TITLE OF THE STUDY

AN ASSESSMENT OF INTERNAL EFFICIENCY IN SECONDARY SCHOOL OF EBANTU WOREDA EAST WOLLEGA ZONE.

ATHESIS SUBMMITTED TO COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN SCHOOL LEADER SHIP

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ADDIS ABABA, ETHIOPIA

LETTER OF APPROVAL

This is to certify that the thesis prepared by Rafisa Waktole Abdi entitled with An assessment of Internal efficiency of secondary schools of Ebantu Woreda in east Wollega zone Oromia Regional state and submitted in partial fulfillment of the requirements for the Degree of Master of arts (school Leader ship) compiles with the regulation of the University and meets the accepted standards with respect to originality and quality.

Board of Approval

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DECLARATION:

I hereby declare that the Thesis entitled as "An Assessment of Internal Efficiency of Education" in the case of secondary schools of Ebantu Woreda. East Wollega Zone, Oromia Regional state has been carried out by me under the guidance of Dr. Jeilu Umar as part of master Degree in school leader ship.

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

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ABBREVIATION/ACRONYMS

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

ABSTRACT

The main objective of internal efficiency was to identify the major factors that contribute student's to drop out and repetition in secondary schools of Ebantu Woreda East Wollegga Zone. The research employed a descriptive survey design. Thus, the instruments of data collection were questionnaire, interview and document analysis. The respondents selected from two schools were 4 secondary school principals, 14 grade 10th homeroom teachers who are volentary from two schools, 120 students and 34 parents. The data collected from respondents were analyzed and interpreted by frequency, mean, grand mean, standard deviation and an interview was manually summarized. The findings of the study showed trends of students' dropout and repetition of East Wollegga Zone secondary school was increasing. Dropouts and repetition of grade 10 students were worst when compared with grade 11 students. The major factors that influence students to dropout and repetition were frequent absenteeism, students' lack of interest in learning; disciplinary problems were some major factor. The study recommended that increasing dropout and repetition rate in school, Woreda, Zone level initiate responsible bodies to design prevention programs and regarding to attitudes towards to dropout and repetition of students to school scientific justifications should be brought about a common sense between and among society who are benefited from school. Parents participate in school affairs and working effectively for making conducive learning environment. Counselors should have assigned from department of psychology. If continuous counseling for students on their economic, social, and psychological problems a students who are under risks of dropping out and repetition could get advantage and change their idea of the former dropping out and repetition of school.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Education is a process by which man transmits his experience, new findings, and values accumulated over the years, in his struggle for survival and development, through generation to generations. It enables individuals, community and society to make all rounded participation in development process by acquiring knowledge. Ability, skills and attitudes (AmdissaTeshome, 1992). Governing Ethiopia internal efficiency is reported as very low. The education statistic annual abstract of ministry of education (MoE, 2007/8) shows that 13% of secondary school students drop out and 16% repeat in a class which Oromia share as considerable number 13%drop out and 17%of repeaters. All aspect of educational wastage, internal or external has negative effects on social and economic benefits of education. Therefore, to insure high returns from education. It needs contributions of different intellectuals to check and if possible to mentis adopted education as "an instrument per excellence" for ensuring speed national development (Durosaro, 1997:63). These all concepts of education tell that education is practiced for human benefits.

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

According (Abagi 1997;14) internal efficiency as the amount of learning achieved during the school age attendance, compared to the resource provided and take the percentage of entering students who completed the course as its measure these is manifested mainly in the form of quantitative in efficiency like Dropout, Repetition, Absenteeism, Lateness and qualitatively

beyond these in the form of poor academic performance and un able to produce competent graduate for labor market.

Educational wastage (internal inefficiency) in our case, is a worldwide problem having more devastating effect on developing countries even through it has been least studied. The educational statics annual abstract of ministry of education (MOE 2011/2012) show that 13% of secondary school students are drop out and 16% repeat in class .In addition Oromia share as considerably number 13% drop out and 17% of repeaters. In sub Saharan Africa many countries, on average spent 20% their national expenditure on education, however, it noted that the result are not commensurate to the input UN indication of wastage in the funds use(Susan,1997).

Therefore, to insure high returns from education. It needs contributions of different intellectuals to check, minimizes and if possible to eradicate educational wastage. However according to east wollega Eebantu woreda, secondary school, having an average of2.9% repeaters and 8% drop outs averagely for three consecutive years from 2009_2011 on words, there are also a great number of student absent from class and daily in average 13 students absent from class of 70 students, In addition 18 students are late comers from class of70 students daily in average (school assessment record 2019)

1.2. Statement of the Problem

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

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

The trend of students to repeat and dropout is largely influenced by socio-economic background, educational factors, and excessive involvement of learns in domestic work, and parental oppositions and educational status of parents (Pandit,H.N/ed/). Therefore, in East Wollega Zone of Ebantu Woreda secondary schools, there is a significant level of internal inefficiency. There are also a great number of students who are dropped yearly 66,74 and 124 students respectively and 85, 86 and 81 repetition rate respectively from 2009 to 2011 E.C. Daily in average 15 students absent from class of 70 students. In addition, 20 students are late comers from a class of 70 students daily in grade 10 in average. (School record assessment; 2009-2011 E.C).

The purpose of this study is to investigate the actual states of internal efficiency and to identify the constraint that causes the observed problems of drop out and repetition rate that need attention. In addition it forward solution to overcome the problems identified in Ebantu woreda in Hinde and Gatama Bese secondary schools.

1.3 Basic questions

1. What is the status of internal efficiency in Ebantu woreda secondary school?
2. What are the reasons for inefficiency?
3. What measures should be taken to solve the problem?

1.4 Objective of the Study

1.4.1 General objectives

The main objective of this study was to assess the internal efficiency and the magnitude of the problems of internal efficiency in Ebantu Woreda secondary schools. The study also was attempt to identify possible measure to improve problems of internal efficiency of secondary school and based on the findings, forward solutions to mitigate the problem.

1.4.2 Specific objectives

- To assess the status of internal efficiency in secondary school.
- To identify the reasons for internal inefficiency in secondary school.
- To assess the measures should be taken to solve the internal inefficiency.

1.5 Significance of the Study

The findings of the study are believed to have the following importance.

1. It may enable educational officials at different level to understand the state and constraints of internal wastage so that they will attempt to search solution for it.
2. It may help students, parents, teachers, school PTA, School Board and other schools stake holders to contribute for schools efficiency.
3. It provided data for educational planners and decision makers to make found decision in this crucial wastage problem.
4. It may add information to the existed literature and serves a document for further research particularly in secondary school internal inefficiency problem.

1.6. Delimitation of the Study

Educational inefficiency (wastage) is abroad term encompassing “all missed opportunities" of individual students, collective students and the entire of the system. But this study is delimited only to the quantitative analysis of wastage measured by repetition, dropout, absenteeism and lateness in grade 10 of Oromia region east wollega zone Ebantu woreda Hinde and Gatama Bese secondary schools due to high drop outs and repetition rate.

The study is also delimited to three year time dimension between2009-2011 E.C. The main delimitation of the study is also it is only to secondary school level education of grade 10because there is a shortage of research on the internal efficiency of secondary education when we compare to primary level education which has an excess research.

1.7. Limitation of the study

The limitation of the study in conducting this thesis was internet access constraint, Lack of budget, political instability, lack of reference materials and case of COVID-19 were major problems encountered in this research activity.

1.8. Definition of Terms

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

Educational wastage:-pupils dropping out of school before completion of the cycle of education or grade repetition of cycle of education and lateness or the combined effect of both(UNESCO,1984).

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

Internal efficiency: - refers to the measurement of performance with in the education system (Educational statistics annual abstract: 2007/8)

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

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

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

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 An Overview of Educational Wastage`

Investment in education is investment human capital. Government, parents and students invest on education because of its private and social returns. It is not, however, possible to see these returns due to educational wastage. Wastage as a result of internal and external in efficiency is common phenomenon of education sector in both developing and developed countries (UNESCO, 1996).

The word wastage is originally had its root in economic field (Brimer, 1971).In education, wastage is described as a failure of a system to achieve its objectives (UNESCO, 1984).Some educational planners and researchers limited it as the sole combination effect of repetition and dropout in the flow of students through the cycle of education. However, in its broader sense it is beyond the cumulative effect of repetition, dropout and it includes about all missed opportunities for individuals, families, communities, entire nation and regions of the world (Shindu;1999). In sub Saharan Africa, Many countries, on average, spent a 20 percent their national expenditures on education however, it is noted that the result are not commensurate to the input an indication of wastage in funds use (Susan. Nkinyangi, 1997).

The serious problem of developing countries is not only getting children to school but also keeping the min(shindu1999). Unless those who are in school is not kept, give relevant and quality education, promoted to the next levels, the achievement of the desired result is unfeasible. In general term, the expression of wastage in education is evident in the large number of children who for one reason or another do not succeed in acquiring the fully range of knowledge, skill and attitudes offered through schooling.

Hoy, et al(2000;10) say, quality of education is an evaluation of the process of educating which increase the need to achieve and develop the acuteness of the costumers of the process at the same time meets the accountability standards set by the clients who help for the process or the out puts from the process of education. Quality of education can be measured using indicators internal efficiency to determine the efficiency of the education system.

Student characteristics are among most important factors that affects internal efficiency of schools. In a class room due to individual difference and background students come to school with different characteristics that affect the students' level of participation and achieving in education (Nebiyu, 1999: 247). For instance due to this difference students come up with different Physiological and Psychological makeup and as a result of this students attending the same class are considered to have difference in personality such as physical, mental, intellectual, moral and motivational factors that in turn have a contribution to educational wastage different levels (UNESCO, 1998). In light of the above stated facts and according to Kathmandu (2001) among many student characteristics that affect internal efficiency includes: Variation in sex and age group, difference in socio- cultural background, difference in economic condition, parental attitude towards education, parents educational awareness and, difference in children's living location in remote and rural area. Studies suggested that not only internal factors but also external factors such as students' health, parents' education, economic status, culture, pregnancy problem and others have great pressure on student's and influence the quality of education which pushes children to with draw from schools (Miretab, 2008).

2.2. Forms of Educational Wastage

For a long period of time educational wastage has been narrowly conceived. But it encompasses from the quantitative analysis of internal efficiency to qualitative nature of education or productivity of graduates in the labor market. Having this central issue, it has different forms. According to Briner and Pauli(1971),educational wastage can be said to exist in the followings:-

Those are:-

- In the failure of the system to provide universal educations.
- The failure to recruit children in to the system.
- In failure to hold children within the system.
- In failure of the system to set appropriate objectives.
- Inefficiency in the achievement to objectives.

Another educator by the name Aggarwal1982) treated educational wastage from four dimensions. Such as:-

a. Wastage of talented teachers- because of overcrowding, in classes can't utilize effectively.
b. Wastage of material resource-unable to use the availed resource.
c. Wastage of talented students- unable to identification of talented students.
d. Wastage due to dropout- fails to continued education.

A Kenyan educator (Shindu1994) have also tried to list exhaustively different form of educational wastage as:-

Non enrolment, late enrolment, Dropout, Repetition, Lateness, Absenteeism, Poor performance, limited an ineffective utilization of resource, unemployment of school leavers, non-transition, Brain drain and Teachers turnover.

In general, failure of the system failed of the stake holder and failure of a pupil in the school is the central problem of this categorization and all these have negative consequence on social and economic benefit of schooling.

2.3. Nature and Causes of the Main Features of Educational Wastage

2.3.1 Nature and Causes of Dropout

Drop out is a failure of pupil to complete a give school year. No agreement is arrived at among educators on the extent to which the dropout contributes to the total wastage in the system.

This emanates from that a drop out may have received a considerable amount of education so that in education terms it wouldn't be correct to consider all his/her school career as wastage (UNESCO,1972).therefore not all dropouts represent wastage, it is open to legal restriction (Brimerand pauli,1971).

Dropout is a worldwide problem even if it is more serious in less developed region of the world which comprises the education of Ethiopia too. As observed from the house hold education demand study (UNESCO; 1996) dropout for entire country of Africa ranges from 13to 22percent. Then rates for grade 1-3 16,17and 13, 4-6,7-8, 9-10 and 11-12were,13, 16, 17 and 13inorder.

As Agawam noted "dropout and repetition like headache and fever, are not diseases by them selves. They are really symptoms of other diseases in the education system. As presented in different research paper the major roots for leaving school is mainly attributed to social, political, economic, cultural, psychological and material problems.

Explicitly or specifically the causes for dropping out of developing countries like ours can be categorized as:-

Economic factors-like poverty low incomes family size, etc.
Geographical factor; like remoteness of the school
Social factors-like low educational level, lack of medical care, engagement in domestic work such as farming and rearing of animals , etc.
Cultural factors- like early marriage and keeping girl students at home.
School related factors-like teacher's behavior lack of text and materials, in appropriate curriculum poor school environment, poor school facility and etc.
Psychological factors-family back ground, less awareness of family and fatigue.

2.3.2. Nature and Cause of Repetition

Repetition is a year spent by a pupil in the same grade and doing the same work as in the previous year.(Brimerandpauhi; 1971

This show that the repeaters are those pupil in a given school year remain in the same grade and do as in the previous year which causes a visible wastage in all case.

There is a claim that repetition may be regard as an effective way of ensuring that pupil have the opportunity to recover from earlier failure and of ensuring that planned achievement levels are met (BrimerandPauli,1971).

Whatever the motive and initiative of repetition may be it is one of the major phenomena of educational wastage. In low in some countries of Africa and other less developed regions financing a child twice or more times for a single grade worsen the situation (WorldBank,1988).More over repetition is "a blocking stone 'for new comers by blocking chance of new admitters in school.

Repeating in a grade is though wasted full. Because: It reduce the intake capacity increase unit cost contributes to drop out by blocking the others

Directly or indirectly almost all causes listed for dropout are causes for repletion. Additionally student personal factors like their performance and other shave great impact on repetitions

2.3.3 Absenteeism and Lateness

Absenteeism and lateness are common practice observed in schools. The result of absenteeism and lateness is low performance of student which leads to dropout or repetition. This practice is usually occurred in Ethiopia school particularly during harvest season. All causes listed for dropout and repetition can be the causes for absenteeism and lateness.(School record assessment; 2018/19).

2.4 Efficiency

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

2.5 Factors behind Low and High Completion Rate in Education

As indicated above, many secondary school students who enter the school system at secondary level do not complete the cycle in the given time frame. In addition, many factors could be behind low completion rate at secondary schools. According to (Abagi, et.al, 1997), the major factors that affect low completion rate at secondary school could be divided into three or four categories. These are education polices and institutional processes, school-based factors, house hold and community based factors and student related factors. Even though their

impact varies from school to school, the above categories of factors of low completion rate have caused inefficiency in secondary education. Thus, since low completion rates a serious wastage in the system it must be solved as immediate as possible.

2.5.1. Education Polices and Institutional Process

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

2.5.2. School Related Factors

Several school-based factors have been cited as being responsible for high or low completion rates among secondary school. Pupils in most African countries among these the main ones are school environment and location, access of educational facilities and materials, classroom dynamics (use of more efficient methods), teachers qualification and attitudes towards their work and pupils and over loaded curriculum, are the main areas (Abagi,1997). Therefore, one of the most important factors that enable us to determine high or low internal efficiency is the organization and structure of the school. According to Simmons (1986: 45), School based factors include school facilities, teacher characteristics.

School management regulation and guidance and the classroom dynamic or the interaction of the student, teacher and the curriculum are the dominate factors.

2.5.2.1. School Physical Resource and Facilities

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

2.5.2.2. School Location

School location has been described as one of the factors of rising school dropouts and repetition rates. Distance to school and danger to travel are major problems categorized under this factor. This problem is mostly felt in rural schools than urban schools. It also affects girls than boys. For instance, as one study conducted in Egypt reports, among enrolled girls who lived 2km from their school was achieved 8% lower than that of girls who lived 1 km from their school. Whereas for boys who lived farther away was 4 percent lower. (World Bank, 1990:3435). In Ethiopia as greater proportion of the population is living in scattered

settlements of rural area this factor seems critical factor for internal efficiency of secondary schools.

2.5.2.3. Teacher's Characteristics

Generally, the qualities of teaching staff in schools affect the internal efficiency of schools. The characteristics that are related with quality of teachers include teachers attitude, qualification, experience, motivation, classroom management and their interaction with students' academic achievement in particular and school repetition rate in general (Bishop, 1989:74). For instance the effect of teachers input on cognitive achievement was studied by many researchers and the summary of the results of the study are reported as follow.

As Harmison and Hanucheck in Nebiyu, (1999) summarized 96 studies conducted in developing countries they reported that among 63 studies conducted on the relationship between teacher education and 23students' academic achievements 35 of them showed positive relationship. However, he studies were found insignificant relationship. On the other studies conducted regarding teachers experience, salary and teacher-pupil ratio on academic achievement, over half of the studies were found to have insignificant effect. In contrast the above-mentioned fact (Simmons and Alexander, 1986:90-91). Reviewed many research findings and stated the following conclusion:

Teachers experience and salary tends to have positive influence on academic achievement. Smaller teacher-pupil ratios have little effect on student's achievement. Similarly, studies carried out in Asian countries confirmed that schools, which have, increase class size had yet shown reduced wastage in terms of dropout and repetition (Bishop, 1989). On the other hand, few class observations in Kenya indicate that there are cases where teachers negative Attitudes Push pupils, especially girls, out of schools. These pupils are those who are neglected, abused, and miss-handled and sent out of class during teaching learning periods. The results of all the above cases are absenteeism, hate of schooling poor academic performance, and non-completion of the education cycle (Bishop, 1989). In addition to this sexual harassment and Pregnancies is found to affect girls 'participation and repetition rate in education. Finally, in the sphere of teacher's characteristics, low teacher motivation is one of the most important causes for wastage in education. Low teacher motivation leads to teacher absenteeism and attrition, which are the

prominent problems of developing countries. Teacher absenteeism reduces students learning time, while teacher attrition increases costs of teacher training. One recent World Bank study reports that the causes of low teacher motivation are low salaries, poor working conditions, insufficient career advancement opportunities and/or weak supervisory and support services. Low teacher moral, directly or indirectly, affects the quality of teaching and the relationship between teachers and students, which results low pupil achievement and high school dropouts.

2.5.2.4. School Policies

Schools have their own operational polices and regulation in relation to teaching learning process and assessment of students learning. That affect repetition and dropout rates, these policies includes multi-grade teaching Self–contained teaching, shift system, language polices, Promotion police etc. Are some of the school based polices of these policy factors have their own positive or negative impact on schools internal efficiency performance. For instance according to Eiscomon (1977:27) multi grade teaching and shift system teaching that are designed to expand the opportunity of basic education through effective use of available resources are associated with high, repetition rate for that it reduces instructional time.

The other school policies that affect educational wastage are the promotion policy or examination regulation. Even though examinations are not fully efficient to measure student academic achievement, yet many use it to determine the chance of students to move the next higher grade or level of education .As a result examinations and promotion usually cause high or low rate of educational wastage (Psacharopoulos,1991:235). Many countries incorporate automatic promotion policy especially at lower grade to reduce high repetition rate. In Ethiopia automatic Promotion was incorporated in grade 1-3 so as to reduce repetition rate, however, in these grade still repetition rate are reported (MOE, 2000:13). The other school related factor which is most critical for school readiness, academic performance and repetition rate is the language policy, as it is evident in our educational policy and practice; we have given primary school education in Mather tongue instruction. The ultimate purpose of this policy was mainly to increase educational quality and reduce educational wastage.

2.5.2.5. School Management System and Practices

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

2.5.3. Student Related Factors

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

In light of the above stated fact and according to Kathmandu, (2001) among many student characteristics that affect internal efficiency includes:

- Variation in sex and age group
- Difference in socio-cultural background such as backwardness community,
- Difference in economic condition
- Parental attitude towards education in general & girls in particular
- Parents educational awareness and literacy level
- Opportunity cost of child labor and house hold work

- Difference in children's living location (in remote and rural areas)
- Vulnerability such as orphans and those affected by HIV/AIDS.

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

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

2.5.4. Parent and Community Related Factors

In developing countries, like Ethiopia, there are many reasons why parents or the community discouraged to send their children to school. Even though many parents managed to send their children and made them enrolled in schools but in the meantime those enrolled students become drop outers or repeaters. According to Abagi (1997). Household or community based factors that affects completion rate in education includes:-Household attitudes to education, Opportunity cost of education, Socio-cultural factors and traditions (example, early marriage), Gender issues, socialization and Religious factors. According to the above cited author all the above house hold or community based factors are responsible for pupils failure to complete secondary education. Generally, parents 'economical, socio-cultural, religious and educational background affects the internal efficiency of schools.

According to Susy, (2008:13-15) Factors contributing to repetition in particular and internal efficiency of secondary schools in sub-Saharan Africa include the following. The cost of schooling, remoteness of the school, illness and malnutrition, lack of sanitation blocks at schools, the need to work, limited access to secondary schooling, quality and relevant of schooling instructional time in schools and language of instruction.

2.6 Internal Efficiency of the School system

Educational provision absorbs considerable scarce resources that must be properly managed to benefit the customers. Natarajan (1993:47) says, "Efficient management of resources is called for to achieve the stated goals within a stipulated time". This implies that the quality of education is a function of the efficient management of educational inputs.

IIEP (1989:7) views efficiency as the optimal relationship between inputs and outputs. Efficiency is high if a given quantity of output is obtained with a minimum of inputs, or conversely, if a given quantity of inputs yield maximum outputs. Efficiency can be measured using some indicators. Natarajan (1993:47) lists the following as indicators of efficiency of an institution:

- Percentage of successful candidates with distinction;
- Unit costs at constant prices over a period of time;
- Output of distinguished scholars;
- Achievement in co-curricular activities;
- Rate of wastage and stagnation; and
- Employability of students after course completion.

Because this study concerned internal efficiency of schools, it analyzed such indicators as achievement and wastage through dropouts and repetition, but left out those indicators not specifically directed at internal efficiency. Efficiency in education can be broken into internal efficiency and external efficiency. Internal efficiency (or production efficiency, in the economist's jargon) is defined by McMahon (1993:22) as the efficiency with which learning and other educational outcomes are 'produced' in schools. Internal efficiency seeks to address concerns of wastage within the process, while external efficiency relates to how well the graduates contribute to economic development such that resources invested in their education do not constitute a waste. A related view of the concept of efficiency is up held by Deming (1986:183) when he writes that inefficiency in a service organization (just like in manufacturing) raises prices to the consumer and lowers his standard of living. The thrust of this study was on the internal efficiency of Ebantu Secondary Schools in Ethiopia. The study of internal efficiency helps to use resources to best advantage and address inequalities. If the education system is

inefficient, the price of education will be out of reach for most potential students, and the quality of their lives and those of their communities will be compromised.

In the view of Moyo and Mubengegwi (1995:66-67) in measuring access to schooling, educational planners aim to get as many children to school as the policy stipulates, as well as knowing how many of the children remain at school and complete all the educational cycles that they are meant to go through. In other words, they would like to know the retention capacity of the system for a cohort in the school system. They also would like to know how wasteful the system is in terms of number of years students invest in school and the number of graduates that it produces. A study of these processes is called the internal efficiency of the school system. The use of numerical measurements for this analysis is, supported by McMahon (1993:28) who argues that, "Efficiency is best measured using quantitative indices." It can thus be concluded that internal efficiency is the degree to which wastage of educational resources is reduced through an improved school retention capacity, and avoidance of rework that accrues from repetition and failure of students. The internal efficiency of the school system is measured through the student flow analysis method, as explained in IIEP (2000:14). It analyses mainly the three things that happen once a cohort enters the school cycle:

1. Students may be promoted to the next grade;
2. Students may repeat a grade; and
3. Students may drop out of the school system completely.

These data can further be treated to yield wastage ratios. In the ensuing paragraph various indicators of internal efficiency are looked at.

*2.6.*1 Transition rate

According to IIEP (1989:6) this refers to the proportion of students moving from one education cycle to the next higher cycle. In this study this refers to the proportion of students in the final year of primary schooling in a given year, who proceed to the first year of secondary schooling in the subsequent year.

2.6.2 Repetition rate

This, according to IIEP (1989:6), refers to the proportion of students in a grade, who for various reasons repeat the same level the following year. According to Bray, et al (1986:62) repetition

constitutes inefficiency as repeaters occupy places, which could have been taken up by other students, and use resources more than once before progressing. This also hinders efforts to educate larger numbers of students and the resultant democratization of opportunities. This view is heavily criticized by IIEP (2000:22), which argues that there may be value in repetition, after all, as students are likely to grasp useful knowledge during repetition. Thus, repetition may only be accurately viewed as a waste if the repeaters do not get any worthwhile knowledge in the process, which is very unlikely. There is also no guarantee that students who do not repeat any form will ultimately perform better academically, and in real life than those who repeat some form(s).

2.6.3 Dropout rate

This, according to IIEP (1989: 6), is the proportion of students who permanently leave School before completing a prescribed cycle or level. Bray, et al (1986:62) contend that Dropout rates tend to be higher among students from low socio–economic backgrounds and in rural areas. This study was confined to rural schools whose communities are economically backward, and it sought to verify this tendency. It is worth considering that dropouts will have learnt something valuable before leaving school so to treat them as a complete wastage has the effect of inflating inefficiency levels, thus causing unnecessary panic. IIEP (2000:22) points out that failure to attach some output value to the years that dropouts spend in school ignores recent research on the threshold of literacy retention and this is particularly unrealistic for secondary education.

*2.6.*4 Survival rate

Moyo and Mubengegwi (1995:68) say, "The survival rate is the proportion of students admitted in an educational cycle and will eventually complete that cycle. It is a measure of the capacity of the retention of the cycle." This is irrespective of whether the students have repeated a level or not.

*2.6.*5 Study time per graduate

According to IIEP (1995:69), this indicator focuses on the number of years it takes a graduate to complete a cycle.

2.6.6 Pass rate

This is the proportion of students who attain at least some pre-determined standard of performance at the end of a cycle. For purposes of this study a pass is a grade C or better at Ordinary Level. A full-certificate is defined as five subjects marked C or better, including English Language. Thus pass rate in this context refers to the proportion of students who obtain at least five subjects marked C or better, including English Language in the "O" Level examinations (IIEP 1995).

2.6.7 Wastage ratio

The wastage ratio as explained by Moyo and Mubengegwi (1995:69) is a kind of 'composite' indicator, which looks at the global input and output relationship in terms of student years spent by a cohort in completing study course, compared with those that successfully complete the course. It, therefore, simply means that the wastage ratio is really an input/output ratio. Moreover at this juncture it is important to understand the concept of a student year. IIEP (1989:12) says, "The student year represents a convenient non-monetary way of measuring educational inputs. One student year stands for all resources spent to keep one student in school for one year." These inputs are resources such as buildings, teachers, textbooks, time, stationery, furniture and equipment. The quantity of these resources rises not only with the number of students, but also with the number of years, it takes a student to complete the cycle in which he/she is enrolled.

IIEP (2000:20) also observes the following limitations of the concept of internal efficiency:

1. The student-year is a non-monetary measure that does not yield very useful data for educational cost analysis;
2. Equating efficiency to completion may be misleading as learners may go through the Cycle without gaining any worthwhile skills; and
3. Internal efficiency is not a guarantee for external efficiency. It is thus the position of this review that internal efficiency is a necessary but not sufficient condition in ascertaining the quality of an education system. It must be applied alongside other measures, quantitative and non-quantitative, to overcome a variety of barriers to quality of education. Greenwood and Gaunt (1994:65) raise the following as conditions for failure in a quality drive. These conditions of failure if not corrected pose barriers to the provision of quality of education. Before quality can be installed, it must be ascertained that these conditions are absent.

Lack of cooperation across departmental boundaries and between academic and ancillary staff, departmental imperialism in pursuit of resources, and promotion, Secrecy in decision-making and lack of communication, Isolation and fear of cooperation amongst classroom teachers, Excessive and proliferating bureaucracy, Absence of coherent training and staff development programs; and Appraisal systems designed to manage by fear, rather than increase self-esteem and skills.

This list of barriers to quality of education is by no means exhaustive. Rather it high lights some of the common sources of quality failure. Understanding these generic barriers helps to chart a way towards improving the quality of education in schools, as some countries have attempted to do. Ethiopia is currently implementing its Plan for Accelerated and Sustained Development to End Poverty (PASDEP). The PASDEP's strategic vision is one of rapid and sustained growth primarily through large domestic investments and scaled up development assistance targeted at eliminating the poverty traps that have hindered the development of the country. Strengthening human resource capacity and achievement of the MDGs, of which education is a key element, is a cornerstone of the Government development strategy. The overall purpose of the GEQIP is to improve the quality of general education throughout the country.

GEQIP takes a holistic approach to improve the quality of general education by adapting the concept of the school effectiveness model (World Bank 2000). The framework is particularly suitable for GEQIP given the politically and fiscally decentralized structure of the Ethiopian education system, paired with the Government's recent efforts to implement a broad sector reform to improve the quality of education.

There are six programs of quality of education in Ethiopian context. Those are (MOE, 2008).

1. School Improvement Program (SIP)

Whilst providing physical inputs such as teachers, textbooks and School Health and Nutrition (SHN) Services are necessary if the quality of education is to be improved, creating incentives that lead to better instruction and learning are also vital.

Hanushek and Woessmann (2007) identify three key factors that enhance the quality of education. These are choice and competition between schools, school autonomy and school accountability. The authors cite a plethora of evidence to support their argument including a

study by Skoufias and Shapiro (2006) which finds that the combination of increased school resources and local school management induce statistically significant improvements in learning. The School Improvement and School Grants Programs will improve the second and third of these key axioms. The resources that schools receive under the School Grants Programs will be used to support implementation of School Improvement Plans. The SAF identifies four domains as the most significant areas in need of school Improvement. Those are: Learning and Teaching, Student Environment, Leadership and Community Involvement. Within each domain, focus areas are highlighted and standards of performance indicated. Indicators of practice are provided for the school to evaluate its performance in relation to each standard (MOE, 2008).

2. Teacher Development Program (TDP)

The component will support the Government's efforts to increase the supply of effective teacher educators, teachers and facilitators in primary and secondary education through the implementation of teacher education, and in-service and pre service teacher development programs. (MOE, 2008).

2.1. Pre-Service Teacher Education Quality Improvement.

GEQIP will provide support to enhance the pre-service teacher training program for regular and ABE programs. The teacher training program will focus on six elements:

(I) improved selection of entrants to teacher training; (ii) provision of teaching materials in the teacher education institutions (TEIs); (iii) enhanced practicum for teacher candidates; (iv) in-service pedagogical training for teacher educators; (v)enhanced English language supports in the TEIs; and (vi) provision of a training program for ABE facilitators(MOE, 2008).

2.2 In-Service Teacher Education Quality Improvement.

The in-service teacher training sub component includes revision of the following program areas: (I) Enhancing the provision of continuous professional development at schools; (ii) providing English language training for teachers of English and developing a cadre of school-based English mentors who will support all teachers using English as a medium of instruction; (iii) developing

a teacher career structure and licensing and re-licensing system which recognizes professional development and behavior (MOE, nov2008).

3. Curriculum

A full General Education curriculum reform is currently underway. The current curriculum has been revised once since its introduction 15 years ago. This first revision focused mainly on re-arranging content and addressing concerns such as civic education, gender equity, and HIV/AIDS education and other government policies and strategies.

Textbooks

The quality and availability of textbooks and other materials have represented a challenge to effective teaching and learning for many years. Although some REBs have recently managed to improve the textbook: student ratios for primary grades, reaching as high as 1:1, the content of the textbooks is widely seen as not being conducive to effective learning. All phases of the campaign will be supported by the use of appropriate media (including radio, television, and plasma) and languages to reach the target audiences (MOE, nov2008).

4. Civic and Ethical Education: The government and MOE have the responsibility for the making their people good citizen and keeping students disciplined through aware their right and duties. The club which is established in the school teaches the community of the school for making them competitive, disciplinary citizen ship to improve the internal efficiency. (MOE, nov2008).

5. ICT: GEQIP objectives closing the gap of education between developing and developed countries as well as urban and rural. Plasma lesson and the skill of computers improving the quality of education.

6. Management and Administration Program (MAP)

The Government of Ethiopia embarked on unprecedented and far reaching decentralization reforms in the 1990's. This involved fundamental reforms in policy making, public service delivery and regulation. A key aspect of the reforms was the establishment of an intergovernmental fiscal transfer system for an annual grant, or subsidy, to regions. The results

of the civil service reforms in the 1990's were mixed. Whilst there were notable achievements in developing new legislation and introducing some new systems, reforms had limited impact in relieving institutional and capacity constraints within the civil service and there was little evidence of sustained improvements in output performance13. Accountability, transparency, and community participation are key principles.

Interview and observation instruments will be designed to capture school and classroom level data related to (but not limited to):

- Inclusion (including relating to gender and level of attainment)
- Lesson content (including relevance and accuracy)
- Impact on pupil learning. (MOE, nov2008).

2.8. Strategist of Reduce Educational wastage

According to shindu, 1999; reducing wastage is a basic measure of raising the efficiency of educational system and it can be needed social and economic forces and for this it can be beyond the control of education and educator is and need the intervention of policy makers and legislators, However, this didn't undermine the active participative effort of school personnel, administration, teachers, students and community in overco ming the problem largely.

Some research papers and UNESCO report put the means for reducing educational wastage as:-

Pedagogical m e a n s

- Better method of teaching and learning which stimulate interest of pupils;
- Examination procedure appropriate to student's ability;
- Relevance of education to real life;
- Material means- Reduction or elimination of school fee;
- Community action- counseling for parents of children those who have repeated and dropout;
- Shorter a n d effective cycle of education;
- Provision of basic infrastructure;
- Flexibility of school program;
- Discourage forced repetition and drop out.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLGY

INTRODUCTION

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

3.1 Research Design

In order to achieve the out lined aim and research objectives, the researcher was used both qualitative and quantitative (mixed) research design. The study employed descriptive types of research method on the assumption that it help to reveal the current state of internal wastage in the school. It involves the assessment of dropout and repetition status and causes in emphasizing on the existing condition. Because the nature of the study needs the description method. So a researcher choice this method in order to describe the research in detail to justify the problem and to attain the intended goal.

3.2 Population of the Study

The target population of the study was 520 students of grade 10 of Ebantu secondary schools all students dropped and repeated in school from 2009 to 2011E.C. Also, parents, home room teachers and school Directors were population of the study.

3.3 Sample and Sampling Techniques

From the total 5 secondary schools of the District, two schools were selected (Hinde and Gatama Bese secondary schools) purposively for this study and the respondents of the study were selected by using simple random sampling, snow boll and availability techniques from target population

	Sex	Schools		Total	Sampling method
		Hinde	GetemaBese		
Total population	Male	137	98	235	
	Female	160	125	285	
	Total	297	223	520	
total Sample size of students	Male	35	20	55	Simple random
	Female	39	26	65	
	Total	74	46	120	
Dropout	Male	28	15	43	Snow boll
	Female	30	14	44	
	Total	58	29	87	
Repetition	Male	8	6	14	Simple Random
	Female	10	9	19	
	Total	18	15	33	
Sample of Home room teachers	Male	8	6	14	Availability
	Female	-	-	-	
	Total	8	6	14	
	Percent	100%	100%	100%	
Sample of Principals and vice principals	Male	2	2	2	Availability
	Female	-	-	-	
	Total	2	2	4	
Sample of Parents	Male	8	10	18	Purposive
	Female	6	10	16	
	Total	14	24	34	

Source: Own survey 2020

3.4 Data Collecting Tools and Procedure

3.4.1. Questionnaires:-

The researcher used 105 closed questionnaires which was mainly distributed to respondents of 120 students, 14 homeroom teachers and 4 principals of the schools the responses were collected back from the respondents by using door to door administration.

3.4.2. Interview:

The researcher was used interview questions for parents of dropout and repeater students. With having similar advantages, the interview was used as an instrument of the data collection with open questions. This tool was used for 34 parents to clarify research questions and to get best and relevant information.

3.4.3. Document Analysis

The study has examined documents related to repeater and dropout students from the two secondary schools between 2009 to 2011 E.C. These include enrollment and promotion rates and school assessment documents of repeaters and dropouts. These documents have been aimed to complement the quantitative data obtained through questionnaire concerning the repeaters and dropout students in each secondary school. To record the information from the documents observation, prepared checklist were used by the researcher.

3.5. Procedures of Data Collection

The researcher was going through a series of data gathering procedures. These procedures help the researcher to get accurate and relevant data from the sample units. Thus, after having letters of authorization from Addis Ababa University and Ebantu Woreda education office for ethical clearance, the researcher directly went to Ebantu Woreda secondary schools to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher contact the principals of respective schools for consent. After making agreement with the concerned participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires was administered to principals, vice principals, homeroom teachers, and sample students in the selected schools. The participants were allowed to give their own answers to each item independently and the data collected by using door to door administration for closely assisting and supervising them to solve any confusion regarding the instrument. Finally, the questionnaires was collected and made ready for data analysis. On the other hand, parents were interviewed, to minimize loss of information.

3.6. Method of Data Analysis

Both quantitatively and qualitatively gathered data were analyzed and then described or narrated based on the methods that best suit their nature. Accordingly, the quantitative data collected through questionnaires was coded to software of SPSS (statistical package for social science version 20.00) analyzed using descriptive statistics (frequency, mean, standard deviation and percentage). In addition, qualitative data collected through interview was analyzed and interpreted with the word expression and narration.

3.7. Validity and Reliability Checks

A piece of research to be acceptable, the researcher should show that the data collection instruments are reliable and the conclusions are valid. Checking the validity and reliability of data collecting instruments before providing for the actual study subject was the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, initially the instrument was prepared by the researcher and develops under close guidance of advisors, who was involved in providing their inputs for validity of the instruments. The pilot test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence (Adams, Khan, Reside& White, 2007).

3.8. Pilot Test:

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

3.9. Ethical Consideration

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

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter indicate**s t**he findings of the study and their interpretations. It is divided in to three parts where the first part indicates the characteristics of respondent's. The second part deals with the analysis of data collected from documents to show the trends in internal efficiency. Finally, third part shows analysis of responses from teachers, principals, students and parents.

4.1. Characteristics and Background of Respondents

A total of 105 questionnaires were distributed to 120 secondary school students who were dropped and repeated grade 10; to 14 homeroom teachers and 4 school vice and principals.

Table 1: Background of principals, Teachers and students by Sex, Work experience, Educational Level and Field of Study.

Background		Respondents									
		Principal		Teacher		Students		Parents		Total	
		No	%	No	%	No	%	No	%	No	%
Sex	Male	4	100	14	100	71	59.16	30	50	119	60.1
	Female	-	-	-	-	49	40.83	30	50	79	39.9
	Total	4	100	14	100	120	100	60	100	198	100
Age	15	-	-	-	-	25	20.83	-	-	25	20.83
	16	-	-	-	-	58	48.3	-	-	58	48.3
	≥17	-	-	-	-	37	30.83	60	100	97	65.4
Work experience	0-5	-	-	9	64.2	-	-	-	-	9	37.5
	6-10	1	25	3	21.4	-	-	-	-	4	34.5
	11-15	2	50	2	14.2	-	-	-	-	4	40.4
	≥16	1	25	-	-	-	-	-	-	1	12.5
	Total	4	100	14	100	-	-	-	-	18	100
Education level	10^{th}		-	-	-	120	100	-		120	100
	Diploma	-	-	-	-	--	-	-	-	-	-
	BA	4	100	14	100	-	-	-	-	18	100
	MA	-	-	-	-	-	-	-	-	-	-

	Total	4	100	14	100	120	100	-	-	18	100
Field of study	EDPM	-	-	-	-	-	-	-	-	-	-
	Non EDPM	4	100	14	100	-	-	-	-	18	100
	Total	4	-	14	100	-	-	-	-	18	100
Current position in the school	Teacher	-	-	14	100	-	-	-	-	14	100
	Principal	4	100	-	-	-	-	-	-	4	100
	Total	4	100	14	100	-	-	-	-	18	100

Source: (School Report, 2011/ 2019)

As indicated in Table 1 above, 4 (100%) of principals, 14(100%) of home room teachers, 30 (50%) of parents and 71(59.16) of students were males. This indicates that the participation of females as school principals and homeroom teachers were low and calls for serious attention in order to encourage the females to come to the position of school administration or Directors, vice Directors and supervisors.

Besides, respondents from grade ten students age 15 are 25 in number and 20.83 in percentage, age 16 are 58 in number and 48.3 in percentage and age 17 or above are 37 in number and 30.83 in percentage respectively. These indicate that in each of the classes there were yet students who were over age groups. That indirectly indicates the prevailing of possible repeaters and dropouts.

The other indicator is that 1 (25%) of principal respondents had 6-10 years 'work experience, 2 (50%) of principal respondents had 11-15 years.1(25%)were above 16 years' experience and 9(37.5%) of teacher respondents were with work experience of below five years which indicate that insight to and handling efficiency problem will be at its lower advantage.

The Human Resource Recruitment and Development guideline of (MoE, 2002) indicates that the minimum educational requirement for secondary school level teachers is MA while secondary school principals need to have at least MA in EDPM. Accordingly, table 2 shows that 4(100%) of principals and 14 (100%) of teachers were first degree holders, indicating that the school has not met requirement for minimum level of qualified for secondary school. Principals were holding BA degree to manage at secondary schools, which is less than minimum educational requirement for secondary school management (non-MA in EDPM).

Regarding the parents 60(100%) of them cannot read and write .For that matter they unable to

encourage their children economically and ideally as they said.

4.2. Internal Efficiency

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

4.2.1 Dropout Trend

Table 2:

Table 2: School Level Trends of Dropout in Hinde and Gatama bese secondary schools in 2009—2011

Year	School	Grade	Enrollment			Dropout			Promoted students		
			M	F	T	M	F	T	M	F	T
2009	Hinde	10	236	180	416	20	21	41	216	159	375
	GetemaBese	10	278	120	398	10	15	25	268	105	373
	Total	10	514	300	814	30	36	66	484	264	748
2010	Hinde	10	310	304	614	18	21	39	292	283	572
	GetemaBese	10	92	55	147	13	16	29	79	39	118
	Total	10	402	359	761	34	40	74	368	319	687
2011	Hinde	10	298	249	547	34	39	73	255	210	465
	GetemaBese	10	164	104	268	23	28	51	141	76	217
	Total	10	462	353	815	57	67	124	396	286	682

Source: School Report (2019)

Table 2 indicates that trends of secondary education dropout in all sample schools of Hinde and Getema Bese senior secondary schools are increasing. Therefore, the stakeholders of sampled schools take series attention to minimize dropout trend. The dropouts are very high for females and increasing in trends of three years. This indicates more attention for females. Also, the dropout was high in Hinde secondary schools than Getema Bese secondary school in each of three consecutive years. For that matter from Hinde secondary school working hard is expected.

In the years of 2009 total numbers of grade 10 students Enrollment were 814 and in the years of 2010 total numbers of students completed grade 10^{th} were 761 secondly in the years of 2011 total numbers of grade 10students Enrollment were 815 and this indicates there were high educational wastage of internal efficiency in the cycles from 2009, 2010and 2011.

Totally, secondary school dropout rate reveals an increasing trend in three academic years and the two schools were similar trend which was 66,74 and 124 respectively from 2009 to 2011 E.C that indirectly imply poor performance of professionals at secondary schools. Additionally, the recorded increasing trends almost remain inconsistent and emerge to be a major challenge of the already mentioned schools.

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

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

Table 3: The major factors that affect internal efficiency of secondary schools in terms of dropout. (Student, School, Parent related factors).

N	Items	Student (120)		Teachers(14)		Principals(4)			
I	**Student related factor**	M	SD	M	SD	M	SD	GM	Rank
1	Traveling long distance to school	4.44	.729	4.13	.850	2.80	.447	3.79	1
2	Lack of self-confidence	4.07	.775	3.75	.897	2.80	.447	3.54	2
3	Frequent absenteeism	3.94	.886	3.63	1.096	2.60	.894	3.39	3
4	Frustration during examination.	3.69	1.057	3.75	1.073	2.60	.548	3.34	4
5	Health problem	3.94	1.060	3.54	1.062	2.40	1.140	3.29	5
6	Discipline problem	3.31	1.030	3.75	.989	2.80	1.095	3.28	6
7	Poor academic performances	3.96	.985	3.71	.908	2.60	1.140	3.22	7
8	Lack of interest to learn in some subjects	3.25	1.242	3.38	.924	2.80	.837	3.14	8
9	Often late coming	3.42	1.330	3.75	.944	2.20	.447	3.12	9
10	Early marriage.	2.39	1.042	3.54	.977	2.00	1.000	2.64	10

Average GM of Student related factor								3.27	3
II	**School Related Factor**								
11	Large class size	4.04	.941	3.88	.900	4.00	1.225	3.97	1
12	Lack of experienced teachers	3.90	.952	3.96	.806	4.00	1.414	3.95	2
13	Unsafe school environment	4.10	.825	3.83	.917	3.60	1.949	3.84	3
14	Lack of good administration	3.93	.983	3.96	.806	3.40	1.517	3.76	4
15	Lack of educational materials.	3.96	.926	4.00	.978	3.20	1.095	3.72	5
16	Influence of peer group.	3.50	1.048	4.08	.881	3.60	.548	3.72	6
17	Poor classroom management	3.25	1.242	3.79	1.062	3.80	.837	3.61	7
18	Difficulty of Class room instructing	3.68	1.098	3.88	.992	3.00	1.225	3.52	8
19	Poor continuous assessment	2.99	1.284	3.63	.924	3.20	1.643	3.27	9
20	Lack of relationship between teachers and students	2.44	.991	3.71	.999	3.00	1.414	3.05	10
21	Insufficient school facilities.	4.28	.809	4.04	.908	3.80	1.304	2.70	11
22	Corporal punishment	2.18	1.025	3.83	.917	2.20	.837	2.56	12
Average GM of School related factor								3.47	2
III.	**Parent Related factor**								
23	Lack of parental involvement in school decision making.	3.60	1.218	4.17	.868	3.80	1.095	3.85	1

24	House hold work load	4.00	.964	4.17	.868	3.00	1.000	3.72	2
25	Lack of parental involvement	3.86	.924	4.00	1.022	3.20	.837	3.68	3
26	Parental education background	4.12	.768	4.25	.794	2.60	1.342	3.65	4
27	Parental death	3.63	1.294	3.67	1.129	3.00	1.414	3.43	5
28	Family low standard of living	4.29	.795	3.92	.974	3.40	1.342	2.87	6
29	Cultural impact	2.47	1.210	3.88	.900	2.20	1.095	2.85	7
30	Family divorce	2.24	1.068	3.88	.947	2.00	.707	2.70	8
	Average GM of Parent Related factor							3.56	1

Source: Own survey, 2020

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

As one can see from Table 3, from factors related to students:- traveling long distance to school and Lack of self-confidence were rated very high students related factors with 3.79 and 3.54 respectively; that suggests very high agreement level of drop out and Frequent absenteeism, Frustration during examination, Health problem, Discipline problem, Poor academic performances, Lack of interest to learn in some subjects, Often late coming and Early marriage were the factors of the moderate grand mean values from 3.39 (indicates high) up to 2.64 (lowest) and average grand mean of 3.27 (which indicates moderate level of agreement for students drop out).

Thus, traveling long distance to school were rated the highest factor, that suggests very high agreement with maximum grand mean of 3.79 (indicates very high) and Early marriage is the factor of the smallest grand mean value of 2.64 (Very low).

As table 3 indicates, factors related to School:- Large class size, Lack of experienced teachers, Unsafe school environment, Lack of good administration, Lack of educational materials, Influence of peer group, Poor classroom management, Difficulty of Class room instructing showed very high agreement level of grand mean values ranging from 3.97 (indicate highest) up to 3.52(the lowest) and Poor continuous assessment, Lack of relationship between teachers and students, Insufficient school facilities and Corporal punishment were rated moderately. that suggests moderate agreement with grand mean value of ranging 2.56 (indicate low) up to 3.27

(indicates high) to students drop out from the school with average grand mean value of 3.47 which shows that these factors were found to be moderate in forcing student drop out as they were drawn from students, teachers and principal respondents.

So, Large class size showed the highest share school related factors that suggests very high agreement with maximum grand mean value of 3.97 (indicates very high)

As Parents related factors in Table 3 above shows that, Lack of parental involvement in school decision making, House hold work load, Lack of parental involvement and Parental education background was the factors with maximum grand mean value ranging from 3.85 (indicates very high) up to 3.65(shows lowest) and Parental death, Family low standard of living, Cultural impact and Family divorce was the factors with the moderate grand mean values of between 3.43 to 2.70 and the average grand mean of parents related factors shows the value of 3.56 which was very high agreement level for students drop out in the specified schools in the study area.

The researcher identified that, Lack of parental involvement in school decision making was the factors with maximum mean value of 3.85 (indicates very high agreement) and Family divorce was the factor of the smallest mean value of 2.70 (which shows the moderate level on drop out of students)

Generally, based on table 3 above, every factor were ranked based on grand mean value responses of students, teachers and principals indicating the relative influences on dropout. as we compared student's, school and parent's related factors, the average grand mean of parent's related factors showed the highest share in the students drop out in the selected schools than the other factors. Thus, the researcher decided that, parents contributed less in minimizing students drop out compared to school and students related factors or the students drop out in the specified area was in average caused by parent's related factors.

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

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

4.2.3. Repetition trend.

The table below indicates that trends of secondary school repetition in Hinde and Getema Bese secondary schools.

Table 4: School Level trend of internal efficiency in east Wollega zone of Ebantu Woreda in Hinde and Gatama Bese secondary schools in 2009 to 2011 E.C of Grade 10

Year	School	Grade	Enrollment			Repetition			Promotion		
			M	F	T	M	F	T	M	F	T
2009	Hinde	10	236	180	416	21	27	48	215	153	368
	Getma Bese	10	278	120	398	16	21	37	268	34	302
	Total	10	514	300	814	37	48	85	483	187	670
2010	Hinde	10	310	304	614	22	23	45	288	281	569
	Getema Bese	10	92	55	147	18	23	41	74	32	106
	Total	10	402	359	761	40	46	86	362	313	675
2011	Hinde	10	298	249	547	22	29	51	276	220	496
	Getema Bese	10	164	104	268	18	22	40	146	82	228
	Total	10	462	353	815	40	51	91	422	302	724

Source: Own survey, 2020

As table 4 indicates that, the repetition of total students in Hinde school was 48,45 and 51 with in 2009,2010 and 2011 respectively. Likewise in Gatama Bese secondary school the total number of repeated students in 2009,2010 and 2011 E.C were 37,41and 40 respectively. The repetition trend in both schools for male was 37, 40 and 40 respectively in 2009, 2010 and 2011.While for total female repetition trend in the selected academic year was 48, 46 and 51 respectively.

Thus, researcher concluded that, the repetition trends of secondary education of sampled schools in Hinde and Getema Bese secondary schools were almost increasing. The repetition was very

high for females than males and increasing in trends of three years. Also the rate of repetition was high in Hinde secondary schools than Getema Bese secondary school in each of three consecutive years.

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

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

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

Table 5: The major factors that affect internal efficiency of secondary school in terms of repetition.

No	Item	Students(120)		Teachers(14)		Principals (4)			Rank
I	**Student related factors**	**M**	**SD**	**M**	**SD**	**M**	**SD**	**GM**	
1	Health problem	4.30	.483	3.75	1.032	3.00	1.225	3.68	1
2	Study style	4.10	.568	4.13	.850	2.60	.894	3.61	2
3	Lack of self-confidence	3.80	.632	3.96	.859	2.80	.447	3.52	3
4	Uninterested to do homework.	3.10	.738	4.33	.816	3.00	.707	3.47	4
5	Failure to attend every lesson.	3.80	.919	3.92	.776	2.60	.548	3.44	5
6	Frustration during exam.	3.10	.738	3.79	1.062	3.00	.707	3.29	6
	Average GM							3.50	3
II	**School related Factor**								
7	Lack reference materials	5.00	.000	4.13	.947	3.00	1.000	4.04	1
8	Lack of facility	4.20	1.033	4.13	1.035	3.60	.894	3.97	2
9	Large class size	4.00	1.155	4.04	.908	3.20	.837	3.74	3
10	Loaded curriculum	3.40	1.075	3.87	1.035	3.20	.447	3.49	4
11	Failure to used	2.90	1.287	3.58	1.176	3.20	.447	3.22	5

	continuous assessment								
12	Teachers teaching approach	3.60	1.075	3.79	.932	2.80	.837	3.39	6
13	Failure to give tutorial class	3.30	.949	3.75	1.032	2.80	.837	3.28	7
Average GM								3.59	2
III	**Parent Related Factors**								
14	Low economic background	4.70	.949	4.42	.776	3.80	.837	4.30	1
15	Lack of educational awareness	4.20	1.033	4.46	.658	3.60	.548	4.08	2
16	Lack of encouragement	4.70	.675	3.96	.999	3.60	.548	4.08	3
17	Encourage to labor working	4.50	.707	4.13	.992	3.40	1.140	4.01	4
18	Lack of attend their children daily activity	4.00	1.155	4.29	.751	3.40	1.140	2.89	5
Average GM								3.87	**1**

Source: Own survey, 2020

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

As shown from Table 5 above, the factors related to students: health problem, study style, and lack of self-confidence were rated as very high factors, which suggested very high agreement with grand mean value with 3.68, 3.61 and 3.52 respectively to affect students' repetition rate in the selected schools. While the factors; Uninterested to do homework, Failure to attend every lesson and Frustration during exam were the factors which influences the students repetition in moderate level of agreement with grand mean value of 3.47, 3.44 and 3.29 respectively as response drawn from students, teachers and principal respondents.

The researcher concluded that, health problem had the highest share to increases the students' repetition rate of 3.68 (indicate very high) and the average grand mean value of (3.50).

On the other hand, from the factors related to schools:- lack of reference materials, lack of facility and large class size suggests very high agreement with grand mean value ranging from 4.04 up to 3.74 and factors like; Loaded curriculum, Failure to used continuous assessment, Teachers teaching approach and Failure to give tutorial class were the factors of moderate share in promoting repetition rate of students in Ebantu woreda secondary schools with average grand mean value of 3.59.

From Table 5 above, the factors related to Parents of Hinde and Gatama Bese students; Low economic background, Lack of educational awareness, Lack of encouragement and Encourage to labor working were suggested very high agreement with grand mean value 0f 4.30, 4.08,4.08 and 4.01 respectively to affect students' repetition rate in the selected schools. While the factor Lack of attending their children daily activity was the factor which influences the student's repetition in moderate level of agreement with grand mean value of 2.89 as response drawn from students, teachers and principal respondents with 3.87 average grand mean value.

Data collected through interview revealed that , 17(50%) of the parents interviewees said that their children repeat classes in that students do not have adequate text books, parents are not supportive for their children because they are illiterate, most of the teachers were fresh with no or little in teaching practice. Almost all of the factors stated above appear as major factors for student repetition. However, data collected from questionnaire and also supported by the interview conducted reveal that 12 out of 21 factors are said to be moderately prevailing factors in the sample schools that caused student repetition. And the rest or 9 factors out of 21 were very high factors forcing students' repetition which indirectly suggests sample schools were not better in controlling such factors.

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

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

Table 6: To what extent to the quality initiatives contributed for the school internal efficiency.

No	Items	Teacher (14)		Director (4)			
I	School Improvement Program (SIP)	M	SD	M	SD	GM	Rank
1	Conducive environment of the school reduce educational wastage	4.04	.955	4.00	.707	4.02	1
2	Teaching learning process improve internal efficiency.	4.25	.794	3.60	.894	3.92	2
3	Leadership of the school successfully improves internal efficiency.	4.17	.816	3.40	.548	3.78	3
4	Involvement of the community improves the internal efficiency	3.92	.929	3.40	1.140	3.66	4
Average GM						3.84	5

Source: Own survey, 2020

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

As table 6 above showed that, from Contribution of quality initiatives for the school internal efficiency, School Improvement Program (SIP):- conducive environment, teaching learning, leadership and involvement of the community improves the internal efficiency were rated very high quality initiatives for the school internal efficiency, that suggests very high agreement with grand mean value of 4.04, 3.92, 3.78 and 3.66 (indicates very high) respectively. While the average grand mean value of 3.84, which shows that these factors were found very high in quality initiatives for the school internal efficiency as response drawn from teachers and principal respondents.

Generally, the researcher concludes that, conducive environment has the highest share in improving internal efficiency of the selected schools in the study area.

4.2.6 Possible Mechanisms to improve internal efficiency of education.

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

Table 7: Mechanisms to improve internal efficiency of education in secondary schools.

N	Item	Teacher (14)		Director (4)		
		M	SD	M	SD	GM
1	Making upgrade and update the teachers.	4.58	.504	4.60	.548	4.59
2	Strengthen community involvement.	4.54	.658	4.60	.894	4.57
3	Improving the skills of computer.	4.46	.721	4.60	.548	4.53
4	Making educational materials more available.	4.50	.659	4.40	.894	4.45
5	Making school facilities good.	4.38	.711	4.40	.894	4.39
6	Improving plasma lesson.	4.50	.780	4.20	.447	4.35
7	Encouraging the efficient workers	4.62	.495	4.00	.707	4.31
8	Improving access to schooling.	4.33	.761	4.20	.837	4.26
9	Closing the gender gap.	4.46	.779	4.00	.707	4.23
10	Making awareness creations.	4.42	.776	4.00	.707	4.21
11	Enhancing inclusive education.	4.42	.654	4.00	.707	4.21
12	Improving adult literacy of parents.	4.38	.711	4.00	.707	4.19
13	Strengthen educational management and management information system.	4.54	.588	3.80	.837	4.17
14	Strengthen civic and Ethical education	4.54	.658	3.80	.837	4.17
15	Improving teaching methods	4.46	.721	3.60	.894	4.03
Average GM						4.31

Source: Own survey, 2020

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

As it can be seen from Table 7, Making upgrade and update the teachers, Strengthen community involvement, Improving the skills of computer, Making educational materials more available, Making school facilities good, Improving plasma lesson, Encouraging the efficient workers, Improving access to schooling, Closing the gender gap, Making awareness creations, Enhancing inclusive education, Improving adult literacy of parents, Strengthen educational management and management information system, Strengthen civic and Ethical education and Improving teaching methods were available techniques to improve the internal efficiency of the students with the

grand mean value ranging from 4.59 up to 4.03 and with average grand mean value of 4.31(which indicates very high agreement with internal efficiency)

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

CHAPTER FIVE

5. CONCLUSION AND RECOMMENDATIONS

After presenting and interpreting the details of descriptive analysis in previous chapter, this chapter presents Summary of major findings, conclusion and forward recommendations based on the preceding conclusions

5.1. SUMMARY OF MAJOR FINDINGS AND CONCLUSION

The major objective of this study was to identify the problems and magnitude of wastage in terms of dropout and repetition in selected secondary schools of Ebantu Woreda between2009-2011.

In order to achieve this study descriptive survey research was employed. Primary data sources were principals, teachers, students, and parents. In addition, such secondary data as dropout and repetition trend prepared by the Woreda education office reports.

And the research has answered such basic research questions as:

- What is the status of internal efficiency in Ebantu woreda secondary schools between 2009-2011?
- What are the reasons for inefficiency in the study area? And
- what measures should be taken to solve the problem of internal efficiency?

Sample schools were selected purposively. 2 (40%) Hinde and Gatama Bese secondary schools were selected from five secondary schools found in the Ebantu Woreda. Dropout and repeated student respondents were selected from sample schools randomly, while home room teachers and principal sample were in availability sampling technique and parents were also selected in using purposive sampling technique to represent who have grade repetition and dropout history with their children. The total number of respondents was 14 teachers, 4 principals, 120 students and 34 parents. Both qualitatively and quantitatively collected data were from those respondents through questionnaire and an interview and presented in a way properly to answer the research questions.

In order to illustrate the status of internal efficiency of schools, internal efficiency indicators that were collected from documents were organized in tables. Mean, standard deviation and grand

mean were calculated. The quantitative data was analyzed using descriptive method of data analysis and the qualitative data was manually summarized and interpreted.

The participation of females as school principals and homeroom teachers were low and calls for serious attention in order to encourage the females to come to the position of school administration or Directors, vice Directors and supervisors. *I*n each of the classes there were yet students who were over age groups. Teacher respondents were with work experience of below five years which indicate that insight to and handling efficiency problem will be at its lower advantage. Teachers were first degree holders, indicating that the school has not met requirement for minimum level of qualified for secondary school and Principals were holding BA degree to manage at secondary schools, which is less than minimum educational requirement for secondary school management (non-MA in EDPM).

Regarding the parents respondents, 34(100%) of them cannot read and write .For that matter they unable to encourage their children economically and ideally as they said.

School Level Trends of Secondary Education Dropout and repetition data was collected from two secondary schools which shows an increasing trend of dropout and repetition in each schools in three academic years from 2009—2011. These record shows increasing trends dropout and repetition almost remain inconsistent and emerge to be a major challenge of the already mentioned Authorities.

Factors Contributing to High Dropout was traveling long distance to school, Lack of self-confidence, Large class size, Lack of experienced teachers, Unsafe school environment, Difficulty of Class room instruction, Poor classroom management, Lack of good administration, Lack of educational materials, Influence of peer group, Lack of parental enhancement, House hold work load, Parental education background, and Lack of parental involvement in school decision making found to be the main problems that cause student drop out as responses from teachers, principals and students and The 34 Parent interviewees replied that the major reason was related to parents‟ economic problem, and parents need for children labor to participate in their families work.

Factors Contributing to High Repetition trend was failure to attend every lesson., frequent absenteeism, late coming, lack of doing assignment on time, frustration during examination, uninterested to do homework., failure to give tutorial class, teachers teaching approach, loaded

curriculum, failure to used continuous assessment, and lack of attend their children daily activity were found to be factors that mainly contributing for students repetition in sample schools. Majority of the interviewees said that their children repeat classes in that parents are not supportive for that they are illiterate, most of teachers were fresh with no or little in teaching practice.

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

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

Making upgrade and update the teachers, Strengthen community involvement, Improving the skills of computer, Making educational materials more available, Making school facilities good, Improving plasma lesson, Encouraging the efficient workers, Improving access to schooling, Closing the gender gap, Making awareness creations, Enhancing inclusive education, Improving adult literacy of parents, Strengthen educational management and management information system, Strengthen civic and Ethical education and Improving teaching methods were available techniques to improve the internal efficiency.

As the data collected from questionnaire and also supported by an interview conducted reveal that 12 out of 21 factors are said to be moderately prevailing factors in the sample schools that caused student repetition. And the rest or 9 factors out of 21 were very high factors forcing students' repetition which indirectly suggests sample schools were not better in controlling such factors.

5.2. Recommendations

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

- Females participation in school principals and homeroom teachers were low, thus, the Woreda Education office should initiate and encourage females to come to the position of school administration, vice Directors and homeroom teachers.
- As the data of repetition and dropout shows in three consecutive year (2009-2011), female dropper and/or repeaters students were more than that of male repeaters or/and droppers students; Therefore, every concerned party should work purposively on female students.
- Teacher respondents were with work experience of below five years which indicate that insight to and handling efficiency problem will be at its lower advantage. Thus, the concerned body should be standardizing well experienced teachers in secondary schools.
- As the analysis of this thesis shows that, parent related factors were the first share than others to increases the students' dropout and repetition in the study area. Thus, the government body in the study district should work to change the societies' attitude in mitigation of school dropout and repetition rate.
- Majority of parent respondents cannot read and write (educational awareness), Low economic background, Lack of encouragement and Encourage to labor working were suggested in the study as very high agreement with students' dropout and repetition. So proper awareness creation, informal/formal education and economic support should be given to parents on the purpose of education.
- secondary school dropout and repetition rate reveals an increasing trend in three academic years in the secondary schools from 2009 to 2011 E.C that indirectly imply poor performance of professionals at secondary schools. Thus, all concerned body should work actively in order to minimize the students' dropout and repetition rate in schools.
- Health problem had the highest share to increases the students' repetition rate of students. So preventive health care service should be given by health sector of the woreda.
- The finding indicated that, a school facility is one of the causes of student dropout and repetition in secondary schools of East Wollegga Zone Ebantu woreda. To be successful school, there should be health and safe school environment.
- As the study indicates that, some students are under risks of dropout and repetition in

secondary school from year to year. Thus, continuous counseling should be given for students on their economic, social, cultural and psychological problems.

- Moving long distance is one of the main factors for increasing repetition and dropout of students in the district. So the Woreda educational office, regional Bureau with the collaboration of NGO's should construct schools near surrounding for students.

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APPENDICES

APPENDIX-A

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Science

Department of Educational Planning and management

Questionnaire to be filled by Principals and Teachers:

Dear Director/Teacher/

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

Thank you in advance for your genuine cooperation!

General Direction:

1. No need of writing your name.

2. Put a tick "√'' mark on the space provided.

3. Write additional options, if any, on the space provided.

4. Please follow instructions provided for each part.

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

Part I back ground Information

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

5. Sex Male □ Female □

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

7. Field of study. Edpm□ Non-Edpm□

8. Your current highest Educational level. Diploma □ BA □ MA □9. Work Experience 0-5 years □ 6-10 years □ 11-15 years' □ ≥16 years □

2a. Rate the major factors that affects internal efficiency of secondary schools in terms of dropout. Based on your judgment put the degree of contribution of each factor by putting an "x" mark in a column you select.

No.	Major factors of dropout.	Very low (1)	Low (2)	Moderate (3)	high (4)	Very high (5)
2.1	Student related factors					
2.1.1	Un interested to learn in some subjects.					
2.1.2	Lack of self-confidence					
2.1.3	Traveling long distance to school					
2.1.4	Frequent absenteeism					
2.1.5	Often late coming					
2.1.6	Health problem					
2.1.7	Discipline problem					
2.1.8	Frustration during examination.					
2.1.9	Early marriage.					
2.1.10	Poor academic performances					
2.2	School based factors					
2.2.1	Large class size					
2.2.2	Lack of experienced teachers					
2.2.3	Insufficient school facilities.					

2.2.4	Corporal punishment					
2.2.5	Unsafe school environment					
2.2.6	Poor continuous assessment					
2.2.7	Lack of relationship between teachers and students					
2.2.8	Difficulty of Class room instruction					
2.2.9	Poor classroom management					
2.2.10	Lack of good administration					
2.2.11	Lack of educational materials.					
2.2.12	Influence of peer group.					
2.3	Parent related factors					
2.3.1	Lack of parental enhancement					
2.3.2	Families low standard of living.					
2.3.3	Family divorce					
2.3.4	Cultural impact/Harassment/.					
2.3.5	Parental death					
2.3.6	House hold work load					
2.3.7	Parental education background					
2.3.8	Lack of parental involvement in school decision making.					

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

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

2.3.2	Encourage to labor working					
2.3.3	Lack of attend their children daily activity					
2.3.4	Lack of educational awareness					
2.3.5	Low economic background					

3. The extent to which the current quality of education improve the school internal efficiency. Based on your judgment put "x" mark in you select column.

No.	The extent current quality of education Improve the school internal efficiency.	Very Low(1)	Low (2)	Medium (3)	High (4)	Very High(5)
3.1	School improvement program :	_____	____	_____	___	_____
3.1.1	Teaching learning process improve internal efficiency.					
3.1.2	Conducive environment of the school reduce educational wastage.					
3.1.3	Involvement of the community improves the internal efficiency.					
3.1.4	Leadership of the school successfully improves internal efficiency.					
3.2	CPD	____	____	_____	____	_____
3.2.1	Induction and generic courses are updating the teachers.					
3.2.2	Up grading, the level of professional improves the quality of education.					

3.2.3	Short-term training on subjects, seminars and workshops improves internal efficiency of the school.					
3.3	Civic and Ethical education	____	__	_____	_____	_____
3.3.1	Making the students a good citizen.					
3.3.2	Making the students more disciplined.					
3.4	ICT	___	____	_____	____	____
3.4.1	Plasma lesson improves internal efficiency.					
3.4.2	The skill of computer improves internal efficiency of the school.					
3.5	Curriculum:	___	____	____	____	_____
3.5.1	Textbooks, teacher guide, Syllabus and reference books improve internal efficiency.					
3.5.2	Distributing educational materials on time improves the quality of education.					
3.6	Leadership:	___	____	____	____	____
3.6.1	KETB and PTA improve the internal efficiency of the school.					
3.6.2	GEQIP and Block grant budget improves the internal efficiency of the school.					
3.6.3	Encouraging efficient workers of the school improves internal efficiency.					

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

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

4.15	Encouraging the efficient workers of the school.					

Part III. Please write extra factors that influence students to dropout that you know other than items listed in the above table.

_____

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APPENDIX-B

ADDIS ABABA UNIVERSITY:

College of Education and Behavioral Science

Department of Educational planning and management:

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

Dear Students: The main purpose of this questionnaire is to collect information that will help investigating factors related to dropout and repetition of students in selected secondary schools of EbantuWoreda in East Wollega Zone. For the success of this study, you're genuine, frank and timely responses are very crucial. Therefore, I kindly request your honest cooperation to fill this questionnaire. Thank you in advance for your cooperation!

General direction:

No need of writing your name.

Put a tick "√"mark on the space provided.

Please follow instructions provided for each part.

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

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

Part - I - Back ground of Information:

Name of the school _____

Region_____

Zone_____

Woreda_____

Sex Male□ Female □

Age 15□ 16 □ ≥17 □

Grade level- Grade 9 □Grade 10□

Time of dropout /repetition/ Year_____ Month_____

Part II

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

No	Items	Responses			
		Strongly agree	Agree	Disagree	Strongly disagree
2.1	Frequent absenteeism				
2.2	Shortage of school facilities				
2.3	Disciplinary problem				
2.4	Parents lack of awareness in education				
2.5	Inappropriate relationships between teacher and students				
2.6	Student lack of interest in learning				
2.7	Influence of peer groups				
2.8	Families low standard of living				
2.9	Health problem				
2.10	Cultural impact				

2.11	Distance from school to home				
2.12	Lack of counseling when facing problem in school level				

3. The following items are about your attitude on the technique which helps to improve dropout and repetiti0n rate in your school context. Based on your school situation judge the degree of contribution of each technique by putting an 'x' mark in the column you select

No	Items	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
3.1	Make school environment conducive area				
3.2	Developing quality of teacher training				
3.3	Develop reliable educational material				
3.4	Reducing students absenteeism				
3.5	Reducing teacher absenteeism				
3.6	Reducing gender gap				
3.7	Develop capacity or skill of school management.				
3.8	Make school facilities suitable				
3.9	Improving teaching methods				

3.10	Improving inclusive education/special need education				
3.11	Make awareness creation to parents of students.				

Part III. Please write extra factors that influence students to dropout that you know other than items listed in the above table.

_____

_____

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_____

APPENDIX-C

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Science

Department of Educational planning and management:

Interview Guide for parents whose children dropout/repeated /school:

The researcher will briefly explain the purpose of the interview to the interviewee that is the purpose of the interview is to collect information that will help investigating factors related to dropout and repetition of students in selected secondary schools of EbantuWoreda in East Wollega Zone. And, telling parents that their honest response is valuable for the success of the study.

Back ground Information:

Region_____Zone_____Woreda_____age_____sex_____Level of education_____ Occupation _____

Your child is a dropper/repeater/? _____

1. What factors do force your child dropout/repeat/ in the school?

2. Was there any effort made? From schools or local education office.

3. What established mechanisms are under taken in your locality to improve educational internal efficiency?

4. How is the distance of the school from your home?

5. Have you got any awareness creation or rising about student dropout and repetition?

6. Have you attended school day meeting?

Thank you for your cooperation!

Sincerely, RafisaWaktole Abdi, March 2020

Mobile number 0917038768. email-rafisawaktole@gmail.com

The trend of internal efficiency look like in east Wollega zone of EbantuWoreda secondary schools in 2009—2011.

Year	School	Grade	Enrollment			Dropout			Repetition			Promotion rate		
			M	F	T	M	F	T	M	F	T	M	F	T
2009	Hinde	10	236	180	416	20	21	41	21	27	48	195	132	327
	Gatamabese	10	278	120	398	14	18	32	16	21	37	248	81	329
	Total	10	514	300	814	34	39	73	37	48	85	443	213	656
2010	Hinde	10	310	304	614	18	21	39	22	23	45	270	260	530
	Gatamabese	10	92	55	147	13	16	29	18	23	41	61	16	77
	Total	10	402	359	761	31	40	71	40	46	86	331	273	604
2011	Hinde	10	298	249	547	34	39	73	22	29	51	245	181	426
	Gatamabese	10	164	104	268	23	28	51	18	22	40	123	54	177
	Total	10	462	353	815	57	67	124	40	41	81	365	245	610

Dropout + Repeater=520