14 percent for secondary schooling, and 37 percent for tertiary education.

Recent World Bank Project Appraisal Documents and Country Status Reports (CSRs) also found returns that increase with the level of education and with the acceleration of economic growth. Thus, private returns to secondary education exceeded those of primary education, often by a substantial margin.

Secondary education can promote social cohesion, help to build social capital, and lay the foundation for responsible citizenship. Junior and senior secondary schools need to prepare graduates for participation in society and the economy, which requires secondary schools to be relevant in the local economic and social environment (Verspoor, 2008).

Moreover, secondary education also has a positive effect on a number of non-economic social outcomes that improve the well-being of a society. In most countries, these

outcomes improve further with secondary education and several types of training, such as about HIV/AIDS awareness and prevention of sexually transmitted diseases, are particularly important for adolescents.

Education, especially the education of girls and women, has a strong downward impact on fertility rates, helping to relieve demographic pressures. Compared with 1990, the population of those ages 5–14 has started declining in several countries, such as Brazil, Jamaica, Thailand, and Tunisia, and has been stabilized in Argentina, Indonesia, and Uruguay (UIS-OECD 2003). There is strong evidence that the fertility effect is particularly pronounced for girls who have completed several years of secondary education (UNESCO 2003b).

Education levels make a huge difference for example, young women in Rwanda with secondary or higher education were five times as likely to know the main HIV transmission routes than were young women with no formal education (UNAIDS 2005). Education is among the most powerful tools for reducing the social and economic vulnerability that exposes women to a higher risk of HIV/AIDS than men. Girls' education can go far in slowing and reversing the spread of HIV by contributing to poverty reduction, gender equality, female empowerment, and awareness of human rights. It also has crucial implications for female economic independence, delayed marriage, family planning, and work outside the home. Higher levels of education are associated with reduced risk of HIV infection.

Education, including secondary education, decreases the likelihood that people will be poor. These effects continue beyond primary education. In Niger, for example,

completing nine years of secondary education reduces the probability of being poor from 20 percent for those with some primary education to less than 10 percent. In Senegal, it reduces the probability by about half (Verspoor, 2008:97).

2.2. Concepts of Educational Wastage

Wastage is a term frequently used by the language of economists (Brimer and Pauli, 1971; & UNESCO, 1984) but it has also been used for the last decades in the context of education to describe multiple of factors that make the realization of educational objectives difficult. More precisely, educational wastage is the combined effects of the phenomenon of grade repetition and dropping out in a particular cycle of education (UNESCO, 1983a; Simmons, 1980; and Tanguiane, 1990). In most circumstances, it deprives developing countries of the ability to make the most use of scarce resources and it takes its greatest toll on most vulnerable groups in the society.

A broad definition of wastage, according to Shiundu (1999:3) includes- missed opportunities for individuals, families and societies, dropouts, repeaters, failures' (low or poor academic achievements), brain drain, unemployment of school graduates and attrition(turn over). However, in most literature, wastage particularly describes dropping out and repetition rates. For the purpose of this study these two aspects i.e. dropping out and repetition have been adopted and used because they are frequently equated with measures of inefficiency of the education system.

Wastage in education vary and also higher for developing countries than developed ones. According to Simmons's., (1980) there are possible explanations for increased wastage rates in developing countries. First, the supply of school places are higher in developed

countries, lack of finance and local self-reliance is the main constraints to expanding enrolment. Second, individuals in developing countries most often have less motivation to obtain more years of schooling. Third, parents of poor children are not as understanding or supportive about doing homework or learning foreign languages as are parents of upper income children. Finally, the costs of education, both direct and in earnings foregone are often too great for the poor to afford.

Dropout and repetition rates are frequently used to measure inefficiency of the education system by equating them with wastage. In line with this MoE, (2002) indicated that improving internal efficiency of an education system has been given a special emphasis all over the country. The process of improving internal efficiency requires reducing dropout and repetition rates and increasing completion and survival rates. Reducing dropout and repetition leads to save resources being wasted for use that are more productive. It also frees the places that are occupied by repeaters and readmitted for the new pupils.

2.2.1. Grade Repetition

Grade repetition occurs when students begin a new school year in the same grade as the previous year, instead of, moving to a higher grade. Repetition represents wastage of resources (Brophy, 2006:3). Repetition or retention is the practice of making children who have not fully mastered the curriculum and thus do not reach certain academic standards repeat the year while their peers are promoted to the next year (Ndaruhitse, S.2008:9).

Repetition refers to retaining pupils in a grade that he or she previously attended for a year or more due to (in most cases) his or her “unsatisfactory academic performance” (Dejnozike, 1983:11). Furthermore, UNESCO, (1981:170) states that, repeaters are pupils who are remaining in the same grade for the second year of two successive years.

From a socio-economic perspective, schooling is most efficient if every student moves up a grade every year. Each student who repeats has the economic effect of adding a new student (at that grade and subsequent grades). This translates into larger class sizes and the need for additional desks and supplies UNESCO, (2006).

If many students repeat each year, the school system will need more teachers and classrooms. The society provides schools, teachers, and other resources presumed sufficient to enable all students to make expected advances in achievement. Failures to do so suggest that these resources were insufficient or that some students failed to take advantage of the opportunities provided.

Grade repetition is more common in developing countries than in developed countries, especially, common in remote rural areas. Eisenmon (1997) reported that repetition rates in developing countries often are quite high. The highest rates were in the sub-Saharan African countries, where each year, about 22 percent of primary students and 21 percent of secondary students were repeating their grade.

Forms of Grade repetition

According to Brophy (2006:1-2) grade repetition takes five major forms, depending on the source and reasons for the decision to repeat. This decision may be initiated by the students themselves (or their families acting on their behalf) or by the school. When repetition occurs because of decisions made by the students or their families, it is usually

voluntary – undertaken willingly because it is viewed as serving the students' best interests.

One voluntary form of grade repetition occurs when students want to continue schooling but do not have access to a school that offers the next grade. A second type of voluntary repetition reflects family perceptions that the student did not learn much the previous year and therefore ought to repeat the grade. The third form of repetition is common in areas where the language used at school differs from the language that many students speak at home

The fourth type of repetition occurs at higher grade levels in countries that require students to pass examinations to qualify for secondary or post-secondary education. Students who fail to qualify either must drop out of school and enter the workforce, pursue vocational training, or prepare to retake the examination. The fifth form of repetition is primarily involuntary, initiated by the school rather than students or their families. It is most common in developed countries where school attendance is mandatory until some point in the adolescent years.

2.2.2. School Drop out

According to Dron (1996) dropping out of school gained wider recognition as a social and educational problem in the early 1960s. But this does not mean that the problem was unknown prior to 1960s. For instance the term “dropout” began to appear in USA literature at the turn of the 19th century.

The term drop out is defined in many ways. Dropouts are pupils who leave schools before the end of the point of the final year of the educational stage in which they are

Across the world in both developed and developing countries alike, research shows that there are strong links between repetition and dropout, with repeating children being more likely to drop out of school in later years. A study conducted in Thailand has shown that two-third of dropouts had been repeaters. Data from Bangladesh also revealed that dropout to be several years overage for their grade and this greater age may be not only due to late entry but also related to repetition (UNESCO, 1984). Roderick, (1993:26) indicated that students who retained in grade are much more likely to dropout. Those students who repeated two grades were 90% more likely to dropout than their counterparts who had never experienced grade retention.

American research is mostly focused on high school (secondary school) level. One study (Jimerson, Anderson and Whipple, 2002 cited in Anderson et al, 2002, p. 2) states that pupils who repeat are between 2 and 11 times more likely to drop out of school than those who are promoted. Other research from Los Angeles shows that those pupils who have dropped out of school before graduating are five times more likely to have repeated one grade than high school graduates, and that a pupil who repeated either of the first two grades had only a 20% chance of graduating (Grissom and Shepard, 1989, p. 36).

A further study found that grade repetition led to a 42% rise in dropout (Reynolds and Temple, 1997). A more recent review of 17 studies exploring the different factors that cause high school dropout in the United States found unequivocal evidence in all the studies that repetition was associated with later dropout.

More recent research by Jimerson (2001 cited in Anderson et al, 2002, pp. 1–2) analyzing 19 repetition studies undertaken during the 1990s gave evidence for lower

self-esteem and lower rates of school attendance among repeaters, leading to a higher probability of future dropout. It also found that the longer-term effects on students who go on to drop out of school without a diploma are quite significant, with these students facing difficulties finding and maintaining jobs, and experiencing higher levels of mental health difficulties, substance abuse and criminal activities than high school graduates.

2.3. Magnitude of Secondary Education Wastage

A number studies have shown that the majority of the pupils who commence secondary education are not likely to complete the cycle, World Bank (1998); Bishop (1989); & UNESCO, (1995). Such a problem is not only limited to developing countries, but it has also been the challenges of many developed countries, albeit on a small a scale, Curele (1973).and Rumberger (1987). For instance a study on high schools in Canada, Ontario reveals that the annual dropout rate in seven high schools had increased from average of 10.6% in 1983/84 to 15.3% in 1986/87,Husenand & Thwaite (1995). Similarly, Rumberger (1987) indicated that dropout rates for 63 high schools in Chicago in the mid 1980s ranged from 10% to 62%.

Moreover, the findings of many studies shown that the intensity of the problem tend to be very much pressing in schools of least developed countries (LDC) UNESCO (1995); World Bank(1998); Elleni (1995). In line with this Bishop (1989) indicated that in Africa about 39% of those who commence secondary education are likely to complete the four years (9-12 grades), of schooling. As Lockheed and Vespoor (1991) in Habitu (2002:39) the problem of school dropping out is serious among developing countries.

Despite the relative high gross enrollment rate worldwide, it is only less than 60% of those who enrolled reach the final years of educational cycle in low-middle income countries. Ethiopia is one among these least developed countries which by no means an exception to this phenomenon.

The magnitudes of the problem also vary across sex. A number of findings show that in both primary and secondary schools more girls leave than boys due to different reasons with some exceptions, (World Bank, 1991). For instance the findings of Rumberger (1987) depicts that more boys (14.6%) than girls (12.2%) quite school. In spite of such irregularities, the findings of most studies conducted in Ethiopia show that more girls are victims of dropping out schools than boys for various reasons, Genet (1991); Wanna and Tsion (1994); Ayalew (1997); Habitamu (2002) and Tilaye (1999)).

Other important variable that needs consideration while dealing with the magnitude of dropout problem is across grade levels. Dropout problems rates are relatively higher in the beginning years of any educational level with a tendency of gradual decline when one moves to the next higher level (Habitamu, 2002:39). The findings of many secondary schools portray that the highest dropout have been observed in between ninth and tenth grades when many students were making the transitions from junior to senior secondary schools, Dearman and Plisko (1979).

Evidence varies between countries as to whether repetition rates are higher for boys or for girls. A 2001 World Bank study looking at knowledge and finance in Sub-Saharan Africa stated the following:

'Primary completion rates and transition rates from primary to secondary education show no clear evidence of systematic disadvantage to African girls... Yet variations within and between countries are considerable, and higher repetition and dropout rates, as well as lower learning achievement, for girls have been found in several countries.' (World Bank; 2001a, p. 46).

On the other hand, the incidence of repetition was generally higher for boys, the exception being in Sub-Saharan African countries where girls repeat more than boys (UNESCO, 2003, pp. 57–8). A study by Kane (2004) on girls' education in Sub-Saharan Africa found that in general, boys repeat more than girls, with female repeaters usually being found in Central and West African Francophone countries.

2.4. Causes for Educational Wastage

Research findings such as World Bank (1980) and UNESCO (1997); indicated that high dropout and repetition is caused by different factors, (for instance, pupils related factors, teachers' related factors, family background, school environment and administration etc...) and they can be categorized in different ways. Lockheed, Verspoor and Associates (1991, p. 183) conclude that the causes of repetition and dropout in developing countries can be categorized under three main headings:

- 1. Family-related factors:** (illiteracy or low education of parents, income of family);
- 2. Student characteristics:** (poor motivation, low ability, insufficient grasp of the languages of instruction)
- 3. School-related factors:** (physical remoteness and limited access to secondary education, ineffective teaching, insufficient qualification of teachers and absence of

textbooks, defective evaluation of students and promotion criteria that are too demanding).

In developing countries, various studies identify the following groups as those most vulnerable to poor attendance, repetition, early dropout and exclusion (Ndaruhutse, S, et al ,2008): (1) the poorest in society; (2)working children; (3)children living in remote and rural areas ; (4)orphans and those affected by HIV/AIDS; (5)children with physical or learning disabilities; (6) nomadic and indigenous children or ethnic minorities; and (7) refugees, internally displaced children and those affected by conflict or natural disasters.

Other factors which also have an impact on the likelihood of repetition are a child's family situation, the gender and educational background of the head of the household (UNESCO/UNICEF, 2005), the number of children in the household, and from where the household's main source of income is derived.

2.4.1. School Related Factors

A number of in-school factors have been associated with secondary schools inefficiency and education wastage, such as poor quality of education in the form of large class size, poorly trained teachers', poor school administration and inadequate school facilities and educational materials. Beside these, World Bank (1980) explained that lack of guidance and counseling services, curriculum relevance, and students/ absenteeism are factors related to the school environment that trigger secondary education wastage.

1. Teachers Competence and Quality

Different studies indicated that teachers' attitude, behavior, and teaching methods are among the factors affecting students' persistence and academic achievement. They are

fundamental to educational delivery and the quality of education will largely depends on the quality of teaching and teachers' effort (Carnoy, 1999).

The quality and contribution of teaching staff depends on the qualification, experience, motivation and competency of the teachers' available in the school. Meyer and Gayu (1996: 43) noted that secondary school teachers must be well- educated and competent in their professional skills. Furthermore, the quality of schooling and the learning achievement of students depend heavily on the competence, personality and education of the teachers (Coombs, 1985:117).

Tadesse (1974) indicated that quite a number of students had left school due to low qualification of teachers and unfriendly relationship between teachers and students. Furthermore, UNESCO (1966) also revealed that schools staffed with under-qualified teachers tend to have a high dropouts and repeaters rates because of lower performance of students in their academic activities.

Good teachers have learned many skills; techniques' and methods for helping students learn and understand certain subject matters knowledge, values, and skills. How to manage classrooms routines, how to plan curriculum programs, how to motivate students, how to introduce new concepts, how to deal with the logical structure of certain subjects in psychological appropriate manner, how to diagnose learning difficulties, are all important equipment for a teacher apart from the knowledge of the subject matter (Gobee,1977).

Motivation on the part of the teacher is important ingredient for good performance of students. In relation to this, Brown (1991: 273) states that, the conditions of the teachers

in terms of- working conditions, salaries, and training. These lead to low morale, turnover, absenteeism and poor performance.

Discussions with teachers in a selection of African countries discovered that most view it favorably and as an essential tool for weaker children to be given a second chance to improve their knowledge and be more prepared for the higher levels of schooling. Nearly 80% of Senegalese teachers thought repetition was an 'efficient' measure, and 18% thought it was 'extremely efficient'. Only 2% believed that repetition was 'totally inefficient' Confemen, (2003c, p. 76) cited in Michaelowa (2003, p.15).

Hence, the quality and competence of teachers in a school can have significant effect in initiating the interest of the students and maintaining them in the school.

2. Examinations and Assessments Practices

The quality and relevance of learning and teaching in secondary education is intricately linked to curriculum and to examination and assessment policies and practices. Most secondary teachers, principals, parents, and politicians judge educational success by examination results (Verspoor, 2008:184).

Good teachers are skilled not only in instructional methods but also in evaluation and assessment practices that allow them to judge individual students learning and adapt activities according to students needs (UNICEF,2000:25). Moreover, teachers discover what students already know and what they will still need to learn by monitoring students work through essays, quizzes', and tests, homework's and class work questions and standard tests (Lockheed, et al, 1991: 65).

3. Instructional Time Utilization

Research has shown that the amount of time available for teaching and learning academic subjects, and how well that time is used by students and teachers, is consistently related to how much children learn while they are in schools (Lockhead, Bloch and Verspoor, 1990). More time spent on wider coverage of the curriculum results in increased learning (World Bank, 1995:83).

The intended annual instructional time for SSA at the junior secondary level is comparatively high: 965 hours (Benavot 2004). The time-on-task is, however, reported to be much lower for several reasons: tardiness or absenteeism of students and teachers, discipline, and learner-attention problems; a multitude of extracurricular activities; and shortages of classrooms. Chisholm et al. (2005) suggest that in South Africa, teachers spend only 46 percent of a 35-hour week teaching, much less than the expected range of 64–79 % (p189).

Instructional time is the single most important influence affecting children's learning, the low instructional time is a key contributor to the country's high repetition and dropout rates (World Bank, 2001b, p. 8).

4. Curriculum Relevancy and Responsiveness

A number of researchers emphasized that for any education system to achieve its intended objectives its curriculum must be relevant to and responsive for the socio-economic, cultural and life style situation of the society that it would serve. In line with this Anderson (1992) states that pupil learn best and stay longer at school when the curriculum they lean makes sense in their live and gives them a better chance in life.

UNICEF (1992: ix) also noted that “since education is perceived as investment in the future economic well being of the individual and the family, parents will most likely see education as more relevant if it is related to their children’s present and future social and economic needs. Beside this, UNICEF (2000:9) indicated that curriculum should emphasize problem solving that stress skills development, as well as knowledge acquisition.

Ethiopia, Kenya, Senegal, Tanzania, and Uganda have implemented several rounds of secondary curriculum reform, although these reforms did not fundamentally change junior secondary schools curriculum structure. Notwithstanding these efforts, most countries in SSA are still searching for a model of secondary education and training more closely connected to African realities and development priorities (:Bregman and Bryner, 2003:188).

5. School Leadership Quality and Effectiveness

School leaders are central to the quality of schooling. Moving to a system wide “culture of quality” means moving away from a system of largely unconnected schools, to a system where all—teachers and administrators at every level—take joint responsibility for student learning (Verspoor 2006).

According to Potter and Powell (1992:12) effective secondary school principal is aware of teachers needs, offer feedback to performance and encourages teachers’ long-term professional development and uses this development for the benefits of the school. School leaders generally have responsibility in four key areas:

- **School management:** Routine duties include assigning teachers to classes, dealing with disciplinary issues, and managing school finances and supplies. As more public and

private resources are managed at the school level, ensuring their cost-effective application is becoming a key responsibility.

- **School-ministry liaison.** Typically, liaison is a combination of reporting to the ministry and requesting staff and resources from the ministry or local officials. Much of this work is done away from school premises.

- **School-community relations:** Working with the community is increasingly seen as part of the role of a school. It usually involves encouraging support for the school (for example, teacher salary subsidies, facilities construction, and maintenance) or of the schooling process (encouraging parents to make sure their children do their homework, and to send their daughters to school).

- **Instructional leadership:** Leadership includes monitoring the work of teachers, providing guidance, and arranging mentoring of new teachers.

School leadership establishes clear and consistent lessons for the school which emphasizes the prime purposes of the school as teaching and learning and highly visible to both the students and the staff. Regarding the role of effective principals, Harris et al (2003:9) states as follow as:

“Effective head teachers are responsible for defining the mission of the school and setting goals. These goals emphasize traditional students’ achievement and are widely shared both within and outside the school. Beside they are responsible for managing the routine functions within the school organization that support teaching and learning: for example, managing physical resources, time, the curriculum and the staff. They are also required to promote a professional learning climate by establishing high expectations and standard of students’ behavior, and they are expected to develop a strong culture at school that

includes a safe and orderly work environment, staff collaboration and cohesion."

A 1990 study concluded that only 3 of 31 African countries had comprehensive training programs in educational planning, administration, and management. Moreover, the frequent use of seniority and ideology as the basis for promotion results in principals being a rather conservative group, with little motivation to innovate or support new school or classroom practices (Carron and Grauwe 1997,

6. School Facilities and Educational Materials'

Many researchers argue that the supply of adequate educational inputs and the presence of better school facilities can significantly affect students' achievement and progress in the secondary schools. Fuller (1987) and Anderson (1992) pointed out that inadequate supply of school inputs such as textbooks, teachers guide, libraries, laboratories, teaching aids etc can adversely affect students' academic achievement and growth.

The physical environment in which the formal teaching learning process occurs ranges relatively from modern and well equipped to open air gathering places (UNICEF, 2000). These infrastructures include- classrooms, study rooms, offices, toilet rooms, and water and electricity services. According to MoE, (2003) school facilities include water, latrine, clinic, library, pedagogical center and laboratories.

A lively and effective teaching program in a school depends on the extent of organizations of the library. As Rossoff (1992) the purpose of a school library is to help students find the medium of information which they need to carry out classroom assignments' and satisfy their academic and personal interests. Thus, to attain these and

other purposes the library ought to be adequate, up-to-date, and comprehensive stock, needs to have enough space to accommodate students and finally need to have trained personnel to promote effective library services.

Laboratories are also expected to be well furnished- consisting of special apparatus and equipments, have adequate space for teachers and students to carry out experiments (Good, 1973).

Elleni (1995) pointed that school buildings in Africa are on its last legs, depressing or the classrooms have broken desks and chairs with no ventilation and sanitation, and lack of recreation area, sport field and launches, toilets, and all unpleasant school environment discourages pupils learning and aggravate dropping out and repetition.

Thus, inadequacy of school facilities and educational materials' as well as inconvenience of the learning environment can negatively affect the academic performance of the learners and may lead to dropping out and repetition.

7. Medium of Instruction

Language is the basic tool for thought, communication, reasoning, and making sense of a rapidly changing world. Language development is closely interrelated with children's emotional and psychosocial development (Cohen, 2005).

Across most of Sub-Saharan Africa, local languages and dialects are spoken at home, while there is a different, often foreign (English, French or Portuguese) languages' at school. Especially where families are uneducated, they are not able to support their children in their learning, and their children, while potentially being able academically, struggle to keep up with their learning due to insufficient knowledge of the languages of instruction.

Secondary school students, who are poorly proficient in English language, encounter problems to express ideas, write about or read about topics in an exploratory or reflective ways that assist them in making senses of new knowledge and ideas. In line with this Seyoum, (1996:10) states as follow as;

Though English has been the language of instruction for quite a long time at secondary level, nonetheless, the proficiency of most teachers particularly and that of students was widely believed to have been quite poor. In fact one expatriate expert of English has aptly remarked that the English language of obstruction rather than of instruction.

Furthermore, Tekeste, (1990:22) indicated that not only secondary schools students but also teachers have limited proficiency in English language. Hence, lack of sufficient language skills, adversely affect the achievement of secondary school students' and thus leads to grade repetition and dropout.

8. Guidance and Counseling Services

Guidance and counseling service can play major role in decreasing school dropout and repetition rates. According to Ediger 1987 (in Tilaye 1997), adolescents in high school face with a variety of problems – social, academic, personal and so forth which makes the counseling services very crucial in the system.

In the school pupils who are at risk of being a dropout due to anti-social behavior exhibits lack of interest in schooling, cut classes frequently, and shows tardiness in schooling, enjoy being cruel to others, exhibits extreme quarrelsome and aggression, carries knives and other objects to inflict harm to peers and others in the society and a like.

In sum this indicates that lack of guidance and counseling services in a school can accelerate students' dropping out rate. Thus guidance and counseling units needs to be established to provide support and handle students such problems.

9. Class Size

Class size has an effect on the teaching and learning process as well as on students' performance. As Adane (1993:12) class size has considerable influence on the performance of students for they need more assistance and closer attention from their teachers. Similarly, ETFOO (2002) also explained that students who start their education in small classes are less likely to dropout, more likely to graduate on time, to take more challenging lessons and are more likely to attend college than their peers from large classes.

It further indicated that students in small classes participate and more in class, have fewer discipline problems and have more opportunities to work with others to solve problems and take responsibilities within their classroom. Therefore, large class size has negative effect on the learning and performance of students' that may expose them to either repeat or drop out their secondary schooling.

2.4.2. Out of School Factors or Environmental Factors

Research indicates that the socio-economic environment in which children grow up is an important off-systematic predictor of their overall well being. It is argued that their health, education, later employment, and future earnings largely depend on the socio-economic status of the students' family and their living environment. Poverty, distance from school, unstable home environment, individual learner's characteristics, teenage

pregnancy, and peer pressure are among the socio- economic factors that cause students' learning and stay in the schools.

1. Poverty

Poverty has had widespread effects and has been noted as the caves of various social and interpersonal problems. Ratele (2007) defined poverty as "deprivation and unmet needs across different aspects of social and economic life such as education, living environment, healthy, income, material necessities, and employment." It generally represents the inability to provide sufficient food for the family, overcrowded living conditions, lack of employment opportunities, low wages, lack of job security, absence of fathers, and children living away from home. It is the risk factor that is most frequently associated with family stress and school failure (McWhinter et al, 2007).

Furthermore, Masita (2006) indicates that "children living under poverty may have a negative impact on the ability to perform at school, leads to repeat grades and eventually dropout of schools. If learners tends not to complete educational tasks, and fail examination, which invariable led to poor self- esteem (Pillay and Nesengeini, 2006). Family poverty has been shown in a raft of studies to adversely affect children's health, intellectual capabilities, academic achievement and behavior (Weitzman, 2003).

The poorer you are the less likely you are to go to school. In Latin America and the Caribbean 84% of out of school children belong to the poorest 60% of households. In Eastern and Southern Africa the figure is 80%. The critical link between poverty and school failure is well established (Abadzi, 2006; 22).

The low achievement patterns of grade repeaters tend to be associated with poverty indicators, at both the school and the family levels. Schools in poor areas (especially

remote rural areas) often feature limitations: short school years, frequent teacher absence, limited supplies, poorly qualified teachers, large classes, multi-age classes, or double shifts (UNESCO, 2006:7). Thus, poverty is a problem which can exert negative influence on the academic performance of learners and that may further lead to class repetition and dropping out of secondary schooling.

2. Family System

Progress Group Report (2007) that the following family characteristics' as contributing to school dropout and repetition: single parent household, older siblings, family's cultural resources and parental-child conversation about schooling. They found that learners who drop out and repeat tend to have parents who are less involved and demanding, who do not model educational attainment, and provide little educational support in general. Studies in Mexico and India have found that rural children are over 20% more likely to receive no help or supervision for their studies at home (Lakin and Gasperini, 2003, p. 92).

Moreover, Masitsa's(2006) pointed out the following factors as having detrimental impact on a child's ability to perform academically inadequate parental support, learners not living with their parents, divorced or separated parents, loss of parents or single parent families and family conflicts'. Children taking adult roles such as employment due to financial stress are also associated with higher dropout and repetition because of failure (Ou and Reynolds, 2008).

The issue of repetition tends to be exacerbated in poor rural households, where health problems, malnutrition, domestic demands on children's time and seasonal demands for

their labor in agriculture all impact upon attendance and therefore on learning achievement (Ndaruhutse, s, et al 2008).

3. Peer Pressure

Peer pressures involve strong influences that a group has on an individual. Such individual usually have limited ability to resist such pressure (McWhirter et al 2007). Peer groups represent the world outside the family and can impose difficulties for the individual if its members value antisocial engagement in such behavior which may result in compromising the social relationships, or given into the peer group pressure (IBID).

4. The School Location/Distance

Many studies have shown that distance from school can play vital role in the learning of secondary students. Tilay(1997)emphasized the impact as “ it is unfair to expect that a student who walks for one or two hours a day will follow his/ her lesson regularly and effectively. Fatigue, boredom, thirst and hunger are dominant problems that deter the students’ active attendance and participation in class. The World Bank (2005c, p.16) reports that, in Ethiopia, each additional kilometer from the nearest primary school reduces registration rates by two to three percentage points. In addition, insecurity along routes to school can be a problem that particularly affects girls.

In most societies distance from school is inversely related to the prospect of girls going to school, especially, after puberty (Lissanu, 2004). This is because when the school is far from their residence, female students became psychologically, threatened by the danger of rape, which results with teenage pregnancy and unwanted marriage.

5. Teenage Pregnancy

The broader literature on school dropout provides many insights that are relevant for determining dropout among pregnant schoolgirls, however; selected studies are discussed below. As Grant and Hallman (2006) teenage pregnancy is related to leaving school early.

Although co-residence with parents may be an important indicator of the social support systems available to a young woman, Meeker and Ahmed (1999) found that women who lived with their parents at the time of their first pregnancy were two times more likely than women who lived elsewhere to have dropped out of primary school as a result of pregnancy.

6. Illness and Malnutrition

In developing countries (especially rural areas), many children miss many days of school because of more serious health or nutrition problems or because their families require them to assume child care or work responsibilities.

Worms, malaria and HIV/AIDS lead many children to be attending school sporadically. In the case of HIV/AIDS, the child may be well but obliged to stay at home to look after ailing parents or siblings, and there may be associated issues of stigma in the community which prevent a child from functioning fully in society.

The impact of AIDS can have a significant effect on children and their attendance at school. A study by Farzanegan (1998) noted that children affected by HIV/AIDS will often experience a 'downwards spiral' of exclusions, resulting in erratic school attendance, repetition and eventual dropout, as they face the burden of caring for

infected relatives and responsibility for siblings as well as themselves (Bernard, 2001, p. 12).

7. The Need to Work

Many children are engaged in either household, paid work or both. This is especially the case for children, particularly girls, in rural areas who are usually expected to help with daily chores such as collecting water and firewood, cooking, looking after younger siblings while their parents or care takers are working, or tending animals.

It also occurs in urban areas, where children may be involved in begging, shop and factory work, hawking or prostitution. This work may be regular or seasonal and clearly affects school attendance, often leading to repetition or dropout.

8. Quality and Relevance of Schooling

Some families, particularly in rural areas, question the relevance, value and quality of schooling especially when the schools lack textbooks and other materials, some teachers are unqualified, there are very large class sizes and many children still return to working in agriculture when they leave school therefore gaining very little economic benefit from schooling.

The educational content may be too academic, leaving students without the necessary knowledge and skills to be marketable in the local economy; and the pedagogical methods in the school may not promote the critical thinking necessary for entrepreneurship, efficiency and effectiveness.

9. Cost of Schooling

Direct costs (fees) and indirect costs (uniform, transport, materials, opportunity cost) are significant to many poorer families, influencing a family's decision making. If a child is

failing or is forced to repeat, there is a high likelihood that the family might pull their child out of school to save money. This is a particular issue highlighted in a recent study on Kenya (Nafula, 2001, pp. 3–4). As many cultures priorities boys' learning over girls', this factor disproportionately affects girls.

10. Children with Special Needs

Studies have shown that early detection of disabilities, for example by screening for visual and hearing impediments, can help keep children in within the education system. Once in school, training for teachers, information to parents, and specialized resources such as reading material in Braille, can prevent early dropout and repetition (Lakin and Gasperini, 2003, p. 140).

11. Perception of Parents and Students

Troncin (2004, (p. 15) states that most families did not question the competence of teachers and decisions of schools in relation to repetition, believing these decisions to be in the interests of their children.

He further discovered that both children and young people found repetition a stressful event. While children considered it is sometimes useful and necessary, young people considered it a humiliating measure. Byrnes (1989) undertook a survey on the view of students on the practice of repetition. Of 64 student responses, 84% centered on 'bad', 'sad' and 'upset' when asked how they felt or would feel if they were forced to repeat a year.

2.5. Consequences Secondary Education Wastage

Researches indicated that school-imposed grade repetition has effect on students' academic achievements. In 1989, Holmes showed that repetition had negative effects on

children's' achievement, attendance record, personal adjustment in school, and attitude toward school as they went on to the next grade. Jimerson (1999, p. 1) looked at the longer-term impact of repetition on learning in the United States and found that repeaters achieved lower levels of academic performance by the end of the 11th grade and were more likely to drop out of high school by the age of 19.

It improves achievement temporarily, but over time, grade repeaters fall further and further behind other low achievers who were promoted. Repeating the grade enables the retained students to do better on tests of material they are studying for the second time, but it does not produce more general advances in knowledge or cognition that would enable them to make more satisfactory achievement progress in subsequent grades.

Some evidence shown that school imposed repetition has effects on school attitudes, adjustment and completion. In his own research, Troncin (2005, p. 13) finds that repeaters live in fear of being mocked by non-repeaters and they feel sadness about being separated from friends in their peer group. School-imposed grade repetition is stressful to students and associated with reduced self-esteem, impaired peer relationships, alienation from school, and sharply increased likelihood of eventual dropout (UNESCO, 2006).

Commonly reported problems associated with involuntary grade repetition include reduced self-esteem, impaired peer relationships, and increases in behavioral problems, negative attitudes toward school, and absences from school. Crahay and Delhaxhe (1993) commenting on research in Germany and the United States concluded that repetition has a negative impact on the self-image of children.

The combination of low achievement and alienation from school makes grade repeaters much more likely than other students to drop out of school once they become old enough to do so (Corman, 2003; Hacsí, 2002; Holmes, 1989; Hong and Raudenbush, 2005; Jimerson, 2001; Shepard and Smith, 1989).

School imposed grade repetition also has effects on classrooms, schools, and school system. School-imposed grade repetition makes classes larger and harder to manage for teachers and creates budgetary and equity problems for schools and school system. Another school- and district-wide problem is that grade repetition is imposed disproportionately on poor and minority students. This adds concerns about equity and social effects beyond the negative effects on individual grade repeaters (Hacsí, 2002; Rothstein, 1998).

A significant body of research has been undertaken in the United States examining the psychological impact of repetition. Research by Holmes (1989) considered more than 40 studies looking at the socio-emotional outcomes of repetition, and concluded that on average, repeaters displayed 'poorer attendance, social adjustment, attitudes toward school and more problem behaviors in comparison to matched cohorts' (cited in Jimerson, 1999, p. 246).

According to Tegene (1996) dropout has undesirable consequence: (1) They have occupied a space that could have been used by other new comers; (2) they have not gained enough knowledge that sustain continuity; (3) they have wasted resources for additional time and (4) they could support their parents and themselves if remained at home.

High dropping out and Repetition rates have significant financial implication for a country. There are several country case studies which outline the cost of repetition and/or dropout in Africa. In 1995, the estimated cost of repetition in Sub-Saharan Africa was US\$570 million (UNESCO, 1998a, p. 25). In Ethiopia, 17% of public resources were wasted in 2001/02 due to repetition (World Bank, 2005b, p. 33). World Bank research in Lesotho found that orphans were much more disadvantaged in repetition and dropout measures than non-orphans (World Bank, 2005f, p. 9).

In summary, from all the available evidence, Verspoor (2006, p. 5) concludes that grade repetition is not an effective way of improving children's learning in Sub-Saharan Africa. When taken as a whole, research done in the United States indicates that low achievers who are retained in grade become even less likely to achieve satisfactorily, as well as more likely to drop out of school, compared to similarly low-achieving peers who are promoted (Corman, 2003; Hacsí, 2002; Holmes, 1989; Hong and Raudenbush, 2005; Jimerson, 2001; Thompson and Cunningham, 2000).

All the existing research has led UNESCO to conclude that low self-esteem and a negative image of school due to children being forced to repeat can lead to delinquency and criminality (UNESCO, 1998a, p. 27).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This part of the study presents the research design, sources of data, sampling techniques, data collection instruments, procedures to collect data and methods of data analysis.

3.1 Research Design

As Kumar (2005) the choice of research approach depends on the objectives of the study. Since the major purpose of this study was to investigate the root causes of educational wastage in the secondary schools of Kembata-Tembaro Zone. Thus, descriptive survey design which helps to identify the present conditions and status of educational wastage in the secondary schools was used. The design also allows facts finding, examining the relationships between factors and characteristics, and helps to make trends and pattern analysis. Mixed approach, which emphasize more of quantitative supported by triangulation of qualitative information was also used.

3.2 Sources of Data

Both primary and secondary sources of data were employed in this study. The primary sources of data were students (dropouts and repeaters), secondary school teachers, principals, vice principals and PTA members.

The secondary sources include Educational Statistics Annual Abstract of MoE and SNNPR Education Bureau, Kembata-Tembaro Zone Education Desk Annual reports, and reports and rosters from the WEO and secondary schools. Beside these, UNESCO and international organizations reports were examined to collect pertinent information for the study.

3.3 Samples and Sampling Techniques

Both probability and non-probability sampling techniques were used to obtain representative samples for the study. Accordingly, simple random, stratified and systematic sampling techniques' were employed to select representative and adequate samples for the study. Besides, purposive and snowball sampling techniques were also used.

Kembata-tembaro Zone has seven Woredas and one Administrative Town. Therefore, it is important to categorize the Zone in to three agrological altitudes, namely, Dega, Woynadega and Kolla to obtain representative samples. Within these geographic zones, the seven Wordas and their Zonal Administrative Town are inscribed. Such divisions of the Zone in geographic topography help to bring homogeneous secondary schools together so that the chance of representation increases and as a result the effect of contextual difference on school wastage can be examined.

Accordingly, in the Dega layer of the Zone, four secondary schools, namely, Doyogena, Angecha, Danboya and Durame schools are categorized. The Woynadega part of the Zone has two secondary schools, namely, Adillo and Kachabira secondary schools. The last strata encompass Hadero, Donga-tunto and Mudulla secondary schools. Of these three stratums, four secondary schools from each stratum by using simple random sampling technique (i.e., lottery method) were employed. This method was used because it gives equal chances of selection for each school within the strata. Hence, the sample size constitutes 44% of the secondary schools of the Zone.

In the study, various mechanisms were employed to catch up the dropouts and repeaters. In line with this, school rosters, classmates, friends and even PTA members were used as sources of information. Thus, systematic random and snowball sampling techniques were used to obtain the dropouts and repeaters. A total of 102 repeaters' and 59 dropouts were involved in the study.

Furthermore, teachers from the sample secondary schools were selected by considering the size of the staff, i.e. through proportional stratified sampling techniques followed by systematic random sampling techniques were used. Accordingly, a total of 125 teachers that is 35% of the teachers' population from the sample secondary schools were engaged in the study.

The last groups of respondents include school principals, vice principals and PTA members. These groups of respondents were involved in the study via purposive sampling techniques because they are assumed to have in-depth information on the problem under the study. This is because they are the most responsible position incumbents who are primarily concerned in maintaining students in the schools and reducing educational wastage. Therefore, all the principals, vice principals and PTA members of the samples secondary schools were involved in the study.

3.4 Data Collecting Instruments

Different data collecting instruments were employed in the study to gather adequate and appropriate information. Accordingly, a set of questionnaires, semi structured interview; focus group discussion and document analysis were employed.

The instruments were developed by the researcher based on the reviews of related literatures and the basic research questions. After consecutive revisions of the

instruments, translation into Amharic version was made with the help of teachers who are BA graduates of Amharic and English languages and currently working in the study areas. Then the instruments were pilot tested for checking clarity and relevance.

Questionnaires: According to Best & James (2006: 313) the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study, and the meaning of items that may not be clear. Having these in mind, two types of question items namely, open ended and closed ended were prepared.

The closed ended items were used respondents mind immersed on the subject and facilitate the data processing conveniently. Hence, a total of 21 multi-response items and 66 items in licaert scale being grouped in to 10 sub-categories were used to obtain information from both dropouts and repeaters', and secondary school s teachers.

Furthermore, open ended items were prepared because they permit respondents to address opinions' of their own which would not be otherwise obtained in closed ended questionnaires. Thus, eight open-ended items were used to give further opportunity for the respondents to express their views in the problem under the study.

Interview: As Barker and Johnson (1998) argue that the interview is a particular medium for enacting or displaying people's knowledge of cultural forms, as questions, far from being neutral, are couched in the cultural repertoires of all participants, indicating how people make sense of their social world and of each other. Accordingly, four semi-structured guided interview items were prepared and employed to obtain in-depth information on the causes for students dropping out and repetitions, and on possible means to alleviate the problem.

On guided topics and issues' based on specified outline, a face- to- face interview was held with the four principals. Finally, points were listed down on sequences and on flow of ideas.

Focus Group Discussion: It is a more advantages than any other instruments and discloses what is important to individual respondents. It also attempt to provide situations where the synergy of the group adds to the depth and insight. Thus, the group strives to provide in-depth qualitative information which could not be obtained as efficiently by any other way (Anderson, 1990:241).

To take these advantages of FGD, the moderator first, requested participants' permission by explaining the purpose of the study to them. Next, they were informed on how the responses obtained could be used. Thirdly, orientations were given, specifically, on the themes of the study and what were expected of them. Lastly, the discussion were conducted in four different groups selected form each respective schools.

Hence, guided items for FGD, which had similar content to interview items was employed to gather detail information from PTA members, and vice principals of the secondary schools on the causes for students dropping out and repetition in their respective secondary schools.

Document Analysis: Data concerning students' enrolment, repetitions, drop out etc can be obtained by examining and analyzing relevant documents. Accordingly, Educational statistics Annual Abstract of MoE and SNNPR Education Bureau, Kembata-Tembaro Zone Education Desk Annual reports, and reports and rosters from WEO and the secondary schools were analyzed in order to identify the trends of secondary students

repetition and dropping out rate in the Zone and uncover the magnitude of educational wastage. Beside these, UNESCO and other international organizations reports were also examined to collect pertinent information for the study.

Pilot Testing

Before administering the data collecting instruments, it is essential to standardize the tools. To do so, consecutive review of the instruments were made by the researcher and his advisor. The set of questionnaires were tested for reliability and content validity. To maintain these, split- half method was used. As a result the correlation coefficients between the two halves were found 0.67. Hence, by calculating it reliability the coefficient becomes 0.80 which was high. Based on the result, some items such as; age categorization, distances from the school to home (it can be measured in hours as well as kilometers), teachers' qualification and others were modified; long statements become shortened, and rephrased, made clear and easily understandable.

Moreover, the content validity of the instruments was tested. To do so, the researcher developed a number of items covering a wider range of issues (about 139 items) based on the basic research questions and a review of related literature. Next, to this the items were evaluated by an expert having sufficient knowledge on the area of the study. Finally, he suggested me to use 79 items as base to develop the set of questionnaires', semi- structured interview and FGD guides.

3.5 Data Collection Procedures

The first step towards collecting the necessary data with tools made ready needs making an official contact with Zone Education Desk (ZED) to get permission and support for the study. Following this, it is also important to get permission from WEO and schools.

These were done by providing official letters to them and informing about the objective of the study. Then after, request on how to get appropriate respondents and relevant documents for data collection was set.

Second, the researcher arranged the time and places with respective authorities to select respondents. Next contact was made and orientations were given on how to fill the questionnaires, conduct interview and undertake focus group discussions. Finally, the set of questionnaires were distributed to respondents, filled and collected back by the researcher and his assistants. In the meanwhile, the researcher conducted interview and focus group discussion, as well as document analysis.

Regarding the drop out and repeaters, those who are currently available in the schools were identified based on readmission forms and rosters form schools. Moreover, those within the community were identified by consulting friends, PTA members Teachers, Kebele leaders and community members and then were engaged in filling the questionnaires. Finally, the questionnaires were collected, checked, and arranged for the analysis and interpretation purposes.

Variables in the Study

The study attempted to measure main dependent variables, that is, repetition and dropout rates and gender. On the other hand, the independent variables are a number of determinants/factors for repetitions and dropping out. In this study these determinants of educational wastage were grouped in to two major categories: those related to students experience in the school (school related factors) and those which are related to the wider socio-economic environment (out of school related factors)

3.6 Methods of Data Analysis

Both descriptive and inferential statistics were used for analyzing the data collected. The data obtained were checked, arranged, and organized into tables, diagrams and charts for simplest and better understanding. Further, the qualitative data were grouped into cluster of similar category and then mapped to root causes for interpretations. Next based on nature of category of data organized, the most suitable statistical tools were employed for the analysis and interpretation. According, percentage, means, cohort reconstructed method and independent samples t-test were employed.

Percentage was used to analyze the respondent's characteristics and the magnitude of repeaters' and dropouts from documents. Weighted mean was employed to measure the observation differences in to account considering sample group variations (Brown & Fallik.F, 1983). In addition to these, independent samples t-test was used to measure characteristics' of the sample as reflection of the target population. As Connolly's (2007:200) independent samples t-test is used to compare two categories of variables based on met of two assumptions: (1) the variables are on the scale, and (2) they are approximately normally distributed.

Finally, based on results obtained, the analysis, interpretation and discussion were made on the issues in line with the basic research questions. Attempt was be made to triangulate the responses obtained by statistical tools with qualitative information gathered through interview, FGD and document analysis.

The formulas, and computational procedures, for the analysis of education wastage as noted by (UNESCO, 2004, UNESCO, 2001 and MoE, 2001) were described hereunder.

Therefore, the following indicators were used for the analysis purpose and often expressed in percentage.

$$TR = \frac{\text{New entrants to the first grade of the next higher level-year } y}{\text{Pupils in the last grade of the previous level}(y-1)} \times 100$$

$$PR = \frac{\text{Number of promoted pupils to grade } g+1, \text{ year } y+1}{\text{Number of pupils in grade } g, \text{ year } y}$$

$$RR = \frac{\text{Number of pupils repeated in grade } g, \text{ year } y}{\text{Repeaters of grade } g, \text{ year } y-1}$$

$$DR = \frac{\text{Number of pupils droptout from grade } g \text{ in year } y+1}{\text{Total number of pupils in grade } g, \text{ in year } y}$$

$$GR = \frac{\text{Number of pupils successful completed the final grade of the cycle}}{\text{Total number of pupils enrolled in the final grade}}$$

$$WR = \frac{\text{Actual input-output ratio}}{\text{Ideal input-output ratio}}$$

$$CE = 1/IOR \text{ or } IOR = 1/CE$$

$$\text{To calculate the average growth rate, } r = n \sqrt[n]{E_n/E_0} - 1$$

Where, E_n = the most recent year WR average

E_0 = initial year WR average

n = number of years

r = annual growth rate, it can be increasing or decreasing.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this study four general secondary and preparatory schools, namely, Durame, Shinshicho, Hadero, and Doyogena, which constituted 44% of the zone's secondary schools population, were investigated.

Different mechanisms were employed to obtain the target population from within the schools and localities where dropouts and repeaters can be located. Besides, from the sampled general secondary schools, documents such as application for re-admission files, attendances, rosters, and reports were consulted. Further, record officers, homeroom and subject teachers, vice principals and principals were involved in identifying repeaters and dropouts who were re-admitted in their respective schools.

On the other hand, from the Woredas' town and rural country side, PTA members, kebele leaders and friends of dropouts were involved in locating them. The dropouts in towns were working as motor cyclist, bus conductors, shoe polishers, and shopkeepers. Others in rural areas were married and work as agrarian, and doing small business in rural villages and markets.

The study was conducted by using a set of questionnaires (for repeaters and dropouts, and for secondary school teachers), semi-structured interview and FGD items. The instruments were prepared to collect information from the respondents focusing on causes for educational wastage, its consequences and solutions to minimize its adverse effect on communities as well as nations at large.

A total of 224 grade 9th and 10th dropouts and repeaters (184 from the sample schools and 40 from towns and rural kebeles) were randomly selected to fill the questionnaire prepared for them. Of this, 161(71.8%) were properly filled, returned and used for data analysis purpose. Similarly from 209 general secondary school teachers (164 males and 45 females), 125 (59.8%) were selected via systematic random sampling technique as respondents for this study. Of them, 98 (78.4%) were properly filled and returned the questionnaire.

On the other hand, interview was held with 4 school principals and FGD with PTA members on causes of educational wastage, its consequences, and possible solutions to minimize it in their respective secondary schools. Finally, relevant documents, from the schools, ZED Annual Reports, Annual Abstract of REB and MoE were examined and analyzed to uncover the magnitude of educational wastage in secondary schools of the zone.

Finally, based on the basic research questions raised, the analysis, interpretation and discussion results were presented with summary of findings that leads to recommendations and conclusions.

4.1 Background characteristics of respondents

As can be seen from the table below large portion of the dropouts and repeaters 92 (57.14%) were boys and a good proportion 69 (42.86%) were girls. Regarding the age structure, the majority of the respondents 150 (93.16%) lay in age range of 15-20, which is within the national secondary school age range.

Table 1A: Characteristics of Respondents

No	Items	Classification of characteristics	Response values	
			f	%
1	Sex	Males	92	57.14
		Female	69	42.86
2	Age	15-20	50	93.16
		21-25	6	3.72
		26-30	5	3.10
		Above 31	-	-
3	Grade level	9th	56	34.78
		10th	105	65.21
4	Places of residence	Rural	89	55.27
		Urban	72	44.72

F= for frequency

Concerning respondents grade level the majority 105 (62.21%) were from 10th grade whereas 56 (34.78%) were from 9th grade. Pertaining respondents places of residence, the data revealed that large portion of the respondents, 89 (55.27%) live in rural areas whereas the rest 72 (44.72%) live in urban.

As shown on the table below, the majority of the teachers 84 (85.7%) involved in the study were males whereas the remaining 14 (14.2%) were females. Regarding the age structure of the teachers, almost half of them, 46 (46.9%) fall within the age range of 20-25 years. Still significant portion of them 27 (25.6%) fall within the range of 2-30 years. The remaining 16 (16.3%) 7 (7.1%), and 2 (2.04%) fall within the age range of 31-35 years, 36-40 years, and 41-45 years, respectively. None of them was above 46 years. The table also reveals the marital status of respondents. In this regard, the majority of the teachers 63 (64.3%) were single but 35 (35.7%) were married.

Teaching experience has significant contribution for the quality of education and achievement of students. Contrary to this, the table below depicts that most of the

teachers 52 (53%) of them were served for less than five years in teaching. Still a good portion of them 20 (20.4%) were served from 6-10 years. The remaining 5 (5.1%), 11 (11.2%) and 15 (15.3%) fall within work experience ranges of 11-15 years, 16-20 years, and 21-25 years respectively. This implies that, most of the teachers in the secondary school were less experienced to effectively manage classrooms routines, motivate students, and even deal new concepts in certain subjects in logical appropriate manner.

Table 1B: Characteristics of Respondents (teachers')

No	items	Classification of characteristics	Response values	
			f	%
1	Sex	Male	84	85.71
		Female	14	14.28
2	Age	20-25	46	46.93
		26-30	27	27.55
		31-35	16	16.32
		36-40	7	7.14
		41-45	2	2.04
		Above 46	-	-
3	Marital status	Married	35	35.71
		Single	63	64.28
		Divorced	-	-
		Widowed	-	-
4	Teaching experience	Less than 5 years	52	53.06
		6-10 years	20	20.40
		11-15 years	5	5.10
		16-20 years	11	11.22
		21-25 years	15	15.30
		Above 26 years	-	-
5	Qualification	Diploma	2	2.04
		BA/BSC degree	73	74.48
		MA/MSc degree	1	1.02
		Other degrees	2	2.04

F = for frequency

As UNESCO (1966), schools staffed with under qualified teachers tend to have a high dropping out and repetition rates. Contrary to this, most of the secondary school teachers (74.5%) were BA/BSc degree holders who are within the set profile to teach in general secondary education by MoE.

4.1.1 Assessing Effects of Families' Educational Background

Educational background of parents and immediate family members can be one possible factor that influences students' academic achievement. In the table below, dropouts and repeaters were asked to indicate their father and mothers educational background separately. Hence, 22 (13.7%) respondents' fathers and 34 (21%) of their mothers were illiterate. Moreover, 30 (18.6%) respondents fathers and 49 (30.4%) of their mothers had low educational status, i.e. 1-4 grade completed. Beside these, large portion of respondents fathers 57 (35.4%) and mothers 54 (34%) had attended 5th to 8th grades of education.

Table 2: Families' Educational Background

No	Item	Classification of educational levels	Responses			
			Fathers		Mothers	
			f	%	f	%
1	Parents educational background	Illiterate	22	13.7	34	21.1
		1-4	30	18.6	49	30.4
		5-8	57	35.4	54	34
		9-10	20	12.4	20	12.4
		11-12	18	11.2	3	1.9
		Certified in a given field	-	-	-	-
		Diploma holders	6	3.7	1	0.6
		BA/BSC degree holders	8	4.9	-	-

F=frequency

To sum up 109 (67.7%) of respondents father and 131 (81.4%) of their mothers were not completed high school education. This indicates that parents' high school non-graduation history negatively affected the continuation and completion of their children. Hence, such parents lack ability to provide adequate academic support to their children at home that may contribute to low academic performance and break of schooling.

Table 3: Contribution of family Education Background

No	Items	R	Teachers		D &R	
			f	%	f	%
1	Do parents' low educational backgrounds contribute to secondary students' grade repetition?	yes	76	77.6	102	63.4
		No	22	22.4	59	36.7
2	Do parents' low educational backgrounds contribute to dropping out of schooling?	Yes	79	80.6	91	56.5
		No	19	19.4	70	43.5

F=frequency, D&R=dropouts & repeaters, R=respondents

On the table above, respondents were requested to respond on the contribution of parents' educational background to grade repetition and dropping out. In this regard, 76 (77.6%) of secondary school teachers and 102 (63.4%) of the dropouts and repeaters replied that parents low educational background negatively contributed to grade repetition and school dropping out.

Similarly, 79 (80.6%) of the teachers and 91 (56.5%) of the dropouts and repeaters indicated that low family educational background adversely contribute to dropping out of schooling.

Table 4: Assessing Academic Support Given By Parents and Family Members

No	Academic support given by family	Response in %			
		Yes	%	No	%
1	Show direction on how to study	51	31.7	110	68.3
2	Assist while I am studying lessons	61	37.9	100	62.1
3	Make subject wise discussion	60	37.3	101	62.7
4	Help in doing homework's and assignments	50	31	111	68.09
5	Access different referees materials	28	17.4	133	82.6

Many studies indicated that the role of educated family is crucial in promoting better learning of their children at home and even in the classrooms. Concerning this, dropouts and repeaters were requested to indicate academic support they had received at home from parents and family members. As can be observed from the table above, the respondents revealed that none of them, that is, (68.3%) hadn't been given study direction, (62.7%) made no subject-wise discussion, 68.9% received no help while doing home taken assignments and (82.6%) has no references materials at home.

This indicates that the dropouts and repeaters in the secondary schools had received little academic support at home from their family. This in turn is related to low families education that deter them from being engaged in academic support provision.

On the other hand, secondary school teachers were requested to express "what kind of academic support do they expect from family? They indicated that family members need to encourage their children, make a regular follow up and discussion, advise them and allow them adequate time for studying their lessons.

4.1.2 Assessing effects of family system and Size

Progress Group Report (2007) that the following family characteristics' as contributing to school dropout and repetition: single parent household, older siblings, family's cultural resources, and parental-child conversation about schooling.

Table 5: Assessing effects of family system and Size

No	Items	Response options	f	%
16	Family size	1-3 members	11	6.8
		4-6 members	41	25.5
		7-10 members	107	66.5
		Above 10 members	2	1.2
17	With who did you lived when you repeat grade or drop out of schooling?	Both parents	112	69.6
		Only one parent	8	5
		With my brother	10	6.2
		With my sister	9	5.6
		With my kinship	22	13.7

F=frequency

In the table above dropouts and repeaters were requested to indicate their family size, and 107 (66.5%) of them replied that their family size ranges from 7-10 members. This implies that most of the dropouts and repeaters live within large family size that may expose them lack of adequate material and financial support to successful promote their secondary education.

On item 17, respondents were requested "with whom did they lived at a time they repeated grades or dropout of schooling?" Hence, they indicated that, most of them 112 (69.6%) were living with both parents. However, 8 (5%), 10 (6.2%), 9 (5.6%) and 22 (13.7%) of them were lived with one of their parents brothers, sisters, and their relatives

respectively. Though most of the dropouts and repeaters lived with both parents, it is possible to link that the low economic background of most students supplemented with large family size undoubtedly fever grade repetition and school dropping out in the secondary schools.

4.1.3 Assessing Effects of Families’ Economic Background

As Masita (2006) indicated that “children living under poverty may have a negative impact on the ability to perform at school, leads to repeat grades and eventually dropout of schools.

Table 6A: Assessing Effects of Families’ Economic Background

No	Items	Occupations Categories	Parents’			
			Fathers		Mothers	
			f	%	f	%
1	Parents occupational categories	Farmers	112	69.6	-	-
		Civil servant	28	17.4	7	4.3
		Merchants	17	10.6	29	48
		House wives	-	-	125	77.6
		NGO workers	-	-	-	-
		Pensions	4	2.5	-	-

F=for frequency

As shown in the table above, regarding the occupational categories of dropouts and repeaters, parents, 112 (69.6%) their fathers were farmers where as 125 (77.6%) their mothers were house wives 35 (21.7%) respondents parents were civil servants but 46 (28.6%) of them were merchants.

As shown in the table below 78 (79.6%) of the secondary school teachers and 101 (62.7%) of the dropouts and repeaters indicated that parents low economic background has negatively contributed to grade repetition. Similarly, 82 (83.7%) the teachers and

102 (63.4) of the dropouts and repeaters revealed that family low economic background negatively contribute to school dropping out in secondary school.

Table 6B: Contribution of Family Economic Background to Educational Wastage

No	Items	Response	Teachers		D&R	
			f	%	f	%
1	Contribution of parents low economic background to grade repetition	Yes	78	79.6	101	62.7
		No	20	20.4	60	37.3
2	Contribution of parents low economic background to dropping out	Yes	82	83.7	102	63.4
		No	16	16.3	59	36.7

F=frequency, D&R=dropouts & repeaters

In line with families’ economic background, teachers, dropouts and repeaters were requested to respond. “Do low families economic level negatively trigger grade repetition and dropping out?” Most of the respondent indicated that parents in low economic status cannot meet the basic needs of their children, fail to supply adequate educational materials and financial support.

Consecutively, a number of students from such background search for alternative income generating source to address the unmet needs. Hence, they were forced to make money by engaging in different businesses such as daily laborer, shoe polishing, trade and agricultural activities side by side to their secondary education. As a result, such students were exposed to high absenteeism and low attention to their education and then perform low in tests and examination that leads to grade repetition and school dropping out. On the other hand, some respondents indicated that there are families in low economic status who see education as “*a way-out*” from poverty and give priority to their children education by scarify what they have to it

4.1.4 Assessing Students’ Attitude towards Schooling

As you can see in the table below, 136 (84.5%) of the dropouts and repeats, always come to school on time. Similarly, they were asked, “why they come to school?” 153 (95%) of them responded that they want to school because they like learning.

Table 7: Assessing Students’ Attitude towards Schooling

No	Items	Response options	f	%
1	How often did you come to school on time?	Always	136	84.5
		Sometimes	21	13%
		Never	4	2.5
2	Why you go to school?	I like learning	153	95
		b/c my neighbors’ go	3	1.9
		b/c parents forced me	2	1.2
		I get my friends there	3	1.9

4.1.5 Assessing Effects of Absenteeism and Class size

Instructional time is a single most important influencing factor that linked to children learning at school. In line with this, respondents replied that 88 (89.5%) of the secondary school teachers and 77 (47.8%) of the dropouts and repeaters were absent for less than five days in a semester.

ETFOD (2002) explained that students who start their education in small classes are less likely to dropout, more likely to graduate on time. Contrary to this, responses obtained, that is, 63 (64.3%) of teachers and 63 (39.8%) of the dropouts and repeaters revealed that the class size in the secondary schools were more than 70 students. Therefore, this is large class size that has considerable influence for the provision of assistance in closer attention to students who need it.

Table 8: Assessing Effects of Absenteeism and Class size

No	Items	Response options	Teachers		D & R	
			f	%	f	%
1	<i>How many days were you absent from school?</i>	<i>Less than 5 days</i>	88	89.8	77	47.8
		<i>6 to 10 days</i>	7	7.1	24	14.9
		<i>11-to 15 days</i>	3	3.0	22	13.7
		<i>More than 15 days</i>	-	-	38	23.7
2	<i>Schools distance from home</i>	<i>Less than 30 minutes</i>	-	-	63	39.13
		<i>30-60 minutes</i>	-	--	56	34.78
		<i>1-2 hours</i>	-	-	31	19.25
3	<i>What were the numbers of students in the class you teach /attended?</i>	<i>Below 50</i>	5	5.1	26	16.1
		<i>51-60</i>	10	10.2	21	13.4
		<i>61-70</i>	20	20.4	51	31.7
		<i>More than 70</i>	63	64.3	63	39.8

F=frequency, *D&R*=dropouts & repeaters

Regarding the school distance from students residence, most of the respondents (63+56) that is, 73.9 percent travels for less than one hours. However, 41 (25.5%) of them, walk for 1-2 hours, which might adversely affect the students active attendance and participation in class. This implies that, large class size and students high absenteeism were contributing to secondary education wastage.

4.1.6 Assessing Perception towards Educational Wastage

As shown in the Table 9 below, respondents were requested to express their feelings towards educational wastage. In this regard, 53 (54%) of the secondary school teachers and 126 (78.3%) of the dropouts and repeaters indicated that they feel sad and were seriously disappointed when students repeat grades.

Table 9: Assessing Perception towards Educational Wastage

N o	Items	Response options	Teachers		D & R	
			f	%	f	%
20	What do you feel when students repeat grade?	I was seriously disappointed	35	35.7	126	78.3
		I feel sad	53	54	29	18
		It was normal for me	10	10.2	6	3.7
21	What do you feel when students drop out of schooling?	I was seriously disappointed	49	50	109	67.7
		I feel sad	45	45.9	41	25.5
		It was normal for me	4	4.0	11	6.8

F=frequency, D&R=dropouts & repeaters

Similarly, 49 (50%) of the teachers and 109 (67.7%) of the dropouts and repeaters described that they become seriously disappointed when students dropouts of school. Hence, it is possible to say that, both groups of respondents perceive grade repetition and school dropout as having adverse effect on individuals as well as the society at large.

4.2. Assessing Forms of Grade Repetition

Table 10 is about the most common forms of grade repetition. Both groups of respondents were requested to rank which form of grade repetition most dominantly prevail in their schools and rank it first and the second dominate next and continue till they finish all.

As Brophy (2006:1-2) grade repetition takes five major forms, depending on the source and reasons for the decision to repeat. Accordingly, drop outs and repeaters ranked involuntary repetition imposed by the school as first whereas secondary school teachers ranked it as fifth. However, both groups consistently ranked repetition determined based on the national examinations pass- point as second most dominant in their schools.

On the other hand, voluntary repetition initiated by the students themselves was ranked first by teachers but fifth by the dropouts and repeaters. Again both groups invariably ranked repetition forced by parents as fourth. Grade repetition caused due to poor English proficiency was ranked as second and third by secondary school teachers and, dropouts and repeaters respectively.

Table 10: Assessing Forms of Grade Repetition

No	Forms of grade repetition	Respondents			
		Teachers		D&R	
		X1	Ro	X2	Ro
1	Initiated by the students themselves	2.74	1	1.98	5
2	Forced by parents	2.17	4	2.79	4
3	Imposed by the schools policy	1.94	5	3.20	1
4	Determined based on the national examination score	2.39	2	3.18	2
5	Caused due to poor English proficiency	2.39	2	3.17	3

D&R= dropouts and repeater, Ro=rank order, X1=mean; X2= mean

Therefore, both groups of respondents’ held different extremes in ranking the first most dominant form of grade repetition. Hence, dropouts and repeaters ranked schools imposed repetition as the first most dominant whereas secondary school teachers’ ranked repetition initiated by the students themselves as the first dominant one. This seems that, the groups of respondents were projecting sources and reasons for repetition one to the other.

However, both groups of respondents consistently indicated that repetition determined based on the national examination pass- score and repetition caused due to poor English proficiency as the second and third dominant forms prevailing in the secondary schools of the zone.

4.3 Assessing the Trends of Secondary Education Wastage

It is obvious that the entire pupils who commence the general secondary education do not likely complete the cycle. Some of them repeat grade where as others dropout of schooling.

4.3.1 Trends of Ninth Grade Pupils Wastage Rate by Gender

The patterns of dropping out and repetition rates vary across sex and grade levels. The table below depicts this fact in the secondary schools of Kembata-tembaro zone in years between 2006/07-2010/11 G.C.

Table 11: Grade Nine Pupils Wastage Rate in Zone by Gender

Years in G.C.	Dropout rate %			Repetition rate %			W R%
	M	F	T	M	F	T	
2006/07	6.8	3.6	10.4	2.7	2.8	5.5	15.9
2007/08	6.0	2.8	8.8	2.4	1.4	3.8	12.6
2008/09	6.1	2.8	8.9	3.5	2.1	5.6	14.5
2009/10	4.5	3.4	7.9	3.2	2.1	5.3	13.2
2010/11	3.9	3.4	7.3	5.2	2.8	8.0	15.3
Average	5.5	3.2	8.7	3.4	1.8	5.2	13.9

*Sources: Calculated from Educational Statistics of Annual Abstract of SNNPR.
M=male, f=female, t=total, WR= Wastage rate*

As shown in the table above, the patterns of grade nine students' dropout rates in the secondary schools of varies; from 6.8 to 3.9 for boys and from 3.6% to 3.4% for girls. For both sexes the patterns vary from 10.4% to 7.3% in the range of academic years. Similarly, the table also depicts the repetition rate of grade nine students in the zone under the study. As can be seen from it, the repetition rate varies from 2.7% to 5.2% for boys and the same rates (2.8%) for girls in the years between 2006/07 to 2010/11. For both sexes the repetition rate in the same range of years vary from 5.5% to 8.0%.

Generally, the dropout rate (8.7) is higher than repetition rate (5.2). Both repetition and dropout rates are general higher for boys (5.5, 3.4) than girls (3.2, 1.8). In general, the education wastage status in grade nine for both sexes was 13.9% on average over the past five years. However, it is consistently decreasing on average 3.9% in grade nine.

The possible reasons for higher dropout of boys than girls as pointed out by interviewee and FGD discussion were male students migration to different regions in search of work and moving to foreign countries particularly, to South Africa.

To sum up, the trends of education wastage rate in ninth grade of the zone was reoccurring on average of 13.9 % in the past five, (2006/06-2010/11 G.C) successive years and it was decreasing at the rate of 3.9%.

4.3.2 Trends of Tenth Grade Pupils Wastage rate by Gender

The transition rate from general secondary education to the next levels demands at least scoring the minimum pass point (i.e. 2:00 and above) either to enter the preparatory stream or per sue a career in the Technical and Vocational Education and Training (TVET) track. Despite this fact, the remaining students who scored less than 2:00 point in grade ten national examinations are categorized as repeaters who are not qualified to the next level of education. Such repeated students either retake the examination or enter the work force by quitting education aside.

In this regard, an assessment was made to uncover the rate of transmission of pupils to the next level of education. Hence, 10th grade national examination documents of five years were (2006/07-2010/11) assessed.

As shown in the table below the patterns of dropout rate in the tenth grade of the secondary schools varies 5.2% to 2.2% for boys and from 2.2% to 1.8% for girls. For both sexes, the dropout rates vary from 7.4% to 4.0% in the successive academic years.

Table 12: Tenth Grade Transition Rate by Gender

Years in G.C.	Dropout rate %			Repeaters (Scores < 2:00) in %			Wastage Rate %
	M	F	T	M	F	T	
2006/07	5.2	2.2	7.4	32.9	22.5	55.4	62.8
2007/08	1.2	0.7	1.9	33.6	24.1	57.7	59.6
2008/09	1.9	1.0	2.9	23.5	23.6	47.1	50
2009/10	2.1	1.0	3.1	16.7	15.7	32.4	35.5
2010/11	2.2	1.8	4.0	19.6	30.7	50.3	54.3
Average	2.5	1.3	3.8	25.3	23.3	48.6	52.4

Source: Calculated from Educational Statistics Annual Abstract of SNNPR. M=male, f=female, t=total,

As shown in the table, the patterns of repetition rate in tenth grade national examination varies from 32.9% to 19.6 % for boys, and 22.5% to 30.7% for girls. For both sex it vary from 54.4% to 50.3% in successive academic years. As can be observed from the table the repetition rate was high in the consecutive years 2006/07 to 2007/08.

Generally, the repetition rate (48.6) is higher than dropout rate (3.8). Both repetition and dropout rates are general, higher for boys (2.5, 25.3) than girls (1.3, 23.3). In general, the education wastage status in grade ten for both sexes was 52.4% on average over the past five years. However, it is increasing on average 3.7%.

To sum up, the repetition rate in 10th grade nation examination was occurred on average of 48.6% in the successive academic years of 2006/07 to 2010/11. Besides, the drop out

and repetition in tenth grade was on average of 52.3. In line with, dropouts and repeaters and teachers were requested to indicate the most dominant forms of grade repetition occurred in their respective schools. As a result they pointed out that repetition imposed at the higher level was the second most dominant. Hence, their response was coincided with the results of document analysis.

To sum up, the trends of education wastage rate in tenth grade of the zone was on average of 52.4 % in the past five (2006/06-2010/11 G.C) successive years and it was increasing at the rate of 3.7%. This implies that more than half the students in tenth grade were not either qualifying to the next level of education or completing. They were forced either to retake the examination or search for work by quitting schooling

4.3.3 The General Trends of Secondary Education Wastage rate

In the table below the trends of general secondary education in the past five years were summarized.

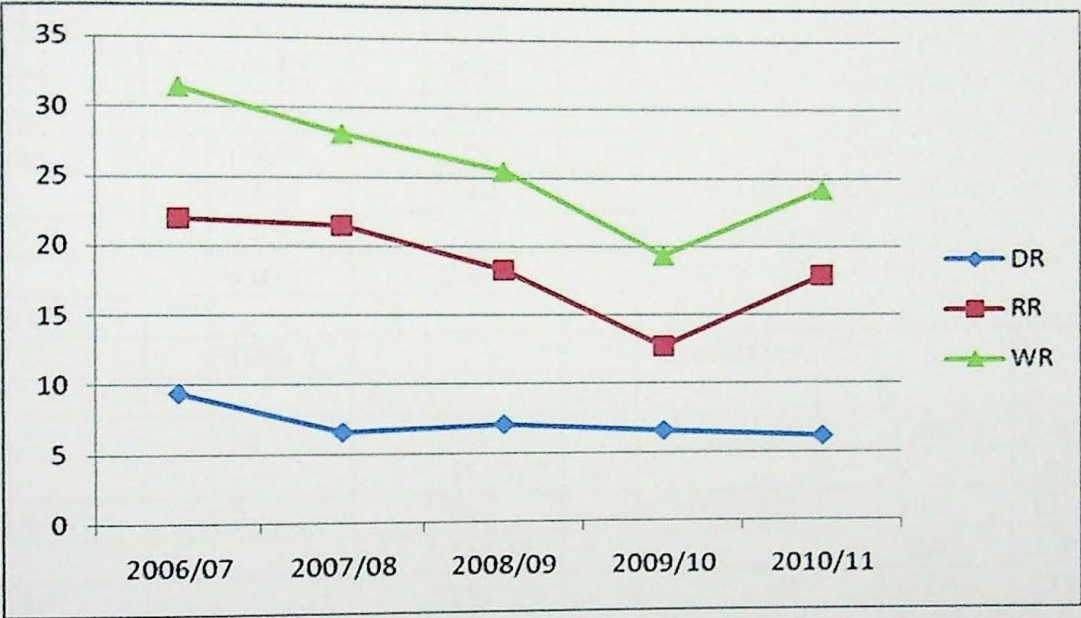
Table 13: The General Trends of Secondary education Wastage rate in Zone.

Years in G.C	Dropout Rate			Repetition Rate			W Rate
	M	F	T	M	F	T	
2006/07	6.3	3.1	9.4	12.7	9.3	22.0	31.4
2007/08	4.5	2.1	6.6	12.6	8.9	21.5	28.1.
2008/09	4.8	2.2	7.1	9.6	7.3	18.3	25.4
2009/10	3.9	2.7	6.6	6.9	5.8	12.7	19.3
2010/11	3.3	2.9	6.2	7.7	10.3	17.9	24.1
Average	4.6	2.6	7.2	9.9	8.3	18.5	25.7

The rate of education wastage at the general secondary schools of the zone under the study was generally higher in boys (4.6, 9.9) than girls (2.6, 8.3) in the consecutive academic years. The possible reasons attributed behind such gaps may be the effect of boys' migration to different region within the country in search of work and migration to different countries.

In general, the education wastage status in the general secondary schools of Zone was on average 25.7% in the past successive five years. However, it is decreasing at rate of 3.4%.

Fig 1: Line Graph indicating the Wastage rate of General Secondary Education



From the above line graph you can observe that dropout rates are constantly decreasing except some fluctuation in the year 2008/09 for both sexes. Similarly, repetition rates also decreased for the past four successive years, however, it starts increasing in the year

2009/10. This is because of the raise in repetition rate of girls in the year 2010/11 by 4.5% as compared to the previous year.

Furthermore, the trends of secondary education wastage rate, like the repetition rate, decreased for consecutive four years and then begun to increase at the year 2009/10. In general, the magnitude of the secondary education wastage for both sexes is in the past five years was 25.7 percent on average and it is decreasing constantly at the average growth rate of 3.4% per annum.

Fig 1: Diagram representing the flow of a cohort of 1000 student through the General Secondary Schools of Kembata-Tembaro Zone. (Both Sexes).

Grades:		9		10				
Enroll;2009/10		18588		7070				
Enroll;2010/11		20076		8273				
Promoters		16152		2992				
Repeaters		971		4165				
Dropouts		1465		329				
PR		0.869		0.64				
RR		0.052		0.33				
DR		0.079		0.03				
Year in G.C			79					
2011/12		1000				Graduates		
			4		26			
2012/13		52		869		556	Grades	Pupil years
			1	45+287	10		9	1055
2013/14		3		331		211	10	1311
				2+109	3		Total	2366 p/yrs
2014/15				111		71	OT=	838
						Total=838	WR=	1.4
							CE=	0.71
Repeaters		55		396				
Dropouts			84		39			
Promoters				1311				

Fig 1: above shows about the synthetic cohort analysis of 1000 students, who entered grade nine, in the year 2011/12. If the flow rate of the grades continuous like the

academic year 2009/10 and 2010/11 G.C (hypothesis of homogeneous behavior), no additional new entrants are allowed and only two years of repetition are allowed, of 1000 students who enrolled in grade nine in 2011/12 G.C about 710 (0.71%) of them are expected to graduate from grade ten in the 2014 G.C.

Wastage ratio which is the ratio of actual input-output ratio to the ratio of ideal input-output is 1.4 % as indicated in the diagram above. This means that graduates' would be produced in the cycle at 1.4 times the ideal cost. The coefficient of efficiency for the above cohort implies that graduates would be produced at 0.71 times the ideal cost. The best (ideal) ratio could have been equal to 2/2, which means each student is expected to pass through two years of schooling using the resources allocated for him/her to graduate from the general secondary education. However, this is not observed in the zone under the study.

While this figure is interpreted in terms of actual data of the zone's total enrolled students' in the year 2009/10 G.C in grade nine, 13197 (71%) will graduate the general secondary education by the year 2014/15 G.C in the zone. Unluckily, the remaining 5390(29%) of the enrolled students will either abandon of the system or repeat grades more than twice. This indicates that the system is wasting almost one-third of its scarce resources on repeaters and dropouts.

4.4 Assessing Causes for Educational Wastage

Many research findings such as World Bank (1980), UNESCO (1997), Lockheed, Verspoor and Associates (1991) indicated that high dropout and repetition is caused due to different factors such as pupil, teachers, family, background, administration and home environment related factors.

In this regard, this study attempted to assess the effect of these factors in the secondary schools of zone. To do so, the factors were categorized in the two broad groups for identifying either institutional or environmental factors significantly contributing to secondary students' grade repetition and/or school dropping out. Finally, each factor was posed for respondents in likert scale ranging from strongly agree (5) to strongly disagree (1) to react on it.

Assuming normal distribution, parametric tests of significance, particularly, t-test was computed using SPSS version twenty to determine the extent to which the findings of the study are consistent with what happens in the target population. Moreover, such test helps to examine whether there exists statistical significance on particular observation between the groups of samples.

Accordingly, group means values, standard deviation, t-values, and sig (2-tailed) were calculated with confidence intervals of 95% ($p < 0.05$). Then to determine whether to support or not to support the null hypothesis, the calculated values were examined and compared with the expected critical values ($\alpha < 0.05$) and the interpretation were conducted accordingly.

As a decision rule samples group means value were denoted as 0.05-1:00 very weak causing factor; 1:01-2:00 weak causing factor, 2:01-3:00 as moderately causing factor and 3:01-4:00 as severely causing factor and $>4:00$ as very severely causing factor of educational wastage in the secondary schools of Kembata-tembaro Zone.

4.4.1 Assessment of Institutional Factor Causing Educational wastage

Generally, the quality of education by and large is affected by the quality and utilization of educational resources available in the system. To this end, some school related factors

such as characteristics of students, quality of teaching staff, school administration aspects, curriculum and instructional time and guidance and counseling services were assessed in line with their contribution to the efficiency and effectiveness of the system.

In the following part of the analysis, a number of school related factors were posed for secondary school teachers, dropouts and repeaters to indicate their extent of agreement on the effects of each factor for education wastage.

4.4.1.1 Dropout and repeaters Related Factors

Students' characteristics may include their motivation, ability to grasp knowledge, hard working, having high expectation to be successful and confidence while doing and acting. Thus, examining either these variable has contributed to repetition and dropping out or not is one way of mapping the causes to education wastage. Therefore, this section of the analysis will present the responses of dropouts and repeaters, and secondary school teachers on the extent of contribution of each factor to repetition and dropping out.

As shown in the Table 14 below, respondents were requested to rate the degree of influence of students failure to study hard to their dropping outs and grade repetition in the secondary schools. The mean responses of the respondents were: drop outs and repeaters (3.5) and teachers (4.0) and the weighted mean was (3.7) ranked as first indicates that drop outs' and repeaters' failure to study hard was severely causing factor of education wastage.

Table14: Dropout and repeaters Related Factors

No	Factors	D&R		Teachers		Wtd	t	df	P	R
		X1	SD	X2	SD					
1	Failure to study hard	3.5	1.70	4.0	1.34	3.7	-2.592	240	.012	1
2	Lack of interest in schooling	3.1	1.56	3.8	1.23	3.4	-4.328	240	.000	2
3	Low self-esteem	2.7	1.53	3.6	1.13	3.0	-5.405	247	.000	5
4	Lack of confidence	3.0	1.60	4.0	1.15	3.4	-5.794	250	.000	2
5	Lack of expectation	3.0	1.59	3.9	1.20	3.3	-4.654	245	.000	4
6	Serious health problem	2.7	1.66	2.9	1.52	2.7	-0.919	257	.359	6
7	Visual impediment	2.4	1.57	3.2	1.16	2.7	-4.580	247	.000	6
8	Hearing impediment	2.1	1.47	3.1	1.21	2.5	-5.514	257	.000	7
	Average score	2.8	1.51	3.5	1.18	3.1	-4.350	241	.000	

NB= D&R for dropouts & repeater, df for degree of freedom, t for t-value & p for alpha level, X1 & x2 group means, Wtd=weighted mean, R=rank order

On top of this, t-test was computed to determine whether there exists statistical significant difference between the two groups of respondents. Accordingly, the t-values, degree of freedom, and alpha value for the factor 1, was ($t=-2.592$, $df=240.145$, $P<0.05$). As a result there exist statistical significance between the two groups of respondents' which was revealed by, $P<0.05$ that indicates difference in opinion between teachers and students. The possible reason behind such differences (3.5, 4.0) between the respondents may be teachers have access to assess and wonder how many students' are catching up with the course he or she deliver.

In the table above, respondents equivocally responded factors 2 & 4 as having severe contribution to secondary education wastage. As indicated by the mean values; dropouts and repeaters and teachers have rated both lack confidence (3.0, 4.0) and having less interest to schooling (3.1, 3.8) respectively. The weighted mean for both factors was

(3.4) which further indicate that these factors were severely contributing to secondary education wastage.

Besides, the computed t-test results for these factors were ($t = -4.325$, $df = 240.3$, $P < 0.05$) and ($t = -5.794$, $df = 250.1$, $p < 0.05$,) respectively. As you can observe, the alpha values from the table, ($p = 0.000$) that shows very high statistical significance level. These may have happened because teachers were projecting those factors as drop outs and repeaters failure to handle but the students mean values which are less than teachers may also reveal how they are defending themselves across the issues.

Factors 5 and 3 are about: lack of positive expectation (3.0, 3.9) and low self-esteem (2.7, 3.6); and as rated by drop outs and repeaters, and teachers respectively. These factors were ranked fourth and fifth based on their weighted mean values (3.3) and (3.0) respectively. Hence, this indicates that students lack of confidence while learning and their less interests to schooling have adverse effect in their academic performance and continuation of education.

Furthermore, the calculated t-test results for these factors 5&3 were ($t = -4.654$, $df = 245.6$, $P < 0.05$) and ($t = -5.407$, $df = 247.7$, $p < 0.05$); respectively. Still the result indicates that there is high statistical significance between the two groups of respondents across the factors. The possible reasons for such opinion variation between the respondents may be, teachers' poses the problems towards the students but students denied as if they don't lack self-esteem and positioned themselves as having high expectation.

Lack of expectation on the part of the drop outs and repeaters was attributed as causes for educational wastages. Dropouts and repeaters parental background assessment in the

previous section of this paper uncovered that, of the parental educational status 109 (67.7%) of respondents father and 131 (81.4%) of their mothers were not completed high school education. Hence, this indicates that parents lack school success experiences to share to their children to develop schooling. Even in such circumstances most often parents are not in a position to ask their children- "What are you going to be when you grow up or you complete high school education?"

On the other hand, factors 6, 7 and 8 were rated by dropouts and repeaters, and teachers with mean values as (2.7, 2.9), (2.4, 3.2) and (2.1, 3.1) and weighted means (2.7), (2.7), and (2.5) respectively. Thus, the factors were moderately contributed for students' repetition and dropping out in the area under the study.

To sum up, dropouts and repeaters failure to study hard, lack of confidence, and lack of interest in schooling and lack of expectation were ranked as the 1st, 2nd, 3rd and 4th severely causing factors for repetition and dropping out in the secondary schools of the zone respectively. However, their low self-esteem to graduate from high school was moderately causing educational wastage.

The overall all effects of dropouts and repeaters related factors for secondary education wastage as statistical computed (t , 1.18, $St/d=-4.350$, $df=241.2$ & $p=0.00$) and weighted mean (3.06). Thus, it can be concluded that, students (drop outs and repeaters) related factors were severely causing educational wastage in the secondary schools of the zone under the study. Hence, this finding is in conformity with what has been pointed out by Verspoor and Associates (1991:183), students characteristics' such as poor motivation for schooling, low ability, and insufficient grasp of language of instruction cause educational wastage ,particularly, in developing countries.

4.4.1.2 Secondary Schools' Teachers Related Factors

Different studies indicated that teachers' attitude, behavior, and teaching methods are among the factors affecting students' persistence and academic achievement. The quality and contribution of teaching staff largely depends on the qualification, experience, motivation and competency of the teachers' available in the school.

As Meyer and Gayu (1996: 43) noted that secondary school teachers must be well-educated and competent in their professional skills. Furthermore, the quality of schooling and the learning achievement of students depend heavily on the competence, personality and education of the teachers (Coombs, 1985:117).

Taking these into account the under presented section of the analysis describes issues related to the quality and contribution of teaching staff in producing graduates from general secondary education.

Factor 1 below in the table is about teachers commitment while teaching students and exerting their effort to the betterment of his/ her students. Drop outs and repeaters and teachers rated it as (3.3) and (3.0) respectively.

Further, the weighted mean values was (3.19) that indicates secondary school teachers were exhibited low commitment in helping their students which is severely causing education wastage. This may be attributed to large class size or lack of interest in the part of the teachers. However, dropouts and repeaters, most often were at the risk zone demands closer follow up and consistent support from the teachers , otherwise they quite schooling or become low achievers'.

Table 15: Secondary Schools' Teachers Related Factors

No	Factors	D&R		Teachers		Wtd	t	df	P	R
		X1	SD	X2	SD					
1	Low commitment while teaching	3.3	1.63	3.0	1.29	3.19	1.688	239	.093	1
2	Insufficient subject knowledge	2.8	1.56	2.7	1.34	2.76	.838	228	.403	6
3	Employing boring teaching methodology	2.9	1.63	2.8	1.15	2.86	.141	251	.888	4
4	Unfair assessment of pupils Performance	2.8	1.64	2.8	1.20	2.8	-.273	246	.785	5
5	Lack of pupils encouragement	2.7	1.64	3.2	1.20	2.89	-2.866	248	.005	3
6	Teachers negative attitude towards low achievers	2.6	1.61	2.7	1.27	2.64	-.520	240	.603	7
7	Unfriendly relationship between students' and teachers'	2.9	1.58	2.9	1.41	2.9	.296	223	.768	2
	Average score	2.9	1.58	2.9	1.23	2.9	-.087	241	0.93	

NB= D&R for dropouts & repeater, df for degree of freedom, t for t-value & p for alpha level, X1 & x2 group means,,R=rank order, Wtd=weighted mean, SD=standard deviation

Besides, a t-test was computed to determine the existence of statistical significance between the groups of respondents across the factor and it was ($t=1.688$, $df=239.4$, $p>0.05$). As a result there is no statistical significance across the two groups on the factor. Put differently, both drop outs and repeaters equivocal admitted that teachers in their schools exhibited low commitment to help student in their overall learning endeavor. In line with this, results obtained from interviewee and FGD revealed that in some Woredas, especially, cash crop areas the respect and commitment of teachers were found very low. Many teachers were discouraged due to their less income compared to the income of merchants. Consecutively, like students some teachers from the primary

and secondary schools of the zone were migrated to different foreign countries in search of better life.

In the Table 15 above, respondents were requested to rate the extent of relationship between teachers and students and how much teachers were encouraging their students. The mean values of respondents: dropouts and repeaters (2.9, 2.9) and secondary school teachers (2.7, 3.2) respectively. The weighted mean for both factors 7 & 5 were (2.9, 2.89) respectively. This implies that teachers failure to encourage students and their low interactions with their students were moderately triggered students repetition and dropping out.

In this regard, responses obtained from open ended item, and interview uncovered that, unreasonable and not well justified incomplete cases practiced in the secondary schools highly discouraged many students, so that experience early dropping out before the end of the academic year.

In addition, a t-test was computed on the factors so that to observe the existence of statistical significance between the two groups across the factors. Hence, the results indicated that ($t=0.296$, $df=223.6$, $p>0.05$) and ($t=-2.866$, $df=248.5$, $p=0.05$). There is no statistical significance regarding the issues unfriendly relationship between the two groups of respondents. However, there is statistical significance between the groups on factors lack of pupil encouragement. This reveals that both group invariably admitted that the interactions between and among students and teachers in the secondary schools were not promising in the teaching learning process.

Accordingly, the t-value, degree of freedom, and alpha value for the factors 2, 3, and 4 were ($t=0.839$, $df=228.2$, $p>0.05$) ($t=0.141$, $df=245.3$, $p>0.05$); ($t=0.273$, $df=246.9$, $p>0.05$)

and) respectively. As can be noted from t-test result, there were no significant differences ($p>0.05$) between dropouts and repeaters, and secondary school teachers regarding these factors.

Hence, both groups of respondents invariably indicated that, there are teachers who lack subject knowledge; who are frequently employ boring teaching methodology and experience unfair assessment of pupils' performance as moderately attributing factor for repetition and dropping out. However, results obtained at the background information uncovered that most of the secondary school teachers (74.5%) were BA/BSc degree holders. The paradox may be due to lack of motivation and /or experiences. In support to this, Brown (1991: 273) states that, the conditions of the teachers in terms of- working conditions, salaries, and training lead to low morale, turnover, absenteeism and poor performance.

In general, the overall assessment results as computed statistical: weighted mean (2.9,) and ($t=-.087$, $df=2421.6$ $p>0.05$) revealed that, teachers related factors were triggering grade repetition and school dropping out at moderate level in the secondary schools of the Zone.

4.4.1.3 Curriculum and Medium of Instruction related factors

As indicated on the table below curriculum and medium of instruction related factors were assessed to observe their contribution to grade repetition and school dropping out in the secondary schools. Secondary school students, who are poorly proficient in English language, encounter problems to express ideas, to write and read about topics in

an exploratory or reflective ways that assist them in making senses of new knowledge and ideas (World Bank 1998).

Table 16: Curriculum and Medium of instruction related factors

No	Factors	D&R		Teachers		Wtd	t	df	p	R
		X1	SD	X2	SD					
1	Students' lack English language proficiency to express ideas in the learning process	3.2	1.71	3.8	1.14	3.43	-3.642	254	.000	1
2	Students' lack English language proficiency to read while learning	2.6	1.50	3.5	1.22	2.94	-5.551	236	.000	4
3	Students' poor proficiency to write during tests and examinations	3.0	1.57	3.7	1.19	3.26	-4.024	246	.000	2
4	Irrelevance of the curriculum to the living style of learners'	2.6	1.41	3.0	1.23	2.75	-2.493	226	.013	5
5	Difficulties of knowledge encompassed in the curriculum	3.0	1.62	3.2	1.25	3.07	-.680	243	.497	3
	Average score	2.9	1.53	3.4	1.59	3.09	-3.37	244	0.01	

NB= D&R for dropouts & repeater, df for degree of freedom, t for t-value & p for alpha level X1 & x2 group means, R=rank order, Wtd=weighted mean

In this regard, dropouts and repeaters, and teachers were rated the medium of instruction related factors: students lack English language proficiency to express their ideas during instructional process (3.2, 3.8), lack proficiency in reading and understanding texts (2.6, 3.5) and lack writing skills during tests and examinations (3.0, 3.7) with mean values and weighted means (3.43), (2.94), and (3.26) as indicated respectively. Except minor regularity, the problem of medium of instruction was indicated as severe contributing factor for secondary education wastage in the zone.

Moreover, t-test was conducted to measure the level of significance across the two groups of samples. Accordingly, the t-value, degree of freedom, and alpha value for the factors 1, 2 & 3 were: ($t=-3.642, df=254, p<0.05$); ($t=-5.551, df=236.6$ & $p<0.05$) and

($t=-4.024$, $df=246$, $p<0.05$). Hence, the results indicated that there exists high statistical significance ($p=0.00$) between the samples groups across the factors assessed.

Therefore, this implies that, lack English language proficiency to express ideas during the instruction process was indicated as severely causing factor whereas students English language deficiency to read and understand texts and their inability to write during tests and examinations were moderately and severely contributing to secondary students' grade repetition and quite schooling. Furthermore, in Table 12 above, regarding the most dominant forms of grade repetition both groups' respondents invariably indicated that repetition caused due to poor English language proficiency become the third most common that concord with the results obtained.

On the other hand, dropouts and repeaters were requested to indicate the educational status and the kind of support they get at home from any of their family members in open-ended (item 9) & (multi-response item 12). As a result, 109 (67.7%) of respondents father and 131 (81.4%) of their mothers were not completed high school education. Besides, dropouts and repeaters uncovered that, concerning at home-based academic support; (68.3%) of them hadn't get any study direction, (62.7%) made no subject discussion, 68.9% received no help while doing home taken assignments and (82.6%) has no references materials at home. As a matter of fact the language spoken at home is different from the medium of instruction.

Consequently, lack of English language proficiency in the part of students plus the language differences spoken at home complemented with the non-high school graduation of most dropouts and repeater families were adversely contributed factors to grade repetition and dropping out in the secondary schools.

Therefore, the results of this study is in conformity with the World Bank, (1998) reports” where families are uneducated, they are not able to support their children in their learning, and their children, while potentially being able academically, struggle to keep up with their learning due to insufficient knowledge of the languages of instruction.”

Similarly, the dropouts and repeaters, and teachers were requested to respond on factors; irrelevance of the curriculum to the living style of learners’ (2.6, 3.0) and difficulties of knowledge encompassed in the curriculum (3.0, 3.2) as contributors for educational wastage respectively. Their weighted means were (2.75) and (3.07) that implies they were moderately and severely contributing for secondary education wastage.

Moreover, t-test was conducted to measure the level of significance across the two groups of samples. Hence, the t-value, degree of freedom, and alpha value for factors 4, and 5 were ($t=-2.496$, $df=226.3$, $p<0.05$) and ($t=0.680$, $df=243.3$, $p>0.05$) respectively. The test result revealed that, factor 4 was statistically significant whereas factor 5 was observed having no statistical significance between the groups.

Thus, this indicates that drop outs and repeaters and secondary school teachers have opinion differences on the contribution of knowledge difficulties encompassed in the curriculum for repetition and dropping out as described moderately and severely causing factors respectively. On the other hand, both groups invariably responded that irrelevance of the curriculum to the living style of learners’ was moderately contributed to grade repetition and dropping out in the secondary schools.

In general, the calculated statistical results for curriculum and medium of instruction employed in the secondary education have weighted mean value (3.09) and ($t=-3.367$, $df=244.8$, $p<0.05$) that implies these factors were severely causing educational wastage in the secondary schools of Zone.

4.4.1.4 School Administration Related Factors

As Potter and Powell (1992) school leaders are generally responsible in four key areas: school management, school-ministry liaison, school-community relations and instructional leadership. As shown on the table above, the influence of school administration related factors for secondary students' grade repetition and school dropping out were assessed.

Table 17: School Administration Related Factors

No	Factors	D&R		Teacher		Wtd	t	df	p	R
		X1	St/d	X2	St/d					
1	Promote less communication with students'	3.0	1.72	3.1	1.22	3.03	-.312	250	.755	6
2	Have less expectation to students' better performance	3.5	1.60	3.1	1.32	3.35	1.747	234	.082	2
3	Regularly monitor the work of teachers'	3.4	1.47	2.9	1.24	3.21	2.909	231	.004	4
4	Foster unsatisfactory liaison between the school and the community	3.6	1.51	3.2	1.34	3.45	2.403	224	.017	1
5	occasionally strive to maintain better instruction process in the school	3.3	1.70	3.2	1.19	3.26	.773	252	.440	3
6	Less follow up from Parents' Teachers Association	2.9	1.62	3.6	1.11	3.16	-4.58	253	.000	5
	Average score	3.3	1.57	3.2	1.23	3.25	0.550	240	0.85	

NB= D&R for dropouts & repeater, df for degree of freedom, t for t-value & p for alpha level X1 & X2 =group means, R=rank order, Wtd=weighted mean

In the Table above, drop outs and repeaters, and teachers had rated the factors: the school administration have high expectation to students' better performance (3.5, 3.1); they foster unsatisfactory liaison between the school and the community (3.6, 3.2) and they regularly strive to maintain better instruction process in the school (3.3, 3.2) with mean values respectively. The computed weighted means for the same factors were: (3.5), (3.1) and (3.3) respectively as responded by drop outs and repeaters, and secondary school teachers

Therefore, both groups of respondents had shown that their school administration have less expectation to pupils better performance consistently but try to maintain the statuesque in responding to the pressure that is exerted from outside. Thus, this factor was causing grade repetition and school dropping out. In line with this, results obtained from interview and FGD, indicated that the schools administration were not recognizing and rewarding better performance and high achievement of teachers and students. On top of this, they were not strongly enforcing the assignment of subject teachers at timely bases. In some occasions teachers might not be assigned even for more than two months after classes have begin as indicated by FGD members and interviewees.

Moreover , regarding the role school administration in linking their schools with the community, both groups indicated that their school administration were fostering unsatisfactory liaison between the school and the community and it was severely contributing for grade repetition and dropping out in the secondary school of the zone under the study.

Statistically computed t-values, degree of freedom and p-values the same factors were ($t=1.747$, $df=234.4$, $p>0.05$); ($t=2.403$, $df=224.6$, $p<0.05$) and ($t=0.773$, $df=252$, $p>0.05$)

respectively. As a result, there exists statistical significance between the two groups of respondents only on issue that schools administrations were fostering unsatisfactory liaison between the school and the community. However, factors 4 & 5 were statistically insignificant between the groups of respondents.

Factor 3 is about the role of school administration in monitoring the work of teachers in a regular base. A t-test was computed to determine the existence of statistical significance

between the group of respondents across the factor and it was; ($t=2.909$, $df=224.6$, $p<0.05$). As a result, it was statistically significant between the two groups of respondents. Besides, the mean value for the factor was (3.4 & 2.9) and weighted mean (3.2) as responded by dropouts and repeaters, and teachers respectively. Therefore, concerning regularly monitoring practices of the work of teachers by the school administration the result indicates that it was severely triggered education wastage in the schools under the study. Furthermore, factors 1, and 6 are about schools administration communication practices with students and Parent Teachers Association responsibility in enforcing high students attending and better performance.

In this respect, the dropouts and repeaters, and teachers were rated the factors: promote less effective communication with students' (3.0, 3.1) and less follow up from Parents' Teachers Association (2.9, 3.6) with mean values as indicated respectively. The weighted mean values for these factors were: (3.03), and (3.2) that indicate still they contributed secondary education wastage severely.

Besides, a t-test was computed to determine the existence of statistical significance between the group of respondents across the factors and were; ($t=-.312$, $df=250.9$,

$p > 0.05$) and ($t = -4.582, df = 253.1, p < 0.05$) for factors; 1 & 6 respectively. Thus, the results of the test indicated the existence of statically significant between the two groups of respondents across the factor 6 but no statistical significance on factor 1.

Therefore, this implies that, the school administration was less effective in communicating with students and the PTA members were not optimal enforcing high attending of students in the secondary schools. Hence, the factors were moderately and severely contributing to grade repetition and dropping out in the secondary schools. More often secondary schools are turbulent environment that demands effective instructional leaders who get involved at the due time and maintain productive working environment. Otherwise, minor conflicts between teachers and students or among the students themselves might force some students to quit schooling.

Discussion conducted with PTA members and the schools' principal uncovered that the value attached to education is very low. A number of secondary students compare the living status of civil servants' and merchants then give low attention to their education and much deviated for making business by modeling those few reach merchant in the area under the study.

To sum, the individuals item mean values indicated that the administrations in the secondary schools were not fostering better relationships to parents and the community (3.5); their expectation to pupils better performance was not consistent (3.35) and they occasionally strive to maintain better instruction in their respective schools (3.3) were ranked as the first, second and third most contributing factors for secondary education wastage in the area under the study.

The overall assessments results of t-test in relation to school administration were: weighted mean (3.25) and ($t= 0.550$, $df=240.1$ & $p>0.05$). Therefore, it can be deduced that, the factors were severely contributing to secondary education wastage. Hence, these was well reflected, with the gaps between and among the school administration and the students, school and the community seems wider to make consistent follow up of students progress and attendances in the process of protecting repetition and dropping out in the secondary schools of the zone.

4.4.1.5 Instructional Time Utilization

Research has shown that the amount of time available for teaching and learning academic subjects, and how well that time is used by students and teachers, is consistently related to how much children learn while they are in schools (Lockhead, Bloch and Verspoor, 1990). In this regard, the respondents were requested to react on the extent of utilization of instructional time in their respective secondary schools.

Accordingly, dropouts and repeaters, and teachers were rated the factors as: teachers' absenteeism (2.8, 2.5) and students' absenteeism (3.1, 3.8) with mean values and weighted mean values (2.7) and (3.4) respectively.

Furthermore, a t-test was conducted to examine the existence of statistically significance between the two groups of responds across the factors. Hence, the t-value, degree of freedom, and alpha values for the factors 1, and 2 were: ($t=2.015$, $df=234.2$, & $p<0.05$) ;($t=-3.716$, $df=240.1$ & $p<0.05$) respectively. As a result there exists statistical significance between the two groups of samples across the factors. Consecutively,

teachers' absenteeism and students' absenteeism were contributing grade repetition and dropping out at moderate and severe levels as indicated by both respondents.

Table 18: Instructional Time Utilization

No	Factors	D&R		Teachers		Wtd	t	df	p	R
		X1	St/d	X2	St/d					
1	Teachers absenteeism	2.8	1.62	2.5	1.34	2.68	2.015	234	.045	4
2	Students absenteeism	3.1	1.58	3.8	1.25	3.36	-3.716	240	.000	1
3	Schools' discipline problem	2.9	1.59	3.2	1.45	3.01	-1.484	257	.139	2
4	Multitude of extracurricular activities	2.6	1.62	3.1	1.38	2.79	-2.895	230	.004	3
	Average score	2.9	1.58	3.1	1.30	3.0	-1.553	234	0.122	

NB= D&R for dropouts & repeater, df for degree of freedom, t for t-value & p for alpha level X1 & x2 group means, R=rank order, Wtd= weighted mean

On top of this, in multiple response items (in Table10 above), both teachers and drop outs and repeaters were requested that "How many days were they absent from schools?" the result indicated that 23.7% of the dropout and repeaters were absent from schools for more than fifteen days in a semester. This finding also complement with the high absenteeism indicated in weighted mean value (3.4) that implies dropouts and repeaters experienced high absenteeism that severely contributed for their own grade repetition and dropping out.

The other two factors were about schools discipline problems and the execution of multiples of extracurricular activities at schooling time. In this respect, the calculated mean values were (2.9, 3.2) and (2.6, 3.1) for drop out and repeaters, and secondary school teachers and, for both with the weighted means (3.0) and (2.8) respectively.

Furthermore, a t-test was computed for the factors 3 & 4 as: ($t=-1.484$, $df=257$, $p>0.05$) and ($t=-2.895$, $df=230.6$ & $p<0.05$) respectively. As a result variation in level of significance was observed. In other words, there exists statistical significance between the two groups on factor: execution of multi-curricular activities ($P<0.05$), however, there is no opinion difference regarding school disciplinary problems ($P>0.05$) as causing factor. Hence, both multitude of extracurricular activities and disciplinary problems in schools were contributing to repetition and dropping out at moderately in the schools under the study.

The overall assessment result regarding the utilization of instructional time as calculated statistical indicated that, the weighted mean across the factors for dropouts and repeaters, and secondary school teachers was (3.0) and the test results were ($t=-1.553$, $df=234.9$ & $P>0.05$). Thus, it can be inferred that wastage of instructional times was moderately contributing to educational wastage in the secondary schools of Zone.

4.4.1.6 Guidance and Counseling services

As indicated in the table below, the effects of guidance and counseling services for secondary education wastage were assessed. As Ediger 1987 (in Tilaye 1997), adolescents in high school face with a variety of problems – social, academic, personal and so forth which makes the counseling services very crucial in the system.

Factor1 is about: the practices of provision of counseling service given to students while they face academic problem and it was rated by dropouts and repeaters as (3.2, 3.5) and weighted mean (3.3) that implies the service given was inadequate. Hence, it was severely contributed for repetition and dropping out. Besides, the computed t-test value

indicated that ($t=-1.321, df=219$, & $p>0.05$) there is significant opinion difference between the two groups of respondents concerning the practices of guidance and counseling services in the secondary schools. Put differently, teachers believe that they were promoting guidance and counseling services while students encounter academic problems, however, students indicated that the services were inadequate.

Table 19: Guidance and Counseling services

No	Factors	D&R		Teachers		Wtd	t	df	p	R
		X1	St/d	X2	St/d					
1	No counseling was given while students' face academic problem	3.2	1.60	3.5	1.46	3.31	-1.321	219	.188	1
2	No support has given when students' score low grade	2.7	1.43	3.1	1.38	2.85	-2.587	257	.010	4
3	No counseling was given when students' frequently leave school	2.7	1.59	3.2	1.58	2.89	-2.555	257	.011	2
4	No counseling was give when students' misbehaved in the school	2.6	1.55	3.2	1.50	2.83	-2.752	257	.006	3
	Average score	2.8	1.50	3.2	1.45	3.0	-2.356	210	0.01	

NB= D&R for dropouts & repeater, df for degree of freedom, t for t-value & p for alpha level, X1 & X2= group mean, R=rank order, Wtd=weighted mean

Similarly, concerning the support given when students' score low grade, both groups of respondents rated it as (2.7, 3.1) and weighted mean value (2.9) that implies it was moderately triggered education wastage in the schools. A t-test result ($t=-2.587, df=257$ & $p<0.05$) also revealed that there exists statistical significant between the two groups on issue. The reason for the difference might be similar to what is explained for the factor one above. However, the factor was contributing to grade repetition and drop out at moderately.

Factors 3 and 4 are about students' frequently leave schooling (2.7, 3.2), and misbehaving in the school compounds (2.6, 3.2) as responded by drop outs and repeater and teachers respectively. The weighted mean values for the factors were (2.9) and (2.8) respectively. Hence, these indicate that both factors were moderately causing secondary education wastage in the area under the study.

Furthermore, the computed t-test for the factors 3 & 4 were ($t=-2.555$, $df=257$ & $p<0.05$) and ($t=-2.752$, $df=257$ & $p<0.05$) respectively. The results indicated that there exists statistical significant between the two groups across both factors. Therefore, this implies that the groups are projecting the cause one to the other though they agreed being the cause as a cause for students' repetition and dropping out. In other words, teachers claim that students frequently leave schooling and exhibit misbehaving in the secondary schools much contributed to repetition and drop out but students denied it as if it happened in lesser manner.

Since secondary students are within the age of puberty, that is, they are quicker in decision making and feel incapable for challenges, easily give up things and escape from the pain. Therefore, such less practices has aggravated grade repetition and dropping out at escalating range.

The calculated average results concerning the effects of lack of guidance and counseling services revealed the weighted mean values as (3.0) & ($t=-2.356$, $df=210.1$ & $P=0.01$). Hence, it can be concluded that the practices of guidance and counseling services were moderately causing educational wastage in the secondary schools in the zone under the study.

4.4.2 Assessing the Contribution of Instructional Materials and School Facilities

As Fuller (1987) and Anderson (1992) pointed out that inadequate supply of school inputs such as textbooks, teachers guide, libraries, laboratories, teaching aids etc can adversely affect students' academic achievement and growth. As indicated in the table above dropout and repeaters, and teachers were asked to describe the extent of availability of instructional materials and school facilities in their respective.

Table 20A: Assessment of Instructional Materials and School facilities Adequacy

N o	Factors	D&R		Teachers		Wtd	t	df	p	R
		X1	St/d	X2	St/d					
1	Electricity services	2.4	1.20	2.8	0.86	2.55	-2.947	250	.004	3
2	textbooks	3.0	1.15	3.1	0.92	3.05	-.621	226	.535	5
3	Well developed Pedagogical center	2.3	1.10	2.0	0.98	2.19	2.432	219	.016	2
4	Desks	2.6	1.11	2.6	0.81	2.6	1.447	248	.149	4
5	Number of operating Plasma TV	2.0	1.12	1.9	0.99	1.96	0.939	257	.049	1
	Average score	2.4	1.02	2.4	0.09	2.4	0.85	257	0.932	

NB= D&R for dropouts & repeater, df for degree of freedom, t for t-value & p for alpha level X1 & x2 group means, Wtd=weighted mean, R=rank order

In the tables above, a number of instructional materials and school facilities related factors were posed for secondary school teachers, dropouts and repeaters to indicate their extent of availability in their respective schools. Hence, they rated it as Very Adequate (4), Adequate (3), Inadequate (2) and (1) as Very Inadequate. For the interpretation purpose, the mean values of the sample groups responses were denoted as 0.05-2.00 inadequate 2.01-2.65 as moderately adequate 2.66-4: 00 as adequate.

Regarding the adequacy of instructional materials and school facilities the dropouts and repeaters and teachers rated as number of operating plasma TV (2.0, 1.9); well developed pedagogical center (2.3, 2.0) and the supply of electricity services (2.4, 2.8) with mean values respectively. Besides, the weighted mean for the factors were: (1.96), (2.1) and (2.55) respectively that ranked them as the 1st., 2nd , and 3rd most inadequate of instructional materials and school facilities in the secondary schools of the zone.

A t-test was computed for the factors and the results were ($t=0.939$, $df=257$, $p<0.05$) ($t=2.432$, $df=219.2$, $p<0.05$) and ($t=-2.947$, $df=250$, $p<0.05$). As you can see there were statistical significant across the factors between the two groups of respondents. This implies that teachers were reassuring that the instructional materials and the school facilities are adequate to promote the instruction process even though there extreme shortage may impose problems on students' performance. However, dropouts and repeaters claim that there shortage contributed to their repetition and dropping out.

On the other hand, textbooks (3.0, 3.2) and desks (2.6, 2.6) were described by both groups of respondents as adequately available in the secondary schools of the zone. A test results for both factors were ($t=-.621$, $df=226$, $p>0.05$) and ($t=1.447$, $df=248$, $p>0.05$) that implies no statistical significant between the two groups of respondents.

As Rossoff (1992) the purpose of a school library is to help students find the medium of information which they need to carry out classroom assignments' and satisfy their academic and personal interests.

Table 20B: Assessment of Instructional Materials and School facilities Adequacy

No	Factors	D&R		Teachers		Wtd	t	df	p	R
		X1	St/d	X2	St/d					
1	Library accommodation capacity	2.3	1.04	2.3	0.94	2.3	.449	257	.654	4
2	Well furnished school library	2.5	1.03	2.5	0.82	2.5	-.364	240	.016	5
3	Reference materials availability	2.3	1.10	2.1	1.13	2.22	1.951	257	.042	3
4	Laboratory apparatus & equipments	1.9	0.98	1.8	0.89	1.86	-1.824	257	.039	1
5	Laboratory accommodation capacity	2.1	1.05	2.1	0.92	2.1	-.356	257	.722	2
	Average score	2.2	1.01	2.2	0.86	2.2	-.201	257	0.84	

NB= D&R for dropouts & repeater, df for degree of freedom, t for t-value & p for alpha level X1 & x2 group means, R=rank order, Wtd= weighted mean

Regarding the extent of organization of the school's library, its accommodation capacity, how it was furnished and stocked with up-to-date references, dropouts and repeaters, and teachers rated with mean values as (2.3,2.3), (2.5,2.5) and (2.3,2.1,) respectively. The weighted mean values for the factors were: (2.3), (2.5), and (2.1) respectively. This implies that the availability of references, its being up-to-datedness and libraries accommodation capacity were at midrate levels in the secondary schools. Hence, their effect to students' grade repetition and dropping out were not significant.

Moreover, a t-test was computed to determine whether existence of statistical significance between the two groups of respondents across the factors. Hence, the factors: 1, 2, & 3, had statistical values as: ($t=.449$, $df=257$, $p>0.05$); ($t=-.364$, $df=240$, $p<0.05$);

($t=-1.952$, $df=257$, $P<0.05$) respectively. This indicates that dropouts and repeaters, and teachers have opinion differences, particularly on factors 1 & 2. The possible reasons behind such opinion differences were that students claim that library services, its accommodation and the references stocked doesnot satisfy their demand and levels of expectations.

Table 20B above also shows about, laboratory apparatus and equipment (1.9, 1.8) and its accommodation capacity (2.1, 2.1), with mean values as responded by drop outs and repeaters, and secondary school teachers respectively. On top of this, the weighted mean for these factors were (1.9) and (2.9). Therefore, these indicate that, the laboratory apparatus and equipments were not adequately available in the secondary schools.

A t-test was computed to determine the existence of statistical significance between the two groups of respondents across the factors: 4, & 5 and had statistical values as: ($t=1.82$ 4, $df=257$, $p>0.05$); ($t= 0.356$, $df=257$, $p>0.05$); respectively. Hence, there is no statistically significant difference between the two groups of respondents. In other words, both groups invariably indicated that laboratory apparatus' and equipments were inadequate in the secondary schools. Further the spaces for making experiment were not adequate enough to accommodate the class size in the schools. As indicated in Table 10 above, "(64.3%) of teachers and (39.8%) of the dropouts and repeaters revealed that the class size in the secondary schools were more than 70 students" which impose challenges while carrying out experiments in the laboratory.

To sum up, regarding instructional materials and school facilities related factors, though there exist constraints of operating plasma TV (1.9), up-to-dated references (2.2), laboratory apparatus and equipment (1.9) and problem in spaces (2.1), the overall

assessment statistical result revealed that the aggregate mean values for both groups of respondents' were weighted mean (2.4) and ($t=0.148$, $df=231.7$, $P=0.05$) that indicates moderate influence on the education of students.

To conclude, the overall assessment results regarding school related factors uncovered that, dropouts and repeaters related, teachers, school administration, provisions of educational services and instructional materials were rooted in the school environment and were indicated as causing more repetitions than dropping out in the secondary schools.

4.4.3 Assessment of Environmental Factor Causing Educational wastage

In this part of the analysis, a number of out of school factors were posed for secondary school teachers, dropouts and repeaters to indicate their extent of agreement on the effects of each factor for education wastage. To this end, the respondents were requested to rate their extent of agreement from Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and (1) Strongly Disagree.

For the purpose of interpretation, the mean values of the sample groups were denoted as 0.05-1:00 as very weak causing factor; 1:01-2:00 as weak causing factor, 2:01-3:00, as moderately causing factor, 3:01-4:00 as severely causing factor and $>4:00$ as very severe causing factor for educational wastage in the secondary schools of Zone.

4.4.3.1 Assessment of Socio-economic Factors

Research indicates that the socio-economic environment in which children grow up is an important off-systematic predictor of their overall well being. It is argued that their health, education, later employment, and future earnings largely depend on the socio-economic status of the students' family and their living environment.

Table 21A: Assessment of Effects of Socio-economic Factors

No	Factors	D&R		Teachers		Wtd	t	df	p	R
		X1	St/d	X2	St/d					
1	Parents' need their children's labor for farming or house chores	3.3	1.59	3.8	0.95	3.45	-2.868	256	.004	1
2	Lack of financial support	3.0	1.64	4.1	0.94	3.42	-6.915	256	.000	2
3	Family inability to provide sufficient food	2.9	1.61	3.5	1.16	3.13	-3.761	249	.000	3
4	Lack of parents- pupil academic conversation at home	2.8	1.60	3.4	1.09	3.03	-3.303	253	.001	4
5	Children living away from home	2.6	1.63	3.3	1.15	2.86	-4.014	251	.000	5
6	Discrimination due to HIV/AIDS	2.2	1.49	2.6	1.20	2.28	-2.120	237	.035	6
	Average score	2.8	1.54	3.4	1.04	3.1	-3.911	253	0.00	

NB= D&R for dropouts & repeater, df for degree of freedom, t for t-value & p for alpha level
X1 & x2= group means, R= rank order, Etd=weighted mean

Poverty, distance from school, unstable home environment, individual learner's characteristics, teenage pregnancy, and peer pressure are among the socio- economic factors that cause students' learning and stay in the schools. As shown in the table above socio economic issues which possibly trigger secondary education wastage were assessed.

Accordingly, dropouts and repeaters, and secondary school teachers were rated the first factor: Parents' need their children labor for farming or house chores with mean values (3.3, 3.8), weighted mean (3.5) and (t=-2.868, df=256.9, & P=0.004). The statistical result shows that there exists statistical significance between the two groups of

respondents on the factor assessed. In other words, dropouts and repeaters have opinion difference which can be observed by the mean values differences and t-value (-2.868).

The mean values and the test results indicated that with certain degree of difference both groups of respondents agreed that parents needs their children labor for farming and/or other house chores in both rural and urban areas. It is common that in rural area, girls usually engaged in fetching water, collecting firewood, looking after young sub-lings, cooking and doing some income generating activities'. On other hand, boys in rural areas engaged in farming and in doing small business activities.

Similarly, in towns, boys and girls are also engaged in house chores and alternative businesses. For instance, some boys and girls make money by working in coffee refining machinery and in various small scale businesses. As a result, they become tired, exhausted and face shortage of time to do their home taken assignment and to study their lessons.

On the other side, some students consider the scanty business opportunity and become interested to work full-time seeking quick success and instant gratification that automatically leads to quit schooling. Interview and FGD results indicated that some students with low expectation on education take for grant the success of some merchants in the locality as a model and said " Mr.'x' made such amount of money without diploma, so can I...."

Therefore, this indicates that, parents needs of children labor for farming and/or other house chores in both rural and urban areas of the zone has been severely contributing for repetition and dropping out in the secondary schools. The result of this study is

conformity with the findings of Tilay Kassahun (1999) that in East Gojjam Zone “students excessive involvement in family work (domestic chores) had made 73.4% of boys and 61.7% of girls discontinued their schooling...”

Factors 2 & 3 are about the contribution of financial constraints and family inability to feed their children for grade repetition and school dropping out. In line with these, dropouts and repeaters, and teachers were rated as: lack of financial support (3.0, 4.1) and family inability to feed their children (2.9, 3.5) respectively. The weighted mean values for the factors were: (3.4) and (3.1) respectively which reveal that the factors were severely triggering secondary education wastage.

Furthermore, t-test was computed to observe the existence of statistical significance between the two groups of respondents across the factors. Hence, factors: 2, and 3, had statistical values as: ($t=-6.915$, $df=256.4$, $P<0.05$) and ($t=-3.303$, $df=253.0$, $P<0.05$) respectively. Hence, the result shows that there exist very high statically significant levels (i.e. $P=0.000$) between the two groups of respondents on factors. The possible reason for the opinion differences between the groups of respondents may be due to the fact that there are a number of secondary students who are successful and continuing their education even if they are within chronic poverty.

In the Table 8, items 1 & 2, 79.6% of the teachers and 62.7% of the dropouts and repeaters indicated that parents' low economic background negatively contributed to grade repetition. Similarly, 83.7% of the secondary school teachers and dropouts and repeaters revealed that low economic background adversely triggered shcool dropping out.

Hence, the dropouts and repeaters, and secondary school teachers described that, lack of finance and families' inability to feed their children (poverty) contributed to repetition and dropping out at severe level in the secondary schools of the zone. The result of this study is concomitant to the findings of Masita (2006) that indicates "children living under poverty may have a negative impact on the ability to perform at school, leads to repeat grades and eventually dropout of schools.

Factors 4 & 5 are about lack of parents- pupil academic conversation at home and pupils leaving away from their home. Dropouts and repeaters, and secondary school teachers rated these items with mean values as (2.8, 3.4) and (2.6, 3.3) respectively. Besides, the weighted mean for the factors were: (3.0) and (2.9) respectively.

A t-test results on the factors were ($t=-3.303$, $df=253$, $P<0.05$) and ($t=-4.014$, $df=251.6$, $P<0.05$) respectively. Thus, it indicates that there exist very high statically significant ($P=0.01$ & $P=0.00$) between the two groups of respondent across the factors. The possible reason for this wider opinion gap between the two groups of respondents indicates that secondary school teachers believe that family academic support at home was not adequate and students who live away from home lacks family control as well as support that contributed for their repetition and/ or dropping out. But dropouts and repeaters denied it having such too much influence for their repetition and school dropping out. As a consequence, both factors trigger repetition and dropping out moderately as observed from the statistical results obtained respectively.

In table 4 above of this study, it was indicated that, of the dropouts and repeaters parents 109 (67.7%) of father and 131 (81.4%) of mothers were not completed high school

education. In other words, such parents are not in a position to make subject wise conversation and provide support to their children due to the fact that they lack knowledge in the fields of study.

Similarly, in table 8 of this paper, it was identified that 42(26.1%) of the drop out and repeaters were leaving at distant far away from their schools. As responded by them, approximately they travelled for an hour, two hours or even more. Put differently, such students most often rent house in the town where the schools are located. In such circumstances the pupils lack guidance as well as control from their families that exposes them to maladjustment which leads to perform low in their education. The results of this study is parallel to Progress Group Reports (2007) found that learners who drop out and repeat tend to have parents who are less involved and demanding, who do not model educational attainment, and provide little educational support in general.

The last factor of Table 21A is about discrimination due to HIV/AIDS and its influence on education of dropouts and repeaters. Accordingly, dropout and repeaters, and secondary school teachers rated it in mean values as (2.2 .2.6) and weighted mean (2.3) respectively.

The computed t-test results of this factor was ($t=-3.911$, $df=253.8$ & $P<0.05$). It is observed that there exists high statistical significant between the groups of respondents. Therefore, this implies that, though there exist degree of opinion differences between the two groups of respondents, they described their agreement that health problems, particularly, related to HIV/AIDS has moderately contributed to secondary students grade repetition and dropping outs.

Therefore, this findings is agreed with a study by Farzanegan (1998) noted that children affected by HIV/AIDS will often experience a 'downwards spiral' of exclusions, resulting in erratic school attendance, repetition and eventual dropout, as they face the burden of caring for infected relatives and responsibility for siblings as well as themselves (Bernard, 2001, p. 12).

Results of FGD and interview disclosed that increasing demands for migration to foreign countries form both boys and girls were challenges for the schools to maintain students. This is aggravated by low value attached to education and parents were favoring the migration via providing financial support to their children and/ or to any of their relatives'.

In general, the overall assessment results regarding the contribution of socio-economic factors for secondary education wastage: weighted mean (3.1) and ($t=-3.911$, $df=253$ & $p.05$) revealed that parents' need students' labor for farming or house chores (3.5), lack of financial support (3.4) and family inability to provide sufficient food (3.1) were the first, second and third most causing factors for secondary education wastage in the area under the study.

4.4.3.2 Assessment of Effects of Socio-cultural factors

The wider culture in which the institution situated can exert strong influence on the operations and productivity of the organizations. Conversely, the institution also put forth its contribution to the environment. In short, there exists interplay between the two. This section of the analysis presents the effects of socio-cultural factors: early marriage, teenage pregnancy, peer pressure influence, parental death and living with single parent on the schooling of secondary students.

Table 21B: Assessment of effects of socio-cultural factors

No	Factors	D&R		Teachers		Wtd	t	df	p	R
		X1	St/d	X2	St/d					
1	Early marriage	2.2	1.63	3.3	1.28	2.62	-6.059	240	.000	7
2	Teenage pregnancy	2.4	1.59	3.0	1.21	2.63	-3.290	240	.001	5
3	Peer pressure influence	2.4	1.62	3.4	1.18	2.78	-6.016	248	.000	4
4	Living with single parent	2.7	1.63	3.3	1.13	2.93	-3.532	252	.000	2
5	Death of both parents	3.3	1.57	3.5	1.16	3.37	-6.819	247	.000	1
6	Gender role stereotype	2.4	1.47	3.0	1.19	2.63	-3.831	237	.000	5
7	Unsafe roads from home to school	2.6	1.50	3.1	1.19	2.79	-3.051	240	.003	3
	Average	2.6	1.54	3.2	1.15	2.8	-4.784	245	0.00	

NB= D&R for dropouts & repeater, df for degree of freedom, t for t-value & p for alpha level
X1 & x2= group means, R=rank order, Wtd= weighted mean

In table 21B factors 4, 5 & 7, dropouts and repeaters, and secondary school teachers were rated them with mean values as: death of both parents (3.3, 3.5); living with single parent (2.7, 3.3) and unsafe roads from home to school (2.6, 3.1) with mean values respectively. The weighted mean values for these factors were (3.4), 2.9) and (2.8) respectively. Hence, they were the first, second, and third contributing factors for secondary education wastage in the zone under the study.

Moreover, t-test was conducted to examine the existence of statistical significance between the two groups of respondents across the factors. Hence, the computed statistics results were ($t=-6.819$, $df=247$, $P<0.05$); ($t=-3.532$, $df=252$, $P<0.05$); ($t=-3.051$, $df=240$, $P<0.05$) and ($t=-6.819$, $df=248$, $P<0.05$) for the factors 4, 5 and 7 respectively. Therefore, these indicate that there exist statistical significant across the factors. As can be observed from the mean values between the groups of respondents, drop outs and repeaters exhibited a sort of hesitations in responding the factors whereas secondary

school teachers strongly indicated their agreement on the effects of the factors on students' schooling and their performance.

As Masitsa's(2006) pointed out that factors as having detrimental impact on a child's ability to perform academically inadequate were; parental support, learners not living with their parents, divorced or separated parents, loss of parents or single parent families and family conflicts'. Hence, the results of this study concord with Masitsa (2006) findings that lose of both parents and living with single parents have negatively contributed to repetition and dropping out.

Peer pressures involve strong influences that a group has on an individual. Such individual usually have limited ability to resist such pressure (McWhirter et al 2007). Factors 3 and 6 are about peer pressure influence (2.4, 3.4) and gender role stereotype (2.4, 3.0) with mean values as rated by dropouts and repeaters and secondary school teachers respectively. Besides, the weighted mean values for these factors were: (2.8) and (2.6) respectively. This implies that, peer pressure and gender role stereotype have negatively triggered repetition and dropping out of schooling.

The interview held with school principals indicated that the effect of peer pressure is significant. In the Zone under the study, the big fashion of the day is migration to different foreign countries in search for better life. Nowadays a number of people were migrated to South Africa (particularly males) and females to Arabian countries. In fact, not only the students, but also primary and secondary school teachers have been migrating to different foreign countries. In such contexts, the pressure from peer groups, family and other members created confusions on many students that resulted in low

attention and value to education and leads to poor performance in tests and examinations. In the secondary schools, it is common to hear that Mr/Miss “x” will leave tocountry in the coming month till then he/she used schooling as to leisure time activity.

The reason behind, as pointed by the interviewee, is the need to quick success in business. They also added that “... *we are living in a time of instant gratification. Schooling does not fit with demands. What students see and hear everyday deceived them to undermine the value of education.*” In reality most parents who afford the amount of money needed, they independently send their children to foreign countries. Otherwise, look for contribution from relatives, friends and elsewhere to send their children outside. Therefore, such flow of youngsters significantly triggered the dropping out of students.

To sum up, parents’ need students’ labor for farming or house chores (3.5), lack of financial support (3.4) and family inability to provide sufficient food (3.1) were the first, second and third most contributing socio- economic factors for secondary education wastage. Similarly, death of both parents (3.4); living with single parent (2.9) and unsafe roads from home to school (2.8) were also the first, second, and third most socio-cultural factors for secondary education wastage in the zone under the study.

Hence, it can be inferred that, of the environmental factors, particularly, the socio-economic factors such as families’ needs of their children labor, lack of financial support and, overall poverty were notably causing more dropping out in the area under the study. On top of these, the value people attach to education, especially, by comparing it with

business making significantly contributed to low attendances and poor attention of many students in the secondary schools of the zone.

4.5 Assessing the Consequences of Educational Wastage

Educational wastage has personal, social as well as nationwide effect. Wastage, according to Shiundu (1999) includes- missed opportunities for individuals, families and societies, dropouts, repeaters, failures' (low or poor academic achievements), brain drain, unemployment of school graduates and attrition(turn over). In this section of the analysis the consequences of education wastage, particularly, grade repetition and school dropping out was assessed.

For the purpose of interpretation, the mean values of the sample groups were denoted it as 0.05-1.00 not prevailing; 1:01-2:00 as less prevailing, 2:01-3;00,as moderately prevailing 3:01-4;00 as highly prevailing, and 4;01-5;00 as very highly prevailing consequences of educational wastage in the area under the study.

Regarding the economic consequences of secondary education wastage dropouts and repeaters and teachers rated the factors as: repeaters and dropouts occupy places of the new coming students (3.3, 3.4); creates budgetary problems (3.4, 2.8) and lose of individual expenditure incurred for education (2.8, 2.7) with mean values respectively.

The weighted mean values of these factors were: (3.3), (3.2) and (2.8) respectively. Thus, concerning the economic consequences repeaters occupying spaces needed for new comers and imposing budgetary problems were observed prevailing in the zone under the study.

Table 22: Assessing Consequences of Secondary Education Wastage

No	Factors	D&R		Teachers		Wtd	t	df	p	R
		X1	St/d	X2	St/d					
I	Economic problems									
1	occupies space of the new comer	3.3	1.53	3.4	1.14	3.34	-.809	246	.419	2
2	creates budgetary problem	3.4	1.48	2.8	1.18	3.17	3.581	238	.000	6
3	lose of individuals costs	2.8	1.52	2.7	1.16	2.76	.294	242	.769.	9
II	Psychological problems									
4	experiences increased absenteeism	3.2	1.55	3.5	1.05	3.31	-2.006	254	.046	3
5	alienate themselves from peer group	2.9	1.52	3.2	1.21	3.01	-1.640	239	.102	7
6	exhibit reduced self-esteem	3.2	1.53	3.4	1.09	3.28	-1.361	250	.175	4
7	repetition likely leads to dropout of schooling	3.3	1.72	3.7	1.18	3.45	-2.392	253	.018	1
III	Socio-emotional effect									
8	misbehave in the schools	2.8	1.48	3.2	1.11	2.95	-1.911	246	.057	8
9	dropouts' engaged to criminal acts	3.3	1.63	3.2	1.33	3.26	.528	236	.598	5
	Average score	3.1	1.52	3.2	1.11	3.15	-.647	248	0.518	

NB= D&R for dropouts & repeater, df for degree of freedom, t for t-value & p for alpha level <0.05, X1 & x2= group means, R=rank order, Wtd=weighted mean

Besides, the individual costs lost were also severe. A t-test result of the factors were ($t=-.809$, $df=246.9$, $p>0.05$): ($t=3.581$, $df=238$, $P<0.05$) and ($t=.294$, $df=242.8$, $p>0.05$) as responded by the sample groups respectively.

As implied by respondent that drop outs and repeaters occupy the spaces needed for the new coming students that leads to increased class size and force schools to allocate and/or redirect budget for construction of new classrooms and availing additional

furniture's. Therefore, dropping out and repetition in regard to placement has imposing severe economic consequences in the secondary schools of the zone under the study.

Further, dropping out and repetition leads to lose of individual as well as social cost incurred for education. In line with, the respondents described that it leads to school budgetary problems and may pose severe budget deficit as responded by drop outs and repeaters whereas moderate prevailed problem. Similarly, both groups of respondents invariably described that lose of individual costs for educating oneself as having moderate economic effect on the individual learners and their family.

Concerning the psychological problems observed as a result of repetition and dropping out, the respondents' rated them as: repeaters and dropouts experiences increased absenteeism (3.2, 3.5); alienate themselves from their peer groups (2.9, 3.2); exhibit reduced self-esteem (3.2, 3.4) and repetition likely leads to dropping out of schooling (3.3, 3.7) were rated by dropout and repeaters, and teachers as indicated respectively. The weighted mean values for the factors were: (3.31), (3.01) and (3.28) respectively. These indicate that educational wastage has observed as creating psycho-social consequences in the dropouts and/or repeaters.

Moreover, the t-test results in relations to psychological impact of the dropping out and repetition indicated that ($t=-2.006$, $df=254$, $p<0.05$); ($t=-1.640$, $df=239.7$, $p>0.05$); ($t=-1.361$, $df=250.7$, $p>0.05$) and ($t=-2.392$, $df=253.3$, $p<0.05$) respectively. Of these factors: repetition and dropping out leads to increased absenteeism and repetition leads to dropping out were observed having statistical significance between the groups of

respondents. However, the rest two factors were observed statistically insignificant across the two groups of respondents.

Therefore, this indicates that repeaters and drop outs experiences increased absenteeism (3.3), alienate themselves from peer groups (3.01), exhibits reduced self-esteem (3.28) and often exposed to dropping out of schooling (3.5) were described by both groups of respondents as severe psychological problems resulted after grade repetition and quitting of schooling.

Hence, the result of this study confirms with the report of (UNESCO, 2006) that states grade repetition is stressful to students and associated with reduced self-esteem, impaired peer relationships, alienation from school, and sharply increased likelihood of eventual dropout.

The last two factors, that is, 8 & 9 are about socio-emotional problems related to drop outs and repeaters. In line with this, the dropouts and repeaters, and teachers indicated that misbehaving of such students in the schools (2.8, 3.2) and in their village where they live (3.3, 3.2) were rated with mean values as indicated respectively. The weighted mean values for these factors were: (3.0) and (3.3) that indicate them as negatively contributing factors.

The computed t-test results for the factors were ($t=-1.922$, $df=246.1$ $p>0.05$) and ($t=1.33$, $df=236.0$, $p>0.05$). This implies that dropouts and repeaters were observed misbehaving in the school compound at moderate and severe levels as compared to non-repeaters and non-drop outs. On the other hand, both groups of respondents invariably described that repeaters and dropout exhibit severe maladjustment in their place of residence than the other students.

Therefore, regarding the consequences of secondary education wastage the assessment results indicated that, repetition leads to dropout (3.5), occupy space needed for the new comers (3.34); experiences increased absenteeism (3.31) and exhibit reduced self-esteem (3.28) were the first, second, third and fourth most observable consequences of secondary education wastage in the zone under the study.

To this end, the aggregate weighted mean value (3.15), and the t-test results were ($t = -.647$, $df = 248.2$ & $p > 0.05$). Thus, it is possible to infer that secondary education wastage has severe multidimensional adverse effect which ranges from individuals to the wider societal levels.

Interview and FGD held revealed that repetition and dropping out also resulted with increased dependence on family and home environment instability. They also indicated that some students migrate to different regions within the country in search of work, particularly to state farms at Middle Awash and to the city of the region-Hawassa.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, summary of the major findings of the study were presented, conclusions were drawn based on the findings. Consecutively, recommendations based on the assumptions that could be remedies to the problems investigated were forwarded.

5.1 Summary of Major Findings

Education wastage, according to Shiundu (1999) includes- missed opportunities for individuals, families and societies, dropouts, repeaters, failures' (low or poor academic achievements), brain drain, unemployment of school graduates and attrition(turn over). Secondary education promotes social cohesion, help build social capital, and lay the foundation for responsible citizenship. Junior and senior secondary schools need to prepare graduates for participation in society and the economy, which requires secondary schools to be relevant in the local economic and social environment (Verspoor, 2008).

Hence, education in general and secondary education in particular has paramount importance if it is promoted efficiently and effectively.

To this end, this study was concerned on identifying factors contributing to general secondary education wastage in Kembata-tembaro zone. Its purpose was to investigate the magnitude of educational wastage, the major factors contributing to education wastage and examine the consequences of education wastage in the area under the study.

To meet the above objectives, the following basic research questions were set:

1. To what extent education wastage is observed in the secondary schools of Kembata Tembaro Zone?
2. Where institutional and environmental factors cause the educational wastage?
3. What effects have resulted due to the education wastage in the Zone under the study?

After the analysis and interpretation of the data gathered the following major findings were identified;

5.1.1 Characteristics of Respondents

1. The study showed that, there is significant relationship between families educational background and grade repetition and dropping out in that (67.7%) of respondents father and (81.4%) of their mothers were not completed high school education. Hence, such parents' high school non-graduation history has negatively contributed to the continuation and completion of their children.
2. The results of the study revealed that, family low economic backgrounds had negative influenced grade repetition and students dropping in the zone under the study.
3. Most often drop outs and repeaters are students at risk who demands closer attention and consistent follow up from teachers. However, it was found that, the class size in the general secondary schools of the zone was 70 and above, that obstruct the provision of support for those needy students.

4. Regarding the dominant forms of grade repetition, dropouts and repeaters ranked repetition imposed by the schools as first whereas secondary school teachers' ranked repetition initiated by the students themselves as the most common one.

5.1.2 The Magnitude of General Secondary Education Wastage

5. The rates of dropouts and repetition at the general secondary schools of the zone under the study was, generally higher in boys (4.6%, 9.9%) than girls (2.6%, 8.7%) in the consecutive academic years respectively.
6. In general, the education wastage status in the general secondary schools of Zone was on average 25.7% in the past five successive years. , however, it is decreasing at rate of 3.4% each year.

5.1.3 Institutional Factors Causing Educational Wastage

7. The study revealed that, dropouts and repeaters failure to study hard (3.7), lack of confidence (3.4), lack of interest in schooling (3.4) and lack of high expectation (3.3) were ranked as the 1st, 2nd, 3rd and 4th severely causing factors for grade repetition and dropping out in the secondary schools of the zone respectively.
8. It was identified in the study that, lack of English language proficiency in the part of students plus the language differences spoken at home complemented with the non-high school graduation of most dropouts and repeater families were adversely contributed to grade repetition and dropping out in the secondary schools.
9. The results of the study uncovered that, the gaps between and among the school administrations, and the students, school and the community were found wide. As a result, such wider gaps hampered the secondary schools from taking proactive measures to protect repetition and dropping out before it happened.

10. It was identified in the study that, the provision of guidance and counseling services while students encounter academic problems were found low.

5.1.4 Environmental Factors Causing Educational Wastage

11. Of the socio-economic factors; parents' need students' labor for farming or house chores (3.5), lack of financial support (3.4) and family inability to provide sufficient food (3.1) were the first, second and third most contributing factors for secondary education wastage.

12. Concerning the socio-cultural factors, the study depicted that, death of both parents (3.4); living with single parent (2.9) and unsafe roads from home to school (2.8) were also the first, second, and third most socio-cultural factors causing secondary education wastage in the zone under the study

13. Of the environmental factors, it was uncovered that, migration to foreign countries in search of better life was the most severe problem triggering secondary education wastage. As a trend a number of boys migrate to South Africa whereas girls to different Arab countries.

5.1.3 Consequences of Secondary Education Wastage

14. It was disclosed in the study that, secondary education wastage has severe economic consequences on individuals as well as organizations in that, dropouts and repeaters occupy spaces of the new coming students (3.3), create budgetary problems (3.2) and expose individuals losses of direct and opportunity costs (2.8).

15. Secondary education wastage has been resulted with; lose of individuals as well as societal resources, psychological problems and social maladjustments' that might have lifelong effects.

5.2 Conclusions

Based on the major findings obtained, the following conclusions were drawn.

Education wastage is a common problem in both developing and developed countries with the variation in its extent of occurrences. The findings from data investigated uncovered that, the dropout and repetition rates were on average 7.2% and 18.5% respectively over the past successive five academic years. In general, the education wastage rate in the general secondary schools of the Zone was on average 25.7%. Therefore, it can be concluded that, despite some fluctuating rates, the overall wastage rate at the general secondary schools of Kembata_Tembaro Zone was very high.

Regarding locating the causes of secondary education wastage, of the institutional factors, particularly, dropouts and repeaters related issues, school administration practices, medium of instruction and lack of guidance and counseling services were found severely contributing to grade repetitions. Furthermore, of the environmental factors, particularly, the socio-economic factors such as families' need of their children labor, lack of financial support and, overall poverty were notably causing more dropping out in the schools under the study. On top of these, the value people attach to education, especially, by comparing it with business making, and migrations' to different foreign countries were significantly contributing to low attendances and poor attention of many students in the secondary schools of the zone. Therefore, it can be deduced that, with strong interactions, both institutional and environmental factors have been contributing to general secondary education wastage in the Zone under the study.

Therefore, in such trends of secondary education wastage in the Zone under the study, it would be difficult to not only use the scarce resources allotted to the level efficiently, but also it would be hard to create healthy and cohesive societies that significantly contributes economic growth and development of the area.

5.3 Recommendations

Based on the findings and conclusions made the following recommendations were forwarded to solve the problems;

1. Early Intervention

Focus on prevention and early intervention rather than waiting until chronic patterns of school failure and frustration have occurred. Closely monitor low-achievers', their participation in lessons and work on assignments. Therefore, it is recommended that the school administration needs to enforce the implementation of continuous assessment practices, so that, department heads and subject teaches work in collaboration with all the respective bodies to take timely innervations based on information obtained.

2. Create Positive Learning Environment

In the study it was depicted that, the relationship between teachers and students were not promising and constructive to the level expected. Hence, creating positive classroom climates and cultivating supportive personal relationships with stressed students needs to be emphasized.

3. Build Strong Communication Channels

In the study, it was identified that the link between and among the schools and the community, students and school administration, and PTA were found weak. Therefore, it is unquestionable to narrow these gaps. Thus, the school administrations, WEO, the

Woreda Administrative Council and ZED in collaboration ought to mobilize all the respective stakeholders to engage in the provisions and management of quality education and minimization of educational wastage.

4. Provide Guidance and Counseling Services

Students at the entry level suffer from a number of problems. Since they are new for the school environment, they need general as well as contextual orientation about schooling. Thus, the school administration needs to organize orientation program for new coming students in particular focus on introducing the school context, policy direction and future career opportunities. On top of this, the WEO needs to recruit counselors so that provides guidance and counseling services in regular bases for needy students.

5. Attack the Big Picture

Provision of information on the values of education has become very crucial. In the zone under the study, particularly, in cash crop area, there is seasonal business like coffee and ginger at a time which booms the economic activities of the area that destructs the mentality of significant portion of students to leave schooling and engaged in scanty of business activities. To this end, most students attach education only with monetary value they earn in the long range and give it insignificant attention and have less expectation. Therefore, the school administration in collaboration with WEO and Woreda Administrative Council promote mobilization of parents and community to raise their awareness' on the prone and cones of education.

6. Make Offering to Needy Students'

Poverty has been identified as most severe environmental factor that contributes for educational wastage. Secondary students drop out of schooling due to lack of

educational supplies such uniforms, stationeries' and other instructional materials. Maintain such students in the school by making some offering are helpful. Hence, the secondary schools need to establish *self-help unit* that collects any support in cash as well as in kind from students, teachers and community members. Some schools like Durame secondary and preparatory school has established a unit which collects uniforms from the completers', references, money so that begun supporting orphans and poor students. The unit can involve businesspersons, professionals that can develop project.

7. Promote Experiences Sharing

Different schools have different experiences regarding routine operations and in some novel works. An issue may be a problem to one school but routines activities to other school. Therefore, *sharing best experiences* among and between schools have significant contribution in improving the performance of individual worker and the organization as a whole.

8. Arrange Tutorial Program

In the study it was uncovered that medium of instruction was among the contributing factors for repetition and dropping out of secondary schooling. Build fluency in the language of instruction for students who do not already speak it. Provide at-risk students with additional learning opportunities through extended day or extended year school schedules, summer school programs, or tutoring outside of regular school hours. Thus, the schools administrations in collaboration with departments need to organize tutorial class for different subjects, particularly, for English language, to enable students understand the medium of instruction so that learn better.

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Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by: Secondary School Teachers'.

GENERAL DIRECTION

A dear respondent, this questionnaire is designed for you to describe why students' in your secondary school repeat a grade and/ or left schooling before completing. Therefore, it is important that you answer each question as thoughtfully and frankly as possible so that the questionnaire is helpful and reliable in getting information to identify the major reasons behind secondary students' dropping out and repetition of grade/s.

I assure you that all the information you provide will only be used for academic purpose in the study. So, please try to respond honestly.

Note that: Please, don't write your name

Respondents' Background Information

1. Sex: A) Male ☐ B) Female ☐
2. Age: A) 20-25 yrs ☐ B) 26-30yrs ☐
- C) 31-35 Yrs ☐ D) 36-40 ☐ E) 41-45 ☐
- F) 46-50 ☐ G) Above 50 yrs ☐
3. Marital status: A) Married ☐ B) Single ☐
- C) Divorced ☐ D) Widowed ☐

4. Teaching experience in terms of services

A) Less than 5 yrs

B) 6-10 yrs

C) 11-15 yrs

D) 16-20 yrs

E) Above 20 yrs

F) above

5. Academic qualification:

A) Diploma holder

B) BA/Bsc

C) MA/MSc

D) Other

If other, please specify it _____

PART ONE: Please Respond The Following Items By Making Tick (✓) Mark In The Space Provided Or In Writing Where Necessary.

6. How many days in a semester are you absent from work?

A) No absenteeism

B) Less than 5 days

C) 6 to 10 days

D) 11 to 15 days

E) Above 15 days

7. What is the number of students in the class you teach?

A) Below 50

B) 51-60

C) 61-70

D) more than 70

8. Do you think **parents' low educational background** contributes to secondary students' **grade repetition**? A) Yes B) No

9. Do you think **parents' low educational background** contributes to secondary students' **school dropping out**? A) Yes B) No

10. What kind/s of academic support needs to be provided by parents' (mother, father, brothers' and sisters') to secondary school students'? Please list down.

11. Do you think **parents' low economic status** contributes to secondary students' grade repetition? A) Yes ☐ B) No ☐
12. Do you think **parents' low economic status** contributes to students' dropping out? A) Yes ☐ B) No ☐

13. Dear respondents please describe how family's low economic status can trigger secondary students' repetition and school dropping out?

14. What do you feel when students' repeat grade?

A) I was seriously disappointed ☐ B) I feel sad ☐

C) It was normal for me ☐

15. What do you feel when students' drop out of school?

A) I was seriously disappointed ☐

B) It was normal for me ☐

C) I feel sad ☐

16. Here under the most common **forms of grade repetition** are listed. Rank the most dominantly prevailing grade repetition form first, the second most dominant next and continue ranking till you finish all.

No	Forms of Grade Repetitions	1	2	3	4	5
1	initiated by the students' themselves					
2	forced by parents'					
3	imposed by the school					
4	determined based on national examination results					
5	caused due to poor English language proficiency					

PART TWO: In this part of the questionnaire, a list of possible school related factors that might trigger secondary students' to repeat and/or drop out of schooling are indicated. From your experience, specify the rate of degree of each factor in causing the student to repeat and/or drop out off schooling.

Note that: Below are the key for the response value written on the top of each box. Indicate your response by making a tick (✓) mark in the box corresponding to the number value.

5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (UN),
2 = Disagree (D), 1 = Strongly Disagree (SD)

2.1	<i>School Related Factors that Possibly Causes Educational Wastage (repetition and dropping out)</i>	SA	A	UN	D	SD
A	Drop outs and /or Repeaters Related factors	5	4	3	2	1
1.1	Failure to study hard					
1.2	Lack of interest in schooling					
1.3	Low self-esteem					
1.4	Lack of confidence					
1.5	Lack of positive expectation					
1.6	Serious health problem					
1.7	Visual impediment					
1.8	Hearing impediment					
B	Teachers Related Factors	5	4	3	2	1
2.1	Low commitment while teaching					
2.2	Insufficient subject knowledge					
2.3	Employing boring teaching methodology					
2.4	Unfair assessment of pupils performance					
2.5	Lack of pupils encouragement					
2.6	Teachers negative attitude towards low achievers					
2.7	Unfriendly relationship between students' and teachers'					

C	Curriculum Relevance and Medium of Instruction	5	4	3	2	1
D	School Administration Related Factors	5	4	3	2	1
E	Instructional Time Utilization	5	4	3	2	1
F	Guidance and Counseling Services	5	4	3	2	1

2.2 Please specify any other school related factors that might force secondary students' to repeat grades and / or drop out of schooling?

PART THREE: in this part of the questionnaire, a list of educational facilities and instructional materials are give. From your experience, specify the degree of availability of each facilities and materials in your secondary school.

Note that: Below are the key for the response value written on the top of each box. Indicate your response by making **a tick (✓) mark** in the box corresponding to the number value.

4 = Very Adequate (VA)

3= Adequate (A)

2= Inadequate (IN)

1= Very Inadequate (VI)

3.1	<i>Instructional Materials an School Facilities Related Factors</i>	VA	A	IN	VI
		4	3	2	1
1.1	Electricity services				
1.2	Textbooks				
1.3	Well developed Pedagogical center				
1.4	Desks				
1.5	Number of operating Plasma TV				
1.6	Well furnished school library				
1.7	library accommodation capacity				
1.8	laboratory apparatus and equipments				
1.9	laboratory accommodation capacity				
1.10	Reference materials availability				

PART FOUR: In this part of the questionnaire, a list of possible out of school related factors that triggered secondary students' to repeat and/or drop out schooling are indicated. From your experience, specify the rate of degree of each factor in causing the students' to repeat and/or dropout of schooling.

Note that: Below are the key for the response value written on the top of each box. Indicate your response by making a tick (✓) mark in the box corresponding to the number value.

5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (UN),
2 = Disagree (D) 1 = Strongly Disagree (SD)

4.1	<i>Out of School Related Factors that Possibly Causes Educational Wastage(grade repetition and school dropping out)</i>	S A	A	U n	D	S D
A	Socio Economic Factors	5	4	3	2	1
1.1	Parents' need your labor for farming or house chores					
1.2	Lack of financial support					
1.3	Lack of parents- pupil academic conversation at home					
1.4	Discrimination due to HIV/AIDS					
1.5	Family inability to provide sufficient food					
1.6	Children living away from home					
B	Socio Cultural Factors	5	4	3	2	1
2.1	Early marriage					
2.2	Teenage pregnancy					
2.3	Peer pressure influence					
2.4	Living with single parent					
2.5	Death of both parents					
2.6	Gender role stereotype					
2.7	Unsafe roads from home to school					

4.2 please specify any other environmental factors that may cause secondary students' to repeat grades and or drop out of schooling?

PART FIVE: Here under a list of some possible consequences that may results due to repeating grade or dropping out of schools is listed. Indicate which of the consequences your students' have encountered.

Note that: Below are the key for the response value written on the top of each box. Indicate your response by making **a tick (✓) mark** in the box corresponding to the number value.

5 = Strongly Agree (SA),
2 = Disagree (D),

4 = Agree (A), **3 = Undecided (UN),**
1 = Strongly Disagree (SD)

5.1	<i>Possible Consequences of Repetition and Dropout</i>	SA	A	UN	D	SD
		5	4	3	2	1
I	Economic problems					
1	Occupies places or new comers					
2	Creates budgetary problems					
3	Lose individuals costs					
II	Psychological Problems					
4	Experiences increased absenteeism					
5	alienate themselves from peer group					
6	exhibit reduced self-esteem					
7	repetition likely leads to dropout					
III	Socio-emotional problems					
8	Misbehaves in the school compound					
9	Misbehaves in the community					

5.2 Please specify any other negative consequences that you observed secondary school grade repeaters and/or drop outs may experiences?

PART SIX: In this part of the questionnaire you are requested to list down reasons for secondary students' repeating grade and/ or dropping out of schooling.

6.1 What could be done to minimize repetition and dropping out from secondary schools?

1. What school administration and teachers have to do?

2. What parents and the communities have to do?

3. What the Woreda Education Office and Zonal Education Desk have to do?

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by: Secondary School Dropouts' and Repeaters'.

General Direction:

Dear respondents, this questionnaire is designed for you to describe **why you repeat a grade and/ or left school before completing**. Therefore, it is important that you answer each question as **thoughtfully and frankly** as possible so that the questionnaire is helpful and reliable in getting information to identify the **major reasons behind your dropping out and repetition of grade/s**. I assure you that all the information you provide **will be used only for academic purpose**. So, please try to respond honestly.

Note that: Please, **don't** write your name,

Instruction I: Background Characteristics of respondents

Direction: 1. Put tick (✓) mark in the space provided corresponding to
your chosen answer

2. Write short answer for items as requested.

1. Sex A) Male ☐ B) Female ☐
2. Age: A) 15-20 yrs ☐ B) 21-25yrs ☐
 C) 26-30 Yrs ☐ D) Above 30 yrs ☐
3. Grade level: A) 9th ☐ B) 10th ☐
4. Places of residence: A) rural ☐ B) urban ☐
5. How often did you arrive to school on time?
 A) Always ☐ B) sometime ☐ C) Never ☐

6. Why do you go to? Because:

A) I like learning ☐

B) Some of my neighbors also go ☐

C) My parents forced me to go ☐

D) I met my friends there ☐

7. How **long** did it take you to walk from home to school?

Approximately _____ minutes/ or _____ hours.

8. How many days in a semester are you absent from school?

A). Less than five days ☐

C) 6 to 10 days ☐

B). 11 to 15 days ☐

D) more than 15 days ☐

9. What is the educational background of your parents?

Father's _____

Mother's _____

10. If your parents' educational background is low does it negatively contributed to your grade repetition? A) Yes ☐ B) No ☐

11. If your parents' educational background is low does it negatively contributed to your grade school dropout? A) Yes ☐ B) No ☐

12. What is your parents' occupation?

Father's _____

Mother's _____

13. If your parents; economic status is relatively low, does it exerted any negatively contribution to your grade repetition?

A) Yes ☐

B) No ☐

14. If your parents; economic status is relatively low, does it exerted any negatively contribution your school dropping out? A) Yes ☐ B) No ☐

15. Here a list of possible academic support that can be obtained from parents' and family members' are indicated. Please specify which academic support you get from them when you were in grade 9th or 10th. You can choose more than one answer

No	Alternatives on academic support	Make (✓) mark	
		Yes	No
1	directions on how to study		
2	support while studying		
3	academic conversations on difficult issues		
4	furnishing educational materials		
5	support while doing home taken assignment		
6	support in buying reference materials		

16. How many children are there in your family?

A) 1- 3 ☐ B) 4-6 ☐ C) more than 6 children ☐

17. With whom you lived at a time when you repeated or/and drop out of schooling?

A) With both my mother and father ☐

B) With only one of my parents ☐

C) With my relatives ☐

D) I live alone ☐

E) With my spouse ☐

If any other, please specify it:

18. What was the number of students in the class you attended?

A) Below 50

B) 51-60

C) 61-70

D) Above 70

19. What did you feel when you repeated grade?

A) I was seriously disappointed

B) I feel sad

C) It was normal for me

20. What did you feel when you drop out of school?

A) I was seriously disappointed

B) I feel sad

C) It was normal for me

21. Here under the most common **forms of grade repetition** are listed. Rank the most dominantly prevailing grade repetition form first, the second most dominant next and continue ranking till, you finish all.

Rank Order

No	Forms of Grade Repetitions	1	2	3	4	5
1	initiated by the students themselves					
2	forced by parents'					
3	imposed by the school					
4	determined based on national examination results					
5	caused due to English language proficiency					

Instruction II: In this part of the questionnaire, a list of possible school related factors that triggered you to repeat grades and/or drop out of schooling are indicated. From your experience, specify the rate of degree of each factor in triggering you to repeat grades and drop out of schooling

Note that: Below are the key for the response value written on the top of each box.

5 = Strongly Agree (SA), 4= Agree (A), 3= Undecided (UN),
2= Disagree (D), 1= Strongly Disagree (SD)

2.1	School Related Factors that Possibly Causes Educational Wastage (secondary students' grade repetition and school dropping out)	SA	A	UN	D	SD
I	Drop outs and /or Repeaters Related factors	5	4	3	2	1
1.1	Failure to study hard					
1.2	Lack of interest in schooling					
1.3	Low self-esteem					
1.4	Lack of confidence					
1.5	Lack of positive expectation					
1.6	Serious health problem					
1.7	Visual impediment					
1.8	Hearing impediment					
II	Teachers Related Factors	5	4	3	2	1
2.1	Low commitment while teaching					
2.2	Insufficient subject knowledge					
2.3	Employ boring teaching methodology					
2.4	Unfair assessment of pupils performance					
2.5	Lack of pupils encouragement					
2.6	Teachers negative attitude towards low achievers					
2.7	Unfriendly relationship between students' and teachers'					
III	Curriculum Relevance and Language of Instruction	5	4	3	2	1
3.1	You lack English language proficiency to express ideas in the learning process					
3.2	You lack English language proficiency to read about in the learning process					

	in the learning process					
3.3	Poor proficiency to write during tests and examinations					
3.4	Irrelevance of the curriculum to the living style of learners'					
3.5	Difficulties of knowledge encompassed in the curriculum					
IV	School Administration Related Factors	5	4	3	2	1
4.1	Promote ineffective communication with students'					
4.2	Have low expectation to students' better performance					
4.3	Regularly monitor the work of teachers'					
4.4	Foster unsatisfactory liaison between the school and the community					
4.5	Lack consistency in maintaining better instructional process					
4.6	Less follow up from Parent-Teacher Association (PTA)					
V	Instructional Time Utilization	5	4	3	2	1
5.1	Teachers' absenteeism					
5.2	Students' absenteeism					
5.3	Discipline problems in the school					
5.4	Multitude of extracurricular activities					
VI	Guidance and Counseling Services	5	4	3	2	1
6.1	No counseling services has given while I encountered academic problem					
6.2	No support was given by the time I scored low grade					
6.3	No counseling was given when I frequently leave school					
6.4	No counseling was give when I exhibit misbehaving in the school					

VII. Please specify any other school related factors that might forced you to repeat and/ or dropout of secondary schooling?

Instruction III: In this part of the questionnaire, a list of **educational facilities and instructional materials** are give. From your experience, specify **the degree of availability** of each facilities and materials in your secondary school.

Note that: Below are the key for the response value written on the top of each box.

- 4 = **Very Adequate (VA)**
- 3= **Adequate (A)**
- 2= **Inadequate (IN)**
- 1= **Very Inadequate (VI)**

I	Educational Materials and Facilities Related Factors	VA	A	IN	VI
1.1	Electricity services	4	3	2	1
1.2	textbooks				
1.3	Pedagogical center				
1.4	desks				
1.5	Plasma Television				
1.6	Well furnished of school library				
1.7	library accommodation capacity				
1.8	Reference materials availability				
1.9	Laboratory accommodation capacity				
1.0	laboratory apparatus and equipments				

II. Please, specify any other educational materials and facilities which are in-short of your school?

Instruction IV: In this part of the questionnaire, a list of possible **out of school related factors** that triggered you **to repeat and/or drop** out of schooling is indicated. From your experience, specify the rate of degree of each factor in triggering you to repeat and/or drop out off secondary schooling.

Note that: Below are the key for the response value written on the top of each box.
5 = Strongly Agree (SA), 4= Agree (A), 3= Undecided (UN),
2= Disagree (D) 1= Strongly Disagree (SD)

2.2	Out of School Related Factors that Possibly Causes Educational Wastage(students' repetition and dropping out)	SA	A	Un	D	SD
I	Socio Economic Factors	5	4	3	2	1
1.1	Parents' need students' labor for farming / house chores					
1.2	Students' lack financial support					
1.3	Lack of parents- pupil conversation about schooling					
1.4	Discrimination due to HIV/ADIS					
1.5	Family inability to provide sufficient food/poverty					
1.6	Children living away from home					
II	Socio Cultural Factors	5	4	3	2	1
2.1	Early marriage					
2.2	Teenage pregnancy					
2.3	Peer pressure					
2.4	Living with single parent					
2.5	Death of parents					
2.6	Gender role stereotype					
2.7	Unsafe roads from home to school					

III. Please, specify any other environmental factors that forced you to repeat grades and/or drop out of secondary schooling?

Instruction V: Here under a list possible of consequences that may resulted after repeating grade or dropping out of schools are described. Indicate which of the consequences have encountered.

Note that: Below are the key for the response value written on the top of each box.
5 = Strongly Agree (SA), 4= Agree (A), 3= Undecided (UN),
2= Disagree (D), 1= Strongly Disagree (SD)

5.1	Possible Consequences of Grade Repetition and Dropout	SA	A	UN	D	SD
		5	4	3	2	1
I	Economic problems					
1	Occupies places or new comers					
2	Creates budgetary problems					
3	Lose individuals costs					
II	Psychological Problems					
4	Experiences increased absenteeism					
5	alienate themselves from peer group					
6	exhibit reduced self-esteem					
7	repetition likely leads to dropout					
III	Socio-emotional problems					
8	Misbehaves in the school compound					
9	Misbehaves in the community					

V. Please specify any other negative **consequences** you observed as a result of secondary school repetition and/or dropping out?

Instruction VI: In this part of the questionnaire you are requested to list down some possible solutions to minimize grade repetition and/ or secondary schooling dropping out.

1. What could be done to minimize repetition and dropping out from secondary schools?

1.1. What school administration and teachers have to do?

1.2. What parents and the communities have to do?

1.3. What the Woreda Education Office and Zonal Education Desk have to do?

በአዲስ አበባ ዩንቨርሲቲ

ድህረ-ምራቃ ፕሮግራም

በሥነ- ትምህርትና ባህርይ ጥናት ኮሌጅ

የትምህርት ዕቅድና ሥራ አመራር ትምህርት ክፍል

የጽሁፍ መጠይቅ: ይህ መጠይቅ በሁለተኛ ደረጃ አጠቃላይ ትምህርት (9ኛ-10ኛ) ክፍል በደገሙና ባቋረጡ ተማሪዎች የሚሞላ መጠይቅ ነው።

ውድ ተማሪዎች የዚህ መጠይቅ ዋና ዓላማ አንተ/ አንቺ በሁለተኛ ደረጃ አጠቃላይ ትምህርት (9ኛ ወይንም 10ኛ) ክፍል ለምን እንደደገምክ/ሽ ወይንም እንዳቋረጥክ/ሽ በጥናት ምክንያቱን ለማወቅና በቀጣይ መፍትሔ ለመጠቀም ነው። ስለዚህ የአንተ/ቺ ግልጽ፣ ትክክለኛና ታማኝነት ያለው ምላሽ ለጥናቱ ስኬት ወሳኝ ነው። መረጃዎቹ በሙሉ ለትምህርታዊ የጥናት ተግባር ብቻ የሚውሉ መሆኑን ላረጋግጥላችሁ እወዳለሁ። ስለ ትብብራችሁም በቅድሚያ አመሰግናለሁ።

ማሳሰቢያ:- ስም መጻፍ አያስፈለገም።

የተማሪዎች የግል ዳራን በተመለከተ

1. ጸታ:- ሀ) ወንድ ለ) ሴት

2. ဝင်ရောက်မှု: _____

3. አሁን ያለህበት/ሽበት ክፍል፡ ሀ) 9ኛ ለ) 10ኛ

4. የመኖሪያ አካባቢ. ሀ) ገጠር ለ) ከተማ

ክፍል አንድ:- ከዚህ በታች የቀረቡትን ጥያቄዎች በተመለከተው ሳጥን ውስጥ ይህን ምልክት (✓) በማድረግ ወይንም አጭር መልስ በመስጠት መልሱ:-

5. በዓመት ውስጥ ምን ያህል ቀን በጊዜ ትምህርት ቤት ትመጣለህ/ሽ?

ሀ) ሁልጊዜ ለ) አልፎ አልፎ ሐ) በጭራሽ

6. ትምህርት ቤት ለምን ትሄዳለህ/ሽ?

ሀ) ትምህርት ስለምወድ ☐

ለ) ከጎረቤት ተማሪዎች ስለሚሃ ☐

ሐ) ቤተሰብ ስለሚያስገድደኝ ☐

መ) ጓደኞቼን ትምህርት ቤት ስለማገኛቸ ☐

7. ከመኖሪያ ቤታችሁ እስከ ትምህርት ቤት ያለው ርቀት ምን ይህል ነው? _____

8. በደገምህ/ሽ ወይም በቋረጥህ/ሽ ጊዜ በሴሚስተር ከትምህርት ቤት ስንት ቀን ቀርተሃል/ሻል?

ሀ) ከ5 ቀን በታች ☐

ለ) ከ6-10 ቀን ☐

ሐ) ከ11-15 ቀን ☐

መ) ከ15 ቀን በላይ ☐

9. የቤተሰብ (የእናትህና አባትህ) ትምህርት ደረጃ ግለጽ

ሀ) የአባት _____

ለ) የእናት _____

10. የቤተሰብህ/ሽ የትምህርት ደረጃ ዝቅተኛ ከሆነ ለአንተ/ቺ ክፍልመድገምህ/ሽ ያደረገው አሉታዊ ተጽዕኖ አለን?

ሀ) አዎን አለ ☐

ለ) አይደለም የለውም ☐

11. የቤተሰብህ/ሽ የትምህርት ደረጃ ዝቅተኛ ከሆነ ለአንተ/ቺ ትምህርት ማቋረጥ ያደረገው አሉታዊ ተጽዕኖ አለን?

ሀ) አዎን አለ ☐

ለ) አይደለም የለው ☐

12. ከዚህ በታች ከቤተሰብ አባላት ማለትም (ከአባት፣ እናት፣ ወንድምና እህት) ሊሰጡ የሚችሉ ትምህርትን ያማከሉ የድጋፍና ዕገዛ ዓይነቶች ተዘርዝርዋል። በመሆኑም የትኛውን ዓይነት ትምህርታዊ ድጋፍ ታገኝ/ኝ እንደነበር የ “✓” ምልክት በማድረግ መልስ/ሽ።

ከአንድ በላይ መመለስ ይቻላል።

ተ.ቁ	ትምህርትን ያማከሉ የድጋፍ ዓይነቶች	አዎን	አይደለም
1	እንዴት ማጥናት እንዳለብኝ አቅጣጫ ማሰየት		
2	ሳጠና በመሳተፍ ቀጥተኛ ድጋፍ መስጠት		
3	በተለያዩ ርዕሶች ላይ ትምህርታዊ ውይይቶችን በማድረግ		
4	የቤት ሥራዎችንና አሳይመንቶችን በጋራ አብረን በመሥረት		
5	የትምህርት መሣሪያዎችን በመግዛት መደገፍ		
6	የማጣቀሻ መጽናገፍትን በመግዛት ማበረታታት		

13. የቤተሰብህ (የእናትህ እና የአባትህ) ሥራ ምንድነው?

ሀ) የእናትህ _____

ለ) የአባትህ _____

14. የቤተሰብህ/ሽህከኖሚ ደረጃ ዝቅተኛ ከሆነ ለአንተ/ቺ ክፍል መድገም ያደረገው አሉታዊ ተጽዕኖ አለን?

ሀ) አዎን አለ ☐ ለ) አይደለም የለውም ☐

15. የቤተሰብህ/ሽህከኖሚ ደረጃ ዝቅተኛ ከሆነ ለአንተ/ቺ ትምህርት ማቋረጥ ያደረገው አሉታዊ ተጽዕኖ አለን?

ሀ) አዎን አለ ☐ ለ) አይደለም የለውም ☐

16. የአንተ/ቺ ቤተሰብ አባላት ብዛት ስንት ነው? _____

17. ክፍል ስትደገም/ሚ ወይም ትምህርት ስታቋርጥ/ጭ ከማን ጋር ትኖር/ሪ ነበር?

ሀ) ከእናትና አባቴ ጋር ☐ ለ) ከአንዱ ወላጅ ጋር ብቻ ☐

ሐ) ከወንድሜ ጋር ☐ መ) ከእህቴ ጋር ☐

ሠ) ዘመድ ቤት ☐

18. አንተ/ቺ ከዚህ በፊት ክፍል በደገምክበት/ሽበት ወቅት የነበሩ ተማሪዎች ብዛት ምን ያህል ነበር?

ሀ) ከ 50 በታች ☐ ለ) ከ51-60 ☐

ሐ) ከ61-70 ☐ መ) ከ71 በላይ ☐

19. ከዚህ በታች የተለያዩ የክፍል መድገም ዓይነቶች ተዘርዝረዋል፡፡ በአንተ/ቺ ትምህርት ቤት ዩትኛው የመድገም ዓይነት የበለጠ እንደሚዘወትር በደረጃ 1፣2፣3፣4፣5 /Rank/ በመስጠት አመልክት፡፡

ተ.ቁ	ክፍል የመድገም ዓይነቶች	1	2	3	4	5
1	በተማሪው ፍላጎት የሚሆን መድገም					
2	በቤተሰብ አስገዳጅነት የሚከናወን መድገም					
3	በትምህርት ቤት ውሳኔ የሚሆን መድገም					
4	በብሔረዊ ፈተና በሚሰጥ ውሳኔ መድገም					
5	በእንግሊዘኛ ቋንቋ ክህሎት ችግር የሚፈጠር መድገም					

20. ክፍል በመድገምህ/ሽ ምን ተሰማህ/ሽ?

ሀ) እጅግ በጣም አዝናሰሁ

ለ) በመጠኑ ተሰምቶኛል

ሐ) ምንም አልመሰለኝም

21. ከትምህርት ቤት ስታቋርጥ/ጭ ምን ተሰማህ/ሽ?

ሀ) እጅግ በጣም አዝናሰሁ

ለ) በመጠኑ ተሰምቶኛ

ሐ) ምንም አልመሰለኝም

ክፍል ሁለት: በዚህ የመጠይቅ ክፍል ከትምህርት ቤታችሁ ጋር በቀጥታ ወይም በተዘዋዋሪ የሚገናኙ ለአንተ/ቺ ክፍል መድገም ወይም ትምህርት ማቋረጥ ምክንያት ሊሆኑ የሚችሉ ነገሮች ተዘርዝረዋል። ካለህ/ሽ ልምድ አንጻር የትኞቹ ነገሮች ለመድገምህ/ሽ ወይም ምትምህርት ለማቋረጥ/ሽ የበለጠ ምክንያት እንደሆኑህ/ሽ የእርማት ምልክት “✓” በመጠቀም ግለጽ/ጭ። ምርጫህን/ሽን ከዚህ በታች በተመለከቱት የማበላለጫ ቃላትን በመጠቀም ግለጥ/ጭ።

5= በጣም እስማማለሁ-(በጣ.እስ)

4 =እስማማለሁ (እስ.)

3= ለመወሰን እችላለሁ-(ለመ.እቸ)

2=አልስማማም (አል.)

1= በጣም አልስማማም (በጣ. አል)

2.1	በሁለተኛ ደረጃ ትምህርት ክፍል ለመድገም ወይም ለማቋረጥ ምክንያት ሊሆኑ የሚችሉ ነገሮች፤	በጣ. እስ.	እስ.	ለመ. እቸ.	አልስ.	በጣ. አል.
		5	4	3	2	1
ሀ	ከደገመ ወይም ከቋረጠ ተማሪ ጋር የሚገናኙ ነገሮች					
1.1	በትጋት ያለማጥናት					
1.2	ለመማር ያለው ፍላጎት ዝቅተኛ መሆን					
1.3	ተማሪው ለራሱ ያለው ግምት ዝቅተኛ መሆን					
1.4	በራስ ያለመተማመን					
1.5	ነገን በተሻለ ተስፋ ያለማየት					
1.6	ከፍተኛ ህመም/ የጤና ችግር መኖር					
1.7	የማየት ችግር					
1.8	የለማት ችግር					
ለ	ከመምህራን ጋር የተያያዙ ነገሮች	5	4	3	2	1
2.1	ቁርጠኝነት ማነስ					
2.2	በሚያስተምሩት ትምህርት በቂ ዕውቀት ያለመኖር					
2.3	አሰልፎ የማስተማር ሥነ ዘዴዎችን መጠቀም					

	የሚገናኙ ነገሮች					
1.1	በትጋት ያለማጥናት					
1.2	ለመማር ያለው ፍላጎት ዝቅተኛ መሆን					
1.3	ተማሪው ለራሱ ያለው ግምት ዝቅተኛ መሆን					
1.4	በራስ ያለመተማመን					
1.5	ነገን በተሻለ ተስፋ ያለማየት					
1.6	ከፍተኛ ህመም/ የጤና ችግር መኖር					
1.7	የማየት ችግር					
1.8	የሰማት ችግር					
ለ	ከመምህራን ጋር የተያያዙ ነገሮች	5	4	3	2	1
2.1	ቁርጠኝነት ማነስ					
2.2	በሚያስተምሩት ትምህርት በቂ ዕውቀት ያለመኖር					
2.3	አሰልፎ የማስተማር ሥነ ዘዴዎችን መጠቀም					
2.4	አድሏዊ ምዘናና ውጤት የመስጠት ሁኔታዎች					
2.5	ተማሪዎች እንዲተጉ ያለማበረታታት					
2.6	በአድሎ ጥያቄ መጠየቅና መልስ መቀበል					
2.7	ነጻ የሆነ የተማሪ-መምህር ግንኙነት ያለመኖር					
ሐ	ሥርዓተ-ትምህርትና የማስተማሪያ ቋንቋን በተመለከተ	5	4	3	2	1
3.1	በምማርበት ወቅት ሀሳቤን ለመግለጽ የእንግሊዘኛ ቋንቋ ይቸግረኛል					
3.2	በምማርበት ወቅት የእንግሊዘኛ ጽሁፍ ማንበብ ይቸግረኛል					
3.3	በቴስትና ፈተና ወቅት በእንግሊዘኛ መጻፍ ይቸግረኛል					
3.4	ሥርዓተ-ትምህርቱ ከተማሪው የኑሮ ዘይቤ ጋር ያለመጣጣም					
	የሚሰጠው ትምህርት ከባድ መሆን					
መ	ከትምህርት ቤት አስተዳደር ጋር የሚገናኙ ነገሮች	5	4	3	2	1
4.1	ከተማሪዎች ቀጥታ ግንኙነት አስተዳደር ያደጋሉ					
4.2	የተማሪዎች ውጤታማነት ትልቅ ጉዳያቸው ነው					
4.3	የተማሪዎች ወላጆችን በትምህርት ሥራ ያሳትፋሉ					
4.4	የመምህራንን ሥራ ዘውትር ክትትል ያደርጋሉ					
4.5	ዘውትር ውጤታማ የትምህርት ሂደት እንዲኖር ይጥራሉ					
4.6	የወላጅ መምህር ህብረት/ወመህ/ ክትትል ዝቅተኛ መሆን					

5.4	የትምህርት ሰዓትን በተጓዳኝ ትምህርት ሥራ ማባከን					
ፈ	ሙያዊ ምክርና ድጋፍ አገልግሎትን በተመለከተ	5	4	3	2	1
6.1	በትምህርቱ ችግር ሲገጥመኝ ምንም ድገፍ አልተደረገልኝም					
6.2	በፈተና ዝቅተኛ ውጤት ሳመጣ ምንም አልተደገፍኩም					
6.3	ከትምህርት ቤት በተደጋጋም ስቀር የምክር አገልግሎት አልተሰጠኝም					
6.4	በትምህርት ቤት የስነ-ምግባር ችግር ስፈጥር አልተመከርከም					

2.2 ከትምህርት ቤት ጋር የተያያዙ እና ለአንተ/ቺ መድገም ወይም ማቋረጥ ምክንያት የሆኑ ሌሎች ነገሮች ካሉ በጽሁፍ አብራሩ?

ክፍል ሦስት፡ በዚህ የመጠይቅ ክፍል የትምህርት ግብአቶችና የመማሪያ ቁሳቁሶች ተዘርዝረዋል፡፡ በመሆኑም የእነዚህ ግብአቶች የበቂነት ሁኔታ በተቀመጠው ሳፕንውስፕ “✓” ምልክት በማድረግ አመልክት፡፡ ምርጫህን/ሽን ከዚህ በታች በተመለከቱት የማበላለጫ ቃላትን በመጠቀም ግለጥ/ጭ፡፡

4=እጅግ በቂ 3= በቂ 2 =አነስተኛ 1= በጣም አነስተኛ

3. 1	በትምህርት ቤታችሁ የትምህርት ግብአቶችና የመማሪያ ቁሳቁሶች ሁኔታ	እጅግ በቂ	በቂ	አነስተኛ	በጣም አነስተኛ
		4	3	2	1
1	የመብራት አገልግሎት				
2	የመማሪያ መጽሐፍት				
3	የትምህርት መርጃ ማበልጸገያ ማዕከል				
4	የማጣቀሻ መጽሐፍት				
5	የመቀመጫ ዴስኮች				
6	በሚገባ የተደራጀ ቤተ-መጽሐፍት				
7	የቤተ-መጽሐፍቱ ስፋትና ተማሪዎችን የማስተናገድ አቅም				
8	የላቦራቶሪ ቁሳቁሶች ሁኔታ				
9	የላቦራቶሪ መከራ ክፍል ስፋትና ሁኔታ				
10	አገልግሎት የሚሰጡ የፕላዝማ ቴሌቪዥን ብዛት				

ክፍል አራት፡ በዚህ የመጠይቅ ክፍል ከመኖሪያ አካባቢ ጋር በቀጥታ ወይም በተዘዋዋሪ የሚገናኙ ለአንተ/ቺ መድገም ወይም ትምህርት ማቋረጥ ምክንያት ሊሆኑ የሚችሉ ነገሮች ተዘርዝረዋል። ካለህ/ሽ ልምድ አንጻር የትኞቹ ነገሮች ለመድገምህ/ሽ ወይም ትምህርት ለማቋረጥህ/ሽ የበለጠ ምክንያት እንደሆኑህ/ሽ የእርማት ምልክት “✓” በመጠቀም ግለጽ/ጭ። ምርጫህን/ሽን ከዚህ በታች በተመለከቱት የማበላለጫ ቃላትን በመጠቀም ግለጥ/ጭ።

5= በጣም እስማማለሁ (በጣ.እስ) 4 =እስማማለሁ (እስ.)
 3= ለመወሰን እችላለሁ (ለመ.እቸ) 2=አልስማማም (አል.) 1 = በጣም አልስማማም (በጣ. አል)

4.1	ከመኖሪያ አካባቢ ጋር የሚገናኙ ለአንተ/ቺ ክፍል መድገም ወይም ትምህርት ማቋረጥ ምክንያት ሊሆኑ የሚችሉ ነገሮች፤	በጣ. እስ.	እስ.	ለመ. እቸ.	አልስ.	በጣ. አል.
		5	4	3	2	1
ሀ	ማህበራዊና ኢኮኖሚያዊ ሁኔታዎች					
1.1	ቤተሰብ የአንተን/ችን ጉልበት ለተለያዩ ሥራ መፈለግ					
1.2	አንተን/ቺን የገንዘብ ችግር ማጋጠም					
1.3	በቤት ውስጥ ትምህርት ነክ ውይይቶች ያለመኖር					
1.4	በኤች. ኣይ. ቪ. ህመም ምክንያት መገለል					
1.5	የቤተሰብ ተማሪውን የመመገብ ችግር					
1.6	ከቤተሰብ ተለይቶ ለብቻ መኖር					
ለ	ማህበራዊና ባህላዊ ሁኔታዎች	5	4	3	2	1
2.1	ያለዕድሜ ጋብቻ					
2.2	ትዳር ሳይመሰርቱ ማርገዝ					
2.3	በጓደኛ ግፊት ወደ መጥፎ ሱስ መግባት					
2.4	ከአንድ ወላጅ ጋር ብቻ መኖር					
2.	በጾታ አድሎዊ የሆነ የሥራ ስምሪት					
2.	የወላጅ በሞት መለየት					

4.2 ከመኖሪያ አካባቢ ጋር የተያያዙ እና ለአንተ/ቺ ክፍል መድገም ወይም ትምህርት ማቋረጥ ምክንያት የሆኑ ሌሎች ነገሮች ካሉ በጽሁፍ ጥቀስ?

ክፍል አምስት: ከዚህ በታች ክፍል በመድገም ወይም በማቋረጥ ምክንያት የሚፈጠሩ አዎንታዊ ወይም አሉታዊ ነገሮች ተዘርዝረዋል። ከተዘረዘሩት ነገሮች የትኞቹ አጋጥመውህል/ሻል። ምርጫህን/ሽ ከዚህ በታች በተመለከቱት የማበላለጫ ቃላትን በመጠቀም ግለጥ/ጭ፡

5= በጣም እስማማለሁ(በጣ.እስ) 4 =እስማማለሁ (እስ.)

3= ለመወሰን እቸገራለሁ (ለመ.እቸ) 2=አልስማማም (አል.)

1 = በጣም አልስማማም (በጣ. አል) ፈ

5.1	ከክፍል መድገም ወይም ትምህርት ማቋረጥ ጋር በተያያዘ ሊከሰቱ የሚችሉ አሉታዊ ወይም አወንታዊ ውጤቶች	በጣ. እስ.	እስ.	ለመ. እቸ.	አልስ.	በጣ. አል.
I.	ኢኮኖሚያዊ ችግሮች	5	4	3	2	1
1	የአዲስ ተመዝጋቢ ተማሪዎችን ቦታ ይይዛል					
2	የበጀት ቀውስ ይፈጥራል					
3	ግለሰቦች ለ□ምህር□ ያወጡት ገንዘብ መናይቀራል					
II.	ስነልቦናዊ ችግሮች					
1	ክፍል መድገም በተደጋጋሚ ከትምህርት ገበታ ቀሪ መሆን ያስከትላል					
2	መድገም ከጓደኛ መገለልን ያስከትላል					
3	ክፍል መድገም ለራስ ያለንን ግምት አናላ ያደርጋል					
4	ክፍል መድገም ለማቋረጥ መንሴኤ ይሆናል					
5	ክፍል መድገም ሌሎች እንዲይላግጡ ያደርጋል					
III.	ስርዓተ አልበኝነት ችግሮች					
1	በትምህርት ቤት ስርዓት አልበኛ መሆን					
2	በማህበረሰብ ውስጥ ስርዓት አልበኛ መሆን					
3	ትምህርት ማቋረጥ ለተለያዩ ሰዎችን ያጋልጣል።					

5.2. የሁለተኛ ደረጃ ትምህርትን በመድገም ወይም በማቋረጥ ምክንያት የሚፈጠሩ ሌሎች አዎንታዊ ወይም አሉታዊ ነገሮች በጽሁፍ ዘርዝሩ?

ክፍል ስድስት: በዚህ የመጠይቅ ክፍል በአንተ/ቺ አመለካከት በሁለተኛ ደረጃ ክፍል መድገምን ወይም ትምህርት ማቋረጥን እንዴት መቀነስ/ማስወገድ እንደሚቻል በጽሁፍ ግለጽ።

6.1 የሁለተኛ ደረጃ መጠነ መድገምን ወይም ማቋረጥ እንዴት መቀነስ/ማስወገድ ይቻላል? የእነዚህ ባለድርሻ አካላት ሚና ምንመሆን አለበት?

1.1 ምመህራንና የትምህርት ቤት አመራሮች ምን ቢያደርጉ ይሻላል?

1.2 የወላጆችና የማህበረሰቡ ሀላፊነት ምን መሆን አለበት?

1.3 የወረዳና የዞን የትምህርት ባለሙያዎች ምን ማድረግ አለባቸው?

Semi-structured Interview

Instruction: These items are prepared to make interview with secondary school principals about the reasons for students' repetition and/or drop out of schooling.

4.1 Why do you think students' repeat in this secondary school?

4.2 Why do you think students' drop out of secondary schooling?

4.3 What could be done to minimize repetition and dropping out of students' in this school?

1. What school principals and teachers have to do?

2. What parents and the communities have to do?

3. What the Woreda Education Office and Zonal education Desk have to do?

4.4 What negative consequences have observed as a result of secondary students' repetition and dropping out in your village?

Appendix E

Guiding items for FGD

Instruction: These items are prepared to conduct focus group discussion with PTA on the reasons for secondary students' grade repetition and/ or drop out of schooling.

4.1 Why do you think students' repeat in this secondary school?

4.2 Why do you think students' drop out of secondary schooling?

4.3 What could be done to minimize repetition and dropping out of students' in this school?

1. What school principals and teachers have to do?

2. What parents and the communities have to do?

3. What the Woreda Education Office and Zonal education Desk have to do?

4.4 What negative consequences have observed as a result of secondary students' repetition and dropping out in your village?

Appendixes: F

ለቡድን ውይይት የ?ተዘጋጁ መሪ ጥቂዎች

መመሪያ: ከዚህ በታች ከወላጅ መምህር ህብረት (ወመህ) ጋር ስለ ሁለተኛ ደረጃ ተማሪዎች ትምህርት መድገም ወይም ማቋረጥ መንስኤ እና ለችግሩ መፍትሄ በተመለከተ ለውይይት መነሻ ጥቂዎች ተዘጋጅተዋል፡፡

4.1. በትምህርት ቤታችሁ ለምን ተማሪዎች ትምህርት ያቋርጣሉ?

4.2. በትምህርት ቤታችሁ ተማሪዎች ክፍል የሚደግሙበት ምክንያት ምንድን ነው?

4.3 የሁለተኛ ደረጃ ተማሪዎች ትምህርታቸውን እንዳያቋርጡ ወይም ክፍል እንዳይደግሙ የተለያዩ ባለድርሻ አካላት ሚና ምን መሆን አለበት፡-

1. ከትምህርት ቤት አስተዳደር እና ከመምህራን ምን የጠበቃል?

2. ከወላጆች እና ከማህበረሰቡ ምን ይጠበቃል?

3. የወረዳና ከዞን የትምህርት ባለሙያዎች ሚና ምን መሆን አለበት?

4.4. የሁለተኛ ደረጃ ትምህርታቸውን ያቋረጡ እና የደገሙ ተማሪዎች በማህበረሰቡ ውስጥ ሲኖሩ የሚያጋጥማቸው አሉታዊ ተጽዕኖዎች ምንድናቸው?

Appendix H: General Education Transition Rate by Gender (2006/07-2010/11)

Years		Admission rate			Dropout rate			Scores < 2:00			Scores>2:00 point		
		M	F	T	M	F	T	M	F	T	M	F	T
2006/07	No	4299	2498	6797	350	147	497	2236	1529	3765	1713	822	2535
	%	-	-	-	5.2	2.2	7.4	32.9	22.5	55.4	-	-	-
2007/08	No	5702	3452	9154	110	63	173	3076	2205	5281	2487	1002	3489
	%	-	-	-	1.2	0.7	1.9	33.6	24.1	57.7	-	-	-
2008/09	No	4691	3048	7739	146	78	224	1820	1829	3649	7426	1062	8488
	%	-	-	-	1.9	1.0	2.9	23.5	23.6	47.1	-	-	-
2009/10	No	4071	2999	7070	149	73	222	1184	1110	2294	2738	1816	4554
	%	-	-	-	2.1	1.0	3.1	16.7	15.7	32.4	-	-	-
2010/11	No	4288	3958	8273	183	146	329	1624	2541	4165	1411	1581	2992
	%	-	-	-	2.2	1.8	4.0	19.6	30.7	50.3	-	-	-

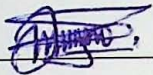
Source: Calculated from Educational Statistics Annual Abstract of SNNPR

Declaration

I the undersigned, declare that the thesis is my original work, has not been presented for a degree in any other University and that all sources of materials used for the thesis have been duly acknowledged.

Declared by:

Name Demissie Dabele

Signature 

Date 07/06/2012

Candidate

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Signature _____

Date _____

Advisor